



STRUCTURED INTERACTIONS IN ELEMENTARY SCHOOL CLASSROOMS



Sarah Kopp, Karen Martinez Cabrera,
Katherine Maultsby

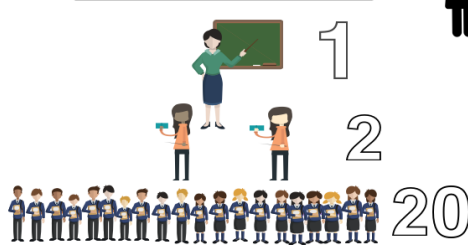
1 
Community School of Davidson

3 classrooms

2 1st grade

1 Kindergarten

Classroom Hierarchy



How Teacher Engages Child

- Known Answer Questions

"What sound does this animal make?"

- Turntaking

"Sally, how are we feeling?"

- Cold calling

- Open Invitation

"Raise your hand if you know today's date"

- Feedback



Connections

Teachers adopted a managerial role, dictating means of participation, activities, and distribution of time (Chavajay, 2006).



Turn taking and cold calling allow the teacher to ensure all students are participating (Chavajay, 2006).

Teachers asked open invitation questions, a practice less commonly observed in educated Mayan mothers (Chavajay, 2006).



Each class participated in a variety of activities and in different group sizes, allowing for repeated practice in different modalities (Dunlosky, 2013).

Every day students repeated learning activities; this repetition is a form of distributed practice (Dunlosky, 2013).

Homework is only classwork not completed during regular hours, and students are encouraged to bring books home on the weekend (Cooper et al. 2006).



Recommendations for Teachers

- Allow more time in between asking a question and asking students for a response to allow all students a chance to participate and develop responses
- Encourage participation from all students using random methods to select students to lead activities
- Repeat material in several modalities to allow for distributed and repeated practice



Time Spent Per Group Size



- Individual (5.56%)
- Large Group (58.33%)
- Pairs / Trio (36.11%)

Student Demographics



- Latino/a (6.78%)
- Asian (3.39%)
- White (79.66%)
- African American (10.17%)

"What should you be doing right now?"

"Thank you for sitting quietly"

"I like how Riggins raised his hand"

"Hey McKinley, is that your normal seat?"



Recommendations for Principals /Policy Makers

- No HW policy for elementary schools students
- Maintain the low teacher-student ratio with teacher's aids

References

- Chavajay, P. (2006). How Mayan mothers with different amounts of schooling organize a problem-solving discussion with children. *International Journal of Behavioral Development*, 30 (4), 371-382.
- Cooper, H., et al. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 76 (1), 1-62.
- Dunlosky, J. (2013). Strengthening the student toolbox: Study strategies to boost learning. *American Educator*, 37 (3), 12-21.

powered by