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| **Dialogue categories** | **Contributions and Strategies** | **What do we hear? (Key Words)** |
| **IB – Invite to build on ideas** | *Invite others to elaborate, building on, clarify, comment on or improve own or others’ ideas / contributions*  | ‘Can you add’, ‘What?’ ‘Tell me’, ‘Can you rephrase this?’ ‘Do you think?’ ‘Do you agree?’ |
| **B – Build on ideas** | *Build on, elaborate, clarify or comment on own or others’ ideas expressed in previous turns or other contributions* | ‘it’s also’, ‘that makes me think’, ‘I mean’, ‘she meant’ |
| **CH - Challenge** | *Questioning, disagreeing with or challenging an idea* | ‘I disagree’, ‘But’, ‘Are you sure…?’, ‘…different idea’ |
| **IRE – Invite reasoning** | *Invite others to explain, justify, and/or use possibility thinking relating to their own or another’s ideas* | ‘Why?’, ‘How?, ‘Do you think?’, …‘explain further’ |
| **R – Make reasoning explicit** | *Explain, justify and/or use possibility thinking relating to own or another’s ideas* | ‘I think’, ‘because’, ‘so’, ‘therefore’, ‘in order to’, ‘if...then’, ‘it’s like...’, ‘imagine if...’, ‘could’, |
| **CA - Coordination of ideas and agreement** | *Contrast and synthesise ideas, confirm agreement and consensus; Invite coordination/synthesis* | ‘agree’, ‘to sum up…’, ‘So, we all think that…’, ‘summarise’, ‘similar and different’ |
| **C – Connect** | *Make pathway of learning explicit by linking to contributions / knowledge / experiences beyond the immediate dialogue* | ‘last lesson, ‘earlier’, ‘reminds me of’, ‘next lesson’, ‘related to’, ‘in your home’ |
| **RD – Reflect on dialogue or activity** | *Evaluate or reflect “metacognitively” on processes of dialogue or learning activity; Invite others to do so* | ‘dialogue’, ‘talking’, ‘sharing’, ‘work together in the group/pair’, ‘task’, ‘activity’, ‘what you have learned’, ‘I changed my mind’ |
| **G – Guide direction of dialogue or activity** | *Take responsibility for shaping activity or focusing the dialogue in a desired direction or use other scaffolding strategies to support dialogue or learning* | ‘How about’, ‘focus’, ‘concentrate on’, ‘Let’s try’, ‘no hurry’, ‘Have you thought about…?’ |
| **E – Express or invite ideas** | *Offer or invite relevant contributions to initiate or further a dialogue (ones not covered by other categories)* |  ‘What do you think about…?’, ‘Tell me’, ‘your thoughts’, ‘my opinion is…’, ‘your ideas’ |

**SECTION 1: Coding framework** 

How can the T-SEDA coding framework help me to evaluate the quality of dialogue in my classroom?

The T-SEDA coding framework focuses on turn-by-turn analysis of dialogue. The codes can be used in different ways for systematic observation, either live during a lesson or using a lesson recording. It may also be useful to capture dialogic practices across a whole lesson or episode such as the use of talk rules and levels of student participation. (See Section 2 for more details.)

The categories below can be used to analyse talk turns in order to understand the functions of each contribution to the dialogue. Sometimes, more than one code can occur within a turn or even a sentence. Guidance about how the framework can be used follows in the next sections of this resource. This framework has been adapted from the Cam-UNAM Scheme for Educational Dialogue Analysis (SEDA)[[1]](#footnote-1) collaboratively developed and tested by two large research teams in Mexico and UK (as described by Hennessy et al. 2016).

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| **Key dialogue categories** |
| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **B – Build on ideas***build on, elaborate, clarify or comment on own or others’ ideas expressed on previous turns or other contributions to the learning activity (oral/written/other)* | * build on own or another’s previous ideas /contributions by adding something new
* clarify, elaborate, extend, reformulate own or another’s previous ideas / contributions
* comment on previous ideas / contributions
 | **Possible Key Words to look for:**‘it’s also’, ‘that makes me think’, ‘I mean’, ‘she meant’**Examples:** Kate’s idea made me think about why the character would do that.I’ve got an idea that no-one has mentioned yet…What I meant earlier was…Ahmed’s story had a lot of detailed descriptionMy idea was similar to Jose, I wrote that flowers would make the best present |

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| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **IB – Invite to build on ideas** *Invite building on, elaboration, clarifying or commenting on own or others’ ideas / contributions to learning activity (oral / written / other)* | * invite others to build on own or others’ ideas
* invite others to clarify a contribution
* invite others to comment on others’ ideas or views (including invitations to agree/disagree or evaluate)
* invite others to refine/improve ideas
 | **Possible Key Words to look for:** ‘What?’ ‘Tell me’, ‘Can you rephrase this?’ ‘Do you think?’ ‘Do you agree?’ Can you add to…?’**Examples:**What do you mean? Tell me more…Can anyone add to that? Can you give an example of what you said?Is your idea similar to Manuel’s? What do you think about Maria’s idea? Do you agree with what Chris just said?What other information do we need?How can you improve Sanjay’s group’s poster/concept map?  |
| **CH – Challenge***Questioning, disagreeing with or challenging an idea* | * Stating full or partial disagreement
* Doubting an idea
* Challenging an idea
* Rejecting an idea
* Indicating that two or more ideas that have been expressed are in disagreement
 | **Possible Key Words to look for:**‘I disagree’, ‘No’, ‘But’, ‘Are you sure…?’ ‘…different idea’**Examples:**I’m not sure it will float actuallyI don’t think that’s right, I think…. or ‘I have a different idea…’Are you sure these angles are the same?But then that wouldn’t happen if…That’s partially true, but not when…I don’t agree with that at all It’s not Victorian London thoughNo, I think that other one |

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| **Some further categories to consider** |
| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **R – Make reasoning explicit***Explain, justify and/or use possibility thinking relating to own or another’s ideas* | * explain, justify, draw on evidence, make analogies, make distinctions
* predict, hypothesise
* speculate, explore different possibilities
 | **Possible Key Words to look for:**‘I think’, ‘because’, ‘so’, ‘therefore’, ‘thus,’ ‘in order to’, ‘if...then’, ‘not...unless’, ‘it’s like...’, ‘imagine if...’, ‘would’, ‘could’ or ‘might’**Examples:** I think the wood will float but not the metal.The ice caps melting by 10% supports the global warming theory.If children don’t have to go to school, they wouldn’t learn maths properly.If I chose the first alternative I would be safer, but if I choose the second one I could eventually have greater gains.I think the author might be referring to feelings when he writes about water.Our water conducts electricity because it’s contaminated with other materials.... Pure water does not conduct electricity. |
| **IRE – Invite reasoning***Invite explaining, justifying, and/or using possibility thinking relating to their own or another’s ideas* | * invite others to explain, justify, draw on evidence, make analogies, make distinctions
* invite others to predict, hypothesise
* invite others to speculate, explore different possibilities
 | **Possible Key Words to look for:**‘Why?’, ‘How?, ‘Do you think?’, ‘explain further’**Examples:**How did you arrive at that solution/conclusion/evaluation?I don’t quite understand. Can you explain further? Group X/Classmate Y said that it is because of... what do you think about their explanation? What would/could/might happen if...?Can you imagine that…?Which objects do you think might float?Why do you think that was? (in relation to a statement/observation)Why do you think that would be? (in relation to a statement/observation)How do you know that? Chloe says x is 2. How do we know that she’s correct?Who can tell me why they might agree with Joe? |

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| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **CA - Coordination of ideas and agreement***Contrast and synthesise ideas, express consensus, or invite others to do this* | * come to a consensus view
* evaluate at least two different ideas by comparing / contrasting / critiquing them
* judge the value of an idea / artefact
* confirm agreement/consensus
* propose to resolve differences and/or agree a solution
* synthesise, generalise
* **invite** consensus, evaluation, summary, resolution, generalisation, etc.
 | **Possible Key Words to look for:**‘I agree’, ‘to sum up…’, ‘So, we all think that…’, ‘summarise’, ‘similar and different’**Examples:**So we agree with Jason… because…Elaine came up with more evidence than Tim, she was more convincing. ‘So, do we all agree that…?’I think all we agree that a suspension bridge would work best.I agree with Maria and not with Andy because the pebble is too heavy to floatWe agree that these ideas can’t be reconciled.I see what you mean, Option C is probably right, not B.They are both saying the same thing because…Taking together what Alan and Bonnie said, it seems that most of us now think that the government was too extreme when it required that all chickens on the farm had to be killed when only one had Avian flu.Can someone summarise the key point of what we / your group just discussed? Which groups’ ideas and arguments are similar? What are the differences between your group’s arguments and the others’?  |

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| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **RD –** **Reflect on dialogue or activity***Evaluate or reflect “metacognitively” on processes of dialogue or learning activity; invite others to do so* | * talk about talk rules / ground rules
* reflect (or invite to reflect) about the processes/ value/ impact of dialogue
* reflect (or invite to reflect) on value/ impact of learning activity
* explicitly acknowledge a shift of position
 | **Possible Key Words to look for:**‘dialogue’, ‘talking’, ‘sharing’, ‘work together in the group/pair, ‘task’, ‘activity’, ‘what you have learned’, ‘I changed my mind’, ‘changed your mind’, ‘listening’, ‘talk rules’**Examples:**I like sharing ideas because it can give us new ideas for our writing.They (talking and listening) kind of go together, don’t they?Can you share with the class how your group’s ideas have changed and developed?It (dialogue) works when everyone is talking about the right thingSo, thinking about our ground rules for talking in the classroom...In your group can you think about what makes dialogue work?Do you think we need new talk rules for next time?I can see you were listening to each other carefully; did that help your learning?What have you learned in today’s lesson? Have you changed what you think?What / whose argument helped you change your mind, and why?How did you feel about being a group leader today?As the ‘note-taker’ in your group did you feel you participated in the dialogue? |

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| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **C – Connect***Make pathway of learning explicit by linking to contributions / knowledge / experiences beyond the immediate dialogue* | * refer back to earlier contributions or flag up forthcoming requests
* refer forward or back to relevant activity or artefacts
* refer to wider contexts beyond the classroom or to prior knowledge / experiences
 | **Possible Key Words to look for:**‘last lesson, ‘earlier’, ‘reminds me of’, ‘next lesson’ ‘related to’, ‘in your home’**Examples:** It’s like when we did/learnt…How is today’s lesson related to last lesson? Who remembers the experiment we did with keeping plants in the dark?At the end of the lesson I'm going to ask you to write down what you think happened and why.Who has visited the science museum and can tell us what they’ve seen? I know a lot about horse riding because I have my own horse.Do you think you might find similar creatures in the soil in your own garden?Have you seen anything on the news that refers to weather or climate?Is there any information in earlier chapters that is useful?  |
| **G – Guide direction of dialogue or activity***Take responsibility for shaping activity or focusing the dialogue in a desired direction or use other scaffolding strategies to support dialogue or learning***(This general category captures contributions that support the flow of dialogue and may enhance student participation)** | * encourage student-student dialogue
* offer thinking time
* propose possible courses of action or inquiry

use strategies that respond to learners’ levels of understanding such as: provide informative feedback, feed in / highlight ideas, focus attention on key concepts or task elements, stimulate wider/deeper thinking, introduce authoritative perspective, e.g. technical terms or facts to clarify confused thinking | **Possible Key Words to look for:**‘How about’, ‘focus’, ‘concentrate on’, ‘Let’s try’, ‘no hurry’**Examples:**So, in answer to the question, what have you found out?Are you thinking about...?Don’t worry, have a go...Let’s try adding up instead!Take your time and let me know when you’ve thought of anything.Why don’t you explain to Kelly what we are doing?In pairs can you discuss which of these sources you think is the most reliable account of the battle?What would Newton say?Try to make more eye contact so you can engage the audience more. |

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| **CODING CATEGORIES** | **CONTRIBUTIONS AND STRATEGIES** | **What do we hear?** |
| **E – Express or invite ideas***Offer or invite relevant contributions to initiate or further a dialogue* ***(ones not covered by other categories)*** | * invite opinions, ideas, beliefs or examples without referring back or building on prior contributions, typically by open, general questions, or by drawing more people into the exchange without explicitly inviting them to build/reason/coordinate/query
* make a relevant contribution, including short responses to closed questions; plenary reporting; extended ideas not explicitly linked to previous contributions
 | **Possible Key Words to look for:**‘What do you think about…?’, ‘Tell me’, ‘your thoughts’, ‘my opinion is…’, ‘your ideas’**Examples:**What do you think, Maria?What do you think is really important in this text? Can you identify some key words and underline them on the board?Are there any more ideas on that?How many four-legged animals can you name?What do you know about how electricity works?Let’s brainstorm… |

1. The original SEDA (**©**2015; pronounced “Sedda” as in Spanish) has 33 coding categories organised in 8 clusters. It has been condensed and reformulated to create new forms of the scheme for different research purposes.The full original SEDA scheme and further information about the research are available at http://[tinyurl.com/BAdialogue](http://tinyurl.com/BAdialogue). [↑](#footnote-ref-1)