Dialogue as formative feedback

Classroom discourses

Authoritative Discourse

Dialogic discourse

Authoritative

”What characterises school practices is that the teacher already ”knows” and therefore doesn’t ask questions to get to know, but rather asks to see if the student knows”

Dysthe, The multi-vocal classroom, p. 62

Classroom discourses

Authoritative Discourse

- focusing on a single perspective, normally established scientific views

Requires students to:

- follow directions and cues from the teacher
- utilise specific scientific language or concepts
- accept specific scientific views

Types of questions:

- Questions that test student knowledge or understanding
- Closed questions looking for specific answers

Dialogic discourse

- open to different points of view

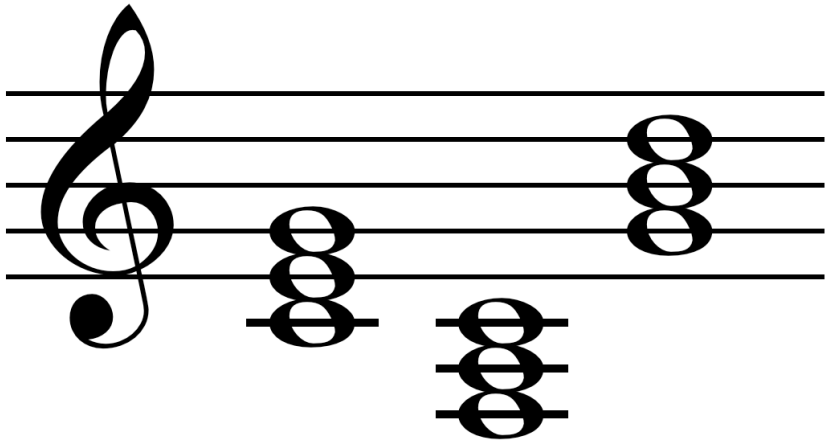
Requires students to:

- present their personal points of view
- try to make sense of others' ideas (both students and teacher)
- develop understanding by talking with others

Types of questions:

- Questions about students' perceptions, interpretations or opinions
- Open questions with many possible answers

Chains and triads



Chains and triads

Focus on science view (authoritative)	**I-R-E triads**
Open to different conceptions (dialogical)	**I-R-P-R-P-R-P chains**

I stands for Initiation: Teacher asks a question
R stands for ”Response”: Students answer
E stands for ”Evaluation”: Teacher evaluates
P stands for promt: Teacher promts

Authentic questions (initiation)

"What do you think are the most distinct differences between a chimpanzee skull and a human skull?"

(open-ended scientific question)

"What do you think will happen to the universe in 10 billion years?"

(concerning students' ideas and thoughts)

"What are the possible effects of using somatic gene therapy on human health?"

(using controversy or debate)

Follow up questions (prompts)

Remaining curious and trying not to evaluate the responses

- “Can you please elaborate on that?”
- “What consequences do you think that could have for ...?”
- ”What do you mean by...?”
- “What would be the opposite of that?”
- “Does anyone else agree with that?”

High value responses

Acknowledging the value of the response – not necessarily the correctness.

Making expectations and goals more explicit.

1) Teacher:	In what way do you think it [the label] expresses something about selection?
2) Student a:	Well, it just shows that they [polar bears] have lived under different conditions, and then it shows that the mutations that have happened where the polar bears lived…, there it has been necessary to have specific properties, and then they have survived. The surroundings have of course…also played a big part…, and the thickness of their fur and such things.
3) Teacher:	Yes…
4) Student a:	And the size for that matter
5) Teacher:	So what is it that has been selected among?
6) Student a:	It is both size and…
7) Student b:	Arms and legs
8) Student a:	Yes, arms and legs. And also the claw length and such things, right
9) Student c:	Yes, the brown bears need to climb trees right, and…the polar bears don't
10) Teacher:	Yes, such properties are likely to adapt to the environment that's right, but I actually don't know if there is a difference in claw length
11) Student b:	Isn't it actually so that the polar and brown bear are very closely related and can mate?
12) Teacher:	That's right, and in fact their offspring are childbearing. They are that closely related.

Feedback

- In which situations do students receive feedback on their learning?

Feedback as part of the "evaluation"

Summative: Focus on gauging the effect and impact of teaching on the student

Formative: Focus on guiding the student towards self-directed learning and development

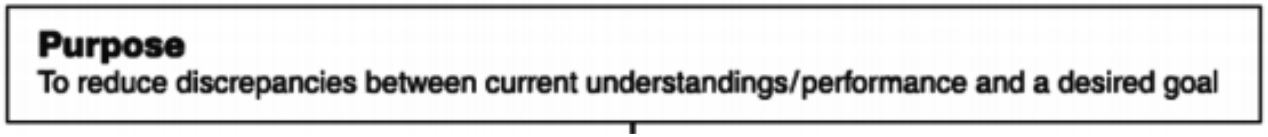
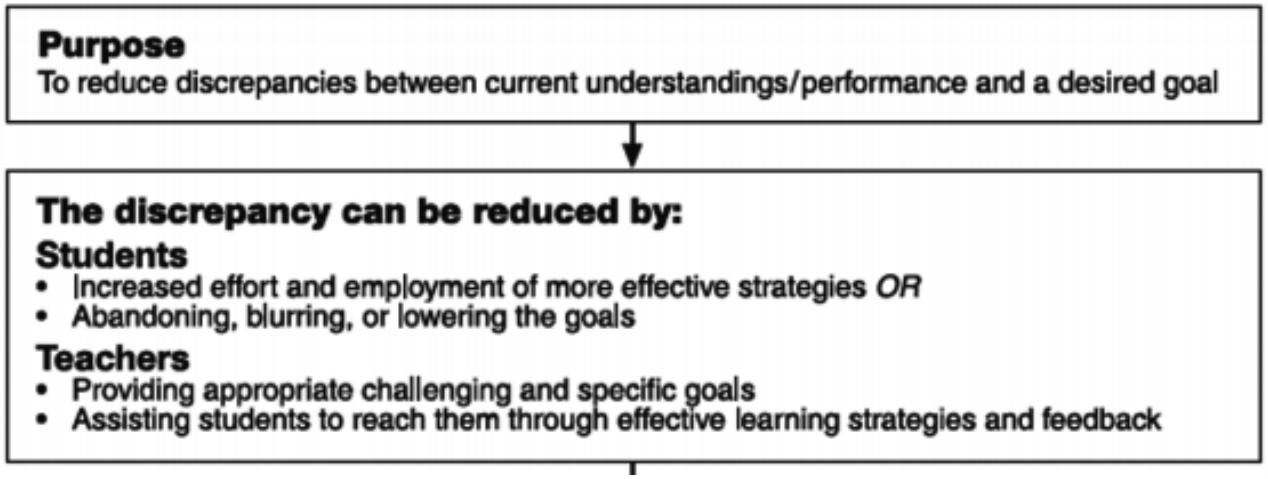


FIGURE 1. *A model of feedback to enhance learning.*

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77*(1), 81-112.



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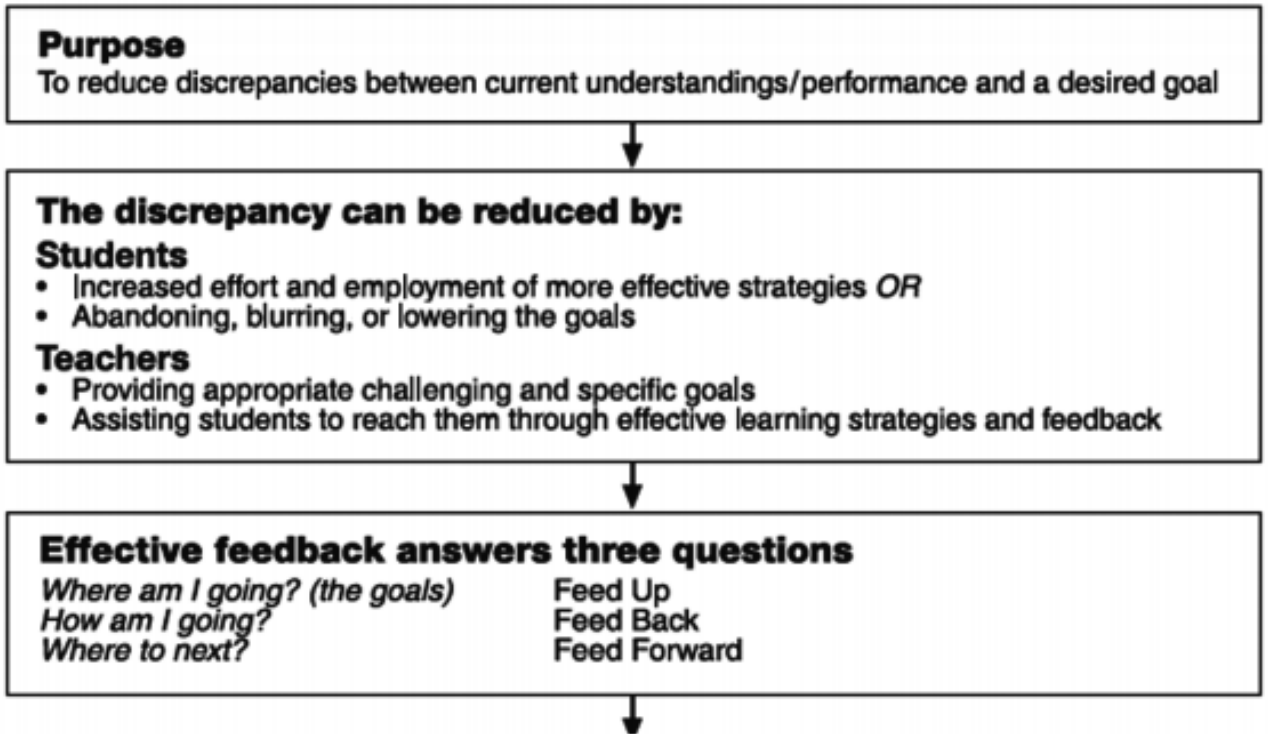

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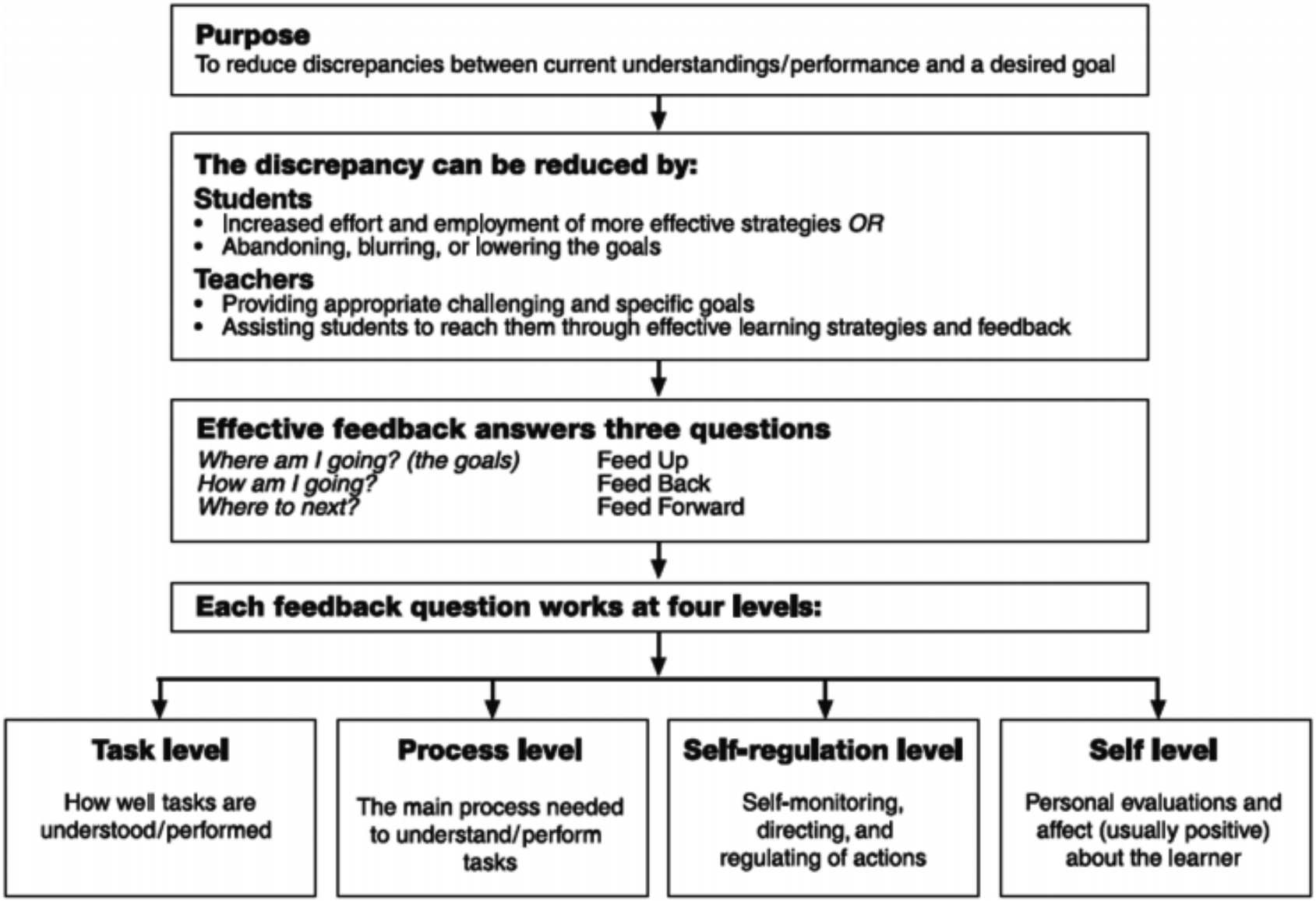

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Discuss whether these examples of feedback are appropriate and why using the model

1. That is an interesting answer.
2. You are incorrect.
3. If I were you, I would probably […].
4. Perhaps you could be more precise.
5. I liked the first two slides, but the rest was difficult to understand.
6. You are on the right track, but what do you plan to do next?
7. That's not the point of this exercise, you need to focus on the […].
8. You're a great student!

Discussion: What do you think?

- What is best: positive or negative feedback ?
- What about praise?
- Are there situations where the teacher should not provide feedback?

Take away messages

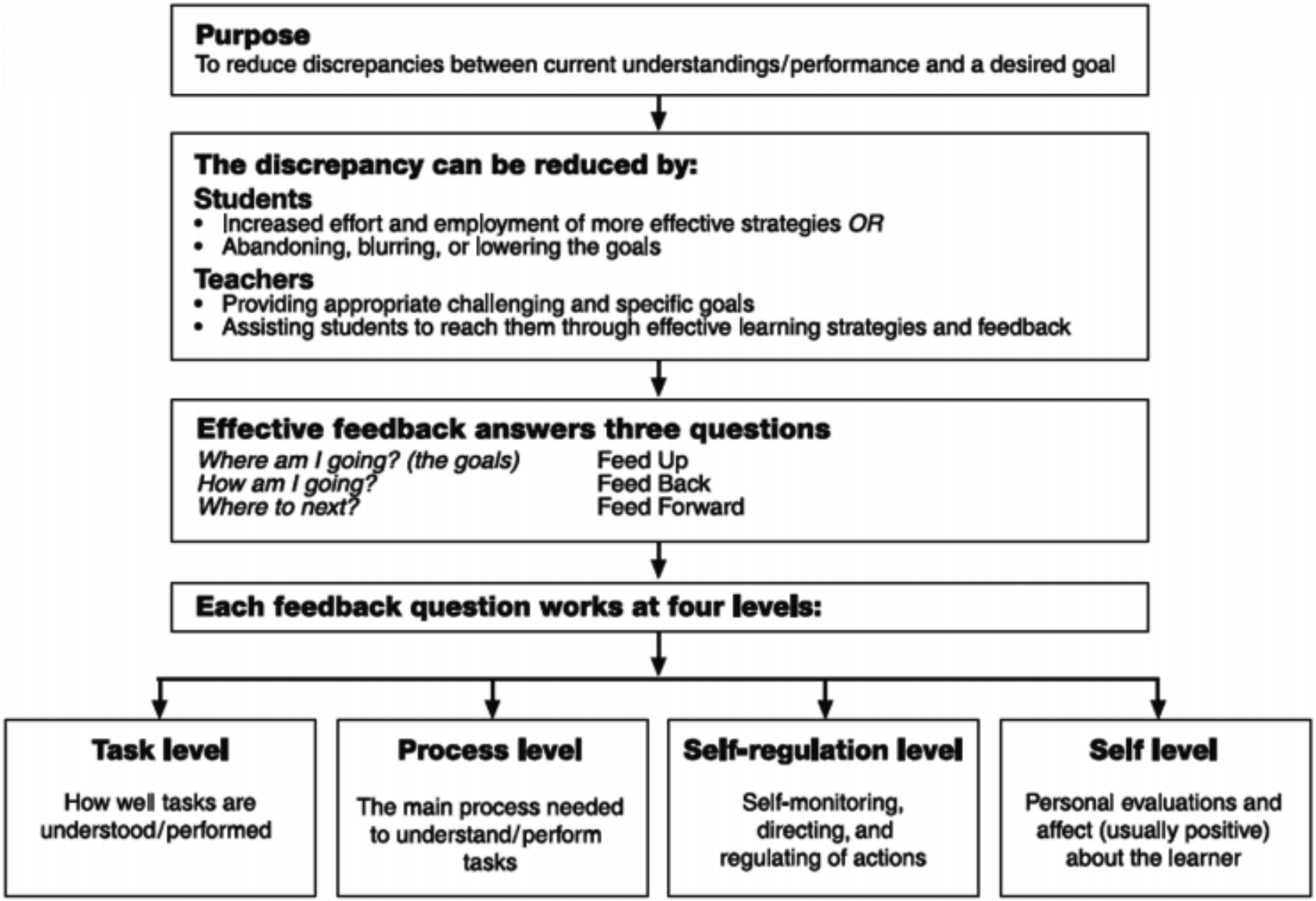
- Feedback should be specific (task or process), preferably positive and relevant.
- Feedback at the self level should be used carefully
- Use feedback to encourage self-regulated learning
- Be attentive to student responses. Their responses provide feedback for you!

"That's not correct, but I see your logic."

Challenge for Friday

Prepare a dialogue that provides formative feedback to the ”students” based on:

- Authentic questions (at least one)
- High value responses
- Follow up questions



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Dialogical principles

- Talking science
- Basis for thinking
- Appreciate one another

M. Bakhtin