

# “ Talking to Learn: developing thinking in and through dialogue ”

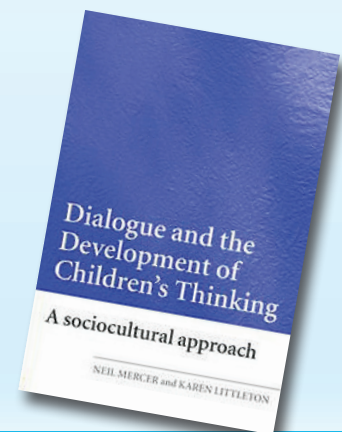
Friday 24th June 2011, Friends House, 173 Euston Road, London

This inspirational and practical conference jointly hosted by the OU and UKLA focuses on the development of young people's thinking and explores contemporary research-based approaches to fostering 'talking to learn'. Drawing on research evidence from primary and secondary classrooms, the conference offers the opportunity to explore the relationship between engagement in dialogue and learning. Delegates will be able to attend exciting workshops that offer practical strategies for considering: developing comprehension through conversation, talking in ICT contexts; 'The central role of talk in learning a new language'; the relationship between storytelling and story writing.

Target Audience: Primary teachers, lecturers, advisers and consultants.

This professional development opportunity will enable participants to:

- Develop the quality of classroom talk and extend young people's learning.
- Examine ways to extend young people's thinking through dialogue.
- Engage with classroom activities that promote the development of dialogue.
- Consider practical strategies to support the development of young people's learning through talk.
- Browse and buy UKLA books and become aware of OU resources/professional development opportunities.



## Provisional Programme

10.00 - 10.30	<b>Coffee, registration and bookshops</b>
10.30 - 11.30	<b>Dialogue and the development of children's thinking</b> Professor Karen Littleton, The Open University
11.30 - 11.50	<b>Coffee</b>
11.50 - 1.00	<b>Workshops (A,B,C,D, E)</b> A: <i>Exploratory Talk and ICT</i> , Cindy Kerawalla, OU B: <i>Playing with words, Painting with words</i> Jane Bednall and Sharon Fell, Newham LA C: <i>Comprehension through conversation</i> Teresa Cremin, OU D: <i>Learning to speak other languages</i> , Carrie Cable, OU E: <i>Storytellingtree - From Storytelling to Story Writing</i> , Ty Van Brown and Matthew Friday, Wandsworth LA
1.00 - 1.45	<b>Lunch and bookshop</b>
1.45 - 2.55	<b>Workshops (A,B,C,D,E)</b>
3.00 - 4.00	<b>Beyond Procedure: Developing dialogic teaching with teachers in Barking and Dagenham</b> David Reedy, President UKLA and Barking and Dagenham.

# Workshops

## **A. Exploratory Talk and ICT.** **Cindy Kerawalla, OU**

Exploratory talk' is defined as that in which pupils engage critically but constructively with each other's ideas. It is identifiable by dialogic features such as 'I think X because Y', 'I dis/agree with X because Y' and 'why do you think that?'. This workshop will focus on defining, identifying and supporting exploratory talk in the classroom. Participants will have the opportunity to engage with recent research into how ICT and new software, developed by researchers at the OU, can be used by teachers to support their pupils' engagement in exploratory talk during whole class discussions and debates.

## **B. Playing with words, Painting with words.** **Jane Bednall and Sharon Fell, Newham LA**

This workshop will consider practical strategies to support the development of pupils' learning and language through talk, strategies developed in Newham schools. The workshop will be interactive and explore how working multi-modally with texts and making multi-modal texts with pupils in the Key stage 2 classroom can support the development of pupils' oral language beyond the literal and can lead to pupil's powerful use of figurative, poetic language in writing. Participants will explore complex picture books through collaborative talk strategies, including annotating word and image texts, open ended questioning of texts and drama. These workshop activities will illustrate how to support the development of children's use of complex language and reading for deeper layers of meaning.

## **C. Comprehension through conversation.** **Teresa Cremin, OU**

Talking about texts allows learners to articulate their thoughts, feelings and ideas, sharing these and listening to others views. It can prompt questions and puzzlements and should enable young people to internalize cognitive strategies, feel a degree of ownership of the learning process, and expand their thinking about particular texts and issues. This workshop, based on the UKLA/OU research Building Communities of Readers (Cremlin et al., 2009), will

explore both learner initiated 'insider text talk' in the context of reading for pleasure, and a range of teaching strategies which foster enhanced comprehension of text through whole class and small group conversations.

## **D. Learning to speak other languages.** **Carrie Cable, OU**

Listening and speaking are key elements in the Key Stage 2 Framework for Languages and are the main focus for many practitioners teaching languages in primary schools. Practitioners use a range of visualisation and memorisation strategies to support children's learning and children respond positively to what many see as the highly interactive nature of the teaching approach. Drawing on data and findings from a DCSF funded research study (Cable et al 2010) this workshop will explore the approaches adopted by practitioners to support the development of listening and speaking skills and the potential synergies and dissonances between these approaches and those used in other areas of the primary curriculum.

## **E. Storytellingtree - From Storytelling to Story Writing.** **Ty Van Brown and Matthew Friday, Wandsworth LA**

We view stories as seeds; you plant them, and they grow. The same is true for the act of storytelling. Our aim is to immerse children in the art of oral storytelling, placing an emphasis on story language, structure, and the oral representation of grammar through spoken word. Awareness of audience is fundamental to this process, making storytelling a truly authentic medium. Our interactive storytelling model seeks to harness the proven benefits of dialogic learning (talk first, write later), and inevitably leads to the voluntary creation of authentic writing - stories written at home, by children, for a genuine purpose. This workshop aims to share what began as a simple after-school storytelling club, but has become a genuine learning tool with applications both inside and outside the classroom. Join Matthew Friday, Ty Van Brown and a few of their fledgling storytellers for some theory, fun, and stories.

I would like to attend the OU/UKLA conference, Friday 24th June 2011.

Name ..... School/Institution .....

Address for mailing .....

..... Post code .....

Tel No. .... E-Mail ..... UKLA Membership No. ....

**Cost: £120 non-members, UKLA members £100, Students/NQTs/Concessions £80**

**Use the link below to book online.**

**[http://www.ukla.org/conferences/event/talking\\_to\\_learn\\_developing\\_thinking\\_in\\_and\\_through\\_dialogue/](http://www.ukla.org/conferences/event/talking_to_learn_developing_thinking_in_and_through_dialogue/)**

I enclose a cheque made payable to 'The Open University'  Please invoice me.

Your place is booked on receipt of payment. Please return the booking slip and payment by June 15th 2011 to:  
**Stephanie Edwards, RAFT, Ground Floor, Stuart Hall Building, Walton Hall, Milton Keynes, Tel: 01908 632957**  
**Email: [Stephanie.edwards@open.ac.uk](mailto:Stephanie.edwards@open.ac.uk)**