Course Title: "Talk and Learning: Preparing for Dialogic Teaching"

Course Code: 129.2.0452; 129.2.0442

Instructor: Adam Lepstein

Schedule: Sunday, Wednesday, 16:00-18:00, two hours, 72 credits, for 135 students, in the department's lecture hall.

Course Objectives:

- Understanding of key concepts and methods for investigating talk and interaction
- Application of the concepts and methods for investigating talk in the analysis of classroom conversations
- Understanding of central topics in the study of talk in the classroom, including conversation structure, formation of questions, implementation of voice, and building identity
- Understanding of various approaches to dialogic teaching and the challenges of implementing them
- Conducting a research case of dialogic teaching

Reading Materials:

Socrates (Apolto)

Platonic

Vygotsky

Berliner

Ferrera

The study of conversation and conversation in the classroom

Methods of studying conversation

Analysis of conversation and microscopic-analytic

The structure of conversation in the classroom

Third phase (accountability)

Dialogic teaching according to Alexander

The dialogic teaching and the culture of Israel

By examining the possibilities and limitations of dialogic instruction through case studies
דרישות והרכב ציון

_MESHKAamburger

** משקל בציון הסופי **

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רשימה ביבליוגרפית:


(המאמר מופיע גם במקרא של האוניברסיטה הפתוחה).
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<thead>
<tr>
<th>Author</th>
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<tr>
<td>Alexander, R. J.</td>
<td>Culture and pedagogy: international comparisons in primary education</td>
<td>Oxford: Blackwell Publishers</td>
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<td>Alexander, R. J.</td>
<td>Towards dialogic teaching: rethinking classroom talk</td>
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<td>Bakhtin, M. M., Emerson, Caryl, Holquist, Michael, &amp; McGee, Vern W.</td>
<td>Speech genres and other late essays</td>
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<td>Ball, A. F.</td>
<td>Three decades of research on classroom life: Illuminating the classroom communicative lives of America's at-risk students</td>
<td>Review of research in education, 26, 71-111</td>
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<td>Bauman, R.</td>
<td>Speech genres in cultural practice</td>
<td>International Encyclopedia of Language and Linguistics (pp. 745-758): Elsevier</td>
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<td>Blum-Kulka, S.</td>
<td>Rethinking Genre: Discursive Events as a Social Interactional Phenomenon</td>
<td>Handbook of language and social interaction (pp. 275-300). Mahwah, NJ: Lawrence Erlbaum Associates</td>
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<td>Bezemer, J.</td>
<td>Displaying orientation in the classroom: Students’ multimodal responses to teacher instructions</td>
<td>Linguistics and Education, 19(2), 166-178</td>
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<td>Briggs, C.L., &amp; Bauman, R.</td>
<td>Genre, intertextuality, and social power</td>
<td>Journal of Linguistic Anthropology, 2(2), 131-172</td>
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<td>Candela, A.</td>
<td>Students’ power in classroom discourse</td>
<td>Linguistics and Education, 10(2), 139-163</td>
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<td>Cazden, C. B.</td>
<td>Classroom discourse: the language of teaching and learning</td>
<td>Portsmouth, NH: Heinemann</td>
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<td>Dillon, J. T.</td>
<td>The Effect of Questions in Education and Other Enterprises</td>
<td>Journal of Curriculum Studies, 14(2), 127-152</td>
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