

Erratum Notice

Appendix 1: page 226.

Flanders' Interaction Analysis Categories		
Teacher Talk	Response	1. Accepts feeling. Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		2. Praises and encourages. Praises or encourages pupil action or behaviour. Jokes that release tension, but not at the expense of another individual: nodding head, or saying 'Um hm?' or 'Go on' are included.
		3. Accepts or uses ideas of pupils. Clarifying, building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4. Asks questions. Asking a question about content or procedure, based on teacher ideas, with the intent that a pupil will answer.
	Initiation	5. Lecturing. Giving facts or opinions about content or procedures: expressing <i>his own</i> ideas, giving <i>his own</i> explanation or citing an authority other than a pupil.
		6. Giving directions. Directions, commands, or orders to which a pupil is expected to comply.
		7. Criticising or justifying authority. Statements intended to change pupil behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-defence.
Pupil Talk	Response	8. Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas limited.
	Initiation	9. Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions: going beyond the existing structure.
Silence		10. Silence or confusion. Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Adapted from p. 34 from Flanders, Ned A. (1970) *Analyzing teaching behavior*. Reading (Mass.); London: Addison-Wesley (reproduced in O'Leary, M. (2013). *Classroom observation: a guide to the effective observation of teaching and learning*, London: Routledge, p. 51,. Copyright © 2013 Taylor and Francis)

Appendix 3: The handout "Module #12: Critical and Creative Thinking" © 2011 ASPIRA Association, Inc., accessed from <https://aspira.org/book/unit-03-building-personal-growth> PDF here <https://aspira.org/sites/default/files/U III M 12 ct.pdf>, has been redacted from pages 229-244.

Appendix 5: The test "Free Critical Thinking Tests – Inferences Questions Booklet" © AssessmentDay Ltd., The test can be accessed here: <https://www.assessmentday.co.uk/watson-glaser-critical-thinking.htm> PDF here <https://www.assessmentday.co.uk/free/watson-glaser/freetest1/Inferences/Free-Critical-Thinking-Test-Inferences-Questions.pdf>, has been redacted from pages 247-254.