



The Dialogic Classroom

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Dialogic Classroom

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Dialogic Classroom:

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 Dialogical Self Theory in Education Frans Meijers, Hubert Hermans, 2017-10-20 This edited volume offers cross country and cross cultural applications of Dialogical Self Theory within the field of education It combines the work of internationally recognized authors to demonstrate how theoretical and practical innovations emerge at the highly fertile interface of external and internal dialogues The Theory developed by Hubert Hermans and his colleagues in the past 25 years responds fruitfully to the issue of educational experts hitherto working in splendid isolation and does so by combining two aspects of Dialogical Self Theory the dialogue among individuals as well as dialogical processes within individuals in this context students and teachers It is the first book in which Dialogical Self Theory is applied to the field of education In 13 chapters authors from different cultures and continents produce theoretical considerations and a wide variety of practical procedures showing that this interface is an ideal ground for the production of new theoretical methodological and practical approaches that enrich the work of educational researchers and specialists Academics practitioners and postgraduate students in the field of education particularly those who are interested in the innovative and community enhancing potentials of dialogue will find this book valuable and informative Ultimately the work presented here is intended to inspire more self reflection and creative ways to engage in new conversations that can respond to real world issues and in which education can play a more vital role

The Dialogic Classroom in Higher Education Jill DeTemple, Harriett E. Hayes, Jennifer Ellis West, 2025-08-12 The Dialogic Classroom in Higher Education is a step by step guide to leveraging Reflective Structured Dialogue as a pivotal pedagogical tool to boost student curiosity engagement and content acquisition Learning environments where students are engaged with instructors with each other and with course content are carefully crafted spaces where listening to understand and speaking to be understood are community norms Blending rich data with the diverse classroom experiences of the co authors this book introduces readers to the theory and practice of dialogic pedagogy and charts a path for creating Dialogic Classrooms that are effective and

adaptable A nuts and bolts guide to better listening speaking and engagement in college classrooms this book is a go to resource for faculty looking to foster robust interesting and brave educational spaces The Dialogic Classroom was co created with Essential Partners the pioneers of Reflective Structured Dialogue Essential Partners is a non profit based in Cambridge MA USA 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

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 *Towards Dialogic Teaching* Robin Alexander, 2008

Bias, Belief, and Conviction in an Age of Fake Facts Anke Finger, Manuela Wagner, 2022-09-29 In this book authors engage in an interdisciplinary discourse of theory and practice on the concept of personal conviction addressing the variety of grey zones that mark the concept Bias Belief and Conviction in an Age of Fake Facts discusses where our convictions come from and whether we are aware of them why they compel us to certain actions and whether we can change our convictions when presented with opposing evidence which prove our personal convictions wrong Scholars from philosophy psychology comparative literature media studies applied linguistics intercultural communication and education shed light on the topic of personal conviction crossing disciplinary boundaries and asking questions not only of importance to scholars but also related to the role and possible impact of conviction in the public sphere education and in political and cultural discourse By taking a critical look at personal conviction as an element of inquiry within the humanities and social sciences this book will contribute substantially to the study of conviction as an aspect of the self we all carry within us and are called upon to examine It will be of particular interest to scholars in communication and journalism studies media studies philosophy and psychology The Open Access version of this book has been made available under a Creative Commons Attribution Non

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Obstacles and Supporting Strategies of Dialogic Classroom Catherine Ann Woods, 2018 This research study discusses findings from two junior English classes in central Massachusetts on obstacles and supporting strategies of a dialogic classroom A dialogic classroom places a strong emphasis on creating a safe learning space for students to share developing strategies to support students in discourse and with generating questions and establishing expectations for participating in discussions it places a low emphasis on teacher lectures and an abundance of worksheets Dialogic classrooms also position the role of the teacher from not only lecturer but more of a participant and observer this allows the students to take more ownership of their learning The data analyzed is derived from their engagements in academic discourse student writing samples and assessments Four different strategies were used during the research study Question Focus Technique student generated discussions teacher led analysis and Socratic Seminar Discussions were recorded for accuracy Analysis of the data show both obstacles and supporting strategies in achieving a dialogic classroom

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

Race, Social Class, Student Engagement, and Unequal Literacy Development in Middle School English Classrooms Sean Kelly (College teacher), 2005

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

The Dialogic Classroom National Council of Teachers of English,1998 The 12 essays collected in this book suggest both practical and theoretical approaches to teaching through networked technologies Moving beyond technology for its own sake the book articulates a pedagogy which makes its own productive uses of emergent technologies both inside and outside the classroom The book models for students one possible way for teaching and learning the unknown a dialogic strategy for teaching and learning that can be applied not only to technology rich problems but to a range of social issues This approach based on the work of Mikhail Bakhtin understands language itself as a field of creative choices conflicts and struggles After a foreword by Gail E Hawisher and Cynthia L Selfe essays in the book are 1 Introduction Jeffrey R Galin and Joan Latchaw 2 What Is Seen Depends on How Everybody Is Doing Everything Using Hypertext To Teach Gertrude Stein s Tender Buttons Dene Grigar 3 Voices That Let Us Hear The Tale of the Borges Quest Jeffrey R Galin and Joan Latchaw 4 How Much Web Would a Web Course Weave if a Web Course Would Weave Webs Bruce Dobler and Harry Bloomberg 5 Don t Lower the River Raise the Bridge Preserving Standards by Improving Students Performances Susanmarie Harrington and William Condon 6 The Seven Cs of Interactive Design Joan Huntley and Joan Latchaw 7 Computer Mediated Communication Making Nets Work for Writing Instruction Fred Kemp 8 Writing in the Matrix Students Tapping the Living Database on the Computer Network Michael Day 9 Conferencing in the Contact Zone Theresa Henley Doerfler and Robert Davis 10 Rhetorical Paths and Cyber Fields ENFI Hypertext and Bakhtin Trent Batson 11 Four Designs for Electronic Writing Projects Tharon W Howard and 12 The Future of Dialogical Teaching Overcoming the Challenges Dawn Rodrigues A 76 item glossary is attached RS

Foreign Language and Culture Learning from a Dialogic Perspective Carol Morgan,Albane Cain,2000 This book analyses an intercultural project undertaken by French and English 14 year olds based on an exchange of materials created by the pupils and focused on the topic of law and order The project was based on a view of learning as a dialogic process interacting with others A first language and home culture is acquired through such interaction This project sought to realise this dialogic process in a more meaningful way than is often the case in foreign language classrooms *Journal of Christian Education* ,2006

The Allyn & Bacon Sourcebook for College Writing Teachers James C. McDonald,1996 Designed for college writing teachers who are faced with teaching composition for the first time or re examining their teaching goals and methods The Allyn Bacon Sourcebook for College Writing Teachers is a collection of writings on important theories and pedagogies in composition studies The selections discuss a range of theories and approaches to teaching writing and present readers with a number of options for instruction rather than a single way to teach Written by some of today s foremost scholars and teachers the articles range from discussing how to integrate critical thinking and reading into writing instruction to methods for responding to and evaluating student writing to dealing with grammar and editing For those who teach writing

Teaching for Mathematical Understanding Catherine Ellen Spencer,2007 **Talk in**

Writing Jeanette Mary Bicais,2004 **Studies in the Linguistic Sciences** ,1997 Also issued online Computers, Composition, and Rhetoric Paula Rosinski,2002 **Learning in Classrooms** Mariane Hedegaard,2001 Using Vygotsky s ideas this book contributes to the cultural historical study of school children s learning The focus is not only on activities within the classroom but on the importance of various extraneous conditions for example educational ideology that can influence both instruction and learning The comprehensive material is presented under five headings School Traditions and Learning which includes chapters covering the problem of gender and special needs education learning strategies in elementary school and ZPD in a schooling context Educational Practice that Combines Community Knowledge and Social Science Studies offers a look into dialogic research on learning about the Kobe earthquake the cultural identity of minority children a description of the way children in an inner city youth program talk and think about science and relating how the children were responsible themselves for a project involving the growing harvesting and marketing of herbs flowers and vegetables the transforming of ethnocultural traditions in a modern environment Everyday Knowledge and Mathematics and Physics Learning considers cognition in the classroom and analyses the teacher learner interactions that take place during a mathematics class with special focus on the cultural historical approach and a study of learning activity in a Japanese mathematics classroom Diversity in Learning Modes examines how students become subjects of cooperative learning activity here the strategies developed by girls seem to sustain mutual support while the traditions that characterize the learning strategies of boys do not show the same level of cooperation teacher student interaction the socio moral self concept of 12 year old Finnish children Classroom Interaction and Discourse covers the interactions between knowledge and school environment understanding classroom practice knowledge through childhood memories and different ways of organizing salient and problematic action This is an important book for teachers administrators and others who want to know more about how teachers teach and children learn

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