

The Fundamentals of Educational Dialogue – Week 4 video transcript

Introduction:

This week we will be discussing the work of Professor Sara Hennessey and visualising classroom dialogue through dialogic moves. In this session we're going to focus on: (1) Ways in which dialogue has been categorised as well as which categories have evidenced impact on student learning outcomes; and (2) Supporting classroom dialogue through using Talking Points.

Part 1: Dialogic moves

Dialogic moves are descriptors that allow educators to see and evaluate the quality of their classroom dialogue. These categories are also used by educational researchers to understand what types of dialogic practices and moves support children's learning. Sara Hennessey's work has developed an understanding of how dialogic moves operate and how we can identify them in the classroom.

Here's a sample of these categories of dialogue so you can begin to identify the dialogic moves that are taking place in your own setting.

Dialogue categories	Contributions and strategies	What do we hear? (Key words)
IB: Invite to build on ideas	Invite others to elaborate, build on, clarify, comment on or improve own or others' ideas / contributions	'Can you all', 'What?' 'Tell me', 'Can you rephrase this?', 'Do you think?', 'Do you agree?'
B: Build on ideas	Build on, elaborate, clarify or comment on own or others' ideas expressed in previous turns or other contributions	'it's also', 'that makes me think', 'I mean', 'she meant'
CH: Challenge	Questioning, disagreeing with or challenging an idea	'I disagree', 'But', 'Are you sure...?', '...different idea'
IRE: Invite reasoning	Invite others to explain, justify, and/or use possibility thinking relating to their own or another's ideas	'Why?', 'How?', 'Do you think?', '...explain further'

Other categories include: *R* (Make reasoning explicit); *CA* (Coordination of ideas and agreement); *C* (Connect); *RD* (Reflect on dialogue or activity); *G* (Guide direction of dialogue or activity); *E* (Express or invite ideas). For further descriptions, look at the resources in the 'read' section below this video.

There are a range of additional categories and a more comprehensive version of this table is included in the T-SEDA pack, a section of which is the core reading for this week. The T-SEDA pack will be the basis for Course 2 in this series of MOOCs. For the purposes of Course 1 (this course), we are only looking at Sections b and c of the pack which help us visualise dialogue.

Now that you have insight into different categories of dialogue or dialogic moves, do you recognise any of those as taking place in your own setting? Which ones do you think don't happen as frequently? And which do you think are the most impactful for student learning? You can write down some notes for yourself in your reflective journal for this week.

Recently, a team at the University of Cambridge produced evidence about the impact of teacher-student dialogue and asked which dialogic moves are strongly associated with learning gains. They found the following dialogic moves particularly powerful: Building on ideas, invitations to build on ideas, and challenging and questioning others' views respectfully.

These talk moves need to happen in the context of a supportive classroom, in which students are participating actively and there are explicit ground rules for talk. When we refer to students participating actively, this means that multiple students give extended contributions and engage with each other's ideas.

Part 2: Talking points

Talking Points are used as a tool for stimulating dialogue and opening up a space for dialogue and they can be used in small groups or as a whole-class discussion. So once you create a dialogic ethos using ground rules, you can use Talking Points to generate a high level of student participation. When this is combined with the dialogic moves of *elaboration* and *querying/challenging*, this allows students' thinking and understanding to develop.

Talking Points are statements and can be open-ended and provocative, or used to understand students' comprehension about a topic. They should allow multiple ideas and views to come forward, and should encourage students to challenge each other directly.

Examples of Talking Points:

- Some people, like footballers, get paid too much.
- Things that give out light (like the sun) are always hot.
- Dark is a form of energy that is weaker than light.
- Throwing rubbish into a pit is a good way of getting rid of it.
- Recycling means that you don't cause any damage to the environment.

To get the most out of Talking Points, there needs to be a dialogic ethos in the classroom. In addition to the Talking Points, educators can also support students' responses through 'Sentence starters'. These can include:

- 'I agree because...'
- 'I disagree because...'
- 'I partially agree because...', and so on.

Such responses can help bring about *Building on/Elaboration* and *Querying/Challenging* dialogic moves that should accompany the use of Talking Points.

You could start by using Talking Points in smaller group activities as learners may be more confident and willing to share their views. You can then move onto whole-class discussions. In small groups of learners, one learner in each group should 'chair' the group, manage the discussion and encourage all learners in the group to contribute.

We hope that you have enjoyed this session and look forward to hearing from you on the discussion forum regarding your recognition of the types of talk and Dialogic Moves already taking place in your settings as well as your feedback on using Talking Points to stimulate dialogue. After viewing this video, watch the interview with Sara Hennessy below, access the readings and resources for the week, complete the two sets of activities, and post on the discussion forum.