

**SIMON FRASER UNIVERSITY
SPRING SEMESTER 2007**

**EDUC 290-2
SPECIAL TOPIC:
CLASSROOM INTERACTIONS:Teacher Development in
Reflective Practice
(D01.00)**

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THURSDAY 12:30-16:20 AQ 5039

PREREQUISITE

None

Description

This course is concerned with theory and practice of classroom interactions. It is offered as an entry point into studies of basic interactive processes between teachers and students.

Students in this course will examine the following big ideas:

- The art of attending, listening, and communicating respect lie at the heart of effective human relationships.
- Responding reflectively and using thought-provoking questions is fundamental to promoting pupil inquiry.
- The ability to reflect-in-action is key to ongoing professional development.

Class sessions will include the following instructional components:

- Studies of classroom interactions through observation and analysis
- Practice in attending, communicating respect, reflective responding, and using higher-order questions in simulated role playing contexts
- Analysis of practice in teacher-student interactions

- Continued self-scrutiny and self assessment in the interactive process

Objectives

To develop appreciation for the role of teacher-student interactions in promoting student learning
To develop skill in using effective teacher-student interactions
To develop skill in reflection-in-action

Evaluation will be based on the following criteria:

Regular attendance and active participation in all aspects of the course
Demonstration of understanding of the theoretical bases of classroom interactive processes
Demonstration of basic skill in the art of attending, communicating respect, reflective responding, and using higher-order questions
Demonstration of ability to be non-defensively aware of one's own interactive skills

Readings

John M. Novak and William W. Purkey. *Inviting School Success*. 4th ed. ISBN: 0-534-50419-1
Selma Wassermann, *Asking the Right Questions*. Bloomington, IN: Phi Delta Kappa, 1992.
Selma Wassermann, *This Teaching Life*. New York: Teachers College Press, 2004 ISBN: 0-8077-4500-6
