



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

Week 2: Revisiting the theories and  
impact of educational dialogue

# What is educational dialogue?

In dialogue, participants **listen** to each other, they **contribute** by sharing their ideas, **justifying** their contributions and **engaging** with others' views.

In particular they explore and evaluate different perspectives and reasons. Relevant questions and contributions are linked between speakers, allowing knowledge to be built collectively within a lesson or over a series of interconnected lessons.

# Categories of dialogue

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.*

# Theories behind the pedagogy

*Indeed, one of the distinctive strengths of sociocultural theory is that it explains not only how individuals learn from interaction with others, but also how collective understanding is created from interactions amongst individuals.*

N. Mercer, C. Howe (2012) Learning, Culture and Social Interaction 1, 12-21

# Evidence of impact

Growing evidence base that supports the idea that dialogic teaching is beneficial for students' learning and other personal development outcomes.

Categories with strong links to learning gains: Building on; Invitation to build on; Challenge

# Examples of dialogue in the classroom

*Example 1:*

**Teacher:** What have you got as an answer?

**Kenneth:** My main answer is two twelfths... as the (inaudible) is one sixth.

**Teacher:** One sixth isn't right.

**Kenneth:** Isn't right?

**Teacher:** No.

**Kenneth:** ((stops and whispers, long pause))

# Examples of dialogue in the classroom

*Example 2:*

**Teacher:** What's happening here? I'm talking about halving and we're sharing by 4. Why? Is there a relationship between those two that we already know? Nadia.

**Nadia:** Because 4 is in the 2 times tables.

**Teacher:** Mmm, doesn't really explain how it's going to help us here, sharing by 4. Why does halving help us to share by 4, or how could we share by 4 using halving? Go on Zack.

**Zack:** Halving twice.

# 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).*