

Dr. Maureen Boyd

Tuesday, October 25th

11:00 a.m.-12:30 p.m.


Erickson Room: 252



You're Claiming *What* about Handshakes and Mini-lessons: Understanding Classroom Talk in Terms of Repertoires and Instructional Stance

Drawing from a year-long ethnographic case study of classroom talk practices in an urban second grade classroom community in a rust belt city in the NE United States, Maureen will explore methodologies for elucidating instructional stance and contextualize and unpack two claims tethered to dialogic teaching and learning.

Don't forget!: Everyone is welcome to come by Mary's house from 5:30 PM-7:30 PM for a potluck dinner with Maureen (see the email from the listserv for more information and an address).

A photograph of a stack of colorful books, including green, yellow, grey, and red covers, arranged in a slightly overlapping manner.

Maureen Boyd's research is on classroom talk: the language of teaching and learning. She examines patterns of classroom talk to better understand the role and impact of teacher questioning and follow up, and the likely contexts in which engaged, elaborated student reasoning and exploratory exchanges occur. She strives to make transparent the instructional repertoire of first and second language elementary teachers as they use children's literature to teach language, content, and literate practices. She unpacks what a dialogic instructional stance and response-able talk practices can look like, Maureen has published her research in *Elementary School Journal*, *Research in the Teach of English*, *Journal of Literacy Research*, *Discourse Processes*, and *Language and Education*.