

Dialogic Approaches To Teaching And Learning In The

This resource aims to provide teachers with the rationale, model and examples they need to develop interactive approaches that will promote learning when using Interactive Whiteboards (IWBs) in the classroom.

Introducing Dialogic Pedagogy presents some of the ideas of Russian philosopher Mikhail Bakhtin concerning dialogism in a way that will engage and inspire those studying early childhood education. By translating the growing body of dialogic scholarship into a practical application of teaching and learning with very young children, this book provides readers with alternative ways of examining, engaging and reflecting on practice in the early years to provoke new ways of understanding and enacting pedagogy. This text combines important theoretical ideas with a practical application to support practitioners who are keen to promote creativity and agency through ethical self-other relations. It provides unique insights into the amazing world of the youngest child, and offers enriched understandings of the profound impact of adults in their journey of becoming (or *bildung*). Key points covered include: Investigating dialogic philosophy and its application to early childhood education, with an emphasis on notions of justice, democracy, ethics and answerability Considering the relationship between dialogism and pedagogical approaches Theorising a range of approaches to relevant early childhood practice, as pedagogy This accessible and readable guide offers sound theoretical principles with practical suggestions for early years' settings. The book is supplemented by an extensive online video resource website that will bring these revolutionary ideas to life. .

Dialogic: Education for the Internet Age argues that despite rapid advances in communications technology, most teaching still relies on traditional approaches to education, built upon the logic of print, and dependent on the notion that there is a single true representation of reality. In practice, the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple. This new logic of education is dialogic and characterises education as learning to learn, think and thrive in the context of working with multiple perspectives and ultimate uncertainty. The book builds upon the simple contrast between observing dialogue from an outside point of view, and participating in a dialogue from the inside, before pinpointing an essential feature of dialogic: the gap or difference between voices in dialogue which is understood as an irreducible source of meaning. Each chapter of the book applies this dialogic thinking to a specific challenge facing education, re-thinking the challenge and revealing a new theory of education. Areas covered in the book include: dialogical learning and cognition dialogical learning and emotional intelligence educational technology, dialogic 'spaces' and consciousness global dialogue and global citizenship dialogic theories of science and maths education The challenge identified in Wegerif's text is the growing need to develop a new understanding of education that holds the potential to transform educational policy and pedagogy in order to meet the realities of the digital age. Dialogic: Education for the Internet Age draws upon the latest research in dialogic theory, creativity and technology, and is essential reading for advanced students and researchers in educational psychology, technology and policy.

By mixing educational and social theory with literature, life narratives, and personal accounts, Flecha creatively narrates the practice of dialogic learning in a seemingly utopian reality.

Deeper learning, dialogic learning, and critical thinking are essential capabilities in the 21st-century environments we now operate. Apart from being important in themselves, they are also crucial in enabling the acquisition of many other 21st-century skills/capabilities such as problem solving, collaborative learning, innovation, information and media literacy, and so on. However, the majority of teachers in schools and instructors in higher education are inadequately prepared for the task of promoting deeper learning, dialogic learning, and critical thinking in their students. This is despite the fact that there are educational researchers who are developing and evaluating strategies for such promotion. The problem is bridging the gap between the educational researchers' work and what gets conveyed to teachers and instructors as evidence-based, usable strategies. This book addresses that gap: in it, leading scholars from around the world describe strategies they have developed for successfully cultivating students' capabilities for deeper learning and transfer of what they learn, dialogic learning and effective communication, and critical thought. They explore connections in the promotion of these capabilities, and they provide, in accessible form, research evidence demonstrating the efficacy of the strategies. They also discuss answers to the questions of how and why the strategies work. A seminal resource, this book creates tangible links between innovative educational research and classroom teaching practices to address the all-important question of how we can realize our ideals for education in the 21st century. It is a must read for pre-service and in-service teachers, teacher educators and professional developers, and educational researchers who truly care that we deliver education that will prepare and serve students for life.

With dialogue and dialogic teaching as upcoming buzz-words, we face a familiar mix of danger and opportunity. The opportunity is to transform classroom talk, increase pupil engagement, and lift literacy standards from their current plateau. The danger is that a powerful idea will be jargonised before it is even understood, let alone implemented, and that practice claiming to be dialogic will be little more than re-branded chalk and talk or ill-focused discussion. Dialogic teaching is about more than applying tips such as less hands-up bidding. It demands changes - in the handling of classroom space and time; in the balance of talk, reading and writing; in the relationship between speaker and listener; and in the content and dynamics of talk itself.

Better than Best Practice offers a new way of thinking about classroom practice, professional development, and improving teaching and learning. This companion book and website together offer a selection of rich and realistic video-based case studies, context and narrative, step-by-step guidance through key issues, and commentary and debate from a range of expert contributors. Carefully chosen video clips from primary school literacy lessons show real teachers in a variety of often knotty situations: classroom conversations that take unexpected turns; grappling with assessment; managing disagreements, to name a few. The book explores the educational potential of classroom talk and, in particular, the promise and problems of dialogic pedagogy. With an emphasis on the complexity and 'messiness' of teaching, Better than Best Practice considers how to learn from observing and discussing practice in order to develop professional judgment. It offers practical advice on how to organise and facilitate video-based professional development in which teachers share their practice with colleagues in order to learn from one another's challenges, problems, dilemmas and breakthroughs. This exciting new resource argues that critical discussions of practice, which highlight dilemmas instead of prescribing solutions, help to develop and support thoughtful, flexible, and insightful practitioners: an approach that is better than best practice.

This book contributes to our understanding how teachers can improve classroom dialogue and thereby boost student learning. The book reports the results of intervention research based on

professional development program for teacher. Participating teachers strived, with the help of the researchers, to instigate a rich and authentic dialogue in their classrooms. The data shows that teachers were able to change their talk and interaction patterns, and this was followed by a desirable change in their students who started to talk more and expressed more complex thoughts. The book not only reports on a successful intervention, but most importantly investigates in depth the teacher experiences and ways of learning during the intervention project. This book is both an analytic and imaginative study of the future role of education in a leisure-based society. Grounded in a philosophical approach that draws on the work of Aristotle, Arendt, Keynes, and others, the volume deconstructs modern work-based society, as well as mainstream institutionalized education, which the author argues have systemically alienated students from their education, authorial agency, and society itself. The author argues for the value of intrinsic education, where the goals are based on students' own needs and interests, imagining new opportunities that can arise from the emergence of such a society.

Evidence-based teaching is fast becoming a new orthodoxy. There are many strong voices, including policy voices, advocating its adoption. Understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence-based teaching and how they relate to your own school context. This book summarises the theoretical principles behind talk in school and briefly maps the research tradition in this field. It examines the evidence relating to a variety of forms of classroom talk, including whole school culture and oracy; classroom environments conducive to talk; whole class teacher-pupil talk and pupil-pupil peer talk. The final chapter explores up-to-date issues and influences relating to talk, such as mastery learning, informed by international comparisons. Firmly grounded in evidence and the latest thinking, the book also offers practical advice for everyday implementation and evaluation of these principles.

Two world renowned educators, Paulo Freire and Ira Shor, speak passionately about the role of education in various cultural and political arenas. They demonstrate the effectiveness of dialogue in action as a practical means by which teachers and students can become active participants in the learning process. In a lively exchange, the authors illuminate the problems of the educational system in relation to those of the larger society and argue for the pressing need to transform the classroom in both Third and First World contexts. Shor and Freire illustrate the possibilities of transformation by describing their own experiences in liberating the classroom from its traditional constraints. They demonstrate how vital the teacher's role is in empowering students to think critically about themselves and their relation, not only to the classroom, but to society. For those readers seeking a liberatory approach to education, these dialogues will be a revelation and a unique summary. For all those convinced of the need for transformation, this book shows the way.

At the heart of dialogue-based teaching as described in this book, is a conviction that learning takes place when students' curiosity and creativity are engaged through conversation and practical-aesthetic activity. By exploring seven cases, Dysthe, Bernhardt and Esbjorn demonstrate how experienced museum educators challenge groups of children and youth to explore a variety of topics, exchange views, and develop new perspectives. The museum educators in this book strive to connect with children's everyday life-worlds, as well as to draw out the multivoicedness that is latent in every group. The authors use seven teaching sequences from different art museums to reveal what dialogue-based teaching looks like in practice. They show how art and design is a springboard to engage students in dialogue, not only about art itself, but about subjects such as history, society, sustainability and identity. These case descriptions illuminate the power and process of dialogue-based education in the art museum and generate insights about learning that are relevant to any museum or classroom setting - in all subjects and at all levels.

Socializing Intelligence Through Academic Talk and Dialogue focuses on a fast-growing topic in education research. Over the course of 34 chapters, the contributors discuss theories and case studies that shed light on the effects of dialogic participation in and outside the classroom. This rich, interdisciplinary endeavor will appeal to scholars and researchers in education and many related disciplines, including learning and cognitive sciences, educational psychology, instructional science, and linguistics, as well as to teachers curriculum designers, and educational policy makers.

This is the first scholarly examination of the use of dialogic theory and pedagogy by scholars and teachers of writing. Dialogic methods have become extremely important to many different approaches to pedagogy. However, no one has yet noted that such pedagogies are being espoused by scholars and teachers who have vastly differing theoretical and ideological orientations from one another. Given the fact that the same kind of pedagogy is being proposed by people from such widely differing perspectives, it is time for a substantial reassessment of the use of dialogic pedagogies in literacy education. Ward's critique of the "democratic" dialogue that expressivists, social constructionists, radical pedagogists, and poststructuralists profess should be read by all compositionists employing collaborative learning in their classrooms. Ward's pedagogy acknowledges and makes room for the differences among students that feminist and social constructionist pedagogies often ignore; it takes into account that social relationships outside the composition classroom can affect the relationships of students within it.

The 12 essays collected in this book suggest both practical and theoretical approaches to teaching through networked technologies. Moving beyond technology for its own sake, the book articulates a pedagogy which makes its own productive uses of emergent technologies, both inside and outside the classroom. The book models for students one possible way for teaching and learning the unknown: a dialogic strategy for teaching and learning that can be applied not only to technology-rich problems, but to a range of social issues. This approach, based on the work of Mikhail Bakhtin, understands language itself as a field of creative choices, conflicts, and struggles. After a foreword by Gail E. Hawisher and Cynthia L. Selfe, essays in the book are: (1) "Introduction" (Jeffrey R. Galin and Joan Latchaw); (2) "What Is Seen Depends on How Everybody Is Doing Everything: Using Hypertext To Teach Gertrude Stein's 'Tender Buttons'" (Dene Grigar); (3) "Voices That Let Us Hear: The Tale of the Borges Quest" (Jeffrey R. Galin and Joan Latchaw); (4) "How Much Web Would a Web Course Weave if a Web Course Would Weave Webs?" (Bruce Dobler and Harry Bloomberg); (5) "Don't Lower the River, Raise the Bridge: Preserving Standards by Improving Students' Performances" (Susanmarie Harrington and William Condon); (6) "The Seven Cs of Interactive Design" (Joan Huntley and Joan Latchaw); (7) "Computer-Mediated Communication: Making Nets Work for Writing Instruction" (Fred Kemp); (8) "Writing in the Matrix: Students Tapping the Living Database on the Computer Network" (Michael Day); (9) "Conferencing in the Contact Zone" (Theresa Henley Doerfler and Robert Davis); (10) "Rhetorical Paths and Cyber-Fields: ENFI, Hypertext, and Bakhtin" (Trent Batson); (11) "Four Designs for Electronic Writing Projects" (Tharon W. Howard); and (12) "The Future of

Dialogical Teaching: Overcoming the Challenges" (Dawn Rodrigues). A 76-item glossary is attached. (RS)

Building on Robin Alexander's landmark *Towards Dialogic Teaching*, this book shows how and why the dialogic approach has a positive impact on student engagement and learning. It sets out the evidence, examines the underpinning ideas and issues, and offers guidance and resources for the planning, implementation and review of effective dialogic teaching in a wide range of educational settings. Dialogic teaching harnesses the power of talk to engage students' interest, stimulate their thinking, advance their understanding, expand their ideas and build and evaluate argument, empowering them for lifelong learning and for social and democratic engagement. Drawing on extensive published research as well as the high-profile, 5000-student trial and independent evaluation of Alexander's distinctive approach to dialogic teaching in action, this book: Presents the case for treating talk as not merely incidental to teaching and learning but as an essential tool of education whose exploitation and development require understanding and skill; Explores questions of definition and conceptualisation in the realms of dialogue, argumentation and dialogic teaching, revealing the similarities and differences between the main approaches; Discusses evidence that has enriched the debate about classroom talk in relation to oracy, argumentation, student voice and philosophy for children as well as dialogic teaching itself; Identifies what it is about dialogic teaching that makes a difference to students' thinking, learning and understanding; Presents the author's rationale and framework for dialogic teaching, now completely revised and much expanded; Proposes a professional development strategy for making dialogic teaching happen which, like the framework, has been successfully trialled in schools; Lists resources from others working in the field to support further study and development; Includes an extensive bibliography. Robin Alexander's *A Dialogic Teaching Companion*, like its popular predecessor *Towards Dialogic Teaching*, aims to support the work of all those who are interested in the quality of teaching and learning, but especially trainee and serving teachers, teacher educators, school leaders and researchers.

This book investigates the interrelationship between educational reforms and pedagogical and technological innovations, as well as the implications of this relationship for the quality of human capital. By analyzing recent educational reforms in Russia and the US, the authors shed new light on how these reforms may help or hinder innovations, such as the introduction of computer technologies into classrooms, new methods of teacher evaluation, constructivist teaching methods, and governance in public schools. Taking labor economics as a useful lens for conceptualizing the diffusion of innovation, in the first part of the book the authors analyze how certain power arrangements can block educational innovations in schools. In the second part they examine recent educational reforms in the US and Russia. The final part presents a vision of the next generation of educational reforms, which may enable innovation diffusion, rather than hamper it.

This book presents voices of educators describing their pedagogical practices inspired by the ethical ontological dialogism of Mikhail M. Bakhtin. It is a book of educational practitioners, by educational practitioners, and primarily for educational practitioners. The authors provide a dialogic analysis of teaching events in Bakhtin-inspired classrooms and emerging issues, including: prevailing educational relationships of power, desires to create a so-called educational vortex in which all students can experience ontological engagement, and struggles of innovative pedagogy in conventional educational institutions. Matusov, Marjanovic-Shane, and Gradovski define a dialogic research art, in which the original pedagogical dialogues are approached through continuing dialogues about the original issues, and where the researchers enter into them with their mind and heart.

This book empowers people to go beyond themselves into new spheres of learning, thinking and creativity. Drawing on recent work in communications theory as well as psychology, computer science and philosophy, it reveals some key characteristics of learning dialogues. It also demonstrates ways in which computers and networks can deepen, enrich and expand such dialogues. The book's central argument is that this dialogic perspective in education and the latest developments in information and communications technology make ideal partners.

This book provides a wide-ranging and in-depth theoretical perspective on dialogue in teaching. It explores the philosophy of dialogism as a social theory of language and explains its importance in teaching and learning. Departing from the more traditional teacher-led mode of teacher-student communication, the dialogic approach is more egalitarian and focuses on the discourse exchange between the parties. Authors explore connections between dialogic pedagogy and sociocultural learning theory, and argue that dialogic interaction between teacher and learners is vital if instruction is to lead to cognitive development. The book also presents prosody as a critical resource for understanding between teachers and students, and includes some of the first empirical studies of speech prosody in classroom discourse.

An innovative professional development strategy that facilitates change, improves instruction, and transforms school culture! Instructional coaching is a research-based, job-embedded approach to instructional intervention that provides the assistance and encouragement necessary to implement school improvement programs. Experienced trainer and researcher Jim Knight describes the "nuts and bolts" of instructional coaching and explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, and engaging in reflective conversations. Each user-friendly chapter includes: First-person stories from successful coaches Sidebars highlighting important information A "Going Deeper" section of suggested resources Ready-to-use forms, worksheets, checklists, logs, and reports

Discusses about using technology to draw people into the kind of dialogues which take them beyond themselves into learning, thinking and creativity. This book reveals key characteristics of learning dialogues and demonstrates ways in which computers and networks can deepen, enrich and expand such dialogues.

This book focuses on reconceptualising the teaching of STEM education through dialogue and transformative learning, presenting examples of research from Mexico and the UK. It centres on research which introduces critical pedagogies in the teaching of STEM, where in the past there has been an over-emphasis on content and a technicist perspective on science. The research in this book considers critical and dialogic approaches to teacher education for STEM subjects and emphasises the crucial role that teachers play in improving life chances for marginalised young people and their communities. STEM education is not just a way of improving a country's GDP, but if taught through dialogic and transformative pedagogies it can enable teachers to empower students to improve their own lives. The collaboration between these two countries is timely and comes as Mexico is developing and emerging as a key global economic nation. The work presented here engages in theoretical and empirical work that has application beyond the two countries. This book was originally published as a special issue of the *Journal of Education for Teaching*.

A view of Vygotsky's unique vision of education.

Written by leaders in the field of literacy and language arts Education, this volume defines Dialogic Literary Argumentation, outlines its key principles, and provides in-depth analysis of classroom social practices and teacher-student interactions to illustrate the possibilities of a social perspective for a new vision of teaching, reading and understanding literature. Dialogic Literary Argumentation builds on the idea of arguing to learn to engage teachers and students in using literature to explore what it means to be human situated in the world at a particular time and place. Dialogic Literary Argumentation fosters deep and complex understandings of literature by engaging students in dialogical social practices that foster dialectical spaces, intertextuality, and an unpacking of taken-for-granted assumptions about rationality and personhood. Dialogic Literary Argumentation offers new ways to engage in argumentation aligned with new ways to read literature in the high school classroom. Offering theory and analysis to shape the future use of literature in secondary classrooms, this text will be of great interest to researchers, graduate and postgraduate students, academics and libraries in the fields of English and Language Arts Education, Teacher Education, Literacy Studies, Writing and Composition.

A Dialogic Teaching Companion Routledge

This book focuses on reconceptualising the teaching of STEM education through dialogue and transformative learning, presenting examples of research from Mexico and the UK. It centres on research which introduces critical pedagogies in the teaching of STEM, where in the past there has been an over-emphasis on content and a technicist perspective on science. The research in this book considers critical and dialogic approaches to teacher education for STEM subjects and emphasises the crucial role that teachers play in improving life chances for marginalised young people and their communities. STEM education is not just a way of improving a country's GDP, but if taught through dialogic and transformative pedagogies it can enable teachers to empower students to improve their own lives. The collaboration between these two countries is timely and comes as Mexico is developing and emerging as a key global economic nation. The work presented here engages in theoretical and empirical work that has application beyond the two countries. This book was originally published as a special issue of the Journal of Education for Teaching.

Dialogue has long been used in primary classrooms to stimulate thinking, but it is not always easy to unite the creative thinking of good dialogue with the need for children to understand the core concepts behind knowledge-rich subjects. A sound understanding of key concepts is essential to progress through the national curriculum, and assessment of this understanding along with effective feedback is central to good practice. Dialogic Education builds upon decades of practical classroom research to offer a method of teaching that applies the power of dialogue to achieving conceptual mastery. Easy-to-follow template lesson plans and activity ideas are provided, each of which has been tried and tested in classrooms and is known to succeed. Providing a structure for engaging children and creating an environment in which dialogue can flourish, this book is separated into three parts: Establishing a classroom culture of learning; Core concepts across the curriculum; Wider dialogues: Educational adventures in the conversation of mankind. Written to support all those in the field of primary education, this book will be an essential resource for student, trainee and qualified primary teachers interested in the educational importance of dialogue.

Duoethnography is a collaborative research methodology in which two or more researchers juxtapose their life histories in order to provide multiple understandings of a social phenomenon. Using their own biographies as sites of research and creating dialogic narratives, they provide multiple perspectives of this phenomenon for the reader, inviting the viewer to enter the conversation. The dialectic process of creating duoethnography is also designed to be transformative to the writers. In this volume, two dozen scholars present the first wave of duoethnographic writings on topics as diverse as gender, identity, and curriculum, with the editors framing key tenets of the methodology around the studies presented. This participatory, emancipatory methodology is of interest to those doing qualitative research and narrative writing in many disciplines.

The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education. With contributions from the world's leading researchers, it describes underpinning theoretical approaches, debates, methodologies, evidence of impact, how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time. The handbook is divided into seven sections, covering: The theory of Dialogic Education Classroom dialogue Dialogue, teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched, the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research. Featuring chapters from authors working in different educational contexts around the world, the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio-cultural research. It will interest students on PhD programmes in Education Faculties, Master's level courses in Education and postgraduate teacher-training courses. The accounts of results achieved by high-impact research projects around the world will also be very valuable for policy makers and practitioners.

This open access book is a result of an extensive, ambitious and wide-ranging pan-European project focusing on the development of children and young people's cultural literacy and what it means to be European in the 21st century prioritising intercultural dialogue and mutual understanding. The Horizon 2020 funded, 3-year Dialogue and Argumentation for cultural Literacy Learning (DIALLS) project included ten partners from countries in and around Europe with the aim to centralise co-constructive dialogue as a main cultural literacy value and to promote tolerance, empathy and inclusion. This is achieved through teaching children in schools from a young age to engage together in discussions where they may have differing viewpoints or perspectives, to enable a growing awareness of their own cultural identities, and those of others. Central to the project is children's engagement with wordless picture books and films, which are used as stimuli for discussions around core cultural themes such as social responsibility, living together and sustainable development. In order to enable intercultural dialogue in action, the project developed an online platform as a tool for engagement across classes, and which this book elaborates on. The book explores themes underpinning this unique interdisciplinary project, drawing together scholars from cultural studies, civics education and linguistics, psychologists, socio-cultural literacy researchers, teacher educators and digital learning experts. Each chapter of the book explores a theme that is common to the project, and celebrates its interdisciplinarity by exploring these themes through different lenses.--

This case study of discussion-based teaching finds improvements in student concentration; scaffolding towards higher critical thinking; inclusion of non-traditional learning styles; and reduction of student absenteeism. However, this study did not find effective socialization in discussion-based disciplinary methods.

Inspiring Dialogue helps new English teachers make dialogic teaching practices a central part of their development as teachers, while also supporting veteran teachers who would like new ideas for inspiring talk in their classrooms. Chapter by chapter, the book follows novice teachers as they build a repertoire of practices for planning for, carrying out, and assessing their efforts at dialogic teaching across the secondary English curriculum. The text also includes a section to support dialogic teacher learning communities through video study and discourse analysis. Providing a thorough discussion of the benefits of dialogic curriculum in meeting the objectives of the Common Core State Standards, this book with its companion website is an ideal resource

for teacher development. Book Features: Dialogic tools for step-by-step planning within a lesson, over the course of a unit, or during an entire academic year. A user-friendly, interactive layout designed for new teachers who are pressed for time. Classroom examples addressing the challenges English teachers may face in stimulating rich learning talk in an era of standardization. A companion website with additional examples, activities, and course material. “Real talk. Real classrooms. Real students. The authors of Inspiring Dialogue have given teacher education programs a tool for introducing dialogic teaching in culturally and linguistically diverse classrooms while meeting Common Core State Standards objectives.” —Maisha T. Winn, Susan J. Cellmer Chair in English Education, University of Wisconsin–Madison, author of *Girl Time: Literacy, Justice and the School-to-Prison Pipeline* “Inspiring Dialogue covers a comprehensive and practical set of tools and strategies for implementing dialogic instruction. . . . It is a program that has been fully tested at Michigan State University in one of the most thorough and carefully crafted teacher education programs nationally.” —From the Foreword by Martin Nystrand, professor emeritus, University of Wisconsin–Madison “One of the most exciting aspects of English language arts is the discussion that can occur in the classroom. For many teachers, however, it is often a struggle to structure and implement real dialogue. Inspiring Dialogue provides specific guidance to encourage authentic conversations between teachers and students with practical advice for implementation.” —Leila Christenbury Chair, Department of Teaching and Learning, Commonwealth Professor, English Education, School of Education, Virginia Commonwealth University Mary M. Juzwik is associate professor of language and literacy in the Department of Teacher Education at Michigan State University (MSU), and co-editor of the journal *Research in the Teaching of English*. Carlin Borsheim-Black is assistant professor of English language and literature at Central Michigan University (CMU). Samantha Caughlan is an assistant professor of English education in the Department of Teacher Education at MSU. Anne Heintz is an adjunct professor in the Master of Arts in Educational Technology program at MSU.

We live in a time of educational transformations towards more 21st century pedagogies and learning. *Games and Education* explores new designs in and for learning and offer inspiration to teachers, technologist and researchers interested in changing educational practices.

This book examines the place of talk in learning and the role of such talk in literacy education. It builds on a strong tradition of research into the role of talk in constructing curriculum knowledge, the relationship between talking and thinking, and the significance of extended, in-depth dialogic interaction in classroom talk. However, it differs from tradition with its emphasis on the need to make the role of language in learning more visible and more explicit. This book places particular emphasis on the relationship between dialogic pedagogy and language-based approaches to learning. Contributions range from discussions on educational linguistics and dialogic pedagogy as complementary perspectives to needs of students for whom English is an additional language or dialect. This volume was originally published as a special issue of *Research Papers in Education*.

Building on Robin Alexander's landmark *Towards Dialogic Teaching*, this book shows how and why the dialogic approach has a positive impact on student engagement and learning. It sets out the evidence, examines the underpinning ideas and issues, and offers guidance and resources for the planning, implementation and review of effective dialogic teaching in a wide range of educational settings. Dialogic teaching harnesses the power of talk to engage students' interest, stimulate their thinking, advance their understanding, expand their ideas and build and evaluate argument, empowering them for lifelong learning and for social and democratic engagement. Drawing on extensive published research as well as the high-profile, 5000-student trial and independent evaluation of Alexander's distinctive approach to dialogic teaching in action, this book: Presents the case for treating talk as not merely incidental to teaching and learning but as an essential tool of education whose exploitation and development require understanding and skill; Explores questions of definition and conceptualisation in the realms of dialogue, argumentation and dialogic teaching, revealing the similarities and differences between the main approaches; Discusses evidence that has enriched the debate about classroom talk in relation to oracy, argumentation, student voice and philosophy for children as well as dialogic teaching itself; Identifies what it is about dialogic teaching that makes a difference to students' thinking, learning and understanding; Presents the author's rationale and framework for dialogic teaching, now completely revised and much expanded; Proposes a professional development strategy for making dialogic teaching happen which, like the framework, has been successfully trialled in schools; Lists resources from others working in the field to support further study and development; Includes an extensive bibliography. Robin Alexander's *A Dialogic Teaching Companion*, like its popular predecessor *Towards Dialogic Teaching*, aims to support the work of all those who are interested in the quality of teaching and learning, but especially trainee and serving teachers, teacher educators, school leaders and researchers.

[Copyright: 4826422fbf31b245bed0427741520827](https://doi.org/10.4236/10571520827)