Dialogic Gatherings

What are great works of humanity?

There is a widespread prejudice that most people, and more specifically those from low socio-economic status groups, neither enjoy nor understand the best works of humanity. DGs have had unprecedented success in overcoming the exclusion and discrimination generated by this prejudice. The DG are based only on the works that everyone agrees to be part of the best creations of humanity.

How do the Dialogic Gatherings work?

In each DG, one person takes on the role of moderator. They might be a teacher, a volunteer coordinator or any other member of the group. The moderator, who is equal in status to everyone, ensures that everyone respects the opinions of others and has a turn to contribute, but does not impose their own opinion or viewpoint. Priority is placed on those who are less active or who experience more difficulties so that participation is as egalitarian and diversified as possible.

Prior to the gathering

- DG members decide which great work they will discuss

- The text of the work is made available to all participants in advance of the next gathering

- Participants commit to read, observe in detail, or listen the piece. All prepare in advance by selecting a part, a colour, a character, or a passage that has caught their attention and which they would like to share in the DG. They consider the reasons for their choice (for example, it has caused them to reflect, evoked some emotion or memory, etc.).

During the gathering

1. Everyone sits in a circle so that everyone can see all participants' faces, or if online, try to see others as much as possible.

2. The moderator introduces the gathering by reminding people of the agreed principles for the DG (which may be displayed in the classroom).

3. The moderator then, opens the DG with the question: Who would like to share an idea?

4. Create a "participant list" by writing (in order if possible) the names of the participants who have raised their hands.

5. The first turn is given to the first person on the list.

6. The first participant starts discussion by sharing a passage or other element they have selected and reflecting on it. They are invited to explain the reasons they have selected this element, including what caught their attention and why. Their contribution may be prepared in advance.

7. The moderator remains neutral, expresses their thanks for the contributions, and asks other participants if they would like to comment on the particular idea shared.

8. The moderator creates a 'commentor list' (ideally in order of the participants who raised their hands). The floor is given to the first person on the list, then the second… until the 'list' is finished.

9. The next round of discussion begins with second name on the list.

10. Toward the end of the discussion, all participants focus attention on the new idea and arguments made regarding the work being discussed. At this stage, the moderator asks again who would like to comment and start a new "comments list".

11. 10 min before the DG finishes, the group discusses which work they would like to discuss in their next DG.

Practical resources for training and implementation of DGs:

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Salceda, M., Vidu, A., Aubert, A., & Padros, M. (2022). Dialogic literary gatherings in out-of-home care to overcome educational inequalities by improving school academic performance. Children and Youth Services Review, 133, 10636. https://doi.org/10.1016/j.childyouth.2022.106368

Santiago-Garabieta, M.; Villardón-Gallego, L.; García-Carrión, R. & Duque, E. (2022). The Development of L2 (Basque) Oracy Skills Through Dialogic Literary Gatherings, SAGEOpen doi: https://doi.org/10.1177/21582440221079894

Khalfaoui-Larrañaga, A.; Alvarez, P.; Gutiérrez-Esteban, P. & Flecha, R. (2021) "I Also Like it that People Care about Me." Children's Dialogues on Values, Emotions and Feelings in Dialogic Literary Gatherings. Journal of Language, Identity & Education. http://doi.org/10.1080/15348458.2021.1956318

Buslón, N., Gairal, R., León, S., Padrós, M., & Reale, E. (2020). The Scientific Self-Literacy of Ordinary People: Scientific Dialogic Gatherings. Qualitative Inquiry. https://doi.org/10.1177/1077800420938725

García-Carrión, R., & Díez-Palomar, J. (2015). Learning communities: Pathways for educational success and social transformation through interactive groups in mathematics. European Educational Research Journal, 14(2), 151–166.

Resources about DGs:

https://socialimpactscience.org/education/2020/09/27/dialogic-literary-gatherings-improve-relationships-among-the-students-the-communicative-approach-in-classrooms/

https://diveindialogue.eu/index/ (EN)

MOOCs available (module 4) : http://enlargeseas.eu/training/

https://www.educ.cam.ac.uk/research/programmes/chipe/ (EN)

https://www.step4seas.org/project-outcomes (Module 7) (EN)

https://comunidadesdeaprendizaje.net/actuaciones-de-exito/tertulias-literarias-dialogicas/ (ES)

https://www.tertuliasdialogicas.com/home (ES)

Videos

Short introduction to the practice (15 min 16 ss)

https://www.youtube.com/watch?v=4b9N-VdYskw (EN)

Video results of STEP4SEAS project explaining impact of the Dialogic Literary Gatherings

https://www.step4seas.org/project-outcomes (EN)

Short introduction to the project Schools and Learning Communities and its 7 Successful Educational actions among which are the dialogic Gatherings

https://vimeo.com/93165313 (ES with EN subtitles)

Examples and testimonies of participants in Dialogic Literary Gatherings

https://vimeo.com/113715364 (EN)

Video of a student speech:

https://vimeo.com/76545601