Social and psychological well-being in dialogic education
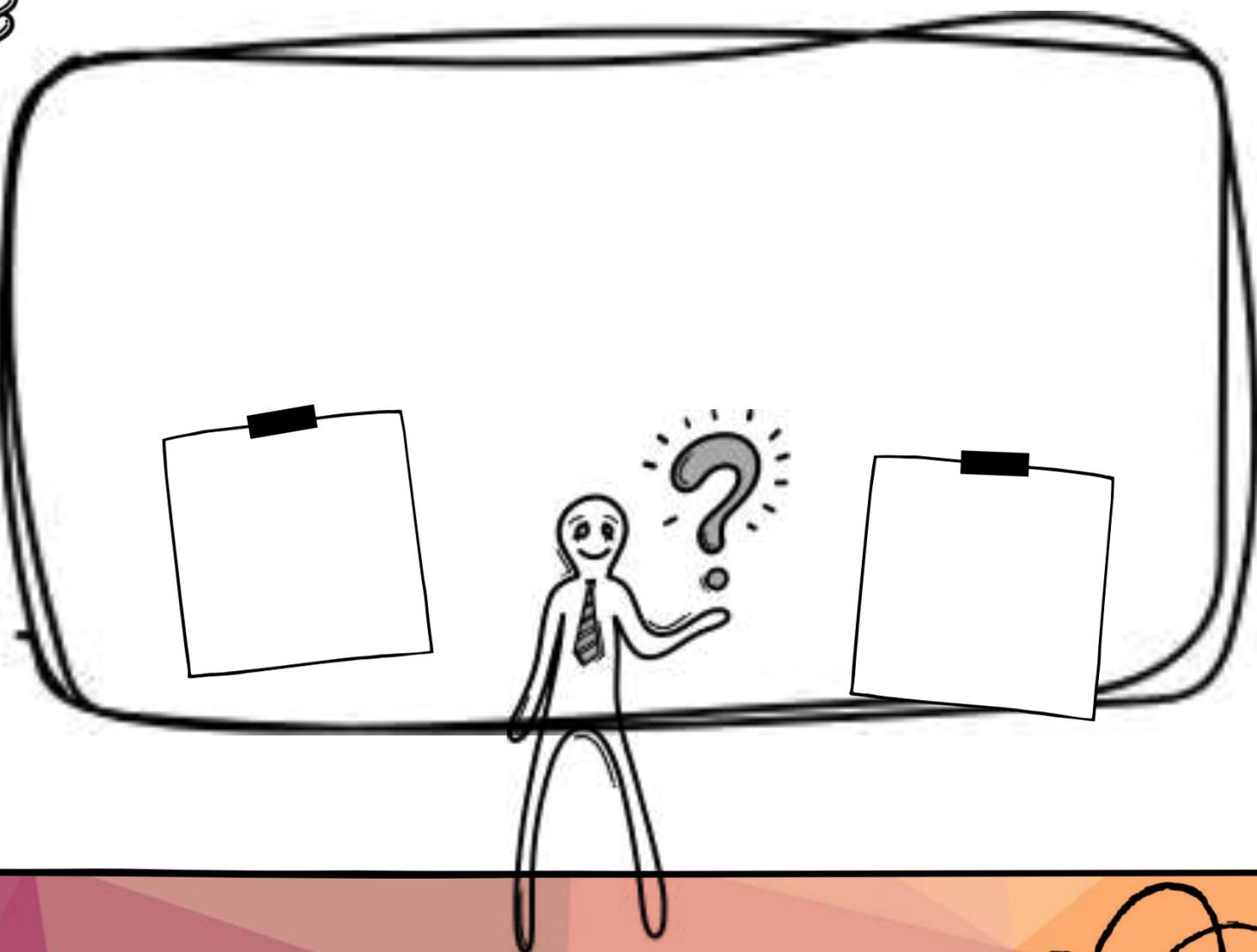
dr. Ylva Backman
dr. Viktor Gardelli
Sweden

Co-funded by
the European Union

Contents

This short presentation will cover:

1 A short presentation

2 Dialogic education

3 Research about dialogic education

4 The BRIDGE to dialogic education

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Presentation

Who are we?

Ylva Backman, PhD

Associate Professor of Education with a focus on special needs education

Doctoral thesis on student's psychosocial well-being, student-centred research methodology and connectedness between health and learning

More than 15 years of practice, education and research in philosophical dialogues

"Research advisor" for *International Council of Philosophical Inquiry with Children*

Viktor Gardelli, PhD

Senior Lecturer and Researcher in Education

Doctoral thesis on dialogic, collaborative and student-centred pedagogy, inquiry-based education and ethics education

More than 15 years of practice, education and research in philosophical dialogues

Research committee member in the *International Council of Philosophical Inquiry with Children*

Topic editor on PhilPapers.org for "philosophy for children: ethics"

Some projects

"Cross-disciplinary measurement of health and development for students with disabilities participating in dialogic interventions" (LTU)

"Digital tools to promote precise health promoting interventions among persons with aphasia and other communication difficulties through facilitated dialogs" (LTU)

AI4EDU: Conversational AI assistants for teaching and learning (European Commission: European Education and Culture Executive Agency)

("P4PABI") *Education for participation - Philosophizing back a "new" life after acquired brain injury* (Swedish Research Council)

"When words fail". Technological tools to support philosophical dialogs for persons with Aphasia (The Swedish Innovation Agency)

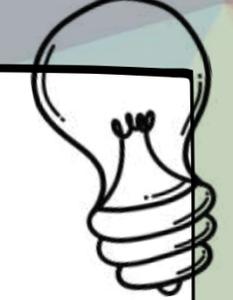Finding ones place in life: Existential health through philosophical dialogs for students with intellectual disabilities (Luleå kommun)

Contents

This short presentation will cover:

1. ~~A short presentation of ourselves~~

2. Dialogic education

3. Research about dialogic education

4. The BRIDGE to dialogic education

BRIDGE

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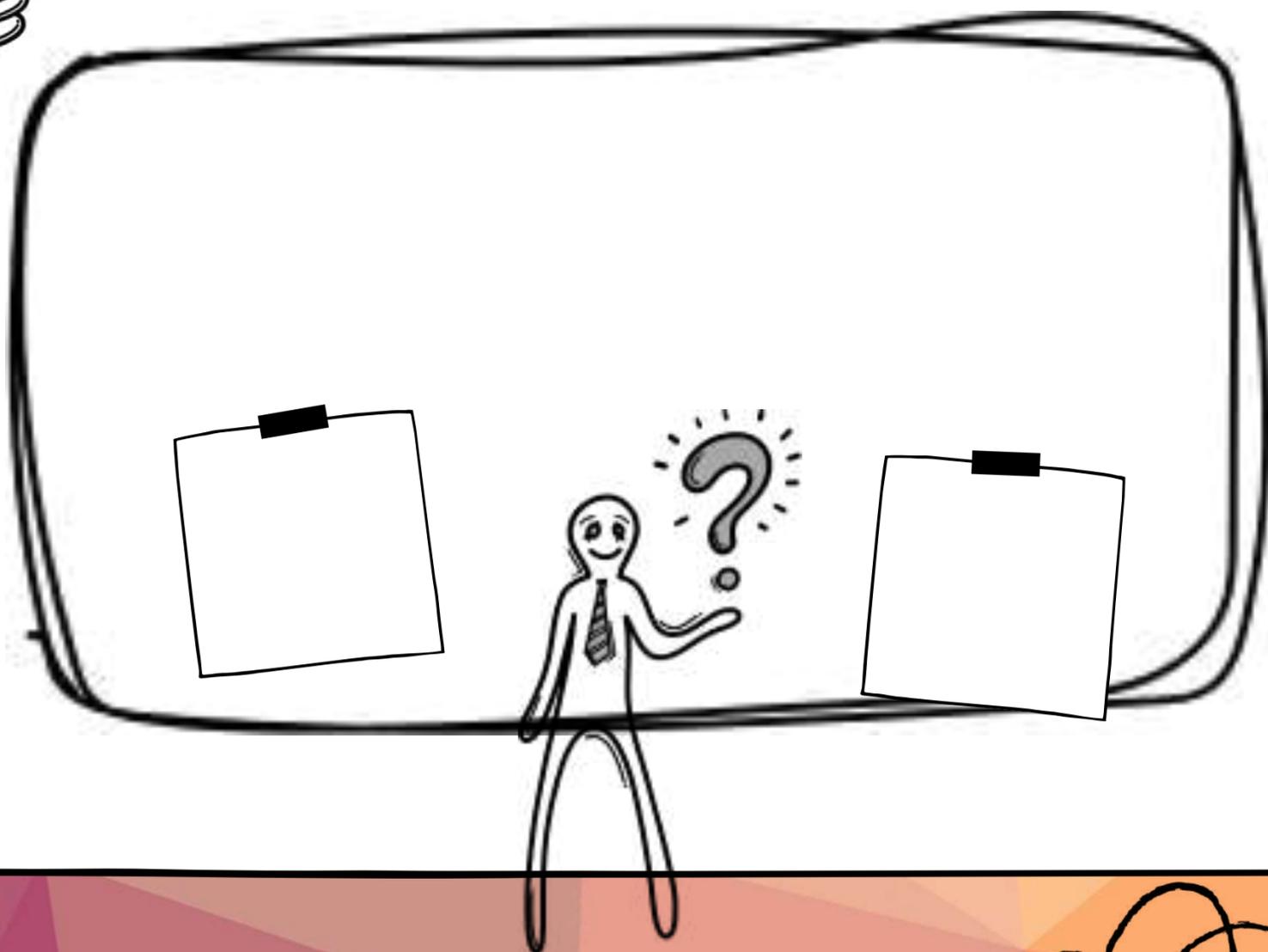
Dialogic education

What does it mean?

Dialogic education

Equality

Open, authentic questions

Collaborative Inquiry – "Community of Inquiry"

Questioning, argumentation

Meta-cognition: thinking and talking about thinking and talking

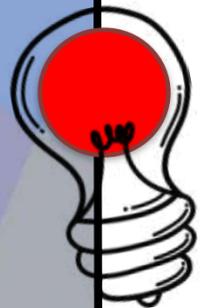Student-centred, inquiry-based and collaborative

Some references:

Alexander, R. (2018). Towards dialogic teaching: Rethinking classroom talk (5. edition). Dialogos.

Alexander, R. J. (2020). The dialogic teaching companion. Routledge, taylor & Francis Group.

Backman, Y., Gardelli, T., Gardelli, V., & Strömberg, C. (2020). Group Argumentation Development through Philosophical Dialogues for Persons with Acquired Brain Injuries. International Journal of Disability, Development and Education, 67(1), 107–123. https://doi.org/10.1080/1034912X.2019.1681377

Backman, Y., Gardelli, V., & Parnes, P. (2022). App-supported Philosophical Dialogues: Designs, challenges and Participants' Experiences. 20th Biennial ICPIC Conference – Philosophy in and beyond the classroom: P4wC across Cultural, Social, and Political Differences, Tokyo, Japan.

Fisher, R. (2007). Dialogic teaching: Developing thinking and metacognition through philosophical discussion. Early Child Development and Care, 177(6–7), 615–631. https://doi.org/10.1080/03004430701378985

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Reznitskaya, A. (2012). Dialogic Teaching: Rethinking Language Use During Literature Discussions. The Reading Teacher, 65(7), 446–456. https://doi.org/10.1002/TRTR.01066

Reznitskaya, A., Kuo, L., Clark, A., Miller, B., Jadallah, M., Anderson, R. C., & Nguyen-Jahiel, K. (2009). Collaborative reasoning: A dialogic approach to group discussions. Cambridge Journal of Education, 39(1), 29–48. https://doi.org/10.1080/03057640802701952

Monologic

– Teacher-centred

– Closed, knowledge-checking questions

– "Banking"

– IRF pattern of communication

– Teacher led

– Information transfer

– Students passive receivers

– Memory

– Conforming thinking

– Reproduction

– Much more common in schools!

– Not well supported by research

Dialogic

– Student-centred

– Open, genuine and contestable questions

– Inquiry

– Dialogical communication

– Collaborative

– Knowledge creation

– Students active creators

– Creativity

– Critical thinking

– Co-production

– Much less common in schools!

– Well supported by research

Particular form of dialogues

Common routine:

1. Getting started
2. Sharing input
3. Pausing for thought
4. Posing questions
5. Making connections between questions
6. Choosing question to begin an inquiry
7. Inquiring under guidance of the facilitator
8. Mapping the dialogue
9. Meta-dialogue

Not just any type of verbal exchange
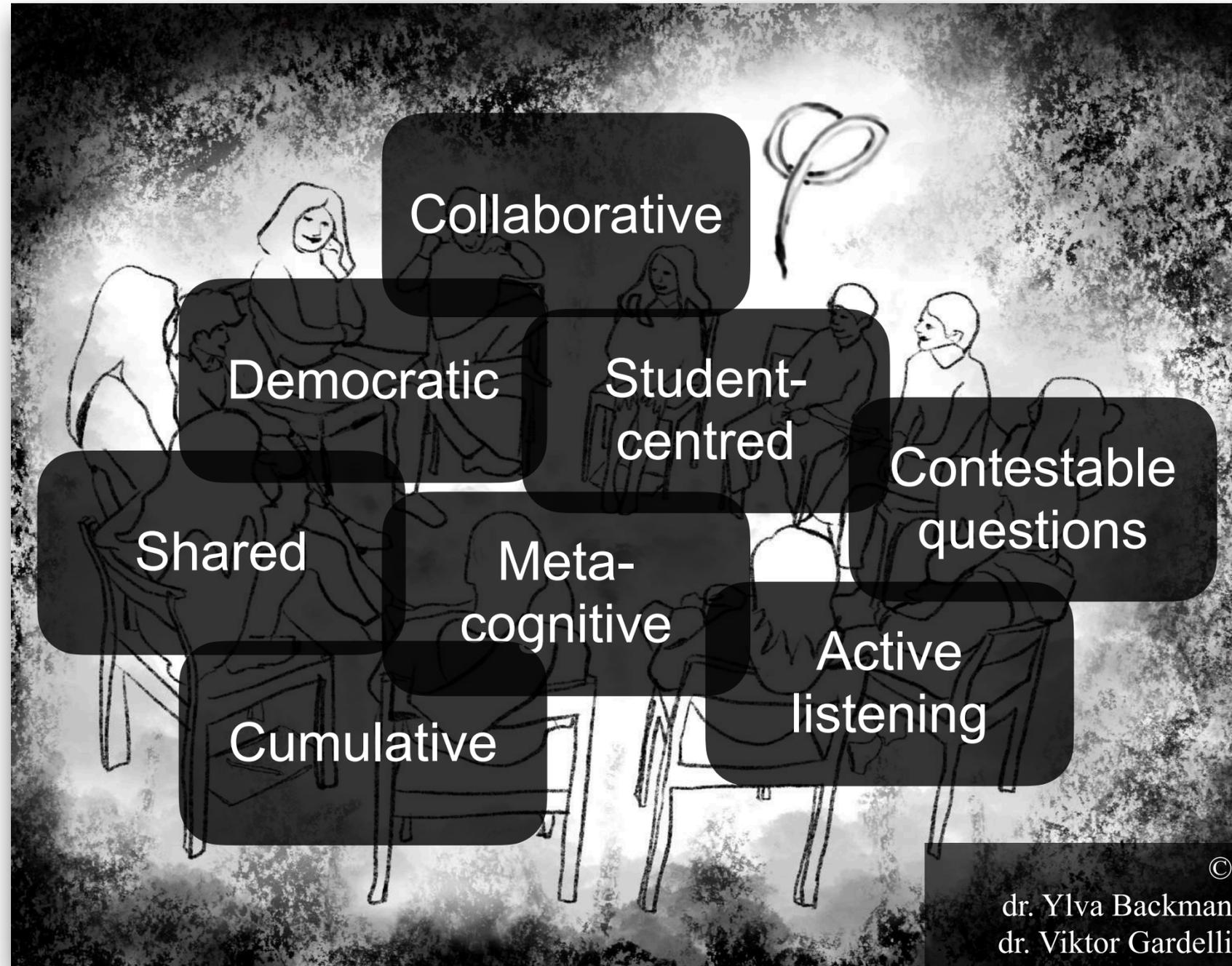
Collaborative

Democratic

Student-centred

Contestable questions

Shared

Meta-cognitive

Active listening

Cumulative

©

dr. Ylva Backman
dr. Viktor Gardelli

Contents

This short presentation will cover:

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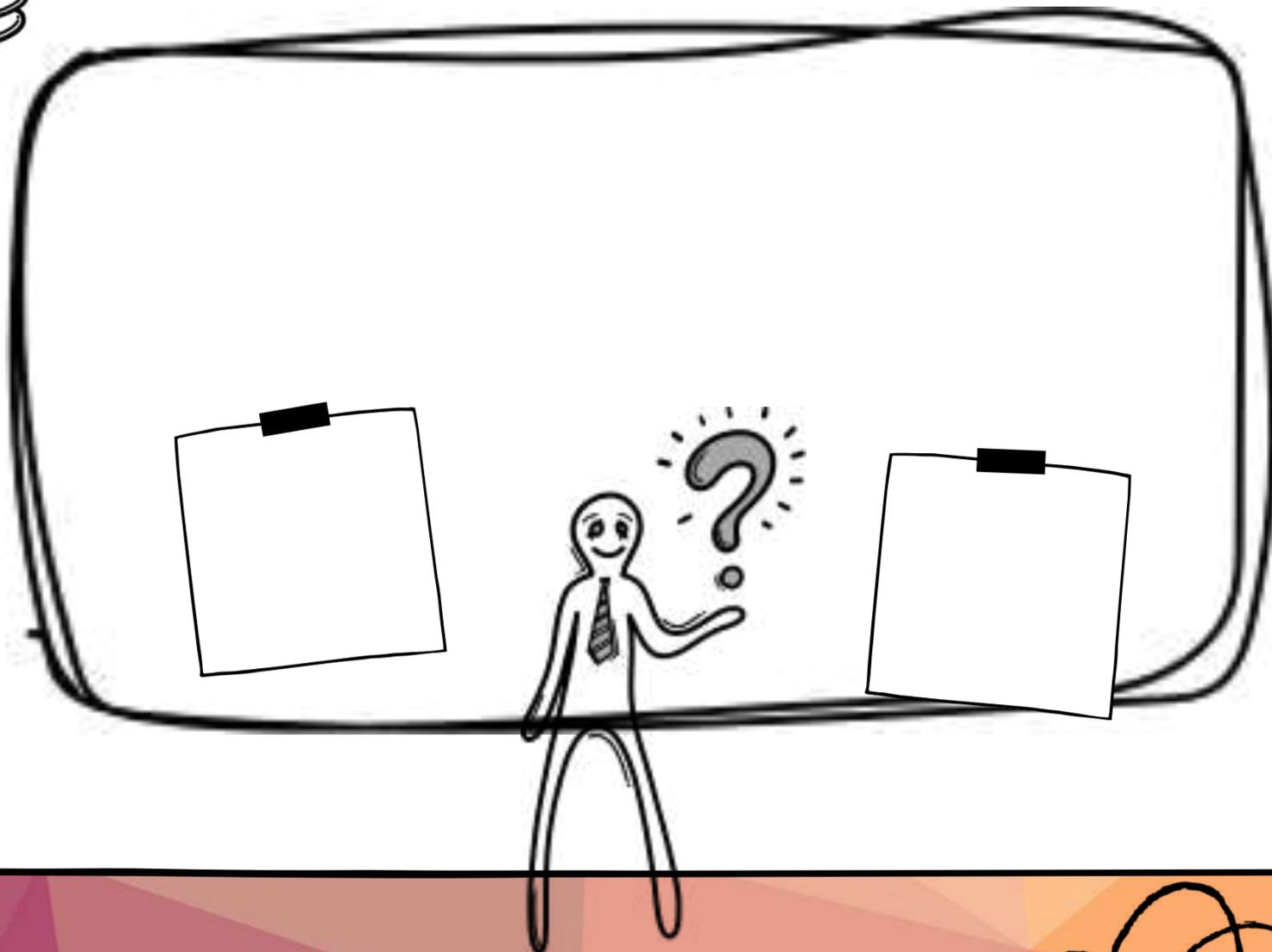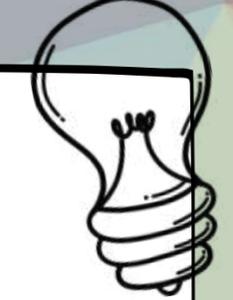
Research about dialogic education
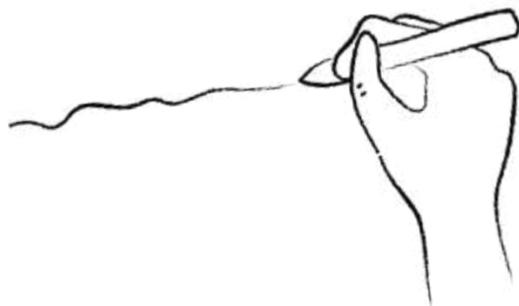
What does the research tell us?

Results

Positive results have been shown in several different "domains". We will here talk about four of them:

– Emotional
– Social
– Cognitive
– Performance

Some references:

Fisher, R. (2001). Philosophy in Primary Schools: Fostering Thinking Skills and Literacy. Reading, 35(2), 67–73. https://doi.org/10.1111/1467-9345.00164

García-Moriyón, F., Rebollo, I., & Colom, R. (2005). Evaluating Philosophy for Children: A Meta-Analysis. Thinking: The Journal of Philosophy for Children, 17(4), 14–22. https://doi.org/10.5840/thinking20051743

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Gorard, S., Siddiqui, N., & See, B. H. (2015). Philosophy for Children Evaluation report and Executive summary (pp. 1–45). The Education Endowment Foundation.

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Trickey, S. (2007). An Evaluation of Philosophical Enquiry: A Process for Achieving the Future Curriculum? Gifted Education International, 22(2–3), 258–265. https://doi.org/10.1177/026142940702200316

Trickey, S., & Topping, K. J. (2004). 'Philosophy for children': A systematic review. Research Papers in Education, 19(3), 365–380. https://doi.org/10.1080/0267152042000248016

Trickey, S., & Topping, K. J. (2006). Collaborative Philosophical Enquiry for School Children: Socio-Emotional Effects at 11 to 12 Years. School Psychology International, 27(5), 599–614. https://doi.org/10.1177/0143034306073417

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Results: Emotional

Studies have shown that participation in dialogic education can lead to increases in:

– Emotional skills
– Empathy
– Self-confidence
– Self-esteem
– Confidence to speak
– Enjoyment and interest in school activities

Some references:

Backman, Y., Gardelli, T., Gardelli, V., Gardelli, Å., & Strömberg, C. (2017). Mental well-being and philosophy for persons with acquired brain injuries. 18th ICPIC Conference: Family resemblances, Madrid, Spain.

Backman, Y., Gardelli, T., Gardelli, V., & Strömberg, C. (2020). Group Argumentation Development through Philosophical Dialogues for Persons with Acquired Brain Injuries. International Journal of Disability, Development and Education, 67(1), 107–123. https://doi.org/10.1080/1034912X.2019.1681377

Backman, Y., Gardelli, V., Gardelli, Å., & Franklin, A. (2022). Results from a PwC Intervention in a Swedish Socio-economically Disadvantaged School – A Multiple Case Study of Students Diagnosed with Neurodevelopmental Disorders. 20th Biennial ICPIC Conference – Philosophy in and beyond the classroom: P4wC across Cultural, Social, and Political Differences, Tokyo, Japan.

Colom, R., Moriyón, F. G., Magro, C., & Morilla, E. (2014). The Long-term Impact of Philosophy for Children: A Longitudinal Study (Preliminary Results). 35(1).

Gardelli, V. (2016). To Describe, Transmit or Inquire: Ethics and technology in school. http://ltu.diva-portal.org/smash/get/diva2:999077/FULLTEXT01.pdf

Gorard, S., Siddiqui, N., & See, B. H. (2015). Philosophy for Children Evaluation report and Executive summary (pp. 1–45). The Education Endowment Foundation.

Topping, K. J., & Trickey, S. (2007). Impact of philosophical enquiry on school students' interactive behaviour. Thinking Skills and Creativity, 2(2), 73–84. https://doi.org/10.1016/j.tsc.2007.03.001

Trickey, S., & Topping, K. J. (2004). 'Philosophy for children': A systematic review. Research Papers in Education, 19(3), 365–380. https://doi.org/10.1080/0267152042000248016

Trickey, S., & Topping, K. J. (2006). Collaborative Philosophical Enquiry for School Children: Socio-Emotional Effects at 11 to 12 Years. School Psychology International, 27(5), 599–614. https://doi.org/10.1177/0143034306073417

Results: Social

Studies have shown that participation in dialogic education can lead to increases in:

– Social skills
– Better relations
– Abilities and tendencies to listen to others
– Tendency to respect each others

Some references:

Backman, Y., Gardelli, V., Gardelli, Å., & Franklin, A. (2022). Results from a PwC Intervention in a Swedish Socio-economically Disadvantaged School – A Multiple Case Study of Students Diagnosed with Neurodevelopmental Disorders. 20th Biennial ICPIC Conference – Philosophy in and beyond the classroom: P4wC across Cultural, Social, and Political Differences, Tokyo, Japan.

Colom, R., Moriyón, F. G., Magro, C., & Morilla, E. (2014). The Long-term Impact of Philosophy for Children: A Longitudinal Study (Preliminary Results). 35(1).

Gardelli, V. (2016). To Describe, Transmit or Inquire: Ethics and technology in school. http://ltu.diva-portal.org/smash/get/diva2:999077/FULLTEXT01.pdf

Gorard, S., Siddiqui, N., & See, B. H. (2015). Philosophy for Children Evaluation report and Executive summary (pp. 1–45). The Education Endowment Foundation.

Topping, K. J., & Trickey, S. (2007). Impact of philosophical enquiry on school students' interactive behaviour. Thinking Skills and Creativity, 2(2), 73–84. https://doi.org/10.1016/j.tsc.2007.03.001

Trickey, S., & Topping, K. J. (2004). 'Philosophy for children': A systematic review. Research Papers in Education, 19(3), 365–380. https://doi.org/10.1080/0267152042000248016

Trickey, S., & Topping, K. J. (2006). Collaborative Philosophical Enquiry for School Children: Socio-Emotional Effects at 11 to 12 Years. School Psychology International, 27(5), 599–614. https://doi.org/10.1177/0143034306073417

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Results: Cognitive

Studies have shown that participation in dialogic education can lead to increases in:

– Creative thinking
– Critical thinking
– Problem solving abilities
– Reasoning and argumentation
– Overall measured cognitive abilities, and IQ
– Intelligence, over what some theorists call several domains of intelligence

Some references:

Colom, R., Moriyón, F. G., Magro, C., & Morilla, E. (2014). The Long-term Impact of Philosophy for Children: A Longitudinal Study (Preliminary Results). 35(1).

Fisher, R. (2007). Dialogic teaching: Developing thinking and metacognition through philosophical discussion. Early Child Development and Care, 177(6–7), 615–631. https://doi.org/10.1080/03004430701378985

García-Moriyón, F., Rebollo, I., & Colom, R. (2005). Evaluating Philosophy for Children: A Meta-Analysis. Thinking: The Journal of Philosophy for Children, 17(4), 14–22. https://doi.org/10.5840/thinking20051743

Gardelli, V. (2016). To Describe, Transmit or Inquire: Ethics and technology in school. http://ltu.diva-portal.org/smash/get/diva2:999077/FULLTEXT01.pdf

Gorard, S., Siddiqui, N., & See, B. H. (2015). Philosophy for Children Evaluation report and Executive summary (pp. 1–45). The Education Endowment Foundation.

Gorard, S., Siddiqui, N., & See, B. H. (2017). Can 'Philosophy for Children' Improve Primary School Attainment?: Can Philosophy for Children Improve Primary School Attainment? Journal of Philosophy of Education, 51(1), 5–22. https://doi.org/10.1111/1467-9752.12227

Topping, K. J., & Trickey, S. (2007). Collaborative philosophical enquiry for school children: Cognitive effects at 10-12 years. British Journal of Educational Psychology, 77(2), 271–288. https://doi.org/10.1348/000709906X105328

Trickey, S., & Topping, K. J. (2004). 'Philosophy for children': A systematic review. Research Papers in Education, 19(3), 365–380. https://doi.org/10.1080/0267152042000248016

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Results: Performance

Studies have shown that participation in dialogic education can lead to increases in:

– Academic achievements
– Reading ability (incl. reading comprehension)
– Writing
– Maths and quantitative reasoning
– Democratic education

Some references:

Cam, P. (2009). Educating for Democracy. Diogenes, 56(4), 37–48. https://doi.org/10.1177/0392192109355528

Colom, R., Moriyón, F. G., Magro, C., & Morilla, E. (2014). The Long-term Impact of Philosophy for Children: A Longitudinal Study (Preliminary Results). 35(1).

Fisher, R. (2007). Dialogic teaching: Developing thinking and metacognition through philosophical discussion. Early Child Development and Care, 177(6–7), 615–631. https://doi.org/10.1080/03004430701378985

García-Moriyón, F., Rebollo, I., & Colom, R. (2005). Evaluating Philosophy for Children: A Meta-Analysis. Thinking: The Journal of Philosophy for Children, 17(4), 14–22. https://doi.org/10.5840/thinking20051743

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Gardelli, V., Alerby, E., & Persson, A. (2014). Why philosophical ethics in school: Implications for education in technology and in general. Ethics and Education, 9(1), 16–28. https://doi.org/10.1080/17449642.2014.890277

Gorard, S., Siddiqui, N., & See, B. H. (2017). Can 'Philosophy for Children' Improve Primary School Attainment?: Can Philosophy for Children Improve Primary School Attainment? Journal of Philosophy of Education, 51(1), 5–22. https://doi.org/10.1111/1467-9752.12227

Topping, K. J., & Trickey, S. (2007a). Collaborative philosophical enquiry for school children: Cognitive effects at 10-12 years. British Journal of Educational Psychology, 77(2), 271–288. https://doi.org/10.1348/000709906X105328

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Some quotes from our prior research participants

/Headmaster and participant
In research project about a
Student with autism

For those who had difficulties talking, it was a way to start talking. … It was as if it changed after that.

Sometimes one has felt – oh, wow, I'm good at having an opinion … one has felt so … that people listen to what one has to say. You feel proud. … Empowered, like, empowered in one's self-confidence.

/Adult participant
with acquired brain injury

We can also state our opinions and be of value … Our views are important, too. We're not stupid because we have an acquired brain injury. We, too, have important things to say.

It feels good during the philosophical dialogues because one gets to know more about what others think and feel … It's, like, easier now to get along.

We talk and try to think, together.

/Pupil with autism diagnosis

/Adult participant
with acquired brain injury

/Pupil and participant in research project
in socio-economically disadvantaged area

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Summary

Dialogic education is collaborative, student-centred and inquiry-based.

Dialogic education is well supported by research
– Cognitive development
– Communication and democracy
– Socio-emotional development
– School performance

Monologic education is still more common in real world classrooms.

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Contents

This short presentation will cover:

1. A short presentation of ourselves

2. Dialogic education

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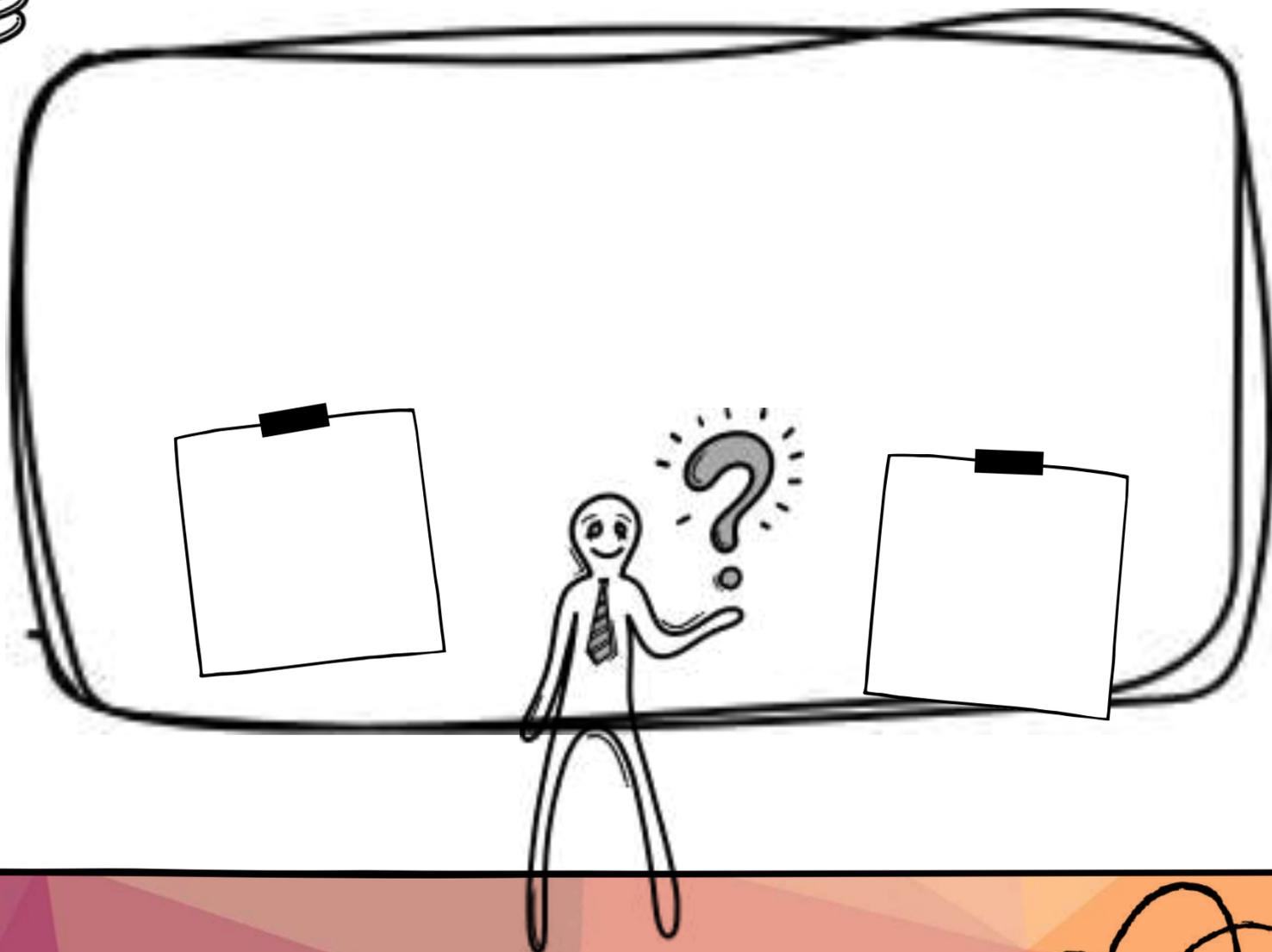
The BRIDGE to dialogic education

Particularities of the BRIDGE application

Contextualised applications

The power of teachers

Schools in Italy, Latvia and Sweden

From primary to upper secondary schools

Dialogues with pupils
   to support socio-emotional well-being
   about questions closely related to socio-emotional well-being

Dialogues with colleagues about well-being and related values

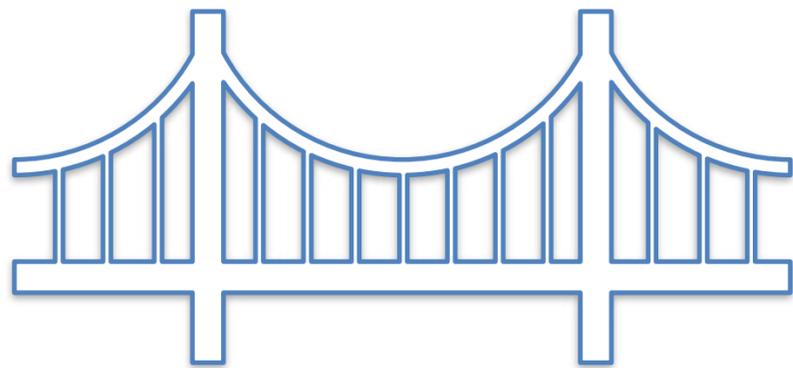Professional development tool to support evaluation and development of facilitation

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Thank you!

Associate prof. Ylva Backman
Dr. Viktor Gardelli

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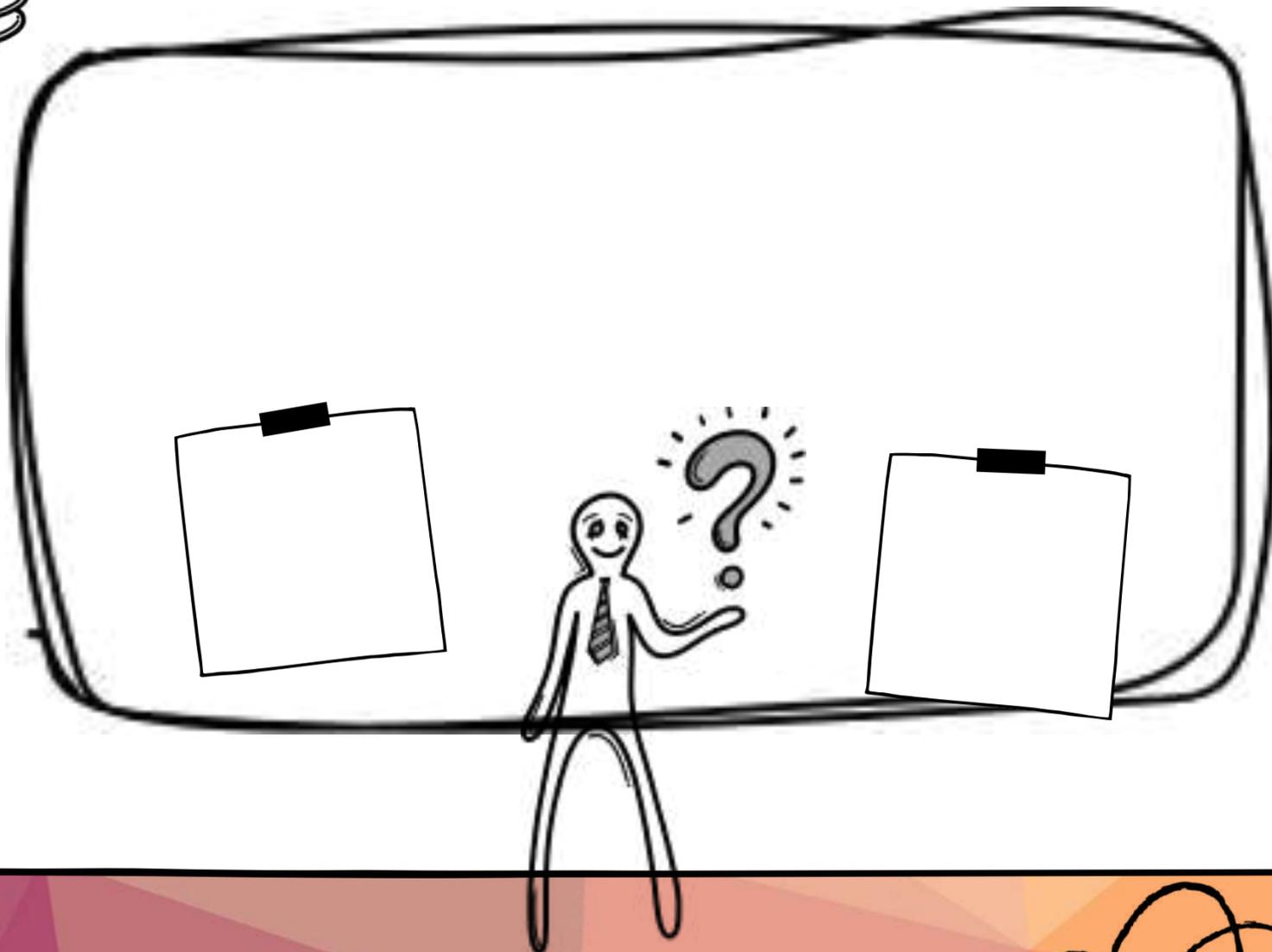
Some of our publications …

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Backman, Y. (2016b). Students' Reasoning about Learning and Well-being in School: On the epistemic privilege of Swedish early adolescent students. Luleå University of Technology.

Backman, Y., Gardelli, T., Gardelli, V., Gardelli, Å., & Strömberg, C. (2012). *P4PABI: Philosophy for persons with acquired brain injuries*. NERA Congress 2012: Everyday life, education and their transformations in a Nordic and globalized context, Copenhagen, Denmark.

Backman, Y., Gardelli, T., Gardelli, V., Gardelli, Å., & Strömberg, C. (2017). *Mental well-being and philosophy for persons with acquired brain injuries*. 18th ICPIC Conference: Family resemblances, Madrid, Spain.

Backman, Y., Gardelli, T., Gardelli, V., & Strömberg, C. (2018). Research Methods in the Swedish project Education for Participation – Philosophizing back a 'New' Life After Acquired Brain Injury. In F. García-Moriyón, E. Duthie, & R. Robles (Eds.), *Family resemblances. Current proposals in Philosophy for Children*. Anaya Publishing, Spain.

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Backman, Y., & Gardelli, V. (2015). Six forms of variety in students' moral reasoning: An age-old distinction enabling new methods and findings. *Ethics and Education*, *10*(2), 227–240. https://doi.org/10.1080/17449642.2015.1051856

Backman, Y., Gardelli, V., Gardelli, Å., & Franklin, A. (2022). *Results from a PwC Intervention in a Swedish Socio-economically Disadvantaged School – A Multiple Case Study of Students Diagnosed with Neurodevelopmental Disorders*. 20th Biennial ICPIC Conference – Philosophy in and beyond the classroom: P4wC across Cultural, Social, and Political Differences, Tokyo, Japan.

BRIDGE

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… publications (2) …

Backman, Y., Gardelli, V., Gardelli, T., & Strömberg, C. (2013a). *PhilosoFilm – On the combination of film and philosophical dialogue*. World Congress of Philosophy: Philosophy as inquiry and way of life, Athens, Greece.

Backman, Y., Gardelli, V., & Parnes, P. (2021a). Game Technologies to Assist Learning of Communication Skills in Dialogic Settings for Persons with Aphasia. *International Journal of Emerging Technologies in Learning (iJET)*, *16*(03), 190–205. https://doi.org/10.3991/ijet.v16i03.17889

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Edström, K., Gardelli, V., & Backman, Y. (2022). Inclusion as participation: Mapping the participation model with four different levels of inclusive education. *International Journal of Inclusive Education*, 1–18. https://doi.org/10.1080/13603116.2022.2136773

Gardelli, T., Backman, Y., Gardelli, V., & Gardelli, Å. (2013). *Philosophy for persons with acquired brain injuries: Results from a Swedish study*. World Congress of Philosophy: Philosophy as inquiry and way of life, Athens, Greece.

Gardelli, V. (2016). *To Describe, Transmit or Inquire: Ethics and technology in school*. http://ltu.diva-portal.org/smash/get/diva2:999077/FULLTEXT01.pdf

… publications (3) …

Gardelli, V. (2018). Thinking in the Upper Secondary School: On the Coherency between Thinking in Education and the Curriculum for the Swedish Upper Secondary School 2011. In *Proceedings of the XXIII World Congress of Philosophy* (pp. 27–31). Philosophy Documentation Center. https://doi.org/10.5840/wcp23201843882

Gardelli, V. (2022). Philosophy for/with Children, Teacher Training and Value Transmission. In A. Kizel, *Philosophy with Children and Teacher Education* (1st ed., pp. 14–22). Routledge. https://doi.org/10.4324/9781003212737-4

Gardelli, V. (2017). *Philosophy with Children, Inquiry Ethics and Value Transmission: Merits, demerits and relations between the approaches*. 18th ICPIC Conference: Family resemblances, Madrid, Spain.

Gardelli, V., Alerby, E., & Persson, A. (2014). Why philosophical ethics in school: Implications for education in technology and in general. *Ethics and Education*, *9*(1), 16–28. https://doi.org/10.1080/17449642.2014.890277

Gardelli, V., Backman, Y., Gardelli, Å., & Franklin, A. (2023a). "You Talk and Try to Think, Together" – A Case Study of a Student Diagnosed with Autism Spectrum Disorder Participating in Philosophical Dialogues. *Childhood & Philosophy*, *19*, 01–28. https://doi.org/10.12957/childphilo.2023.70493

Gardelli, V., Backman, Y., & Parnes, P. (2022a). *Dialogica: An iPad app to support quality and communication in philosophical dialogues, especially in special needs educational settings*. 20th Biennial ICPIC Conference – Philosophy in and beyond the classroom: P4wC across Cultural, Social, and Political Differences, Tokyo, Japan.

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