



Dialogue & Argumentation
for Cultural Literacy Learning
in Schools

2. Promoting and building dialogue in the classroom

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2. Hyrwyddo ac adeiladu deialog yn yr ystafell ddosbarth



Alexander's (2008) principles for a dialogic classroom

- **Collective:** teachers and children address learning tasks together, either as a group or as a class, rather than in isolation
- **Reciprocal:** teachers and children listen to each other share ideas and consider alternative viewpoints
- **Supportive:** children articulate their ideas freely without fear of embarrassment over wrong answers; and they help each other to reach common understandings
- **Cumulative:** teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry
- **Purposeful:** teaches plan and facilitate dialogic teaching with particular educational goals in view

Egwyddorion Alexander (2008) ar gyfer ystafell ddosbarth ddeialogaidd

- Ar y cyd: mae athrawon a phlant yn mynd i'r afael â thasgau dysgu gyda'i gilydd, naill ai fel grŵp neu fel dosbarth, yn hytrach nag ar wahân
- Cyfochrog: mae athrawon a phlant yn gwranddo ar ei gilydd yn rhannu syniadau ac yn ystyried safbwyntiau amgen
- Cefnogol: mae plant yn cyfleu eu syniadau'n rhydd heb ofni teimlo embaras dros atebion anghywir; ac maen nhw'n helpu ei gilydd i gyrraedd dealltwriaeth gyffredin
- Cynyddol: mae athrawon a phlant yn adeiladu ar eu syniadau eu hunain ac ar syniadau ei gilydd ac yn eu cysylltu â chyfeiriad meddwl ac ymholi cydlynol
- Pwrpasol: mae athrawon yn cynllunio ac yn hwyluso addysgu deialogaidd gyda nodau addysgol penodol mewn golwg



A study of studies

- i) open questions
 - ii) extended contributions that build and elaborate on others' ideas
 - iii) differences of opinion that are acknowledged, explored and critiqued
 - iv) lines of inquiry that are integrated through linking and coordination of ideas and concepts
 - v) metacognition that enables children to reflect on their own dialogue practices.
- Howe and colleagues (2019)

Astudiaeth o astudiaethau

- i. cwestiynau agored
- ii. cyfraniadau estynedig sy'n adeiladu ac yn ymhelaethu ar syniadau pobl eraill
- iii. gwahaniaethau barn sy'n cael eu cydnabod, eu harchwilio a'u trafod
- iv. llinellau ymholi sy'n cael eu hintegreiddio trwy gysylltu a chydlyn syniadau a chysyniadau
- v. metawybyddiaeth sy'n galluogi plant i fyfyrion ar eu harferion deialog eu hunain.

Howe a'i chydweithwyr (2019)



Ground rules for talk

1. *listen carefully to each other...*
2. *Encourage everyone to join in*
3. *Try to build on each other's ideas*
4. *Look for common ground between ideas*
5. *Use 'I think... because' to justify your idea*
6. *Don't speak whilst others are talking*

Rheolau sylfaenol ar gyfer siarad

1. Gwrandewch yn ofalus ar eich gilydd...
2. Anogwch bawb i gymryd rhan
3. Ceisiwch adeiladu ar syniadau eich gilydd
4. Edrychwch am dir cyffredin rhwng syniadau
5. Defnyddiwch "Rwy'n meddwl...oherwydd" i gyfiawnhau eich syniad
6. Peidiwch â siarad tra bo eraill yn siarad



How can we support children to develop their talk skills

- Have ground rules that are explicit – and make the differences between them salient
- The type of task and discussion need to promote GENUINE discussion
- Model:
 - The explicit language ('I agree with...' 'Building on what X said...' 'Going back to Y's point...')
 - The disposition of tolerance, empathy and inclusion
 - Feedback that makes this explicit (teaching **accountability**)

Sut allwn ni gefnogi plant i ddatblygu eu sgiliau siarad

- Byddwch â rheolau sylfaenol sy'n eglur - a gwnewch y gwahaniaeth rhyngddynt yn eglur
- Mae angen i'r math o dasg a thrafodaeth hyrwyddo trafodaeth WIRIONEDDOL
- Enghraifft:
 - Yr iaith eglur ('Rwy'n cytuno â...' 'Gan adeiladu ar beth ddywedodd X...' 'Gan fynd yn ôl at bwynt Y...')
 - Ymagwedd goddefgarwch, empathi a chynhwysiad
 - Adborth sy'n gwneud hyn yn amlwg (dysgu **atebolrwydd**)



The Language of Dialogue

- **reasoning** (I think... because)
- **building on other ideas** (building on...; I would like to add...; in addition...; I agree with... because)
- **challenging ideas** (I disagree with... because; on the other hand...; another view is...)
- **asking for elaborations/clarifications and justification** (could you explain...; can you tell me why...; I'm sorry I'm not sure what you mean...)
- **linking** - to other learning, other texts, experiences, world knowledge (that reminds me of...; It's a bit like...)
- **acknowledging changes of mind** (now I think... because...)

Iaith Deialog

- **rhesymu** (rwy'n meddwl...oherwydd)
- **adeiladu ar syniadau eraill** (gan adeiladu ar...; hoffwn ychwanegu...; yn ogystal...; rwy'n cytuno â... oherwydd)
- **herio syniadau** (rwy'n anghytuno â... oherwydd; ar y llaw arall...; safbwynt arall yw...)
- **gofyn am ymhelaethiad / eglurhad a chyfiawnhad** (wyt ti'n gallu esbonio...; wyt ti'n gallu dweud wrthyf i...; mae'n ddrwg gen i, dydw i ddim yn siŵr beth rwy'ti'n ei olygu...)
- **cysylltu** – i ddysgu arall, testunau eraill, profiadau, gwybodaeth am y byd (mae hynny'n fy atgoffa o...; mae ychydig fel...)
- **cydnabod newid meddwl** (nawr rydw i'n meddwl... oherwydd...)



The Language of Provisionality

'Provisional' language enables creative thinking BUT also serves a key purpose for establishing a social cohesion:

Maybe

Possibly

Perhaps

Could

Might

laith Dros Dro

Mae iaith 'dros dro' yn galluogi meddwl yn greadigol OND mae hefyd yn ateb diben allweddol ar gyfer sefydlu cydlyniant cymdeithasol:

Efallai

O bosibl

Gall



Building in goals for talk

Each session concentrates on objectives for talk skills in addition to the content of the discussion. These should be shared with the students and reviewed at the end of the lessons. Think about how they can be achieved through group work and whole class work

LESSON PROMPTS

The House

Dialogue and Argumentation:

Encourage the children to build on each other's ideas in order to reach shared ideas

Cultural Theme

Understanding what home is and ideas of 'belonging'

Discussion Prompts

About the film:

- Why do you think the family decided to leave the place they used to live at?
- How did their decision affect their old house? Why did the old house feel like that?
- Why do you think the old house went looking for them?
- Where was 'home' for the family

Beyond the film:

"Living in urban areas is better than living in rural areas. Justify your opinion, explaining why"

What does 'home' mean? Why do we 'belong'?

Ideas for Cultural Expression

Create a collage of ideas for how we define 'home' and 'belonging'



Cynnwys nodau ar gyfer siarad

Mae pob sesiwn yn canolbwyntio ar amcanion ar gyfer sgiliau siarad yn ogystal â chynnwys y drafodaeth. Dylai'r rhain gael eu rhannu gyda'r myfyrwyr a'u hadolygu ar ddiwedd y gwersi. Meddyliwch sut y gellir eu cyflawni trwy waith grŵp a gwaith dosbarth cyfan.



Dialogue Progression Tool: Indicators

	beginning	developing	sophisticated
<p>The indicators below will help you to assess children's dialogue in terms of each dimension. You may find that children display behaviours from across the range of indicators, and that this is very context specific. Try to consider their development across all four of the dimensions to build a community of learning together, where ideas can be shared, built on and challenged in an empathetic, tolerant and inclusive environment. Click on each indicator to take you to a page of examples. <i>Click on the DIALLS logo in the top right of each page to bring you back here.</i></p>			
community - collective ideas and action	<ul style="list-style-type: none"> *listening to each other (actively and patiently) *joining in through offering ideas *encouraging everyone to contribute (celebrating diverse perspectives) 	<ul style="list-style-type: none"> *acting inclusively by inviting others to contribute *working together to agree an idea *exploring differing ideas to seek common ground 	<ul style="list-style-type: none"> *negotiating differing ideas to seek agreement *evaluating ideas and choosing a course of action
strength of own idea	<ul style="list-style-type: none"> *giving reasons using because 	<ul style="list-style-type: none"> *justifying reasons beyond simple 'opinion'; often using a specific context 	<ul style="list-style-type: none"> *justifying ideas by making links to broader/general knowledge
relating to others - incorporating ideas	<ul style="list-style-type: none"> *thinking about the ideas of others (restating ideas) *respecting ideas of others (agreeing) 	<ul style="list-style-type: none"> *relating to others by engaging with their ideas maybe inviting to expand *empathising with ideas that are different to one's own *building on the ideas of others to include them 	<ul style="list-style-type: none"> *probing someone to find out more about their alternative viewpoints *building on the ideas of others towards new thinking
dealing with multiple perspectives (plurality)	<ul style="list-style-type: none"> *recognising that others may not agree with us and vice versa 	<ul style="list-style-type: none"> *challenging ideas respectfully *changing one's mind 	<ul style="list-style-type: none"> *acknowledging and explaining changes of position *discussing alternatives to evaluate them *linking ideas to synthesise them

Offeryn Cynnydd Deialog: Dangosyddion

Dialogue Progression Tool: Examples



Negotiating differing ideas to seek agreement

Referencing different ideas and perhaps using provisional language to propose

KS2 example (small group)

Aubrey	So I think my - is home the same as everyone in your group - I think we should kind of discuss that, because I don't think, personally, it would be. Your - I feel comfortable in my home but - and I like it a lot, but it's not where I was born in. It's not like the house I was born in. So I think it - I would call it my home, but then if you look back, it's not my full-on-house.
Lily	I disagree with you, Aubrey, because I was born in London and I moved when I was like born, but I don't remember that. I don't treat it as my home even though I was born there because I don't remember, I don't like look back on it. We don't have many pictures of it. It's just 'cos uhm -
Aubrey	Yeah.
Lily	Cos that wouldn't be my home because I don't remember and it's not where I think I grew up and -
Aubrey	But then with you, you did have a house before and that is kind of where you grew up. So if you were in London, yes, you were in London, but then, if you moved to Great Missenden and then moved again, it still does kind of link.

Teacher notes

Students are discussing what home is and whether a house and a home are the same thing. Lily disagrees with Aubrey and Aubrey tries to identify in Lily's contribution reasons why in fact they can reach an agreement despite the disagreeing attitude.

Offeryn Cynnydd Deialog: Enghreifftiau



Dialogue Progression Tool Next Steps

	beginning	developing	sophisticated
	<p>beginning You will find that children display behaviours in their dialogue from across the range of indicators. The tool is not intended to be a precise ticklist of skills, but to help you to reflect on how the children's dialogue is progressing. The ideas below are intended to support you to understand how you might move children forward in their discussions.</p>		
community - collective ideas and action	In this phase you will find that teacher modelling is key to including all children in the class, and that you lead the ethos of community. Praise children when they actively include others in asking for their ideas. Discussions may mostly be whole class, but use of talk partners will enable more voices to be heard.	Groupwork in this phase will enable children to take responsibility for including each other. Set up roles in each group, giving children the task of feeding back about how well their group included each other. You might assign a child the role of being an 'encourager' who is specifically looking out for inclusive behaviours by group members.	At a sophisticated level students will be able to assign themselves roles and goals to complete tasks. Using mini plenary sessions in groupwork time asking the class to reflect on their task progression should focus on their ability to work as a group, not just the activity. Set up situations where the value of ideas can be evaluated and encourage reflection on this.
strength of own idea	Even younger children are happy to use 'because' to explain their reasoning. Once they confidently do this, gently challenge reasons that could be developed more fully.	In this phase it is important that children begin to reflect on the validity of an argument beyond simply their opinion but using evidence from the context of the activity (perhaps the text they are sharing). Dialogic teaching which prompts elaboration of ideas will support children to think more critically.	Students should be well versed in providing evidence for their arguments, and this should draw on more generalised knowledge, in addition to their own experiences, and intertextual references as they draw on other sources.
relating to others - incorporating ideas	Children are often so concerned with their own ideas to share that they are not listening fully to each other. Model how to incorporate and refer to another's idea and draw their attention to when their ideas relate to each other. Praise children when they make this explicit by naming each other.	In this phase children commonly use 'building on...' as language to signal their attempts to make their points relevant to the flow of the discussion. You might find that they use this language even when they are not actually building at all! Once you are satisfied that they are confident and happy to use terms like 'building on X...' or 'referring back to Y...', begin to challenge them if you feel they are using this language superficially.	In groupwork you will expect to see that students are able to probe each other to find out more about each other's ideas. A truly dialogic classroom might bring these skills into whole class work too, so that the teacher is no longer the central conduit for the discussion but children respond to, and probe each other. Challenge them to identify the 'best' part of an idea and how it relates to others.
dealing with multiple perspectives (plurality)	Understanding that it is okay that ideas might differ is key here. Teach children to use 'I disagree with that idea, because...' and be clear about disagreeing with an idea, rather than the individual.	Once children are able to disagree and accept multiple viewpoints they should be encouraged to consider if new ideas have made them change their mind. Modelling 'I've changed my mind - I did think X but now I think Y' shows the children that changing position can be a valuable move.	When encouraging students to feed back about their groupwork, ask them to reflect on the changes of position that happened. This will enable them to track and synthesise ideas, as well as to consider their reasoning in a change of position.

Offeryn Cynnydd Deialog: Camau Nesaf



Professional challenges

- Classroom talk happens 'in the moment' – how can you teach yourself to make decisions that promote a dialogic classroom – to anticipate the moments where this might be difficult
- Learning from other teachers:
 - Counting not just the frequency – but the meaningfulness
 - Who speaks (and what are the patterns)
 - Teachers found under pressure they reverted to 'people' ground rules

Heriau proffesiynol

- Mae sgwrs mewn ystafell ddosbarth yn digwydd 'yn y foment' - sut allwch chi ddysgu'ch hun i wneud penderfyniadau sy'n hyrwyddo ystafell ddosbarth ddeialogaidd - i ragweld yr adegau lle gallai hyn fod yn anodd
- Dysgu gan athrawon eraill:
 - Nid yn unig cyfrif pa mor aml – ond pa mor ystyrlon
 - Pwy sy'n siarad (a beth yw'r patrymau)
 - Canfu athrawon eu bod yn dychwelyd i reolau sylfaenol 'pobl' o dan bwysau