Nowadays several teacher professional development courses and programs focusing on argumentation and its efficient implementation in the classroom exist. Due to its proven impact on improving critical and scientific thinking skills, the practice of argumentation either face-to-face or online is on the spot of many research projects around the world. However, little has been done regarding how teachers may best apply argumentation dialogue as a strategy of improving students learning, and subsequently their level of argument literacy. My talk draws evidence from a recent teachers argumentation course held in Lisbon this year to suggest that for teachers to be able to implement argumentation in their classrooms, a pedagogical shift must take place regarding at least three levels: passage from inductive to abductive reasoning as a main teaching method, giving up their “explanatory” authority, and valuing students ideas as contributions to shared knowledge construction.

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Wednesday 7th June 4.30pm DMB 1S3