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Teaching teachers how to argue:

A shift of what?

Dr Chrysi Rapanta



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.

Chrysi Rapanta holds a Phd in Communication sciences from University of Lugano, Switzerland. She worked as an Assistant Professor (2012-2015) in Dubai (UAE) and since 2015 she is a post-doctoral researcher in the field of Argumentation and Education at the Institute of Philosophy of Universidade Nova de Lisboa, Portugal.

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