



REFLECTION TOOLS FOR TEACHER QUALITY

Title

DIALOGUE SHEET

Goal

Stimulate a group dialogue on teacher quality using a self-instructive sheet with prepared questions and concepts, focusing both on the content of the dialogue and the process of the dialogue

Targetgroup

The target group for this tool can vary. It can be used with teachers, teacher educators, student teachers and schoolleaders (and also in mixed groups) both in an institutional, national or international setting.

The group can have any size with a minimum of 4.

Summary/description

The goal of this reflection tool is to help and stimulate the participants to reflect on their views on teaching and learning. The underlying idea is that learning takes place in a dialogue, sharing views and listening to other people's thoughts – a giving and taking.

A group of 4-6 persons around a table with a Dialogue Sheet with prepared questions and concepts. Together they work their way through the tasks. The session takes about 2 hours.

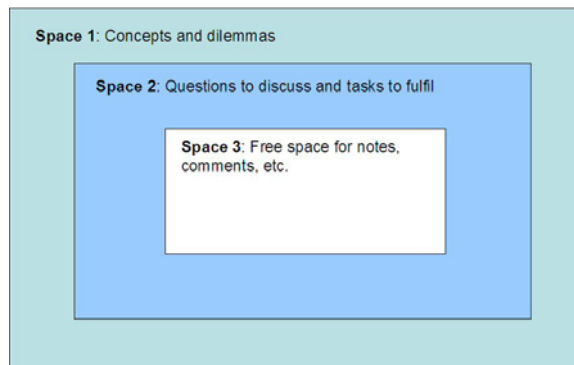
The dialogue sheet facilitates different types of reflection (by using discussions, metaphores, images) and also stimulates to reflect on the quality of the dialogue process.

Methodology

A dialogue sheet is almost self instructive. What you need to know is written on the "sheet" - a large piece of paper (100 x 70 cm, A2 or A1) divided into three spaces with written tasks to discuss. See below.



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In Space 1 a variety of concepts is listed, depending on the topic of the dialogue. E.g. when the topic is teacher quality, the following concepts could be used:

- Learner and teacher centred
- Professional identity
- Learning and learning to learn
- Responsibility
- Reflection
- Awareness/consciousness
- Participation, engagement, motivation
- Critical thinking
- Passive versus active relationship toward learning new things
- Holistic versus atomistic view on knowledge and learning
- Theory and practice
- Life long learning, life long training, life long development
- Knowledge versus information
- Gender
- Student role, teacher role
- Reproductive versus productive knowledge
- Multiple intelligence
- Teacher as a researcher

In Space 2, the instructions and assignments are written:

1. Start here (Instructions)

- a. This is a tool to create an exchange of ideas and thoughts.
- b. In a “good dialogue” you build on each others thoughts, rather than come up with “winning” arguments.
- c. On the sheet there are subjects and a space for noting the group’s views. Make a short summary of your discussions.
- d. The sheet is a notepaper – write on it, draw paintings, spill coffee.



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- e. The group does not have to agree on a question, but all opinions should be heard and seen in the notes.
- f. The one who is closest to a question reads it aloud to the others – and makes the notes.

2. Deriving benefits

As a start note for yourself what aims or benefits you wish to reach in this discussion:

- a. Professional, personal, other aspects? (concerning teacher quality)
- b. What is expected from you? Your fellow participants? (concerning the quality of the discussion)

3. Reflecting on teacher quality

The benefit from an activity will be increased by reflection, motivation and engagement. This understanding is related to a number of concepts that are related to the individual's relations to his profession.

Round the table there are a number of words and concepts. The task for the group is to read these words. Every group member selects 1-3 concepts, which they find interesting to discuss. Feel free to come up with concepts of your own! Choose concepts that you think can deepen the discussion about Teacher Quality.

Try to – in the group – to describe the chosen concepts and connect them to Teacher Quality.

Finally: try to group together the concepts, do they belong together? Are they overlapping or contradictory?

4. The process right now

(This is a bit of a pause from the task work)

Use 5 minutes to reflect on the following questions and then – discuss them.

- What about the dialogue?
- Can we make decisions?
- Is someone dominating? Quiet? Supportive?
- Dare you say what you think?
- Are you having fun?

5. A metaphor

Find a metaphor, a representation from nature. The metaphor should describe Teacher Quality. Make in the midst of the sheet or on a separate sheet a place for a 'Gallery of Metaphors'. Give the representation a name and place it in the gallery with your names beside.



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6. Statements

On a separate paper you can find different quotations about education. Read them all and select some of them for discussion.

You can also come up with a statement of your own. Give it to the group next to you for discussion!

7. Evaluation

Each of the group members makes an individual evaluation of the benefits of the dialogue. Reflect on the aims or benefits you identified in step 2

Summarize the group's opinions on these questions:

- This dialogue was good – why?
- This dialogue was less good? – why?
- Are there any shared conclusions? What about future actions and consequences?

Space 3:

Free space for the participants to make comments, questions etc.

The dialogue sheet

A full version of a dialogue sheet can be [downloaded](#). This sheet can be adapted using Microsoft Powerpoint:



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Dialogue sheet Exploring teacher quality	Student role, teacher role	Reproductive versus productive knowledge	Multiple Intelligence	Teacher as a researcher	Leamer centered versus teacher centered	Professional identity	Learning versus learning-to-learn	Responsibility <ul style="list-style-type: none"> • Groups • Teachers • Responsibility and accountability 	Reflection	Holt's versus scientific views on learning	Theory versus practice	Lifelong learning <ul style="list-style-type: none"> • Groups • Teachers 	Knowledge versus information	Gender
					1. Start here	2. Deriving benefits What benefits do you wish to reach in this dialogue? a. Professional, personal, other aspects? (concerning the theme of Teacher Quality) b. What is expected from you? Your fellow participants? (concerning the quality of the discussion)	3. Reflecting on teacher quality The benefit from an activity will be increased by reflection, motivation and engagement. This understanding is related to a number of concepts that are related to the individuals relations to his profession. Round the table there are a number of words and concepts. Read these words. Every group member select 1-3 concepts, which they find interesting to discuss. Feel free to come up with concepts of your own! Choose concepts that you think can deepen the discussion about Teacher Quality. Try – in the group – to describe the chosen concepts and connect them to Teacher Quality. Finally: try to group together the concepts, do they belong together? Are they overlapping or contradictory?	4. The process right now (This is a bit of a pause from the task work) Use 5 minutes to reflect on the following questions and then – discuss them. <ul style="list-style-type: none"> • What about the dialogue? • Can we make decisions? • Is someone dominating? Quiet? Supportive? • Dare you say what you think? • Are you having fun? 	5. A metaphor Find a metaphor, a representation from the nature. The metaphor should illustrate Teacher Quality. Make in the middle of the sheet or on a separate sheet a place for a "Gallery of Metaphors". Give the representation a name and place it in the gallery and add your names.	6. Quotation On a separate paper you can find different quotations about education. Read them all and select some of them for discussion. You can also come up with a statement of your own. Give it to the group next to you for discussion!	7. Evaluation Reflect individually on the benefits of the activity. Reflected in step 2. Summarize the group's opinions on the following questions: • This dialogue was good – why? • This dialogue was less good – why? • Are there any shared conclusions? • What about future actions and consequences?			

Variations

The theme for the dialogue can vary. Therefore the sheet can be adapted (in MS Powerpoint).

Background/theory

The dialogue sheet is a self-instructive tool that stimulates dialogues. The tool gives input both to the content of the dialogue by providing concepts that show different aspects of the theme and to the process of the dialogue by triggering the participants to identify their aims and intended benefits for the discussion, by triggering the group to evaluate the contribution of each participant and the atmosphere of the discussion and by triggering reflecting on the dialogue and its outcomes at the end.

The concept of Dialogue Sheet has been used during many years at the Royal Institute of Technology (KTH) in Stockholm. The method is described in a Thesis for the degree of Licentiate under chapter "Mediated Peer to Peer learning" by Ulf Blomqvist (2006, p. 25-26),



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The method of Dialogue Sheets is also used in the local university in Gjøvik, Norway and at Cass Business School in London, England.

Conditions

It is essential that there is a safe environment and atmosphere, where the participants can trust each other.

Materials

One piece of Dialogue Sheet and one piece of Quotation Paper in a group of four to six participants.

The Quotation Paper contains a list of quotations that are linked to the theme of the dialogue and that can spark discussion.

An example of such quotations is the following list:

- The composition of the group is the most important factor for the learning of the students.
- The size of the group is the most important factor for the learning of the students.
- The content of the teaching is the most important factor for the learning of the students.
- The social competence of the teacher (humour, commitment, empathy) is the most important factor for the learning of the students.
- The teacher's core subject competence is the most important factor for the learning of the students.
- The teacher's didactical and methodological competence is the most important factor for the learning of the students
- The student's home situation is the most important factor for the learning of the students.
- The quality of (preproduced) textbooks is the most important factor for the learning of the students.
- The climate in the classroom is the most important factor for the learning of the students.
- The learning environment is the most important factor for the learning of the students.
- The expectations from the teacher on the students is the most important factor for the learning of the students
- The capability of the teacher to discover and embrace the unique experiences of the students is the most important factor for the learning of the students.



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Strength and weaknesses

Strengths:

The method of Dialogue Sheet uses a positive approach and is built up by sharing ideas, experiences and opinions.

The Sheet is mostly self-instructive and can start a dialogue in a large group in an easy way.

The method has the character of a game, which makes it possible to play the game in a variety of situations.

Weaknesses:

The quality of the reflection depends on the quality of the discussions. The facilitator should regularly check the different groups on the process, depth and atmosphere of the dialogue.