Advancing (Digital) Learning Discourse

in Teaching, Teacher Education, and Teachers' Professional Development

Scientific conference *ADLD* at Monte Verità, Ascona, Switzerland

September 4th to 9th 2022

Research on (digital) learning discourse has increased considerably in the last years.

Learning discourse refers to social settings in which discourse partners successfully communicate (expert) knowledge and deliberate ideas or arguments dialogically in a respectful and co-constructive way. Such "productive" discourse can positively affect student learning (through classroom talk guided by teachers) and teacher learning (through collaborative planning and reflection in mentoring or coaching discourses). Learning to initiate and orchestrate learning discourse is thus essential for (prospective) teachers as well as teacher educators. Integrating findings from the diverse studies investigating learning discourse types, also with respect to training programs and teachers' professional development (teaching productive talk) is challenging because they are often based on different theoretical frameworks and methodological approaches.

This conference aims to bring together experts and young researchers on learning discourse to jointly discuss the following topics:

1. Differences and similarities in research on learning discourse focusing on student and teacher learning

2. Complementary use of elements from different approaches to improve learning discourse (also in remote learning settings)

3. Use of digital tools to support the development and the effective analysis of productive learning discourse

Productive talk in teacher and student learning

The analysis and development of interactive discourses conducive for learning is of high interest to a variety of researchers and practitioners. Existing research lines on learning discourse with students in classroom talk and with (prospective) teachers in e.g., coaching sessions have so far been only loosely related. Productive talk in classrooms and effective conversations on teaching in teacher training and professional development programs for (prospective) teachers and mentors/coaches share similarities (e.g., similar talk moves for co-constructing knowledge). Such similarities, however, have not yet been addressed and integrated in systematic ways.

Productive talk in remote learning settings

It is not only since COVID-19 that teachers' and students' learning has increasingly taken place in remote settings. The digital possibilities are often both, a blessing and a curse. They afford flexibility in terms of time and space - but also entail constraints that can change the dynamics in conversations. The conference will focus on the special challenges for productive talk in remote learning settings with various thematic keynotes and workshops.

Keynote sessions

Prof. Dr. Christa Asterhan (Hebrew University of Jerusalem): *Controversies and consensus in research on dialogic teaching and learning*

Prof. Dr. Hilda Borko (Stanford University): *Professional development for productive learning discourse*

Prof. Dr. Sara Hennessy (University of Cambridge): *The role of digital technology in fostering classroom dialogue*

Prof. Dr. Sten Ludvigsen (University of Oslo): *Digital technologies and digitalized dialogues for the advancement of classroom dialogue across subjects*

Prof. Dr. Lindsay Matsumura (University of Pitts-burgh): *Advancing teachers' enactment of high-quality classroom discourse through (web-mediated) Content-Focused Coaching*

Prof. Dr. Sarah Michaels (Clark University): *Scaling up teachers' use of productive talk moves*

Prof. Dr. Christine Pauli (University of Fribourg) & **Prof. em. Dr. Kurt Reusser** (University of Zurich): *Fostering classroom talk in Switzerland - results from a teachers' professional development study*

Prof. Dr. Fritz Staub (University of Zurich): *Learning discourse in teaching, teacher education and teachers' professional development – an overview*

Prof. Dr. Jan Vermunt (Eindhoven University of Technology): *On the relationship between student learning and teacher learning and why it matters for the advancement of teacher education and TPD*

Moderators and Discussants:
Prof. Dr. Frank Crasborn (Fontys University)
Prof. Dr. Annelies Kreis (Zurich Univ. of Teacher Ed.)
Prof. Dr. Dominik Petko (University of Zurich)

Nature of the conference

We expect 80 participants ranging from PhD students to leading experts. The conference will keep an unhurried pace and is designed to offer many opportunities for informal exchanges among researchers. Besides the invited (keynote) sessions and panel discussions (also with in-service teachers, and Swiss educational policymakers), we will offer workshops (on e.g., talk moves, socio-emotional facets of learning discourse, video examples) and small group discussions that will advance the scientific exchange on learning discourse in different fields.

In the spirit of Monte Verità conferences, participants are expected to stay for the whole period of the conference whenever possible. There will be an excursion to the Lago Maggiore region on Wednesday afternoon.

Open Call

We invite participants to contribute to the conference with poster presentations or workshop contributions relating to the following key topics:

• patterns of productive discourse; effects on learning and other educational outcomes

• professional development and teacher education programs focusing on productive talk; effects on teaching behavior and students' outcomes

• new digital tools in teaching and teacher education; remote learning; e-coaching

• methodological approaches for studying (digital) learning discourse

Please visit our website for further information about the submission process.

Important Dates and Registration

February 1, 2022	Submission Deadline
March 1, 2022	Registration Open for contributors
April 15, 2022	Registration Open for further participants
June 30, 2022	Registration Deadline
Sept. 4-9, 2022	Conference

The conference registration fee is 300 CHF (incl. Welcome Drink and Coffee Breaks); full board and lodging for the entire conference will be approximately 1'000 CHF.

• We offer a limited number of conference grants for PhD-students and Postdocs on a competitive basis.

• Registration for the conference without an active role is possible for a limited number of people.

For more information visit: *www.ife.uzh.ch/adld-conference*

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