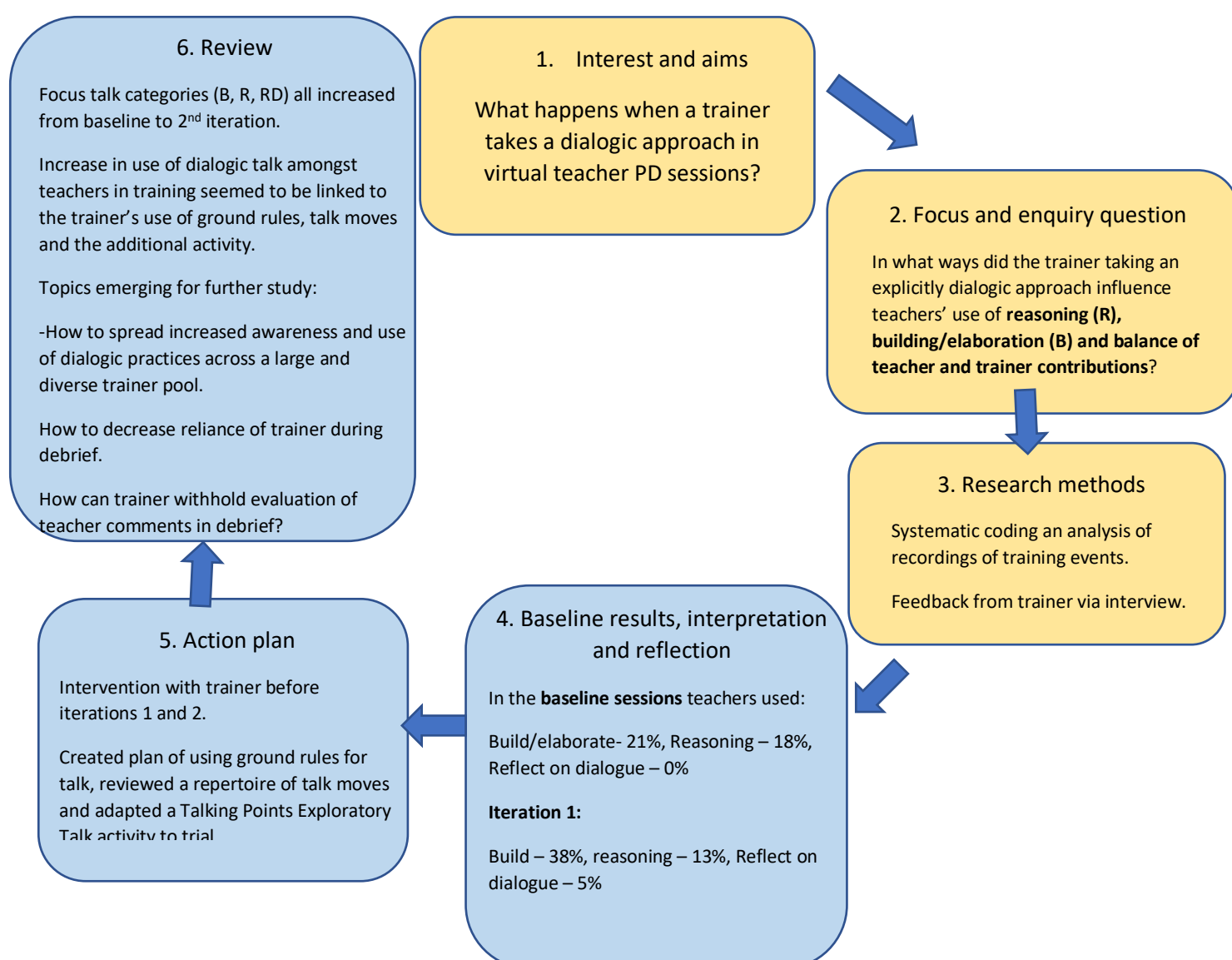# How might explicitly increasing the use of dialogic approaches affect whole-group dialogue in virtual teacher professional development session run for an international examination board?

Rachel West

Appendix 1: Reflective cycle

6. Review

Focus talk categories (B, R, RD) all increased from baseline to 2nd iteration.

Increase in use of dialogic talk amongst teachers in training seemed to be linked to the trainer's use of ground rules, talk moves and the additional activity.

Topics emerging for further study:

-How to spread increased awareness and use of dialogic practices across a large and diverse trainer pool.

How to decrease reliance of trainer during debrief.

How can trainer withhold evaluation of teacher comments in debrief?

1. Interest and aims

What happens when a trainer takes a dialogic approach in virtual teacher PD sessions?

2. Focus and enquiry question

In what ways did the trainer taking an explicitly dialogic approach influence teachers' use of **reasoning (R), building/elaboration (B) and balance of teacher and trainer contributions**?

3. Research methods

Systematic coding an analysis of recordings of training events.

Feedback from trainer via interview.

5. Action plan

Intervention with trainer before iterations 1 and 2.

Created plan of using ground rules for talk, reviewed a repertoire of talk moves and adapted a Talking Points Exploratory Talk activity to trial

4. Baseline results, interpretation and reflection

In the **baseline sessions** teachers used:

Build/elaborate- 21%, Reasoning – 18%, Reflect on dialogue – 0%

Iteration 1:

Build – 38%, reasoning – 13%, Reflect on dialogue – 5%

Appendix 2: Additional Resource

This resource is a "Talking Points" activity, based on a poem by Ezra Pound, taken from the *Thinking Together* website. We wanted to create an activity where the discussions were about pre-prepared

statements so that teachers were discussing "someone else's" idea rather than one of the groups, to try to create a "safe" space for them to challenge each other while also following the ground rules (i.e.: give and ask for reasons, challenge the idea, not the person). I transferred statements about the above poem (e.g.: "*the poem is a kind of haiku*") to the course Miro board, with one set for each group, and participants worked in groups to try to reach consensus on the talking points. Afterwards the trainer asked them to reflect on their group's talk in the debrief (coded in Appendix 3).

https://miro.com/app/board/uXjVOrntqoY=/ password: Pound2022

Appendix 3: Example of coding (Ezra Pound poem Talking Points debrief)

Time - seconds	Turn No.	Speaker	Turn	Code
2	1	Trainer	You OK Teacher 7?	
2	2	Teacher 7	Yeah, we just we finished (has come back early from breakout room).	
11	3	Trainer	I see that you'd finished a couple of the others still at about 6 or 7 to go, so I put out that 3 minutes which is up in one minute, so I'm hoping they'll have finished.	
8	4	Teacher 7	Yeah, we just and we talked about what we would how would use in the classroom and everything, so we just came back.	
15	5	Trainer	No worries, I'm going to close all the rooms now and and then we'll have a little debrief about what people thought about that. Right, there we go. Yeah, your group moved through it quite quickly. That's good.	
4	6	Teacher 7	Yeah, **we worked really well together** it was, it was fun.	**RD**
7	7	Trainer	Good yeah it's a good, good thing to do that, isn't it 'cause it's it's something you can do in the classroom for speaking and listening and.	
4	8	Teacher 7	**I like that it was short because the kids are always like "arrgh poetry!"**	**B**
19	9	Trainer	Yeah, well, all you gotta do is find something that's clearly short but has got a deeper meaning. To be read on different levels and then that's fine, they can kind of hook things onto it. The recording's on again now Moderator, isn't it?	
3	10	Moderator	Correct, yeah, I just put the recording on.	
123	11	Trainer	Lovely, I just wanted to check 'cause we're doing a debrief of that. Right, welcome back everyone. **So what I'm want to know now really is how how you felt that went for a start - How easy was it to challenge people? How did it feel challenging people? Were there times when you wanted to challenge but didn't, or were there times when you forced yourself to challenge, even when you didn't want to, sort of thing so I just want to know what what you feel you gain really from challenging people in discussion** It's something that we want to kind of like encourage our learners to do, to challenge opinions 'cause we want all of our learners to become	**IB**

			flexible listeners so that they realize that when you've got an opinion, actually if you listen to somebody else's reasons for disagreeing with your opinion, it's good to be able to change your mind, and say, oh, I hadn't thought of that actually, and now you've said that maybe I actually don't think that anymore, and that's what we want in all our students that where they listen to something, say I've listened to you, and I can see why you think that, but I still feel that's fine, but it's having that kind of flexibility to listen 'cause a lot of the problems of modern life are actually because people don't listen because they're so entrenched in their own opinions, even when their opinions aren't necessarily supported with evidence, and so it's a really good kind of thing to encourage in our learners that they are listeners, active listeners. **So anyone want feedback? If you want to unmute yourself feedback. And anyone got anything? Be interesting to have anyone from group one. Let's go through the groups so anyone from Group One want to tell us how successful was that? How did it feel? What did you learn from it? (1 sec pause) Anyone? I'd be good to get feedback 'cause it's it's kind of interesting discussion to have, I think.**	
22	12	Teacher 9	Thank you. I **think it was successful when we challenged one another we were able to get going, going, going to more discussion on it. I felt like it was more in-depth, and we were able to really understand each others' views more.**	RD R
12	13	Trainer	Excellent Teacher 9, **did one one of the post-it notes in particular cause more discussion** or were there any you can kind of think of the the engendered better discussion?	IB
28	14	Teacher 9	**I think the one that caused the most discussion was, I think, number 14 I believe, um, because** (reading from Miro board) *the poem is not about anything. It is just a picture* so that one, you know we really had to discuss and that **I felt like we went to number 15 to discuss that and then we came back to number 14. So that one was a hard one to, to figure out (smiles).**	B, RD
6	15	Trainer	That's interesting, **so you kind of paused and moved on and then came back.**	RV
1	16	Teacher 9	And then we came back.	
3	17	Trainer	And was it easier when you came back?	IB
3	18	Teacher 9	**Yes, we felt like it was easier when we came back.**	B
5	19	Trainer	Ah, that's interesting. **Teacher 10, I can see you've unmuted. Have you got anything to add to that?**	IB
15	20	Teacher 10	We, **we were just to relating it to the actual classroom**, **because we all really enjoyed that and it really sparked some deeper meaning, especially in poetry, where our students, tend to have a really rough time with poetry.**	B R
37	21	Trainer	Oh, that's really interesting, so what you've got to do is find a poem that would suit the you know your learners like that that's short, but really full of, you know, full of kind of of interpretation, really, because it's so ambiguous, that's what you need to find something that's ambiguous that you read it and think, well, that could be interpreted lots of ways. It's it is a great way of getting them to	RV, IB

			actually think about deeper meanings, **so that's interesting Teacher 10 that you related it to your own classroom practice** as well. That's good. **Did you challenge much Teacher 10?**	
18	22	Teacher 10	Yes, and **I think we all did, but you know it was more just discussion. It wasn't like, you know, we're going to debate this, it was just we put it out, different views and** **then when you listened to everyone's view it gave you a greater perspective and then more knowledge to choose you know, which side you either agree or disagree.** I really enjoyed it	RD R
30	23	Trainer	That's really, that's a really interesting point, **Teacher 10, so basically, listening to different opinions then gives you a better knowledge base upon which to modify your own opinion.** Yeah, brilliant. Well that's that, that's an absolute result. I think **anyone from Group 2 want to share anything? Perhaps the one that you found most challenging to discuss, or the one that caused more discussion? Anyone from group 2? (4 sec pause)**	RV, IB
30	24	Teacher 11	**We had a really, really good discussion we left five in the middle. We all had different opinions and we didn't ever come to a conclusion and agree solidly on a couple of them.** So we just left those in the middle, but the one I think we saw one was: *petals on a wet black bough, sounds like a Japanese picture*, **some of us didn't see that, some of us saw a different picture, a different kind of tree, uhm?**	RD, R
2	25	Trainer	Oh that's interesting… (pause)	
15	26	Teacher 11	Yeah, and then (reading from Miro) t*he poem is not about anything, it's just a picture* but **we had a disagreement on that too, but there was a healthy disagreement. We, it just made us look at it in somebody elses' perspective, which was really nice.**	RD,
20	27	Trainer	Yeah, that's good. **So you didn't ever feel like people getting offended if they were challenged, or you felt like it was all quite collegiate.** (pause)	RV
1	28	Teacher 11	Absolutely.	
15	29	Trainer	That's good, excellent and um you know, the one you said about the petals on a black bow being like a Japanese picture? **Could you come up with any reasons for why some people could picture that and others couldn't?**	IRE
13	30	Teacher 11	Yes, s**ome of us grew up somewhere else, and so we were picturing a different tree.** And then some people really like cherry blossom, so they pictured it that way as well so…	R
54	31	Trainer	Ah, that's really interesting 'cause they always say, don't they, that with arts, that you know, like paintings and poems that it's what you bring to bear that establishes the meaning, so it's actually your background, your life experiences and that one person can interpret a picture or a poem in one way because of their own, what they're bringing to it, which is actually about art, isn't it it's about our involvement with it, so that's a beautiful exemplification of that really, that **people who know and love cherry blossom could picture that, and the other people who grew up in areas, perhaps**	RV IB

			where black leaves on a tree, would look entirely different. That's great lovely. What about Group 3? Anyone from group three got any feedback for us? (7 sec pause)	
32	32	Teacher 5	I will go. Hi, so, so, we only got through the first six, of course, because two of us were like, we were going to always disagree. And then the other two were like, *we will always agree*. So we were always throwing out these ideas of, well, it could go here because.. and every single reason we came up with was valid, like, and the problem with that was that because you can see it from the other point of view, we didn't know where to put it each time, so it's like, here, I can see where you're coming from, because I can see where you're coming from, I don't think we should put it anywhere, let's just keep it in the middle.	RD R
7	33	Trainer	Right, then you ended up with lots in the middle because for good reason it could have gone into either box.	RV
21	34	Teacher 5	Well, we we eventually did do democratic voting and we were like, OK, let's go. So we we did put the first six somewhere, we didn't get any further past six though, because of that kind of…	RD
54	35	Trainer	But you would if you'd had more time, you'd have been able to, but you know, that's fantastic 'cause it means you spent all your time discussing and you only actually got to make six decisions, but that actually shows what enormous level of discussion you were having, which I think is brilliant, that you needed more time to do it and it shows what a great activity. Something as simple as two lines can engender all that talk you know, which is brilliant, excellent.	
	36	Trainer (chat)	I see Teacher 1 has written, *our discussions were fantastic* in the chat, which is great, that's really good. Anyone else from group three? It's great when you come out of something and think - that was really interesting discussion. So, no one else from group three wants to say anything on camera? What about Group 4 then? Last but not least Group 4, anything to share? (3 sec pause) I can't remember now who was in group 4.	B IB
46	37	Teacher 7	I mean, I could talk about it. We had started right away going through them and when we didn't agree or disagreed, when we didn't agree with one, we kind of just saved it. And then we went back and talked about it, and I know that 12 was kind of one that we had all agreed. And then someone said something, and then we or we all disagreed with at 12 and then it's the black bow is dark and foreboding the petals are cherry blossoms. Because we all we all agreed it was dark, but the that the petals were cherry blossoms. We didn't really disagree with it, but then somebody said that they were looking more into the poem and read something about it, and then just talked, the way they were talking about it kind of swayed everybody into the agree section, so..	RD R
15	38	Trainer	Oh excellent, so you all had your minds changed by one person, I like that. That's really good. Excellent yeah, so that person was obviously quite persuasive, and was that because you think, they've done some research?	

5	39	Teacher 7	Yeah, **they they looked into it a little bit more. And then what they brought to it, we were like, oh, I think…**	R
20	40	Trainer	That's interesting, **so somebody else's knowledge and research actually informed the rest of you and you all changed your opinions.** That's really nice to hear, excellent, so that's a really good exemplification of that isn't it? A good chat, and the way that chat can work. Brilliant. Anyone got anything else you want to add to this kind of debrief on that?	
14	41	Trainer (chat)	Oh, I've seen Teacher 11 has said: (reading the chat): ***This activity is fabulous and I'm excited to implement in my classroom*** good, and you can do it tomorrow, 'cause it's brilliant.	B
20	42	Trainer	And anyone got anything else you want to add to this? (3 sec pause) I'm glad you enjoyed that 'cause that actually is an extra activity I'd put in because I knew that you didn't do the tests yet, so I didn't want to spend the whole session on the tests. And if it's given you something that you can take away and actually enjoy doing with your students, I think that's brilliant.	IB

Appendix 4: Teacher feedback (collected at the end of the course)

How did you feel that negotiating ground rules for talk at the start of the event affected the discussions that followed?

- Explicitly talking about talk helped it improve.
- I like that we all established them together to build camaraderie
- Being purposeful with our norms kept me focused during various discussions. I think our norms established a comfortable and welcoming environment.
- Knowing that we are encouraged to invite each other to talk opened up opportunities to recognize people who may be too shy or unconfident in their ideas.
- I am very shy so the norms helped me feel more comfortable speaking due to the friendly and collaborative environment
- We were able to share in a friendly chat sort of way while exchanging great resources strategies, and information.

Appendix 5: Consent forms

For teachers:

University of Cambridge

Faculty of Education

184 Hills Rd, Cambridge CB2 8PQ

Tel: +44(0) 01223 767600

Graduate@educ.cam.ac.uk www.educ.cam.ac.uk

Teacher Consent Form

June 2022

Project Title: *How might explicitly increasing use of dialogic approaches affect classroom dialogue in training?*

By signing this consent form you agree to the virtual training event that you participate in being recorded, and to these recordings being used for research purposes (in accordance with the conditions outlined in the information sheet). You also agree to the recording files and the transcripts of the recordings being archived and used for research purposes by the named researcher at the University of Cambridge.

Please answer each statement concerning the collection and use of the research data.

1. I have received the information sheet.	YES ☐ NO ☐
2. I have been given the opportunity to ask questions about the study.	YES ☐ NO ☐
3. I agree to be recorded	YES ☐ NO ☐
4. I understand that I can withdraw consent for the use of the recordings at any time without having to give an explanation.	YES ☐ NO ☐
5. I understand that the project has received ethics clearance through the University of Cambridge's ethical approval process for research involving human participants, and I understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study.	YES ☐ NO ☐

Name of teacher: _____

Signature: _____

Date: _____

-- For Researcher's Use Only--------------------------

Name of researcher: _____

Signature: _____

Date: _____

University of Cambridge

Faculty of Education

184 Hills Rd, Cambridge CB2 8PQ

Tel: +44(0) 01223 767600

Graduate@educ.cam.ac.uk www.educ.cam.ac.uk

Trainer Consent Form

Project Title: *How might explicitly increasing use of dialogic approaches affect classroom dialogue in training? (working title)*

I, the undersigned, have read and understood the participant information sheet about the study and have had the opportunity to ask questions and get satisfactory answers about the study. I understand that I have the right to withdraw from the study without any consequences at any point of the research. I also understand who will have access to information provided and what will happen to the data at the end of the study. I am aware that this study has been reviewed by and received ethics clearance through the University of Cambridge Faculty of Education Research Ethics Committee. If need be, I can find out more about this research study by contacting the researcher (email removed) or her supervisor at the department Pablo Torres pelt2@cam.ac.uk

Fully informed of my rights, I agree to participate in the study, carried out by Rachel West, a part-time Masters student at the Faculty of Education, University of Cambridge.

Name of Trainer: _____

Signature: _____

Appendix 6: Student participation and Talk rules rating scales

Tool 2F: T-SEDA 2021

Dimension	0 **Not evident**	1 **Teacher-led**	2 **Teacher-led with student involvement**
Talk rules	No explicit focus on ground rules for dialogue or dialogic practices is apparent	The teacher introduces, models or reminds students of target dialogic practices, e.g. ground rules to be followed, inclusive turn taking.	Teacher and students or students themselves negotiate target dialogic practices, e.g. ground rules, perhaps along with reminders / modelling. It may also include students being given or taking responsibility for managing the dialogue, as well as students being involved in evaluating effectiveness of dialogic practices.
Student participation	Public exchanges in whole-class situation or group work consist in teacher questioning and	Students express their ideas publicly at length in whole-class situation and group work, but **they don't engage** with each other's ideas	Multiple students express their ideas publicly at length in whole-class situation and group work **AND** In doing so, they **engage with each other's ideas,** for example by referring back to their

| | succinct students' contributions

or

Students don't have opportunities to discuss their ideas publicly | | contributions, challenging or elaborating on them (e.g. 'It's a bit like what Shootle said but….', 'Sam had such a great idea, look [demonstrates]'). This includes spontaneous or teacher-prompted participation. |
|---|---|---|---|

Appendix 7: Additional Resource: Session plan for setting up ground rules with teachers in training:

All times approximate.

4 mins	Trainer introduces the rationale for setting up ground rules for talk, links to syllabus/curriculum and general pedagogy/their classrooms
10 mins	In breakouts, teachers introduce themselves and discuss the question – "What talk rules are going to help us all to get the most of this course?"
10 mins	Debrief – trainer asks a spokesperson from each group to suggest one rule and collates these on a "group talk rules board" either in the real or virtual space.
5 mins	If time, show the slide below and ask them if there is anything that they would like to add/change in a whole-group dialogue. Try to elicit rules to cover areas not already covered (e.g.: constructive challenge)
As course progresses	Briefly review talk rules at start of each session as appropriate. Draw attention to relevant rules before activities where they might be important (eg: respectful challenge

Examples of talk rules:

- Everyone offers the relevant information they have;
- Everyone's ideas are treated as worthy of consideration;
- Partners ask each other questions and answer them, ask for reasons and give them;
- To an observer of the group, reasoning is 'visible' in the talk;
- Everyone engages critically but constructively with each other's ideas;
- Members of the group try to reach agreement at each stage before progressing;

(Littleton & Mercer, 2013, p.16)

Camtree