

Zerouak, Daniela (2023) From dialogue to engagement to well-being: action research insights into teacher education seminars. In: Teacher Education Advancement Network (TEAN) Annual Conference, 11-12 May 2023, Manchester, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/7114/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

From dialogue to engagement
to well-being: action research
insights into teacher education
seminars

My Context

- return to face-to-face study in 2021/22 after the period of online teaching
- majority of students from ethnic minority backgrounds

Dialogic teaching in HE context

- a growing body of research situating **dialogue** at the centre of the classrooms and HE seminars
- well-scaffolded dialogue can support students of all abilities and linguistic backgrounds to engage in learning (Schleppegrell, 2013; Hammond and Gibbons, 2005)
- dialogic pedagogy allows tutors to model critical thinking and academic discourse - critical lecturing (Shor and Freire, 1987)

Essential principles of dialogic pedagogy

**Alexander
(2017)**

collective (lecturers and students address the learning task together through whole-class, group and one-to-to discussions)

reciprocal (participants listen to each other and respect alternative viewpoints)

supportive (students share their ideas freely without fear of embarrassment over 'wrong' answers)

cumulative (knowledge is co-constructed with lecturers and students building on their own and others' ideas to develop shared understanding)

purposeful (lecturers plan and facilitate dialogue with specific educational goals in mind)

From dialogue to engagement

- challenging others might be culturally unacceptable (Engin, 2017; Karas, 2017)
- discussion can be perceived as a form of assessment and can trigger anxiety (Jackson, 2018)
- Alexander's (2017) first three principles (collective, reciprocal, and supportive) emphasise building learning relationships with the aim to foster an inclusive learning community

 opportunities

 expectations

Methodology and intervention design

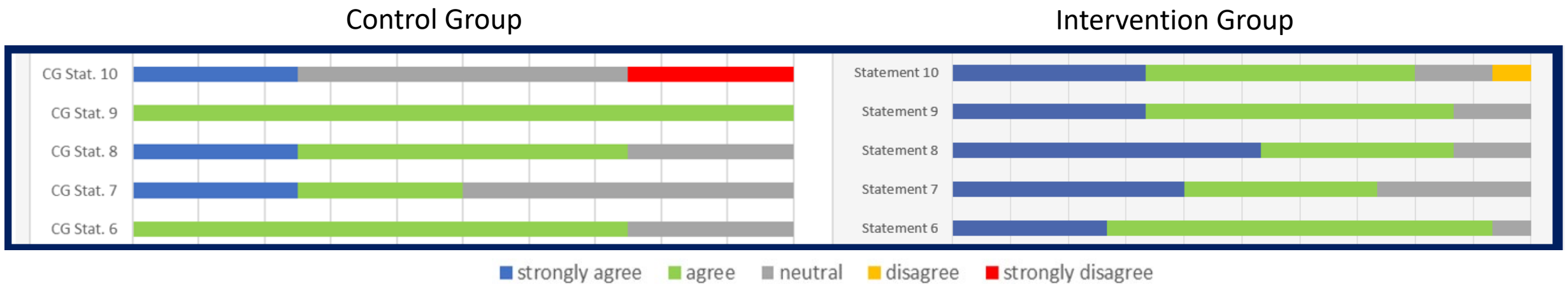
The central research question:

What effects, if any, does the application of dialogic approaches in seminars have on student engagement with their learning?

- action research
- anonymous online survey
- reflective research diary
- compared with students' summative data, and the standard module evaluations to provide additional insights.

- case studies, statements and questions
- follow-up questions
 - Talk moves
 - The third turn
- exploratory talk (Barnes, 1976; Mercer and Hodgkinson, 2008)

Data: Impact on student engagement with their learning



Statement 6: The case studies, role-plays, discussions and debates help me to develop my thinking and **make links** with other things I already know.

Statement 7: The case studies, role-plays, discussions and debates help me to **engage** with my learning in a meaningful way.

Statement 8: When I am in class, **I participate in** activities during the seminars/lectures.

Statement 9: The case studies, role-plays, discussions and debates help me to **reflect on** my learning.

Statement 10: **I enjoy taking part in** case studies, role-plays, discussions and debates.

Data: Impact on student engagement with their learning

Statement 3: Students are free to articulate their ideas without the fear of embarrassment and they help each other to reach common understandings.



Statement 5: I feel comfortable to contribute to discussions and debates.

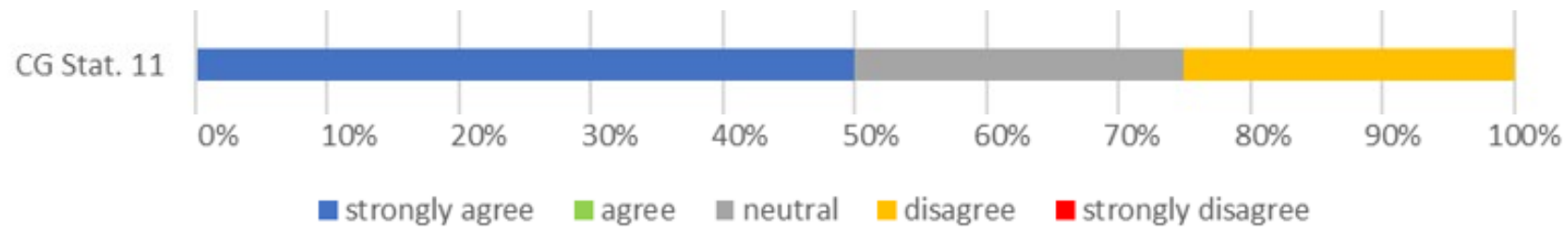


■ strongly agree ■ agree ■ neutral ■ disagree ■ strongly disagree

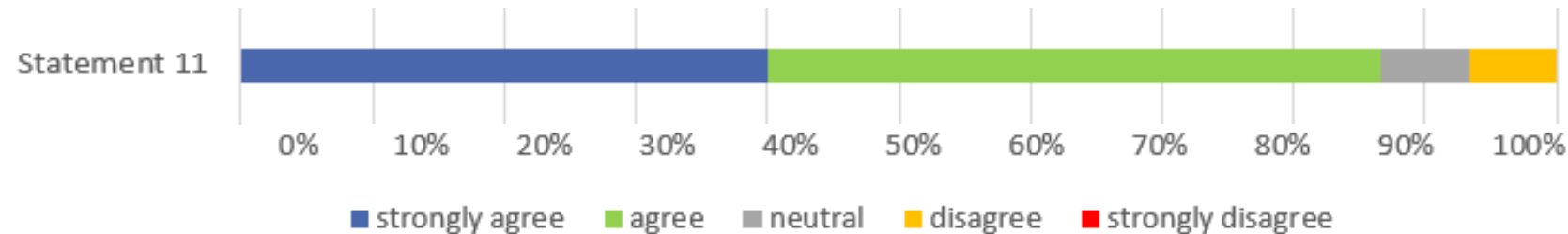
Importance of relationships

- **Statement 11:** I believe that I need to form professional relationships with my peers and the lecturer first to be confident to freely and fully contribute during class activities.

- Control Group



- Intervention Group



Key themes

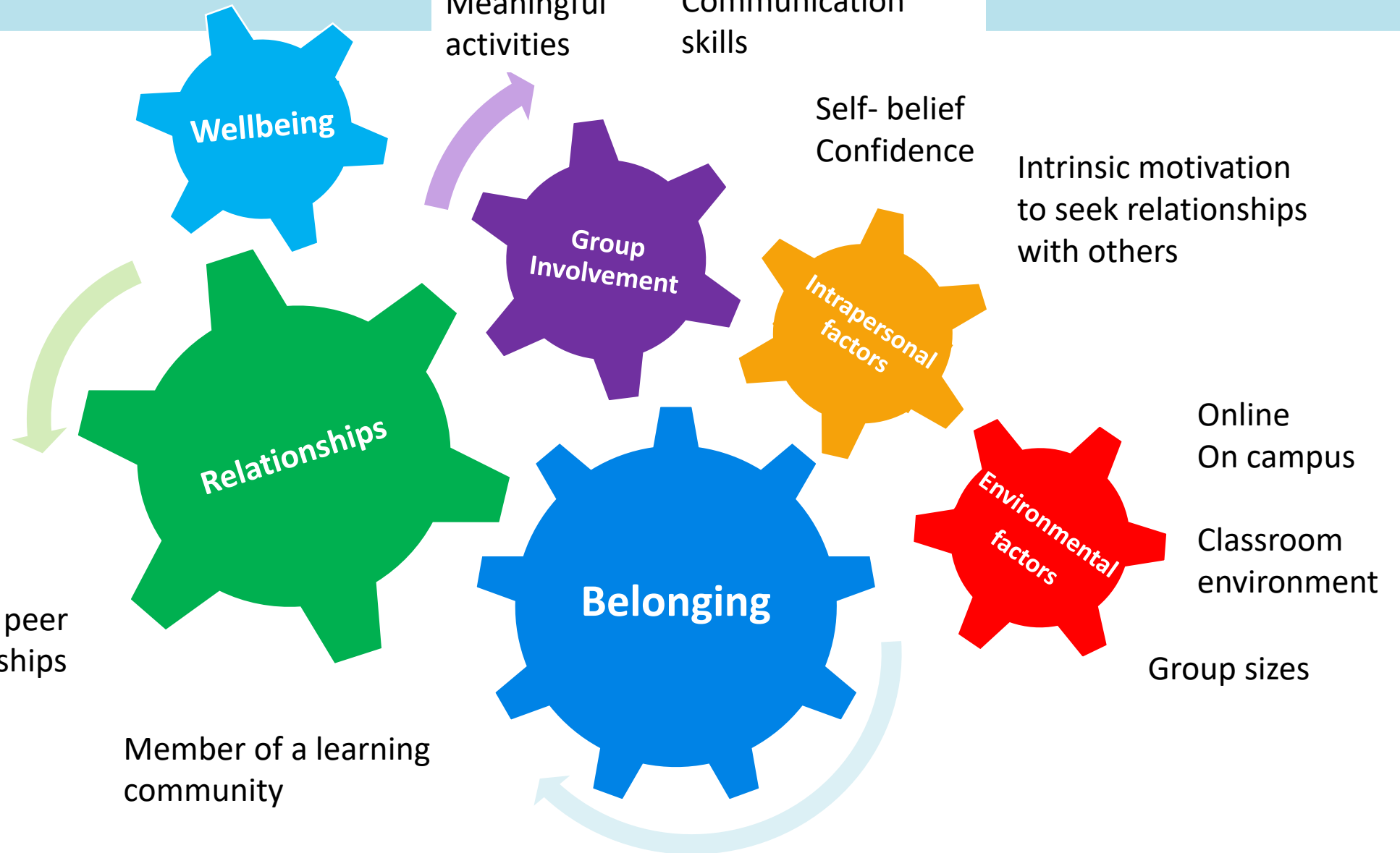
Safe learning spaces

Opportunities and expectations to engage

Positive relationships with tutors

Positive peer relationships

Member of a learning community



Some key message

- dialogic teaching impacts student experience at several levels: social, emotional, and personal
- dialogic teaching practices cultivate safe learning spaces, empowering students to take risks to contribute freely during seminars
- dialogic teaching practices positively impact student engagement but they do not fully remove all barriers to learning and engagement
- the quality of relationships and social and affective aspects of learning are often perceived as the deciding factors in student engagement and participation

The importance of holistic approaches to learning and teaching

“

... Due to the Covid pandemic, I found it difficult to fully engage in university. Due to the limited amount of time I had with my peers, I was unable to form stronger bonds and thus communicated only when absolutely necessary... This was especially noticeable during online lectures, where factors such as home situations and a lack of face-to-face socialisation contributed to increased anxiety. The entire situation has resulted in me having worsened social anxiety, which continues to affect my day-to-day interactions with people. However, as I communicated with peers on a more personal and frequent basis, I became less concerned about what others thought of what I was saying and became more confident discussing issues and adding to discussions. As a result, I can see how dialogic teaching can be beneficial not only for development but also for social and emotional well-being. I was able to reflect on my learning and identify areas for improvement due to the numerous opportunities for discussion that I was given during face-to-face lectures. This was especially useful when doing my assignments as I could refer back to discussions.

References

- Alexander, R. J. (2017) *Towards Dialogic Teaching: re-thinking classroom talk*, 5th edn. York: Dialogos.
- Barnes, D. (1976) *From Communication to Curriculum*. Harmondsworth: Penguin Books.
- Hammond, J. and P. Gibbons, P. (2005) 'Putting Scaffolding to Work: The Contribution of Scaffolding in Articulating ESL Education', *Prospect*, 20(1), pp. 6–30.
- Schleppegrell, M. J. (2013) 'The Role of Metalanguage in Supporting Academic Language Development', *Language Learning*, 63(Supplement 1), pp. 153–170.
- Shor, I. and Freire, P. (1987) *A Pedagogy for Liberation: Dialogues on Transforming Education*. Westport, CT: Bergin and Garvey.
- Engin, M. (2017) 'Contributions and Silence in Academic Talk: Exploring Learner Experiences of Dialogic Interaction', *Learning, Culture and Social Interaction*, 12, pp. 78–86.
- Karas, M. (2017) 'Turn-Taking and Silent Learning During Open Class Discussions.', *ELT Journal*, 71(1), pp.13–23.
- Jackson, C. (2018) 'Affective dimensions of learning.' In Illeris, K. (ed.) *Contemporary Theories of Learning: Learning theorists...in their own words*. 2nd ed. London: Routledge. pp 139-151.
- Mercer, N. and Hodgkinson, S. (2008) *Exploring talk in school : inspired by the work of Douglas Barnes*. London: SAGE Publications Ltd.

Thank you

daniela.zerouak@cumbria.ac.uk