



Dialogic Education for the Internet Age

Rupert Wegerif

Padua July 2015 ReteDialogues



Centre for Teaching Thinking and Dialogue (CTTD), University of Exeter

Publications

e.g. Wegerif, Li and Kaufman (for 2015)

The Routledge Handbook of Research on Teaching Thinking

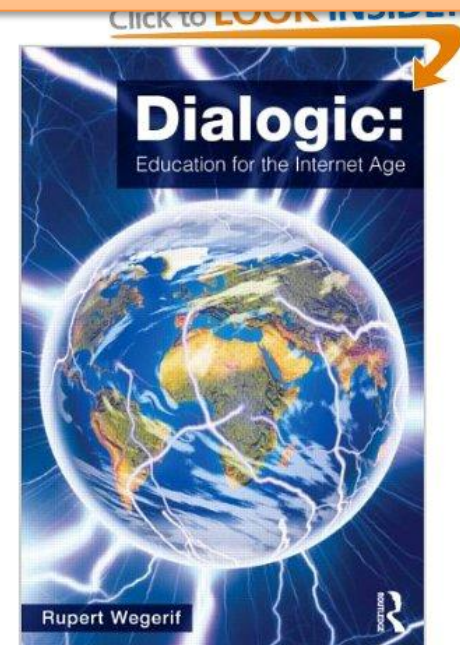
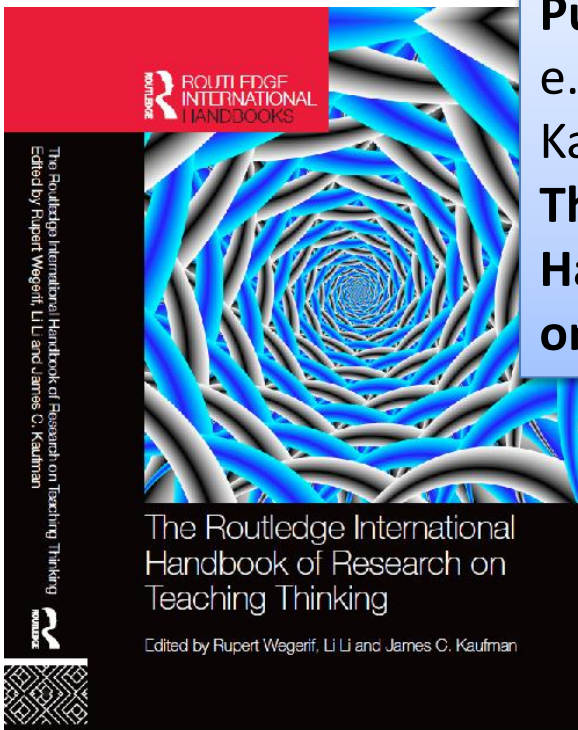
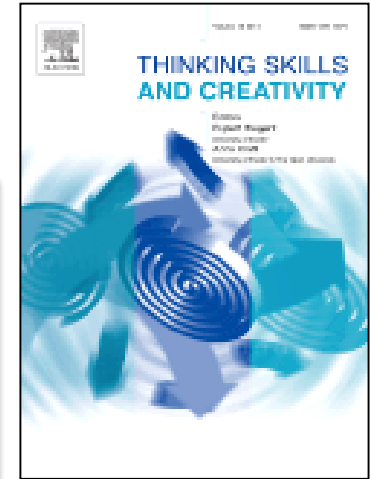
Research Projects

Virtual Reality
Global Dialogue
for Peace
Metafora
Statstalk

Assessment tools:

Autonomous Learning Scale
Group Thinking Measure

Accreditation of “Thinking Schools” and “Digital Excellence” in education



**MA in Education:
Technology, Creativity
and Thinking (TCT)**
Module: Teaching
Thinking in the Internet
Age. + PhDs and EDDs.

PhD Students

Mobile learning
Affordances of social
networks
etc

Overview

- 1) Evaluating the Face-to-Faith programme
- 2) The aim: Dialogic Open-Mindedness
- 3) Dialogic education
- 4) The Internet Age

1) Evaluating the Impact of the Face-to-Faith Programme of video-conferencing and blogging



Pilot study now and main study to run
September to December 2015

- 1) A questionnaire to measure 'Dialogic Open Mindedness'
- 2) Computer-supported discourse analysis of changes in blogging
- 3) Discourse analysis of videos
- 4) Case studies of schools interviewing some staff and students

2) **Dialogic open-mindedness** is about being open to learning from others and is best seen in the way in which individuals and groups respond to others whom they perceive as different from themselves.

Example questions include:

- After talking to others I sometimes think differently about myself (+)
- When other people disagree with my views I feel uncomfortable (-)

3) Dialogic education

Dialogic education is teaching ***for*** dialogue as well as teaching ***through*** dialogue.

Face-to-Faith involves teaching for dialogue. Teaching how to listen to others, how to ask good questions and how to reason.

There is good evidence that teaching for dialogue raises attainment on a range of measures.

NEWS

[Home](#)[UK](#)[World](#)[Business](#)[Politics](#)[Tech](#)[Science](#)[Health](#)[Education](#)[Entertainment](#)[Education](#)[School Report](#)

Philosophy sessions 'boost primary school results'

By Hannah Richardson
BBC News education reporter

🕒 10 July 2015 | [Education & Family](#)



Weekly philosophy sessions in class can boost primary school pupils' ability in maths and literacy, a study says.

More than 3,000 nine and 10-year-olds in 48 UK schools took part in hour-long sessions aimed at raising their ability to question, reason and form arguments.

A study for the Education Endowment Foundation (EEF) found pupils' ability in reading and maths scores improved by an average of two months over a year.

For disadvantaged children, the study found writing skills were also boosted.

The trial of the Philosophy for Children programme (P4C) focused on children in Years 4 and 5 - aged nine and 10.

It was part of efforts by the charity, EEF, to evaluate ways in which schools are spending pupil premium money beneficially on children from poorer backgrounds.

The disadvantaged pupils in the trial, those on free school meals, saw their reading skills improve by four months, their maths by three months and their writing ability by two months.

Thinking Together

A programme of activities for
developing thinking skills at KS2



Lyn Dawes, Neil Mercer
and Rupert Wegerif

Thinking Together results

This new study on P4C reproduces findings for our Thinking Together approach to dialogue in the classroom.

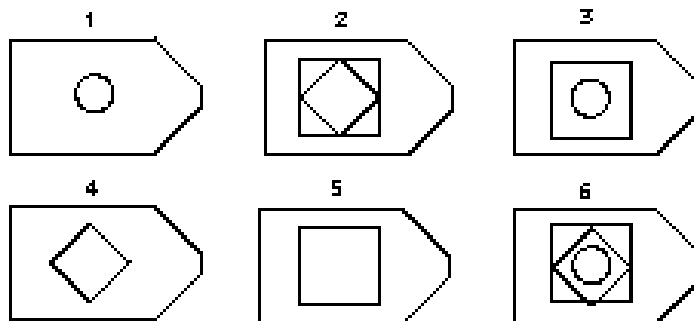
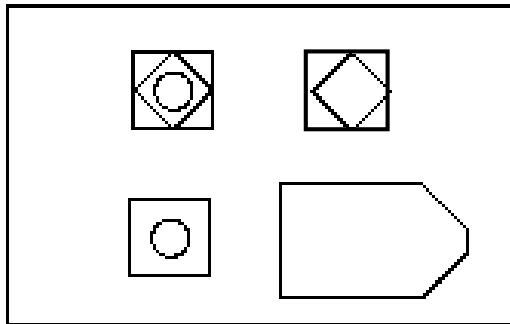
Teaching Thinking Together (a dialogic method) one hour a week for a year also led to increases in Maths and Science results as well as in Non-Verbal reasoning test scores.

(Class 5 D) Rules for Talk

1. Everyone should have a chance to talk
2. Everyone's ideas should be listened to
3. Each member of the group should be asked
 - what do you think?
 - why do you think that?
4. Look and listen to the person talking
5. After discussion, the group should agree on a group idea

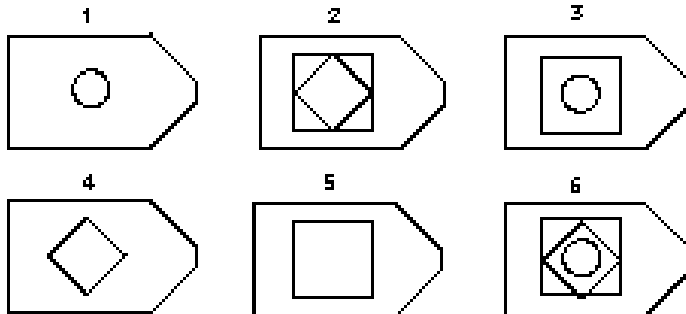
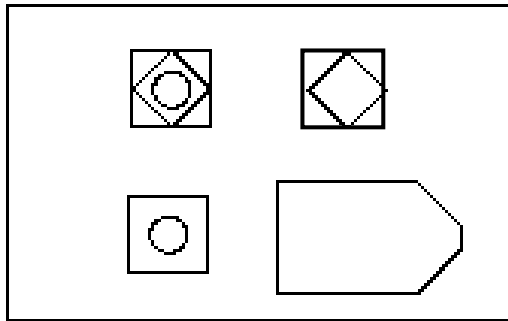
Change around B12

B 12



But why did the groups do better?

□ 12



Pre-test start

Trisha: Square and diamond, it's 2

George: No it's not

Trisha: It is 2

George: No it's not

Trisha: It is

George: No it's not

Post-test start

Trisha: That has got to be a diamond, a square with a diamond with a circle in that one, number 6, do you agree?

George: No, what do you mean?

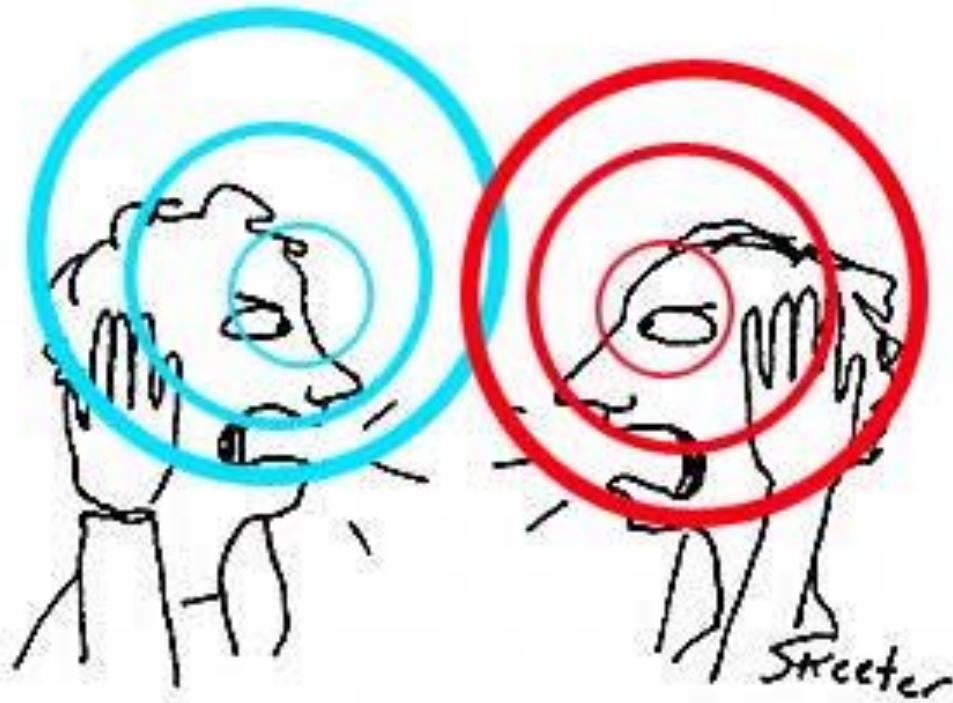
Trisha: OK no it's got to be square

Later ...

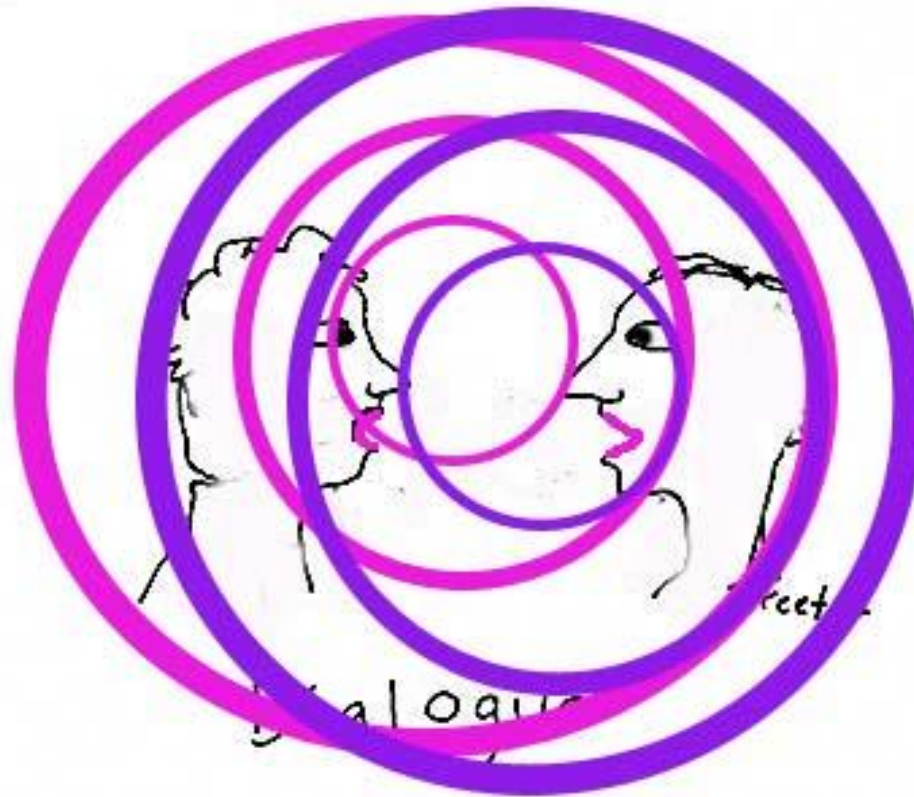
George: I don't understand this at all

Trisha: Because look on that they've taken the circle out yes? So on that you are going to take the circle out because they have taken the circle out of that one

George: On this they have taken the circle out and on this they have taken the diamond out and on this they have put them both in, so it should be a blank square because look it goes circle square



Pre-test



Post-test

The key: Learning to listen

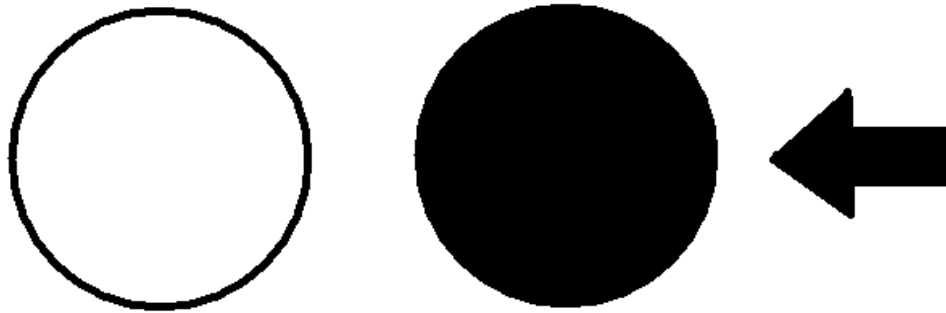
When researching groups of children solving reasoning test problems together it was found that the key to success was the children learning to listen and to change their minds. This suggests we were teaching not just talk but also dialogue: thinking as holding more than one perspective in mind and being open to other voices.

Why did individuals think better?

Why did some children in our research do so much better at reasoning tests after teaching them how to talk together better?

Simple: because they had an inner companion questioning them, asking 'Why?' 'Are you sure?' 'Have you tried all the other alternatives?'

The key to dialogic education

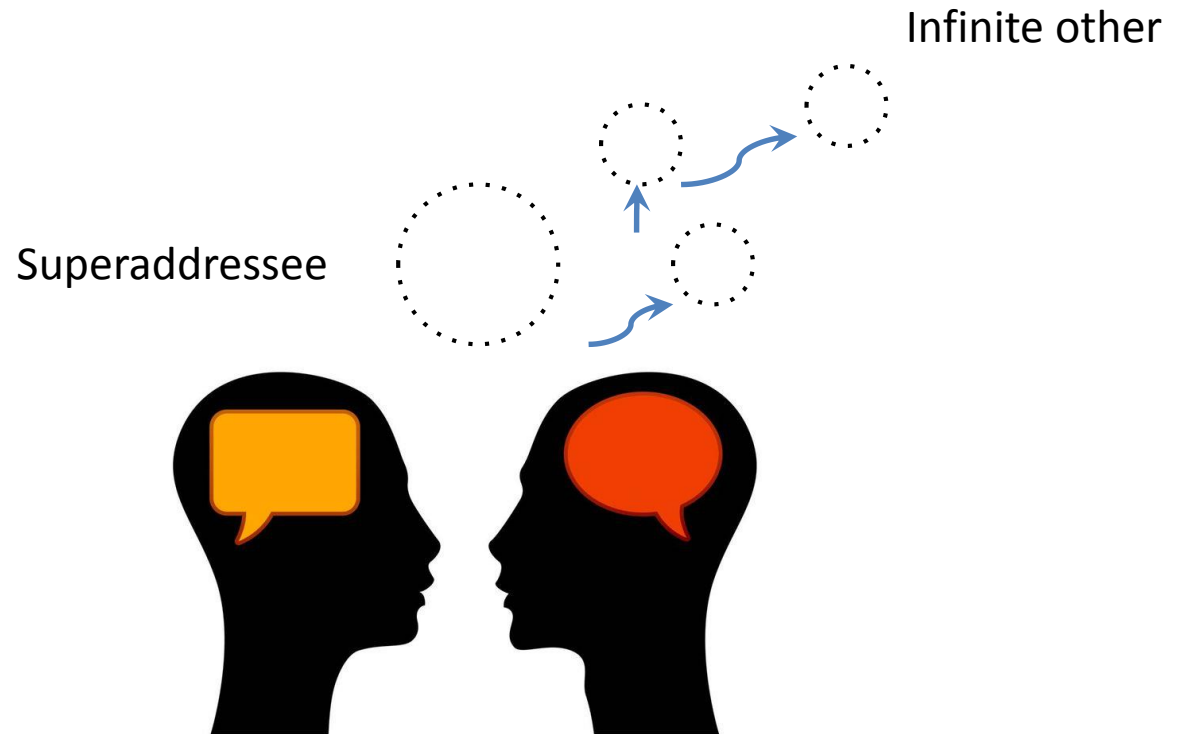


Authoritative
discourse
“remains
external”

Internally persuasive
discourse “enters into my
words and changes them
from within” (Bakhtin)



In every dialogue there is a 'third' voice – this can be a Generalised Other of the community of practice or the call of infinity



Accountable talk or Infinite talk?

The third voice

- **Trisha:** That has got to be a diamond, a square with a diamond with a circle in that one, number 6, do you agree?
- **George:** No, what do you mean?
- **Trisha:** OK no it's got to be square

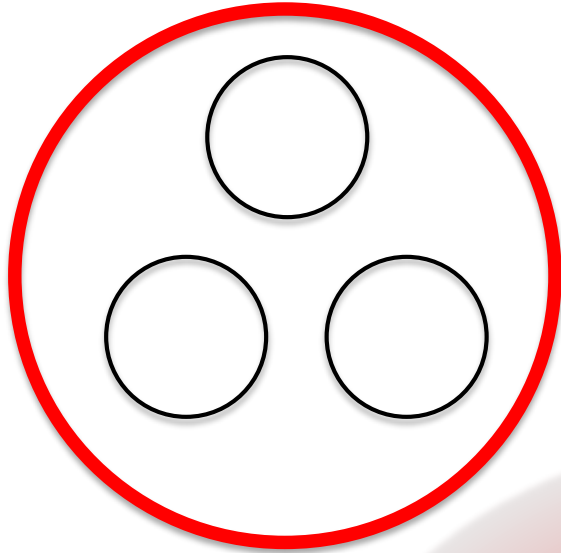


To learn something new always means to see from a new perspective

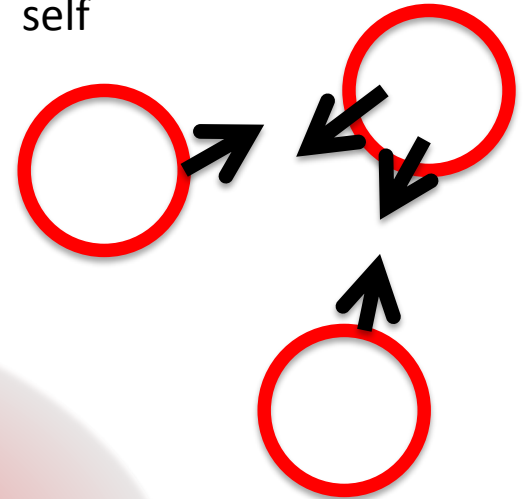
- 1) seeing from the perspective of a specific other (eg your friend)
- 2) seeing from the perspective of a generalized cultural other (eg being accountable to the community – e.g the voice of Italy or Maths)
- 3) seeing from the perspective of the ‘Infinite Other’ or seeing as if from the outside, (eg genuinely asking why something is happening, looking at it in a new and unexpected way, an infinite regress of questions –)

Three kinds of talk as types of identity or identification

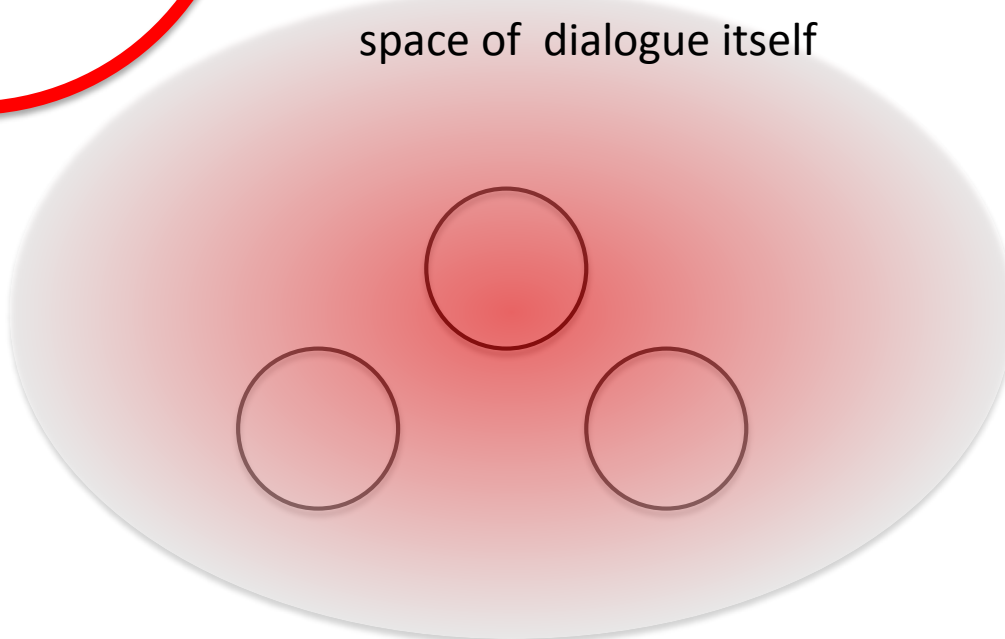
1. Cumulative –
identification with
the group



2. Disputational –
identification with
self

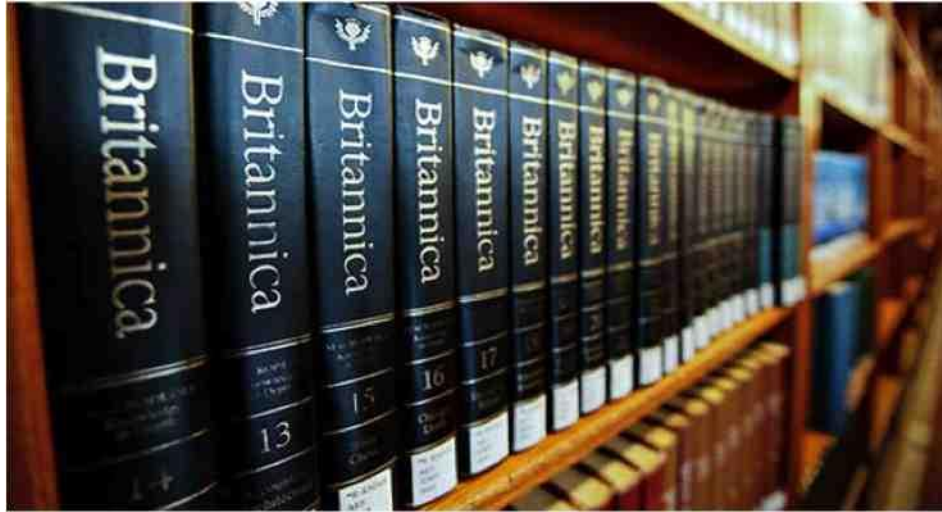


3. Dialogic [Exploratory]
identification with the
space of dialogue itself



The Internet Age

Encyclopedia Britannica vs Wikipedia



Authority of truth,
One-to-many

A dialogue,
Peer-to-peer
Participation
Need to check



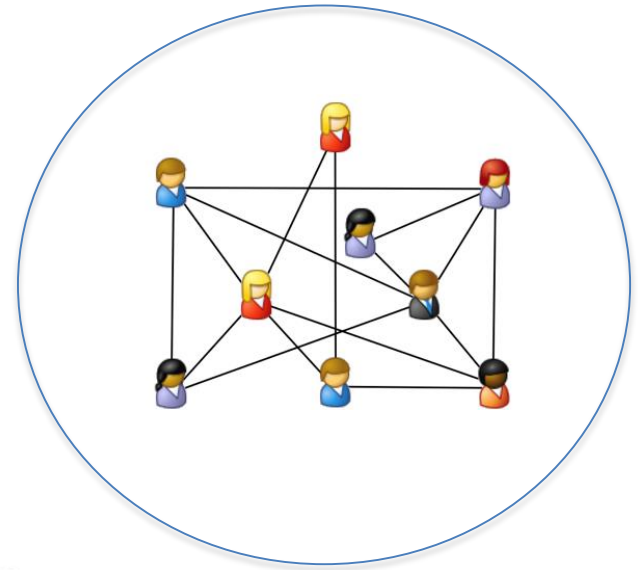
WIKIPEDIA
The Free Encyclopedia

Participatory view of knowledge

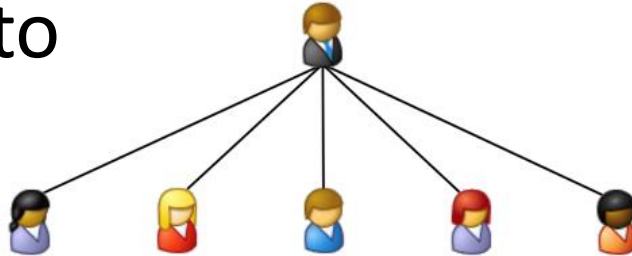
According to the logic of the Print Age education is the transmission of true knowledge through reading the right books. The essence of Wikipedia knowledge is not the passive representation of true knowledge but the active participation in dialogues that construct knowledge.

Dialogic Education for the Internet Age

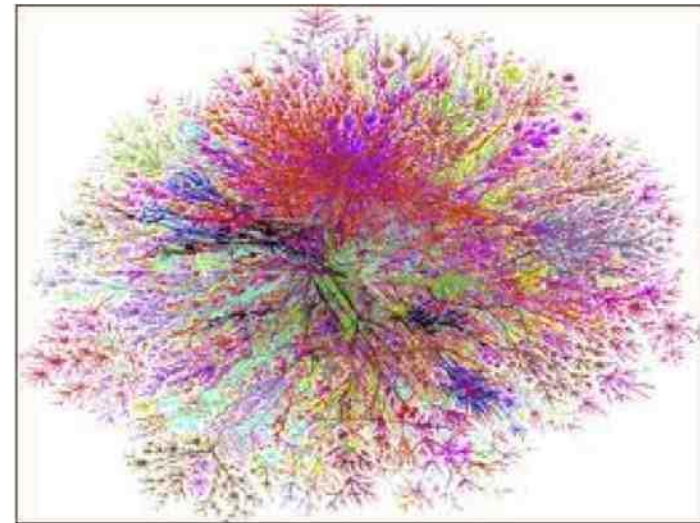
Oracy – bounded
dialogue in a community



Print – one to
many
empires



Internet – unbounded dialogue



Core competences of Internet Age

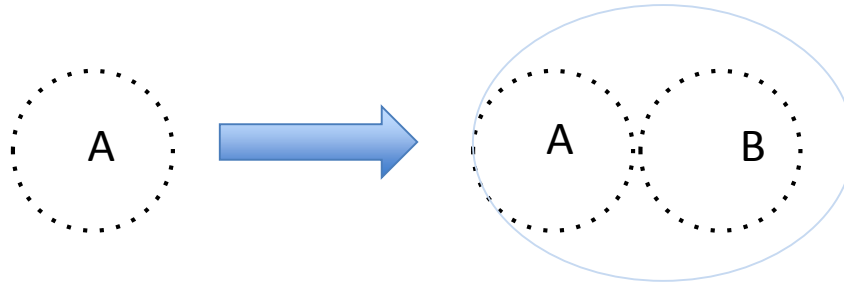
The main 21st Skills and complex competences are about learning how to engage in dialogue with others via the Internet

- **communication**
- **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **learning to learn** is about learning to ask good questions and listen to the answers
- **social and civic competences**. Is about finding a voice in internet mediated dialogue 'equips individuals to engage in active and democratic participation'
- **intercultural awareness** – how to thrive in a world of multiplicity

(EU core competences for lifelong learning)

Dialogue as an aim of education

Not from A to B
but A to A + B



The direction of development is not from being this one voice to becoming that other one voice but **from being just one voice to becoming the whole dialogue** and having empathy with all the voices ...

The challenge of the Internet Age

A global space of interaction in which there are multiple voices and no certainties is already the reality of life for everyone on the Internet. Dialogic education for the Internet Age – like the Face to Faith programme - has a crucial role to play if people are to be able to thrive not only economically but also psychologically in this new context.

Thanks for listening!

www.rupertwegerif.name

PPT is now available to download under 'talks'
Relevant papers and books are also available to
download on this site and on 'researchgate'.

r.b.wegerif@exeter.ac.uk