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Transforming teaching and learning through dialogue-focused teacher inquiry

Rachel West and Alison Twiner

Objectives

- to understand more about educational dialogue and to start to relate it to your own practice;
- to start to identify an area of your practice related to dialogue that you wish to explore and improve;
- to get an overview of access to an online resource to support you in continuing your inquiry beyond the facilitated session

What makes a good discussion?

What **talk ground rules** are going to help us all to get the most out of this event?

E.g.: Active listening

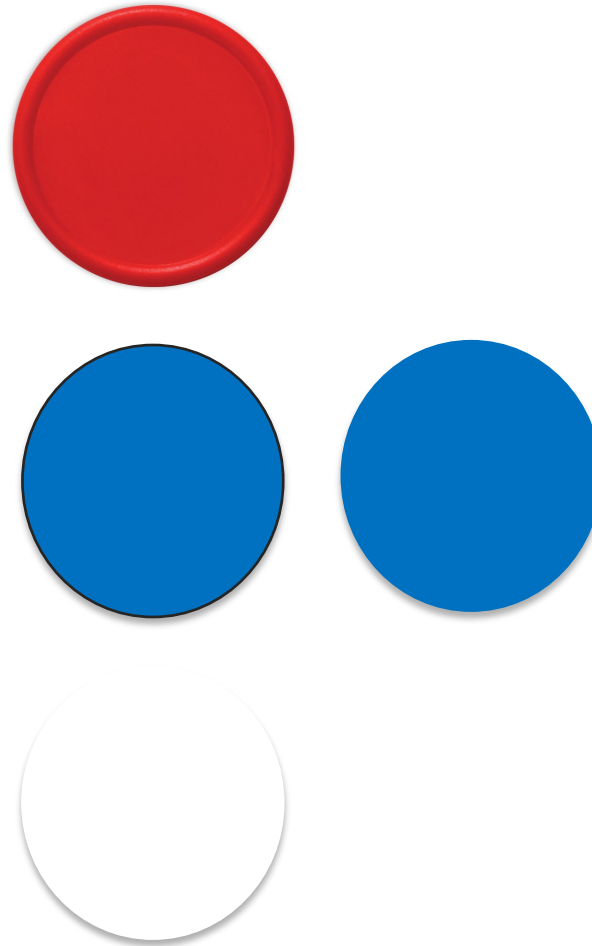
Talk tokens

Six tokens each:

- 1 red
- 2 blue
- 1 white

Aim:

For everyone to 'spend' all of your tokens by the end of the discussion



Red tokens are for you to share your ideas with the group



Blue tokens are for you to:

- Ask a question/invite someone to speak
- Ask for more information
- Link/summarise ideas
- Build on someone's idea



White tokens are for you to respectfully challenge/question someone else's opinion



Talking points: Do you agree? Why?

A teacher's content knowledge is more important than their knowledge of pedagogy.

Note: Everyone in your group must 'spend' all their tokens by the end of the discussion.



Which ground rules did you see being applied?

Which ground rules were harder to apply?

Educational dialogue is...

Collective: teachers and learners address learning tasks together

Reciprocal: teachers and learners listen to each other, share ideas and consider alternative viewpoints

Supportive: learners articulate ideas freely without fear of embarrassment over “wrong” answers and help each other achieve common understandings

Purposeful: questions are purposeful and structured to provoke thoughtful answers, which may in turn provoke further questions

Cumulative: individual exchanges are not disconnected but chained into coherent lines of inquiry. Answers are viewed as the building blocks of dialogue rather than its end point

Robin Alexander, 2020

What is T-SEDA? (Toolkit for Systematic Educational Dialogue Analysis)

- Flexible, research-informed inquiry toolkit
- Aims to support practitioners to identify and promote high-quality educational dialogue
- Examining change over time
- Enables inquiry with systematic observation, critical reflection, trial and refinement of activities
- Adaptable tools for local purposes

With thanks to the T-SEDA team: *Sara Hennessy, Ruth Kershner, Elisa Calcagni, Farah Ahmed, Victoria Cook, Laura Kerlake, Lisa Lee, Maria Vrikkí, Nube Estrada and Flora Hernández*

And others who have contributed such as through translation into Spanish, Chinese, French, Arabic, Italian, Japanese, Hebrew and Dutch: *Ana Laura Trigo Clapés, Elisa de Padua, Elisa Izquierdo, Qian Liu, Yun Long, Ying Ji, Chih Ching Chang, Delphine Cestonaro, Benzi Slakmon, Orianne Monashe, Orly Shapira, Haydeé Ceballos, Keiko Aramaki, Tomonori Ichiyanagi, Ayano Ikeda, Kaori Kanai, Naomi Kagawa, Kiyomi Shijo, Lu Xiaoyun, Arwa Al Qassim, Chiara Piccini, Patricia Brooks*

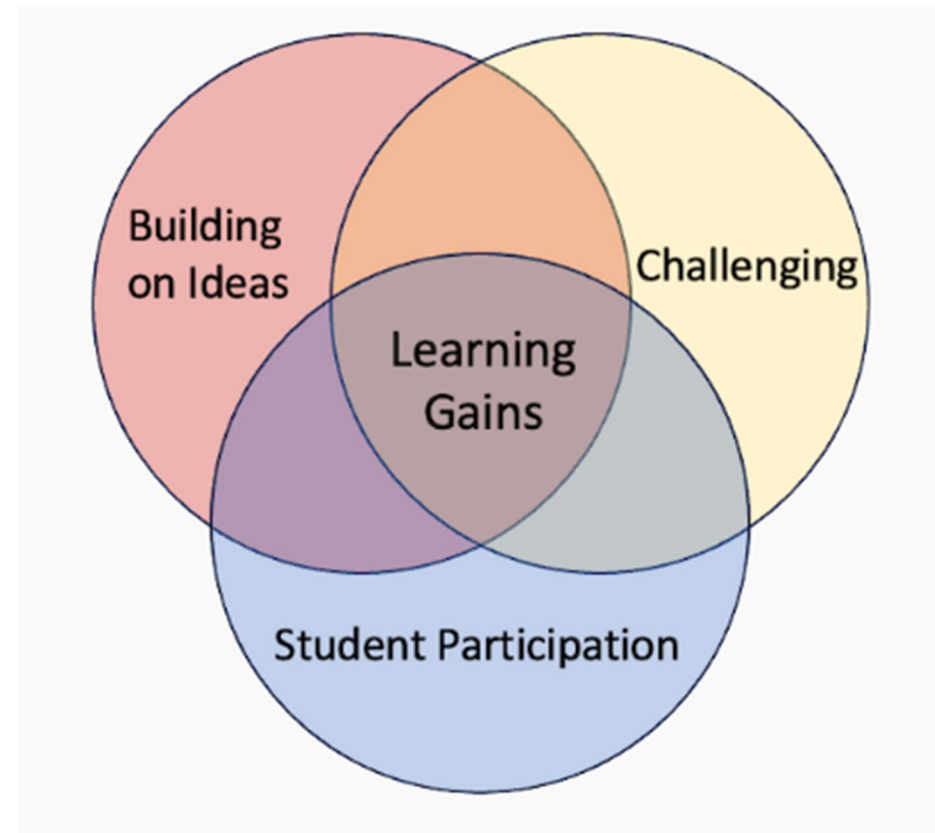
Draws on research findings...

Generally: There is a link between social interaction and individual thinking
(Vygotsky 1962, 1978)

Specifically:

Howe, Hennessy, Mercer, Vrikki, Wheatley, 2019

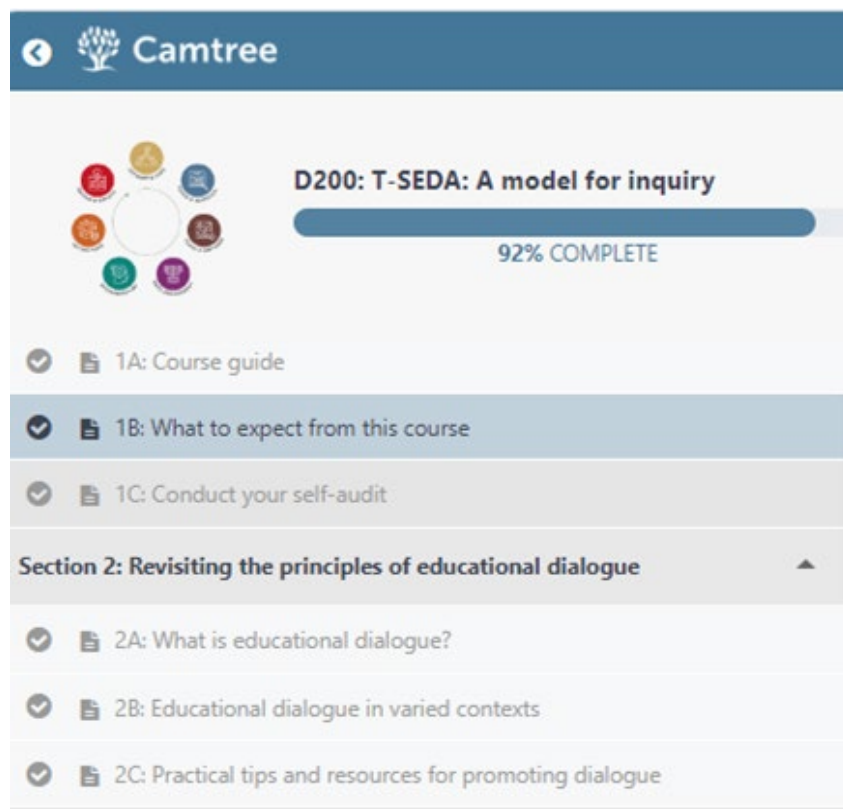
<http://tinyurl.com/ESRCdialogue>



Some examples

	Younger students: you might hear simpler language and building or challenges might be expressed through these kinds of phrases:	Older students: you might hear more formal sentence starters or more sophisticated language
Build on ideas	<p>‘And...’; ‘So then...’; ‘Oh yeah...’</p> <p>‘The mouse was brave’</p> <p>‘Yes, the mouse was brave, and sneaky’</p>	<p>‘I agree that...’; ‘That’s a good point’; ‘We started off thinking..., and then...’</p> <p>‘Sanjay’s contribution made me think about the article we read last term where...’</p>
Challenge	<p>‘No!’; ‘But...’; ‘It can’t be...’</p> <p>‘No, I’m not scared of the skeletons, they look friendly’</p>	<p>‘I disagree that...’; ‘That doesn’t seem right’; ‘That isn’t possible, because...’; ‘I think that’s half right’</p> <p>‘That’s partially true, but not when the force is larger...’</p>
Reasoning	<p>‘Because...’</p> <p>‘I think if I made a giant jam sandwich the bread would get too squishy’</p>	<p>‘Therefore’; ‘Thus’; ‘In order to’</p> <p>‘The ice caps melting by 10% supports the global warming theory.’</p>

Introducing a tool for inquiry



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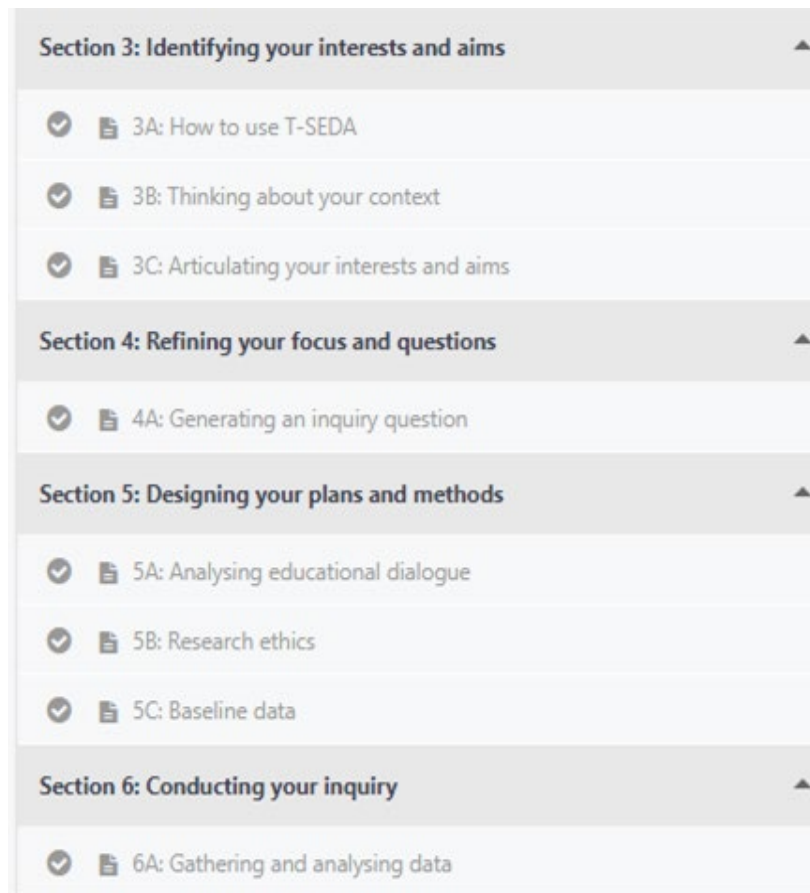
D200: T-SEDA: A model for inquiry

92% COMPLETE

- ✓ 1A: Course guide
- ✓ 1B: What to expect from this course
- ✓ 1C: Conduct your self-audit

Section 2: Revisiting the principles of educational dialogue

- ✓ 2A: What is educational dialogue?
- ✓ 2B: Educational dialogue in varied contexts
- ✓ 2C: Practical tips and resources for promoting dialogue



Section 3: Identifying your interests and aims

- ✓ 3A: How to use T-SEDA
- ✓ 3B: Thinking about your context
- ✓ 3C: Articulating your interests and aims

Section 4: Refining your focus and questions

- ✓ 4A: Generating an inquiry question

Section 5: Designing your plans and methods

- ✓ 5A: Analysing educational dialogue
- ✓ 5B: Research ethics
- ✓ 5C: Baseline data

Section 6: Conducting your inquiry

- ✓ 6A: Gathering and analysing data

D200: T-SEDA: A model for inquiry
83% COMPLETE


- Section 1: Course information
- Section 2: Revisiting the principles of educational dialogue
- Section 3: Identifying your interests and aims
 - 3A: How to use T-SEDA
 - 3B: Thinking about your context**
 - 3C: Articulating your interests and aims
- Section 4: Refining your focus and questions
- Section 5: Designing your plans and methods
- Section 6: Conducting your inquiry
- Section 7: Interpreting your findings
- Section 8: Making an action plan
- Section 9: Reviewing and reflecting
- Section 10: Useful resources

3B: Thinking about your context

This section offers more information on the reflective cycle and where and how to begin your reflective inquiry into an aspect of educational dialogue. It discusses ways in which you can identify and articulate your interests and aims for your inquiry, based on your context.

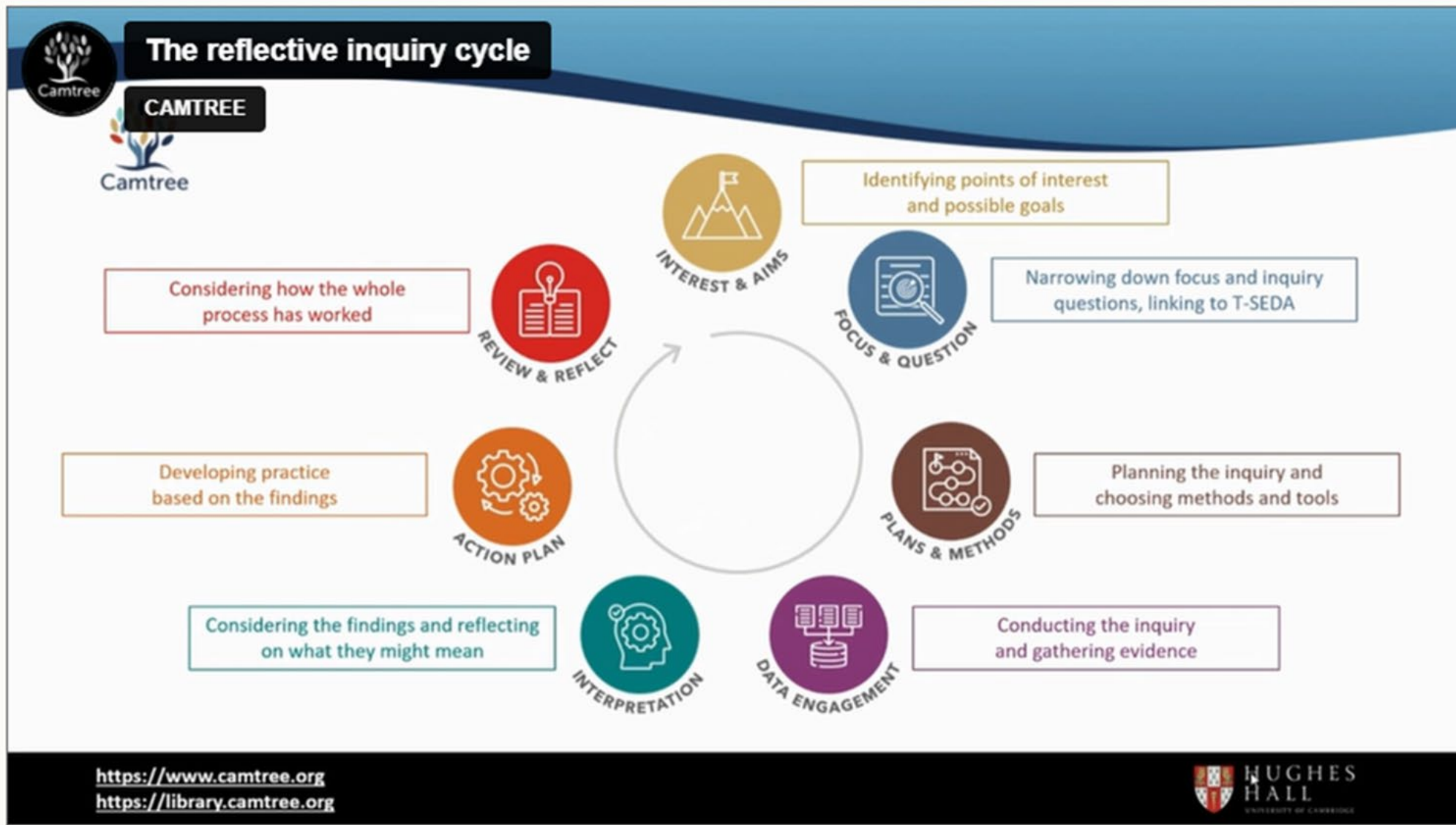
Watch

Watch this brief video guide on the reflective cycle. You may have seen it already if you worked through our course D103: Reflective inquiry with T-SEDA.



Alternative formats

- [Download transcript](#)
- [Download slides and transcript](#)
- [View on YouTube](#)



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D200: T-SEDA: A model for inquiry

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Write

Complete the following two activities before moving to the next section:

1. Review your responses to the self audit – having thought, read and heard a bit more about educational dialogue since doing this, would you alter any of your responses? If you would, add the new rating so you can see any difference when you look back again. Remember there are no right or wrong answers here – it's just an opportunity for you to reflect on your own practice. Revisiting your self-audit will help you to identify your focus and define your inquiry question or questions, which is what we'll explore in the next section.
2. Make some notes in the 'Context' section of the inquiry report template about your setting, using these reflective prompts (two of which relate to those you saw in the last section):
 - Who are your proposed participants (e.g. age or educational level of learners, or experience level of teachers/lecturers)?
 - What is the setting (e.g. type of school or other institution, its approximate location, any other relevant characteristics)? Only name your institution and participants if you have explicit permission to do so.
 - Are there any important contextual considerations for adapting T-SEDA for use in your setting?
 - Will you work on an inquiry alone or with others?

Context

Save

Example lesson analysis

“Is tap water different to rain?”



Some examples

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Your setting - reflection

- What did you notice in coding the video?
- What might this teacher be investigating?
- Did anything in the example coding resonate for your own practice and setting?
- What might you like to investigate?
 - E.g. challenge, building on ideas, whole-class participation, asking open questions



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Any questions?

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Get in touch!

To access the course please email:
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References

Alexander (2020)

Howe, C., Hennessy, S., Mercer, N., Vrikki, M. & Wheatley, L. (2019). Teacher–student dialogue during classroom teaching: Does it really impact on student outcomes? *Journal of the Learning Sciences*, 28(4-5), 462–512. <https://doi.org/10.1080/10508406.2019.1573730>

Vygotsky 1962

Vygotsky 1978

Your feedback

Please let us know your views on this session

Scan the QR code and share your feedback with us

