



# **Educational dialogue:** *Developing your practice*

Week 4: Identifying key dialogic  
features in your setting

# Identifying key dialogic features

Dialogue categories	Contributions and strategies	What do we hear? (Key words)
<b>IB: Invite to build on ideas</b>	Invite others to elaborate, build on, clarify, comment on or improve own or others' ideas / contributions	'Can you all', 'What?' 'Tell me', 'Can you rephrase this?', 'Do you think?', 'Do you agree?'
<b>B: Build on ideas</b>	Build on, elaborate, clarify or comment on own or others' ideas expressed in previous turns or other contributions	'it's also', 'that makes me think', 'I mean', 'she meant'
<b>CH: Challenge</b>	Questioning, disagreeing with or challenging an idea	'I disagree', 'But', 'Are you sure...?', '...different idea'
<b>IRE: Invite reasoning</b>	Invite others to explain, justify, and/or use possibility thinking relating to their own or another's ideas	'Why?', 'How?', 'Do you think?', '...explain further'

*Other categories include: R (Make reasoning explicit); CA (Coordination of ideas and agreement); C (Connect); RD (Reflect on dialogue or activity); G (Guide direction of dialogue or activity); E (Express or invite ideas). For further descriptions, look at the resources in the 'read' section below this video.*

# Benefits and limitations of coding

## Benefits of coding:

- Identify patterns across lessons or episodes
- Comparability across student groups with a consistent measure

## Limitations of coding:

- Categories may not be straightforward to apply
- Spoken turns are treated out of context
- Provides limited information about the dialogic ethos in the setting

## *Tips:*

- *Use complementary methods to strengthen the approach*
- *Explore how a dialogue progresses over time during and across lessons and write a narrative about these, taking account of different factors*

# Ways of coding

Watch the two videos below this one (videos 12 and 13 from [edudialogue.org](http://edudialogue.org))

# Collecting baseline data

**Collect baseline data in order to:**

- Give you more information about your assumptions
- Help you to understand changes over time
- Give you an indication if any interventions that you are putting in place are making a positive difference

# Research ethics

**The principles of research ethics are to:**

- Minimise the risk of harm and maximise benefits
- Obtain informed consent
- Protect anonymity and confidentiality
- Avoid deceptive practices
- Provide the right to withdraw

# Thank you!

Scroll down to find the readings,  
activities and discussion forum  
topics for this week.

*The content of this presentation was derived from the newest version of the T-SEDA pack (version 8).*