

PhD in Teaching and Teacher Education,
Faculty of Education, Hamar
Course description

**B30. Classroom discourse and professional development (2PRLU20-29)
(4 ECTS)**

<i>Type of course</i>	Optional course in <i>Category B: Theoretical perspectives</i>
<i>Responsible for the course</i>	Professor II Fiona Farr
<i>Content of the course</i>	<ul style="list-style-type: none"> - Reflective practice for professional development and lifelong learning: Exploring the theoretical foundations of reflective practice as a professional development strategy. The course presents several models and frameworks for reflective practice, and investigates the role of research-based approaches. Participants will have ample opportunity to apply insights from their own teaching contexts to some of the frameworks explored. - Professional development frameworks and strategies: A historical account of the development of classroom discourse approaches. The course explores some of the frameworks for the investigation of classroom discourse, and applies them to authentic classroom discourse to reflect on aspects of language use such as skills and systems, managerial mode and others. - Approaches in different teaching contexts: Broadening the notion of classroom discourse to include social interaction in teacher education contexts. It investigates various face-to-face and online modes in contexts such as discussion groups, teaching practice and TP feedback, and research supervision meetings. In these contexts the course examines, for example, reflective practice and teacher identity and their role in professional development. - Analysis of classroom and educational discourse: Applying theoretical knowledge to actual classroom and educational discourse
<i>Learning outcomes</i>	<p>Upon completing this qualification, the Ph.D. candidate will have acquired the following learning outcomes defined as knowledge, skills and general competence:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - The candidate has advanced knowledge about different types of classroom and educational discourse, and approaches to its analysis. - The candidate has advanced knowledge about the role of inter-cultural

	<p>awareness and diversity in classroom and educational discourse.</p> <ul style="list-style-type: none"> - The candidate has advanced knowledge about the nature and features of teacher talk. <p>Skills:</p> <ul style="list-style-type: none"> - The candidate can link a range of professional development frameworks and strategies to their own research - The candidate can discuss how knowledge about classroom and educational discourse may be critically used for professional development. <p>General competence:</p> <ul style="list-style-type: none"> - The candidate can identify research-related ethical issues and can use that insight in their own research - The candidate can reflect on the usefulness of and the need for research-based approaches to professional development and lifelong learning
<i>Ways of working</i>	<ul style="list-style-type: none"> • A 3-day (physical) seminar with lectures and seminar discussion. Active participation at the seminar is required. • A (digital) seminar where participants present and discuss their discourse analysis (see mandatory assignment). Active participation at the seminar is required. • Application of insights from the participants' own teaching contexts to different models and frameworks for reflective practice
<i>Mandatory assignment</i>	<p>An individual oral presentation of a discourse analysis of any piece of classroom discourse (preferably from the participant's own teaching), with a critical appraisal of insights for the purpose of professional development. The presentation must explicitly link theoretical knowledge gained from the course literature to the analysis. Assessed as approved or not approved.</p>
<i>Assessment</i>	<p>Individual essay. Assessed as pass or fail. The candidate must discuss a self-selected problem relevant to their own dissertation work in the light of theory from the course's literature, as well as any self-selected literature. The essay's title and summary must be approved in advance. The essay must have a length of approximately 2500-3000 words.</p>
<i>Organisation</i>	<p>The individual oral work is to be completed and presented for joint discussion during the final (digital) seminar.</p> <p>The individual essay must be submitted after the final seminar by a set date.</p>
<i>Credits</i>	4 ECTS

*Syllabus
(approx. 400
pages)*

For all (approx. 250 pages):

- Farr, F., Farrell, A. and Riordan, E. (2019). *Social Interaction in Language Teacher Education*. Edinburgh University Press. (Chapters 2 and 6)
- Farrell, A. (2019). *Corpus Perspectives on the Spoken Models used by EFL Teachers*. Routledge. (Chapters 3 and 4)
- Nicaise, E. (2022). "Enhancing oral communication in the EFL classroom: Teacher talk as a powerful means of language acquisition," *Textus* 35(1), 117-140.
- Sert, O. (2015). *Social Interaction and L2 Classroom Discourse*. Edinburgh University Press. (Chapters 2 and 3)
- Walsh, S. (2006). *Investigating Classroom Discourse*. Routledge. (Chapters 1-4)

Self-selected, approx. 150 pages

Readings from the recommended supplemental literature list may be selected (see below):

Recommended supplemental literature:

Articles in the journal *Classroom Discourse*.

Nicaise, E. (2021). *Native and Non-Native Teacher Talk in the EFL Classroom. A Corpus-informed Study*. Routledge.

Walsh, S. (2022). *Classroom Discourse and Teacher Development*. Edinburgh University Press. (Chapter 5)

Sert, O. (2021). Classroom Discourse and Interaction – a field in transformation. In Dippold D. & Heron, M. (Eds.). *Meaningful Teaching Interaction at the Internationalised University: From Research to Impact* (p. xv-xix). Routledge.