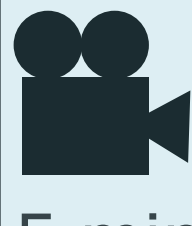


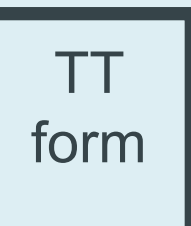

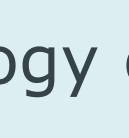
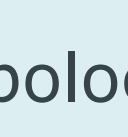
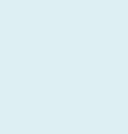


Structured Assessment Dialogue (SAD)

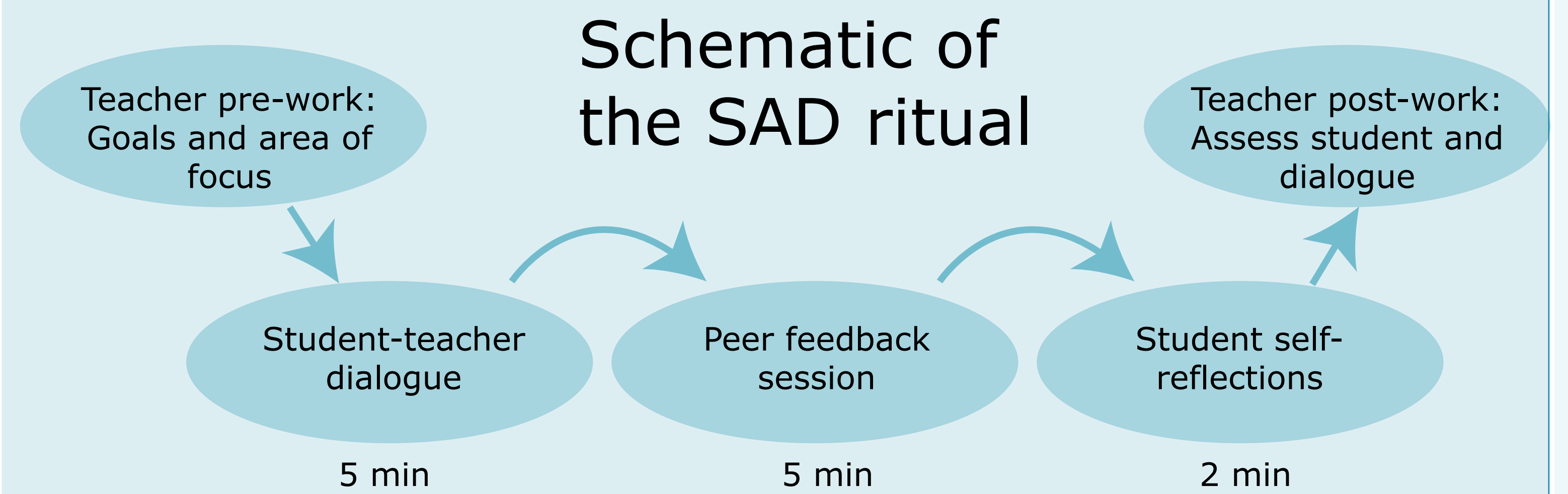
Linking structure in teacher-student dialogue to student self-assessment

J. Dolin*, J. Bruun*, C.F. Correia**, C. Harrison**, S. Tidemand*, S.B. Jensen**, S.S. Nielsen*, and P. Nieminen***

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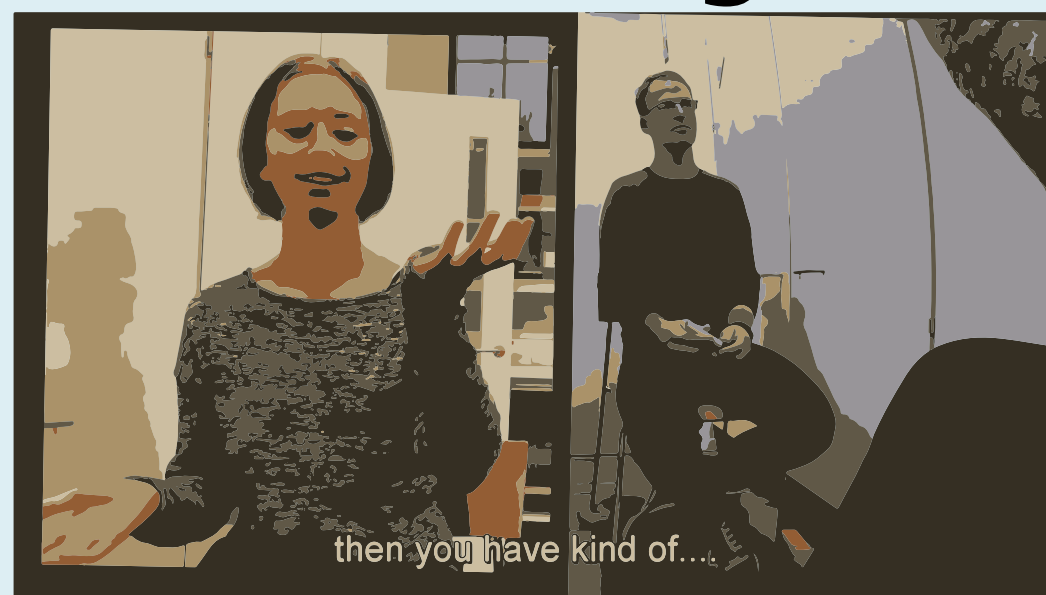
For 25 SADs	
Raw data	 5 min dialogues  5 min feedback session  Student self-reflections  Filled out Teacher Template
Focus of Analysis	 Typology of dialogue structures  Student participation  Relation to typology  Relation to typology

The raw data and its intended use

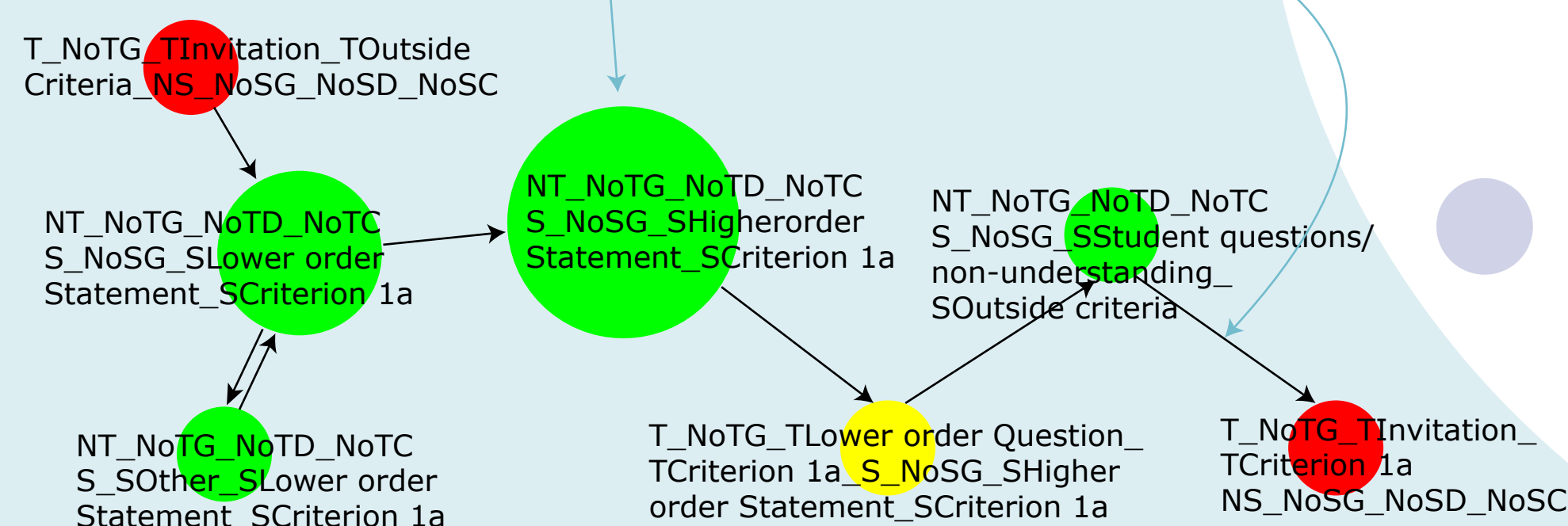


- Built on existing teacher practices with regards to teacher-led dialogues
- Designed to combine formative and summative assessment of inquiry competences
- Both from a student and a teacher point of view
- Students should feel able to use SADs to assess own learning needs

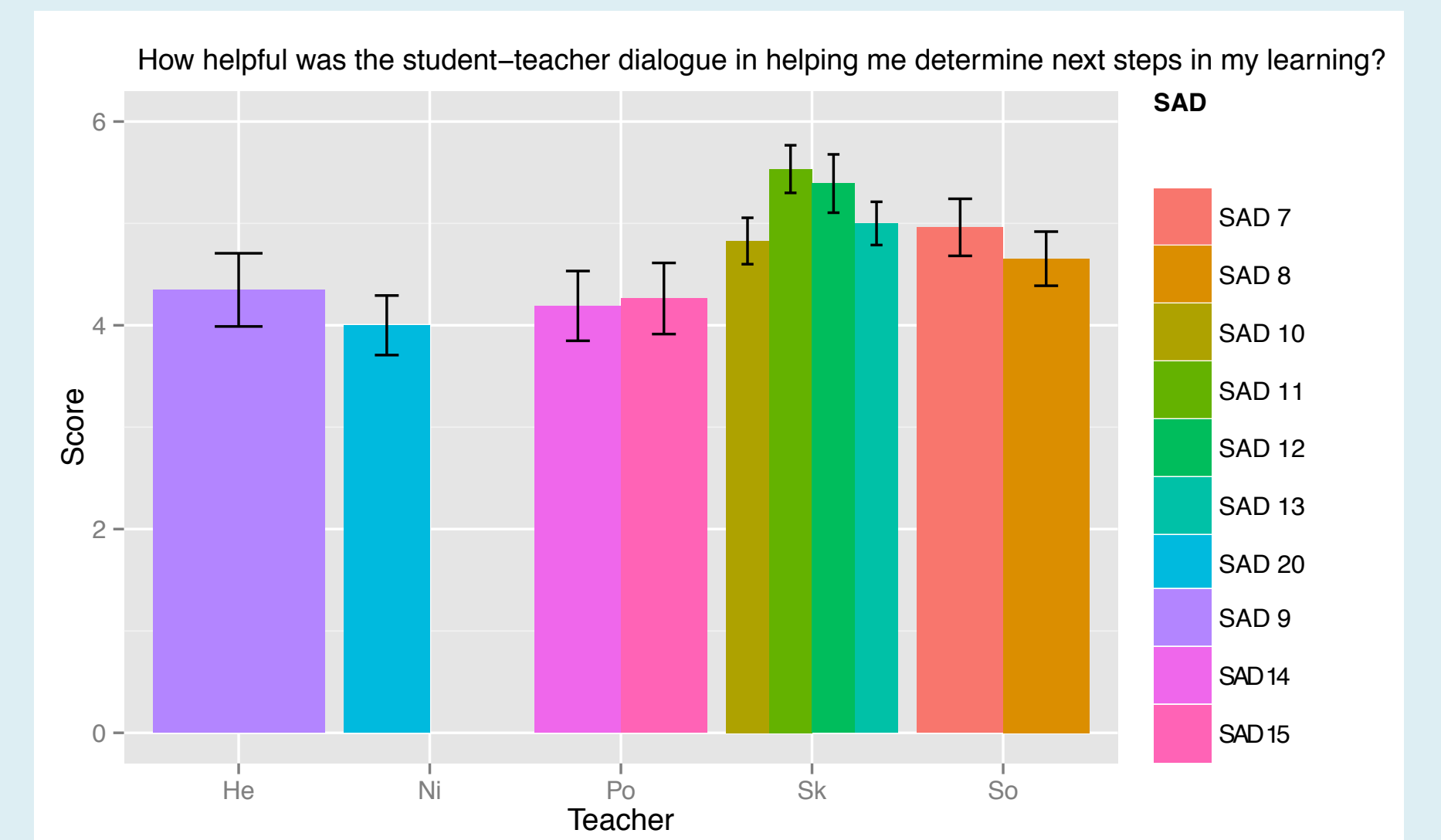
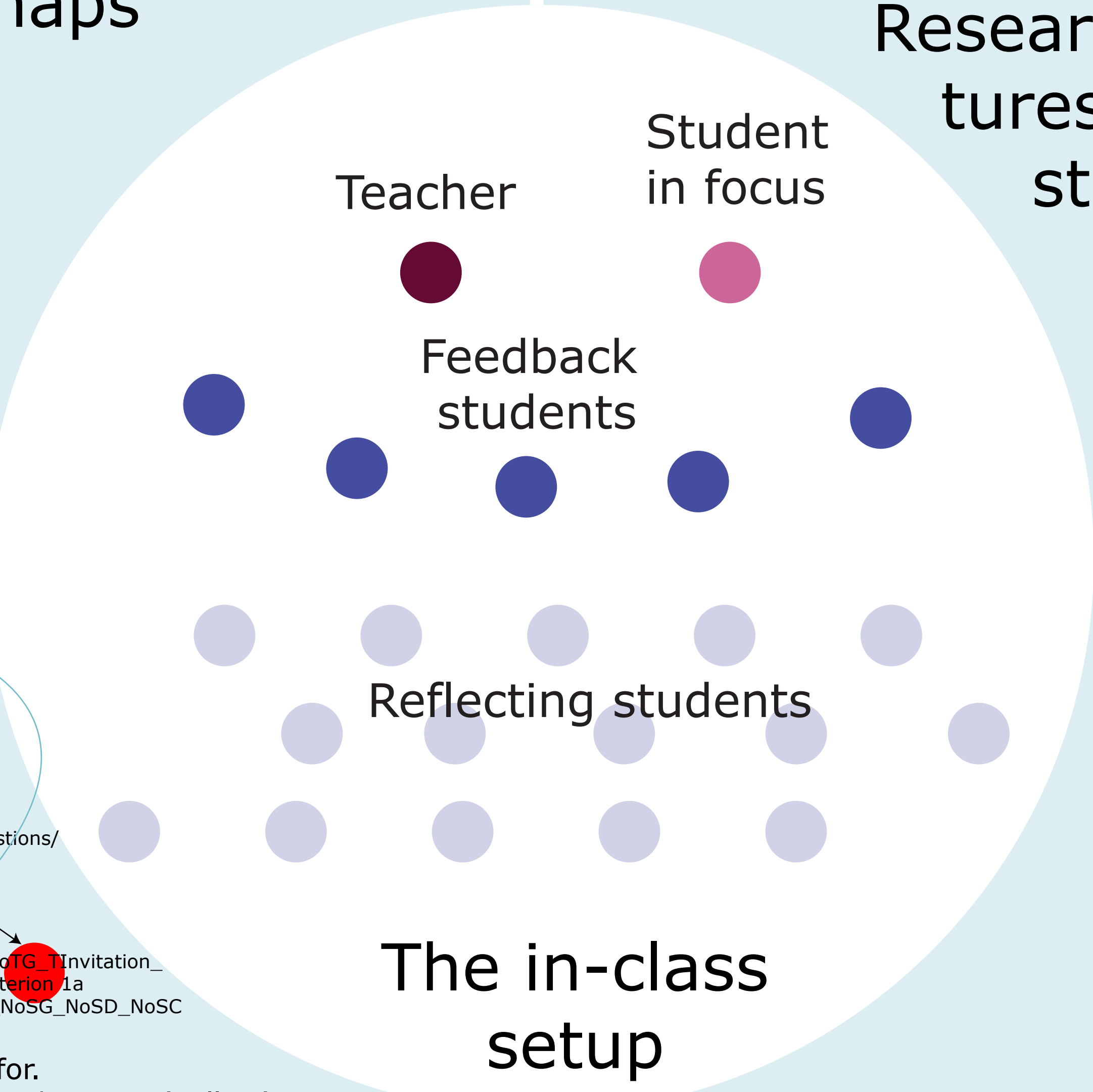
Constructing dialogue maps



Time Codes describing teacher and student gestures and speech actions
 0:00:00 T_NoTG_TInvitation_TOutside criteria_NS_NoSG_NoSD_NoSC
 0:00:05 NT_NoTG_NoTD_NoTC_S_NoSG_SLower order statements_SCriterion 1a
 0:00:10 NT_NoTG_NoTD_NoTC_S_NoSG_SLower order statements_SCriterion 1a
 0:00:15 NT_NoTG_NoTD_NoTC_S_SOther_SLower order statements_SCriterion 1a
 0:00:20 NT_NoTG_NoTD_NoTC_S_NoSG_SLower order statements_SCriterion 1a
 0:00:25 NT_NoTG_NoTD_NoTC_S_NoSG_SHigher order statements_SCriterion 1a
 0:00:30 NT_NoTG_NoTD_NoTC_S_NoSG_SHigher order statements_SCriterion 1a
 0:00:35 NT_NoTG_NoTD_NoTC_S_NoSG_SHigher order statements_SCriterion 1a
 0:00:40 NT_NoTG_NoTD_NoTC_S_NoSG_SHigher order statements_SCriterion 1a
 0:00:45 NT_NoTG_NoTD_NoTC_S_NoSG_SHigher order statements_SCriterion 1a
 0:00:50 NT_NoTG_NoTD_NoTC_S_NoSG_SHigher order statements_SCriterion 1a
 0:00:55 T_NoTG_TLower order Question_TCriterion 1a_S_NoSG_SHigher order statements_SCriterion 1a
 0:01:00 NT_NoTG_NoTD_NoTC_S_NoSG_SStudent questions/non-understanding_SOutside criteria
 0:01:05 T_NoTG_TLower order Question_TCriterion 1a_NS_NoSG_NoSD_NoSC

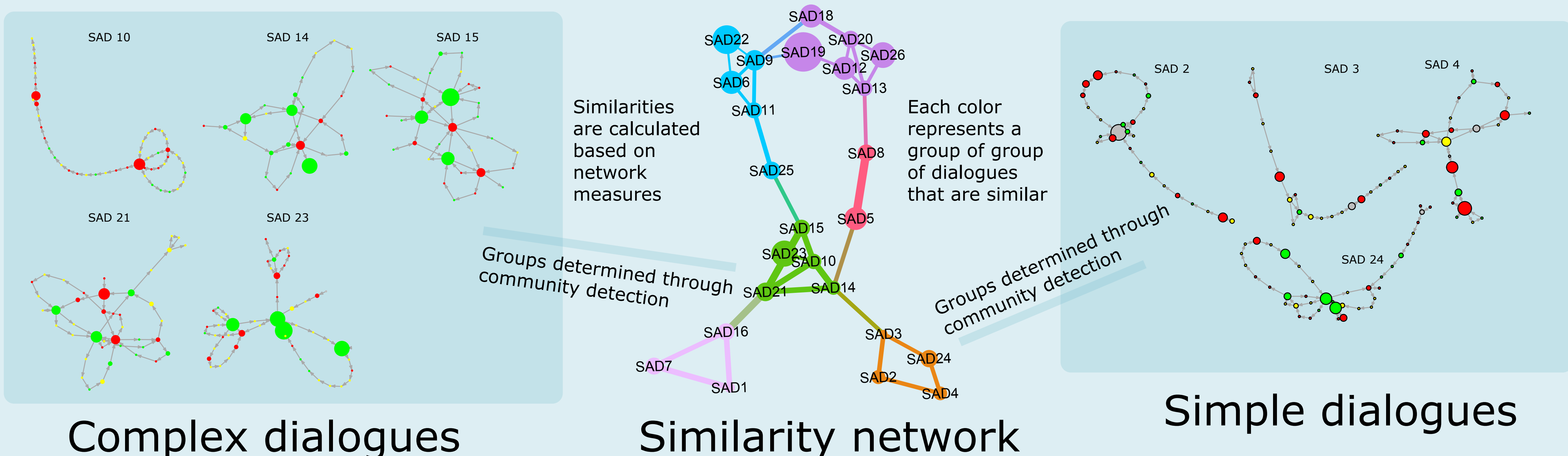


Research Question: How are structures in dialogue maps related to student self-assessment and ability to identify next steps in learning?



The goal is to couple patterns in quantitative student reflections (like the bar graph above) and in qualitative reflections with dialogue types.

Structural similarities in dialogue maps helps define typology of dialogues



Selected references

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 Rosvall, M., & Bergstrom, C. T. (2008). Maps of random walks on complex networks reveal community structure. *Proceedings of the National Academy of Sciences*, 105(4), 1118-1123.

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