

## PPD Dialogue in Education: Inquiry report

### Your report

**Name:** Francine Maas

**Title of inquiry:** How can critical thinking best be developed in adolescents through a dialogic classroom approach?

**Summary:** This inquiry investigated how dialogic talk can be used in the classroom to develop higher order critical thinking skills, as well as encourage students to engage with one another more respectfully. It was carried out with five students aged 12-13 at the Cambridge Steiner School. Once a week over six weeks, students took part in dialogic talk and exercises to develop critical thinking. Lessons were recorded and later transcribed/coded. Findings showed that while the inquiry was too limited in scope to show quantitatively significant changes in students' abilities, useful observations were made about individual student progress, and about effective methodological strategies for carrying out similar lessons structures.

**My context:** The inquiry was carried out with five students (3 girls and 2 boys) aged 12-13 at the Cambridge Steiner School in Fulbourn. The institution is my place of work and the sessions occurred during the class' normal scheduled lessons. Cambridge Steiner School is a small independent school offering a Steiner-Waldorf curriculum. It has approximately 90 students and offers provision from Nursery to Class 8 (mainstream year 9).

**My motivation for the inquiry:**

The rationale for this investigation was borne of my observation of how students interacted with one another. In general, the class showed reluctance to think independently and come up with their own reasoning. There was also reluctance to share ideas with the group respectfully. Students often argued or were unkind and combative in their responses. I felt this detracted learning and often wasted lesson time. This inquiry had the rationale to challenge the students to listen and engage respectfully and intelligently, as well as improving their higher order critical thinking skills.

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A specific challenge in this class was the class' familiarity with one another. Being a small class, they have established patterns of working and relating. There were established power dynamics, idiosyncrasies and pet peeves. Peer pressure, too, seemed to factor, with students not wanting to lose face or appear *too* engaged.

There was also one student with SEN, specifically severe dyslexia, to required additional help. Texts had to be read aloud so she could access the information quickly, and she had support interpreting her Reasoning and Thinking (v.8) questionnaire (Howe et al. 2019). Fortunately she is bright and hard-working so I imagined she would participate well. That said, various studies highlight that developmental language disorders can present challenges in verbal productivity and syntactic complexity which may impact on students' ability to form lengthy verbal responses and ability to read texts critically (Nippold, et al. 2008, 2009, 2020; Scott & Windsor 2000; Strong & Shaver 1991). I was therefore aware that SEN may limit her responses and that additional support may be required.

Another potential challenge was not having access to an Interactive White Board (Steiner schools do not use this technology). Several scholars have discussed the benefits of using Interactive White Boards (IWB) within a dialogic framework as a means of recording and organising student contributions (Knight 2014; Gillen, Littleton, Twiner, Kleine Staarman & Mercer 2008; Hennessy 2014; Mercer, Hennessy & Warwick 2010; Mercer, Warwick, Kershner & Kleine Staarman 2010). IWBs can offer a medium for a class to work together on a problem and co-construct a solution visually. As this was unavailable there was no way of displaying student responses. I felt this might limit the students' ability to reflect and develop accountability for their contributions. On the other hand, without the IWB the class interaction resembled normal conversation where the students could share ideas freely, rather than an exercise wherein students were being continually scrutinized.

### ***Inquiry focus***

The inquiry focus was the development of critical thinking skills through dialogic talk. Definitions of critical thinking are various and multifaceted, including themes of objective analysis of information, self-determination when making decisions, clear reasoning, and willingness to listen and evaluate alternative viewpoints (Nippold et al. 2020; Santrock 1996). It is generally considered to be a systematic and logical (Fung et al. 2016; Levy 1997; Paul, 1993; Paul et al. 1987); a metacognitive process whereby one analyses his or her own viewpoints in light of all relevant information (Kuhn 1999; Kuhn & Dean 2004).

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This inquiry encouraged students to think more deeply on a range of topics through open-ended questioning and class discussion, to articulate their viewpoints using reasoning and credible evidence, and to listen, engage and respectfully challenge the ideas of their peers.

Critical thinking was chosen as a focus for the inquiry because of its relevance to the project's rationale. Given the students' existing mode of relating tended to be combative, I felt that developing critical thinking, specifically the ability to listen and evaluate the viewpoints of others, would encourage them to have more empathy with one another and more carefully consider their class contributions. Additionally, the focus aimed to develop higher level critical thinking skills, an attribute which is generally linked with the ability to learn more effectively (Hou & Zen 2018; Paul & Elder 2002, 2006; Rosenberg 1989), improve language and literacy skills (Pritchard 2005), and to create strategic learners (Hou & Zen 2018; Paul & Elder 2002; Tompkins 2005). Critical thinking is also argued to be of increasing significance for students navigating the challenges of the 21<sup>st</sup> century (Fung et al. 2016; Bronkhurst et al. 2019). Daniel and Fiema argue children and adolescents "need cognitive tools to validate the relevance and the accuracy of information with which they are provided" (2017, p. 42). Other scholars similarly argue the crucial importance of students being able to think critically to navigate an increasingly complex world (Nippold et al. 2020; Marin & Halpern 2011; Hou & Zen 2018; Thomson & Nixey 2005; Luckner & Rudolph 2009; Paul & Elder 2002; Sternberg & Zhang 2001) and that the ability to critically analyse the world leads to individuals having more control over their own lives and a better quality of life (Marin & Halpern 2011; Paul 1993; Paul et al., 1987).

The results of my self-audit showed that I rated myself lowest on "invite and encourage children to compare/coordinate different ideas," "support children in a range of ways to enable them to share their ideas, views, and feelings," and "use classroom resources, including technology, in dialogic ways to help children in their learning." In light of this, and reflecting on my teaching generally, I felt that while I valued my students' contributions, I was often so busy wanting to achieve lesson goals that I failed to devote sufficient time to allowing students to speak. Additionally, I did not often encourage students to talk amongst themselves in a structured way, and often interrupted student conversation so that I could contribute. In the section on the classroom, I gave my lowest evaluation on my students being able to "express a range of views," and "realise what we still need or want to learn and how we might like to do it." It seemed that diversity of views was lacking in my classroom and there was a hierarchical structure. In fairness, this 'teacher-centred' instruction is argued to teach basic skills more efficiently (Holt & Kysilka 2006) and, additionally, student interjections often tended to be disruptive and irrelevant to the lesson.

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That said I was keen to promote independent thinking and have the students take more responsibility for their learning through facilitating structured student contributions.

### *Underpinning theory*

Dialogic theory outlines three types of discussion that can emerge in the classroom: (1) disputational talk, (2) cumulative talk, and (3) exploratory talk (Wegerif 2020; Fisher 1993; Mercer 1995; Wegerif & Scrimshaw 1997). Mercer (2007) characterises disputational talk as disagreement and individualized decision-making, short exchanges consisting of assertions and challenges to counter assertions with little attempt to consider others' viewpoints. Cumulative talk, he argues, involves students building uncritically on each other's ideas and creating an accumulated common knowledge through repetition, confirmation and elaboration. Exploratory talk involves all students actively engaging critically but constructively with other views, challenging one another, considering all viewpoints, and making an evaluation as a group (Mercer 2007; Vrikki et al. 2019; Bakhtin 1981). It appears that my students' default mode of interaction was disputational, with many students focussing on trying to force their classmates to take their opinion. Wegerif (2020) argues the different types of classroom talk can have very different educational outcomes. He maintains, drawing on the sociocultural theory of Vygotsky (1978), that that exploratory talk is the most effective type of classroom talk as it allows students to think and learn together (Wegerif 2020). He argues that in this type of talk, "people are open to each other, willing to learn from each other, identifying with the shared project of the dialogue and not with individual egos" (Wegerif 2020, p. 35). By aiming for exploratory talk, this inquiry not only aimed to develop empathy and respectful discussion in the classroom, but also aimed to enhance educational outcomes through the students learning constructively from one another. Moreover, the inquiry had the goal of developing the students' higher order thinking skills, specifically critical thinking skills. Hennessy et al. (2020) argue that through exploring the different viewpoints, students engage in critical evaluation of the quality of each other's ideas. This therefore requires students to make their reasoning explicit (Hennessy et al. 2020; Littleton & Mercer 2013; Mercer et al. 2019), suspending judgement until an objective analysis of the diverse perspectives has been made (Santrock 1996; Nippold et al. 2020; Bronkhurst et al. 2019). While some scholars argue that not all dialogic talk is necessarily critical (Daniel & Fiema 2017), based on the fact that this inquiry aspires towards exploratory talk, which, by definition, critically examines all viewpoints, it appears that developing critical thinking should go hand in hand with the implementation of dialogic talk in the classroom.

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### ***Inquiry question***

The inquiry investigated the use of Dialogic Talk as a method of teaching and developing students' critical thinking skills. It also looked at using the method as a way of encouraging empathy and kindness in classroom interaction.

### ***Anticipated change***

I expected that the straightforward changes would occur first, that is, students would use sentence stems and give longer and more detailed reasoning. I also expected students to quickly understand that statements require evidence to be taken seriously, and to self-regulate the discussion by questioning each other's evidence. I expected students would take longer to critically engage with other viewpoints and would likely continue to argue for a time. I hoped that the implementation of ground rules would provide specific guidelines for how the students were expected to relate to one another, and that with guidance this would eventually manifest. I anticipated that success could be determined through the students' language choices, the length and quality of their responses, their engagement with the material, and their ability to consider the viewpoints of others in depth.

### **Methods:**

Dialogic Talk was carried out weekly for six weeks during the students' regular 45-minute classroom music lesson. Initially, the dialogic sessions were short (10-15 minutes), however, by the third week the intervention activities, along with the dialogic talk, was taking up the full lesson. All dialogic sessions and the intervention activities were video recorded. The first session was used as a control to establish the students' existing abilities. The second session involved responding to an article and using sentence stems. The third session involved self-reflection and evaluation on the previous week's discussion, creating of ground rules for future talk, and completing a *Think-Pair-Share* activity. The fourth session discussed the difference between a fact and an opinion, and involved dialogic talk about a series of statements. In the fifth session the students completed the Reasoning and Thinking (v.8) questionnaire (Howe et al. 2019) to ascertain their individual abilities to recognise reasoning and evaluate the arguments of others. They also began to prepare for a debate that took place in the sixth session.

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The *reflective inquiry cycle* was useful during the brainstorming stage as a way of focussing the purpose, focus and methodology of the inquiry. Its circular nature also reinforced the on-going nature of the inquiry process. I also used the *coding framework*, specifically the *key dialogue categories* in the coding of the students' dialogue. When transcribing the dialogic sessions I coded the students for B – Build on Ideas, CH- Challenge and R – Make Reasoning Explicit. For my own contributions I used all the dialogue categories. I also used the Reasoning and Thinking (v.8) student test developed and tested by Howe et al. (2019) with a similar age group.

### **Ethical considerations:**

The students involved were under the age of 18 and thus needed parental consent to participate in the project. I also needed to mitigate the ethical issues of my involving them in a study where there was an unequal power dynamic, with me as an adult and also their teacher. To ensure the project was ethical, I evaluated whether it presented sufficient educational benefit to be justified. Similarly, because the inquiry was to be carried out during their normal scheduled class time, the default expectation was that students would participate. Non-participation, while allowed, presented a challenge for me as a teacher in what to do with that student during the lesson. I had initially planned that such students would nonetheless still participate in the lesson, though not be filmed, recorded or coded in any way. Ultimately all students participated fully so this was not necessary.

### **Communication with others**

In order for the project to succeed I communicated with Sarah Fox, the Education Manager at the Cambridge Steiner School, as well as Jody Uchekwo, the class teacher of Class 7/8. I discussed the inquiry with Sarah at my annual appraisal meeting, and communicated with her subsequently via email. I also discussed the project with Jody, who agreed that the aims of my project were of value to the students. I communicated with parents via email, providing project information and a consent form. As I was not able to speak to them directly due to Covid -19 restrictions, Jody spoke to parents on my behalf and ensured that the consent forms were distributed and returned promptly. Jody had explained to the students that I would be running my classes a little differently, and that they would be video-recorded. We did not provide a great deal of information to the students about the aims of the project, as I did not want it to affect their behavior.

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### Findings:

Overall, the inquiry data proved too limited to show conclusive quantifiable change in the class' critical thinking skills as a whole. Individual students did, however, at times display "breakthrough" moments of understanding or offer quality reasoning. In general, the students' discussions retained much of its disputational character, and while the students did seem to make some gains in the quality of the dialogue over time, this tended to be incidental and random, rather than a clear trend. I felt that the time frame of six weeks was not long enough to establish a new class culture, especially if the lesson only occurs once per week. Furthermore, because the six sessions also included intervention exercises, the amount of time devoted to pure dialogic talk was curtailed, with inconsistency detracting from the comparability of the data. As predicted, the intimate nature of the class presented some problems in developing objective interactions. One of the students responded to my guidance in the following way:

*Teacher: Well I do want you to speak in a more reasonable way. You need to be able to work together as a group. You need to be able to come up with ideas...*

*M: But we know each other too well, we can't (Appendix 2 – 75-76)*

The students' ability to work together seemed to be affected by their existing relationships with one another, for instance, bringing existing gripes they had with one another into an otherwise objective discussion. In an argument between two students an interaction was as follows:

*Teacher: Why might people not have savings?*

*M: Because they're idiots*

*LM: No! Because people, no, like not loads of people have rich parents. That is one of the reasons.*

*M: My point is that everyone should have a few hundred pounds of savings.*

*LM: [yelling] Just because you have got an account with loads of money in it doesn't mean everybody does! (Appendix 1 – 15-19)*

In this example, LM assumes that M has put forward a position because of a bias in his personal circumstances. Because of her familiarity with her classmate, LM has failed to use logical reasoning to critique M's argument and has skipped several steps to reach an assumed conclusion. This is neither a critical nor objective analysis of what has been said, and represents rather a personal attack on M.

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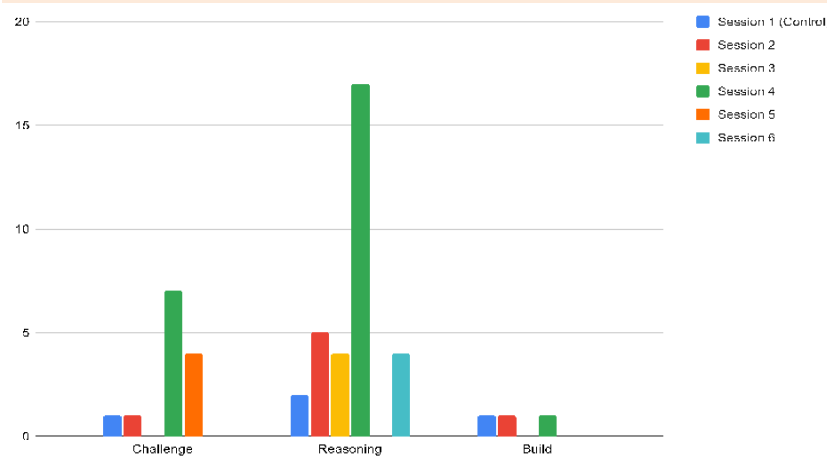
### Comments on the quantitative results for individual students: Student M

This student was highly active in the class discussions, as evidenced by his frequent contributions of reasoning and challenging, particularly in the fourth session. An important feature about M's participation is that it was largely linked with his tendency towards combative interaction with his classmates, that is, he seems to enjoy sparring with others, viewing interaction as a competition. He also tended to interrupt, meaning his contribution frequency was high. Within the dialogic context, having M in the class was useful as it ensured there was always a plurality of viewpoints, providing an opportunity for critical analysis to occur. On the other hand, M's combative nature did slow the class's progress somewhat and he tended to infuriate many of the other students. While he was very capable, M appeared reticent to develop critical reasoning skills, preferring his argumentative patterns despite knowing they weren't constructive. In M's Reasoning and Thinking (Howe et al. 2019) test, he responded to



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several of the questions with his own opinions on the topic, rather than analysing the viewpoints of the characters on the test. While I do not doubt that M

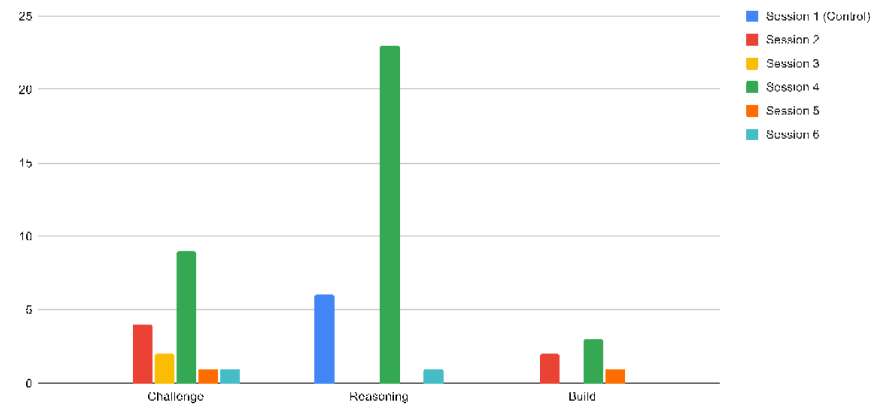


is capable of improving his critical thinking abilities, I feel he needs to be willing to change for improvement to occur.

### Student JA

JA was similarly active in the class discussion, offering frequent attempts at reasoning, challenging, and building on others' ideas. JA was the only student to build critically and reiterate the viewpoints of others during the dialogic sessions. In the formal debate JA successfully critically evaluated the arguments put forward by his classmates to decide on a winner, demonstrating the development of critical thinking skills and an ability to

consider all possible perspectives to reach a conclusion. JA's responses to the Reasoning and Thinking test similarly displayed accuracy in interpreting meaning in the reasoning of others. He also often displayed a concern for the literary clues within statements, drawing on word choice and grammar in order to reach logical conclusions about whether or not statements were true.

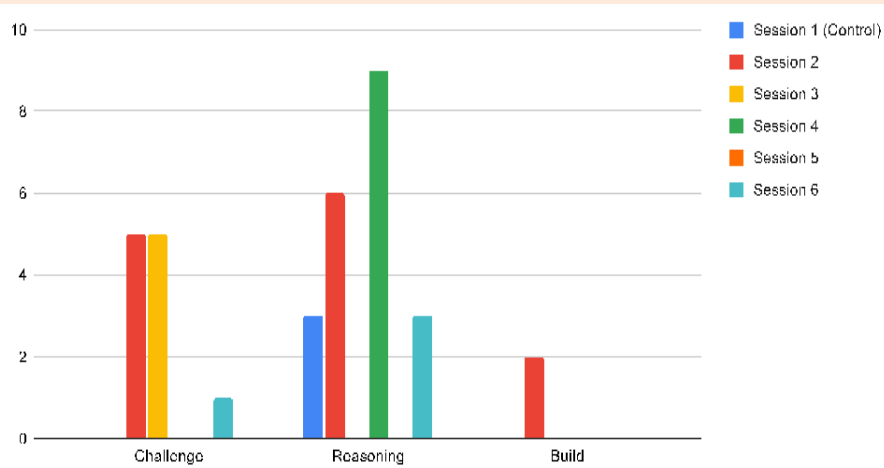


### Student LM

LM offered valuable contributions to class discussion but was at times limited by SEN. For example, in Session 1 her contributions were lower, presumably because of slower reading comprehension, however in subsequent sessions, particularly those on topics that interested her, contributions were more frequent. LM seemed to also show some difficulty interpreting the written reasoning in the Reasoning and Thinking test, though this did not seem to affect her ability to critically examine verbal reasoning. LM presented the strongest arguments in the formal debate,

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demonstrating breadth and organisation of her ideas. She additionally was the only student to demonstrate empathy in her reasoning in the statement: “Yeah

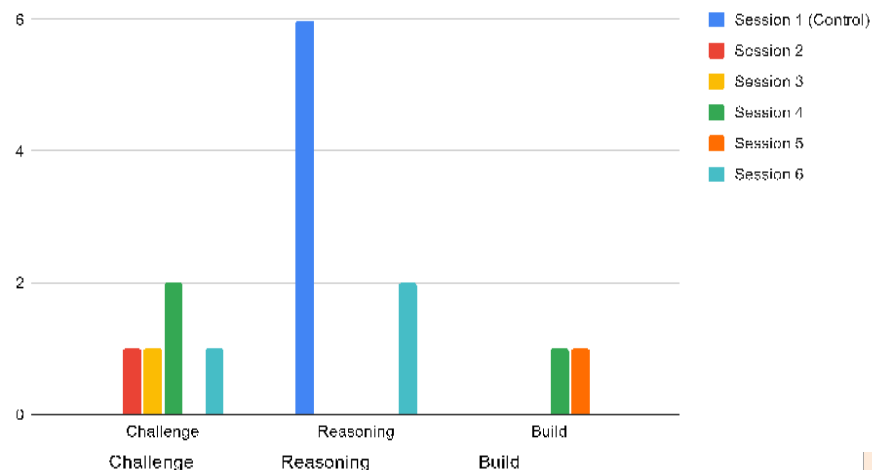


*but.. To say that they [musicians] can suffer is something different. Like he can have his own opinion, but it's not really nice to say that they can suffer because what if you were in the same position?"* (Appendix 3 – 55).

### Student F

F is a quiet and contemplative student who tends to be overshadowed by her more vocal classmates. I feel she may have valid ideas to contribute, though she rarely does so. Her input in discussions is, therefore, much lower than her classmates. F's contributions are sometimes curtailed through interruptions. On her Questioning and Reasoning test F's responses displayed reasonable accuracy, though at times lacked depth of understanding. I feel that for F to more actively participate in class discussions, ground rules could assist to ensure more equity in turn taking and prohibit other students talking out of turn.

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### Student J

J was similarly a relatively quiet student during discussions, displaying a tendency for more of a quiet evaluative approach. While her contributions were not as frequent, qualitatively her input demonstrates critical analysis of her classmates' contributions. She made repeated comments to her classmates such as "Anyway it's your opinion" (Appendix 1 – 44), "But he says his opinions as facts without any proof which doesn't make sense" (Appendix 2 – 54), "Guys, it's an opinion!" (Appendix 3 – 220), and "You're stating it as a fact" (Appendix 3 – 226). This may offer a glimpse into what Daniel and Friere (2017) refer to as semi-critical dialogic talk, wherein some students are able to critically analyse other students' viewpoints, but their

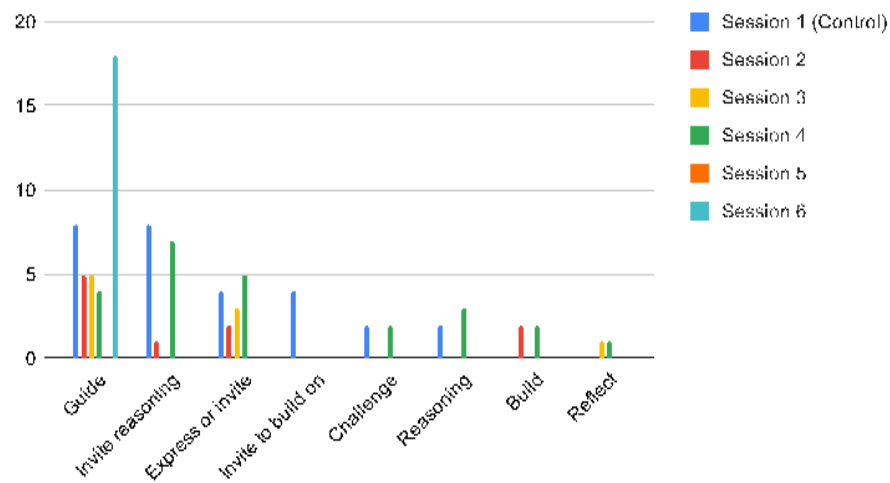
classmates are not able to receive this criticism. J's responses on the Reasoning and Questioning test similarly displayed relatively high levels of understanding, often outperforming her classmates.

It is my view that any analysis of this quantitative coded data should take into account the qualitative aspects of the contributions, as well as the mitigating or contextual factors, some of which I have already touched on. In light of this I feel that the coded data, in this instance is slightly problematic. More sessions over a longer period of time, with comparable time limits would certainly offer greater uniformity to data collection and allow for results that may show more convincing trends.

### Teacher Guidance

Through carrying out the inquiry, the necessity of teacher guidance in steering the students' discussion and improving the quality of dialogue became clear. The data shows my predominant input to be *Guide*, *Invite Reasoning* or *Express ideas* indicating I played a directive role, particularly in lessons involving very structured processes, such as the debate. I remember feeling concerned I was interfering too much, however reflecting on the transcriptions there were few instances I felt the contributions were unnecessary. Scholars tend to support the strategic interference of the teacher in the dialogic classroom (Vygotsky 1978; Byrne 2011; Fung et al. 2016; Cohen 1991; Kutnick & Berdondini 2009; Hou & Zen 2018; Sousa 2006; Schraw 2001) in order to

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provide assistance and scaffold students' learning. Indeed Fung et al. (2016) argue that in their study, students who received teacher guidance achieved higher scores in critical thinking than their peers who were self-directed. Scholars similarly emphasize the importance of specific activities, concrete examples, and regular practice in developing students' critical thinking skills, arguing that abilities do not naturally manifest without intervention (Daniel & Auriac 2011; Lipman et al. 1980; Lipman 2003). It therefore seems teacher guidance is a crucial aspect of teaching critical thinking through dialogic talk, and is heartening to see that my predominant contributions to the discussion seem to be of functional value to the students' learning gains.

### The resource you created:

The resource I created is a Scheme of Work, Lesson Plan and Evaluation guide for teaching a 6-session module on Dialogic and Critical Thinking. It is based on the planning and lesson structure that I used with my own students, and could be adapted by other teachers who wish to implement a similar project in their classroom.

### Changes to practice:

As a result of my observations of the first two sessions, I decided that a more structured and deliberate approach to teaching critical theory was necessary. I therefore searched out learning activities to teach critical thinking and implemented these as part of subsequent lessons. I also decided to have the students work towards a structured debate, which I hoped would allow them the opportunity to speak at length without interruption, and engage in challenging other views through rebuttal. After I implemented the critical thinking intervention exercises I continued to record the lessons and these subsequent lessons informed the inquiry result.

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### **Reflective evaluation:**

Overall, I believe the students enjoyed being challenged with real-world issues and found it interesting to explore their own perspectives. I felt they appreciated being given the opportunity to think independently and have opinions, rather than the usual teacher-led instruction. From my perspective the project was made easier through support from the school and regular access to the students. Additionally, receiving permission to video record meant I was able to gather a large amount of high quality data for detailed analysis.

I found that time constraints in planning were a challenge, as I did not have much background in the subject matter. As a result a lot of the lessons were experimental in nature and almost all of the activities were new to me. While I felt the inquiry was of benefit and stimulated the students, I was disappointed that they did not make more progress and their interaction retained its disputational character. If I repeated the project I would address this by provide more scaffolding and instruction in order to create more clear expectations for student participation. Particularly in the debate, the students did not seem to have a clear understanding of the roles and requirements of each speaker, and were not adequately prepared.

### **Next steps:**

The inquiry has inspired me to add a dialogic element to my teaching practice and explore ways I can add it to my other lessons. There is also considerable scope to continue the project in conjunction with the students' regular class teacher, and in subsequent humanities blocks I will be running with the students later in the year.

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### Appendix 1

#### CONTROL SESSION 1 TRANSCRIPT: Class discussion about the ballad Lord Randall

1	Teacher	Ok so, do we all remember what it [the song] was about? Can someone summarise the song?	G1
2	JA	He was poisoned by someone	
3	J	Eels	
4	M	He was poisoned by his true love	
5	J	Who gave him eels	
6	Teacher	But, like, where had he been that day?	G2
7	J	He'd been to his girlfriend's house	
8	JA	The forest or something	
9	Teacher	Where does it say that?	IRE1
10	F	He went hunting or something, and then he went -	
11	M	To his true love's house, and the eels poisoned him	
9	J	No, <i>she</i> poisoned the eels. He fed the leftovers to the animals and the animals died.	CH1
10	Teacher	And then he went back to his house and his mother said, 'where have you been?' and what did he say?	G3
11	F	That I've been hunting...	
12	J	I need to make my bed because I'm tired	
13	Teacher	Ok, and then she figures out that he's been poisoned doesn't she?	G4
14	J	Yeah by asking -	
15	F	What happened to the hunting dogs.	

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15	Teacher	He doesn't seem to have noticed that they died and he doesn't seem suspicious at all about that, so then he says "yeah they all died" and then he realises that he is poisoned, and then what does he do?	E1
16	J	He tells them to make his bed, and then he writes his will	
17	Teacher	He writes his will, but he doesn't really write it though does he?	G5
18	J	He just says it	
19	Teacher	He says it. So I want you maybe first to have a look at the things that he leaves to his family, erm and sort of compare them.	G6
20	J	Erm he gives his mum some cows	
21	M	What are bloodhounds?	
22	Teacher	Dogs	
23	J	He gives his sister some silver and gold, he gives his brother -	
24	F	Houses and land	
25	J	He gives his mum cows	
26	F	He gives his true love hell and fire	
27	Teacher	So what do you think, the sister got, erm... The brother got houses and lands. The mother got cows and the sister got gold and silver. Who do you think got the best deal?	IB1
28	M	Where is it?	
29	JA	Houses and land	
30	Teacher	So the brother. Why do you think he left the houses and land to his brother and not his sister or mother?	IB2
31	JA	Because he's a boy	R1
32	Teacher	Why was that important?	IRE2
33	JA	Because everyone was really sexist then [class laughs]	R2
34	Teacher	Oh ok, so what do you think about that?	IRE3

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35	JA	About what?	
36	Teacher	About how he.. You know, what do you think that meant in the society, that he left all of his property and houses and land to his brother.	
JA	JA	It means I guess, erm... I have no idea.	
38	Teacher	There's another thing about it that I liked, and that is when he goes, in the beginning when he comes in he says "I'm weary with hunting" and he says that in the first five stanzas, and then in the stanza six the mother says "I fear you are poisoned Lord Randall my son," and he realises that he has been poisoned and then and then it goes from "weary with hunting" to "sick at the heart." Why do you think it changes to sick at the heart?	G7
39	F	Because he realises that he is poisoned	R1
40	Teacher	Why does he say he is sick in his <i>heart</i>	IRE4
41	F	Because he's poisoned by his girlfriend	R2
42	Teacher	Can you explain that a bit more?	IB3
43	J	He is sad	R1
44	M	He's heartbroken	R1
45	LM	Heartbroken	R1
46	F	Heartbroken because....	R3
47	M	So I think his true love got quite a good deal with that fire	
48	Teacher	Why do you think his true love would have wanted to kill him?	IRE5
49	M	Because he was a pain in the arse?	R2
50	F	Because she wanted his money maybe?	R4
51	Teacher	But he's not leaving her anything	CH
52	F	Maybe she thought he would	R5
53	Teacher	True, but wouldn't she have killed him and then stolen his stuff?	CH1
54	M	Yes	

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55	F	Maybe because she was being forced to love him?	R6
56	Teacher	There was also this other analysis that I read. Because these stories are always changing, because probably it was a story that was told to somebody and then told to somebody else, and so they always changed all the time. So when he says the Greenwood in the first bit, he says "I've been at the Greenwood," and the Greenwood apparently was a mythical wood... so it was these...	
57	J	What in the Hobbit?	
58	Teacher	Well, I don't know about the Hobbit, but in these times, as this is a Celtic myth, in the Greenwood there were supposed to be all these fairies and goblins and evil spirits and stuff, so to go into the Greenwood that meant that you were basically going into fantasy. So somebody said that because he had been to the Greenwood he was most likely erm lured into there and then he had met an evil spirit that had pretended to be his true love, and she had fed him the eels to try and poison him. So it wasn't actually his girlfriend that had poisoned him. So that was one of the things. So I just wanted to know	
59	JA	But why would that one poison him?	
60	Teacher	Well I don't know. But I wanted to know, how does that change the story, what do you think it changes about the story?	E2
61	J	It's not fair that he leaves her hell fire!	
62	F	Yeah	
63	J	If she wasn't real	R2
64	Teacher	This is true	
65	JA	But she was real but	
66	J	But she was not the bad one	R3
JA	JA	But she didn't kill him, someone pretending to be her did	R3
68	Teacher	Does that make it kind of like, I guess it makes it less fair that he has blamed his girlfriend for everything?	IRE6
69	LM	But he didn't know that it wasn't his girlfriend, so technically it was not his fault	R2
70	F	How could you not realise that?	
71	LM	Surely you would notice if your animals are dead	
72	Teacher	What do you think happened? Do you think it was the girlfriend or an evil spirit?	E3

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73	M	Girlfriend	
74	F	Evil spirit	
75	LM	Evil spirit	
76	J	Evil spirit	
77	Teacher	M, why do you say the girlfriend	IRE7
78	JA	They would have nothing to gain if it was them	R4
79	J	Maybe he was just annoying, that's very possibly you know	R4
80	Teacher	Surely she could just break up with him. She didn't have to kill him.	CH2
81	JA	Well not necessarily	
82	M	Because she knew where he lived	R3
83	JA	Not necessarily then	
84	LM	Well people now break up with people and they most likely know where they live	R3
85	JA	Yeah but people now break up with then they're like, not in a relationship where they can't break up	R5
86	M	But JA, maybe before then it was so much harder to find a girlfriend or a true love or something. It's not that hard these days.	B1
87	Teacher	Why would it have been hard? Do you remember what we discussed about the way people used to meet in this time period? Remember how they had courtly love?	G8
88	JA	You don't have a choice really	
89	Teacher	Remember how courtly love meant you had to love someone from afar, and you had to, like, you could never actually do anything with them. You just had to like sing the songs and stuff. It doesn't really sound like this was the case with this guy because he was a lord and he and his girlfriend were quite high status. But in this case, what do we think the girlfriend might have been like if she really had killed him?	E4
90	LM	Errr.. I don't know what the word is.	
91	M	Evil	

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92	JA	Rich	
93	Teacher	Why would she have killed him if she was rich?	IRE8
94	JA	Because she would have been rich if she'd killed him - because she would have taken all his money	R6
95	LM	Erm, what's like.. What is it called when you pretend to be nice?	
96	Teacher	Oh like, two-faced	
97	LM	Yeah	
98	J	That's why she probably did it, and it was her	R5
599	M	I would think it was her, and I don't believe that evil spirit thing	
100	J	But they believed	
101	M	They <i>believed</i>	
102	J	Yeah they believed, and you can't disagree. It's the people who write the song who decide	
103	M	Well it's probably not anything real so..	
104	J	Yeah	
105	Teacher	Why do you think somebody wrote this story?	
106	J	Maybe it sounded fun	
107	JA	I don't know	
108	Teacher	Say if Ms Jody said to you "I want you to write a story" and you tried to think of something, and you thought of something like this, what would be your motivation for writing this?	
109	JA	Jody telling us to do it	
110	Teacher	Apart from Jody telling you to do it	
111	J	It's got eels involved	

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112	Teacher	Say you had to write it, and you wanted to -	
113	J	I don't want to write it..	
114	Teacher	[exasperated] Just pretend that you do! And then you thought about like, ok I want my audience to feel a certain way so I'm going to write this.. But imagine you write this piece. What do you think would be the motivation for writing this, in terms of what your audience was going to get out of it. I potentially didn't say that very well but like, what do you think was the purpose of writing this story, what was the moral of the story?	
115	M	Be careful about what you do.	
116	J	Don't accept eels from your girlfriend	
117	Teacher	She could have poisoned anything though, it wasn't just eels!	
118	JA	Don't take <i>anything</i> from your girlfriend!	
119	M	There's this riddle on youtube	
120	J	That's not relevant	
121	M	Yes it is	
122	Teacher	It's alright	
123	M	This guy goes to his girlfriend's house and they eat half of an apple. They eat from the same apple but he dies and she doesn't.	
124	J	They might have poisoned half the apple	
125	Teacher	Is it because he's allergic to apples?	
126	M	[laughs] No.	
127	J	Because she poisoned half the apple!	
128	M	By the way there was cream on one of the apples. I forgot that bit.	
129	J	Did she not eat the cream?	
130	M	No she didn't	
131	Teacher	Was he lactose intolerant?	



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132	JA	So did he eat the cream? Then the cream was poisoned!	
133	Teacher	Ohhhh... This kind of thing, it sounds like it was written as an entertaining thing to listen to. Because it's like amazing and fantastical, how she poisoned him and was it a fairy and was it really her and stuff like that? That's my interpretation of what it was written for, that it's a good story. But I think there might be other points to it as well [thinking pause] aside from to be careful and to not accept food from your loved ones.	
134	M	Or sausages or eels or anything	
135	J	Don't go into the Greenwood	
136	Teacher	I was just about to say that, that's what I think as well.	
137	J	The Greenwood doesn't exist	
138	JA	Or does it?	
139	J	There might be woods called Greenwood somewhere but it's not THE Greenwood.	
140	Teacher	The last question I have is about how the writer has written it so that people can remember it. I want you to have a look at the way that it's written and how that helps people remember it. It wouldn't usually be written down like this, it would usually be told orally. I would just tell you the words.	
141	JA	It's repetitive and it's got rhythm.	
142	Teacher	Which bits are repetitive?	
143	J	Every line. Also lots of question marks.	
144	LM	And erm...	
145	JA	The last half of the second last line, and the last line are all the same pretty much.	
146	Teacher	[confused] The last half of the second last line...	
147	JA	And the last line are all the same until you get to the fifth stanza.	
148	Teacher	Mother mak my bed soon [repeatedly] Oh yeah.	
149	JA	Then you get to the fifth stanza and it changes to "i'm sick at the heart"	
150	Teacher	What changes in each stanza? We've got the ending is the same "weary with hunting"	

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151	J	We've got the question that's always different.	
152	Teacher	Then he answers and then there's um.. So it's the question, then it's something my handsome young man. Then there's the bit with the answer and then there is "weary with hunting" but then it changes in stanza six when he realises he's been poisoned.	
153	J	It's basically him saying what he'll leave people	
154	Teacher	What about the structure of it?	
155	JA	[says something totally inaudible]	
156	Teacher	So the question changes to "What do you leave your mother, or what do you leave your sister?"	
157	JA	What do you leave who, what do you leave who.	
158	Teacher	And it's changed from weary with hunting to, and he changes to..	
159	JA	And it changes from 'Lord Randall my son', to handsome young man.	
160	Teacher	Oh yeah! I didn't even notice that that changed.	
161	F	It's the same on the other one	
162	JA	Lord Randall my son for the first all of these things	
163	Teacher	Where does 'handsome young man' come in?	
164	F	All through	
165	Teacher	It's the second line isn't it	
166	JA	Yeah. The last half of each line is always the same, it never changes.	
167	Teacher	But we have sick at the heart instead of weary with hunting. So that's something that changes. So it's kind of in two parts isn't it?	
168	M	He would happily lie down? Who says when.. It says here that he would happily lie down? Why would he want to happily lie down?	IB4
169	Teacher	Because he wants to. He says he is tired.	R1
170	M	He says he wants to, not that he would happily lie down	CH

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171	J	He says he would happily lie down	
172	M	He would be happy to lie down and die	
173	J	He's going to lie down	
174	M	Because he's going to die	
175	Teacher	I did also read an analysis that lying down was a metaphor for dying.	
176	M	Really?	IRE1
177	J	A metaphor for what?	
178	Teacher	A metaphor for dying	
179	M	So he would happily die?	IRE2
180	Teacher	Not exactly, but it was just like a symbol that he said "I need to lie down" but it had another meaning that he wasn't quite aware of, that he might lie down for the very last time.	R2
181	J	Well he wasn't quite aware until the very end	

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### APPENDIX 2

#### SESSION TWO: Class discussion about the effects of Coronavirus on musicians in the UK

	...	[Class reads aloud article on how musicians have been affected by the Coronavirus pandemic]	
1	Teacher	Ok so that was some statistics that came from a study that they did on musicians that they did at the musicians union. And yeah, they are saying that a lot of them [musicians] can't do their normal jobs because concerts are cancelled and stuff, lots of musicians can't work and they have been put into financial stress as they have to rely on the government to fund them at this time. And the government is saying to many of them that they should just get a different job, erm, so I wondered what you thought about that	G1
2	M	Well, this evidence shows that one, the government doesn't know what they're doing -	
3	LM	[interrupts] The government does know what they're doing!	
4	M	And two, that the writer of this did not go to their maths lessons. Because 70 percent plus 36 percent plus 47 percent is not 100 percent!	R1
5	J	No no no no, because some might be all of these other things, who knows.	CH1
6	Teacher	Can you use the cards? [points to the sentence stems]	
7	J	This shows that there is no logic in your [M's] head (taps her own head) [class laughs]	
8	Teacher	So we need to also respectful for other people's opinions, so we are using the cards and we're not saying personal things. So you might say to M, I disagree with your interpretation of these statistics because you haven't taken into account that some of them could overlap. [telling the kids off for making an annoying noises] So I had some questions to ask you. Um... why do you think that musicians have been so badly affected by the coronavirus pandemic. What are some of the reasons why? You don't have to put your hand up. [Everyone starts talking at once]. Ok we'll just listen to LM.	
10	LM	Musicians that are just starting and aren't the famous ones don't have any money. The famous ones have loads of money. But then if.. The ones we are talking about are the ones that are just starting and they -	R1
11	M	[interrupts] But if they're just starting -	
12	Teacher	Maybe they don't have money because they're not able to do their normal work, and they may not have savings that an established musician would, LM is saying. Does anyone have anything to add to that?	B1
13	M	Yes they should all have savings in case their drums break -	R2
14	LM	[yelling] If they're just starting they're not going to have savings!	CH1

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15	Teacher	Why might people not have savings?	IRE1
16	M	Because they're idiots	
17	LM	No! Because people, no, like not loads of people have rich parents. That is one of the reasons.	R2
18	M	My point is that everyone should have a few hundred pounds of savings.	R3
19	LM	[yelling] Just because you have got an account with loads of money in it doesn't mean everybody does!	CH2
20	M	Who says I do?	
21	Teacher	Ok, it doesn't matter if you argue when the camera is on. It's quite interesting. So, in what ways have they been affected? We've kind of touched on that. They've had their work taken away, haven't they, and they haven't been able to earn much money, and then do you think that erm, there might be ways that the government could support them that aren't giving them money?	E1
22	M	No let them suffer [class laughs]	
23	LM	Let you suffer!	
24	Teacher	Ok well, you should be debating M's point, not yelling at him.	G2
25	LM	No but he's being so mean!	
26	Teacher	But, M if you're going to say stuff like that you need to back it up, you need to give more evidence	G3
27	J	That's just how M argues	
28	Teacher	But he needs to be better at arguing!	
29	J	That's what we tell him but he just says that he's right	
30	J	But all he does is yes, no, yes no!	
31	Teacher	You can't be right without evidence M	G4
32	M	Oh I'm totally right	
33	F	Why would you [to M] say that because then the music industry would collapse?	CH1

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34	M	Well I agree with that, because music is kind of good <i>but...</i> the music that is good, the bands that are good already have a lot of money so they won't collapse [everyone arguing at once]	R4
35	JA	BUT, they're not good	
36	LM	[exasperated] But you don't know, there could be a musician who's really good but they're just starting!	CH3
37	J	The music that you're told is good because you're told to like them, and that everyone thinks is good because they're popular because everyone else likes them.	
38	J	<b>Opinion...</b>	
39	LM	You don't know, there might be someone really good at music, a musician, and you're just saying, cutting them off-	CH4
40	JA	But that's not. what I'm saying. Because M's saying that in his opinions all the good bands have loads of money.	B1
41	Lilly-Mae	And actually not all good bands have lots of money	CH5
42	JA	I'm not saying they do	
43	LM	I know, but I'm just making that point.	
44	J	<b>Anyway it's your opinion</b>	
45	LM	Maybe in like five years from now, an artist that's not quite famous yet might be one of his favourites, and that person could have been one of the people affected by the pandemic.	R3
46	J	I don't know why we are arguing about this	
47	Teacher	I think it's good	
48	M	I don't think that's true -	
49	LM	[groans in exasperation] Euurrgghh!	
50	M	I think we should stop arguing about music and go do some games	
51	J	I don't want to listen to you!	
52	Teacher	So M, what was my question, I've forgotten it.	

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53	LM	Can we stop asking M questions?	
54	Teacher	Do you think the government might be right in just telling musicians they should get different jobs?	E2
55	LM	No, but do they mean just get a different job permanently or just get a different job temporarily?	IB1
56	Teacher	I don't know quite what they mean	
57	LM	Because if they mean, maybe they're saying, just have a pause, and work somewhere else for a bit until the industry gets a bit more stronger and then you could go back to it. They could be saying that or they might not be.. Or else -	IB2
58	Teacher	Guys guys, sorry, are you listening to LM?! Otherwise you can sit back on the chairs! So what was LM saying?	
59	J	Something about temporary jobs	
60	Teacher	So for the musicians, if there's no work for them now because they aren't allowed to have concerts or anything, she's saying, maybe the government is telling them to get a different job, just temporarily until the industry gets better.	
61	JA	What if it doesn't get better?	CH1
62	LM	It will get better	
63	M	How do you know that?	CH1
64	Teacher	Well I was thinking that as well. How do they get another job because maybe they only trained as musicians? I know from my own experience, I went to university to be a musician and I didn't have qualifications in anything else, because it takes such a long time to train as a musician.	
65	J	Some jobs don't necessarily need qualifications	CH2
66	Teacher	Yeah sure some jobs don't require qualifications, if you worked in a supermarket or something	B2
67	JA	But good living jobs..	B2
68	M	Yeah go muck out horses	B1
69	LM	But if it's just for temporarily I think you could, they could be saying... [everyone talking over each other... becomes inaudible]	
70	Teacher	One at a time. We can't argue with each other, or agree or disagree, with the cards, if you don't know what each other have been saying. So you have to listen and do one at a time.	G5

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71	LM	Are we only at question one?	
72	Teacher	No no no, question six. So is music important in our society and why or why not do you think that?	
73	LM	Music is important.	
74	M	It's important but not necessarily, I don't really care if it didn't exist in the first place, we wouldn't care.	
75	LM	YOU don't care	
76	M	If it didn't exist in the first place it wouldn't affect us	R5
77	JA	It would. If music didn't exist in the first place we probably wouldn't have been born. Everything affects everything.	CH2
78	LM	And our hearing wouldn't be as alert as it is, unless you're deaf.. You know.	R4
79	JA	I'd say it would be	CH3
80	LM	But for people, we can like can hear, you can hear a lot more.	R5
81	JA	I don't think that's true	CH4
82	LM	But I'm just saying it <i>could</i> . Music is important... because it's relaxing, and some people aren't relaxed, and it can relax you. So it wouldn't be the same without music.	R6



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### APPENDIX 3

#### SESSION THREE: Class reflection on last week's discussion - Think Pair Share about lockdown

1	Teacher	[Reflecting on last week's session] What did we think of last week's session? Did we think it was an argument?	RD1
2	JA	I can't remember what we did...	
3	Teacher	We discussed what we thought about musicians being affected by the pandemic. But what do you remember about it?	
4	J	That M said that they weren't affected because-	
5	F	And that they should suffer	
6	Teacher	Can we have one at a time so we can hear it?	G1
7	J	M said that they should suffer	
8	M	They should	
9	Teacher	Ok, and did we have different opinions about that?	E1
10	M	No they should all have the same one because mine's right	
11	JA	Yeah, I had a different opinion to M	
12	Teacher	Jamie what did you think? Just JA please..	E2
13	JA	Just that.. Erm... I can't remember	
14	Teacher	And LM, you told me something different. What did you think?	E3
15	LM	What did I think of what M said?	
16	Teacher	Well did you have a different opinion to what M said?	
17	LM	Yeah	

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18	Teacher	What did you think?	
19	LM	I think that they shouldn't suffer. They shouldn't have this difficult time in their life	
20	Teacher	Ok, so if you think back to what happened last week. Do you think that it was a good discussion? Did you come to any kind of agreement, or did you learn anything?	
21	M	Well we just left it there	
22	LM	We probably would have if <i>someone</i> wasn't so...	
23	J	Passionate	
24	LM	Erm... opinionated. What's another word - a pain.	
25	Teacher	Opinionated is a good word I think.	
26	M	I didn't even know that word existed	
27	Teacher	I mean I personally thought that it was good having M in the class because he challenged everybody and had a different opinion. The goal of this is not to agree.	
28	Matteo	That's true, I disagree with that!	
29	LM	Yeah but, what he was saying... because let's say your business, M, or your family's business had the same situation as they [musicians] would have had you'd think it was not good. Imagine putting yourself in that position and having that like, worry of what is going to happen and stuff.	CH1
30	M	I wouldn't worry that much because my Ebay business would give me a living so I'm fine	R1
31	LM	But your Ebay business is not the point, I mean your family business, it's not just...	CH2
32	M	My family can go live on the streets, I can still live in the house. My ebay business is enough.	R2
33	LM	But what if they had to sell the house?	CH3
34	M	Well then I'm going to live in my shed, that's mine.	R3
35	LM	What if they have to sell the house and like the whole property and everything?	CH4
36	M	Well then I'll take my shed into an empty deserted field	R4

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37	J	That would be quite bad living there	
38	Teacher	Ok, well my point is that I don't mind so much what you think about musicians and the pandemic. My point is about getting us working together to discuss things and not argue. That is the purpose of what I am trying to do.	G2
39	LM	We need to use words	
40	Teacher	There are basically three different types of discussions that we can have, and one is called a dispute. The other one is called an accumulation of ideas, and the other is called -	G3
41	M	An argument	
42	Teacher	Well, an argument is a dispute. The other one is an exploration of ideas. So what do you think you had last week?	
43	F	A dispute	
44	Teacher	A dispute. What are some characteristics of a dispute?	
45	J	Um, yelling at each other, disagreeing	
46	Teacher	And was there a lot of listening?	
47	J	[To M] You just wanted to be heard.	
48	M	<b>Everyone was listening to me as they were all going against me.</b>	
49	Teacher	There was a little bit of listening as we had to hear what other people were saying in order to argue with them, but was there like, I'm listening to you and I'm respecting what you're saying, or was it I'm listening to you and I'm arguing with what you're saying?	G4
50	J	Hmmmmmmnnnn	
51	M	A bit of both. Everyone was arguing against me but...	
52	LM	I just don't understand why he has to be so annoying!	
53	Teacher	I mean he can have his own opinion, he's allowed to	
54	J	<b>But he says his opinions as facts without any proof which doesn't make sense!</b>	CH1

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55	LM	Yeah but.. To say that they [musicians] can suffer is something different. Like he can have his own opinion, but it's not really nice to say that they can suffer because what if you were in the same position?	CH5
56	J	Yeah but he's saying that..	
57	JA	[to LM] There could be reasons behind it that you may not know	CH1
58	LM	True	
59	JA	He can have his own opinion, and to you his opinion may seem crazy...	CH2
60	F	<b>He states it as a fact.</b>	CH1
61	J	<b>That's right, he states it as a fact. He needs evidence to back it up! If he's just saying it, for example, I don't like this rather than it's bad..</b>	B1
62	JA	I'm not saying that he's right I'm just pointing out that he could -	
63	J	That he might have been traumatised by musicians and now he's racist against them.. [class laughs]	
64	M	Not quite J	
65	Teacher	This is all against me, isn't it M? Anyway, so what I want you guys to do today is to try not to have a dispute. Try to.. ahem..	
66	M	Why not?!	
67	Teacher	Because disputes are not quite as productive. When we can talk in a different way we can come up with ideas a little bit better, and sort of plan things a little bit better. Imagine you were in a business and you wanted to get stuff done, and you said we are going to have a meeting and everyone is going to come together and we are going to share ideas. Say there were the five of you and you all had different ideas.	G5
68	M	You know what you do, you shout at each other! And you get violent and physical [class laughs]	
69	Teacher	Would that actually end up with a product that you could sell, or would it end up in total chaos?	
70	LM	Total chaos	
71	Teacher	You wouldn't make any money. You would go bankrupt.	
72	J	Fighting's fun	
73	Teacher	[Telling M off for drawing on the table with a compass] Anyway if we are able to talk in a more reasonable way	

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74	LM	They [the class] might talk in a more reasonable way if you told them.	
75	Teacher	Well I do want you to speak in a more reasonable way. You need to be able to work together as a group. You need to be able to come up with ideas...	
76	M	<b>But we know each other too well, we can't</b>	
77	Teacher	You need to be able to listen to each other's ideas..	
78	M	That's not possible	
79	Teacher	Consider other ideas properly, and come up with your own responses that are respectful. So what I want us to do is to actually come up with some rules that we are going to follow when we do these discussions.	
80	M	Respect is something that this class does not have.	
81	Teacher	Well, it needs it! We need to have respect	
82	M	But it's fun if we don't	
83	Teacher	I need you to get your yellow books because we are going to write up some rules	
84	M	What rules? Like how to behave? Is this a behaving lesson?	
85	Teacher	A bit.. But you're coming up with your own rules	
	...	[general chaos while students get their books]	
86	Teacher	Ok so I'll give you one as an example. I would like there to be a rule about one person talking at a time.	
87	M	I disagree with that because that's a bad idea	
88	Teacher	[ignoring continuous interjections from M] I think we're just going to keep that one. I'm going to veto you all and we are going to keep the rule that only one person talks at a time. That's going to be our first rule. You can come up with the rest of them.	
89	M	The rest of them is: do not listen to any of the rules	
90	J	I agree with that, but it's not possible	
91	Teacher	[writing on the board] Rule number one: Only one person speaks at a time	

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92	J	I agree with that but it's not possible!	
93	Teacher	Yes it is	
94	JA	I would like to build on that	
95	Teacher	Does anyone have anything else?	
96	J	No stabbing each other with knives	
97	Teacher	No something serious	
98	JA	That is pretty serious!	
99	Teacher	What about, if I don't agree with somebody I don't yell at them.	
100	JA	[joking] What?	
101	M	What?! Come on! Seriously!	
102	Teacher	You're allowed to disagree. You're allowed to say "JA I really disagree with you for these reasons" but you're not allowed to say "JA THAT'S COMPLETE BOLLOCKS!" [class laughs]	
103	J	This evidence shows that you are not using evidence	
104	Teacher	[writing on board] Don't yell. How about... there's a good one that J said. J what did you say about M not giving evidence? That was a good one.	
105	F	She said he states his opinion as a fact.	
106	J	<b>He states his opinion as a fact, but he can't do that unless he has some evidence to back it up.</b>	
107	Teacher	So I think that needs to go on there as well. I think we need to be saying, if something is an opinion, we need to say "I think", and if we say "this is true" we have to give evidence.	
108	F	This is true, because <i>I think</i>	
109	Teacher	But it can't be true, F you can't have that	
110	F	I know	

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111	Teacher	Because that's not the way life is. We need to have evidence or else it's an opinion, and we need to say "I think" blah blah blah, and there might be reasons for that, but we don't know for sure, because we don't have evidence. Ok, no one's come up with their own so I'm just coming up with them. [writing on board] Give evidence if not an opinion.	
112	J	He doesn't know what he knows.. Or he just thinks he knows	
113	M	We should listen to my rules first before we do another one.	
114	Teacher	M I don't think your rules are appropriate	
115	M	Number one, lots of people speak at a time. Number two, I should.. Shout at everyone.	
116	JA	Can we have a fourth rule?	
117	M	You say this is true and you need no evidence	
118	LM	Can we have no ridiculous, erm, things?	
119	JA	M can't make rules.	
120	Teacher	No ridiculous comments [everyone pretends to be aghast]	
121	J	No, I'm not listening to that rule!	
122	LM	Wait, no, get rid of "comments"	
123	M	My number four rule is: Stupid comments must be made!	
124	J	I think I actually agree with that	
125	M	What's the evidence - oh yeah you don't need any evidence for that, sorry.	
126	LM	What was number three?	
127	Teacher	Number three was to give evidence if not an opinion. [Matteo interrupts] What about.. Um... referring to other people's statements?	
128	F	That's not a rule though	
129	Teacher	It's not really a rule, it's more of a guideline. These are guidelines, well, this is a rule. In general they're sort of guidelines that we want to try and work towards because we need to be listening to other people and drawing on other people. What if M said something and then Jamie said exactly the same thing? That's a bit of a waste, isn't it? Whereas JA could say, I agree with M in blah blah blah. And then he's making that link.	

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130	LM	And number four is 'no ridiculous comments.' Can we take that one off please?	
131	Teacher	Why? I think that's an important one. [M interrupts repeatedly] Number five is: listen and refer to others. Ok we are going to have these as the ground rules.	
132	LM	So there's four rules?	
133	Teacher	Five rules	
134	LM	Oh, what's the fifth?	
135	Teacher	The fifth rule is listen and refer to others	
136	J	Number six, if you -	
137	Teacher	Have you written these down Julie?	
138	J	No, but I can remember them.	
139	M	Everyone has to write down that the sixth rule is that you have to follow M's rule, and you have to follow them...	
	...	[class transition]	
140	Teacher	Ok, we are going to do an activity now. We are going to think about the lockdown that we had, that we are having, and how it is going to finish this week apparently.	
141	M	For Christmas and then it's coming back	
142	Teacher	I think the lockdown is finishing on the 2nd if I'm not mistaken. So I want you guys to think about whether or not you think that it should be extended, or whether you think that it's good that it's ending.	
143	M	Well I think that it's -	
144	Teacher	Not now! I'm talking. What I want you to do, this is an activity called 'Think Pair Share' and the first thing you need to do is you need to think on your own, and you have to write down three ideas you have in response to the question. Then you have to find a pair but in this case we are going to have a group of two and a group of three.	
145	LM	The girls	
146	Teacher	The girls could go in a -	
147	JA	No no no please...	



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148	Teacher	I could come in the group with you - the boys group.	
149	JA	If you're in it why don't we have three groups of two?	
150	Teacher	Ok I will think about that... [everyone starts talking at once] So at the moment everyone is breaking this rule [points to the board]. I'm talking so no one else should be. I'm going to have the magical dishwashing liquid and if you have this you are allowed to talk. In your pairs you have to discuss your ideas with a partner, and you are going to listen to the other person's ideas and if they had any that were similar, and if they did you write them down in the second box. Then in the bottom one we share them as a class to see if there are any more ideas that we didn't have, and we are listening... [J interrupts] J you don't have the dishwashing detergent. [Class laughs]	
151	JA	I have got dishwashing detergent!	
152	Teacher	But you don't have it right now.	
153	JA	I am very deterred from dishwashing	
154	Teacher	You know I actually use this, this is my laundry detergent. Then you listen as a group and write down any new ideas. So that's what we're doing. Let me just distribute these sheets. Does anyone else want to say anything while we have this [holds up dishwashing liquid].	
155	M	Yes, can I not go with you?	
156	Teacher	It looks like I'm working with you M	
157	JA	By process of elimination, you're with Francine. [receives sheet] Wait, so how do we do it?	
	...	[teacher distributes sheets]	
158	Teacher	The problem is, should the lockdown be extended?	
	...	[CLASS WORKS ON SHEET]	

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### **APPENDIX FOUR**

#### **SESSION FOUR: Class discussion about fact vs opinion**

1	J	Are we doing the lockdown thing again, because I liked that. It was fun.	
2	LM	I like having responsible arguments	
3	<b>M</b>	<b>Against me, which you will always win as it's like, four against one. Shame on me.</b>	
4	LM	Yeah	
5	M	Lilly I was not expecting a reply and I am now raising my voice...	
6	LM	You don't scare me	
7	M	That's not the point!	
8	LM	That's the whole point of having an argument	
	...	[class transition]	
9	Teacher	Today I just want to have a brief discussion about whether something is an opinion, or whether it is a fact.	
10	M	Everything I say is a fact	
11	Teacher	Ok, so can you give me a bit of a definition of what a fact is.	
12	JA	It's proven to be true	
13	Teacher	[writing on board] Proven to be true, and what did you say Julie?	
14	J	An opinion is something someone thinks.	
15	JA	It's not necessarily true, but it can be true.	
16	J	It <i>can</i> be true	
17	Teacher	[writing on board] Not necessarily true. How do we prove a fact?	

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18	F	With evidence	
19	M	You google it	
20	Teacher	Say we googled it, how would we know that the evidence, or what we were reading on the google search was true?	
21	JA	If there was evidence	
22	F	If the evidence was true	
23	Teacher	But how would you know?	IRE1
24	JA	You figure it out. If it shows you a way of figuring it out, and you think for yourself and you can see that it's true.	R1
25	Teacher	So... logic? You can logically see how it would be true?	B1
26	JA	Yeah.. and if you can show how you have figured it out.	R2
27	Teacher	What about if you were reading an article and it said, like, something ridiculous but it actually had a lot of evidence to back it up like..	E1
28	J	Strawberries are red and fluffy	
29	Teacher	Strawberries are red and fluffy, and you were like no way then it said, here's a picture of the red strawberry that's fluffy, and we have done these research things and we can prove that strawberries are red and fluffy. What would you do then?	E2
30	J	Sue them.	
31	Teacher	Sue them. But you wouldn't really believe them though, but what if they had a really compelling argument? I mean that was a bit of a ridiculous one as we all know that strawberries aren't -	
32	F	Do you mean all strawberries are red and fluffy, or have they bred a variety of strawberries that are?	
33	Teacher	Well that's a good point. Can we think of one that's not ridiculous?	
34	JA	The earth is flat	
35	Teacher	The earth is flat is a good one, because we kind of know that it's not.	
36	M	We all know that, we don't kind of know that. We know it 100%, well maybe you don't know but I don't care.	
37	Teacher	But how do you know?	IRE1

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38	J	M you <i>think</i> that you know	CH1
39	JA	I don't know that it's round	
40	Teacher	None of us actually <i>know</i> that it's round, we just heard that it's round from science and we believe science	
41	M	Oh I have	
42	Teacher	What makes us know even though we haven't seen it?	
43	M	Photos	R1
44	J	But those might be fake	CH2
45	Teacher	Ok	
46	JA	But you've never seen a photo of a planet	
47	Teacher	So the photos could be fake, what could be something else?	IRE
48	JA	Erm logically it makes sense that it would be round.	R3
49	Teacher	Why?	IRE
50	JA	The descriptions that they've given make sense	R4
51	M	But it would also make sense if it was flat	CH1
52	JA	Not really	
53	J	Not really because they would tumble over the edge	R1
54	Teacher	What if they used certain types of language to persuade you	G1
55	M	Science	
56	Teacher	Yeah keep going with that, what if they used lots of jargon and sciency words?	
57	M	You wouldn't understand it	
58	JA	I don't know what jargon is	

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59	Teacher	Jargon is like using a lot of the terminology of science. They might be talking about, say, outer space, and they might be using a lot of terms that you don't understand. And you might think, well I don't really understand this, but these people seem to know what they're talking about. Would that make you more likely to believe the article?	
60	JA	I wouldn't know what they were saying though	
61	Teacher	But if they said, the world is flat, and then they explained it with science and they used a bunch of jargon that sounded plausible, would you believe them?	
62	M	Yes	
63	Teacher	Why	
64	M	No	
65	JA	I dunno	
66	Teacher	Come on M, why would you believe them? Think about why	IRE3
67	M	Well, because they're scientists.	R2
68	Teacher	Why would you believe scientists?	IRE4
69	M	I could actually just check for myself	R3
70	Teacher	What makes a scientist have more authority on the issue than you?	IRE5
71	M	Nothing	
72	Teacher	Can you be serious? Because this is a good point! Does anyone else have an idea?	
73	JA	They are clever and they have studied and learnt.	R5
74	J	Because they are supposed to know	R2
75	Teacher	Because they've studied and they've learnt and they are supposed to know what they're talking about. It's like if you had an illness and then your brother said "I think you've got tuberculosis" and then you said, "I think I'm going to go to the doctor" and the doctor said "no you've just got a cough." Who would you believe, the doctor or your brother? The doctor has been trained.	G2
76	JA	It's my mum though, I have to believe her.	

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77	Teacher	But that's a different thing. If someone uses a reference to an authority, that is a way that you can persuade people that what you're saying is a fact. And often if someone is a scientist and they have actually done a study on something then they can say "actually this is proven and is a fact." So I guess, if you were like reading the paper, all the articles in the paper are trying to make you believe that their opinions are a fact because they're using lots of language and words to make you believe that it is a fact even though probably, it is an opinion. Although sometimes when someone is arguing an opinion of something, it might be something that can't be a fact, it's just your belief in something, but they still want to sway you to their side of the argument. Can we think of something that doesn't have a right or a wrong answer?	G3
78	F	How to peel an orange	
79	Teacher	How to peel an orange. I like to, like, cut it in half, and then peel the pieces off, but someone else might say, no that's bad because blah blah blah. It's sort of like, it doesn't really matter, it's just an opinion. So how would you make everyone believe your opinion?	
80	M	You prove it! If I say that it's going to get physical if they say my tree [that he has been drawing instead of concentrating] is bad, then I'm going to beat them up.	
81	J	That's not going to change my opinion.	CH3
82	M	I'm going to have to disconnect that comment first	
83	J	Even if you say that.. Even if M makes us say that art isn't bad we would still believe it's bad. He can't force us to say.	CH4
84	F	He needs to give us reasons	B1
85	Teacher	So what is that called when you convince somebody something, and don't force them.	
86	J	Persuasion	
87	Teacher	Persuasion!	
88	JA	But you couldn't persuade F and J that they don't enjoy art	CH1
89	LM	It's just they're never happy with it	
90	F	You could convince me that your way of eating an apple is better by saying	
91	J	If you eat an apple, like all at once	
92	M	I have a feeling that's wrong	CH2
93	JA	There's no wrong way of eating an apple	CH2

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94	M	But to be honest it could be right for someone but wrong for someone else...	
95	JA	There's no way of eating an apple correctly.	CH3
96	Teacher	That's what I thought about..	
97	M	Unless you start from the inside somehow without opening it	R4
98	JA	It's not wrong, it's just different	R6
99	M	It's impossible, you couldn't cut it in that way	R5
100	JA	Doesn't mean it's wrong	CH4
101	M	It is, because you can't do it	R6
102	LM	You probably can	CH
103	M	You can't	
104	JA	Your opinion is not correct because you can't comprehend it	CH5
105	M	You can't make it hollow with no holes on the outside, it's impossible.	R7
	..	[teacher explains activity]	
106	Teacher	I'm going to write up a couple of things on the board that are clearly an opinion or a fact, and then I want you to write down the sentences and then write an O and an F on them.	
	...	[further explanation of activity]	
107	M	Girls are better at multitasking. Ah ah ah.. That is an o- well	
108	LM	Yes	
109	JA	I just don't know if that is a proven fact or...	
110	Teacher	Write whether you think it's a fact or an opinion and think about why	
111	M	I would say no	

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112	LM	I'm quite good at multitasking	
113	M	LM it's not all about you	
114	LM	But I'm quite good at multitasking and I'm a girl	R1
115	J	But girls in general	CH5
116	M	But LM, I'm good at multitasking and I'm a boy. I can listen to something and do something at the same time	CH3
117	LM	It should be <i>some</i> girls	
118	Teacher	I don't think we're going to get through ten at this rate	
119	J	[to M] But but but.. you can do that but you're just going to do things badly	CH6
120	M	I've been listening to pop songs while writing two absolutely different songs at the same time	R8
121	F	Yeah but were they good?	CH1
122	J	I'm assuming that is in comparison to boys?	
123	J	Exactly	
124	Teacher	Yes. For now can you just think about it on your own and write O or F and then we are going to discuss it.	
125	M	What's O or F?	
126	Teacher	Opinion or Fact	
127	LM	[reading board] Girls are better at multitasking	
128	Teacher	So, doing lots of things at once	
	....	[class copies down sentences]	
129	M	For the second one [a pet is a prisoner], it's <i>kind of</i> true, what do I put? Because they can be prisoners but it depends how you treat them	IB1
130	JA	Yeah it's relative so..	
131	Teacher	I'd say it's an opinion as it can't be proven	R1



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132	M	Well, it can be	CH4
133	Teacher	You could agree with it but I don't think it could be proven	R2
134	JA	No because some people maybe let their dog wander off or their cat wander off if it wants to	R7
135	M	That's true, our cats wander off if they want	R9
136	JA	But to be fair, if they went missing we would make them come back	R8
137	M	We wouldn't make them come back but we would try to look for them	R10
138	J	But it might also be better for them to be pets than...	
139	M	It might be better for the as well, but our cats are wild	
140	J	Then it might not be better for them actually	
141	M	I've seen them at Newmarket Tesco and we live like half a mile away from there	
142	JA	That's not very far	
143	M	It is for a cat to wander off	
144	F	No it's not	
145	M	Yeah we were walking our dog and our cat was just wandering up the streets. It was odd.. But it happened.	
	....	[Students work on the sentences on the board]	
146	J	Money buys happiness?	
147	JA	I reckon that's a fact because you go to a fair and have fun that makes you happy	R9
148	J	But you can't exactly prove it	CH
149	M	You can though	
150	JA	You can	
151	M	You go to a fun fair or you go to a candy store and you buy candy for money it makes you happy	R11

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152	JA	You can prove that someone is happy	CH6
153	J	No you can't, you can't prove someone is happy	CH7
154	JA	Yeah you can	
155	J	No you can't	
156	M	Yeah you can, you ask them	R12
157	F	Yeah but they could lie	CH2
158	M	Oh F!	
159	LM	Most girls lie.. Well my cousin does when she's unhappy anyway	R2
160	M	Oh thanks for telling us!	
161	JA	But you don't know that boys lie though..	
162	J	Actually you don't know if I lie or not and we don't know if I'm good at lying. I might lie a lot and you don't know	
163	LM	But I get really confused, when people ask you how you feel	
164	JA	I'm really bad at lying	
165	LM	[reading off the board] All boys lie?	
166	J	No but everyone lies so there	
167	JA	So that's definitely a fact	
168	M	I put "all girls lie" as an opinion because it's not true. All girls have probably lied in their life but all girls lie, that's not LIED. So lies is probably more often than once.	R13
169	J	It probably is though. Everyone probably does lie.	CH8
170	JA	F doesn't lie, that doesn't mean she lied in the past, that would mean she never lies	R10
171	Teacher	It's the word "all". Girls in general probably do lie, but not all of them do.	R2

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172	J	Well probably everyone's lied at least once in their life.	R3
173	M	I would say so	B1
174	J	No one is 100%	B1
175	JA	Everyone lies, unless you're 2 seconds old	B1
176	J	Unless what?	
177	JA	Unless you're an innocent baby	
	...	[class finishes off the sentences]	
178	JA	You could have a lot of money and be not happy, or you could spend a lot of money and be happy	
179	M	I've done one, I've finished	
180	Teacher	I want to discuss them now. With one, who said that it was an opinion? [everyone agrees] Did everyone think that the multitasking one was an opinion? [everyone says yes] Ok so if you.. Do you think that you agree with it?	G4
181	JA	Erm.. I don't know.	
182	Teacher	Does someone agree with it?	
183	M	No way	
184	J	I don't know, I don't know like all the girls in the world, so no.	R5
185	JA	I don't have anything to prove or disprove it. No one's shown me any evidence to prove it.	R11
186	J	Also I'm not very good at multitasking	R4
187	M	There's your evidence	
188	Teacher	Yeah so I guess girls probably thought well I'm a girl, so I could use myself as an example, and that would be my evidence, that I'm not very good at it, so how this be true? Because I don't think that I'm better than boys multitasking. Then they might do a survey or something.	
189	LM	But boys can be really bad at multitasking	R3
190	JA	I can multitask at some things but not others	

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191	M	I'm good at multitasking	
192	J	Girls in general	
193	Teacher	So we think it's an opinion, not many people agree with it, it seems so we'll just leave it as an opinion. What about "A pet is a prisoner"?	
194	JA	I think that's an opinion	
195	Teacher	Ok, who agrees with it?	
196	M	Kind of, depends how you treat them	R14
197	J	But that's because it depends	
198	M	It depends	
199	LM	Our dogs are in cages because they would kill... or they would attack.	R4
200	J	That's not really a pet	CH9
201	LM	They would probably bite someone	R5
202	M	So then your dogs are prisoners	CH5
203	LM	They're not, but if we just let them out and they saw other dogs they would bite them, because that's their instinct	R6
204	J	That's what people do who go to prison. If someone went around biting people they would put them in prison	CH7
205	Teacher	What do they do in prison with some people? Often they don't just lock them up, they often look after them and try to rehabilitate them, so in a way, when you care for somebody they're kind of in a prison, in a way.	E3
206	JA	But there's like.. It depends what type of pet	R12
207	Teacher	What about a bird.. I reckon birds are prisoners	E4
208	J	It depends what ... I mean I wouldn't keep birds	
209	JA	I think dogs and cats are the least in prison, and everything else kind of	R13
210	LM	Horses are not	

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211	M	Yeah they are	
212	LM	No they're not. Maybe your racehorses are but ours are not	
213	M	How dare you	
214	JA	Are they free? Can they go out?	B2
215	LM	Yes they can go out	
216	JA	But can they just like, walk out the gate?	B3
217	LM	No they can't just walk out the gate.. I mean but they're not in prison	R7
218	JA	There's a lot of walls or gates that they can't get out of, that surrounds them	R14
219	LM	But we put them out	CH
<b>220</b>	<b>J</b>	<b>Guys, it's an opinion!</b>	
221	LM	I just open the door and shoo my horse out	R8
222	M	No horses <i>are</i> in prison. Lilly, we force them to race, we put people on them and whip them, they're forced to race and they <i>are</i> in prison.	CH6
223	LM	But they don't understand that, and you don't need to hit a horse you know?	R9
224	M	Well you just do. You do. We <i>force</i> them to race.	CH7
225	JA	That's not the point	
<b>226</b>	<b>J</b>	<b>You're stating it as a fact</b>	
227	LM	If we buy a horse we don't actually say it, we just keep it	
228	Teacher	I have a point, what about like, I'm not in prison, but I have to abide by the rules, and I'm not allowed to leave the country unless I have my passport and I'm not allowed to like, walk naked down the street. Am I in prison kind of, because I've got restrictions on me? But like L's horses for example, they have a little bit of freedom but they aren't allowed to get out the gate. So are they kind of free, but kind of a prisoner?	E5
229	J	That makes sense	B2

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230	LM	But they escape! No one says they don't escape.	
231	M	It still counts though	
232	JA	But prisoners escape! You can be in prison and escape	CH8
233	LM	My horses kick the wall down	
234	M	LM, if your horse escapes then you would go and catch her wouldn't you?	
235	LM	Yeah but she was out all night before we knew that she was out, because she kicked through the wall	
236	J	Wow	
237	LM	She got angry, she was hungry	
238	Teacher	Ok so there seems to be some discrepancy on that. What about 'Humans are at the top of the food chain'?	
239	Everyone	Fact	
240	Teacher	You think it's a fact? Everyone? Why do you say that?	
241	J	Because it's been... er... humans.. Er..	
242	LM	Because we are	
243	Teacher	What about lions?	
244	JA	Lions eat us but we're still at the top of the food chain, like we could easily eat a lion. Like we could shoot it with a gun, it would be no probably at all	R15
245	J	It's so much harder for them to get us	R6
246	Teacher	Why do you think we're at the top of the food chain? What evidence do you have?	IRE6
247	JA	Look around us, do you see lions living in houses easily getting food.	R16
248	Teacher	But people are afraid of lions	CH1
249	JA	But lions are afraid of people.. And people are afraid of ants.	R17
250	Teacher	Afraid of ants! [laughs]	

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251	LM	My cousin cries when she sees a spider. She cries, it's so funny [everyone talks about being afraid of spiders at once]	
252	Teacher	So maybe you could argue that technology has put us at the top of the food chain even though we weren't originally? [class agrees] Because if we were like cavemen and there were these giant animals that used to prey on humans, but then we got guns and weapons and stuff	RD1
253	M	But now if you walk into a supermarket there are tonnes of refrigerators filled with cows, pigs, chickens, dinosaurs, donkeys, horses, humans... well not humans... goats	R15
254	LM	Do you like eating your own race do you?	
255	J	Do you know cuttlefish eat other cuttlefish? Oh no it wasn't cuttlefish it was squid.	
256	JA	Loads of animals do that	
257	Teacher	Ok moving on. Everyone has a skeleton? [everyone agrees] How do you know that?	
258	MA	There's one in us	R16
259	J	If we didn't we'd be very floppy and we'd be dead	R7
260	JA	Well I don't know that <i>for sure</i> so I guess it's my opinion	R18
261	Teacher	But you can feel it	CH
262	JA	I can feel it in myself, but that doesn't mean everyone does	R19
263	Teacher	I think everyone does. I mean I think if you don't have a skeleton you can't survive	CH2
264	JA	Everyone has a skeleton because you need your bone marrow to make blood so	R20
265	Teacher	What about, "all living things eventually die"	
266	Everyone	Yes	
267	Teacher	How do we know that?	IRE7
268	J	Otherwise there would be <i>loads</i> of people still alive right now	R8
269	M	There would be dinosaurs still trampling down houses	R17

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270	JA	To be fair, there could be one species of animal that reproduces extremely slowly and lives forever	CH9
271	Teacher	Turtles	
272	J	But at some point they would all be extinct	R9
273	Teacher	What about, 'money buys happiness'?	
274	LM	No	
275	M	I put a bit of both	
276	JA	Opinion	
277	LM	Opinion	
278	Teacher	Why?	
279	JA	Because it's not a fact	R21
280	J	Because you don't need money to be happy	R10
281	JA	It's more that you can have money and be unhappy	R22
282	Teacher	Most boys lie?	
283	JA	Yes	
284	J	Yes	
285	M	No!	
286	J	It's a fact because everyone lies	R11
287	LM	It's a fact	
288	JA	I'm going to prove a point by saying that it's an opinion	
289	J	I think everyone lies	R12
290	Teacher	Hmmnn I think it could be a fact because everyone does lie,	R3



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291	JA	Also it says "most"	R23
292	M	That's true	
293	Teacher	Ok so that's probably the key word there [explains next part of activity]	

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### **APPENDIX FIVE**

#### **SESSION FIVE: Impromptu discussion, then debate preparation**

1	J	Oh yeah Dharma says she is babysitting these kids and one of them just randomly said "you're a fried egg!"	
2	M	Why was Dharma babysitting kids? [awkward silence] That's a bit odd.	
3	J	It's her, like, part time job	
4	M	Dharma?! But she's only, like, twelve!	
5	J	So?	
6	M	Does she get paid for it?	
7	J	I think she's thirteen	B1
8	M	Is she?	
9	F	She doesn't seem twelve	B1
10	M	She seems twelve	CH4
11	J	She can't be twelve	CH1
12	M	Yes she could	CH1
13	JA	She's thirteen	B1
14	J	Because if she was twelve she'd be younger than you	R1
15	M	I thought she was one of the youngest in the class	CH2
16	JA	Oldest	CH1

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17	J	No she was one of the oldest	CH2
18	M	JA is [the oldest]	CH3
19	J	No, in our class [referring to the younger year level of the composite class]	R2
20	M	Oh yeah. Then who was after her? Lucy was one of the youngest	
21	J	Yeah. Lucy was the youngest	
22	M	And then me, probably [silent pause] Is she younger than me?	
23	J	Yeah probably [awkward pause]	
24	M	Francine, what time were you born	
25	F	What time?! [laughs]	
26	Teacher	What time? I think it was about 10:30pm, I think	
27	M	Well I was born at exactly 4:01am	
28	Teacher	Wow, that's incredible [sarcastic]	
29	M	I wanted to be born one minute earlier	
30	J	I was born around 7 o'clock	
	...	[more mucking around while JA finishes his reasoning survey]	
31	Teacher	Alright, so what I want us to do today is.. Remember last week we talked about how we were going to do a debate. Well we are going to start preparing for that today. I have allocated you to teams, and I've just temporarily forgotten what they are so hold on a second. They are random teams. So what I'd like to have is, on the affirmative team the speaker one is F, and speaker 2 is M.	
	...	[M and F arguing about being on a team with one another...]	
32	F	I'm always with M! Every single team game!	

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33	Teacher	The negative team is J - first speaker, and LM is the second speaker. JA I have put you as the mediator but I'm not sure how that would work as I want you to do an argument. So what I think you should do is introduce the topic as the first person to talk, introduce all the speakers, listen to all the arguments, and then at the end you have to make an evaluation of all the arguments. So you're kind of in the middle.	
34	JA	Ok	
35	Teacher	You're the one who decides who won based on all the evidence put together	
36	JA	Is there already a winner?	
37	Teacher	No you decide the winner	
38	JA	Like is there a correct answer?	
39	Teacher	No, because I haven't even told you the topic yet. So the topic is, should the coronavirus restrictions be completely lifted for christmas?	
40	F	Can't we have something else a bit more interesting?	
41	Teacher	No	
42	JA	That is interesting	
43	F	It's the most boring thing in the world	
44	M	It's boring! It's just the same as lockdown, and there hardly are any restrictions anyway.	
45	JA	But	
46	M	But I think	
47	J	I think we should argue whether people should have invented radiators all those years ago	
48	Teacher	What?! Who is going to argue with that?	
49	M	Me	
50	Teacher	But anyway I want you to do it because I've already printed out articles. So what I want you to do is to get into your teams. [To JA] I think you can work with the affirmative team.	
51	JA	What? I want to work on the negative team	

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52	Teacher	Why?	
53	M	I'm better at negative to be honest	
54	J	No you're not	
55	M	Yes I am	
56	Teacher	Anyway, so you get your either an affirmative or negative sheet. This is your structure. I would like you to start having a think about what your team line is going to be. And then you have, as well, another sheet where you create your argument, and there is one for each person.	
57	F	Wait, so this.. Do we want it to end or not?	
58	Teacher	You are arguing that coronavirus restrictions should be lifted to for Christmas	
	...	[class works on sheets]	

## PPD Dialogue in Education: Inquiry report

### **APPENDIX SIX**

#### **SESSION SIX: Debate**

1	Teacher	We're going to start with M, who is going to introduce the topic and be the first speaker on the affirmative team.	
2	J	Hurry up, M	
3	Teacher	You have to go to the podium	
4	JA	So, the question is should the lockdown continue over Christmas or not. M would like to begin.	
5	M	Well, the lockdown does NOT make a difference.	
6	J	What?!	
7	Teacher	M, do you remember all the stuff you need to do?	G1
8	M	The cases are only going up, none of them have been lowered.	R1
9	J	Well that's because we've only been in the lockdown for a few weeks, it will take a while to -	CH1
10	Teacher	J, you're not allowed to talk and argue with him in the middle of the debate. If you have something to say, write it down and bring it up in your time. And M you had to do all that stuff in the beginning, the number 1 and number 2 and 3, before you can give your arguments. You have to say what is your topic and your position, define what you're actually arguing, and then say what you're going to say and what F is going to say. You just jumped -	G2
11	M	I don't really know what F is going to say, I don't really care to be honest.	
12	Teacher	Can you start that all again?	G3
13	M	What do I say?	
14	Teacher	Just start from number one, what is your topic and position.	G4
15	M	The topic is should lockdown end over Christmas or should we keep it.	
16	Teacher	And what will you be arguing?	G5
17	M	That it shouldn't end.. I mean, that it SHOULD end.	

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18	Teacher	What do you think should end, what specifically?	G6
19	M	The lockdown	
20	Teacher	But what is the lockdown?	G7
21	M	Really?	
22	Teacher	Yeah. We need to know specifically what you're talking about.	G8
23	M	I'm talking about the lockdown	
24	Teacher	But lockdown could be anything. It could be a tier 3 lockdown or a tier 2 lockdown, it could be a total -	G9
25	M	Christmas lockdown	
26	Teacher	What would we be able to do over Christmas lockdown if it was kept, and what wouldn't we be allowed to do?	G10
27	M	We wouldn't be allowed to go anywhere. Christmas shopping would probably be allowed, but for like, half a week or something.	
28	Teacher	Ahuh	
29	M	After that all the shops would be bare, the roof would be off.	
30	Teacher	Ok, now what are you going to talk about? What is the summary of your arguments?	G11
31	M	That it should end	
32	Teacher	What reasons are you using to give that point?	G12
33	M	Well that it's useless and it's not making a difference, it's just making things worse.	
34	Teacher	Alright, now you can start your arguments	G13
35	M	It's not making a difference in the least bit. Because the cases have only been rising and they have not been going down. And even if we do keep lockdown, erm, someone in the end will go and murder Boris in his sleep.	R2
36	JA	[quietly] Am I allowed to argue with this?	
37	M	And, as well it affects our mental health, being alone.	R3

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38	J	Get a dog.	
39	M	Yeah getting a dog won't help as all the animal shelters will be closed.	CH1
40	Teacher	Stay on your argument, don't worry about what they're doing.	
41	M	If you were going to get a pet, only pet shops who sell like rabbits, hamsters, gerbils, mice and fish are open, but cat and dog shelters are closed. Unless you want a dinosaur, obviously. But anyway erm, yeah.	R4
42	Teacher	In conclusion	
43	M	In conclusion, lockdown is absolute bollocks.	
	...	[class laughs]	
44	Teacher	Up next, J. Now just to reiterate, you are not allowed to argue with J while she is speaking. [To M] Write down if you have an argument and F will say it in her speech. There is no talking while J is talking, except if it's me.	G14
45	J	Ok, so M said that it doesn't make a difference, that lockdown doesn't make a difference. Well, how does he know? We haven't been in proper lockdown actually, like loads of things have been loosened up before, so you can't say that. And also online shopping. Murder is so unrealistic. No one is going to come and randomly murder Boris Johnson in his sleep. Also they'll probably get caught. You can get a dog and you can get a cat because loads of people have gotten lots of dogs and cats, and apparently black cats are the most popular. Also if we don't have lockdown the NHS will be very overloaded and yeah, and lots of people will die. Um.. it doesn't matter if some of you are depressed, it's only for a little bit.	CH2
46	Teacher	J you have to do, what's your position and what is LM going to talk about?	G15
47	J	I don't know what LM is going to say exactly but I have some points here. She might say something about the ecosystem, and she might say something about that humans should be extinct by now. [prompted by LM]	
48	LM	The thing with the jabby thingy	
49	J	Oh the jab! Oh and apparently there's a new mutant version of the virus which the jab probably won't fix. Just like when you do the flu you usually have to do the jabs every year. Ummm people should not be.... Oh yeah she also might say that people should not be pains, and should follow the rules. Ok my position: I don't know, I'm basically saying that lockdown should continue.	
50	Teacher	Ok, and why?	G16
51	J	Erm because lots of people.. The cases are not getting any better and it will probably take way longer for them to come down. And pubs should close, restaurants should close, all shops should close except for Waitrose and local supermarkets should close and no visiting unless it's under 6 people, and swimming pools and stuff should close. [to M] M you're not allowed to talk because your turn is over.	R1



## PPD Dialogue in Education: Inquiry report

52	Teacher	He's allowed to do it but very very quietly.	
53	J	Ok, L says that her plan is to disagree with F who speaks first.	
54	Teacher	In conclusion	
55	J	In conclusion, lockdown is better than not lockdown.	
56	Teacher	Thank you. The next speaker is F.	
57	F	Ok um, so [laughing]	
58	Teacher	Start with maybe the topic and position and stuff	G17
59	F	My position is that the lockdown should end over Christmas. Um... [laughing] I'm disagreeing with you [J] that not everybody could get a pet even if pet stores are open as they might be allergic, or they might not be allowed pets at the place where they're living so they would still get depressed. And then um.. They might do things. Ummm and with online shopping it still has to be delivered so someone still has to bring it, and it might be contaminated.	CH1
60	M	Don't say delivered by drones because that's terrible. They're still about to plan that!	
61	F	Umm.. [laughing] what? There's nothing to say. If the NHS does get overloaded and people do start dying, it will bring down the population.	R1
62	Teacher	F was that your rebuttal? Now you've gotta do your actual arguments	G18
63	F	I don't have any	
64	Teacher	If that's it then you do, in conclusion, what is your main argument	
65	F	I don't know	
66	M	Say what I said	
67	F	I wasn't listening	
68	M	Seriously?	
69	Teacher	You have to listen guys!	
70	F	Umm ok in conclusion it should end because umm people get depressed.	
71	Teacher	Ok yes good. Next up, LM	

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72	LM	Ok so I'm arguing that lockdown should stay because it is better for the ecosystem and because planes aren't flying and less traffic and less people on the road in their cars polluting the planet. And so, and people if they get depressed, there is the internet now, these days, so they can video call their family, their like friends and family, so technically they can't get depressed. And if they can't have an animal in their apartment well then you can just get something that's silent like a lizard or something, that are very silent. I mean no one's going to really know that they're there. [class laughs] So yeah erm, and I think that people should stop being silly and erm do the stuff they're told to do. If they want to die then they should go away and kill yourself. People that don't want to die should stay on this planet. Erm. Oh yeah and um.. If when the lockdown, when it's lockdown, you can still erm, if lockdown, if it goes back to lockdown again, which would be a good thing, then it would probably be more cases in the NHS at first, because you just started lockdown so there'd be more cases, but then they should go down, and it will go down because we know it will go down. And it will free up beds and stuff.	R1
73	JA	Do you mean the amount of cases we are getting will go down, or the amount of cases in total?	
74	LM	The amount of cases in total should go down, in England.. I don't know about other countries. Well in England, because the cases of covid are going up again, so when you start lockdown the cases are still up but because you just started, but after a few weeks it will start going down and then it will free up hospital beds in the NHS so if there is suddenly like a spike of covid well then there will be beds for them, which is ok. Erm, oh and um they need to get better jabs because there is meant to be a different virus, so they need to improve their shots.	R2
75	Teacher	Ok, in conclusion	
76	LM	In conclusion lockdown should end because it will save lives..	
77	Teacher	You mean lockdown shouldn't end.	
78	LM	Lockdown shouldn't end because it's a good thing to have lockdown to save lives and better the planet and so forth.	R3
79	Teacher	Ok judge JA.	
80	M	I still have an argument ready!	
81	Teacher	No it's been your turn.	
82	JA	Ok so I think you made some good points and also some completely random ones. Also a pet may help but it's not the same as a person, for sure.	CH1
83	LM	But there's video calls	CH1
84	Teacher	JA is talking	
85	JA	A video call, you can become depressed even when you're surrounded by people. Being with people doesn't mean you're not lonely. Erm I don't think someone is going to kill the prime minister. Online shopping, that's true that it is a lot safer than regular shopping, but it's also true that it's not 100% safe, but it is a lot less likely to get a case. It does matter if people get depressed, Julie. Erm.. LM was good, I can't remember everything she said exactly but she had a lot of stuff to say which made a lot of sense whereas J and M definitely had some random things of little relevance. So I think J and LM win.	R1

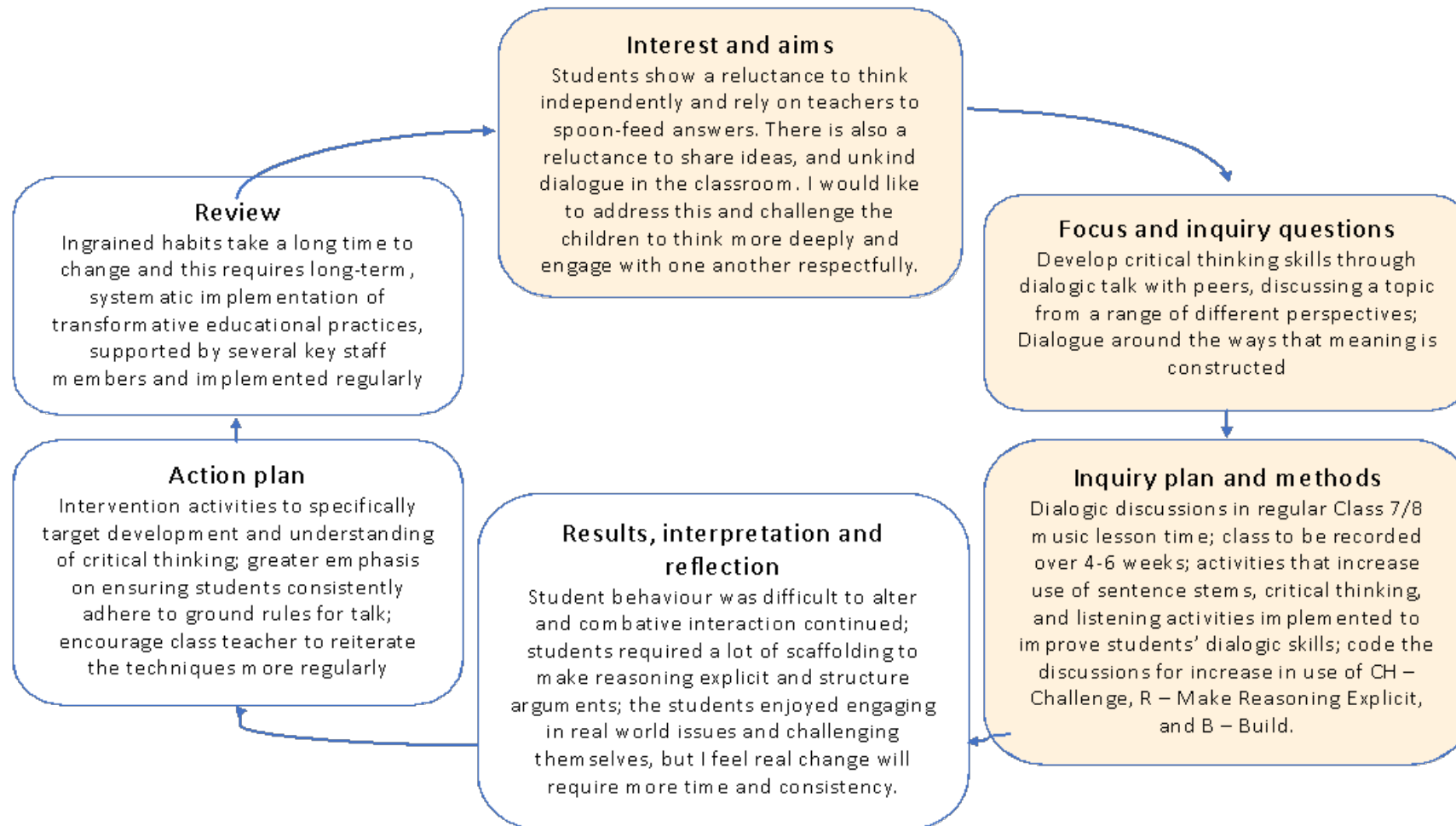
**APPENDIX 7: T-SEDA REFLECTIVE CYCLE**

## PPD Dialogue in Education: Inquiry report

### Reflective Cycle of Inquiry

**Name:**

Fill in the blank box for each step, describing your plans. Use the statements and questions that appear in the original reflective cycle to guide your decisions. Complete the shaded boxes to start with.



## PPD Dialogue in Education: Inquiry report

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