



# Dialogue for learning


10<sup>th</sup> January 2023

Aisha Walker

School of Education

# Learning as a Social Process (Vygotsky)

- A social and cultural process
- Social plane to individual plane
- Scaffolding
- Zone of Proximal Development
  - More able peer



# Situated Learning (Lave & Wenger)

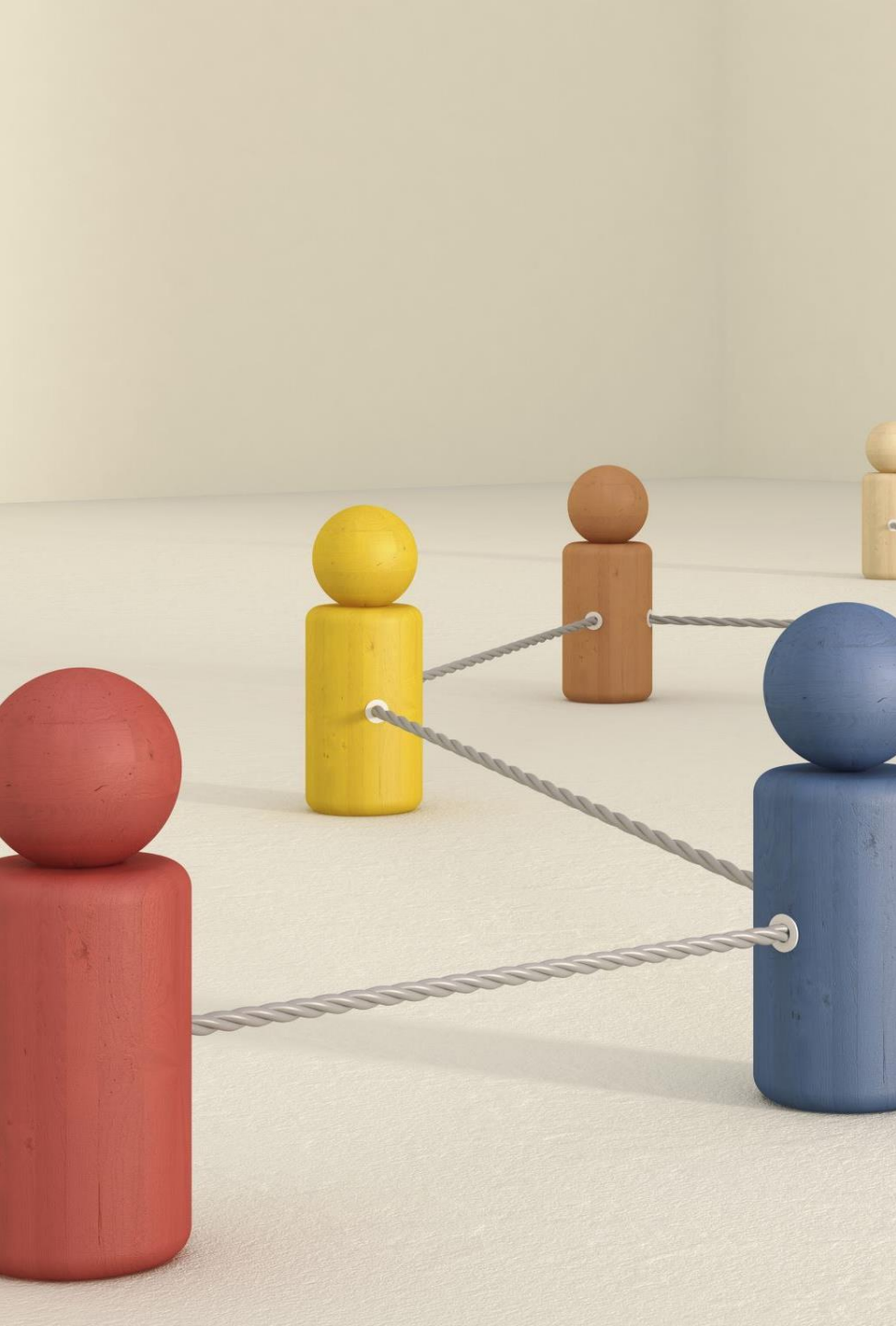
- Situated Learning
  - In authentic context
- Community of Practice
  - (apprenticeship)
- 'Legitimate Peripheral Participation'



# Constructionism (Papert)

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- Papert
- Learning through 'making'
- Programming for learning
  - Learner teaches computer
- Importance of articulating knowledge



# Classroom talk (Mercer et al)

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- Cumulative
  - Participants largely agree and there is little depth to the conversation and few alternative perspectives
- Disputational
  - Participants largely disagree with little justification of arguments
- Exploratory
  - Includes challenges, clarifications, examples/illustrations, alternative ideas and 'what if?'



# Words that work

- Questions

- Why? How? What?
- Why do you think that?
- Can you explain?
- Can you give an example?
- What would happen if...?
- What's the alternative?
- Why don't we...?

- Answers

- Because...
- Therefore...
- If/then...
- But



# Critical thinking

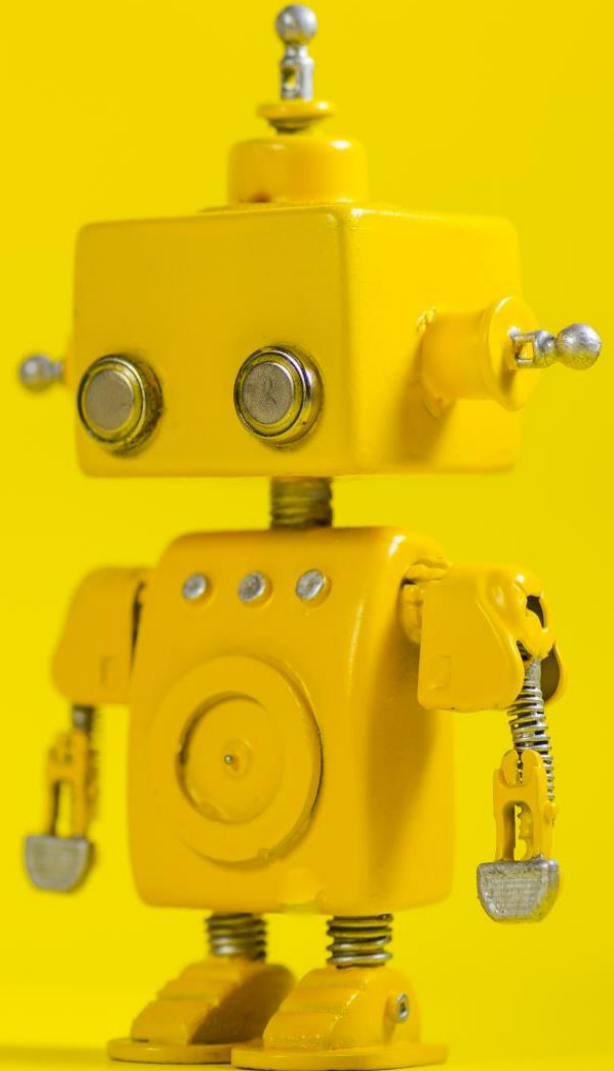
- Valued skill in its own right
- Argumentation
- Defending position
- Finding/exploring alternative perspectives
- Finding/exploring inconsistencies
- Problem-solving
- Media literacy





# So... AI?

- Taylor's roles
  - Tutor (computer teaches learner)
  - Tutee (learner teaches computer)
  - Tool
- Facilitating dialogue between learners?
- 'More able peer'?





# Further reading

Peter Teo,  
Teaching for the 21st century: A case for dialogic pedagogy,  
Learning, Culture and Social Interaction,  
Volume 21,  
2019,  
Pages 170-178,  
ISSN 2210-6561,  
<https://doi.org/10.1016/j.lcsi.2019.03.009>.  
(<https://www.sciencedirect.com/science/article/pii/S2210656119300030>)