

# **Dialogic: Education for the Internet Age**

**Rupert Wegerif**



# Dialogic Education For The Internet Age

**Owen Gerard McGrath**



## **Dialogic Education For The Internet Age:**

**Dialogic: Education for the Internet Age** Rupert Wegerif, 2013-01-04 Dialogic Education for the Internet Age argues that despite rapid advances in communications technology most teaching still relies on traditional approaches to education built upon the logic of print and dependent on the notion that there is a single true representation of reality In practice the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple This new logic of education is dialogic and characterises education as learning to learn think and thrive in the context of working with multiple perspectives and ultimate uncertainty The book builds upon the simple contrast between observing dialogue from an outside point of view and participating in a dialogue from the inside before pinpointing an essential feature of dialogic the gap or difference between voices in dialogue which is understood as an irreducible source of meaning Each chapter of the book applies this dialogic thinking to a specific challenge facing education re thinking the challenge and revealing a new theory of education Areas covered in the book include dialogical learning and cognition dialogical learning and emotional intelligence educational technology dialogic spaces and consciousness global dialogue and global citizenship dialogic theories of science and maths education The challenge identified in Wegerif's text is the growing need to develop a new understanding of education that holds the potential to transform educational policy and pedagogy in order to meet the realities of the digital age Dialogic Education for the Internet Age draws upon the latest research in dialogic theory creativity and technology and is essential reading for advanced students and researchers in educational psychology technology and policy [The Routledge International Handbook of Research on Dialogic Education](#) Neil Mercer, Rupert Wegerif, Louis Major, 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world's leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master's level courses in Education and postgraduate teacher training courses The accounts of results achieved by high impact research projects

around the world will also be very valuable for policy makers and practitioners

**Meaning-Centered Education** Olga Kovbasyuk, Patrick Blessinger, 2013-04-12 In a time of globally changing environments and economic challenges many institutions of higher education are attempting to reform by promoting standardization approaches Meaning Centered Education explores the counter tide for an alternative vision of education where students and instructors engage in open meaning making processes and self organizing educational practices In one contributed volume Meaning Centered Education provides a comprehensive introduction to current scholarship and pedagogical practice on meaning centered education International contributors explore how modern educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom This edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education *College-level Writing Practices and Productions in the Internet Age* Owen Gerard McGrath, 2003 Latino Education in the U.S. Lourdes Diaz Soto, 2008-09-18 Educators parents policy makers and communities across the country will find this a significant addition to American educational literature and a gold mine of both current information and detailed historical facts Latinos in the United States have fought hard to attain equality especially in the field of education This book focuses on the fight for equal educational access The contributors reveal that many Latino children still face decades old challenges In addition to such obstacles as cultural conflicts and racism they also face teachers curricula and assessments that are not always respectful to their backgrounds Three major questions form the framework for this landmark work How can schools address issues of educational equity for Latino students in the United States How can curricula be reformed to address the needs of these students How can scholars community activists and parents collaborate for the benefit of Latino learners in the United States *Information Literacy* Michael B. Eisenberg, Carrie A. Lowe, Kathleen L. Spitzer, 2004-01-30 Attempts to cover all aspects of information literacy from the origins of the concept to its economic and political importance *Dialogic Education and Technology* Rupert Wegerif, 2007-11-07 Discusses about using technology to draw people into the kind of dialogues which take them beyond themselves into learning thinking and creativity This book reveals key characteristics of learning dialogues and demonstrates ways in which computers and networks can deepen enrich and expand such dialogues *Dialogic Language Use* Irma Taavitsainen, Juhani Härmä, Jarmo Korhonen, 2006 *Books In Print 2004-2005* Ed Bowker Staff, Staff Bowker, Ed, 2004 Evidence and Decision Making National Society for the Study of Education, 2007 Evidence and Decision Making illuminates the crucial roles that teachers administrators and other education professionals play in constructing and using evidence to make decisions that support learning Authors analyze different practices of constructing and using evidence in classrooms teacher communities schools and school districts consider the roles that district state and federal education agencies can play in supporting sound practice and provide historical contexts theoretical resources for studying evidence use and epistemological resources for warranting different types of decisions The volume provides a realistic and

complex vision of what counts as evidence and how evidence is or might be used to inform professional learning and decision making across levels of the educational system

**Information and Communication Technologies** Louanne Smolin, Kimberly Lawless, Nicholas C. Burbules, 2007 The question of whether technology has lived up to its potential in educational settings has been debated for decades This volume seeks to bring new perspectives to bear on that question Chapters include such topics as learning from current research related to ICT in education the multiple and complex digital divides that impact students and teachers and promising technology related professional development practices Brings together the unique perspectives of leaders from diverse areas of the educational technology spectrum including those involved in research policy and practice Chapters include new research data related to the impact of technology on learning as well as what is being learned about technology in teacher preparation

**Investigating Science Communication in the Information Age** Richard Holliman, 2009 Sections include Engaging with public engagement Researching public engagement Studying science in popular media Mediating science news Communicating science in popular media and Examining audiences for popular science

*In the Service of Young People?* Cecilia von Feilitzen, Ulla Carlsson, 2006 Articles include Violence and pornography in the media Raising media and internet literacy and When childhood get commercialized can children be protected

Current Index to Journals in Education, 2002

**Philosophical and Ideological Voices in Education** Gerald Lee Gutek, 2004 Philosophical and Ideological Voices in Education contains clearly written analyses of major philosophies ideologies and theories of education and includes a primary source selection representative of each topic treated in the book Each chapter addresses the nature principles and applications of each philosophy ideology and theory to education schooling and curriculum and instruction The book provides a philosophical and ideological grid that helps students locate analyze and criticize the leading ideas in the theoretical foundations of education

Publisher description American Book Publishing Record, 2006 *AEJMC News*, 1997

**Business Periodicals Index**, 2009

**Resources in Education**, 1997

**Youth Online** Angela A. Thomas, 2007 Youth Online chronicles the stories of young people from several countries the US Australia Canada Switzerland and Holland and their interactions in online communities over a seven year period It examines how young people construct their identities in various social contexts social fantasy role playing and for various social purposes leadership learning power rebellion and romance It explores the ways youth are deploying both visual and literary cues to develop a full sense of presence online and to effectively communicate with their peers Using methods of textual visual and socio psychological analysis this book illuminates the ways in which young people are making sense of their own identities and their place within broader communities

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