

Dialogic Teaching and Communicative approaches

The five principles for dialogic teaching (Alexander, 2006) which bring together the essential features of dialogic teaching in the classroom:

Collective: teachers and children address learning tasks together, whether as a group or as a class, rather than in isolation;

Reciprocal: teachers and children listen to each other, share idea and consider alternative viewpoints;

Supportive: children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understandings;

Cumulative: teachers and children build on their own and each others' ideas and chain them into coherent lines of thinking and enquiry;

Purposeful: teachers plan and facilitate dialogic teaching with particular educational goals in view.

Mortimer & Scott model of communicative approaches with four categories; interactive/authoritative, interactive/dialogic, non-interactive/dialogic, non-interactive/authoritative.

Dialogic Approaches To Teaching And Learning In The

A Gutmann



Dialogic Approaches To Teaching And Learning In The:

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

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

[Exploring Dialogic Approaches in Teaching and Learning](#) Evelyn Wandia Corrado, 2020 *Reconceptualizing the Role of Critical Dialogue in American Classrooms* Amanda Kibler, Guadalupe Valdés, Aída Walqui, 2020-11-19 Acknowledging teacher and student dialogue as key to student development this volume takes a critical perspective on notions of classroom participation extending previous scholarship to illustrate how critical dialogic pedagogies can promote equity and inclusivity In proposing and outlining the parameters of critical dialogic education the contributors to this volume document and discuss examples of classroom discourse practices that challenge the monolithic and uncritical discourse practices that traditionally silence minoritized students Chapters draw on a range of empirical studies and present multimodal data to consider aspects of teacher education

classroom environments and curricular innovations which promote critical and dialogical student interaction civic engagement and linguistic versatility This book will be of interest to scholars postgraduate students and researchers working in the fields of language classroom discourse social justice and critical pedagogies as well as teacher educators and professional development leaders who work with classroom teachers

Dialogical Approaches and Tensions in Learning and Development Nathalie Muller Mirza, Marcelo Dos Santos Mamed, 2021-10-26 The book pursues the goal of exploring and strengthening a dialogical approach of communication and cognition It brings together contributions from world leading researchers related to the dialogical approach in education and psychology It presents among others the place of language and materiality in the development of communication and thinking as well as the role of the methods in the relationship between researchers and participants This leads to an innovative definition of the dialogicality and how a dialogical approach can provide heuristic conceptual and methodological tools to better understand how people think communicate and learn in a complex world The authors hereby develop an epistemological framework inspired by scholars such as Michail Bakhtin Lev Vygotsky and Herbert Mead under the assumption that dialogue or dialogicality and therefore the presence of the other is fundamentally entangled into the human thinking and development This book contributes to the understanding of human communication cognition and mind and participates in a scientific dialogue which helps to advance future research It includes theoretical and empirical chapters and presents innovative methods of inquiry which makes it a useful tool for both teaching and research

Dialogic Education and Technology Rupert Wegerif, 2007-11-07 Discusses about using technology to draw people into the kind of dialogues which take them beyond themselves into learning thinking and creativity This book reveals key characteristics of learning dialogues and demonstrates ways in which computers and networks can deepen enrich and expand such dialogues

Getting Dialogic Teaching into Classrooms Klára Šedová, Zuzana Šalamounová, Roman Švaříček, 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

Applying Dialogic Pedagogy Cynthia Z. Cohen,2018-08-15 Recent academic research criticizes the effectiveness of traditional lecturing methods and instead shows the pedagogical effectiveness of active learning methods especially discussion based education Drawing on the dialogic writings of Bakhtin Freire and Habermas this study reviews the five primary themes cited in active learning research improvements in student concentration socialization in disciplinary norms scaffolding towards higher critical thinking inclusion of non traditional learning styles and reduction of student absenteeism Testing these findings in a discussion based undergraduate college education classroom this study finds significant improvements towards higher critical thinking skills increased student concentration and reduced student absenteeism However the study finds questionable effectiveness of discussion based teaching for socializing undergraduate college education students in disciplinary norms

Theories of Learning and Studies of Instructional Practice Timothy Koschmann,2011-04-19 This is a book about an attempt to change the way math was taught in a particular classroom Its title plays on our everyday usage of the terms theory and practice In education these terms are conventionally treated oppositionally we have theories about what we should do and we have what teachers actually do do In this way theory stands prior logically and chronologically to practice practice inevitably becoming theory s imperfect realization We seek in this volume however to develop a different stance with regard to the relationship between the two Taking the details of instructional practice as our principle object of study we explore what role theories of learning might play in illuminating such practices The book is about actual practices by which teaching is done and how contemporary theories of learning might help us understand those practices It seeks to provide a foundation for future practice based inquiry in education by addressing the methodological question How do we go about studying instructional practice in a principled way

Dialogic Methodology for Transdisciplinary Practice-Based Research E. Jayne White, Mahtab Janfada,2025-01-17 In Dialogic Methodology for Transdisciplinary Practice Based Research E Jayne White and Mahtab Janfada introduce the premises

processes and practices of dialogic methodology as a legitimised approach to the transdisciplinary study of practice Drawing on a series of Bakhtin's original writings and dynamic interviews from dialogic scholars across the globe the authors advocate approaches to research that invite speculative inquiry and even question the original assertions that oriented the issue in the first place Synthesizing the latest research in the field and translating complex ideas into real life practice contexts this book walks readers through the ins and outs of dialogic methodology with a view of how to apply the approach to their own research and practice

Virtual Synchronous Language Teaching and Learning Slav Gratchev, Larry Sheret, 2026-03-05 Brings together the experiences of twelve language teaching professionals who experimented with and developed their own successful methods of teaching foreign languages during the COVID 19 pandemic

Engaging with Meditative Inquiry in Teaching, Learning, and Research Ashwani Kumar, 2022-05-30 This collection of multi inter disciplinary essays explores the transformative potential of Ashwani Kumar's work on meditative inquiry a holistic approach to teaching learning researching creating and living in diverse educational contexts Aspiring to awaken awareness intelligence compassion collaboration and aesthetic sensibility among students and their teachers through self reflection critique dialogue and creative exploration this volume Showcases unique ways in which scholars from diverse disciplinary cultural and geographic contexts have engaged with meditative inquiry in their own fields Provides a space where African Asian Buddhist Indigenous and Western scholars engage with the idea of meditative inquiry from their own cultural philosophical and spiritual traditions perspectives and practices Explores a variety of themes in relation to meditative inquiry including arts based research poetic inquiry Africentricity Indigenous thinking martial arts positive psychology trauma dispute resolution and critical discourse analysis Offers insights into how the principles of meditative inquiry can be incorporated in classrooms and thereby contributes to the growing interest in mindfulness meditation and other holistic approaches in schools and academia The diverse and rich contributions contained in this volume offer valuable perspectives and practices for scholars students and educators interested in exploring and adopting the principles of meditative inquiry in their specific fields and contexts

Towards a Dialogic Approach to Teachers' Narratives Amy Suzanne Johnson, 2005

Teaching Literature Using Dialogic Literary Argumentation Matt Seymour, Theresa Thanos, George E. Newell, David Bloome, 2020-04-23 Introducing a new framework for teaching and learning literature in secondary schools this book presents Dialogic Literary Argumentation as an inquiry based approach to engage students in communicating and exploring ideas about literature As a process of discovery Dialogic Literary Argumentation facilitates conversation arguing to learn as a method to support students diverse perspectives and engagement with one another in order to develop individual and collective understandings of literature and their place in the world Covering both the theoretical foundation and application of this method this book demonstrates how to apply Dialogic Literary Argumentation to teach literature in a way that foregrounds dialogue learning through inquiry diverse views listening to others and engagement with our communities Ideal

for preservice teachers in literacy methods courses and practicing teachers it features real world cases discussions of the principles presented resource lists and conversation starters for professional learning communities professional development and teacher education

Borderless Education Christina Wright Fields, Novea McIntosh, Rochonda Nenonene, 2026-03-05
This book offers a new framework as the nexus between global competencies and culturally responsive sustaining pedagogies as it pertains to educator preparation and responding to America's increasingly global classrooms Through the Integrative Global CRSP framework unit plan curriculum audit and engaging chapters exemplifying active application of borderless practices advocacy and activism

The Dialogic Classroom Christine Edwards-Groves, Christina Davidson, 2026-02-27
This book brings together a collection of chapters from international researchers who give prominence to classroom talk and interaction beyond its taken for grantedness in pedagogical practice and everyday happeningness in lessons Drawing on a range of methodological and analytic paradigms the chapters aim to draw together various perspectives on the matter to foreground its purposes power and position as both a pedagogical practice and a pedagogical tool for student learning and participation Empirically the chapters direct timely attention to the nature of classroom talk as it is understood by decades of research the ways talk and interaction form dialogic approaches to instruction the way talk and interaction act as critical tools in effective literacy teaching and learning how pedagogical talk is constituted as a practice as it shapes and is shaped by the sites histories and circumstances in which it happens and how teachers change talk and interaction practices in ways that accomplish and secure sustainable education development This book argues for a dialogic turn with a sensibility to dialogue and its role in effective pedagogical practice It directs readers to the nature of the everyday encounters in classroom literacy lessons by focusing on the nature and influence of classroom talk and how it works and what it affords in the everyday unfolding of teaching and learning in its endeavor to secure education for students

Teaching Reading and Literature with Classroom Talk DAWAN. COOMBS, 2024-12-16
This book presents a framework for enacting dialogic approaches to teaching literature and reading in secondary ELA classrooms With resources like assignment sheets and rubrics this is an essential book for middle and high school ELA teachers reading coaches and pre service teachers who want to support their students reader identities

Dialogic Learning Jos van den Linden, Peter Renshaw, 2006-01-12
Contemporary researchers have analysed dialogue primarily in terms of instruction conversation or inquiry There is an irreducible tension when the terms dialogue and instruction are brought together because the former implies an emergent process of give and take whereas the latter implies a sequence of predetermined moves It is argued that effective teachers have learned how to perform in this contradictory space to both follow and lead to be both responsive and directive to require both independence and receptiveness from learners Instructional dialogue therefore is an artful performance rather than a prescribed technique Dialogues also may be structured as conversations which function to build consensus conformity to everyday ritualistic practices and a sense of community The dark side of the dialogic we and the community formed around

our and us is the inevitable boundary that excludes them and theirs When dialogues are structured to build consensus and community critical reflection on the bases of that consensus is required and vigilance to ensure that difference and diversity are not being excluded or assimilated see Renshaw 2002 Again it is argued that there is an irreducible tension here because understanding and appreciating diversity can be achieved only through engagement and living together in communities Teachers who work to create such communities in their classrooms need to balance the need for common practices with the space to be different resistant or challenging again an artful performance that is difficult to articulate in terms of specific teaching techniques **New England Journal of Education** ,1988

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