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In the dialogical classroom, students use writing to explore who they are

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becoming and how they relate to the larger culture around them. Dialogical writing combines academic and personal writing; allows writers to bring multiple voices to the work; involves thought, reflection, and engagement across time and space; and creates opportunities for substantive and ongoing meaning making.

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Writing in the Dialogical Classroom: Students and Teachers ...

Writing in the Dialogical Classroom:
Students and Teachers Responding to
the Texts of Their Lives. Bob Fecho.

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2011. Urbana, IL: National Council of
Teachers of English.

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Writing in the Dialogical Classroom: Students and Teachers Responding to the Texts of Their Lives focuses on adolescent learners. The author, Bob Fecho, argues that teachers need to develop writing experiences that are reflective across time in order to foster even deeper explorations of subject

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matter.

**Beliefs about the Teaching of
Writing - NCTE**

Dialogical writing • Combines academic and personal writing; • Allows writers to bring multiple voices to the work; • Involves thought, reflection, and engagement across time and space; and

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- Creates opportunities for substantive and ongoing meaning making. How can we, as teachers, carve out space in our literacy classrooms for a more dialogical approach to writing?

Writing in the Dialogica spread - NCTE

He creates an ongoing conversation

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between classroom practice, theory and research to show how each informs the others. Dialogical writing combines academic and personal writing; allows writers to bring multiple voices to the work; involves thought, reflection and engagement across time and space; and creates opportunities for substantive and ongoing meaning making, he said.

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Professor pens book on classroom writing - UGA Today

What is dialogic teaching? 1. Give children confidence and opportunities to ask questions. Children need to experience a rich diet of spoken language, and this includes asking ... 2. Allow time for paired and group

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discussion. 3. Use a range of questioning strategies. 4. Ask children how they feel.

...

Dialogic teaching: 10 principles of classroom talk | Tes News

Bob Fecho, author of *Writing in the Dialogical Classroom: Students and Teachers Responding to the Texts of*

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Their Lives, argues that teachers need to develop writing experiences that are reflective across time in order to foster even deeper explorations of subject matter. He creates an ongoing conversation between classroom practice, theory, and research to show how each informs the others.

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**The Relationship Between Writing
and Reading - NCTE** Lives

A dialogue journal is an informal written conversation between two or more people (student-student or student-teacher) about topics of mutual interest. These written conversations reinforce learning while forming bonds between students that can provide a foundation

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for later cooperative learning activities.

Dialogue Journals - TeacherVision

Amazoncom Writing In The Dialogical Classroom Students in the dialogical classroom students use writing to explore who they are becoming and how they relate to the larger culture around them dialogical writing combines

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academic and personal writing allows
writers to bring multiple voices to the
work involves thought reflection and
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Alexander's dialogic teaching framework includes six repertoires, one of which is 'teaching talk', which includes five main types of classroom talk; rote, recitation, instruction, discussion and dialogue (see Alexander, 2018, pp. 7-10).

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**It's good to talk: Moving towards
dialogic teaching ...**

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Students and teachers responding to the
texts of their lives. Urbana, IL: National
Council of Teachers of English. Fecho, B.

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(2004). "Is this English?" Race, language, and culture in the classroom. New York: Teachers College Press.

Fecho, Bob (raf2187) | Teachers College, Columbia University

The writing is reflective to the point of self-indulgent. The first chapter offers much more promise than the book

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delivers. The "educational" concepts presented in the book are locked away in intellectual meanderings that offer little use to current classroom teachers grappling with real issues such as attrition rates among Philadelphia's ...

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