



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Classroom dialogue - How to lead discussions that promote learning and thinking? - 34290*

*Last update 31-08-2022*

*HU Credits:* 2

*Degree/Cycle:* 1st degree (Bachelor)

*Responsible Department:* Teaching Training - Diploma

*Academic year:* 0

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Matan Barak

*Coordinator Email:* [barakmatan@gmail.com](mailto:barakmatan@gmail.com)

*Coordinator Office Hours:* Sunday 10:00 - 12:00

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Teaching Staff:

Dr. Matan Barak

Course/Module description:

*Dialogic pedagogy improves learning and thinking processes and develops social and civic skills. Yet, such pedagogy is difficult to enact in the classroom. In this course we will learn about principles, values and strategies for implementing dialogic pedagogy, experience dialogic discussions in the course setting and present and analyze case studies based on video/audiotaped recordings of classroom dialogue.*

Course/Module aims:

- a. To familiar students with the field of dialogic pedagogy and it's conceptual underpinnings.*
- b. To examine central strategies for enacting dialogic pedagogy, and look into their assumptions, affordances and constraints.*
- c. To lead dialogic discussions, and to examine issues and challenges in implementing dialogic pedagogy.*

Learning outcomes - On successful completion of this module, students should be able to:

- To articulate principles and values of dialogic pedagogy*
- To identify central challenges in implementing dialogic pedagogy.*
- To describe central strategies for enacting dialogic pedagogy.*
- To lead lesson based on dialogic principles.*
- To adopt dialogic values and practices when leading teaching and learning.*

Attendance requirements(%):

80%

*Teaching arrangement and method of instruction: Lecture; Critical discussions; Leading discussion and reflective examination; presentation and analysis of classroom discourse (audio/video recorded data).*

Course/Module Content:

*- Basic articulation: What is dialogic pedagogy? How does it look like in the classroom? Central scholars (e.g., Bakhtin, Vygotsky) and researchers (Alexander,*

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Mercer, Reznick) in the field.

- What are the challenges of implementing dialogic pedagogy in schools? What are the contexts that make this a difficult task (for example, traditional talk patterns; teachers' and students' epistemology; existing curriculum; time and space and more).

- Getting acquainted and trialing central strategies and tools in leading dialogic pedagogy, among others: Accountable Talk; Thinking Together, Philosophy for Children; Principles of Argumentation; and tools and resources from "Academic Productive Talk" in Israel.

- Presentation and analysis of classroom discourse that exemplify principles, issues and/or challenges of leading dialogic pedagogy. Classroom discourse data would be collected either independently by students or provided by the lecturer. This presentation may be prepared and given in pairs, so that during lessons students would present their data and analysis during 20 minutes, followed by discussion and further theoretical and practical outlook.

#### Required Reading:

Alexander, R. (2005, July). Education, culture and cognition: Intervening for growth. Paper presented at the International Association for Cognitive Education and Psychology (IACEP) 10th International Conference, University of Durham, England 2005.

ברק, מ., לפסטיין, א., קנר-פורמן, ת. ושם-טוב, ס. (2020). דיאלוג לימודי פורה מבואות, כלים ויחידות לימוד. המעבדה לחקר הפדגוגיה, המחלקה לחינוך, אוניברסיטת בן גוריון בנגב ומכון מופת. ורדי-ראט, א. ובלום-קולקה, ש. (2005). "השיעור כאירוע דיבור א-סימטרי – מבט על מבנה ההשתתפות בכיתה הישראלית", בתוך: שיח בחינוך: אירועים חינוכיים כשדה מחקר, בעריכת עירית קופפרברג, עלית אולשטיין, הוצאת מכון מופ"ת. ע"מ 385-417.

לפסטיין, א., פולק, א., ישראל, מ., ובוזו-שוורץ, מ. (תשע"ה) התמודדות עם מטרות סותרות: חמש דילמות בשבע דקות של הוראה, מתוך: פדגוגיה בישראל: פעילות ושיח בכיתות הלימוד. באר-שבע: המעבדה לחקר הפדגוגיה, המחלקה לחינוך, אוניברסיטת בן-גוריון בנגב. עמ' 43-56. [http://dialogi.cpedagogy.com/wp-content/uploads/2014/12/pedagogy-report\\_6\\_web.pdf](http://dialogi.cpedagogy.com/wp-content/uploads/2014/12/pedagogy-report_6_web.pdf)

מיהן, י. (1996). מבנה האירועים בכיתה וההשלכות על ביצועי התלמידים. חלקת לשון 22, קיץ תשנ"ו.

רזניק, ל.ב., אסטרון, ק.ס.ק., וקלארק, ש.ס. (2018). "סדרת פרקטיקות חינוכיות, דיבור אחריות: דיאלוג לימודי הבונה את החשיבה", תרגמה מאנגלית: עדה פלדור, מתוך (עורכים): מ. ברק, א. לפסטיין, ת. קנר-פורמן, ס. שם-טוב (2020). דיאלוג לימודי פורה מבואות, כלים ויחידות לימוד. המעבדה לחקר הפדגוגיה, המחלקה לחינוך, אוניברסיטת בן גוריון בנגב ומכון מופת, ע"מ 185-194. [https://b16369b1-0b44-4337-872e-943a64f5e72a.filesusr.com/ugd/fbe974\\_3cc91305c121463aaece23e709c25c7c.pdf](https://b16369b1-0b44-4337-872e-943a64f5e72a.filesusr.com/ugd/fbe974_3cc91305c121463aaece23e709c25c7c.pdf)

#### Additional Reading Material:

Alexander, R. J. (2020). A dialogic teaching companion. Abingdon: Routledge.

Bakhtin, M. M., Emerson, Caryl, Holquist, Michael, & McGee, Vern W. (1986). Speech genres and other late essays (1st ed.). Austin: University of Texas Press.

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Burbules, N.C. (1993) *Dialogue in teaching*. New York, NY: Teachers College Press.

Freire, P. (1996). *Pedagogy of the oppressed*. London: Penguin.

Kim, M. Y., & Wilkinson, I. A. (2019). What is dialogic teaching? Constructing, deconstructing, and reconstructing a pedagogy of classroom talk. *Learning, Culture and Social Interaction*, 21, 70-86.

Lefstein, A. (2010). More helpful as problem than solution: Some implications of situating dialogue in classrooms. In K. Littleton & C. Howe (Eds.), *Educational dialogues: Understanding and promoting productive interaction* (pp. 170–191). London: Routledge.

Lefstein, A., Snell, J. (2014). *Better than best practice: Developing teaching and learning through dialogue*. London: Routledge.

Lipman, M. (2011). *Philosophy for children: Some assumptions and implications*. *Ethics in Progress*, 2(1), 3-16.

Mercer, N., Dawes, L., Wegerif, R., & Sams, C. (2004). Reasoning as a scientist: Ways of helping children to use language to learn science. *British Educational Research Journal*, 30(3), 359 -377.

Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking : a sociocultural approach*. London: Routledge.

Michaels, S., & O'Connor, C. (2012). *Talk science primer*. Cambridge, MA: TERC.

Michaels, S., O'Connor, C. & Resnick, L. (2008). Deliberative discourse idealized and realized: Accountable Talk in the classroom and in civic life. *Studies in Philosophy and Education*, 27 (4), 283-297

Nystrand, M., Gamoran, A., Kachur, R., & Prendergast, C. (1997). *Opening dialogue*. New York, NY/London, UK: Teachers College, Columbia University.

Peled-Elhanan, N., & Blum-Kulka, S. (2006). Dialogue in the Israeli classroom: Types of teacher–student talk. *Language and education*, 20(2), 110-127.

Pollak, I., Segal, A., & Lefstein, A. (2015). *Pedagogy in Israel: Activity and discourse in classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Ben-Gurion University.

Resnick, L. B. C, Asterhan, C. S. C., & Clarke, S. N. (Eds.) (2015). *Socializing intelligence through academic talk and dialogue*. Washington, DC: AERA.

Reznitskaya, A., & Wilkinson, I. A. G. (2017). *The most reasonable answer: Helping students build better arguments together*. Boston, MA: Harvard Education Press.

Segal, A., Pollak, I., & Lefstein, A. (2017). Democracy, voice and dialogic pedagogy: The struggle to be heard and heeded. *Language and education*, 31(1), 6-25.

Sinclair, J., Coulthard, M. (1975). *Towards an analysis of discourse: The English used by Teachers and Pupils*. Oxford: OUP3.

Vygotsky, L. S. (2012). *Thought and language*. Cambridge, Mass: MIT press.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.

Wilkinson, I. A., Reznitskaya, A., Bourdage, K., Oyler, J., Glina, M., Drewry, R., & Nelson, K. (2017). Toward a more dialogic pedagogy: Changing teachers' beliefs and practices through professional development in language arts classrooms. *Language and Education*, 31(1), 65-82.

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Grading Scheme:

Additional information: