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Discussing In-Class Discussion

Academic environments can be intimidating: students may be overwhelmed by the complexity or high standards of their courses. Resultantly, teachers must learn to adapt to students to communicate information in a manner that results in both adequate performance from students, and comfort for the students, lest they be overwhelmed and negatively impacted in their health. The CTLA01 writing course considers the vitality of student well-being, as it emphasizes dialogic teaching and instructional scaffolding, two teaching approaches which emphasize personal-wellbeing and academic performance.

Dialogic teaching and instructional scaffolding are essential to adequate teaching. Alyson Simpson's (2016) and Andrea R. English's (2016) articles, "Dialogic teaching in the initial teacher education classroom: 'Everyone's Voice will be Heard'", and "Dialogic Teaching and Moral Learning: Self-critique, Narrativity, Community and 'Blind Spots,'" and Robin Alexander's (2020) book, *A Dialogic Teaching Companion*, discuss specifically dialogic teaching. As English (2016) summarizes, "dialogic teaching" is the aspect which, through verbal discussion, illuminates misconceptions and limits to a person's understanding, and incites self-reflection, and furthermore, learning. Robin (2020) explains that students never learn in solitude, as they discuss with peers, teachers, and themselves through reflection (p. 12-13). By this, Robin highlights the continual presence of community throughout education and, as Simpson (2016) concludes, that a social environment is an essential aspect of learning which must be integrated into classrooms. As Sarah Beck et al. (2020) and Faiza M. Tabib (2022)

describe in their articles "Scaffolding Students' Writing Processes Through Dialogic Assessment" and "Exploring the Effect of Instructional Scaffolding on Foundation Level Students' Writing at the City University College of Ajman: A Case Study", experiments show that instructional scaffolding – teacher-support which is inversely proportional to student development – significantly improves writing ability (Tabib, 2022). These improvements, Beck et al. find, can be brought about through scaffolding techniques, which are tailored to individual student needs (2020). As these articles suggest, consistent interaction and support between students and teachers is optimal for education, as each student learns in their own ways, necessitating communication with the teacher to best accommodate their differences.

Aligning with the sources' discussion on dialogic teaching and instructional scaffolding, I intend to analyze CTLA01 and its use of these two teaching approaches for optimizing student-progress. Reflecting on my experience with the course, my research paper would also analyze learning-activities within lecture, used to engage students, and how they impact my performance in the course. Essentially, this research paper will outline how dialogic teaching and instructional scaffolding influences performance in CTLA01, Foundations in Effective Academic Communication.

Naturally, students learn through social interaction, and rarely in solitude, which necessitates the integration of dialogic teaching. Additionally, instructional scaffolding fosters students through equitable teaching approaches. Upon further research on these teaching approaches, I intend to find their correlation on student performance, through discussion of activities within, and between lectures and practicals.

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