

ARLE SIG: Dialogue in L1-Education

August 30 th, 2021

(Dialogic Teaching, Learning & Assessment
(working title))

Minutes as Agenda and notes from discussion

Participants in the meeting:

Tina	Høegh
Winnie-Karen	Giera
Miriam	Morek
Marta	Gràcia
Luís	Barbeiro
Irene	Pieper
Helen	Lehndorf
Francesco	Caviglia
Eva	Dam-Christensen
Elisabeth	Ohlsson
Dorthe	Carlsen
Célia	Barbeiro
Charlotte F.	Reusch
Anke	Herder
Julie	Isager
Marie	Rasmussen
Inga	Harren

Introduction

From the meeting in Lisbon 2019:

This meeting is to be viewed as a new and fresh start for a Special Interest Group on Dialogue in education and in L1 in particular. This is a vague formulation because from here in June 2019 we further

- take up and discuss the title of our SIG*
- we will also reformulate and discuss our mission and goals*
- but first and foremost, we needed to find out who we are and what interests we have.*

In the round of presentations, we agreed upon that a sort of core group of people will secure this initiative of setting up a new start for the ARLE Dialogue SIG. We take no final decisions at this meeting, but secure that an organization around this SIG will bring us through formal organizational steps and to elevate the interests of dialogue in ARLE again.

Programme of the meeting

Referent / notetaker?

- Introduction to this meeting by Tina Høegh
- Constituting the SIG, including the election of a chairman, keeper of the minutes etc.
- For development of a strategy-paper for the SIG, we ask every participant to prepare a very short, 2 minutes, presentation on 'What is Dialogic Education for You?'
- Ideas to how the SIGs participation in the ARLE Conference 2022 in Cyprus should be: format, role, symposium, a room through the whole conference?

(Tina notetaker during our meeting – see following slides)

Constituting the
SIG, including the
election of a
chairman, keeper
of the minutes etc.

Core group wants to continue the work
building up the SIG:

Tina Høegh (Odense, Denmark) Chair / Keeper

Marta Garcia Gracia (Barcelona, Spain)

Atle Skaftun (Stavanger, Norway)

Agreed upon by the meeting

For development of
a strategy-paper for
the SIG:

Round of short
presentation on

‘What is Dialogic
Education for You?’

From Atle Skaftun in e-mail:

*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.*

To me, these perspectives on educational practice represents a meaningful 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), and also associated with deep-level processing (Marton & Säljö, 1976) and deep learning (Fullan, 2018). Traditional teaching is transmission-oriented and closely related to “the persistence of recitation” (Alexander, 2008; Hoetker & Ahlbrand, 1969), whereas interpretation-oriented teaching entails students working on their understanding of the problem at hand. Working on understanding (Barnes, 1990) is a key element in research on dialogic education, with an emphasis on talking to learn (Britton, 1990), exploratory talk (Barnes & Todd, 1977, Mercer, 2000), dialogic inquiry (Wells, 1999; Wilkinson et al., 2017) and thinking together (Mercer et al., 2017). Student participation is an underlying theme in productive dialogue (Mercer et al., 2019), which is associated with increased student engagement and learning outcome, both in small groups (Barnes & Todd, 1977; Nystrand, 2006; Sønneland, 2019) and in whole-class teaching (Howe et al., 2019).

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 practices (cf. f.ex. Ivanič, 2009 - practices conceived as the interplay between roles, activities, settings and resources) of schools, classrooms and disciplines that determine the conditions for student participation. I suggest that the sig might aim for dialogic aspects of educational practices. As participants with seemingly different research interests, we might come together in that we define our work and ambitions in relation to an overarching idea of promoting dialogic practices.

Notes from discussion / mapping :

Areas: Focus in L1 (language and literature) > < Focus all school subjects > < Learning literacy, learning reflection, interaction

L1 being the media of instruction > < L1 being content of instruction, subject (performative issues broadly / dialogue as linguistics (language)

Relation **Teacher-Student**,

Inclusive: teaching, writing, reading, debating, also in other subjects

Analysing activities in and outside school

Assessing in natural context, observation, EVALOE, self-assessing

Consensus?:

- **link between subject matter and dialogic settings**
- Learning and teaching-process – the linguistic side in dialogic learning
- how to enable learners, participation –
- Questions: **pitfalls and limits** (environments etc.). What about **dialogic writing**?

Conversation in classroom: how students learn to talk, arguments, participation, linguistic demands

Level of dialogic practices, **observable practices** in subject matter

Professionalisation: what teachers can actually do, scaffold, explaining, negotiation

Dialogic teaching > < shared writing (Myhill, formulate and give examples)

(Notes from discussion continued)

Methodological interests and interest of students perspective

DDL (data driven learning), coloured text, reformulating, multimodal text

Google doc and put up references and names of project

Dialogic literacy, **What are the condition for a dialogue to take place:** Epistemic Fluency, knowing: how can we inspire The deliberative , **co-creation**. OECD's Eduaction 2030

Language and Dialogue across school subjects, dialogue as omnipresent, **participation**, work on **practices** in detail, ability to organice groupwork

Language learning, reading fluency, talk, and talk about, argumntation, note-taking/**activities and visual ressources**,

Training for **new practices**, attention for learning dialogue

Knowledge is produced between techer-student, AND **student-student**, how to participate in democracy

Dialogical Triangle: dialogue with myself, dialogue with others, and dialogue with the text/ subject matters. The Triangle surrounded by "context"

Dialogical perspective in the frame of L1, and/or more broad, L1 as language learning and as subject specific interest

Discursive strategies important in L1, specific institutional context, Dialogic education, involvement

structuring and designing
dialogue
(medium of instruction)
for different learning
outcomes

learning dialogue / dialogue =
learning objective
(content of instruction)
containing a lot of
interactional practices for
several tasks

**L1 education through
dialogue**

- practicing democracy
- vocabulary expansion (also
in other school subjects)
- reflecting of language use
- ...



**learning objectives =
interaction goals**

- improving participation
- being able to explain,
argue,...
- being able to ask
questions, to link ones own
utterances to ideas of
others,...
- ...

learning literacy, language reflection, interaction in L1 through dialogic teaching
improving communicative skills (students skills & teachers skills?)

Title of SIG?

- Different dimensions and designs
- Dialogue in L1-Education / Dialogic Literacy
Research on Dialogic Teaching / Dialogic Education in L1
(Dialogic Teaching, Learning & Assessment (working title))

The meeting discussed these (in yellow) in different combinations:

1. Dialogic Literacy

2. Dialogic Teaching and Learning

3. Dialogic Practices

Arguments:

- Core: Dialogue. Activities for research and proposals, formats, sequences
- Important to separate us from interests in other SIGs about Dialogue (outside ARLE) and also to separate us from SIGs in ARLE: a line, dialogic practices, Oracy links to other subjects, and Oracy as subject in L1
- Linked to our notions of language
- Core and periphery
- What is in the Arrow (slide 10): interdependence between the two, they are not contradictive.
- The meeting all in all agreed that "Dialogic" better term than the broader "Dialogue" in title.
- "Literacy" already in the title of another ARLE-SIG

The meeting "liked" the number 2 most (see also saved Chat). Someone said "without *assessment* because that is implied in *Teaching and Learning*. Notetaker Tina not sure that this was common position.

Ideas to how the
SIGs participation
in the ARLE
Conference 2022
in Cyprus should
be:

Format, role,
symposium, a
room through the
whole
conference?

Rhetorical locus search?

Different dialogic cultures in different L1-environments

- Round table?

Different conceptions, different L1s?

Solution agreed upon:

3-6 papers in joint interests in a Symposium or two
(maybe double) with the perspectives:

- Dialogic education (approaches, dilemmas etc.) from
inside the L1 and out

- Dialogic education (...) from the outside (i.e. other
school subject, other approaches (sociological, broader
pedagogical etc.)

Deadline October 15th, which means we have to
formulate them quite fast

1½ hour per session (3 papers), maybe a double session
(6 papers) each symposium.