**Educational dialogue: Supporting your colleagues through facilitation**

**Week Five: Identifying key dialogic features in the classroom**

***Video content***

***Introduction:***

In this week's module, we discuss what we mean by coding, why we use coding, and how to code as well as how to ensure that we're being ethical when conducting reflective inquiries. Please watch the videos from the edudialogue.org site that I have posted underneath the main one for more information regarding this week's theme. Your objective this week is to add more information to your facilitation plan regarding supporting your colleagues in capturing the right data for their research questions as well as how you will support them in interpreting and digesting the findings. You can also continue to gather resources that are applicable for your setting to help your colleagues decide on appropriate ways of identifying dialogue in their practice.

***Part 1: Coding dialogue***

How can we identify key dialogic features in our settings? Review the table of codes that is available in the T-SEDA materials in the resources section. We can use this as a coding scheme for systematic coding of dialogue in the classroom. A coding scheme aims to break down individual contributions and considers the functions that they serve. We use a coding scheme by systematically categorising each interaction or talk in a setting turn by turn, often coding each speaker's turn separately. You can code live, although this can be challenging, or you can also record your classroom using video or audio and then use the transcripts to then code.

There are benefits and limitations to coding. The benefits of coding include: (i) Identifying patterns across lessons or episodes; (ii) Comparability across student groups with a consistent measure. Limitations of coding include: (i) Categories might not be straightforward to apply; (ii) Spoken turns are treated out of context; (iii) Provides limited information about the dialogic ethos in the setting. Possible ways for mitigating these limitations include: (i) Use complementary methods to strengthen the approach; (ii) Explore how a dialogue progresses over time during or across lessons and write a narrative about these, taking account of different factors.

Videos 10 and 11 from the edudialogue.org site are included as resources in the read section below, which are helpful to familiarise yourselves with all the categories of educational dialogue from our coding scheme.

Once your colleagues have decided on the categories or codes that they will focus on in their inquiries, they will need to think about how they will carry out their inquiry, who they will focus on and how they will actually record the dialogue that is taking place. For this, I have included two videos below the main one instead of repeating the information. The

first is video 12 from the edudialogue.org site, which looks at different ways you can carry out coding in your classroom and the second is video 13 from the same site, which looks at how to identify and code categories of dialogue. Please watch those two videos as part of this week's session.

### Part 2: Collecting baseline data

Once your colleagues have decided on the codes that they will use for their inquiries as well as the way they will collect the data, they should also consider collecting baseline data. Baseline data means gathering information from your setting before you make any changes.

It can be a good idea for your colleagues to collect baseline data in order to:
- Give them more information about their assumptions;
- Help them to understand changes over time;
- Give them an indication if any interventions that they are putting in place are making a positive difference.

### Part 3: Ethics

There is another video from the edudialogue.org site regarding ethics that you should watch as part of this week's module. There are some general ethical considerations for using T-SEDA to investigate dialogue in your environment. Educational researchers in Britain are expected to abide by ethical guidelines issued by the British Educational Research Association (BERA), which I have linked to in the read section of the weekly materials. If you are from a different country, please check the associated guidelines.

The principles of research ethics are to:
- Minimise the risk of harm and maximise benefits.
- Obtain informed consent.
- Protect anonymity and confidentiality.
- Avoid deceptive practices.
- Provide the right to withdraw.

*This video content was created by Meaghan Brugha for the course Educational dialogue: Supporting your colleagues through facilitation, available here:*
*https://mbrugha.github.io/course-in-a-box/*