



Thoughtful Dialogues and Socratic Seminars

Student Reading Comprehension

Key-note speech

Philosophy of Education in Practice

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At last Tommy spoke:

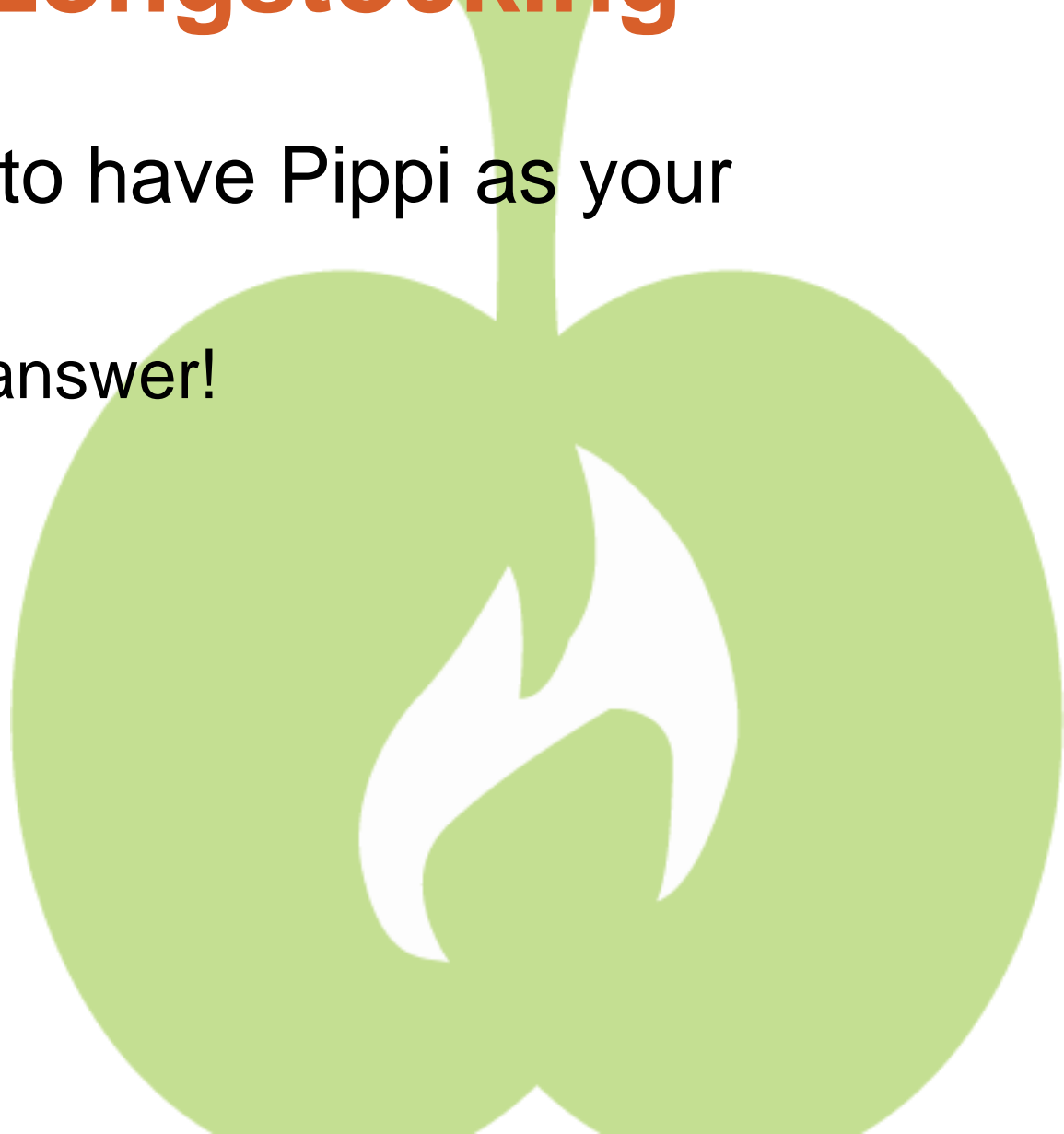
- Why did you walk backward?
- Why did I walk backward? said Pippi. Isn't it a free country? Can't a person walk any way she wants to? For that matter, let me tell you that in Egypt everybody walks that way, and nobody thinks it's the least bit strange.
- How do you know? asked Tommy. You never been in Egypt, have you?
- I've never been in Egypt? Indeed I have. That's one thing you can be sure of. I have been all over the world and seen many things stranger than people walking backwards. I wonder what you would have said if I had come along walking on my hands the way they do in Farthest India.
- Now you must be lying, said Tommy. Pippi thought a moment.
- You're right, she said sadly, I'm lying.
- It's wicked to lie, said Annika, who had at last gathered enough courage to speak.
- Yes, it's very wicked to lie, said Pippi even more sadly. But I forget it now and then.



Excerpt from "Pippi moves into Villa Villerkulla" by Swedish author Astrid Lindgren.

Pippi Longstocking

- 🍏 Would you like to have Pippi as your friend?
- 🍏 Motivate your answer!



Learning takes place in interaction

🍏 To understand is to see patterns

Peter Gärdenfors, professor in cognitive science, Lund University

🍏 Language and concepts offer “handles on reality”

Åke Edfeldt, professor emeritus in reading didactics, Stockholm Universitet

🍏 Every age must re-negotiate ideas and concepts if we are to build the society of tomorrow

John Dewey, professor emeritus USA, progressive pedagogical thinker

🍏 We learn through interaction with others and the context

Lev Vygotskij, developmental psychologist, Sovjet union, progressive pedagogical thinker





بطرف نمایشگاه



دستی و صنایع دستی اداره کل
ایع دستی و گردشگری استان اصفهان



نی سرشار از اصالت، ظرافت، عشق و ج
ت فروشگاههای منتخب صنایع دستی

را فروخته شد. صنایع دستی ایران بوده و دارای باکیفیت بوده و
به دارای قیمت مناسب می باشد.
فان منتخب صنایع دستی می باشد.
انتخاب می باشد.

Characteristics of Specially Selected Hand
Quality Iranian Handicrafts
are Regulated
Handicraft Stores Logo O
tion
Validation Dates



دستی و صنایع دستی
Specially Selected Handicraft of Isf

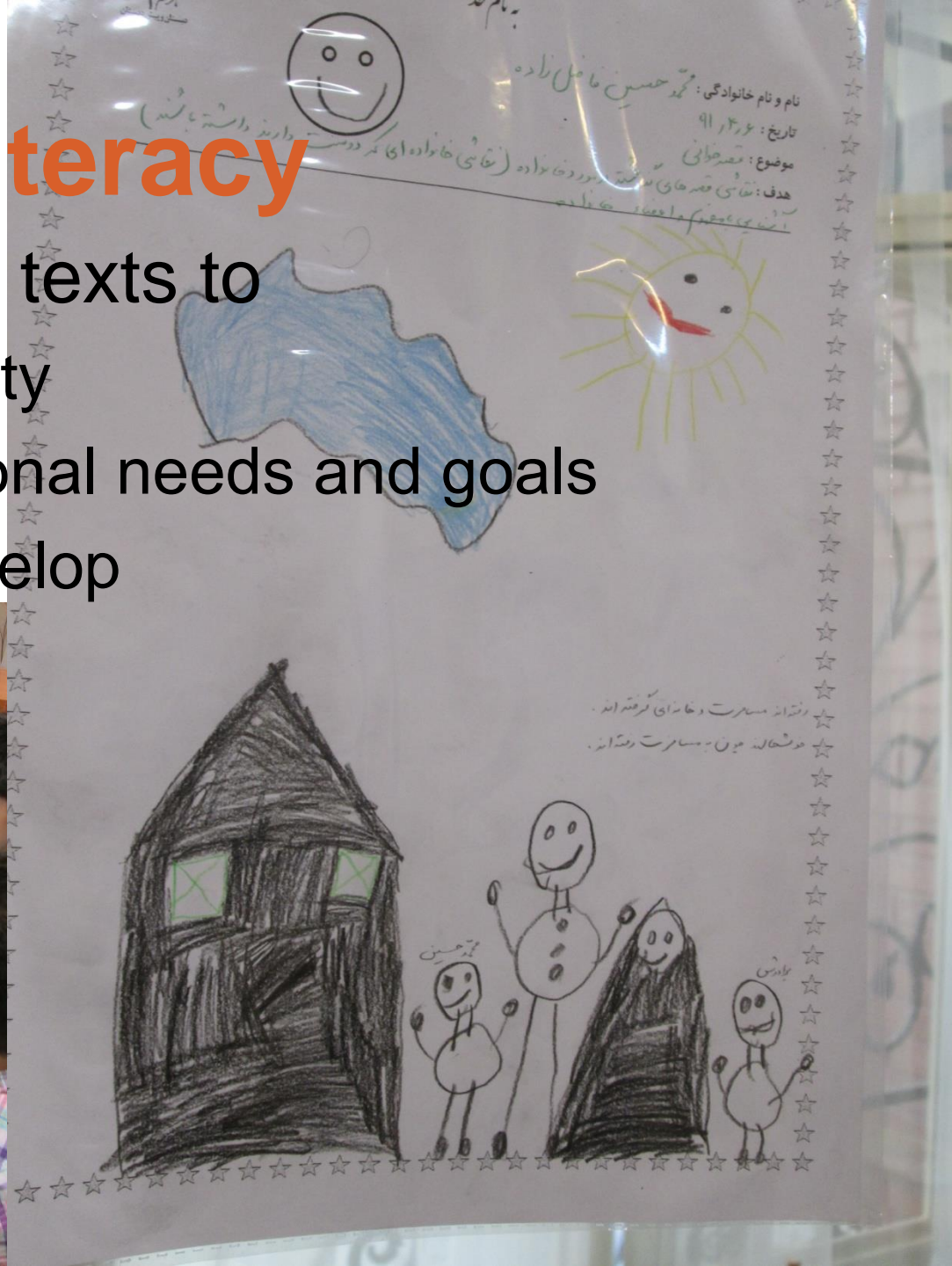


حمل با جرثقیل

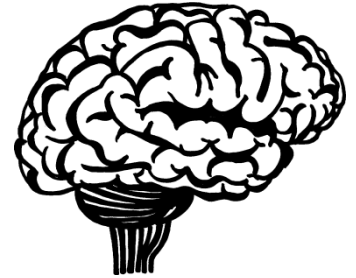


Literacy

- 🕯 The ability to use texts to
 - 🕯 Function in society
 - 🕯 Meet one's personal needs and goals
 - 🕯 Improve and develop



The thinking classroom



- 🍃 School as a unique practice – the workshop of knowledge
- 🍃 Classroom develops disciplined thinking and analytical concepts
- 🍃 Students learn to question static thinking
 - 🍃 In favor of sense and sensibility
 - 🍃 To be able to renew society through thought and creativity
- 🍃 Dialogue and reading as tools of the workshop

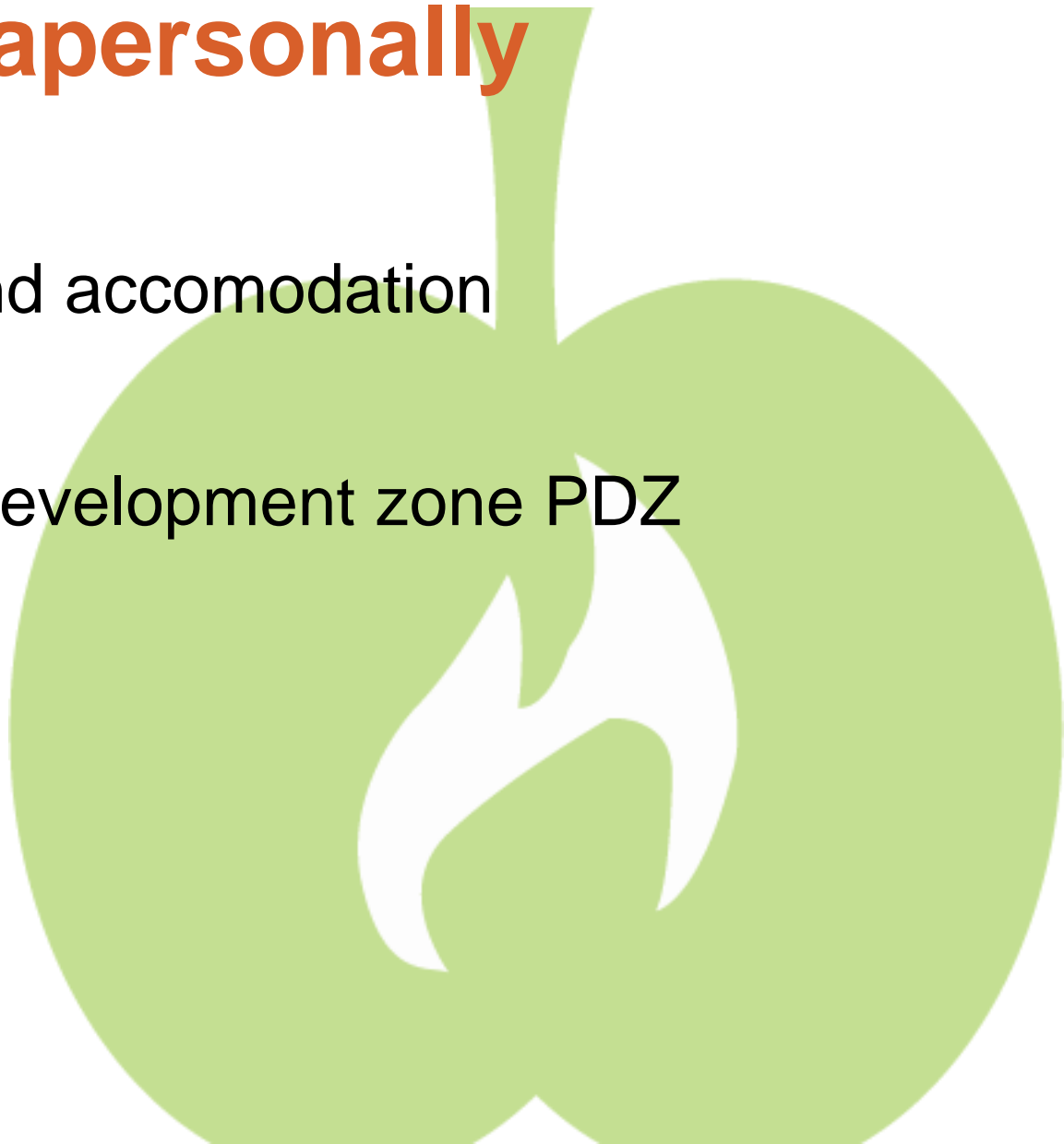
Thinking interpersonally and intrapersonally

🍏 Piaget:

- 🍏 Assimilation and accommodation

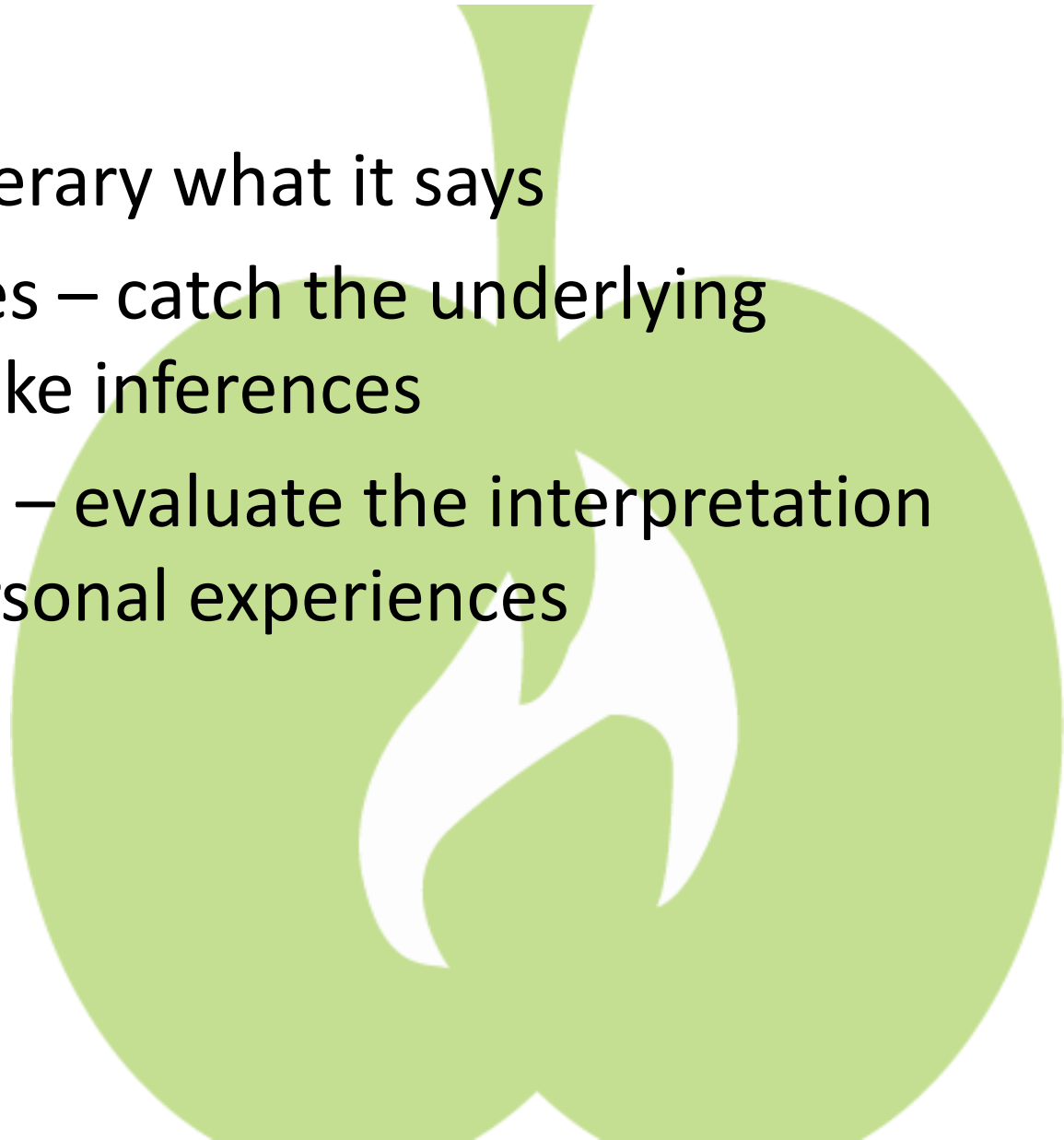
🍏 Vygotsky:

- 🍏 The proximal development zone PDZ



To read...

- On the lines – literary what it says
- Between the lines – catch the underlying meaning and make inferences
- Beyond the lines – evaluate the interpretation and relate to personal experiences



Identificatory reading

(Trondman, 1994)

- 🔥 A particular kind of reading, focused on understanding and analysis, rather than decoding or memorizing. (Coles, 1989, Lindström, 2000, Marton & Säljö, 1997)
- 🔥 The reader relates to the text in a personal, emotional way, but also through analysis and examining the text, and by comparing to personal experiences. (Rosenblatt, 1995, Wade et al., 1994)
- 🔥 A critical reading, offering the reader possibility to find solutions to problematic situations in life. (Emery & Csikszentmihaly, 1981), Furman, 1998, Lindström, 2005, Trondman, 1994)
 - 🔥 Fictive characters act as partners in an inner dialogue.
 - 🔥 The reader encounters events and contexts, which he/she wouldn't have met with, if not in reading.

A question of teacher asking questions...

- 🍎 On the lines:
 - 🍎 What's the name of the strong girl in this story?
- 🍎 Between the lines:
 - 🍎 What do we know about the three children Pippi, Tommy, and Annika?
 - 🍎 Why do you think Pippi lies?
- 🍎 Beyond the lines:
 - 🍎 Would you like Pippi as a friend?
 - 🍎 Is it always wrong to lie or are there situations when it's necessary?



Thoughtful dialogue

- 🔥 Focus on dialogic culture AND on intellectual examination
- 🔥 The great conversation of mankind
- 🔥 The text, the author, and the characters are partners in dialogue about the central human ideas
- 🔥 Socratic seminars, P4C and PwC, deliberative dialogue, etc.

Research on Socratic seminars have shown positive effects on:



- Critical thinking skills
- Language skills
 - Reading
 - Writing
 - Talking
 - Listening
- Self-esteem and higher awareness of self (character)
- Social climate
- Ability to solve conflicts

Intellectual habits

- 🍏 Intellectual habits rely heavily on dialogical virtues, ensuring a context where “bold” ideas might be tested
- 🍏 The “ritualized” structure support this
- 🍏 It’s essential to grasp that the individual should not be held personally responsible (or rewarded) for ideas

Five-year-olds discussing "Pippi Longstocking" by Astrid Lindgren



Facilitator's contradiction and support

From five-year-olds discussing Pippi Longstocking.

Dialogue:

Facilitator: Would you like Pippi as your friend?

Tom: Nope

Facilitator: No? And why not?

Tom: She's a girl (↓)

Facilitator: No but (.) you have friends that are girls

Tom: Mm sometimes yah (.) bu' not Pippi

Facilitator: Not Pippi, but if she was (.) boy then

Tom: Not (.) no

Facilitator: But but is it really so Mart (.) eh Tom that you think so

Tom: Yes

Facilitator: You who usually play a lot with the girls

Tom: Mm atleast instead smaller boys it doesn't matta if it's a girl or a boy

Facilitator: So it doesn't matter

Tom: Mm

Facilitator: Okay

Idun conducts

From five-year-olds discussing Pippi Longstocking.

Dialogue:

Facilitator: a real such (.) but I was thinking now you said Ricki ma:rti do you think he looks like her or

Tom: He's good looking

Facilitator: He's g

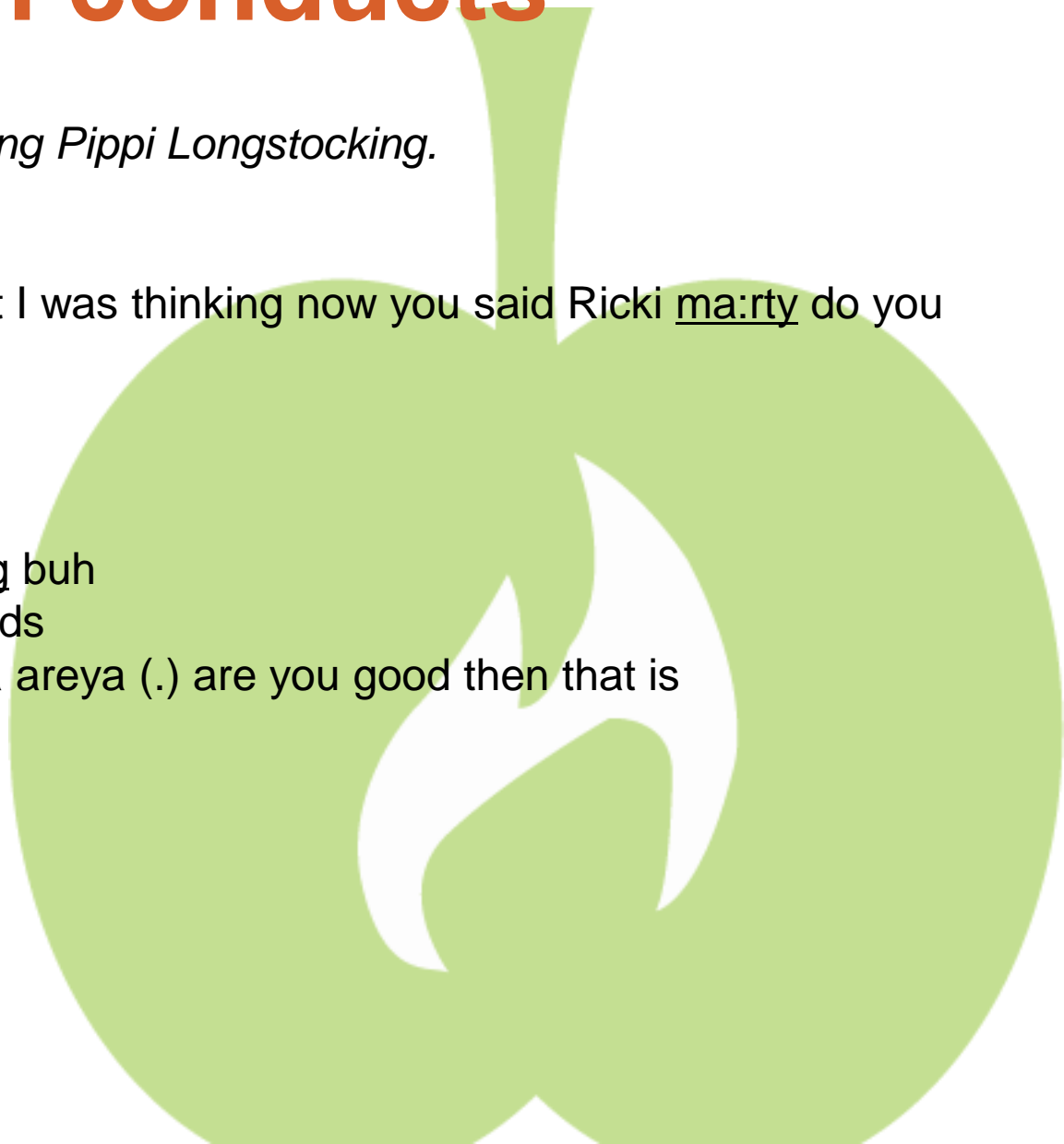
Martin: He sings we::ll

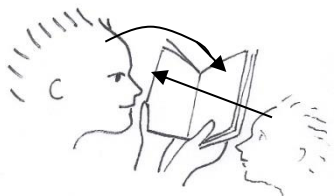
Facilitator: He's good looking buh

Tom: He sings good if itsounds

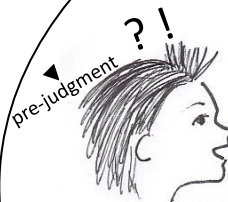
Facilitator: Sings good areya areya (.) are you good then that is

Tom: Yah you're popular

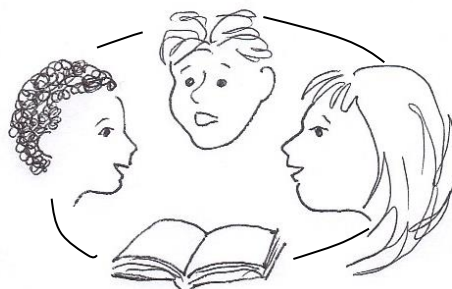




1. Individual reading/interpreting
Be aware of and distancing Self



3 a. Opening question
and thinking pause
Self pre-judgment



3 b. Text analysis
Distance to Self



3 c. Relating ideas to Self

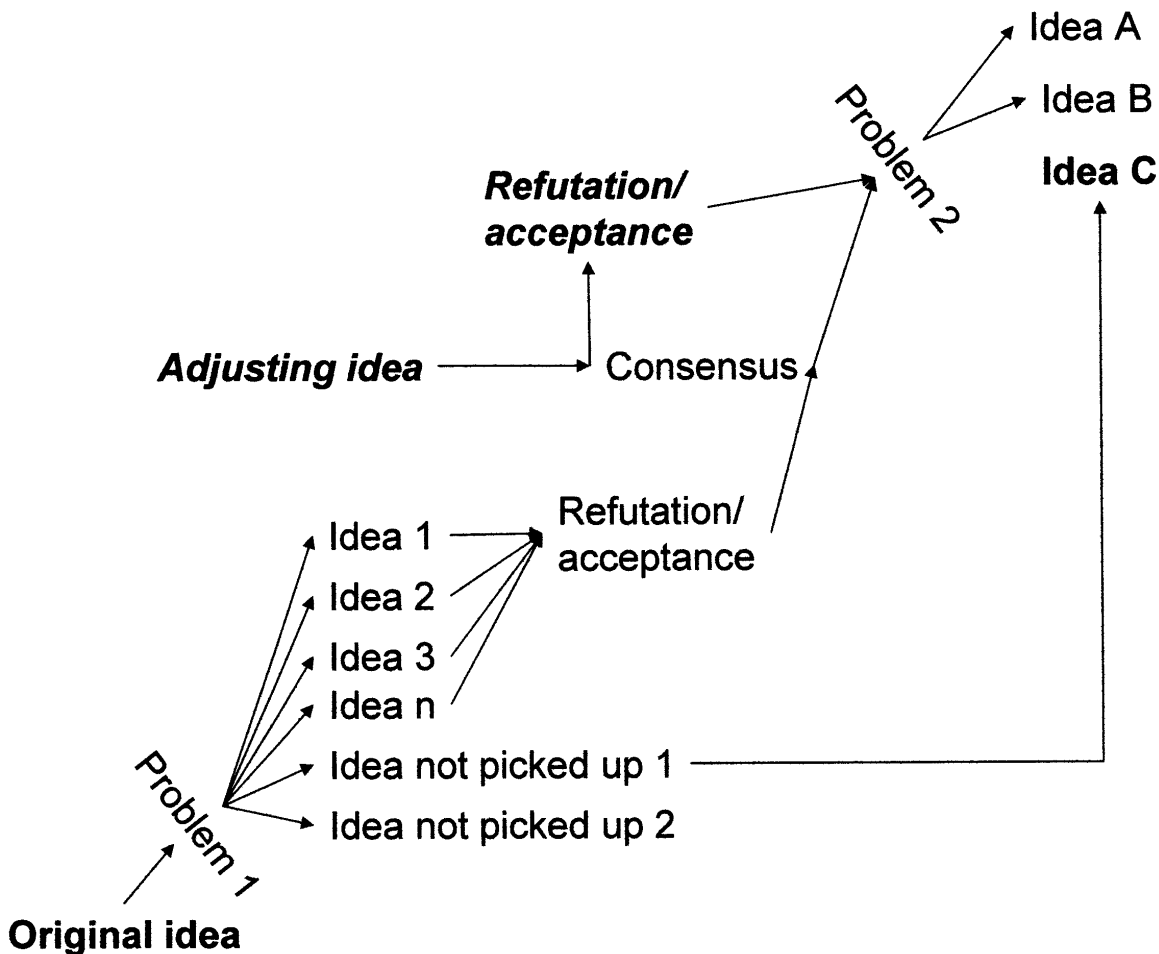
4. Goals evaluated
Focus on
dialogical
virtues

3. Socratic seminar

Practices established over time

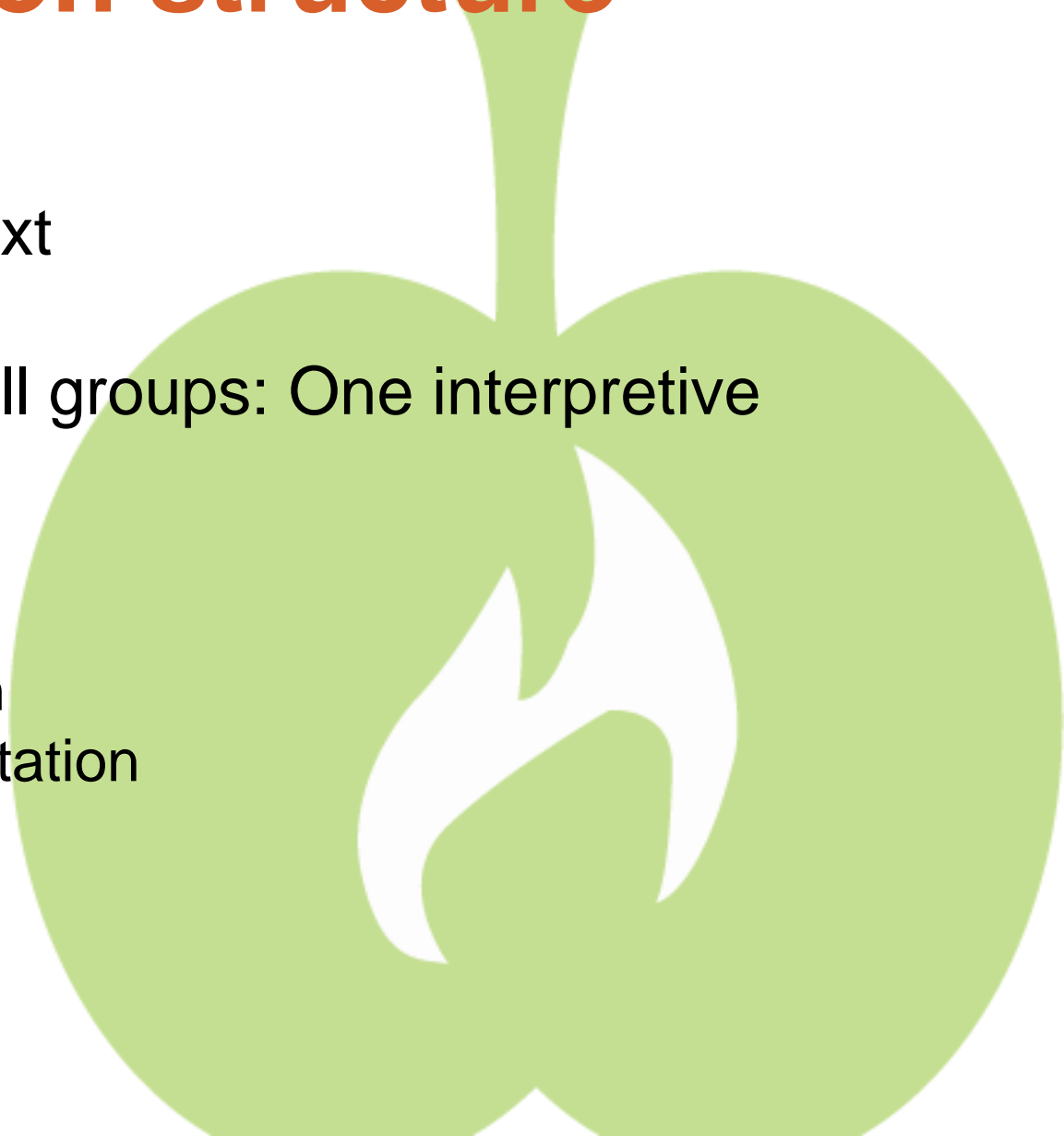
2. Goals set
Focus on dialogical
virtues

Advanced intellectual process



Lesson structure

- 🔥 First reading
- 🔥 Concepts in the text
- 🔥 Second reading
- 🔥 Discussion in small groups: One interpretive question
- 🔥 Third reading
- 🔥 Socratic seminar
 - 🔥 Opening question
 - 🔥 Analysis/ interpretation
 - 🔥 Evaluation
- 🔥 Writing assignment





When I read i unrealize myself...

Ricœur

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