

**DIALOGIC TEACHING FRAMEWORK AND STUDENTS' PERFORMANCE IN BUSINESS
EDUCATION IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA**

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Introduction

Dialogue stems from the Greek word *dialogos*; its roots are *dia* and *logos*. *Dia* means through, and *logos* mean reason or speech. Put together, it means conversation through speech or reasoning. Any written or spoken conversational exchange between two or more persons is known as Dialogue. Dialogue is mainly associated with Socratic Dialogue as developed by Plato, who first used the term in his work relating it to the art of debate. The Platonic Dialogue exhibits Socrates as a speaker and one or more interlocutors discussing some philosophical questions. Platonic Dialogue had its foundations in the mime. Years later, Plato simplified the form from literary work and to a pure argumentative conversation (Jazdzewska, 2015).

The argumentative conversation is where this study tends to anchor. In the contentious conversation in a dialogic classroom teaching-learning experience, parties involved in the discussion are free to ask one another for clarity. Students are expected to consider the pros and cons of issues to derive their fitness, suitability, and usability and criticise ideas for ingenuity, practically confirming facts beyond doubt.

Dawes (2000) opined that, teaching is a complex business and must use various ways of communicating; there is a place for telling, and there is a place for Dialogue. It is complex because it involves human beings who are students of different reasoning, understanding, experience, socio-economic background and challenges. Getting the students engaged in the lesson calls for telling and dialogue. The dialogue aspect of teaching is commonly referred to as instructional conversation or talk. Dawes indicated that there are different types of talk used in the classroom. The instructions are of two primary forms – monology and dialogic. Monology is a classroom talk that entails questions and answers from teacher to student. The teacher evaluates and corrects the responses only - no provision for an extensive discussion of the reaction. Dialogic is a classroom talk where students and teachers engage in conversation in small groups and as a class. There is more to teaching and learning, according to Dawes.

Mikhail Bakhtin, Paulo Freire, Martin Buber, and David Bohm are among the 20th century philosophers who advocated the use of discussion in the classroom (Phillips, 2011). Ramon Flecha and Paulo Freire are two of the most important thinkers of dialogical education (Flecha, 2000). Freire and Flecha offered a set of theories and practices for using egalitarian discourse as a teaching tool. When it comes to dialogic learning, the notion of equality of conversation emphasises that contributions are valued based on how well they are argued, not on who is making them or where they are in society's hierarchy of power (Flecha, 2000).

Dialogue as a method of teaching was pioneered by Brazilian Paulo Freire, a leading educationalist. He thinks that students and instructors may learn from one another in an atmosphere of mutual respect and equality via discourse. Dialogued pedagogy aimed to improve the world as well as to expand students' awareness of many issues (Goodson & Gill, 2014). The changes should reflect business education students' cognitive ability and competency skills. It will occasion meaningful contributions to the education system, business, economic and social system, and society. In other words, Freire's projections of dialogue are anchored on deepening understanding and betterment of the society wherein the students will find themselves after graduating from school.

Bohm, who is known for his work on dialogue models, produced one that involves 10 to 30 individuals talking about their beliefs about thinking, ideas, communication, and the consequences of group dynamics. Meetings lasted anything from a few hours a day to a few days in a row. Talking about a topic in the Bohm model, dialoguers agreed to set aside debating strategies in favour of speaking from personal experience (Isaac, 1999 in Kate et al., 2016). It is worth noting that Freire and Bohm both advocate dialogue, but Freire's Dialogue emphasises debate and argumentation while Bohm's Dialogue provides a safe space for students to express their own perspectives and experiences on a topic.

In the same line, Kate et al. (2016) argued that conversation is a communication strategy that helps individuals to comprehend other opinions without placing oneself at odds with other viewpoints. There is no defending or rebutting of points of view in a discussion. Instead of interrupting one another, individuals are able to speak freely and express their opinions. Facilitators do not argue their opinions; they just listen to learn from their students. What matters most is that students comprehend the facilitator's point of view, not who is right or wrong. Dialogue is not an argument, but rather a two-way conversation. With the opportunity to define a problem collaboratively, both individuals may express their views on the same subject. Kate went on to say that discourse is only a successful technique for communication when it aids the persons involved in understanding one another's points of view. Change and resolutions may blossom from a common knowledge of the problem. Dialogic teaching-learning indicates that students' attitudes, reasoning, and motivation to behave consistently to attain desired performance will change as a result of using this method of instruction.

This study considered the Cognitive Constructivism theory of Piaget Jean and Social Constructivism theory of Vygostky. Constructivism theory is linked to Piaget Jean's theory of cognitive development (1896 – 1934). Constructivism is the theory that explains how individuals come to have the beliefs they have. Constructivism is an educational paradigm that serves as a foundation for classroom learning. Learners generate new ideas or concepts based on their present or previous knowledge. Using a cognitive framework, a learner picks and changes information, formulates hypotheses, and makes judgments. Cognition (i.e., schema, mental models) lends meaning and order to events, allowing the person to move beyond the information provided. Business instructors urge students to uncover concepts on their own as a means of enhancing their understanding of the material. It is important for the teacher and the student to have a conversation. The teacher's job is to adapt the content to the student's present level of comprehension.

According to this theory, students build their knowledge of the world by engaging in hands-on activities and then reflecting on their experiences. Students' capacity to actively develop their knowledge in relation to reality in business education is mostly dependent on the experiences of the learners (business students). It is the teacher (the business educator) that creates the majority of these events, giving an engaging and exploratory experience, an active atmosphere for interaction and inquiry as well as self-evaluation.

McLeod (2019) said that constructivism believes in personal production of meaning by the learner via experience, and that meaning is modified by the interplay of existing knowledge and new experiences. The major emphasis of cognitive constructivism is the learner (business education students). Individual students' understanding and reinterpretation of previously taught or encountered material, as well as the impact of such experiences on one another, are fundamental concerns of constructivism. This concept harmonises with Dialogic learning, both in and out of the classroom, as it encourages students to explore their own pace of study and self-discovery. In the same way, dialogic learning encourages students to devote more time and effort to reinforcing what they have learned. Students, instructors, and teachers and students will be able to communicate in a dialogic classroom environment for business education students. Students should be encouraged to apply their knowledge of concepts and abilities to the world around them as part of a constructivist

education. Consequently, cognitive theory emphasises is on students' active engagement in experience and knowledge via collaborative and exploratory attitudes.

Dialogic Teaching Framework

The dialogic framework developed by Alexander and Lipma may help us better comprehend the activities that take place in dialogic classrooms. Dialectical teaching is explained by Alexander (2018) in a new paradigm. Rather of using all-purpose teaching formulas, instructors should instead build and draw from a variety of pedagogical strategies tailored to the specific learning circumstances and needs of their students. The concepts of Dialogic Teaching, as outlined by Alexander, include collaborative, reciprocal, supporting, cumulative, and intentional learning, as well as a sense of shared purpose. Collectively, students participate in the classroom session to accomplish the assigned learning assignment.

From the familiar principle, students respect and listen to each other viewpoints, respond to students' propositions by sharing their views in the form of criticism or supportive claims and proffer possible alternatives to issues under consideration.

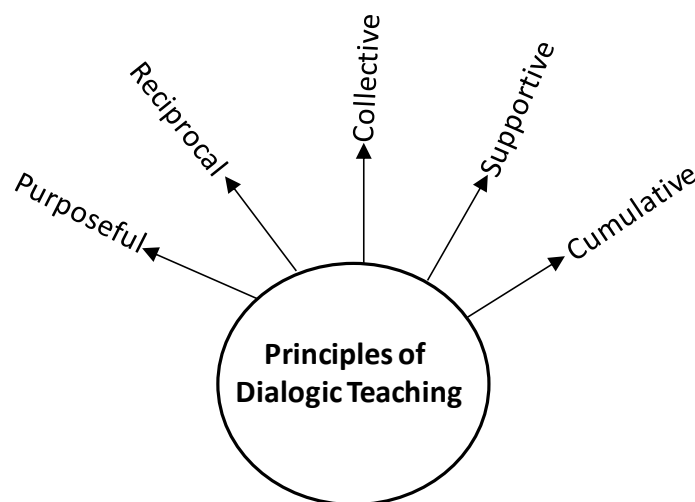


Figure 4: Alexander Modified Principles of Dialogic Teaching

Source: Alexander (2018) Framework for dialogic Teaching

Dialogic Teaching must be supportive because it allows students to freely articulate their thought without the fear of being harassed or embarrassed either by the teacher or fellow students over wrong answers. Dialogic teaching process means that cooperatively, each student is helped by fellow classroom students and the facilitator to come to a reasonable conclusion of their view and harmonise with the common understanding of the class. The cumulative principle implies that students' and teachers' responses and answers merge to form one comprehensive whole or coherent line of thinking and learning. In this respect, every viewpoint is relevant and is integrated into common knowledge. The principle of purposefulness indicates that despite the class session being open and dialogic, it needs to be planned and organized with the teacher's specific goals.

Lipman (1976) in Vansieleghan and Kennedy (2011) also developed a philosophy for children (P4C). Its focus is on improving students' creative, critical, and rigorous thinking in developing higher-order thinking skills, attitudes, and dispositions for promoting good thinking.

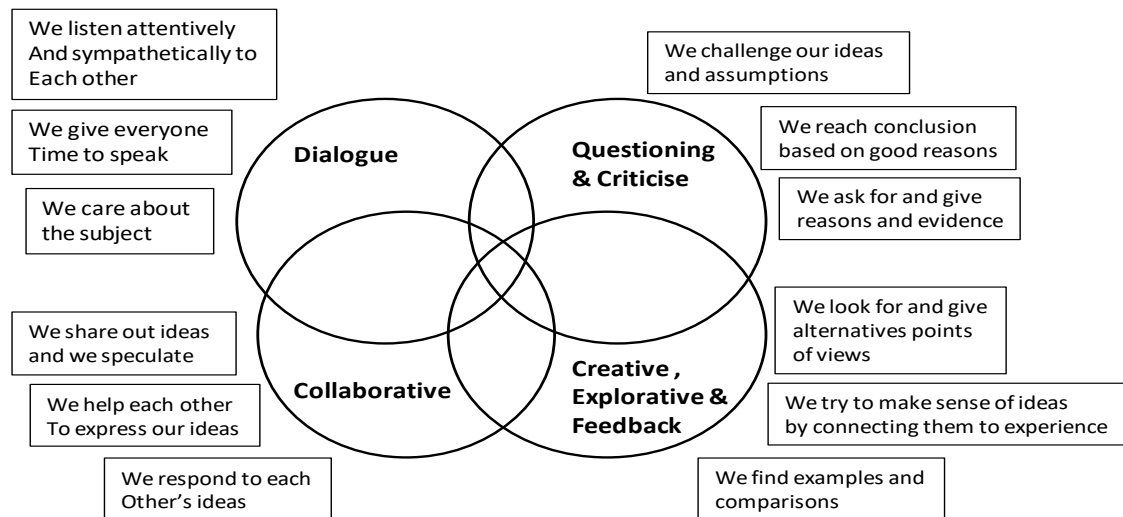


Figure 5: Modified P4C Framework for Dialogue Teaching

Source: Lipman (1976) in Vansieleghen and Kennedy (2011).

What is the philosophy for children?

The 4PC philosophy is also adopted to establish the framework of good Dialogic Teaching, known as the 4Cs- caring, collaborative, critical, and creative to support and analyse dialogue in classrooms.

Adopting it for this study, the researcher deems it fit to split further and rename some elements. Caring is replaced with dialogue, added to criticise is questioning, added to creative is analysis, and explorative. The changes were made to reflect the variables that are under consideration in this research which are in harmony with Alexander (2010 and 2018) proposition. The framework supports the classroom to involve students in a session to articulate their reasoning in good dialogue (Circle 1: discussion) and how to dialogue and work progressively towards good conversation. There is a need to listen to one another, respect each other, be actively involved in the topic for discussion, etc. Students under the questioning section (Circle 2: Questioning and Criticise) are encouraged to ask questions among themselves and the teacher acts as the moderator or facilitator. Within the process of questioning ideas, the critical examination makes the idea credible. In the collaborative session (Circle 3: Collaboration), students are to help each other understand the ideas and respond to data gathering that might be required of the group. They also help or encourage other students who are silent students, demotivated students, low-esteem students, and physically or emotionally challenged students to contribute to the discussion. Within Circle 1 to Circle 3 sessions, students are expected to analyse the concepts or ideas, indicate alternatives, redesign or develop new or additional concepts, and connect the concept to realities – putting it to work or function in the real world of work. Lipman's contention is that good thinking together of students or dialogue serves to develop related 'ground rules' in dialogic teaching.

Scholars have developed several dialogic theories from different fields. Some of these are the Theory of Dialogic Action (Freire, 1970), Theory of Dialogic Imagination (Bakhtin, 1981), Theory of Communicative Action (Habermas, 1984 in Erikson & Weigard (2004), Dialogic Inquiry Approach (Wells, 1999) among others. This study is of interest to the theory of dialogic imagination and dialogic theory of communicative action. The theory of communicative action projects that communication has a leading role in the teaching-learning process. Students continuously dialogue on study materials from time to time, in and out of the class. Through the dialogue process, students and teachers create and recreate themselves. It tilts toward a democratic form of learning. Thus, business educators need to promote democratic conditions that will encourage students' curiosity in a more creative learning. The theory projects that the hallmark of the theory of dialogic action is to reveal the truth in interacting with others and the world. The dialogic action should promote understanding, cultural creation, and liberation.

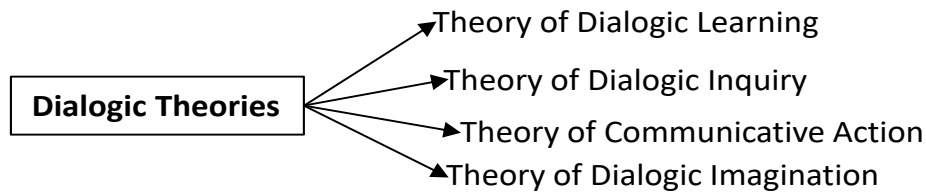


Figure 6: Dialogic Theories

The theory of dialogic imagination projects creating meanings out of dialogue with others. The theory emphasizes a closed relation between language, interaction, and social transformation. The theory believes that the individual does not exist outside of dialogue. It also established the relevance of the other person's existence. It emphasized that the other person cannot be isolated, excluded, or silent in dialogue. In the process of interaction between students, meanings are created through reflection on the concept or issue. These meanings attained from the interactions are further used in other forums where the individual finds himself. That is the process of using the meaning in another forum or class session; the meaning may take additional changes to be amplified in scope. To sum up, every time we speak about anything, it reflects the conversations we have had with others, demonstrating how meaning was generated in prior talks, (Bakhtin in Matusov and Miyazaki, 2014). By reason of this, the viewpoint of the individual and the group is inextricably linked.

Dialogic Pedagogy

Pedagogy refers to the approach to teaching, is the theory and practice of learning, and how the process influences behaviour. It is the study of how knowledge and skills are imparted in the school system. It also takes cognizance of the different interactions in the teaching-learning process. Most times, there is variance between theory and practice of pedagogy. This variance is owing to differences in the socio-cultural and political environment where educational institutions operate (Li, 2012).

Education, as defined by UNESCO (2020), is the interaction of instructors with their students, the learning environment with their students' duties. Teachers and students are both involved in the instructional approach, whether it is a teacher-centered, a student-centered, or a learning-centered pedagogy. Teacher-centered and learner-centered pedagogy may appear to be at odds with one another, they can often work in concert to achieve educational objectives. For students to fully grasp a new concept, a learner-centered approach may be more effective than a teacher-centered as it has a direct impact on student learning, according to Unesco. Although there are many teaching methods in use, some are more successful and suitable than others (UNESCO, 2020). This means that the teacher of a dialogic class must choose the appropriate methodology.

The efficacy of pedagogy is also dependent on the subject matter to be taught, on recognising the varying requirements of individual learners and on responding to circumstances in the classroom and the surrounding setting, according to Unesco's assessment. A facilitator may use a variety of pedagogies to get the job done. It was argued that good pedagogy may lead to academic accomplishment, social and emotional growth, acquisition of technical skills and a general capacity to contribute to society (Craig, Kraft, & Plessis, 1998 in Unesco, 2020).

According to Vavrus and Bartlett (2013), the use of pedagogy in the educational system is influenced by educational policies such as national exams, curricular requirements, and other guidelines. Teachers are discouraged from utilising pedagogy that fosters higher-order critical thinking abilities, for example, national tests largely assess factual information rather than comprehension or analysis.

Such a setting does not allow for dialogic instruction. Students' higher-order thinking skills are emphasised in dialogic instruction. Teachers' actions, judgements, and other teaching tactics are shaped by their pedagogy, which takes into account theories of learning, student interests and backgrounds, and understanding levels. It is possible to achieve pedagogical objectives that vary from improving human potential to the details of vocational education (the imparting and acquisition of specific skills).

Western pedagogy traditionally sees the instructor as the source of information, while the student is seen as the one who is being taught. However, pedagogical theories increasingly attribute credibility to student agency and instructor facilitation (the case of dialogic Teaching). Students learn more effectively when their instructor uses the right methods of teaching a dialogue lesson. As a result, the facilitator and student develop a stronger bond as they work together to find the best possible learning environment. Student participation and motivation are enhanced by this method. They are more likely to remember and recall topics and methods if they are actively engaged in the learning process. Having a link between what they have learned and what is happening in the real world makes students more likely to connect ideas to predicted outcomes, behaviour, or actions in the future (Vavrus & Bartlett, 2013).

The goal of dialogic pedagogy, according to Phillipson (2011), is to provide students with chances for conversation. However, having a good discussion is not as simple as it may seem, which is why dialogic pedagogies must also focus on teaching students how to have productive conversations (teaching for dialogue). For example, Robin Alexander's Dialogic Teaching, Neil Mercer's Thinking Together, and Lauren Resnick's Accountable Talk are all examples of recognised educational techniques that promote teaching both via and for discussion. Three topologies of dialogic pedagogy were discovered by intellectuals in dialogue from Matusov and Miyazaki (2014) on the various conceptual approaches to dialogic pedagogy: instrumental, epistemological, and ontological.

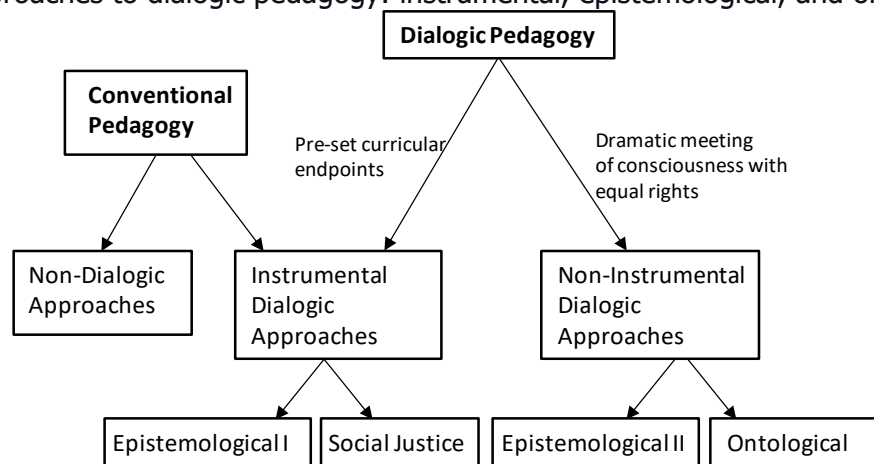


Figure 7: Dialogic and Conventional Pedagogies

Source: Matusov and Miyazaki (2014:4), Dialogue on Dialogic Pedagogy in Dialogic Pedagogy

Educationists use instrumental pedagogy dialogue to increase test scores and learning performance, enhance students understanding of concepts learned outside of pedagogic dialogue, enhance students' motivation and engage students in an analysis (Brown 1997, Burbules 1993, in Matusov, 2009). Matusov and Miyazaki (2014) further indicated that instrumental pedagogical dialogue is more concerned with present curricular endpoints that students are expected to attain. It could be a short dialogic discussion (simple form) or an elaborate structure that gives room for a thorough investigation. Owing to the present endpoint–curricular standards (focus) of a subject curriculum, they opined that it contradicts the open-end spirit of genuine dialogue. That is actual open dialogue

as in dialogic teaching, where all participants (teacher and students) are genuinely interested in the topics, issues, and inquiries under discussion. Thus, instrumental learning focuses on the desired ends.

According to Matusov and Miyazaki (2014), learning itself is not appreciated. Many people perceive the process of learning as drudgery that takes a long time and requires a lot of work, humiliation, discomfort, and memorising of data. People cannot be changed by it since it exists independently of them. People mostly stay the same after instrumental learning. For him, poiesis is a process whose excellence is measured by the standards imposed outside the dialogue process itself - accomplishing existing objectives, and hence instrumental learning. He classified the instrument approach to dialogic pedagogy as an educational technique, along with other instructional methods and activities that aim to improve the participants' knowledge, insight, or sensitivity.

Pedagogical discourse cannot be used to teach all curriculums. Pedagogical discussion might be used to teach and learn certain curriculum more effectively. According to Matusov and Miyazaki (2014), noted that it might be utilised for teaching ideas as well as concepts and ideals, but not for gaining factual information or abilities. It is an effective way to meet the teacher's or government's curricular endpoints (learning objectives). In terms of the monological framework, it is an effective method for accomplishing a non-dialogic goal. It is implied that it is outside of dialogue's notions. Students' lives and education are often depicted as separate entities, with education being framed as a preparation for life.

The Teacher as the Dialogic Author

It is pertinent to know the position of the teacher as well as the students in the dialogic lesson. The teacher is the dialogic author identifying the role, while the students are called dialogic heroes (Matusov & Miyazaki, 2014). The teacher is the author of the class. He kick-starts the class session with his experience and knowledge. Some scholars believe that students share the authorship with the teacher, co-authorship. Matusov and Miyazaki (2014) argued against the view that a teacher shares a co-authorship with students in the dialogic process. It is true that the teacher and students collaboratively generate the dialogic lesson, but the instructor sets up the classroom in such a way that it is conducive to learning for the students. Whether a lecture is dialogic or monologic is entirely up to the instructor. Although students contribute to the conversation in the class by working together with the instructor, the teacher has the ultimate say. The lesson can only be dialogic and the students can only be dialogic heroes if the instructor takes on the role of dialogic author. The teacher's part in a dialogic classroom cannot be completely ignored from its success. The interactive session begins with a pre-planned experience and important questions. In addition, he divides the students into groups for collaboration, research, and a variety of viewpoints. The ability of a class to engage in dialogue is largely dependent on the teacher's desire and ability to do so. It indicates that if business educators are unwilling to be dialogic authors, they will never be able to encounter dialogic students (dialogic heroes).

Matusov and Miyazaki (2014) argued that there are two approaches for business educators to position themselves as dialogic authors in the classroom instruction. A business educator creates a setting in which many diverse points of view come into discourse. Ideas, hints for consideration, and critique are all part of his style. He functions as a motivator by encouraging discourse amongst the heroes as he creates the atmosphere (students). Dostoevsky's theory of 'adventure plots' was used to argue that the instructor takes on the role of a guide. The adventure story is interspersed with serious and urgent questions. To test the notion and the man behind the concept, or to test 'the man in man,' it puts a person in unusual situations that expose and stimulate him. This teacher exposes students with some of the most challenging issues in business (heroes and in the dialogue process). Other students (heroes) come into the classroom, bringing their own set of experiences, insights, and concepts to the table. Students are placed in a unique situation because of the nature

of the issue they are confronted with in class. It elicits their prior experiences and logic to help them find a solution or alternative. An altogether new notion may have to be devised or the existing concept may have to be expanded, modified, or derived a new one from the previous one. The primary goal of this exercise is to put any new theories to the test or confirm old ones. His term for it was *man in man*, which he defined as the student's innate persona (intellectual characteristics). The unexpected state of mental thinking that discussion happens under is that of a university setting. Students in the class are encouraged to share their own stories, experiences, and theories.

First and foremost, the dialogic author takes part in the conversation. In particular, it is critical to pay attention to the heroes' voices (students) if you want to engage in conversation with them. The instructor is also required to recognise the dialogic link between the voices and their dialogic exchanges in addition to identifying the individual voices in the discussion. Bakhtin described the job of a dialogic author's listener as one of understanding resigning dominating notions as well as the voices that are still a little shaky in the current era. It is possible that the concepts have not completely formed, but they have already begun to germinate and become embryos of future work-views. A teacher listens attentively to all students, regardless of their age or background.

A dialogic author, as Dostoevsky noted in Miyazaki (2011), may help students see possibilities hidden in others as well as themselves. In the sense that students have concepts that are still to be developed that are unique to enterprises, economics, and social life for today and the future.

Challenges of Dialogic Teaching in Classroom

When it comes to dialogic classrooms, it might be difficult for instructors who are used to the old norms of monologic discourse (IRF or IRE) to deal with the anxiety of allowing their students to engage freely (Mercer and Howe, 2012, Howe & Abedin, 2013). Some instructors, according to Lyle (2008), lack the necessary expertise for structuring productive discussions in the classroom. Dialectic models of debate are not familiar to many students who have previously been exposed to the IRE or IRF models of discussion, (Mercer & Howe, 2012).

Range from particular acts of participants, such as preventing open participation, to the societal choices such as packed classrooms and test-driven education, for the failure of classroom discourse (Burbules (1993) in Reznitskaya et al., 2009). Reznitskaya et al. (2009), the seeming reluctance to embrace conversation in education may, at least partly, be attributable to the inherent complexity, inconsistency and ambiguity connected with its actual classroom implementation. Teachers may also refuse to use dialogic pedagogy in their classrooms. Reznitskaya et al. (2010), however, warned against giving up on the dialogue technique since it possibly may generate classroom experiences that are real and inclusive and reasonable even while the weaknesses of it exist.

Research in dialogic teaching has gotten little attention from academics throughout the years (Alexander, 2003, and Mercer et al., 2003). The development and use of analytical frameworks for studying classroom dialogue and its dialogic aspects was recently described by Reznitskaya et al. (2009). Analyses of teacher-student and student-student interactions in a classroom are provided by these studies. Using methods like as mapping, classroom interactions, and assessing topical links among ideas voiced by participants, they provide much-needed information on how to measure crucial components of argumentative discourse. A fuller knowledge of both dialogical processes and their educational results is needed, according to Reznitskaya et al. Only a few empirical studies have been conducted so far, and they tend to show a lack of consistency in methodology, inability to isolate dialogic interactions (control vs. experimental group differences, the use of measurement tools that do not fully capture the improvements in argumentative abilities, such as the use of standardised tests of vocabulary, comprehension, and formal logic) (Dolz 1996 and Morehouse & Williams, 1998 in Reznitskaya et al., 2009).

CONCLUSION

There is currently a high demand for teachers to create learning situations in which students can give explanations, come up with new or modified ideas, and present evidence that is more enhancing than the teacher's delivery. Based on this flux, contemporary learning environment is tilting towards discussion pedagogy from the dimension of dialogue. Dialogic teaching is a learning environment that challenges students' intelligence, creativity, and novelty. Contemporary learning outcomes for business education undergraduates include their ability to identify product or service concepts and opportunities for developing new and quality products and services to meet the changing needs of organizations and individuals. This learning outcome requires learners to use advanced level analytic and problem-solving abilities

RECOMMENDATIONS

Based on the findings of the study, the following recommendations have been made to facilitate the implementation of dialogic teaching in tertiary institutions.

1. Business educators should be trained on the use of dialogic teaching in classroom and also develop the right attitude towards student disposition most especially at the student-student interaction and student-teacher interaction.
2. Tertiary institutions, business schools, School administrators and business educators need to consider incorporating dialogic teaching in business courses that require explorative and collaborative team work among students.
3. Dialogic teaching-learning should be employed at undergraduate studies and highly encourage at post-graduate programmes with students with matured mind and experienced students.

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