International Perspectives on Dialogic Theory and Practice

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During the past decade, dialogic practices have gained extensive attention in educational circles around the globe. The dialogic may be loosely defined as an approach to classroom communication in which teacher and students, through purposeful classroom talk, engage in a continual process of co-construction of knowledge. Recent teaching and learning trends such as flipped classrooms, personalized learning, and heritage language pedagogies have publicized the benefits of dialogic practices, and brought them into popular discussion.

Nevertheless, at the present time, a more monologic approach remains the most common form of classroom communication; moreover, recent developments in online learning such as Massive Open Online Courses, and online learning platforms such as Udemy and Alison seem to present limited opportunities for dialogue of any kind. In light of these findings, changing the communication structure of the classroom towards the dialogic appears difficult to achieve.

Given the current popular interest in dialogic techniques, study of teacher implementation of the learning processes of dialogic teaching and assessment is crucial. Research into dialogic teaching focusing on this learning process is scarce, especially in the context of secondary education, yet research in the field of dialogic practice is needed to map the nature of the ‘new’ classroom, and guide teachers and learners as they develop different ways of relating.

The Dialogic Teaching Special Interest Group within the International Association for the Improvement of Mother Tongue Education (IAIMTE) is assembling a two-part special issue of the L1 Journal. This special issue aims to redress the balance in inviting articles that
investigate dialogic teaching, learning and assessment, and seeks to develop a theoretical positioning that both illuminates and develops dialogic practices in schools. The first part is closed, but for the second part proposals for papers (of approximately 6000-10,000 words) that offer conceptual and empirical scholarship by practitioners and/or theorists working in areas related to dialogic practice may be submitted. Collaborations are welcome as well.