Case Study 3: Law – Fiona

This chapter presents the findings from quantitative and qualitative data analyses of Law Lecturer Fiona’s pre- and post-intervention. Fiona is a female lecturer who has been teaching in the Faculty of Law, University A for over six years at the time of data collection. For this study, Fiona selected a required general education (GE) course called *Way of Life* which consisted of 22 second-year law students. It was the first time the students took a course with her. It is important to note that in this class, there was a significant change in student number before and after the intervention due to student dropouts for their personal reasons. It was not related to Fiona’s teaching at all.

Generally, the quantitative and qualitative findings suggest that although there were some changes in Fiona’s teaching strategies, talk practices and overall classroom interaction, her teaching remained quite traditional especially when compared to those of Orca (Fishery Science) and Mary (Language Education). However, Fiona had a positive view towards dialogic teaching and intended to use it in her future teaching.

# Observations from the Field Notes

This section presents the findings of Fiona’s field note data collected prior to and after the dialogic teaching intervention. The purpose of the analysis was to determine the extent to which the principles of dialogic teaching were manifested in her teaching context and conditions. Overall, the qualitative analysis findings suggest that Fiona’s pedagogical practice and talk practices remained similar before and after the dialogic teaching intervention.

## Pre-Intervention

### Physical Classroom Settings

The classroom was arranged conventionally and difficult to change due to the heavy office desks. In this course, all student desks were arranged in two rows facing the white board and the lecturer desk. The classroom was equipped with basic educational technology.

### Class Time and Activities

This course was scheduled to meet weekly on Tuesday morning from 8.30-11.30 of a sixteen-week academic semester. The baseline classroom data were collected from the first two weeks. While the first session lasted about three hours, the second lasted for about 50 minutes because all students were required to attend a meeting.