

Invitation to participate in a new research project!

We are inviting you to participate in a **teacher-led inquiry** on the quality of **dialogue in your classroom**. Your individual reflective project will feed into a wider study at the University of Cambridge applying research findings about classroom dialogue into practice: the Teacher-SEDA Impact Trial.



We are offering you a free **professional development opportunity** based on a series of groundbreaking studies about classroom dialogue. In a recent large-scale study we found that attainment in mathematics and English, as well as attitudes to school and to self as learner, were significantly boosted by specific elements of classroom dialogue. A Teacher Resource Pack now highlights these specific forms of dialogue and it will support you in investigating and improving classroom interaction across subject areas. We very much hope that you and your colleagues will be interested in being a part of this. Practitioners in several countries are already involved.

What are the benefits for you and your school?

- Research-informed professional development and **classroom observation tools** for teachers to support inquiry focused on understanding and developing classroom dialogue, in the form of a comprehensive resource pack
- Introductory and final **workshops at Cambridge University** (for UK participants) to hear about the research and share experiences with colleagues from other schools; travel costs will be reimbursed. The first of these will take place in early June 2018 for people who wish to start soon; others will follow.
- **Support from an expert team at Cambridge University** throughout the inquiry process; work with us as co-researchers
- **Be part of a new project** that brings cutting-edge research results closer to classrooms and could influence educational policy and practice; outcomes will be widely disseminated
- A **written briefing document** will summarise the final project outcomes for your institution

What will this involve?

- **Conducting self-inquiry into classroom dialogue**, ideally in collaboration with colleagues in your school or across linked schools; choose your own inquiry focus (with guidance if desired)
- Completing brief **online surveys** (before and after your inquiry) and a **short written report** sharing what you did and what you found (using our template)
- Strict **ethical guidelines** will be followed throughout, including offering anonymity to all participants and providing consent forms and information for parents and guardians
- **Some participants** (5-6 pairs) will be asked to be involved in a **more in-depth study** including interviews and lesson videos recorded by the research team, with teaching release time covered. You will be given copies of your lesson videos where parental permissions permits. Video excerpts might serve as good examples for other teachers via an online resource, with your permission.

When?

- Timing is flexible between May 2018 and March 2019. We hope that some teachers will be involved from this term onwards. Inquiries are expected to last at least a few weeks, but ideally will continue for longer to sustain ongoing improvement in classroom practice.



Contact us

If you or your colleagues would like to take part, or if you have any queries, please contact us via T-SEDA@educ.cam.ac.uk. The project investigators are Sara Hennessy and Ruth Kershner. Thank you!