

摘要

在课堂教学改革的背景下，课堂更加注重以学生为中心，强调学思结合。课堂互动作为课堂教学的关键，近年来对课堂互动的研究主要关注课堂互动话语、课堂互动质量评估、课堂互动影响因素三大议题。已有研究大多关注教师如何解读课堂互动，而对学生的具体反馈关注较少。

基于对课堂互动影响因素问题的回应，本研究以上海某大学本科课堂为例，提出以下三个研究问题：（1）以对话式教学为主的课堂互动情况如何？（2）教室（课堂）空间对学生参与对话互动有何影响？（3）学生如何评价对话式教学？

本研究采用语言民族志和参与式观察的方法，研究过程分两个阶段进行：第一阶段是作为助教参与并进行课堂观察和记录；第二阶段是作为研究者，对全班学生进行半结构式访谈，结合田野观察数据分析学生对课堂互动的理解和阐释，从而获得了洞悉课堂互动的学生视角。

在研究过程中，本研究搜集了多种类型的数据，包括教育部政策文件、访谈录音及文本转写、调查问卷、课堂录音及文本转写、参与式观察田野笔记。数据分析阶段，本研究从社会文化理论及对话理论出发，使用语言民族志的写作方式，结合田野故事，对本科课堂中的课堂互动进行呈现，并从激励制度、教室空间及学生学习观三方面进行分析。

研究发现，本科对话式课堂互动呈现多样化特点。在激励制度的影响下，课堂整体活跃度明显提高。分数能够一定程度有效激励学生参与互动，但也有学生对量化制度的合理性存在质疑。新型教室空间使隐含的师生权力关系发生改变，教师角色被弱化，师生关系更加平等，有利于对话式课堂互动的顺利进行。学生对于对话式教学评价不一，学生的学习观会影响学生的课堂行为，并对其课堂互动产生直接影响。对话式课堂中的互动也使学生的学习观有所改变。

关键词：课堂互动；教学激励；教室空间；学习观；民族志

Abstract

In the context of classroom teaching reform, teachers pay more attention to student-centered learning, and emphasizes the combination of learning and thinking. As the key of classroom teaching, research on classroom interaction mainly focus on classroom interaction discourse, assessment tools of classroom interaction quality, and classroom influencing factors. A large portion of studies focus on how teachers interpret classroom interaction, while research show less attention on students' feedback.

Based on the response to the discussion of the influencing factors of classroom interaction, this study takes an undergraduate class of a university in Shanghai as an example and asks the following three research questions: (1) What is the situation of classroom interaction mainly based on dialogic teaching? (2) What is the impact of classroom space on students' participation in dialogic interaction? (3) How do students evaluate dialogic teaching?

The study conducts the methodology of ethnography and participant observation. The fieldwork has followed two stages: In the first stage, the researcher participated in the class as a tutor and observed the condition of classroom interaction; in the second stage, the researcher interviewed each and every student in the class, combined with field observation data, analyzed students' understanding and interpretation of classroom interaction.

This study collected various types of data, including policy documents from the Ministry of Education, interview recordings and text transcribing, questionnaires, classroom recordings and text transcribing, field notes from participant observation. From the perspective of sociocultural theory, the research presented the classroom interaction in the undergraduate classroom combined with the field stories.

The study found that undergraduate dialogic classroom interaction shows its own characteristics. Driven by the incentive rules, the overall activity of the class is significantly improved. Scores can effectively motivate students to participate in the interaction, while the rationality of the quantitative incentive is questioned by students.

The new pattern of classroom space changes the implicit teacher-student power relationship, the role of the teacher is weakened, and the teacher-student relationship becomes more equal, which brings positive changes for dialogic classroom interaction. Students' evaluations of dialogic teaching show great differences. Students' conception of learning affects their classroom behavior and has a direct impact on classroom interaction. Dialogic classroom interaction changes students' conception of learning at the same time.

Keywords: Classroom interaction; Teaching incentive; Classroom space; Conception of learning; Ethnography