

DIALOGIC TEACHING AND THE STUDY OF CLASSROOM TALK A DEVELOPMENTAL BIBLIOGRAPHY

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This bibliography provides a historical and developmental perspective on Alexander's contribution to the study of spoken language and dialogue in learning, teaching and education. It starts with Alexander's and Gooden's early work on classroom interaction in the US during the 1970s and early 1980s. This follows the Collins and Ferguson instructional study and the British Research Council's research on dialogic teaching being conducted. Alexander's work on dialogic teaching includes the development of the approach in 2001, and focus on dialogue between the dialogic triangle and other models of education, with research concerning the importance of an epistemological perspective. Next come investigations into teacher education, from dialogic teaching interventions in the system during the early 2000s, the 2002-03 year of the Cambridge Primary Review, which the focus on dialogue goes through practitioner-led work in dialogue but also using reflection's dialogic work, and the 2005 paper for the Department for Education (DfE) that articulated the UK government's idea of dialogic teaching, with a focus on its importance for the 2010 revised national curriculum for England. The bibliography then turns to the 2014-17 government period that commenced in the Education Secretary's commission into the importance of the efficacy of Alexander's approach to dialogic teaching, a paper on classroom dialogue and argumentation for the use of 'good' and 'bad' dialogic, Alexander's evidence for the 2015 Ofsted Quality Standard (Quality Standard) and a Dialogic Teaching Commission, its commission to take up 20 years of work in this area together with a completely revised version of his proposals for dialogic teaching and professional development.

It is by learning and teaching to and for others that Robin Alexander's research shows the way we learn to be, and the relationships that have the most of a larger sense of self and others, which is why work on dialogic teaching and education has made a significant contribution to the study of human development. It is the growth of these relationships that education has created, and the process of learning to become more human and more aware of ourselves, of others, and of the world and history that shape us. It is this process, which is the heart of education, that is the heart of dialogic teaching.

Diagrams illustrating British Research Council (1986), early 1990s

These studies from the 1970s and 1980s focused on the British Research Council's work on dialogic teaching and education, as a historical study of classroom interaction, as a historical study of social interaction, and as a historical study of classroom interaction. Together they provide a historical and current view of dialogic teaching, the relationship between dialogic teaching and the British Research Council, and the role of dialogic teaching in the development of the British Research Council's work on dialogic teaching and its role in education.

Alexander, R. and Willmott, J. (1990) *Teachers and Children in the Classroom*. London: Falmer, 22. From the Dialogic Teaching Commission Report (2014) (2014) (2014).

Alexander, R. (2014) *Dialogic Teaching: Understanding and Promoting the Power of Talk in the Classroom*. London: Routledge, 10-11.

<http://www.dialogicteaching.com/2014/02/10/10-11/>

Alexander R., Willmott, J., Harris, R. (2014) *Dialogic Teaching and the National Curriculum: Change and continuity in primary schools*. Research Paper in Education, 2014, 20-22.

Dialogic teaching: the Review

Collins and Ferguson was a large-scale longitudinal research study, funded by the Department of Education, which was designed to explore the role of dialogue in learning and teaching in English primary schools and the home. The study focused on the relationship between dialogic teaching and the development of children's language skills, and the role of dialogic teaching in the development of children's language skills. The study found that dialogic teaching is a key factor in the development of children's language skills, and that dialogic teaching is a key factor in the development of children's language skills. The study also found that dialogic teaching is a key factor in the development of children's language skills, and that dialogic teaching is a key factor in the development of children's language skills. The study also found that dialogic teaching is a key factor in the development of children's language skills, and that dialogic teaching is a key factor in the development of children's language skills. The study also found that dialogic teaching is a key factor in the development of children's language skills, and that dialogic teaching is a key factor in the development of children's language skills.

Dialogic Teaching And The Study Of Classroom Talk

Robin Alexander



Dialogic Teaching And The Study Of Classroom Talk:

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 [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 communitiies 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

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

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

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

New Approaches to the Investigation of Language Teaching and Literature Garcés-Manzanera, Aitor, Carrillo García, María Encarnacion, 2023-04-11 In the last two decades the field of language and literature teaching has experienced considerable growth as a result of the wide array of new methodological avenues that have arisen from different angles This paradigm shift has paved the way for the integration of newly conceived didactic resources such as the mediation of social networks for learning language or the interdisciplinarity of culturally mediated language education It is crucial to understand this shift in order to ensure students receive the best education possible New Approaches to the Investigation of Language Teaching and Literature presents an overview of the ongoing methodological tools practices research designs and strategies used in language and literature teaching and provides education researchers and practitioners with empirically sustained evidence of teaching strategies that may be implemented in language education Covering key topics such as language skills adult learners digital literacy and learning aids this reference work is ideal for researchers scholars academicians practitioners educators and students

Core Practices in Teacher Education Pam Grossman, Urban Fraefel, 2024-01-25 An exploration of teacher education programs around the world finds common focus in the use of core practices to better prepare teachers for the classroom

Social Impact of Research in Psychology Marta Soler-Gallart, Erica Rosenfeld Halverson, Sara Cadavid, 2022-02-08

Developing a Didactic Framework Across and Beyond School Subjects Søren Harnow Klausen, Nina Mård, 2023-12-22 Centered around a contemporary conception of Bildung this book effectively demonstrates how the aims of cross and transcurricular teaching can be reconciled resulting in a didactic framework for teaching and learning in secondary schools that can be applied internationally Chapters present a nuanced and unified approach to fusing theory and practice by offering accounts of some of the most promising teaching methods from leading scholars in the field of curriculum research These methods include dialogic teaching or movement integration transversal competences like digital or entrepreneurial thinking and topics that call for crosscurricular approaches like sustainability or citizenship Addressing

diverse worries and criticisms of crosscurricular teaching the book includes international viewpoints and trends such as sustainability citizenship and student motivation to present a comprehensive and systematic scholarly treatment of crosscurricular didactics within the classroom It further addresses important challenges that have been widely ignored like how to evaluate crosscurricular work Ultimately this volume makes a highly novel contribution to the field of crosscurricular didactics and will be of interest to researchers scholars and academics in the fields of secondary education teaching and learning educational science and curriculum design Those interested more broadly in the theory of education will also find the volume of use The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

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

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 [Information Science and Electronic Engineering](#) Dongxing Wang,2016-12-08 *Information Science and Electronic Engineering* is a collection of contributions drawn from the International Conference of Electronic Engineering and Information Science ICEEIS 2016 held January 4 5 2016 in Harbin China The papers in this proceedings volume cover various topics including Electronic Engineering Information Science and Information Technologies Computational Mathematics and Data Mining Image Processing and Computer Vision Communication and Signal Processing Control and Automation of Mechatronics Methods Devices and Systems for Measurement and Monitoring Engineering of Weapon Systems Mechanical Engineering and Material Science Technologies of Processing The content of this proceedings volume will be of interest to professionals and academics in the fields of Electronic Engineering Computer Science and Mechanical Engineering [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 *Exploring Dialogic Teaching with Middle and Secondary English Language Arts Teachers* Mark Andrew Sulzer,2015 The ways in which teachers and students speak to each other in middle and secondary English language arts classrooms is integral to the type of learning that occurs there Ways of engaging in classroom talk can be characterized as teacher centered or student

centered Teacher centered classroom talk typically unfolds as a sequence of three steps a teacher asks a question with a predetermined answer a student responds and the teacher evaluates the response In contrast student centered classroom talk is engaging collaborative and reciprocal in these scenarios teachers and students both ask questions that have multiple answers students talk to other students and the discussions grow organically Working with students in the student centered way is called dialogic teaching and while we know dialogic teaching is beneficial to student learning we also know engaging in this type of teaching is fraught with difficulties This study sought to explore these difficulties by examining the lived experience of dialogic teaching through the perspectives of six middle and secondary English language arts teachers The study offers portraits of each teacher s respective experiences as well as themes that cut across all the teachers experiences Insights are offered about dialogic teaching in terms of lesson planning and attitudes toward students these insights are termed dialogic by design and dialogic by disposition respectively

Teacher Education Anthony Selkirk, Maria Tichenor, 2009 This work evaluates teacher professional development programmes These programmes are evaluated in terms of participants classroom teaching behaviour as assessed by their school students perceptions of their classroom learning environments

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

The Bloomsbury Handbook of Children's and Young Adult Literature in Education Katrina Bartow Jacobs, Patricia Crawford, 2026-02-19 This handbook covers the content form and implications of children s and young adult literature within the sphere of education

Towards Dialogic Teaching Robin Alexander, 2008

Towards Dialogic Teaching Robin J. Alexander, 2009

Dialogic Teaching And The Study Of Classroom Talk Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has be more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Dialogic Teaching And The Study Of Classroom Talk**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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