

Mehan Learning Lessons

# Learning Lessons

Social Organization in the Classroom

Hugh Mehan

Harvard

1994

# Learning Lessons Social Organization In The Classroom

**Hugh Mehan**



## **Learning Lessons Social Organization In The Classroom:**

Learning Lessons Hugh Mehan, 1979 Based upon a year of videotaped observations of one inner city elementary school class a sociologist analyzes the tacit rules that organize the social interaction of a classroom and provides a new understanding of its social fabric      **Learning Lessons** Hugh Mehan, 1979      **Learning Lessons** Hugh Mehan, 1996

*Social Actions for Classroom Language Learning* John Hellermann, 2008-01-01 Based on socio cultural approaches to research on language learning and classroom video recordings this book documents language learning as an epiphenomenon of peer face to face interaction This book provides web links so the reader can see the data from the classroom that is the subject of the analyses      *The Social Organization of Schooling* Larry V. Hedges, Barbara Schneider, 2005-05-26 Schools are complex social settings where students teachers administrators and parents interact to shape a child s educational experience Any effort to improve educational outcomes for America s children requires a dynamic understanding of the environments in which children learn In *The Social Organization of Schooling* editors Larry Hedges and Barbara Schneider assemble researchers from the fields of education organizational theory and sociology to provide a new framework for understanding and analyzing America s schools and the many challenges they face *The Social Organization of Schooling* closely examines the varied components that make up a school s social environment Contributors Adam Gamoran Ramona Gunter and Tona Williams focus on the social organization of teaching Using intensive case studies they show how positive professional relations among teachers contribute to greater collaboration the dissemination of effective teaching practices and ultimately a better learning environment for children Children learn more from better teachers but those best equipped to teach often opt for professions with higher social stature such as law or medicine In his chapter Robert Dreeben calls for the establishment of universal principles and practices to define good teaching arguing that such standards are necessary to legitimize teaching as a high status profession *The Social Organization of Schooling* also looks at how social norms in schools are shaped and reinforced by interactions among teachers and students Sociologist Maureen Hallinan shows that students who are challenged intellectually and accepted socially are more likely to embrace school norms and accept responsibility for their own actions Using classroom observations surveys and school records Daniel McFarland finds that group based classroom activities are effective tools in promoting both social and scholastic development in adolescents *The Social Organization of Schooling* also addresses educational reforms and the way they affect a school s social structures Examining how testing policies affect children s opportunities to learn Chandra Muller and Kathryn Schiller find that policies which increased school accountability boosted student enrollment in math courses reflecting a shift in the school culture towards higher standards Employing a variety of analytical methods *The Social Organization of Schooling* provides a sound understanding of the social mechanisms at work in our educational system This important volume brings a fresh perspective to the many ongoing debates in education policy and is essential reading for anyone concerned with the future of America s

children      **Language and Social Interaction at Home and School** Letizia Caronia, 2021-10-15 As Ragnar Rommetveit put it forty years ago dialogue is the architecture of intersubjectivity a tool not only for maintaining yet also constantly transforming our life worlds The volume advances and empirically illustrates the role of talk in interaction in displaying ratifying creating yet also defying the crucial dimensions of the world we live in This process is particularly noticeable in children s primary social worlds i e home and school where they are socialized to becoming competent members of the communities they will live in Drawing on fifty years of research on children s socialization through language and social interaction the volume provides new multidisciplinary insights and updated empirical data on the process through which cultures identities and knowledge are brought into being through the everyday dialogues that animate children s life at home and school The volume addresses a specialized readership and its interdisciplinary framework ensures that it will be of great interest to scholars from different academic fields such as social and developmental psychology anthropology education developmental linguistics sociolinguistics and developmental pragmatics      Learning, Social Interaction and Diversity - Exploring Identities in School Practices Eva Hjörne, Geerdina van der Aalsvoort, Guida de Abreu, 2012-09-05 The main idea of the book is to contribute to a broader understanding of learning identity and diversity by presenting actual research findings that were retrieved from classroom settings and related social practices Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains Sociocultural research shows that the organization of schooling promotes or restricts learning and is a crucial factor to understand how children from a diversity of backgrounds profit from instruction This is a first urgent issue to be considered by teachers and teacher education in our socio and culturally diverse society A second issue is the on going debate about learning as a process that involves the construction of identities in schools and classrooms and in the transitions between school and home practices Last but not least since school practices can be addressed from the perspective of diversity and special educational needs an on going discussion about optimizing pedagogical approaches is of main importance to allow maximum educational effectiveness Our potential audience for this book are researchers post graduate students in education and psychology teachers teacher education other academics and policy makers      *Schools and Society: A Sociological Approach to Education* Jeanne H. Ballantine, Joan Z. Spade, 2014-02-21 Undergraduate students of the sociology of education education and society and education studies      **The Handbook of Classroom Discourse and Interaction** Numa Markee, 2019-01-30 Offering an interdisciplinary approach The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically Discusses key issues in the future development of research in critical areas of education and applied linguistics Provides empirically based analysis of

classroom talk to illustrate theoretical claims and methodologies Includes multimodal transcripts an emerging trend in education and applied linguistics particularly in conversation analysis and sociocultural theory *The Social Psychology of the Primary School* Colin Rogers, Peter Kutnick, 1992-04-02 Colin Rogers and Peter Kutnick reassess the role of social psychology in educational practice for the primary classroom They offer an analysis of the ways in which the process and structure of classroom life affect the interpersonal and academic outcomes of schooling Social schooling is seen to have a crucial role to play in achieving effective t

**Producing and Managing Restricted Activities** Fabienne H.G. Chevalier, John Moore, 2015-03-27 This book examines the kinds of talk that service providers working in various settings e g doctors healthcare providers helpline call takers tourist officers seek to avoid in their interactions with clients when such talk may be expected or due in some way The studies utilise Conversation Analysis to demonstrate how participants use the interactional practices of avoidance and withholding to construct specific activities as restricted The various authors also show how in contributing to the restricted character of certain activities withholding and avoidance in turn contribute to both the accomplishment of the particular work of the specific organisations and to the construction of the specific institutional identities of the professionals Overall the collection offers an authoritative account of restriction and avoidance in workplace interaction

**Memory Practices and Learning** Åsa Mäkitalo, Per Linell, Roger Säljö, 2017-01-01 Memory and learning are seen as mental phenomena and generally studied as brain processes for example within various branches of psychology and neuroscience This book represents a rather different tack based on sociocultural theory cultural psychology and dialogism Authors from many different disciplines and countries study memory and learning as practices adopted by people in different interactional and institutional contexts Studies range from detailed analyses of situated activities to broad sociohistorical studies of cultural phenomena and collective memories such as national narratives and physical symbols for commemorating events and traditions By focusing on how people engage in remembering and learning this book provides a necessary complement to currently popular neuroscientific approaches

**The Handbook of Conversation Analysis** Jack Sidnell, Tanya Stivers, 2012-08-03 Presenting a comprehensive state of the art overview of theoretical and descriptive research in the field The Handbook of Conversation Analysis brings together contributions by leading international experts to provide an invaluable information resource and reference for scholars of social interaction across the areas of conversation analysis discourse analysis linguistic anthropology interpersonal communication discursive psychology and sociolinguistics Ideal as an introduction to the field for upper level undergraduates and as an in depth review of the latest developments for graduate level students and established scholars Five sections outline the history and theory methods fundamental concepts and core contexts in the study of conversation as well as topics central to conversation analysis Written by international conversation analysis experts the book covers a wide range of topics and disciplines from reviewing underlying structures of conversation to describing conversation analysis relationship to anthropology communication linguistics psychology and

sociology      **Making Connections** ,2006-01-01 In this book comparisons are made between the practices of classrooms in a variety of different school systems around the world The abiding challenge for classroom research is the realization of structure in diversity The structure in this case takes the form of patterns of participation regularities in the social practices of mathematics classrooms The expansion of our field of view to include international rather than just local classrooms increases the diversity and heightens the challenge of the search for structure while increasing the significance of any structures once found In particular this book reports on the use of lesson events as an entry point for the analysis of lesson structure International research offers opportunities to study settings and characteristics untenable in the researcher's local situation Importantly international comparative studies can reveal possibilities for practice that would go unrecognized within the established norms of educational practice of one country or one culture Our capacity to conceive of alternatives to our current practice is constrained by deep rooted assumptions reflecting cultural and societal values that we lack the perspective to question The comparisons made possible by international research facilitate our identification and interrogation of these assumptions Such interrogation opens up possibilities for innovation that might not otherwise be identified expanding the repertoire of mathematics teachers internationally and providing the basis for theory development

**International Handbook of Research on Children's Literacy, Learning and Culture** Kathy Hall,Teresa Cremin,Barbara Comber,Luis C. Moll,2013-02-20 The International Handbook of Research in Children's Literacy Learning and Culture presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies Features chapters that conceptualize interpret and synthesize relevant research Critically reviews past and current research in order to influence future directions in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures      **The Embodied Work of Teaching**

Joan Kelly Hall,Stephen Daniel Looney,2019-09-16 The chapters in this volume build on a growing body of ethnomethodological conversation analytic research on teaching in order to enhance our empirical understandings of teaching as embodied contingent and jointly achieved with students in the complex management of various courses of action and larger instructional projects Together the chapters document the embodied accomplishment of teaching by identifying specific resources that teachers use to manage instructional projects demonstrate that teaching entails both alignment and affiliation work and show the significance of using high quality audiovisual data to document the sophisticated work of teaching By providing analytic insight into the highly specialized work of teaching the studies make a significant contribution to a practice based understanding of how the life of the classroom as lived by its members is accomplished      **Proceedings of the 25th Annual Cognitive Science Society** Richard Alterman,David Kirsch,2013-12-16 This volume features the complete text of the material presented at the Twenty Fifth Annual Conference of the Cognitive Science Society As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse

backgrounds and different goals presenting a multifaceted view of cognitive science This volume includes all papers posters and summaries of symposia presented at the leading conference that brings cognitive scientists together The theme of this year s conference was the social cultural and contextual elements of cognition including topics on collaboration cultural learning distributed cognition and interaction

**The Practical Nature of L2 Teaching** Joan Kelly Hall,Yingliang He,Su Yin Khor,2023-07-26 Drawing on video recordings and transcripts from a wide range of L2 teaching contexts The Practical Nature of L2 Teaching presents a comprehensive examination of eight sets of specialized actions and action sequences involved in whole group instruction Each of the chapters highlights in exquisite detail the sophisticated real world accomplishment of L2 teaching The purpose is not to impose a vision of how L2 teaching should be done Instead it is to illuminate its complexities and in so doing reveal informative differences between idealized understandings of L2 teaching and its lived realities The book is essential reading for advanced undergraduates graduate students and researchers studying and working in the areas of classroom interaction L2 teaching and L2 teacher education

**Socializing Intelligence Through Academic Talk and Dialogue** Lauren Resnick,Christa Asterhan,Sherice Clarke,2015-04-19 Socializing Intelligence Through Academic Talk and Dialogue focuses on a fast growing topic in education research Over the course of 34 chapters the contributors discuss theories and case studies that shed light on the effects of dialogic participation in and outside the classroom This rich interdisciplinary endeavor will appeal to scholars and researchers in education and many related disciplines including learning and cognitive sciences educational psychology instructional science and linguistics as well as to teachers curriculum designers and educational policy makers

**Language and the Joint Creation of Knowledge** Neil Mercer,2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children s lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer s work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and

any reader interested in the role of language in education



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