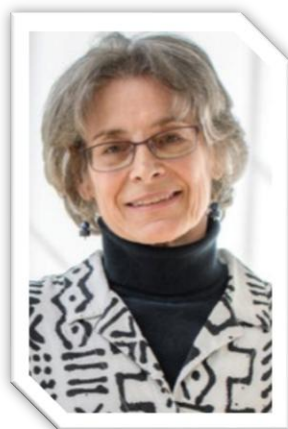# Workshop on educational dialogue: Moving thinking forward

Cambridge, Sept. 1-3, 2025

Workshop's strand leads

Strand 1: Dialogic pedagogy/professional learning

Prof. Sarah Michaels & Prof. Catherine O'Connor

Sarah Michaels is Professor of Education, Emerita and Senior Research Scholar at Clark University. A sociolinguist by training, she studies classroom discourse, dialogic pedagogy, multiliteracies, and new forms of professional learning at scale. She also directs the Next Generation Science Exemplar (NGSX) Program of Professional Learning, designed to support the new vision of science teaching and learning in classrooms throughout the U.S. And she collaborates with urban teachers and their multilingual students in using Poetry Inside Out as a tool for introducing new voices to the humanities. In 2018, she received an AERA lifetime achievement award for her research.

Catherine O'Connor is Professor of Education and Linguistics at Boston University's Wheelock College of Education & Human Development. Her work in education explores the teacher's role in creating inclusive, equitable, and conceptually fruitful classroom discussion. She has focused on the role of discussion in support of student reasoning in literacy and mathematics learning in a variety of school settings and grade levels. Currently she is working with schools in New Jersey and in Missouri in collaboration with the Algebra Project, supporting teachers from elementary through high school to incorporate discussion into their math classes.

Strand 2: Dialogic communities, participation and equity

Dr. Andrea English

Andrea English is Professor in the field of Philosophy of Education at the University of Edinburgh, and incoming President of the John Dewey Society. Her research focuses on theories of dialogic teaching and transformative learning as part of democratic education.

Her scholarship is particularly concerned with understanding the role of teacher listening in building dialogic communities that support learner voice, interthinking and co-agency. She has led teams with researchers in STEM education, AI and Humanities to advance the theory and practice of dialogic education, and has served as expert advisor for international, interdisciplinary projects focusing on dialogue, including for the project 'Deliberate' (Finland). She was a Keynote on 'The Future of Education in a Changing World' panel at the 2024 British Educational Research Association Conference. She is Executive Board member and Teacher Education Coordinator of the Philosophy of Education Society of Great Britain, Editor of IMPACT for the Journal of Philosophy of Education, and Associate Editor of Dewey Studies.

Strand 3: Educational dialogue alongside AI

Prof. Ingvill Rasmussen & Prof. Sten Ludvigsen

Ingvill Rasmussen is Professor at the Department of Education, University of Oslo. Her research focuses on dialogue, collaboration, and the transformation of learning practices through new technologies, including generative AI. Rasmussen collaborates with teachers and technology developers to design technologies that support learning in formal schooling settings. She is currently involved in a Europe-wide interview study investigating how young people (13-16 years old) use and understand generative artificial intelligence. Rasmussen has received the title of Distinguished Educator and is a member of the University of Oslo's Pedagogical Academy.

Sten Ludvigsen is Professor in learning and digitalization at University Oslo, Department of Education. He is currently involved in several projects in the field of AI and dialogues in educational settings. In the research projects the teams involved study how AI tools and infrastructures can be used to support students learning in and across knowledge domains. He has broad methodological experience. Ludvigsen has extensive experience in academic leadership, research education and PhD supervision. He is fellow in The International Society of the Learning Sciences and is one of the executive editors for the international Journal of Computer Supported Collaborative Learning.