**Dialogic Teaching Questionnaires**

**(DTQ)**

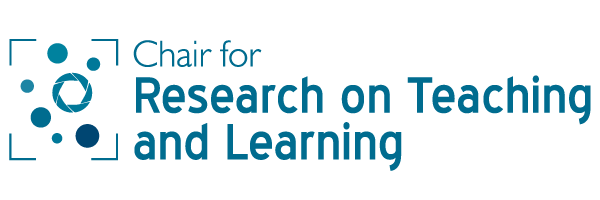
**(1) Teacher’s lesson overview**

**(2) Students’ lesson overview   
(3) Teacher’s self-assessment**

*Gröschner, A., Hennessy, S., Kershner, R., Dehne, M. & Calcagni, E. (2021). Dialogic Teaching Questionnaire (DTQ). Teacher and Student Version. Jena/Cambridge.*

*The DTQ can also be found as part of the Teacher Scheme for Educational Dialogue Analysis (T-SEDA) Resource pack, freely* [*available online*](https://www.educ.cam.ac.uk/research/programmes/tseda/)*.*

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**(1) Dialogic Teaching Questionnaire - Teacher’s overview of their lesson**

This questionnaire will help you (or a colleague or external observer) to analyse your teaching within a lesson, considering three important domains of dialogic teaching: creating an **Openness for Dialogue** (A - Items 1-4), inviting **Students’ Contributions** (B - Items 5-8) and fostering **Dialogic Participation** (C - Items 9-15). You can also give your students the Student version (validated with students aged 13 to 18) to gather their opinions. You could then discuss both perspectives with your class. How do your and their observations of dialogic teaching and learning during the lesson compare?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Consider the following statements with regards to the lesson you just taught, and mark your level of agreement from **(1) “completely disagree”** to **(6) “completely agree”.**  **In this lesson, I... /In this lesson, the teacher...** | (1)  Completely disagree | (2) | (3) | (4) | (5) | (6)  Completely agree |
| A. Openness for Dialogue | | | | | | |
| 1. offered time for questions so that students could understand the learning objective(s). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. allowed enough time for students to contribute at length. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. posed open questions and waited for students to respond. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. listened appreciatively to students and responded in a constructive way, including giving formative feedback. | **□** | **□** | **□** | **□** | **□** | **□** |
| Aggregated rating Dimension A: Openness for Dialogue (add up your ratings) | / 24 | | | | | |
| B. Inviting Students’ Contributions | | | | | | |
| 1. invited students to share their ideas, views, thoughts, interests or feelings. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited students to elaborate and build on their own and others’ ideas. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited students to justify their ideas and opinions explicitly including giving extended explanations, offering arguments, counter-arguments and/or evidence. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited students to respectfully challenge, question and critically evaluate each other’s ideas. | **□** | **□** | **□** | **□** | **□** | **□** |
| Aggregated rating B. Inviting Students’ Contributions (add up your ratings) | / 24 | | | | | |
| Dimension C: Dialogic Participation | | | | | | |
|  | (1) | (2) | (3) | (4) | (5) | (6) |
| 1. emphasised the importance of purposeful dialogue for my students’ learning (e.g. by commenting on how students can collaboratively solve a problem by talking productively, or through reflection about the dialogue at the end of a lesson). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. created an atmosphere of trust, so students felt comfortable enough to take risks or try something new. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. engaged students in both jointly creating and using ground rules for talk. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. built in productive dialogue across the different phases of the lesson. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited students to reflect on the quality and success of the dialogue. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited students to show they are listening carefully to others’ contributions. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. explicitly encouraged students to ask their own questions. | **□** | **□** | **□** | **□** | **□** | **□** |
| Aggregated rating C. Dialogic Participation (add up your ratings) | / 42 | | | | | |

**(2) Dialogic Teaching Questionnaire - Students’ overview of a lesson[[1]](#footnote-1)**

How did you experience today’s lesson? Please report in this questionnaire your perception of the lesson and indicate to what extent you agree with the following statements.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Consider the following statements with regards to the lesson you just taught, and mark your level of agreement from **(1) “completely disagree”** to **(6) “completely agree”.**  **In this lesson, the teacher...** | (1)  Completely disagree | (2) | (3) | (4) | (5) | (6)  Completely agree |
| 1. offered time for questions so that we could understand the learning objective(s). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. allowed enough time for us to contribute at length. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. posed open questions and waited for us to respond. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. listened appreciatively to us and responded in a constructive way, including giving us formative feedback. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited us to share our ideas, views, thoughts, interests or feelings. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited us to elaborate and build on our own and others’ ideas. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited us to justify our ideas and opinions explicitly. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited us to respectfully challenge, question and critically evaluate each other’s ideas. | **□** | **□** | **□** | **□** | **□** | **□** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Consider the following statements with regards to the lesson you just taught, and mark your level of agreement from **(1) “completely disagree”** to **(6) “completely agree”.**  **In this lesson, the teacher...** | (1)  Completely disagree | (2) | (3) | (4) | (5) | (6)  Completely agree |
| 1. emphasised the importance of purposeful dialogue for our learning (e.g. by commenting on how we can collaboratively solve a problem by talking productively, or through reflection about the dialogue at the end of a lesson). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. created an atmosphere of trust, so we could feel comfortable enough to take risks or try something new. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. engaged us in both jointly creating and using ground rules for talk. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. included productive dialogue across the different phases of the lesson. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited us to reflect on the quality and success of the dialogue. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invited us to show we are listening carefully to our classmates’ contributions. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. explicitly encouraged us to ask questions. | **□** | **□** | **□** | **□** | **□** | **□** |

**(3) Dialogic Teaching Questionnaire - Teacher’s self-assessment of their practice**

This questionnaire will help you analyse your teaching considering three important domains of dialogic teaching: creating an **Openness for Dialogue** (A - Items 1-5), inviting **Students’ Contributions** (B - Items 6-9) and fostering **Dialogic Participation** (C - Items 10-18).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Consider the following statements with regards to your practice and mark your level of agreement from **(1) “completely disagree”** to **(6) “completely agree”.**  **In my teaching, I...** | (1)  Completely disagree | (2) | (3) | (4) | (5) | (6)  Completely agree |
| A. Openness for Dialogue | | | | | | |
| 1. build purposeful conversations as part of my lessons through my lesson planning. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. offer time for questions so that students can understand the learning objective(s). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. allow enough time for students to contribute at length. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. pose open questions and wait for students to respond. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. listen appreciatively to students and respond in a constructive way, including giving formative feedback. | **□** | **□** | **□** | **□** | **□** | **□** |
| Aggregated rating Dimension A: Openness for Dialogue (add up your ratings) | / 30 | | | | | |
| B. Inviting Students’ Contributions | | | | | | |
| 1. invite students to share their ideas, views, thoughts, interests or feelings. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invite students to elaborate and build on their own and others’ ideas. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invite students to justify their ideas and opinions explicitly including giving extended explanations, offering arguments, counter-arguments and/or evidence. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invite students to respectfully challenge, question and critically evaluate each other’s ideas. | **□** | **□** | **□** | **□** | **□** | **□** |
| Aggregated rating B. Inviting Students’ Contributions (add up your ratings) | / 24 | | | | | |
| Dimension C: Dialogic Participation | | | | | | |
|  | (1) | (2) | (3) | (4) | (5) | (6) |
| 1. emphasise the importance of purposeful dialogue for my students’ learning (e.g. by commenting on how students can collaboratively solve a problem by talking productively, or through reflection about the dialogue at the end of a lesson). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. demonstrate openness to change my mind when students bring in new ideas or arguments. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. create an atmosphere of trust, so students feel comfortable enough to take risks or try something new. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. engage students in both jointly creating and using ground rules for talk. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. include productive dialogue across the different phases of the lesson. | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. develop dialogue cumulatively over time (between lessons). | **□** | **□** | **□** | **□** | **□** | **□** |
| 1. invite students to reflect on the quality and success of the dialogue. | **□** | **□** | **□** | **□** | **□** | **□** |
| 17. invite students to show they are listening carefully to others’ contributions. | **□** | **□** | **□** | **□** | **□** | **□** |
| 18. explicitly encourage students to ask their own questions. | **□** | **□** | **□** | **□** | **□** | **□** |
| Aggregated rating C. Dialogic Participation (add up your ratings) | / 54 | | | | | |

1. Please consider that this version was validated with students aged 13 to 18. [↑](#footnote-ref-1)