

Base paper 2021 (incl. references) (preliminary)

**SIG: Dialogic teaching and learning / or Dialogic Education**

*(A first draft)*

*Ideas about developing education from teacher-centred authority towards an emphasis on student participation are not new (e.g., Barnes et al., 1969; Biesta, 2013; Dewey, 1903; 1938; Freire, 1970; Säljö, 2006; Wegerif, 2013). However, making real and sustainable change in educational practice is challenging, and these old ideas are still far from realised. A main reason is that we are faced with two major paradigms of teaching and learning (Gage, 2009; Wegerif, 2013). In the first paradigm – Dewey (1938) referred to this as traditional education – knowledge is considered primarily as a product to be transmitted from teachers to students; the teacher does most of the talking while students listen. The second paradigm, which is often referred to as progressive education, considers knowledge as jointly produced through explorative communication between teacher and students. A shift from transmission of knowledge towards communicative learning processes implies new roles for teachers and students. Students shift from being passive receivers of the knowledge of teachers and textbooks to active participants; teachers shift from being knowledge containers to knowledgeable facilitators of student learning.*

*These perspectives on educational practice represents an overall framework for different approaches to dialogic education. In this field of research, student participation is mostly associated with access to language (talk, writing and other semiotic resources) as a key tool of thinking and learning. This emphasis on language is rooted in an understanding of learning as a process of interpretation and adaptation rather than as transmission (Barnes & Shemilt, 1974; Vygotsky, 1986), rooted social practices (REF) and dialogic interaction (REF). A shift from transmission to interpretation in teaching is necessary if we are to succeed in making any substantial change in the social organisation of classrooms and schools, i.e., the social practices of schools, classrooms and disciplines that determine the conditions for student participation.*

*The Sig [...] is a forum for L1 researchers with an affinity to “the spirit of dialogue” (Burbules, 1993) in L1 teaching. Participants with seemingly different research interests, are welcome to join our work and ambitions aiming for dialogic teaching and learning in L1 classrooms.*