

Classroom interaction in LAS Germany: Some *very selected* comments

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LAS

Literacy Acquisition in Schools
in the Context of Migration and Multilingualism

Strength of LAS

LIMA

**Dense and detailed description
of ‚everyday life‘ in selected
classrooms over a longer
period of time**

**→ through the eyes of the
researcher**

Strength of LAS

LiMA

**Congratulations to
what you have
achieved**

**A good piece of work
can always be improved**



Limitations

→ **Implicitness: What are the expectations of the researcher(s) [good quality teaching]?**

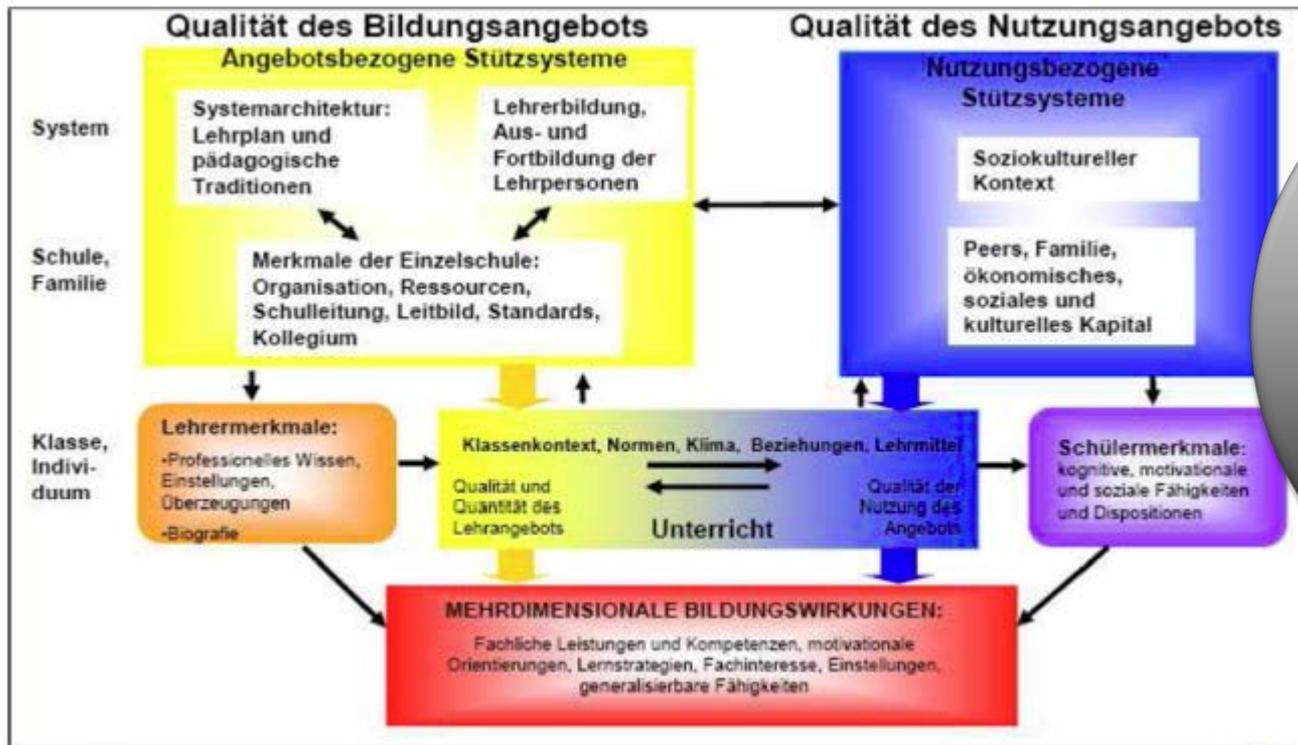
- obviously, in both German cases the teachers did not meet the expectations

→ **Monological structure: What did the teachers know about the researchers' expectations? And the students?**

- teachers are object of observations; don't have a voice.
- student's voices are not reported.

Suggestions

Wirkungs- und Prozessanalysen – theoretische Überlegungen



Identify useful models of effect- and/or process-analysis

(Reusser & Pauli 2010)

Suggestions

Topic and theoretical framework

Quality models designed for different levels/contexts of education are the framework of instructional quality. Models describe aspects (variables) that influence the quality of instruction. These include e.g. characteristics of students, teachers... of teaching, learning...

Helmke (2007, p. 43) (figure 1) defines quality of instruction as principles and characteristics essential for successful instruction. It relates to the principle of balance of **clarity**, adequacy of learners variation, subjects and situations, teaching methods, sensitive heterogeneity and individualisation, handling mistakes and motivation. The secondary components of quality of instruction involve efficient classroom management, the quantity of instruction, and the quality of teaching materials.

Identify relations to other classroom research

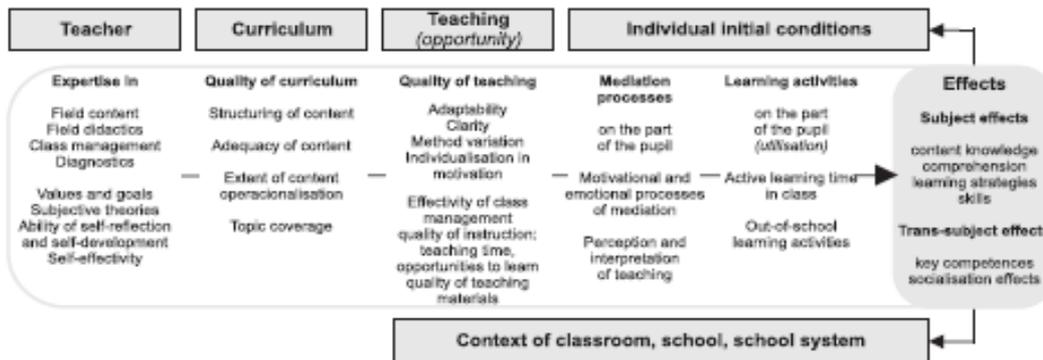


Figure 1: Helmke's model

- Second comment; remember...

A good piece of work
can always be improved



2nd comment: Comparing

„Consequently, the production of freely produced texts in Germany is an end in itself, whereas in Turkey, the error-free product is produced for the teacher.

Another significant point of difference is that ...“

Etc., p. 507

2nd comment: comparison



→ What are we talking about?

- Two selected schools
- Two teachers per country

→ representativity? Not necessary!

→ But: what do the selected schools stand for?

2nd comment: comparison

→ What are we talking about?

■ Two select

■ Tw

„Offener Unterricht“ / „Lesen durch Schreiben“:

- highly contested concept in Germany
- not very widespread
- longer term effects unclear, etc.

→

→ Bu

(cf. for example Merkens/ Schröder-Lenzen)

2nd comment: comparison



→ What are we talking about?

■ Two select

■ Tw

„Offener

Sch
„Literacy in grade 7...“

Illusion of a
longitudinal
perspective

→

→ Bu

(cf.
Lenzen)

recommendations

LIMA

Identify
relations to
other
classroom
research

Relate your approach
and findings to other
international
comparative
(classroom) research

