

Creating a dialogic classroom

Students notice, name, and nurture...

- * how to think together
- * how having a conversation means building on each other's ideas
- * how participating in discussions in this way is motivating and empowering
- * the causal link between the act of listening and a transformation of thinking or understanding

In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed. ~ Charles Darwin

The importance of a dialogic classroom

Dialogic engagement improves students...

- * ability to see others' perspectives
- * reasoning ability in math and science
- * ability to think critically
- * language comprehension
- * ability to build arguments
- * expressive language
- * creative thinking



It is associated with positive social behaviours and sensitivity to others but also with higher self-esteem and lower anxiety.

Conversation Stations

Bringing in purposeful dialogue

- * students actively listen to each other
- * interactions are driven by students
- * educators have the opportunity to develop and expand students' language
- * can have theme-based picture cards or photos that spark opinions or thoughts
- * establishing rules about talking and listening can be discussed and developed with the whole class



It is also a beneficial classroom routine – save it for your time at the conversation station!

Preparation for whole class discussion

- * Students have the time to process, try-out, and strength their thinking
- * Can be pre-planned when you have a pre-determined question to ask the class that may require time to process a response
- * Can be Spontaneous when too many voices are silent OR when too many voices are clamouring to be heard at once


Requires all children to get their thinking out, as they have an immediate responsibility to their partner.

Hands Down Conversations


* What is it?

1. No hand raising. Listen for a place to slide your voice into the conversation.
2. One voice at a time (more or less)
3. Listen closely to the person speaking

Snakes are dangerous



Disagree Neutral Agree



Video games are bad for kids

Kristy

Sean

Maddie

Video games are good for kids

Lynn

Bren

Hands Down Conversation

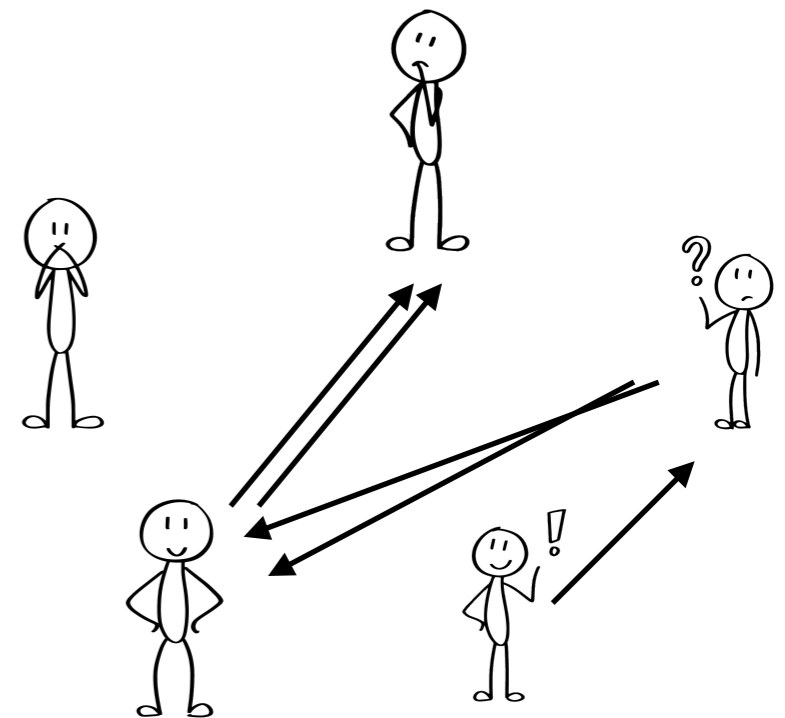
Teacher takes the position to the side of the students or as part of the circle
(not leading, but sometimes guiding)

- * Make space for social conversation

(Sadie is trying to get her voice in. Someone can invite her in by asking her what she thinks.)

- * Listen with intention and curiosity

Conversation mapping



QUESTION: *How can we create opportunities for authentic conversations?*

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Possible argumentation strategies...

- * I think (position), because (reason).
- * In the story, it says (evidence).
- * If (action), then (consequence).
- * What if (scenario)?
- * But (counter-argument).

“Learning together doesn’t just impact achievement in a subject area. Rather, it affects the whole child and his relationships to himself and others.” ~ Peter Johnston