

Selected References & Conceptual Foundations

Key scholarship informing teacher judgment, professional vision, classroom interaction, and reflective deliberation

ABOUT THESE SOURCES

These works represent selected conceptual foundations for a developing framework for AI-supported teacher reflection. Together, they inform how the framework understands professional judgment, noticing, classroom ecology, dialogue, and teacher responsibility.

01 PROFESSIONAL JUDGMENT & REFLECTION

These works frame professional practice as interpretive, situated, and dependent on judgment rather than the simple application of technique.

Biesta, G. J. J. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education*, 50(1), 75–87. <https://doi.org/10.1111/ejed.12109>

Dunne, J. (1993). *Back to the rough ground: Practical judgment and the lure of technique*. University of Notre Dame Press.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

02 PROFESSIONAL VISION & NOTICING

These works inform how teachers learn to notice, interpret, and discuss consequential features of classroom activity.

Goodwin, C. (1994). Professional vision. *American Anthropologist*, 96(3), 606–633. <https://doi.org/10.1525/aa.1994.96.3.02a00100>

Sherin, M. G., & van Es, E. A. (2009). Effects of video club participation on teachers' professional vision. *Journal of Teacher Education*, 60(1), 20–37. <https://doi.org/10.1177/0022487108328155>

03 CLASSROOM ECOLOGY & RESPONSIVE ACTION

These works contribute to understanding classroom management as attention to the functioning of the group as well as to individual behavior.

Kounin, J. S. (1970). *Discipline and group management in classrooms*. Holt, Rinehart and Winston.

Kounin, J. S., & Gump, P. V. (1958). The ripple effect in discipline. *The Elementary School Journal*, 59(3), 158–162. <https://doi.org/10.1086/459706>

04 DIALOGUE & CLASSROOM INTERACTION

These works inform the framework's emphasis on dialogic reflection and close attention to classroom discourse and interaction.

Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.

Wegerif, R. (2013). *Dialogic: Education for the Internet age*. Routledge.

How these foundations come together

Professional judgment concerns what a teacher decides, why, and under what conditions that judgment might be revised.

Classroom ecology keeps attention on the relationship between individual moments and the functioning of the group.

Professional vision asks what the teacher notices and how it becomes meaningful.

Dialogue creates space for interpretations to be articulated, complicated, challenged, and revised.

Together, these foundations support reflection that is evidence-responsive, dialogic, and ultimately accountable to teacher professional judgment.