Is Dialogue Effective When Assessing and Exploring Learning from Practice?

The Professional Dialogue Model
Applies a model by Brockbank & McGill (2007). They outline specific conditions supporting a collaborative approach to process-oriented, active, peer-supported, reflective learning:
- Ascertain a reflective dialogue has taken place (ideally with others);
- Establish evidence of learner’s participation in dialogue;
- Identify evidence of developmental process over time, regardless of the start / end point;
- Ascertain evidence that process review has taken place, enabling students to take away understanding of the learning process and replicate it elsewhere. (p194)


Coaching forms a thread that runs throughout ensuring that the collegial relationship is built on trust, confidentiality and empowerment.

Meta-cognitive apprenticeship skills are developed in partnership with the experienced ‘other’ who initially models behaviours, scaffolds professional learning using reflective processes, encourages interrogation and engagement with self assessment, and then gradually fades out as ‘expert’.

The Professional Dialogue in Practice
Normally takes place between an experienced ‘other’ and the ‘student’.
It involves a 3-stage process:
- an initial set-up dialogue,
- an exploratory dialogic process, and
- the assessed dialogue.
Stage 3 is recorded and involves a second assessor to act as moderator or second marker.
In stage 3, one assessor comes from the subject or ‘field’ and acts as mentor through the preparation phase of dialogue, the other may have a broader, objective, generic teaching and learning perspective.

Research Process and methodology
Four UK Institutions
Three types of ‘Professional Dialogues’ used
- To assess academic leadership
- To assess new lecturers wanting to meet Standard Descriptor 1
- To assess experienced lecturers seeking Standard Descriptor 2 (core lecturer role)
Dialogues recorded and transcribed
Analysis of themes emerging (Tag Cloud, NVIVO), looking at:
Structure of dialogues and management of interaction
Facilitation and support
Evidence of reflection and to support Standard Descriptors
Rigor of dialogue as assessment tool
Reflection by team and review of data and the experience
PLUS Interview data collected from participants and assessors on process

DEFINING DIALOGUE
Reflective Interview – Chivers 2003;
Professional Conversation – Haigh 2005; Cunliffe & Easterby Smith 2004;
Learning conversation – Goodfellow & Lea 2006; Savin-Baden 2008;
Laurillard 1999;

dialogue noun
(a) conversation which is written for a book, play or film
(b) informal talks between opposing countries, political groups, etc.
conversation noun
talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged
http://dictionary.cambridge.org/dictionary/british

Dialogue should be multidimensional, dynamic; interaction creates new understanding in participation through insightful questioning and articulation of metacognition- June 2010 workshop participant.

TAG Cloud

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