



Dialogic Teaching And The Study Of Classroom Talk

**Klára Šedová, Zuzana
Šalamounová, Roman Švaříček, Martin
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Dialogic Teaching And The Study Of Classroom Talk:

Towards Dialogic Teaching Robin Alexander, 2008 A Retrospective Study of a Dialogic Elementary Classroom Lynn Astarita Gatto, 2021-12-24 This book uniquely combines data from a study focused on the use of dialogic instruction in an elementary classroom with analysis of students retrospective beliefs about the classroom environment interactions and authority Through this retrospective methodology the text offers valuable insight into the long term impacts of discursive practices on young learners attitudes to learning and their educational trajectories Analysis also serves to further understandings of how the classroom environment can function as a living dialogue in which authority in respect to talk knowledge sharing and curricular choices serves as an interactional accomplishment and means of social justice This book will be a valuable resource for researchers and academics with an interest in classroom discourse and critical pedagogy It will be of particular interest to those with a focus on elementary education Getting Dialogic Teaching into Classrooms Klára Šedřová, Zuzana Šalamounová, Roman Švařiček, Martin Sedláček, 2020-10-19 This book contributes to our understanding how teachers can improve classroom dialogue and thereby boost student learning The book reports the results of intervention research based on professional development program for teacher Participating teachers strived with the help of the researchers to instigate a rich and authentic dialogue in their classrooms The data shows that teachers were able to change their talk and interaction patterns and this was followed by a desirable change in their students who started to talk more and expressed more complex thoughts The book not only reports on a successful intervention but most importantly investigates in depth the teacher experiences and ways of learning during the intervention project **The Routledge International Handbook of Research on Dialogic Education** Neil Mercer, Rupert Wegerif, Louis Major, 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world s leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master s level courses in Education and postgraduate teacher training courses

The accounts of results achieved by high impact research projects around the world will also be very valuable for policy makers and practitioners

Classroom Talk Rupert Knight, 2025-02-28 This book summarises the theoretical principles behind talk in school and briefly maps the research tradition in this field It examines the evidence relating to a variety of forms of classroom talk including whole school culture and oracy classroom environments conducive to talk whole class teacher pupil talk and pupil pupil peer talk The final chapter explores up to date issues and influences relating to talk such as mastery learning informed by international comparisons Firmly grounded in evidence and the latest thinking the book also offers practical advice for everyday implementation and evaluation of these principles Evidence based teaching is fast becoming a new orthodoxy There are many strong voices including policy voices advocating its adoption Understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence based teaching and how they relate to your own school context

Inspiring Dialogue: Talking to Learn in the English Classroom Mary M. Juzwik, Carlin Borsheim-Black, Samantha Caughlan, Anne Heintz, 2013-10-18 Providing a thorough discussion of the benefits of dialogic curriculum in meeting the objectives of the Common Core State Standards this book with its companion website is an ideal resource for teacher development Chapter by chapter the book follows novice teachers as they build a repertoire of practices for planning carrying out and assessing their efforts at dialogic teaching across the secondary English curriculum The text also includes a section to support dialogic teacher learning communities through video study and discourse analysis Book features include dialogic tools for step by step planning within a lesson over the course of a unit or during an entire academic year a user friendly layout designed for new teachers who are pressed for time classroom examples addressing the challenges English teachers may face in stimulating rich learning talk in an era of standardization and a companion website with additional examples activities and course material

The Centrality of Exploratory Talk in Dialogic Teaching and Learning Janet Louise McConaghy, University of Alberta. Department of Elementary Education, 2014 Every day children and teachers at all levels of schooling engage in classroom talk for a variety of purposes as a natural and essential aspect of teaching and learning and in the development of social relationships Over the years educators have come to see talk as not only a major means of communication or as an instructional strategy for effective teaching but as a powerful tool for thinking learning and understanding We now know that when students are given the time and the opportunity to engage in informal conversations in an exploratory way to generate and sort out ideas hypothesize test and clarify new ways of thinking talking together can play a vital role in their understanding and construction of meaning Through the established and ongoing development of research in classroom discourse and meaning making the interest in the centrality of talk as a mode of learning in pedagogical practices such as dialogic teaching and inquiry learning has rapidly increased However research also suggests that opportunities for exploratory talk to function as an inquiry based and dialogic process for students learning and meaning making in all subject areas are often left untapped This study is an exploration into students use of exploratory talk

as an interactive and dialogic process for thinking learning and constructing meaning within the social setting of a small group discussion This qualitative study took place with four students and one teacher in a Grade 6 classroom of 30 students over a period of 6 months It was carried out during the usual class times when the students were provided with opportunities and sustained time to discuss curriculum related topics of interest From a socio constructivist perspective I pursued an interpretive inquiry methodological approach which is rooted in the study of experience and meaning The primary source of data collection was audio recorded episodes of student talk Others data sources included interviews researcher s notes and journal entries Analysis and interpretation of the data revealed three major interrelated features that influenced the effect of exploratory talk on the students construction of meaning 1 the social context of the talk 2 the verbal and cognitive strategies used by the students and 3 the teacher s role in mediating the talk through intervention Insights and findings from this study show how the students engagement in exploratory talk played a crucial role in their finding their own voice building their own knowledge and deepening their understanding of themselves others and the world around them This study brings together the notion of exploratory talk as a tool of inquiry and the pedagogical practice of dialogic teaching in the classroom It demonstrates the interdependence and the interrelationship between exploratory talk and a pedagogy that is based on valuing students talk in learning interactively as they come to their own understandings I offer this study as a contribution to the developing research in classroom discourse and to support a dialogic approach to curriculum and to teaching and learning practices in today s diverse and socially changing classroom communities

A Dialogic Teaching Companion

Robin Alexander, 2020-03-04 Building on Robin Alexander s landmark Towards Dialogic Teaching this book shows how and why the dialogic approach has a positive impact on student engagement and learning It sets out the evidence examines the underpinning ideas and issues and offers guidance and resources for the planning implementation and review of effective dialogic teaching in a wide range of educational settings Dialogic teaching harnesses the power of talk to engage students interest stimulate their thinking advance their understanding expand their ideas and build and evaluate argument empowering them for lifelong learning and for social and democratic engagement Drawing on extensive published research as well as the high profile 5000 student trial and independent evaluation of Alexander s distinctive approach to dialogic teaching in action this book Presents the case for treating talk as not merely incidental to teaching and learning but as an essential tool of education whose exploitation and development require understanding and skill Explores questions of definition and conceptualisation in the realms of dialogue argumentation and dialogic teaching revealing the similarities and differences between the main approaches Discusses evidence that has enriched the debate about classroom talk in relation to oracy argumentation student voice and philosophy for children as well as dialogic teaching itself Identifies what it is about dialogic teaching that makes a difference to students thinking learning and understanding Presents the author s rationale and framework for dialogic teaching now completely revised and much expanded Proposes a professional development

strategy for making dialogic teaching happen which like the framework has been successfully trialled in schools Lists resources from others working in the field to support further study and development Includes an extensive bibliography Robin Alexander's *A Dialogic Teaching Companion* like its popular predecessor *Towards Dialogic Teaching* aims to support the work of all those who are interested in the quality of teaching and learning but especially trainee and serving teachers teacher educators school leaders and researchers

Education in Spite of Policy Robin Alexander, 2021-12-30 A national system of education cannot function without policy But the path to practice is seldom smooth especially when ideology overrules evidence or when ministers seek to micromanage what is best left to teachers And once the media join the fray the mixture becomes downright combustible Drawing on his long experience as teacher researcher government adviser campaigner and international consultant and on over 600 published sources Robin Alexander expertly illustrates and illuminates these processes This selection from his recent writing some hitherto unpublished opens windows onto cases and issues that concern every teacher Part 1 tackles system level reform It revisits the Cambridge Primary Review an evidence rich enquiry into the condition and future of primary education in England which challenged the UK government's policies on curriculum testing standards and more besides Here the reform narratives and strategies of successive governments are confronted and dissected Part 2 follows the development of England's current National Curriculum exposing its narrow vision and questionable use of evidence and offering a more generous aims driven alternative This section also investigates the expertise and leadership needed if children are to experience a curriculum of the highest quality in all its aspects Part 3 reaches the heart of the matter securing the place in effective pedagogy of well founded classroom talk a mission repeatedly frustrated by political intervention The centrepiece is dialogic teaching a proven tool for advancing students speaking thinking learning and arguing and an essential response to the corrosion of democracy and the nihilism of post truth Part 4 goes global It investigates governments PISA fuelled flirtations with what they think can be adapted or copied from education elsewhere examines the benefits and pitfalls of international comparison and ends with the ultimate policy initiative the United Nations mission to ensure inclusive and equitable quality education for all the world's children *Education in Spite of Policy* is for all those teachers students school leaders and researchers who value the conversation of policy evidence and practice and who wish to explore the parts of education that policy cannot reach

Dialogic Pedagogy David

Skidmore, Kyoko Murakami, 2016-08-18 This book provides a wide ranging and in depth theoretical perspective on dialogue in teaching It explores the philosophy of dialogism as a social theory of language and explains its importance in teaching and learning Departing from the more traditional teacher led mode of teacher student communication the dialogic approach is more egalitarian and focuses on the discourse exchange between the parties Authors explore connections between dialogic pedagogy and sociocultural learning theory and argue that dialogic interaction between teacher and learners is vital if instruction is to lead to cognitive development The book also presents prosody as a critical resource for understanding

between teachers and students and includes some of the first empirical studies of speech prosody in classroom discourse

Classroom Talk in Practice Teachers' Experiences of Oracy in Action Rupert Knight, 2022-11-24 This thought provoking and highly informative book is a perfect handbook for teachers and school leaders interested in improving the quality of talk in their classrooms Amy Gaunt and Alice Stott Directors at Voice 21 and authors of Transform Teaching and Learning through Talk the Oracy Imperative For practising teachers it offers a guide to how to exercise sound professional judgement in selecting and sustaining strategies that place talk at the centre of teaching and learning so that all students benefit Alan Howe Education Consultant and Associate with Oracy Cambridge Purposeful classroom talk or oracy is increasingly recognised as fundamental for supporting both personal and academic development and for enhancing genuine participation in learning Based on classroom observations and interviews this book offers an analysis of schools responses to improving the quality of both learning to talk and talking to learn The book explores classroom talk through the analysis and comparison of examples drawn from diverse schools and age groups across primary and secondary education settings Alongside a wealth of practical strategies the book offers an insight into the realities of implementation helping teachers to make well informed judgments about developing classroom talk within their own schools This book features Examples of lesson activities and resources accompanied by explanations and advice from practitioners Vivid depictions of real classroom practice with comprehensive analysis linked to up to date research and theory Questions and prompts to promote reflection on the reader s own context An emphasis on teachers professional judgement and informed implementation of oracy practices A holistic and accessible resource this book is aimed at experienced early career and student teachers as well as other education professionals Rupert Knight was a teacher in schools in London and Nottingham He currently works at the University of Nottingham UK on teacher education and other postgraduate courses Rupert is the author of Classroom Talk and he continues to work closely with teachers to develop the use of spoken language in the classroom **Artificial**

Intelligence in Education Ning Wang, Genaro Rebolledo-Mendez, Noboru Matsuda, Olga C. Santos, Vania Dimitrova, 2023-06-25 This book constitutes the refereed proceedings of the 24th International Conference on Artificial Intelligence in Education AIED 2023 held in Tokyo Japan during July 3 7 2023 This event took place in hybrid mode The 53 full papers and 26 short papers presented in this book were carefully reviewed and selected from 311 submissions The papers present result in high quality research on intelligent systems and the cognitive sciences for the improvement and advancement of education The conference was hosted by the prestigious International Artificial Intelligence in Education Society a global association of researchers and academics specializing in the many fields that comprise AIED including but not limited to computer science learning sciences and education **EBOOK: Teaching and Learning Primary Science with ICT** Paul Warwick, Elaine Wilson, Mark Winterbottom, 2006-08-16 This book provides a range of insights into pupils learning relevant to the use of information and communications technology ICT in primary science The contributors who are

all experts in their field draw on practical and theoretical perspectives and Provide specific examples of software and hardware use in the classroom Consider innovative and creative uses of technology for pupils engaged in science activity in the primary and early years Indicate future possibilities for the use of computer based technologies Key themes running through the book include setting the use of ICT in primary science within theoretical perspectives on learning and on pedagogy the importance of using ICT in developing talking and listening opportunities in the science classroom and the potential of learning through ICT enhanced science investigations Contemporary issues such as inclusion creativity and collaborative learning are also examined making Teaching and Learning Primary Science with ICT essential reading for students in science education and for teachers who want to use new technology to improve learning in their science classrooms

Mentoring in Schools Haili Hughes, 2021-02-10 Forewords by Professor Rachel Lofthouse and Reuben Moore With low early career teacher retention rates and the introduction of the Department for Education's new Early Career Framework the role of mentor has never been so important in helping to keep teachers secure and happy in the classroom Haili Hughes a former senior leader with years of school mentoring experience was involved in the consultation phase of the framework's design and in this book she imparts her wisdom on the subject in an accessible way Haili offers busy teachers a practical interpretation of how to work with the Early Career Framework sharing practical guidance to help them in the vital role of supporting new teachers She also shares insights from recent trainee teachers as well as more established voices in education to provide tried and tested transferable tips that can be used straight away

Talking to Learn Pauline Jones, Jennifer Hammond, 2018-10-09 This book examines the place of talk in learning and the role of such talk in literacy education It builds on a strong tradition of research into the role of talk in constructing curriculum knowledge the relationship between talking and thinking and the significance of extended in depth dialogic interaction in classroom talk However it differs from tradition with its emphasis on the need to make the role of language in learning more visible and more explicit This book places particular emphasis on the relationship between dialogic pedagogy and language based approaches to learning Contributions range from discussions on educational linguistics and dialogic pedagogy as complementary perspectives to needs of students for whom English is an additional language or dialect This volume was originally published as a special issue of Research Papers in Education

[The Routledge International Handbook of Research on Dialogic Education](#) Neil Mercer, Rupert Wegerif, Louis Major, 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world's leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and

professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master s level courses in Education and postgraduate teacher training courses The accounts of results achieved by high impact research projects around the world will also be very valuable for policy makers and practitioners

Science Education in the Arab Gulf States Nasser Mansour,Saeed Al-Shamrani,2015-04-27 The book introduces the development of science education in the Arab Gulf states and presents a critical analysis of current issues and concerns in educational research in science education The key purpose is to provide some perspectives on the state of science education in Gulf and to share experiences with international scholars about the impact of the innovations and reforms implemented in science education in Arabian Gulf But Science Education in the Arab Gulf States also intends to present new visions and to make suggestions and recommendations about the contribution of science education to prepare students in the knowledge age The volume is organised into three main sections The first section addresses the current practices and challenges in science education in some of the Arab Gulf states This section sheds critically the light on the challenges and problems that hinder or constrain the implementation of innovations in science education The second section analyses the science educational reforms and innovations that are being implemented in the Arabian Gulf This section presents experiences and research with using new approaches to teaching and learning in science classrooms in some of the Arab Gulf states The third section discusses the socio cultural issues that have impacted on shaping and reshaping the science education in the Arabian Gulf This section focuses on exploring the socio cultural factors that influence engagement and non engagement in science education It also explores how socio cultural issues and contexts guide the reform of science education in the Arabian Gulf and presents various examples of how we can respond to cultural issues

Research Handbook on Classroom Observation Sean Kelly,2025-03-12 This comprehensive Research Handbook offers cutting edge insights into classroom observation systems for teacher evaluation and professional development with an emphasis on both applied and discovery oriented inquiry

Meaningful Teaching Interaction at the Internationalised University Doris Dippold,Marion Heron,2021-05-09 This edited collection draws together the latest thinking research and practical case studies related to classroom interaction at internationalised universities Through evidence based approaches which involve the analysis of and reflection on classroom interaction practices this book examines issues related to classroom interaction in disciplinary higher education contexts whilst addressing the question of how teachers and students can develop their ability in orchestrating and taking part in

classroom interaction Covering topics such as classroom interactional competence silent students interaction and integration in multicultural classes social factors in classroom talk group interaction oracy development and anti bullying interventions this title is ideal reading for postgraduate students teacher trainers in higher education scholars and researchers and anyone interested in higher education pedagogy and its development

Language and the Joint Creation of Knowledge Neil Mercer, 2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children s lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer s work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and any reader interested in the role of language in education

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