



CREATING KNOWLEDGE COLLECTIVELY THROUGH GROUP TALK

Do you already know what you mean, or do you sometimes feel that you begin to grasp knowledge as you speak with peers in a work or study context?

Why does this occur on some occasions but on others not? Is it me is it them?

The answer is complex: individual cognitive issues, sociocultural ones, practicalities

Knowledgeable practitioners can mould approach to guide learners





EFFECTIVE COLLABORATION

...investigate the dynamics in learner conversations to see how knowledge is being constructed (van Heijst et al, 2019, p. 182)
...to inform practice

THE STUDY OF SPOKEN INTERACTION IN EAP



limited research into dialogic interaction in relation to learning within the realms of EAP (Skyrme, 2010); with more emphasis on written genres.



More understanding of spoken interaction in EAP settings; EAP competence hinges on group work, need more research into non-formulaic speaking (Basturkmen, 2016).



the emphasis is on learning to speak rather than speaking to learn, (Schwarz & Baker, 2017).

HOW ARE PARTICIPATION, VOICE AND AGENCY LINKED?

Group work, productive agency
(Schwartz, 1999) (epistemic)

Agency = commitment to active
meaningful effort filled communication
in group based TBL

This paper assumes learning as a social act: meaning and understanding are constructed (Borge & Rose, 2021) and created (Stahl, 2006) through collective interaction. Meaning evolves continuously (Damsa et al. 2013).



The background features a dark red field with a network of glowing yellow lines and semi-transparent green circles. The lines and circles are arranged in a complex, interconnected pattern that resembles a neural network or a data visualization. The circles vary in size, with some being significantly larger than others. The overall aesthetic is modern and technological.

GENERATIVE

Scardamalia and Bereiter (2014, p.9), knowledge building in educational settings involves not only generating new ideas, but also the further development of ideas. This is not automatic!



OUTLINE

Theory behind Collaborative Interaction:

1. Linguistic theory- Transactivity

Pedagogical theory- Epistemic Agency

...How both are interdependent

2. Implementation applicability

COLLABORATION VERSUS COOPERATION

Collaboration is a “continued attempt to construct and maintain a shared conception of a problem” (Roschelle & Teasley, 1995, p. 70). Cooperation is about assembling (Dillenbourg, 1999).



Collaborative action is more than a collection of isolated acts (Baker et al., (1999, p.31, in Shirouzu, 2013).



How participants build on ideas during interaction depends on how they take others' ideas into account (Damsa et al., 2013, p.98)

Berkowitz, M. W., & Gibbs, J. C. (1983). Teasley, S. (1997)

Transactivity in task-based discussion =

Explicit Reasoning

Relationality

Cognitive Openness

- *Damsa, (2010, p.176) **Relationality** is a generative action which can foster emergence of something **new**, as points are **taken up and developed by** other speakers (Scardamalia, 2002, Schwartz & Okita, 2004)*
- *For this to happen, participants must be **open to alternative views** and points must be made **explicitly**. (Howley et al. 2013a, p.209) explain that the process of reasoning amounts to the function of explanation, which is a social action, which allows understanding to be operationalised.*



COLLABORATION ACROSS DISCIPLINES

(SUBJECT AREAS AND LEVELS)

- Maths teams, teacher training courses...
- Stahl, G. (2013). Interaction analysis of a biology chat.

- Professional teams- Ness & Reise. (2015)- relational expertise as well as specialist expertise- gaps should be recognised and filled

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Openness, curiosity and respect: Underlying conditions for developing innovative knowledge and ideas between disciplines



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GAPS which can be filled



learning. The assumption in o
riences and knowledge in rela
that there are gaps between stud
required to solve a problem or
epistemic nature. Furthermore,
id relational level. Becoming aw
fundamentally interactional proc
rticipants at all levels, during w
other's goals and motives.

(Graesser et al., 1995, in Damsa et al., 2013, p.98). This is where the issue of epistemic agency is pertinent to effective knowledge construction, as in order to fill these knowledge gaps, students must become aware of what they do not know, and this is an interactional process. (Skills and subject expertise)

Transactive discussion > knowledge construction

- Congruous with critical thinking because interactants must operate on the reasoning of peers (Kimmerle et al., 2021: 190).
- Requires a productive rather than a passive approach to learning (Damsa, (2014: 247), goes beyond knowledge transmission.



Research design and method...

Evidence of knowledge construction

There is a Significant moment of new idea embodied in P (7), exemplified in the introduction to the group space, of the collocation 'key information'. The lexical phrase is picked up and used by D (8), reiterated by P (10), and is accepted by the rest of the group, as can be inferred from their lack of comment (Koschmann, 2013, p. 163).

How to investigate dialogism in eap spoken interaction

Conversation analysis:
transcribe, focus on sequencing-
show relationality.

03	12:43	Z:	[↓I think it's false:: Yeah
04	12:49		(2.0)
05	12:51	D:	We [can't we can't eh (unintelligible)
06	12:53	Z :	[A summary shouldn't contain many details, yeah
07	13:01	P :	We just need eh the eh (unint) main [the key information,
08	13:08	D :	Yeah, [The key, the key
09			information, yeah=
10	13:14	P:	=↓Just key information
11	13:17	D:	The next one:: the information and ideas should be given in

H contributes 2 new ideas (36, 38) by introducing the notion that 'method' should be incorporated into a summary and by stating a tangible example, that statistical data should not be included.

Statement 5A- *a summary should contain all the information of the original text*

23			like only quote this one and eh we don't need to eh use <u>all the</u>
24			<u>information from the original text.</u>
25	7:42	Y:	↓Yes=
26	7:43	L:	=I agree with you↓
27	7:46	Y:	Hmm
28	7:48	L:	Can you hear me?
29	7:50	J:	Yes
30	7.52	L:	↑Ok. Eh:: I want to say eh maybe we can that we can eh write
31			the eh <u>we can summarise the key information but not all</u>
32			<u>information (.hhh)</u>
33	8:06	A:	Yeah I ↓think <u>summary is meant to pick of some the ↓main</u>
34			<u>points to ↓summarise: (.)↑yeah</u>
35	8:15	H:	Eh, I think the summary should include <u>the main eh main topic</u>
36			<u>and eh eh <u>conclude conclude</u> and some method to eh prove</u>
37			<u>this topic (.) eh but some eh but some (.) for example the</u>
38			<u>statistical data is not eh is not necessary to eh writing the</u>
39			<u>summary</u>
40	8:33	Y:	↓Yes, ↓hmm.

18	10:10	J:	(laughs) You <u>you</u> can go first
19	10:15	X:	Oh ok. I I think it will eh to write a summary if use the same
20			order it's better to eh it's better to eh it's better for the eh
21			reader eh to under- eh to eh sorry eh if use the same order
22			maybe it's better for the reader to read it (.) so eh sometimes
23			we can use the same order but if eh eh we have some other
24			orders then we can use it also.
25	10:56		(6.0)
26	11:02	Y:	So for this one it can be true or false?
27	11:09	J:	So: <u>hhh</u> [maybe-
28	11:12	X:	[I think it's false=

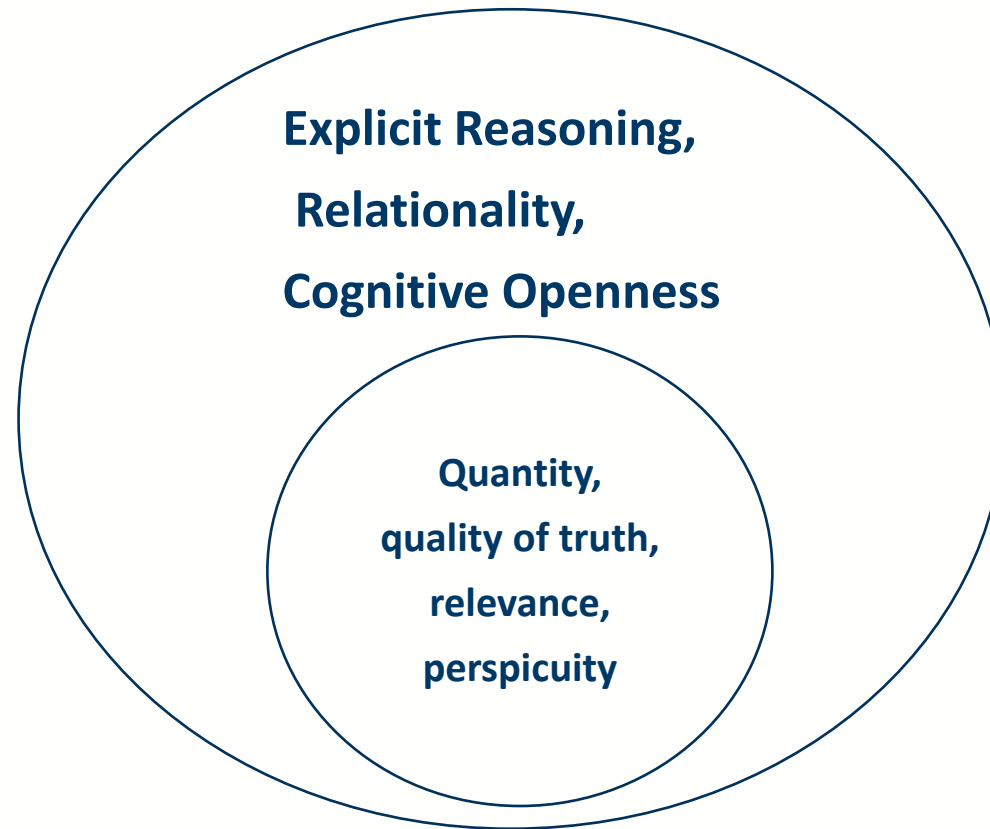


Figure i. Gricean principles of conversation within a transactive discourse

APPLICATION IN THE EAP CLASSROOM

* TASKS

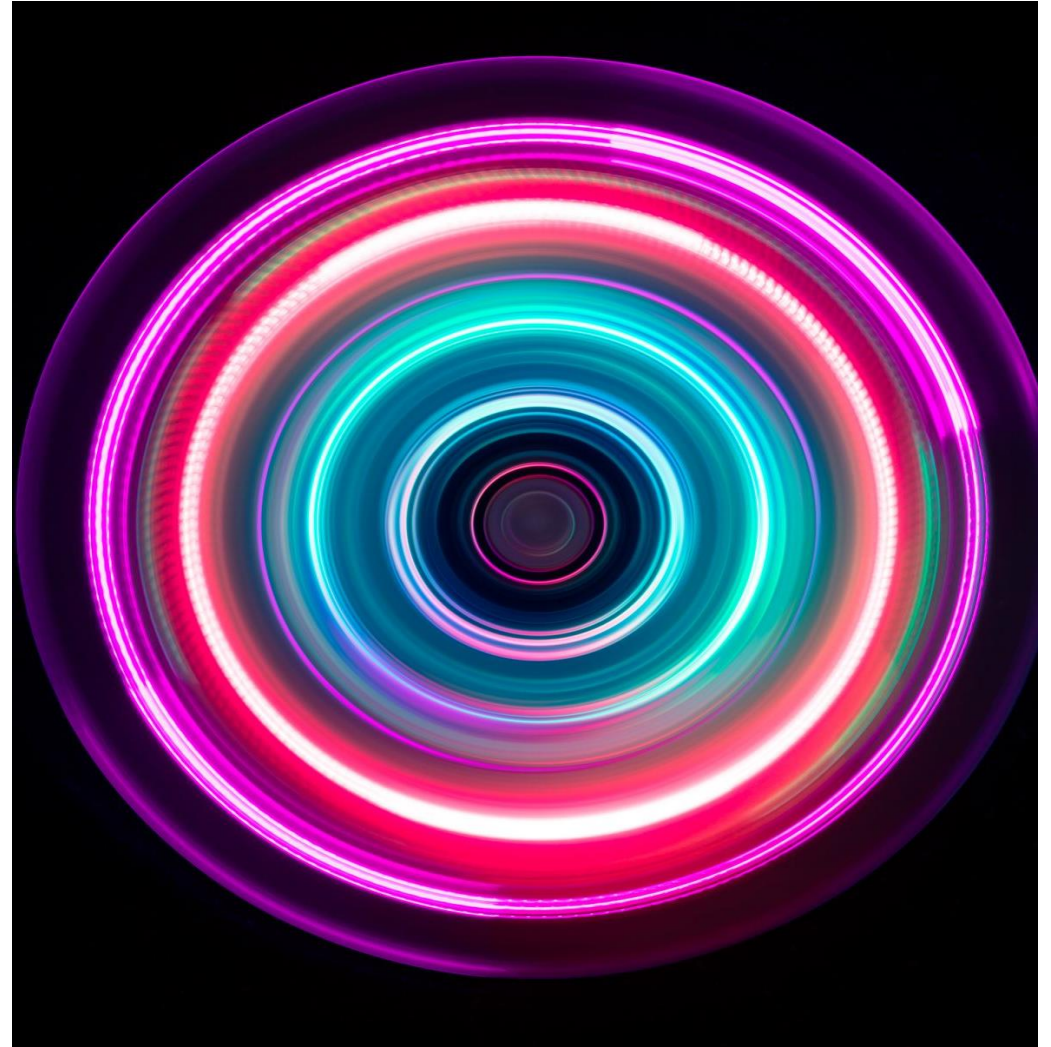
Objectives:

- *talk to be prolonged not shortened > open-ended*
- *speakers to be open to new ideas (dialogism)- recognise idea as something to grow, have curiosity, respect*

* PRACTICE

Requires active, continuous participation:

- *1- suggest (link to **shared objects** such as course material, sthg tutor said..., anchors)*
- *2- take up/build on others' ideas (count in a template)*



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THANK YOU!

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