

Tasks and Social Relationships in Classrooms

Steven T. Bossert



**A study of instructional
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Tasks And Social Relationships In Classrooms A Study Of Instructional Organization And Its Consequences

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Tasks and Social Relationships in Classrooms Steven T. Bossert, 1979-09-27 Moving beyond the assumption that a teacher's personality or expectations are the primary determinants of classroom behaviour to the more complex sociological perspective of group organisation and social relationships Steven Bossert provides a glimpse inside the black box of the classroom as well as clear methodological and conceptual implications for future research and policy making Although common sense tells us that schooling involves social interaction most studies have ignored the nature of the classroom as a group and have failed to illuminate the link between learning processes and social relationships The behaviour of each class member must be seen in relation to the overall pattern of teacher and pupil interactions within the group When the author explores the implications of classroom organisation for group relations the importance of the structure of resources roles expectations values and verbal exchanges in the school environment fades in relation to that of the structure of tasks task evaluation systems and supervision The social organisation of the classroom thus emerges as more significant than individual relationships in understanding behaviour *Handbook of Classroom Management* Carolyn M. Evertson, Carol S.

Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management *Study of Academic Instruction for Disadvantaged Students: Commissioned papers and*

literature review Michael Sturgis Knapp, Patrick M. Shields, 1990 **Handbook of Reading Research, Volume II** Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who's who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection **Time and School Learning (1984)** Lorin Anderson, 2018-02-06 This book was first published in 1984 The role of time in school learning has long been a topic of interest to educationalists So much so that in the United States Carnegie Units purely time based entities are used to certify high school graduates and credit hours are the basic unit of college certification In this book contributors explore the role of time in school learning In particular American research has demonstrated that learning is a function of two time variables the time actually spent learning and the time needed to learn The book presents an integrated synthesis of the developments in the understanding of time in school learning and shows how this can have a dramatic impact on the process of schooling **How Teachers Taught** Larry Cuban, 1993-06-15 In this edition Cuban returns to his inquiry into the history of teaching practice in the US responds to criticisms and incorporates the scholarship of the last decade **Study of Academic Instruction for Disadvantaged Students: Commissioned papers and literature review** Brenda J. Turnbull, 1990 **Tasks and Social Relationships in Classrooms** Steven T. Bossert, 1979-10-01 Moving beyond the assumption that a teacher's personality or expectations are the primary determinants of classroom behaviour to the more complex sociological perspective of group organisation and social relationships Steven Bossert provides a glimpse inside the black box of the classroom as well as clear methodological and conceptual implications for future research and policy making Although common sense tells us that schooling involves social interaction most studies have ignored the nature of the classroom as a group and have failed to illuminate the link between learning processes and social relationships The behaviour of each class member must be seen in relation to the overall pattern of teacher and pupil interactions within the group When the author explores the implications of classroom organisation for group relations the importance of the structure of resources roles expectations values and verbal exchanges in the school environment fades in relation to that of the structure of tasks task evaluation systems and supervision The social organisation of the classroom thus emerges as more significant than individual relationships in understanding behaviour **Handbook of the Sociology of Education**

Maureen T. Hallinan, 2006-11-24 The aim of the Handbook of Sociology of Education is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date. The authors are distinguished researchers in the field. Their contributions to the Handbook offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society. The research presented in the Handbook is built on three fundamental tenets of sociology. First, the authors adopt the perspective that schools are a central institution in society. An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions. The study of how the context of schooling influences education processes is critical to an understanding of school outcomes. Rather than being determined solely by ascribed and achieved characteristics, an individual's cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded. Communities, families, schools, and social groups are critical elements in the educative process. By viewing the school as a societal institution and highlighting the interaction between context and individual behavior, the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society. The second sociological insight that guides the research in the Handbook is that the school is a social system. **21st Century**

Education: A Reference Handbook Thomas L. Good, 2008-10-01 21st Century Education: A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics, issues, questions, and debates facing educators today. This comprehensive and authoritative two-volume work provides undergraduate education majors with insight into the rich array of issues inherent in education, issues informing debates that involve all Americans. Key Features: Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs; preparation for GREs and research into directions to take in pursuing a graduate degree or career; Offers more detailed information than encyclopedia entries but not as much jargon, detail, or density as journal articles or research handbook chapters; Explores educational policy and reform; teacher education and certification; educational administration; curriculum and instruction; Offers a reader-friendly common format: Theory, Methods, Applications, Comparison, Future Directions, Summary, References, and Further Readings. 21st Century Education: A Reference Handbook is designed to prepare teachers, professors, and administrators for their future careers, informing the debates and preparing them to address the questions and meet the challenges of education today. Better Schooling for the Children of Poverty: Commissioned papers and literature review

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