The Impact of Dialogic Teaching on Student Learning

Dialogic Teaching Randomised Control Trial:
Classroom talk, social disadvantage and educational attainment

Dr Jan Hardman (University of York)

Jan Hardman will discuss a large-scale school-based teacher PD intervention entitled 'Classroom talk, social disadvantage and educational attainment: raising standards, closing the gap'.* Funded by the Education Endowment Foundation (EEF)[a], the study was a collaborative project between the University of York (with Frank Hardman) and the Cambridge Primary Review Trust (Robin Alexander). Using an experimental design, a positive impact on children's learning was found using standardised tests in primary English, mathematics and science. This presentation focuses on the findings of the process evaluation of the study. It will present an analysis of lesson videos to study the impact of the PD intervention on the pedagogical practices of teachers and the participation of pupils in whole class talk.

Jan Hardman is a senior lecturer in Language and Education in the Department of Education at the University of York. She conducts research into classroom interaction and discourse, and teacher education. Her team has recently completed a large-scale RCT of a teacher PD intervention designed to improve the quality of classroom talk, learning and attainment in schools serving socially deprived areas of England.

[*]Full report available at https://educationendowmentfoundation.org.uk/our-work/projects/dialogic-teaching/

Classroom dialogue: It *does* make a difference to student outcomes

Professor Christine Howe (University of Cambridge)

Patterns of classroom dialogue have been spotlighted as critical for teaching and learning. Hypotheses have been proposed about optimal patterns, yet it remains uncertain how beneficial these are in practice. The need for additional evidence underpins the ESRC-funded project (carried out with Neil Mercer, Sara Hennessy, Maria Vrikki & Lisa Wheatley) that this presentation will report. A large representative sample of classroom dialogue has been obtained and analyzed via a scheme that requires coding speaker turns and rating full lessons. Analyzed dialogue has been related to measures of student outcome. This presentation will outline the positive associations between dialogue and outcome that have been detected. It will also highlight the significance of the results for methodology, theory and practice.

Christine Howe is a developmental psychologist and Fellow of the Academy of Social Sciences who became Professor of Education at the University of Cambridge in 2006; she has recently retired after a long and distinguished career. Her research interests include children's reasoning in science and mathematics; children's communicative, linguistic and peer relational skills; dialogue and learning during collaborative group work; and young people's experiences of racism and discrimination.

Wednesday 27th September 2017 (10:00-12:30)
Faculty of Education, Donald McIntyre Building - Room GS4