Overview:

New Learning Fellows may have experienced specific types of instruction in their STEM (science, technology, engineering, and mathematics) courses. In their roles as Learning Fellows, they may default to using the teaching practices they have already experienced. This exercise will introduce Learning Fellows to different kinds of teaching practices, including dialogic discourse.

Learning Objectives:

- Increase understanding of STEM pedagogy.
- Consider how the same course might be conducted in different ways.
- Define the purpose behind using different types of instruction.

Reading:


Activity:

- Read the introductory paragraph on the handout (an instructor’s copy is provided on page 2). Summarize univocal vs. dialogic discourse and provide more examples from the reading.

- Ask the Learning Fellows to divide into two teams. One team should fill out the table for “univocal” and one team should fill out the table for “dialogic. Meanwhile, draw a copy of the handout on the board.

*continued on the next page*
Activity adapted from:
www.learningassistantsalliance.org

Activity, continued:

● Ask the huddle to come back together and ask each team to share their thoughts with the group. As a group, fill out the boxes on the board.

● Help Learning Fellows examine which situations would benefit from which type of discourse. Highlight that both could be useful, in different circumstances.

Copy of the handout:

“Univocal discourse is characterized by communication in which the listener receives the "exact" message that the speaker intends for the listener to receive. Once the speaker’s intended meaning has been conveyed, the episode of univocal communication is considered to be successfully finished. Dialogic discourse, in contrast, is characterized by give-and-take communication in which the listener initially receives the "exact" message sent by the speaker. At this point, univocal discourse ends, but dialogic discourse has just begun. Dialogic discourse generates meaning by using dialogue as a “thinking device” (Lotman 1988, p. 36)...both teachers and students are responsible for contributing to discussions.”


<table>
<thead>
<tr>
<th>UNIVOCAL</th>
<th>Advantage of this method</th>
<th>Disadvantage of this method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
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<tr>
<td>Teacher</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DIALOGIC</th>
<th>Advantage of this method</th>
<th>Disadvantage of this method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
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