

**Title:**                    **The Dialogic Imagination (Bakhtin 1981): how student generated dialogue sheets can help people imagine new ways of working**

**Presenters:**         **Julie Hall, Bridget Middlemas and Jo Peat**  
University of Roehampton

### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Develop a plan to generate dialogue sheets with students for educational change
- Consider the steps required to produce an effective dialogue sheet for educational development
- Make the case for the use of student generated dialogue sheets to help academic staff imagine new ways of working
- Consider those aspects of troublesome pedagogic knowledge which might shift thinking

### **Session Outline**

Key issues to be addressed are:

- Engaging students creatively as partners
- Creative professional development
- Creative approaches to quality assurance and enhancement

This session is based on work we have conducted during 2012-13 which has involved the production of dialogue sheets. Some have been developed with/by students for educational development sessions with academic staff and others have been created in the classroom with participants on the Roehampton Certificate in Learning and Teaching, in the disciplines and on our SEDA courses. The opportunities for students to contribute their own knowledge and experience is a powerful aspect of our dialogue sheets. The idea of using participatory methodologies to ensure that students' voices are heard equally, within a structured dialogic process and to analyse power dynamics, is integral to the approaches we have taken. In staff development and in the academic classroom the dialogue sheets have proved incredibly powerful in unearthing issues which seem challenging counter-intuitive, tacit, ritualised, conceptually difficult, or characterised by supercomplexity because the academic remains 'defended' and does not wish to change or let go of their customary way of seeing things. Building on previous work on 'troublesome knowledge' (2010 Land Meyer & Baillie), on participative methodologies (Peat Hall 2012) and using Bakhtin's (1981) term 'the dialogic imagination' the workshop will provide an opportunity for participants to have a go at creating a dialogic sheet, plan the design of their own dialogue sheets, consider the role of students in creating them and reflect upon the experience of using them for educational change,

### **Session Activities and Approximate Timing**

- 1) Having a go – working with the dialogue sheet produced by students as part of the Roehampton Re-imaging Assessment for All (RAFA project) followed by reflections on the experience and on the work leading to its production and its use at the university – led by Jo Peat (20 minutes)
- 2) Creating a dialogue sheet in action – an activity led by Bridget Middlemas to create a dialogue sheet together and then reflect on the process (20 minutes) Followed by presentation of dialogue sheets (10 minutes)
- 3) Discussion : suggestions for why dialogue sheets can be effective using the work of Bakhtin and Land including what are the possibilities of using the dialogue embodied in participatory and collaborative making to create *more* co-authored imaginative resources for educational development and how might an expanded notion of 'the resource' as well as a more nuanced sense of process support this production? 15 minutes
- 4) Conclusions and finish (5 minutes)

### **References**

- Bakhtin, M.(1981) *The Dialogic Imagination – four essays* ed Holquist,M. University of Texas
- Land, R., Meyer, J.H.F. and Baillie, C. (2010) *Editors' Preface: Threshold Concepts and Transformational Learning*, in: *Threshold Concepts and Transformational Learning*, Land, R., Meyer, J.H.F. and Baillie, C., (eds), Sense Publishers, Rotterdam, pp. ix-xlii,
- Peat,J, and Hall, J (2012) *Using Student Conversations about Learning and Teaching to Surface Troublesome Knowledge about the HE Classroom Educational Developments* SEDA 13.3