



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Summary

A small-scale study inquiring into how dialogic listening impacts the ability to sustain quality dialogue in the classroom. My inquiry focused on a Year 1 class with the researcher being myself, the class teacher. Prior to beginning the inquiry, pupils demonstrated that they are able to listen to the teacher but struggle with listening and sustaining dialogue with each other. I carried out weekly observations using the T-SEDA coding frameworks to analyse dialogue focusing on building on ideas, challenging each other and inviting others to build on ideas. I used this data to identify and implement strategies to improve dialogic listening in the classroom. These included implementing Talk Rules, Physical cues for listening, timetabled opportunities for discussion and a focus on language. The findings indicated that if pupils are given the tools and time to develop their dialogic listening then this can positively impact their ability to sustain quality dialogue with one another.

My Context

This inquiry took place in a 3-form entry Lower School in Bedfordshire. The pupils involved in my study were in a Year 1 class (5-6yrs old) and the inquirer was the class teacher. The class was made up of 30 pupils with an even split between genders, 2 pupils who have a Special Educational Need and 1 pupil is identified as a Pupil Premium.

My motivation for the inquiry, the focus and the inquiry question

When considering the focus of my inquiry, I reflected on the type of dialogue that already takes place in my classroom and I realised that pupils were better at listening and responding to the teacher than they were to their peers. This was clear because often responses to peers were egocentric or off topic.

I then considered the role of listening in dialogue Bakhtin (1986.p68) suggests “Any understanding is imbued with response and necessarily elicits it in one form or another: the listener becomes the speaker”. This inspired my inquiry focus as I realised that for pupils to engage in sustained dialogue with their peers they must first understand how to listen so that they can formulate responses.

Lipari (2010) suggests that you must recognise the distinction between hearing and listening and that hearing is defined by the perception and sensation of the sound whereas listening is the attention and the giving to another. I could not deny that the pupils in my class were hearing what was being said but I would challenge the likelihood of them truly listening and therefore thinking about what is being said to one another.

The Oracy Skills Framework (Mercer, Warwick & Ahmed, 2017) splits oracy into four strands of skills physical, linguistic, cognitive and social & emotional with the suggestion that when some of these skills are combined pupils will be engaged in high quality dialogue. Robin Alexander (2020) argues that there



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

are several concerns with this skills framework, one being the use of the word skill “for this framework appears to follow a reductive and arguably corporate trend that during recent years has redefined much or most of the educational endeavour as marketable skill.” (Alexander R, 2020, p80), he also raises concerns about the categorization of the skills, commenting that “‘skills’ defined here as ‘social and emotional’ could equally be classified as ‘cognitive’, just as ‘audience awareness’ could be classified as ‘social and emotional’” (Alexander R, 2020, p80). I do agree that the skills could be classified in several different strands and that limiting them to a particular strand could be confusing for a student or teacher using this framework. Nevertheless, by raising the idea of the physical skill of listening, I was keen to address this in my classroom because I had not explicitly taught physical listening cues and it was evidently a missing feature within my classroom. Gaunt and Stott (2019) also suggested this would be a good place to begin “The physical markers of listening are often the easiest to teach and usually the best place to start, especially with younger students” (Gaunt, A & Stott, A. 2019, p87).

In my initial self-audit I judged the statement: ‘engage students in both jointly creating and using ground rules for talk’ as ‘slightly agree’. Therefore, I wanted to explore how the introduction of these could also encourage dialogic listening and if they would affect sustained dialogue in my classroom.

My inquiry question became ‘How does dialogic listening impact the ability to sustain dialogue in a Year 1 classroom?’ I then looked at the T-SEDA pack and considered which types of dialogue would require pupils to be listening to each other. I selected building on ideas, challenging and inviting others to build on ideas. These types of talk are often defined as “Exploratory Talk, that we judged to be the most educationally effective” (Littleton and Mercer, 2013, p16).

Specifically in terms of my findings, I anticipated I would find increased instances of pupils building upon each other’s ideas, challenging each other and beginning to invite others to build on ideas as this would indicate that pupils were listening dialogically and in turn sustaining dialogue.

My inquiry plan and activities

I chose to carry out a baseline observation, with a discussion question linked to previous learning so that the topic was familiar to pupils. This was audio recorded, then transcribed and coded using the T-SEDA coding template 2a. Then I wrote a reflection on the observation and identified next steps. I continued to carry out these observations in the same way at least weekly for 4 weeks and I had five observations in total (**Appendix A - E**).

I had pupils carry out a self-evaluation for talk at the beginning of my study. There were nine statements that linked to listening and dialogue and pupils evaluated themselves on a scale between 1 and 3 (**Appendix F**). There was an intention for pupils to repeat the evaluation at the end of the inquiry for comparison but this was not possible.

Following my baseline observation, I introduced talk rules by adapting a resource created by Dawes (2008) and discussing as a class. Interestingly, pupils decided that they thought ‘no-one could change their mind’ I explained that anyone could change their mind and we did not all have to have the same opinion. We then agreed our Talk Rules and created a poster (**Appendix G**) so we had a visual reminder.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Pupils displayed signs of pride about them and began referring to them immediately when talking to each other. I also introduced the physical listening cues poster (**Appendix H**) and timetabled in a 10-minute weekly discussion.

Prior to carrying out Observation 2, I read this quote “Listening is not easy. It requires a deep awareness and a suspension of our judgements and prejudices. It requires openness to change. It demands that we value the unknown, and overcome the feelings of emptiness and precariousness that we experience when our certainties are questioned” (Rinaldi, 2001, p3). This prompted me to share the terms agree or disagree and reminded them it was ok to change their mind.

Observation 3 developed pupils further by introducing the terminology ‘tolerance’ and ‘opinion’. This session followed the style of the previous sessions and was a very engaging session for pupils.

Observation 4 was also the same format but results from this then led me to change the style of Observation 5.

Ethical considerations and relationships with others

Since my project required me to research with others, it was essential that I proceed ethically. I needed to have a complete understanding of the Ethical Guidelines for Educational Research (BERA 2018) so I read this and completed all the advised reading in the Ethics module in the Research Methods course. I completed the Faculty Ethical Clearance Checklist, which requested I agree to subscribe to the BERA’s Code of Practice, which I did. I also obtained permission to carry out the research within my setting from the Senior Leadership Team. The checklist also ensured I understood that I would be required to obtain informed consent to carry out my inquiry. Due to the age of the participants involved in my inquiry, I needed to ensure I obtained parental consent to include their child in my inquiry. Due to COVID 19, the safest way to obtain this was via a Google Form (**Appendix I**) and in the email requesting completion of this I also included an Information sheet (**Appendix J**) explaining the timeline and purpose of the inquiry, intended impact of the inquiry and what the inquiry will involve. I also included a Privacy Notice (**Appendix K**) explaining how the data I collected would be used, processed and stored and provided parents with information on how they could withdraw at any time by contacting the designated Gatekeeper for the inquiry. I received parental consent from every parent within my class of 30 pupils.

Due to being the class teacher, it was ethically proper to assign the inquiry a Gatekeeper separate from the classroom and so I approached the setting’s Deputy Head Teacher to take on this role, they agreed. The Gatekeeper was provided with all the relevant information so they could answer any questions about the inquiry and both pupils and parents were informed of the withdrawal process. The Gatekeeper was given the option to withdraw at any time if requested.

I needed to ensure that pupils could assent to being included in the inquiry. I was careful to explain the inquiry in simple terms without bias or intended influence before I began the inquiry and I also reminded them regularly throughout the length of the inquiry that they could withdraw at any time if they so wished.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

In addition to this, I chose to ensure that all information about individuals and the setting was treated on an 'in confidence' basis at all stages of my research. My place of employment is very strict about personal information in the public domain and abiding by the rules of GDPR so no staff lists are available online for myself as a researcher to be identified. However, with it being a public institution there is always a minimal possibility that the institution could be identified through local authority information. Therefore, I chose to ensure my inquiry does not mention the institute's name, specific location and that all individuals taking part in my inquiry will be anonymised. This is a reason I chose to use audio recordings and not video recordings in my inquiry, to ensure privacy and anonymity.

Finally, it was ethically important to consider how the benefits of the research outweigh the ethical implications of collecting data during COVID 19. I submitted a short narrative (**Appendix L**) to the Ethics committee explaining my reasoning for carrying out my research and why I felt it would overall benefit the pupils in my class.

My findings

The analysis of self-evaluation responses (**Appendix F**) showed 54% of pupils present (28 pupils) evaluated themselves as being 'brilliant' at 'listening carefully to my classmates' ideas' and the other 46% thought they could do better at this. This surprised me, as this was the focus of my inquiry and I was not yet seeing pupils demonstrate they were listening, thinking about what was being said and formulating a response, which built upon their peers' ideas. This may have linked to Lipari's (2010) idea of distinguishing between hearing and listening. I was also surprised to see that 46% of pupils were not happy to disagree with a classmate's idea.

Analysis of the baseline observation coding (**Appendix M**) revealed that there were 12 instances of pupils building on ideas; however, after looking at the transcript, many of these were instances of building on their own ideas rather than building on those of others. When observing the paired discussion, I noticed that pupils would contribute their idea, become distracted and not listen to their partner's ideas. Pupils did not display any physical cues of listening. The session was heavily facilitated by the teacher, much like a discussion between teacher and pupil – this is reflected in the data. There was no evidence of pupils challenging each other. I felt this observation solidified my choice of focus for my inquiry question.

It was evident in the transcription of Observation 2 that pupils were beginning to explore the language of 'agree' 'disagree' etc. with teacher support. I was also pleased to observe pupils beginning to put the physical listening cues into practice; I believe that this supported the dialogic listening, which was starting to happen. This was similar to the baseline observation with 13 instances of teacher inviting others to build on ideas. However, I felt it did flow better and that some pupils were becoming more confident with sharing their ideas with each other. I was pleased to observe two instances of pupils challenging others. There was also one instance of a pupil inviting a classmate to build on their idea.

An excerpt from Observation 3 in (**Appendix M**) shows that pupils had begun to practise dialogic listening using our physical listening cues and talk rules, this resulted in pupils building on each other's ideas and



Name: Lucy Whittington

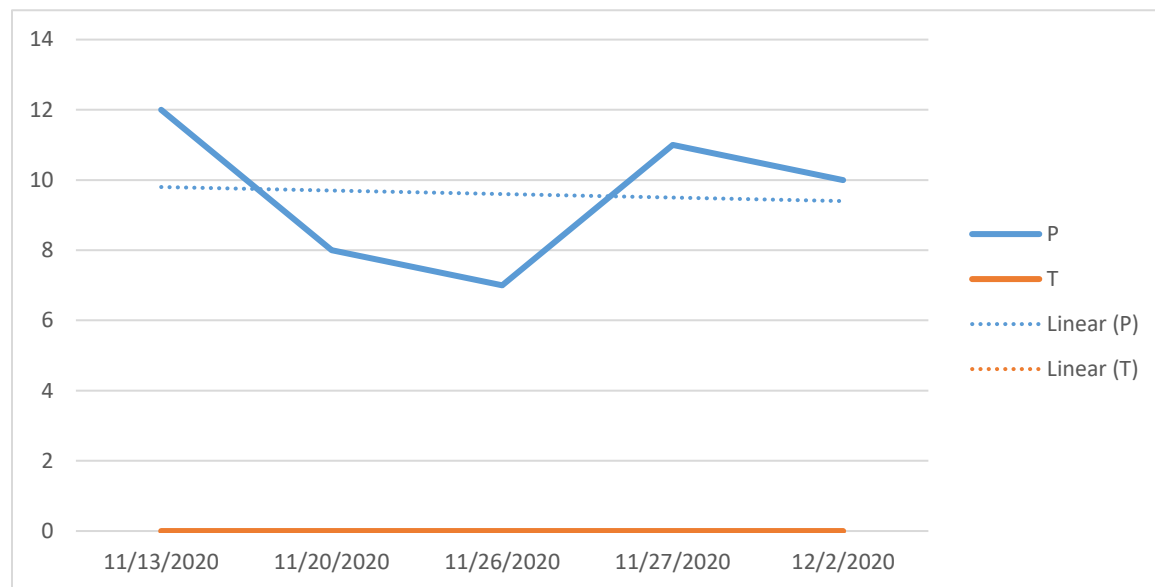
Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

one pupil invited another to build upon their ideas. Child 17 clearly builds upon Child 5's idea then Child 4 invites further building upon ideas by questioning "why?" once Child 17 responds, Child 4 then goes on to agree and build on the idea further by relating it to their own experience.

I felt the question I selected for Observation 4 was too abstract this resulted in slightly reduced participation and resulted in a lot of agreement in the class. There were more instances of building on ideas than the previous observation but again this was the pupil building on their own idea and not others. One pupil overtly changed their opinion, which was positive, and a pupil challenged the meaning of the question, which was pleasing. Reflecting on Observation 4 caused me to consider whether the dialogic listening skills that pupils had learnt would be transferable to another type of discussion. Therefore, I decided that Observation 5 would be a collaborative art activity rather than a discussion question.

My final observation was a positive one. Pupils demonstrated they were listening to each other through the physical listening cues, took it in turns, shared their ideas and were building on each other's ideas (10 instances). There were 6 instances of pupils challenging each other. Teacher facilitation was less and pupils were having a sustained dialogue.

Building on ideas



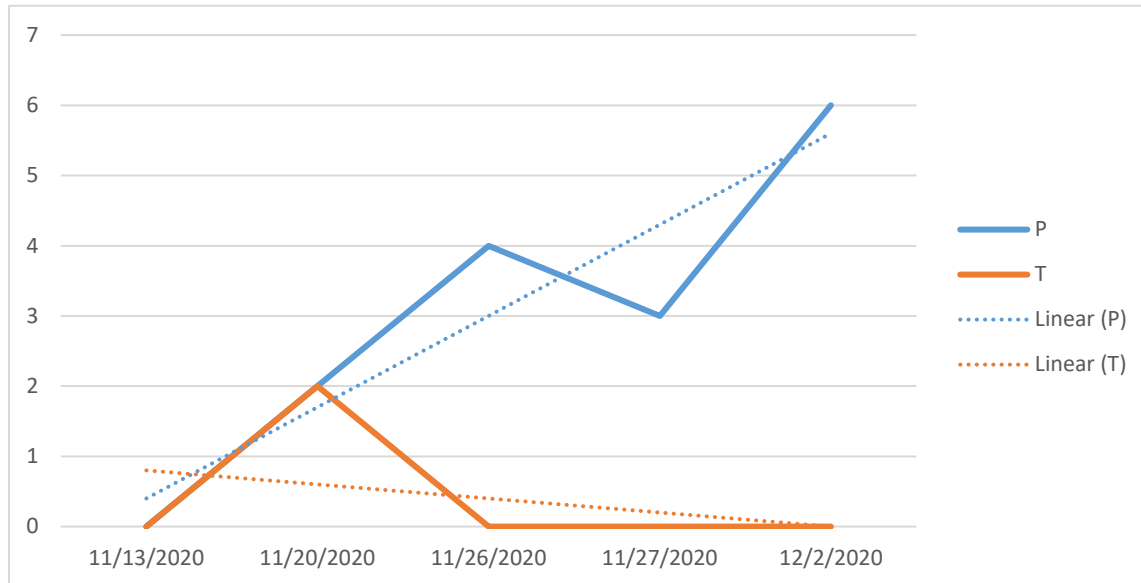
The instances of pupils building on ideas follows a decreasing trend line. My earlier observations showed that pupils predominately built upon their own ideas and not those of others. In the final 2 observations, pupils built more on each other's ideas. This suggests that the introduction of the talk rules and the physical listening cues poster supported this development as they primarily focused on pupils listening to one another, thinking about it and then formulating a response building upon it.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Challenging each other



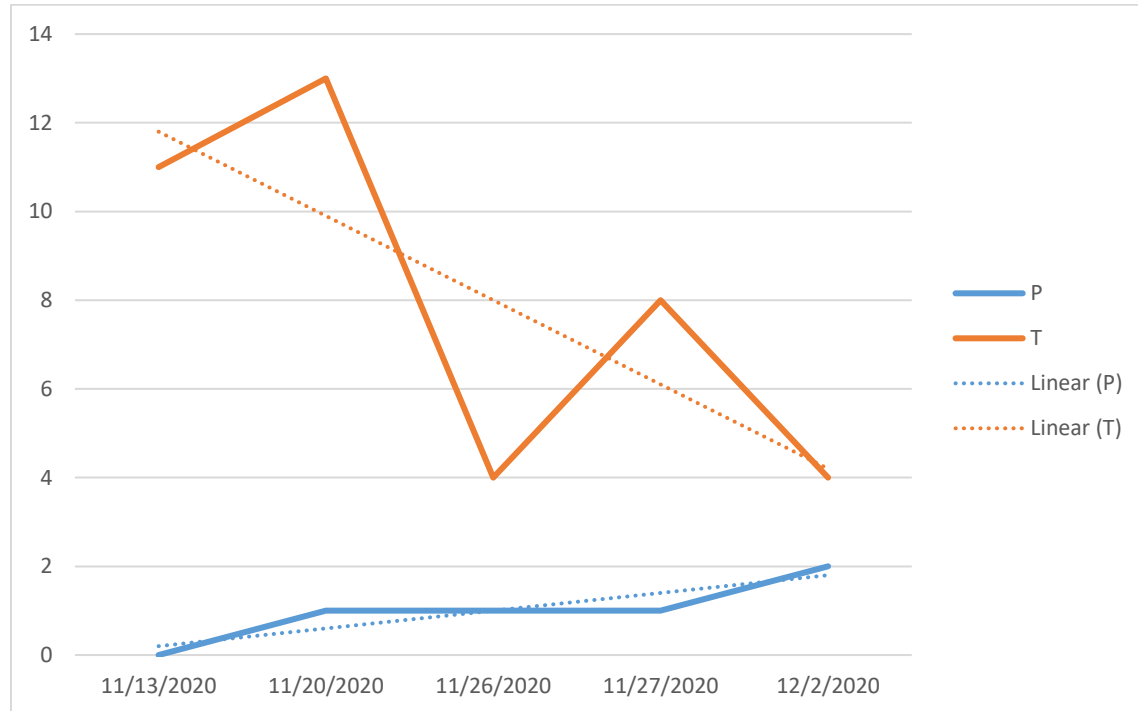
The graph above shows that instances of pupils challenging one another has risen. This was a pleasing result because it demonstrates that through the implementation of the talk rules, physical listening cues and teacher modelling, pupils began to understand that it was ok to disagree and challenge each other's ideas.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Invitation to build on ideas



This was an area of dialogue which was very teacher led and initially pupils did not invite each other to build on ideas. The instances of teacher inviting pupils to build on ideas reduced but pupils instances slowly increased. This is evidence that as pupils listened more to one another they began to ask questions to enquire further therefore teacher facilitation was not as necessary. This was particularly evident in the collaborative art activity in Observation 5.

Overall, as a class teacher, I have seen marked improvement in the way pupils listen and speak to each other and encouraging dialogic listening within my classroom has resulted in pupils sustaining conversations with each other. Based on the qualitative and quantitative data I do think that the implementation of the talk rules and physical listening cues poster have been the key mechanisms for change.

The resource you created

I created a child friendly poster (**Appendix H**) which is a reminder of the 4 physical listening cues that pupils can do to demonstrate they are listening to a classmate in the classroom.

Before I introduced this poster, I asked a pupil to come and tell me about what they had for breakfast. During their explanation, I looked around distracted, turned my body away from the pupil and then once they had finished speaking, I asked them to tell me what they had said again. The pupil looked irritated, as did the rest of the class. I identified this aloud and asked them why they were feeling this way, they



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?
told me “I wasn’t doing good listening” “I didn’t care about what the pupil was saying” and “That I wasn’t using my brain”. I explained that I had done these behaviours on purpose and I was copying many of the behaviours I had seen when pupils were speaking. I asked them what they thought I should be doing to show I am listening and they fed back their ideas. I explained the importance of showing the person who is talking that you are listening and how this links to our talk rule 2. I then introduced the physical listening cues poster and we modelled what these would look like in the classroom. I referred to the poster throughout all areas of my teaching practice. The physical listening cues were easy to remember and pupils were excited to show their classmates that they were listening to each other.

Changes to practice

The biggest change to my practice has been making time to consider how I can encourage pupil’s dialogic listening in all areas of the curriculum. Although, listening in the classroom has always been an important part of my practice, I focused on how I listened to pupils. This inquiry has shifted my perspective and highlighted the importance of providing pupils with opportunities to learn how to listen to each other, co-construct ideas and take an active role in dialogue.

My reflective evaluation of the process

The creation of talk rules was an aspect of my inquiry that went well. These made a positive impact on the pupils’ ability to listen and sustain dialogue with each other because they were created by the pupils who had ownership of them and found them easy to refer to. The class teachers also referred to and modelled them consistently to ensure their importance was clear.

The introduction of the physical listening cues poster had a positive impact on pupil dialogue in the classroom. It was simple, child friendly and was introduced after pupils had observed an example of poor listening. It was again, referred to consistently throughout the inquiry. This combined with the introduction of talk rules had the biggest impact on my pupils’ ability to sustain dialogue with their peers.

The introduction of timetabled discussion meant that time was made for it in the week; it highlighted the importance of developing our dialogue to the class.

I was pleased to have the support of the Senior Leadership Team in my setting, this combined with the support of my job share teacher and my pupils’ parents resulted in a supportive environment to carry out my inquiry.

I was surprised at how much information you could obtain from the T-SEDA coding templates. I had not experienced transcribing and coding in this way before and I was excited about the amount of possibilities and ways in which they can be used and compared. I had to reign myself in as I would get excited when observing pupils using other dialogic strands that were not the focus of my inquiry.

I was disappointed with my choice of discussion question in observation 4, it was too abstract and although some pupils did engage with it, participation did reduce. This caused me to consider whether



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

the dialogic skills pupils had learnt were transferable to a collaborative art activity so reflecting upon this resulted in a change of course, which did show positive results.

I was also disappointed with the external challenges I encountered. I felt the length of time it took to submit and then resubmit the ethics forms after the University changed their pro-formas did delay me from starting my inquiry. The length of my inquiry was hindered by myself contracting COVID 19 and being unable to continue my inquiry remotely.

If I were to repeat this inquiry then I would consider refining my inquiry and implementing the strategies more slowly. I was a little over zealous and tried to fit too much into one inquiry and think that it would have been better to implement one strategy in the first inquiry cycle and then the other in a second. I would have liked to have analysed the data and compared which strategy had the biggest impact on sustained dialogue in the classroom.

Finally, the audio recording worked well for this inquiry but after attending the taught session on 'Analysing classroom talk and nonverbal interaction', I considered the differences between an audio recording and a video recording and the additional data on nonverbal cues that could have been obtained. Therefore, if I continue this research in the future then I would like to include video recordings so I could look at the nonverbal cues in more detail.

Next steps

In the immediate future, I am going to look at how transferable our talk rules are to our remote learning virtual sessions. I will also consider how to adjust the physical listening cues poster to suit a virtual learning environment.

I am keen to share my initial findings with my colleagues in my setting and so I will approach my setting's Senior Leadership team to discuss the possibility of being a facilitator of some training and wider discussions on dialogue in the autumn term 2021. I am experienced in coaching Newly Qualified and experienced teachers and so in the future, I would certainly like to share this experience with others and support them in developing their dialogic practice in the classroom.

I would like to continue this initial inquiry by reflecting on my practice, trialling strategies and analysing their impact. I had intended to implement the use of QR codes which link to discussion questions for pupils to access independently during their child initiated learning time but due to COVID 19, I was unable to carry this out. So, I would like to trial this and look at how well pupils listen and sustain conversation without a teacher facilitating the discussion.

Finally, in my inquiry I did have experience of reticent pupils during the discussions so I would like to explore ideas of how I could engage them further.



UNIVERSITY OF
CAMBRIDGE

Faculty of Education

PPD Dialogue in Education: Inquiry report

Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Statement concerning sharing the outcomes:

I am happy to share with other practitioners via the resources website linked to the University of Cambridge site *(type x for all options that apply)*:

☒ This report

☒ The resource I created

☐ Neither

If you have given permission to share would you prefer:

☐ The materials to be anonymised

☒ My name to appear



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

References

Alexander, R. (2020). *The dialogic teaching companion*. London:Routledge

Bakhtin, M.M, (1986) *Speech Genres and Other Late Essays* (V.W, McGee, Trans.). Austin: University of Texas Press

British Educational Research Association, (2018). *Ethical guidelines for educational research (Fourth edition)*, London:BERA

Dawes, L. (2008), Ground Rules: Traffic Light Activity, retrieved from
<https://thinkingtogether.educ.cam.ac.uk/resources/>

Gaunt, A & Stott, A, (2019) *Transform teaching and learning through talk: the oracy imperative*. London: Rowman & Littlefield

Lipari, L. (2010). Listening, Thinking, Being. *Communication Theory*, 20(3), 348-362.

Littleton, K & Mercer N. (2013) *Interthinking: putting in talk to work*. London:Routledge

Mercer, N., Wegerif, R., & Major, L. (2020). *The Routledge international handbook of research on dialogic education*. London:Routledge

Mercer, N, Warwick, P, & Ahmed, A. (2017). An oracy assessment toolkit: Linking research and development in the assessment of students' spoken language skills at age 11-12. *Learning and Instruction*, 48, 51-60.

Rinaldi, C. (2001). The pedagogy of listening: The listening perspective from Reggio. *Innovations In Early Education: The International Reggio Exchange*, 8(4), 1-4



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendices

Appendix A

T-SEDA 2a coding template and reflection – Observation 1

Codes:

B = building on own/other's ideas

CH = Challenging each other's ideas

IB = Invite building on ideas

Nº	Speaker	Turn	B	CH	IB	Comments
1	Teacher	Is it OK to keep animals in a zoo? Talk to your partner				
2	Child 14	I'm going to do no, in the middle				
3	Child 29	middle				
4	Child 14	Middle				
5	Teacher	Tell me why			IB	
6	Child 14	Erm because they can't attack people, they can scare people like that.				
7	Teacher	Tell me more			IB	
8	Child 14	And, and because they might like bite people heads when they're coping. I did see a video of like a really tall bird bited a boy's head off but the boy would die.	B			
9	Teacher	OK, (Child's name)do you agree or disagree with (Child's name)?			IB	
10	Child 29	Agree				
11	Teacher	Do you, ok why?				
12	Child 29	<i>Shrugs shoulders</i> I forgot				Shy generally reluctant to contribute to dialogue.
13	Teacher	<i>Addressing whole class – reminder to stay on task</i> Is it ok to keep animals in Zoos?				
14	Child 5	Yes but no				
15	Teacher	Ooo tell me more, tell me more			IB	
16	Child 5	Because they get out and they could come out and eat someone and if they aren't in then someone might forget to give them food and then they might die.	B			
17	Teacher	Ok, (Child's name), what do you think to what (child's name) just said?			IB	



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

18	Child 19	I don't, I don't think, I don't think you have to keep animals in a zoo				
19	Teacher	Why?			IB	
20	Child 19	Because they'll die	B			
21	Child 5	It's also quite mean to keep them in a cage	B			
22	Teacher	OK, interesting <i>Teacher moves on to another pairing</i> Is it ok to keep animals in zoos?				
23	Child 23	No				
24	Child 4	NO				
25	Child 23	cos they need their fresh meat so they can keep on being healthy				
26	Teacher	Can they get that anywhere else?			IB	
27	Child 4	Yeah er no because they have a gate and they need to be there, they need to be in the freedom	B			
28	Teacher	They need to be in freedom so you don't think they need to be in zoos?			IB	
29	Child 4	<i>Interrupts</i> They need to be in the wild				
30	Teacher	They need to be in the wild?				
31	Child 4	Instead of just catching them				
32	Teacher	Great interesting				
33	Child 4	And people and the zookeeper has to let them go cos they're getting poorly after the salty meat	B			
34	Child 23	They can't just, they need to hunt for their prey so they can eat	B			
35	Child 4	And they need somewhere and they need somewhere not so sunny to lay their eggs (<i>self corrects</i>), to have their babies,				
36	Teacher	Ok, interesting				
37	Child 4	Well if they're cats				
38	Teacher	Yes				
39	Teacher	<i>Addressing a different pairing</i> What do we think?				
40	Child 12	Yes				
41	Child 27	No				
42	Teacher	Ooo a yes and a no				
43	Child 12	They should be kept in the zoos because if the water goes bad they can't drink it.				
44	Teacher	Ok				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

45	Child 27	I think yes and no, no because then there, they'll be sick from their families and yes because then they won't be killed.				
46	Teacher	OK (moves on...)				
47	Child 26	They have to go out in the wild to lay their eggs.				
48	Teacher	Do all animals lay eggs?			IB	
49	Child 7	No, no no				
50	Teacher	You don't think they do? Do you think that animals should be kept in zoos?				
51	Child 7	Yeah, Some, all animals because they have to do some stuff in there like monkeys swing in the trees				
52	Teacher	Can they do that outside a zoo?				
53	Child 26	Well, yes, they have to go out in the wild.				
54	Teacher	<i>Stopping the class for a whole class discussion</i> And 5, 4 sitting in star, 3 tracking me, 2, 1 , 0, Right then ok, should an, is it ok to keep animals in zoos? <i>(pupils respond with a mix of yes and no)</i> Hands up, hands up to share your ideas. (Child's name)				
55	Child 5	Yes but no because if they're in a zoo then they might get given different food and they might die but if they were out then they might eat someone (2seconds of inaudible speaking).				
56	Teacher	Interesting, (child's name) have you got anything you want to say to (Child's name)				
57	Child 4	Well, they need to be out in the wild so they can have some fresh meat and not some salty meat because that makes them poorly.	B			
58	Teacher	Ok, (Child's name) have you got anything you want to say to (Child's name)?				
59	Child 5	Well they might eat the...(inaudible), well I suppose they could go out if they are a tiger or a lion.				
60	Teacher	Ok, put your hand up if you've got something you want to add? (Child's name)				
61	Child 8	They'll die early				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

62	Teacher	What, in a zoo or out of the zoo?				
63	Child 8	In a zoo				
64	Teacher	You think they might die early in a zoo?			IB	
65	Child 8	Their family might get killed and then they won't be able to live and also once we get animals to the zoo, it's just to raise money you could even go into the zoo, you can't just bring them then.	B			
66	Teacher	Interesting				
67	Child 12	Because if the water goes bad in the erm sea they can't like drink that so they'll have to go to the zoo				
68	Teacher	Which kind of animals?				
69	Child 12	Like all the animals because they all drink water				
70	Teacher	They do, do they all drink water from the sea (Child's name)?				
71	Child 12	Yes they do				
72	Several children	No				
73	Child 23	From the river	B			
74	Teacher	There are lots of different water sources aren't there, rivers, lakes, waterholes but you're right, it's an interesting idea. (Child's name)				
75	Child 17	inaudible				
76	Teacher	Sorry (child's name), one second because some children aren't listening				
77	Child 17	Because they can't come and kill the animals in the zoo				
78	Teacher	Because they can't come and kill the animals in the zoo so you think that animals if they are in the wild, they'll be hunted.				
79	Child 17	(Nods)				
80	Teacher	Yeah, you think someone might try to kill them				
81	Child 17	No				
82	Teacher	If they're in the wild you don't think someone will try to kill them?			IB	
83	Child 17	nods				
84	Teacher	You do, that's what I thought. (Child's name)				
85	Child 11	Animals will try to kill animals in the wild.				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

86	Teacher	Ok so do you think it is ok to keep animals in zoos (Child's name)?				
87	Child 11	Yes				
88	Teacher	Yeah, why?				
89	Child 11	Because in the river, the water might get dirty to drink	B			
90	Teacher	OK				
91	Child 22	Inaudible				
92	Teacher	Say that again (child's name)				
93	Child 22	Erm I was going to say that maybe they could like take all of the yucky water and put new water	B			
94	Teacher	Do you think they do that in zoos?				
95	Child 22	Yes				
96	Teacher	But they wouldn't do it in the wild. Ok (Child's name)				
97	Child 19	(asks to go to the toilet)				
98	Teacher	Yes (child's name)				
99	Child 18	Then they don't go in the, they won't be able to go in the zoo because they'll be in the big cage and if they can't breathe then they will die.				
100	Teacher	Ok, put your hand up if you've been to a zoo. Ok, hands down, hands down. How do you think a zoo is different from living in the wild? If you've got an idea then you need to put your hand up. (Child's name)				Majority of class raised hands
101	Child 24	Because there's buildings.				
102	Teacher	So in a zoo there are buildings.				
103	Child 24	Yeah like you would normally have stuff and high buildings, that's what I mean				
104	Teacher	Ok, any other differences between the wild and the zoos? (Child's name)				
105	Child 15	Zoos have cages				
106	Teacher	OK and are there cages in the wild?				
107	Child 15	No				
108	Teacher	Ok				

Stopped transcribing at 8mins 45 seconds



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Reflection:

This was the first time pupils had discussed a debate question like this. It was selected as it linked to some previous learning and animals are an area of interest for the class. Although pupils were able to formulate and express their ideas, they tended to just be their own ideas rather than building upon those or other's ideas that had previously been shared with the class. As a teacher, I felt I was having to facilitate a lot of the discussion and it felt very much like a discussion with the teacher rather than a discussion with each other. This was also clear in the paired discussions. I tried to remain unbiased during the discussion as I didn't want this to influence the pupils' opinions. Pupils didn't challenge each other at any point and there were 12 instances of building upon ideas.

I noticed that pupils would share their own idea and then become distracted rather than listen to their partner's idea.

When observing the discussions, I noticed that pupils didn't look at each other when speaking to each other, would often become distracted and this in turn distracted the child who was speaking. It could be suggested that some pupils felt their ideas weren't valued by their partner.

As a teacher, in the past I have felt that once I contributed my opinion pupils would be keen to copy it and then assume the discussion is over. So in this session and likely in future sessions I will try to stay neutral and encourage pupils to explore the ideas themselves without teacher influence. This isn't the case in other lessons so it is a transition for myself also.

Going forwards, I would like to implement some talk rules (Lyn Dawes, traffic lights activity), define how the pupils can show that they are listening to their partner through physical cues and also improve the level of building on each other's ideas, challenging each other and also encourage them to invite the building on of ideas. I would like the discussion to become pupil led with a lot less teacher talk.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix B

T-SEDA 2a coding template and reflection – Observation 2

Codes:

B = building on own/other's ideas

CH = Challenging each other's ideas

IB = Invite building on ideas

Nº	Speaker	Turn	B	CH	IB	Comments
1	Teacher	So this is a what would you do question and the question is Imagine you were looking at the Crown Jewels and then you noticed that one of the jewels was on the floor next to you, what would you do? Talk to your partner.				
2	Child 16	I would pick it up and put it back.				
3	Child 22	Yeah pick it up and put it back				
4	Child 16	We could ask them to put it back because you can't take it because they're the Queen's jewels.	B			
5	Teacher	Do you agree (child's name)? Why?			IB	
6	Child 22	<i>Nods</i> because I do				
7	Teacher	What would you do (child's name)?				
8		I would steal it!				
9	Teacher	You will? Can you tell me why?			IB	
10	Child 3	Because it would be so shiny!	B			
11	Teacher	So shiny				
12	Child 3	Yeah				
13	Teacher	OK, so you would take it with you? Yeah?			IB	
14	Child 3	But I would never do it if it was real life.				
15	Teacher	Well this is in real life				
16	Child 3	No, I mean if it was right next to me I would steal it, but if it's not right next to me I won't.	B			
17	Teacher	Ok, yes (child's name)				
18	Child 20	I thought I would pick it up and I would wear it and then I would walk it all the way and I would wear it while I would walk it while I'm wearing it home.				
19	Teacher	And how would that make you feel?			IB	



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

20	Child 20	It would make me feel really erm happy because then everyone would think I'm the Queen or the King.	B			
21	Teacher	Ok and 5,4 sitting in star, 3 tracking me, 2,1, 0 Put your hand up if you have an opinion about this, what would you do? What would you do? And remembering our rule that we are going to listen and think about each other's ideas. (child's name)				
22	Child 2	I would try and find a place it came from and put it back				
23	Teacher	You would try to find the place it came from and put it back				
24	Child 2	Yep				
25	Teacher	Ok, why?				
26	Child 2	So it was safe				
27	Teacher	So it was safe				
28	Child 2	And it wouldn't break	B			
29	Teacher	Ok, do you agree or disagree Xavi?			IB	
30	Child 26	Er agree	B			
31	Teacher	You agree why?				
32	Child 26	Because if someone came into the museum like a baddie they might they might not able to find it and they won't steal it.	B			
33	Teacher	So you would put it back into a safe place to stop someone else from taking it. Ok, erm, (child's name) do you agree or disagree?			IB	
34	Child 5	Agree				
35	Teacher	You agree? Yeah, put your hand up if you disagree. Put your hand up if you disagree and you wouldn't put it in a safe place to stop someone else from stealing it. What would you do (child's name)?			IB	
36	Child 8	But then if the owner came back and tried to look for it then they wouldn't be able to	B	CH		
37	Teacher	But they're the Crown Jewels so they're supposed to be in the case but the cleaner has cleaned them and one of them has fallen out on the floor and no-one has noticed, nobody's noticed and there are lots and lots of crown jewels and nobody has noticed that one is missing. Does your opinion change?		CH	IB	
38	Child 22	No, you have to put it back because it's not yours.				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

39	Teacher	You have to put it back because it's not yours, does anyone disagree with (child's name)?			IB	
40	Child14	I don't disagree				
41	Teacher	(child's name)			IB	
42	Child 3	If it was right next to me then I would just steal it but if it's not then I won't steal it.				
43	Child 22	What you would steal it?		CH	IB	
45	Child 3	Nods				
46	Teacher	Does anyone else want to, oh (child's name) wants to say something, (child's name).				
47	Child 5	I wouldn't steal it.				
48	Child 20	I wouldn't steal it.				
49	Teacher	(child's name) what do you think?				
50	Child 18	I think (inaudible noise created by classmates)				
51	Teacher	We're listening to each other remember, we're thinking about what each other are saying, (child's name).				
52	Child 18	I think yes				
53	Teacher	You think yes to what? Would you take it or not?			IB	
54	Child 18	No				
55	Teacher	No? What would you do with it?				
56	Child 18	I...I...I would put it back and I'll make sure it's safe for the Queen.				
57	Teacher	You would keep it safe for the Queen. Ok, (child's name) what do you think?			IB	
58	Child 6	I put a decoy jewel in.				
59	Teacher	A decoy jewel! But you wouldn't know it was going to be there?		CH	IB	
60	Child 6	Yes but what if I put it in behind the glass.				
61	Teacher	Ok				

Stopped transcribing at 5mins 20secs

Reflection:

This discussion question was once again linked to learning that had taken place throughout the week. Pupils had already discussed and identified their talk rules for the classroom and teacher had modelled and identified how they can show each other that they are physically listening to each other, the physical listening cues poster was referred to at the beginning of the session. This was beginning to become evident in this discussion session. Pupils were physically turning their heads and bodies to face the speaker, some were nodding/shaking their heads in response and there was one instance of a child challenging and inviting another child to build upon their idea.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

The discussion was still heavily facilitated by the teacher (with 13 instances of inviting pupils to build upon their/other's ideas) but the discussion did appear to flow easier between contributions. As a teacher I once again tried to remain unbiased so as to not influence pupil contributions. The instances of invitation to build on ideas from the teacher were higher than expected. I considered that perhaps there was too much teacher talk in the discussions especially as Mercer (2020) argued, "most class talk is teacher-fronted with teachers controlling the turn taking and that teachers need to be made aware and supported in their attempts to create more space in the classroom talk for greater student participation." (Mercer, Wegerif, Major, 2020, p52). However, due to the age of my pupils, I was keen to model how to turn take in discussion and to an extent manage the expectations and scaffold pupils understanding of a sustained dialogue. I do agree that teachers do need to create more space for dialogue in the classroom and I intended to phase my invitations to build out as pupils became more confident with contributing ideas and building upon them. Observation 3 was a good example of how pupils were adjusting to the structure of discussions as the number of teacher invitations to build were reduced to 4 instances.

Prior to this discussion I did explain that it is ok to agree or disagree with each other and what this meant in practice – having an opinion is good even if it is different from a classmate. I was pleased to hear pupils beginning to use this language in their responses.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix C

T-SEDA 2a coding template and reflection – Observation 3

Codes:

B = building on own/other's ideas

CH = Challenging each other's ideas

IB = Invite building on ideas

Start of whole class discussion after discussion in groups.

Started transcribing: 4mins 28secs

Nº	Speaker	Turn	B	CH	IB	Comments
1	Teacher	Ok put your hand up to tell me what you think, should children choose their own bedtimes? Hands up and remembering our talk rules (Teacher listed talk rules). (child's name)				
2	Child 30	Erm, you shouldn't stay up because when you go to school you will be tired at school. (child's name)		CH		
3	Teacher	(child's name)				
4	Child 6	Yes, you should stay up		CH		
5	Teacher	Do you disagree with (child's name)? Say I disagree.				
6	Child 6	I disagree so you can stay up and play.	B	CH		
7	Teacher	Does anyone have anything they want to say to (child's name)? (child's name)			IB	
8	Child 27	No to staying up because then you might choose to go to sleep in the day and then you'll play all night.	B	CH		
9	Teacher	Ok, does anyone have anything they want to say to (child's name)? (child's name)			IB	
10	Child 5	I think (child's name) is right.				
11	Teacher	You think (child's name) is right, why?			IB	
12	Child 5	Because if they went to sleep in the day then they might sleep, they might wake, they might be awake in the night and then they'll want to go to sleep at school.	B			
13	Teacher	Ok, (child's name)				
14	Child 8	They might be mean in the morning but then what my mum does she lets me get ice-	B			



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

		cream before bed and then I go to bed but I have bad dreams				
15	Teacher	Ok, (child's name)				
16	Child 17	Erm, well, so if you play all night and then you come to school but you'll be really angry	B			
17	Child 4	Why?			IB	
18	Teacher	Who said why? (Identifies child), (child's name)says why (child's name)?				
19	Child 17	Because they erm...erm...				
20	Teacher	Why will they be angry, is that what you were asking (child's name)?				
21	Child 4	Yes				
22	Child 17	Because you will have stayed up all night	B			
23	Teacher	Because you will have stayed up all night (child's name), do you agree with that?			IB	
24	Child 4	Yeah, yeah, yes it's because sometimes when I don't have a good sleep when it's the morning I wake up all stubborn and I just have my breakfast being all grumpy.	B			

Stopped Transcribing at 7mins 28secs

Reflection:

This was a discussion activity used to practise a debate style discussion, their talk rules and the physical listening cues that we've been focusing on. Looking at the transcript, it is noticeable that I as a teacher say a lot less and instead just indicate who can speak next on most occasions. The real focus of this discussion was pupils practising their listening and then building upon others ideas and their own. What I was really pleased to see in this session was higher number of challenging which occurred from pupils. They were much more confident in responding to one another and it seems the length of dialogue was sustained for much longer, remaining on the question. In just 3mins of transcription, there is some good evidence that pupils are increasing their level of listening and sustaining dialogue. The level of teacher guidance is decreasing.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix D

T-SEDA 2a coding template and reflection – Observation 4

Codes:

B = building on own/other's ideas

CH = Challenging each other's ideas

IB = Invite building on ideas

Nº	Speaker	Turn	B	CH	IB	Comments
1	Teacher	Our question today is – Was the Great Fire of London great? (inaudible response), I want you to discuss this with your partner. Was the Great Fire of London great? (Teacher directs pupil on who they should work with). Off you go. I want to know why, I want reasons.				
2	Child 5	It was great but not great				
3	Child 8	It was great				
4	Child 5	It was great but not great				
5	Child 8	What do you think?			IB	
6	Child 29	I don't know				
7	Teacher	Do you think the Great Fire of London was great (child's name)?				
8	Child 29	No				
9	Teacher	Why?			IB	
10	Child 29	Shrugs shoulders (reluctant contributor, especially shy when recording)				
11	Teacher	(Directs pupil across the classroom to remain on task)				
12	Child 8	I've changed my mind I think it was great because it could have actually killed all the people, it could have killed all the people because it was pretty big.	B			
13	Teacher	What do you think (child's name)?				
14	Child 5	It was great but not great because it could kill most of the people but if they got out really fast then it might not and also it was really big, so big.	B			
15	Teacher	<i>Moves onto another pairing</i> What do you think?				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

16	Child 27	I would say it means a big fire not a great fire not like a brilliant fire.		CH		
17	Teacher	So you don't think it is saying was the fire great, it isn't saying the fire is brilliant it is saying was the fire big?			IB	
18	Child 27	So so the great bit means its big				
19	Teacher	What do you think (child's name)?				
20	Child 12	Erm..yes				
21	Teacher	Yes what?				
22	Child 12	Because it is a big fire				
23	Teacher	Because it's a big fire				
24	Child 12	Yes				
25	Teacher	Ok, interesting				
26	Child 12	Because it was burning the whole of London, also I don't know where it stopped. Where does it stop?	B			
27	Teacher	We'll have a look at a map this afternoon and find out for you. Ok? Interesting ideas And 5, 4, 3 in star, tracking me, 2 mouths closed , 1, 0. Hands up if you have got an opinion you would like to share. An opinion, remember we are listening to each other's ideas as part of our talk rules. (child's name)				
28	Child 27	The great bit doesn't mean that its brilliant it means great just like big.				
29	Teacher	So (child's name) thinks that the word great means big because sometimes when you use the word great you can use it for the word big so she says the question is actually asking was the fire big? Ok, does anyone have anything they would like to say to (child's name)? (child's name)			IB	
30	Child 8	I agree with (child's name)				
31	Teacher	You agree with (child's name), why?			IB	
32	Child 8	Because it's kind of big.	B			
33	Teacher	Let's say that it wasn't big like (child's name) said and it means was it great, was it brilliant? Was it great? Put your hand up. (child's name)				
34	Child 5	It was bad and not bad because if, it bad because people might not be able to get out and they might die. And it's good because, well	B			



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

		it's not good but it's quite good because it was really big and most people got out.				
35	Teacher	So you think it was good not great but good that most people got out and it could have killed a lot more people than it did? Is that what you're saying? (Child nods), ok. Has anyone got anything they want to say in response to (child's name)? (child's name).			IB	
36	Child 23	It wasn't actually great		CH		
37	Teacher	Ok tell me why				
38	Child 23	Because 5 people was dead.	B			
39	Teacher	6				
40	Child 23	6 people				
41	Teacher	6 people died, that was recorded, and there were a lot of poor people who possibly died that we just never knew about. Anyone else got an idea they'd like to share? (child's name)			IB	
42	Child 18	There's well I agree with (child's name)				
43	Teacher	Ok, great, (child's name)what do you think?				
44	Child 19	I agree with (child's name)				
45	Teacher	You agree with (child's name), why?				
46	Child 19	Because, because people tried to get out so it was cooled				
47	Teacher	Ok, anyone else got anything they want to share? I'm very impressed though (class name) this is brilliant (quick instruction to TA) (child's name)				
48	Child 11	I agree with (child's name)				
49	Teacher	You agree with (child's name)too. Let's do a little bit of a test, put your thumbs up if you agree with what (child's name)said. Ooo almost everyone put their thumbs up, very good. Interesting, put your hand up if you disagree with what (child's name)said. (child's name), tell me why you disagree.			IB	
50	Child 6	Because it burned someone's house down	B	CH		
51	Teacher	Ok, and why is that not good?				
52	Child 6	Because it could have burnt all the houses and then they would have fell down into little errr little brown pieces.	B			
53	Teacher	And why does it matter if their houses burned down?			IB	
54	Child 6	Because they won't be able to live	B			



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

55	Teacher	Ok and what was in... oh (child's name)				
56	Child 11	Well they could build new houses	B			
57	Teacher	Build new houses... (child's name)				
58	Child 18	I I because some, it's bad because someone might be in the fire and and one of them in the family. You know the smoke someone cannot see, it might be like fog and you can't see and the rest of the family don't know about the fire and there was only one left in the fire and died. That would be bad.	B			
59	Teacher	(nods) mmmhmmm How would you feel if it was your house that burnt down?				
60	Child 8	Oh I would be sad. (inaudible responses from class members)				

Ended transcription at 7mins 12secs

Reflection

This was a discussion question which is our key question for the half term (our overriding topic). I believe pupils found this trickier to discuss than expected. They had the factual knowledge but it was a fairly abstract question and therefore it resulted in quite a lot of agreement across the class. Interestingly, one pupil challenged the meaning of the question which I was pleased about. There were more instances of building upon ideas during this discussion which was positive however I do feel that due to the subject matter there were less instances of building other's ideas than in previous observations. I was pleased to see a child change their mind though as this is something that pupils thought they couldn't do when we discussed the talk rules activity at the beginning of this inquiry.

I noticed when observing that pupils are really making an effort to listen to each other and they are showing this by following our physical listening poster.

Observations so far have focused on sustaining dialogue whilst focusing on a discussion question, a debate as such, and on reflection I am keen to see if the skills that pupils have developed can be applied to a group work situation. In particular, I would like to see how pupils sustain dialogue with myself stepping back as a facilitator.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix E

T-SEDA 2a coding template and reflection – Observation 5

Codes:

B = building on own/other's ideas

CH = Challenging each other's ideas

IB = Invite building on ideas

Transcription begins at 34seconds – 2mins 34secs (2mins)

Nº	Speaker	Turn	B	CH	IB	Comments
1	Child 28	We're doing a donkey				
2	Child 24	We voted to paint a donkey	B			
3	Child 29	Yeah				
4	Child 28	That's not fair, (child's name), you've done lots, you've done the head		CH		
5	Child 6	I'm doing the eyes and the mouth	B			
6	Child 28	Who wants to finish the head off?			IB	
7	Child 20	Me, I'll finish the head off				
8	Child 28	Ok				
9	Child 20	I'll go here				
10	Child 29	No (child's name),		CH		
11	Child 20	No we need to go like round the body		CH		
12	Child 6	Who is going to do the legs?			IB	
13	Child 29	Me				
14	Child 28	Ok, I'll do the tail				
15	Child 7	I'll do the legs				
16	Child 28	Why are we doing a sheep? We're doing a donkey		CH	IB	
17	Child 7	Oh				
18	Child 24	Donkeys do have tails	B			
19	Child 7	I guess we'll just have to do				
20	Child 6	(child's name), we're not doing a sheep, we all voted to do a donkey		CH		
21	Child 24	Yeah, we already voted				
22	Child 20	Yeah but you can't really see that really that well				
23	Child 6	You can, that's it see.				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

24	Child 24	That's it, (child's name), don't push down hard with the back because it goes off red.				
25	Child 20	Yes you can see a little bit of red is coming off here	B			
26	Child 6	Who wants to start a new piece of paper because this one is already ruined				
27	Everyone	No				
28	Teacher	Sorry no new pieces of paper				
29	Child 29	Is that actually a sheep there?		CH		
30	Child 6	Either we have to do a sheep, we all voted for a donkey				
31	Child 24	Yeah we actually all did				
32	Teacher	Well how can we fix this problem?			IB	
33	Child 20	Well we don't really know				
34	Child 28	A rubber!				
35	Child 7	A rubber!				
36	Child 28	Rubber				
37	Child 20	We need everyone's rubbers	B			
38	Child 29	I don't have a rubber				
39	Child 6	I don't				
40	Child 6	We don't need everyone's rubber				
		Reflection on activity and working together as group – transcription began 3mins 39secs – 4mins 57secs. (1mins 18secs)				
41	Teacher	Lovely, ok sit down sorry not sit down, put it down sorry. What went well?				
42	Child 7	We should have put it				
43	Teacher	No what went well?				
44	Child 7	We put the paint on nicely				
45	Child 20	And we did a dark grey and kid of light grey	B			
46	Teacher	Ok anything else?				
47	Child 20	We also forgot to do the eyes	B			
48	Teacher	Ok and did you work well as a team?				
49	Group	Yes				
50	Teacher	Did you listen to each other?				
51	Group	Yes				
52	Child 20	And we did agree to do the painting (inaudible)				



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

53	Teacher	And when you were painting it did you all agree on what you were painting?				
54	Several members of group	Yeah				
55	Teacher	Does anyone in your group disagree with what you are saying?			IB	
56	Several members of group	No				
57	Teacher	(child's name), you're shaking your head. Do you agree?				
58	Child 6	Nods				
59	Child 20	When we did the eyes we rubbed it in the face to make it nice and dark.	B			
60	Teacher	Ok, lovely come and sit down.				

Transcription begins 26secs – 57secs (31secs)

Nº	Speaker	Turn	B	CH	IB	Comments
	Teacher	What went well?			IB	
	Child 9	Erm the painting				
	Teacher	Why did that go well?			IB	
	Child 9	Because we managed to do it altogether	B			
	Child 4	And we managed to come to an agreement of what we were going to do.	B			
	Teacher	Good				
	Child 27	We did the eyes a little bit too big				
	Teacher	Do you think that one thing you could have done to make it a little bit better is to make the eyes a little bit smaller?				
	Group	Yeah				

Reflection

This observation was different to the ones previously carried out as it was a group work task carrying out some collaborative art. It required pupils to work as a team to decide on an animal, draw the animal and then paint it. A similar activity was carried out back in October 2020 which wasn't recorded or observed but from a teacher lesson reflection it was clear that pupils struggled to listen and work together collaboratively. Many wanted to have their own pieces of paper to complete the art and several pupils were upset with one another despite modelling teamwork to the pupils. It was evident that they didn't really understand how to listen to each other and more importantly they didn't know how to think about what had been said to then respond.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

So with that in mind, I was very pleased with how this activity went. The level of sustained dialogue that took place was a substantial improvement on the previous activity in October 20. Pupils listened to each other showed each other they were listening using the physical cues they had learnt. They considered what their classmates said before responding and replied with relevant dialogue. They took it in turns to speak, built on each other's ideas, worked collaboratively and challenged each other's actions and ideas.

I also felt it was important to allow pupils time to reflect on the way they worked together and so although short on time we did have a short reflection at the end of the lesson. Moving forwards, I feel the reflection requires more modelling and practice as the responses were typical IRF (partly due to time constraints and teachers not extending the discussion) and so I would like to develop this further.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix F

Pupil Self Evaluation Data

Child	I listen carefully to the teacher.	I listen carefully to my classmates' ideas.	I have some great ideas.	I can share my ideas with the class.	I can explain what I mean.	I am happy to share what I know.	I am happy to disagree with someone.	I can ask questions about my learning.	I can ask questions when working with my c
1	2	2	1	2	2	1	3	1	1
2	1	2	1	2	2	1	3	2	2
3	1	1	1	2	1	1	3	3	1
4	3	1	2	2	1	2	3	1	1
5	1	1	2	1	1	1	2	1	1
6	2	2	1	1	1	1	1	2	1
7	2	2	1	2	2	1	3	1	1
8	2	1	1	1	1	2	1	2	1
9	1	2	1	3	3	2	3	2	1
10	1	1	2	3	1	1	1	1	1
11	1	1	1	1	1	2	1	2	1
12	1	2	2	1	2	1	3	1	2
13	3	1	2	1	2	1	3	1	1
14	2	1	1	2	2	2	3	2	1
15	1	2	1	1	1	1	1	1	1
16	1	2	2	2	1	1	1	2	1
17	1	1	2	2	1	1	1	3	1
18	2	2	3	2	1	2	3	3	3
19	2	2	1	2	1	2	2	1	2
20	2	1	3	1	2	2	1	1	2
21	2	2	2	2	2	1	3	1	1
22	1	1	1	1	1	1	1	1	1
23	2	1	2	1	1	2	1	2	1
24	2	1	2	2	3	2	2	3	1
25	1	1	3	1	1	3	2	3	1
26	2	2	1	2	3	3	3	3	3
27	1	1	1	3	1	2	2	1	2
28									Absent this day
29	2	2	1	1	2	1	3	1	1
30									Absent this day
1	46%	54%	54%	43%	57%	54%	36%	50%	75%
2	46%	46%	36%	46%	32%	39%	18%	29%	18%
3	7%	0%	11%	11%	11%	7%	46%	21%	7%



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix G

Talk Rules Poster





Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix H

Physical Listening Skills Poster





Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix I

Ethics – Parent Consent form (These questions were provided via a Google Form)

University of Cambridge
Faculty of Education

184 Hills Rd, Cambridge CB2 8PQ
Tel: +44(0) 01223 767600
Graduate@educ.cam.ac.uk www.educ.cam.ac.uk



UNIVERSITY OF
CAMBRIDGE
Faculty of Education

Parent/Guardian Consent Form

This project is being carried out by: Lucy Whittington

Project Title: In what ways does dialogic listening impact sustained dialogue in the classroom?

By signing this consent form you agree to the activities your child participates in being audio recorded, and to these recordings being used for research purposes (in accordance with the conditions outlined in the information sheet). You also agree to the recording files and the transcripts of the recordings being archived and used for research purposes by the named researcher at the University of Cambridge.

Please answer each statement concerning the collection and use of the research data.

1. I have received the information sheet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. I have been given the opportunity to ask questions about the study.	YES <input type="checkbox"/> NO <input type="checkbox"/>
3. I agree for my child to be audio-recorded.	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. I understand that I can withdraw consent for the use of the recordings at any time without having to give an explanation.	YES <input type="checkbox"/> NO <input type="checkbox"/>
5. I agree to anonymized audio recording transcripts (in accordance with conditions outlined in the information sheet) being reproduced in scholarly publications and professional development materials.	YES <input type="checkbox"/> NO <input type="checkbox"/>
6. I understand that the project has received ethics clearance through the University of Cambridge's ethical approval process for research involving human participants, and I understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study.	YES <input type="checkbox"/> NO <input type="checkbox"/>

Name of child: _____

Name of the parent/guardian: _____

Signature: _____

Date: _____



UNIVERSITY OF
CAMBRIDGE

Faculty of Education

PPD Dialogue in Education: Inquiry report

Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix J

Parent Information Form

University of Cambridge

Faculty of Education

184 Hills Rd, Cambridge CB2 8PQ

Tel: +44(0) 01223 767600

Graduate@educ.cam.ac.uk www.educ.cam.ac.uk



UNIVERSITY OF
CAMBRIDGE

Faculty of Education

Dear Parents/Carers,

I am Lucy Whittington, your child's class teacher and a Research Student at Cambridge University.

I am currently planning a research inquiry on 'Dialogic listening and sustained dialogue in the classroom' and I am emailing to seek your permission to allow me to include your child in my inquiry. Please find some more information below along with a Privacy notice information sheet and a consent form.

What is the inquiry focused on?

My inquiry is focused on how dialogic listening can impact the ability to hold sustained conversations in the classroom. Simply put, I would like to investigate how improving the way pupils listen to one another's ideas affects the length and quality of conversation they have with one another.

What does my inquiry involve?

I will teach the class as normal. The inquiry will involve audio recordings of class discussions and teaching during the day which I will then transcribe, anonymise, and code. I will then use this data to identify strategies I can put into place to improve dialogic listening within the classroom and see if this has an impact on sustained conversations between peers. Such conversations are thought to benefit learning. These audio recordings will take place on a weekly basis. I will also ask pupils to take part in a self-assessment discussing talk and listening in the classroom at the beginning and end of the inquiry to give them an opportunity to consider the differences in their conversations.

How long will the inquiry last?

The inquiry will last approximately 6 weeks. It will end on 18th December 2020.

Will it have any impact on my child's learning in the classroom?

The strategies I intend to put into place will become a part of our normal teaching and learning and will be constantly analysed for positive impact on learning. I hope that they will improve the quality of conversation that pupils have with one another and encourage pupils to make connections and build on others' ideas and ultimately sustain a quality conversation.



UNIVERSITY OF
CAMBRIDGE

Faculty of Education

PPD Dialogue in Education: Inquiry report

Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix K

Ethics Privacy Notice

University of Cambridge

Faculty of Education

184 Hills Rd, Cambridge CB2 8PQ

Tel: +44(0) 01223 767600

Graduate@educ.cam.ac.uk www.educ.cam.ac.uk



UNIVERSITY OF
CAMBRIDGE

Faculty of Education

November 2020

Privacy Notice- Parents

Study on Dialogic listening and Sustained Conversation

Dear Parents/Carers,

I would like to share with you some details about how I will handle the information that will be gathered in the study regarding inclusive forms of interaction in primary schools, to comply with the recently introduced EU General Data Protection Regulation (GDPR).

Who will process the students' personal information?

My supervisors and I in the Faculty of Education at the University of Cambridge will be the only ones with access to the information.

What is the purpose and legal basis of the processing?

The collected personal information will be used to carry out academic research in the public interest. The data processing is necessary for the analysis of classroom interactions that will provide information regarding the ways teachers talk to their students and the ways students talk with their peers in inclusive classrooms.

I will make notes and audio record the regular social interactions that take place in your child's classroom. The probability of harm occurring as a result of participation in the study is not greater in and of itself than the one ordinarily encountered in daily life. The audio recorder will be positioned to capture the whole class interaction. No personal data will be gathered from the students in the classroom other than their age and first name. I will not be taking any pictures or using video-recording.

What are the arrangements for data storage and security?

The audio recordings will be stored in an encrypted hard drive and will be eliminated from the memory cards in the audio recorder. A password will also be needed to access them. Pseudonymization of the participants' personal information will take place, so no personal data will be stored along with the audio recordings. All data will be identified only by a code, so all of the participants will remain anonymous.



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

How can you access your personal information?

Some rights under data protection legislation (including the rights to: access personal information that is held about you, ask to correct inaccurate personal information, delete personal information or receive an electronic copy of the personal information you provided), are qualified or do not apply when personal information is processed solely in a research or archival context. This is because the integrity of, and the public benefits arising from, the research study can be affected by fulfilling these rights.

How long is the information kept?

Other exemptions in an academic research context from some data protection principles allow for personal data collected to be kept indefinitely. The audio recordings of the class interactions will be kept for 10 years after the study ends and separate from all personal information. They will be kept to allow different rounds of analysis during the whole duration of the study described in the information sheet and to serve as evidence of the findings obtained from these analyses. The notes made during the observation will not contain any personal data, only codes will be used to identify the participants, and will be kept indefinitely. The data that will be produced from the analyses of the video and audio recordings and notes will be (securely) kept indefinitely.

Who can you contact?

If you have any questions about the study your child is participating in, please contact me in person or via the school office email. If you have general questions about how personal information is used by the University, or want to exercise your rights, you can consult the University's data protection webpages at <https://www.information-compliance.admin.cam.ac.uk/data-protection>. You can also contact the University's data protection team (data.protection@admin.cam.ac.uk) or its Data Protection Officer (dpo@admin.cam.ac.uk).

Any complaints?

If you do not agree with the way your information is handled, or with the response received from myself or the university, you have the right to lodge a complaint with the Information Commissioner's Office at Wycliffe House, Water Lane, Wilmslow, SK9 5AF (<https://ico.org.uk/>).

Yours sincerely,

Lucy Whittington



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix L

Ethics – Short narrative relating to COVID 19

Short narrative of how the benefits of the research outweigh the ethical implications of collecting data during COVID 19.

The setting I am carrying out my research in is a Lower School in Bedfordshire. As things are currently, my teaching and practice has changed minimally. I am teaching as normal with the additional cleaning structures etc. in place and as my pupils are Year 1 they aren't expected to socially distance from one another. So far, no bubbles have had to close due to COVID 19 however there is a plan in place to move to teaching remotely if necessary.

In regards to my research, my pupils have returned after lockdown struggling to listen and communicate effectively with one another and therefore my research and the strategies I put in place will support them in improving in this area greatly. The benefits from my research will also be transferable to remote learning if necessary as pupils will be aware of the expectations of talk rules and how to listen to each other. If I needed to teach remotely then I have plans in place to ensure I can still carry out my research through audio recording (no video recording) of small group discussions, of which both parents and pupils will be made aware of before beginning.

In regards to an increase in screen time, many activities are planned to take place off screen and I will keep the direct discussion screen time sessions to no more than 30mins a day.

In regards to using school resources to carry out the research, I am not changing my teaching content, I simply adjusting the way it is taught to ensure maximum benefit to pupil understanding.

From an ethical standpoint, I believe my research will have a positive impact on pupils' wellbeing through improving their communication skills and also support them in making progress in all areas of the curriculum. It will also support in closing the gaps which have widened since Lockdown 1.

Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix M

Observation Coding Analysis Data set

Date of audio recording	Pupil/Teacher	Instances of B	Instances of CH	Instances of IB	Duration of dialogue
13-Nov-20	P	12	0	0	8mins 45secs
13-Nov-20	T	0	0	11	8mins 45secs
20-Nov-20	P	8	2	1	5mins 20 secs
20-Nov-20	T	0	2	13	5mins 20 secs
26-Nov-20	P	7	4	1	3mins
26-Nov-20	T	0	0	4	3mins
27-Nov-20	P	11	3	1	7mins 12secs
27-Nov-20	T	0	0	8	7mins 12 secs
2-Dec-20	P	10	6	2	3mins 49secs
2-Dec-20	T	0	0	4	3mins 49secs
B = Building on own/other's ideas					
CH = Challenging					
IB = Inviting building on ideas					



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix N

Excerpt of Transcript from Observation 3

Child 5	Because if they went to sleep in the day then they might sleep, they might wake, they might be awake in the night and then they'll want to go to sleep at school.	B		
Teacher	Ok, (child's name)			
Child 8	They might be mean in the morning but then what my mum does she lets me get ice-cream before bed and then I go to bed but I have bad dreams	B		
Teacher	Ok, (child's name)			
Child 17	Erm, well, so if you play all night and then you come to school but you'll be really angry	B		
Child 4	Why?			IB
Teacher	Who said why? (Identifies child), (child's name)says why (child's name)?			
Child 17	Because they erm...erm...			
Teacher	Why will they be angry, is that what you were asking (child's name)?			
Child 4	Yes			
Child 17	Because you will have stayed up all night	B		
Teacher	Because you will have stayed up all night (child's name), do you agree with that?			IB
Child 4	Yeah, yeah, yes it's because sometimes when I don't have a good sleep when it's the morning I wake up all stubborn and I just have my breakfast being all grumpy.	B		



Name: Lucy Whittington

Title of Inquiry: In what ways does dialogic listening impact the ability to sustain dialogue?

Appendix O

Reflective Cycle of Inquiry

