Structured Assessment Dialogue (SAD)
Linking structure in teacher-student dialogue to student self-assessment
* University of Copenhagen, **King’s College London, ***University of Jyväskylä

For 25 SADs

<table>
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<tr>
<th>Raw data</th>
<th>5 min dialogues</th>
<th>5 min feedback session</th>
<th>Student self-reflections</th>
<th>TT form</th>
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<td>Focus of Analysis</td>
<td>Typology of dialogue structures</td>
<td>Student participation</td>
<td>Relation to typology</td>
<td>Relation to typology</td>
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The raw data and its intended use

Constructing dialogue maps

Colours highlight different aspects of what was coded for. Here, student active (green), teacher active (red), or both active (yellow).

The in-class setup

Structural similarities in dialogue maps helps define typology of dialogues

Complex dialogues

Similarity network

Simple dialogues

Research Question: How are structures in dialogue maps related to student self-assessment and ability to identify next steps in learning?

The goal is to couple patterns in quantitative student reflections (like the bar graph above) and in qualitative reflections with dialogue types.

The raw data and its intended use

Select ed References

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