

An Action Research Exploring Students' Learning Experiences And Dialogic Pedagogy

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Abstract

The COVID 19 pandemic caused a sudden shift in schools and districts that led to this action research study. Teachers needed to evaluate and revise their pedagogical choices in order to generate an education system in hybrid settings should be supported by a supportive environment. There are two types of hybrid classrooms: face-to-face classes in which the students attend the class in person and online classrooms in which the students attend via videoconferencing. A hybrid learning model was not well understood by teachers and students, thus an effective instructional practice was needed to support student learning as a result of developing and implementing effective teaching methods. In this qualitative case study on action research. The learning process is examined through a combination of Bakhtin's dialogus, Vygotsky's social constructivism, and Deci and Ryan's self-determination theory. During the course of the study, three types of information sources were collected and analyzed: interviews of students, surveys of students, and teacher-researchers observations. Research results from this investigation suggest that developing a pedagogy based on dialogue in the classroom has a positive impact on the learning experience of the students by increasing their student motivation and their understanding of the content, compared with implementing a traditional method of teaching in the classroom. Through the use of purposeful questioning techniques and scaffolding within the lesson, the teacher was able to facilitate a productive discussion between the group members, cultivate a sense of collaboration within small groups, and restructure the power relationships within the classroom in order to facilitate effective dialogue.

Key terms: Action Research, Dialogical Pedagogy, Hybrid classrooms, Competence.

Introduction

COVID-19 was a pandemic that forced the closure of schools across the country. It has become a highly debated issue during the weeks leading up to 2020 when it comes to reopening schools during a pandemic in a safe and secure manner. In addition to reopening schools and providing parents with alternatives regarding the physical learning environment, a life-threatening situation which give permission to districts of schools to present a range of approaches aimed at reducing the risk of students becoming infected with COVID-19 (Higher Education Commission, 2020). The fact that such a system is flexible allows school districts to offer students a wide range of innovative options for attending classes. One of the options that many districts, including my own two, have chosen for their students is the hybrid model of learning, which combines face-to-face instruction with online instruction (Matusov & Miyazaki, 2014). As far as COVID-19 is concerned, a pedagogy of dialogue was necessary to be implemented within a hybrid learning environment, rather than implementing traditional policies to help dialogues in traditional environment when dealing with problem (Tale, 2019) A traditional method of education is the transmission of knowledge from one individual to another through print; however, with the advent of Internet-based learning and digital technology, individuals can now create their own knowledge through dialogue and collaboration rather than simply retrieving information (Wegerif, 2013). In my opinion, one of the most important tasks teachers have is to assist their students to gain a deeper understanding of digital subject matter, whether they are registered in a complete online database, in a traditional classroom, or in the 21st-century workforce (Mercer et al., 2019). All stakeholders had a new experience as students and Due to the COVID-19 pandemic, teachers began to switch from traditional face-to-face classes to online or hybrid classes as a result of a change in teaching styles. There has been a growing urgency when it comes to identifying and implementing more effective instructional strategies in the various online or hybrid learning environments where teachers and students are transitioning to pedagogy through dialogues and opportunities for students to

participate effectively in dialogue can improve their learning experience and academic achievement.

Investigation Questions

In this research, the following questions will be addressed:

In combined advanced science education courses, how does dialogic pedagogy influence learners' learning processes?

Accordingly, the following objectives will be addressed in this study:

- 1) To explore a deeper understanding of how a learning experience contributes to student understanding and application of the subject matter of a course.
- 2) Aims to understand how students' motivation is influenced by their experience.

Significance of the Study

A growing use of digital technology in the classroom has had an impact on how information is shared, how instruction is delivered, and how much information is available to the students. Moreover, there is a growing body of evidence suggesting that students participating in online or hybrid education programs are less likely to achieve academic success. It is the aim of this study to explore and examine how the use of a digital environment can be used to dialogically engage students in a course, which is aimed at improving their learning experience. There is no way to generalize the results of this quite limited qualitative study in a statistical sense given the limited number of participants. However, this study seeks to gain a deeper understanding of the phenomenon of dialogic dialogue is the act of engaging in dialogues within an environment of hybrid learning from the perspective of the students themselves, in an attempt to gain a better understanding of what it means from their perspective of them (Merriam & Tisdell, 2016). An individual in a similar situation might be able to apply the knowledge gained from this action research study (Herr & Anderson, 2015). The hybrid learning environment provides a unique setting for learning, I intend to investigate how dialogic pedagogies can be used to enhance student learning and teacher

effectiveness. Using the results of this study, we can gain insight into the effectiveness of the use of dialogic instructional practices and ultimately increase student achievement in this digital age by implementing these practices.

Literature Review

Classroom discourse has been the subject of increasing numbers of studies, and the research indicates that classroom discourse is becoming increasingly monolithic in the process, as a result of the industrialized nature of modern classrooms, as a result of which classroom discourse is becoming increasingly monolithic. Teachers have become used to directing their own instruction as part of the current educational system, because of the ever-increasing importance and the widespread use of national criteria tests that have become a part of the current system of instruction and a practice that has become widely accepted (Gershon, 2015). For the purpose of offering a wide range of subjects, in the form of lectures has been selected to present such information in an inexpensive, flexible method to meet the demands of covering a large quantity of information for large numbers of people (Kramer, 2017). Teachers frequently use questions directed at their students in order to elicit their thoughts, ideas, and questions from them. Despite their intended purpose, however, structure of a variety of questions restricts by achieving the results they were intended to achieve (Alxender, 2000). An approach to learning that is dialogic is the antithesis of a monologue. Mikhail Bakhtin established the theory of dialogism that underpins dialogic pedagogy (Bakhtin, 1981). A voice's ability to construct meaning is dependent on the discourse between voices, the meaning being presented to the receiver, and the receiver's response (hooks, 1994). As a result of dialogue, students learn better, are empowered, equity is fostered, and multicultural pedagogy is promoted, which is the opposite of a monologue approach based on Freire's banking system associated to a monologist approach which is depend on Freire's system of banking, dialogue improves student learning, empowers students, fosters equity, and promotes multicultural pedagogy. Achieving success in life and school requires students to develop critical thinking and problem-solving skills (Emdin, 2016). An approach that promotes dialogue instead of relying on authoritative, monologues can empower students (Rayan & Deci, 2000). Dialogic pedagogy must be understood and implemented in classrooms to successfully shift from a monologic classroom.

Sherry (2019) conducted research into how groups of students engaged in dialogic, whole-class discussions. Despite implementation being complex, schools' purpose: In the absence of progress towards an instructional approach that holds so many promises, all students' learning would be adversely affected

Research Design and Collection of Data

Based on a dialogic pedagogy, the current research explored live experiences of students in a practical action research setting. It is well known that practical action research studies can be done in a variety of settings, including classrooms, schools, and communities (Mertler, 2020). In the future, I hope to gain a greater understanding of how instructions based on dialogues methods influence the experience of learners as a result of the study and develop a method of integrating these strategies more effectively into hybrid or face-to-face hybrid education courses in order to improve student experiences. An in-depth analysis and description of a bound system was conducted as part of this case study. Students, a teacher, and a classroom were the subjects of this case study. The students participated over a fifteen-day period in dialogic pedagogical instruction to support and to gain a deeper understanding of the material throughout the renewable energy and air pollution units. Through this, students were able to support their progress and develop their understanding of the material during the course. This lesson plan consisted of four primary components: the work of bell, an individual "leading question", a monologue led by the teacher, and a group assignment to further explore the theme. As part of my monitoring of the discussion boards Using Canvas, I created a series of leading questions that I wanted students to answer and then ensure the answers were posted in Canvas. It was my responsibility to provide an overview of the information presented in the resources within three to five minutes after each student had posted their responses. The current action research based case study, I collected a wide range of information, while conducting acting phase. The study was conducted at my husband's place of employment. In this study, the students selected for 2020-2021 were enrolled in all classes for this school year. There are more than 212,401 students in the Lahore district, of which 58,573 attend one of the 20 full-time high schools in the district, at the time of the building of the school. In 2022, participation in this action research study was voluntary for juniors and seniors enrolled in an ASE course. School district and university

institutional review boards approved the study before it began collecting data. In order to obtain consent for using the data of each student and their parents or guardians, Students and their parents or guardians were emailed consent forms by me regarding their consent to participate in the course. There is no penalty for withdrawal from the study if a student or his/her parent/guardian withdraws from the course without too much difficulty; however, the student will still be able to take part in the course, regardless of their withdrawal from the course. Using a semi structured interview, the study explored students' lived experiences of dialogic pedagogy. In order to reduce the disturbance to students' academic day, all study participants were interviewed outside of school hours during the fifteen-day data collection period. School district-provided Microsoft Teams accounts were utilized to conduct the interviews digitally using video conferencing. A password-protected computer was used to store the transcriptions of the interviews. In order to answer the research question and understand experiences of learners which are lived of taking a fusion course using a dialogical methodology, the transcripts were analyzed using thematic coding. During the data collection period, I interviewed each participant once.

Coding and Data Analysis

As the coding process begins, words can be coded word-by-word, lines can be coded line-by-line, or incidents can be coded incident-by-incident (Charmaz, 2006). Then I used these codes as a starting point to develop themes based on the data that was gathered for the study as a whole. As a result of these themes emerging, my response to my res In order to develop codes for the data analysis. The analysis was guided by five perspectives. These themes would guide my study's questions and findings. First, we analyzed the data to find out whether there was any evidence of the authentic dialogue that Bakhtin describes in his book. Furthermore, the data were examined to determine if dialogic pedagogy could provide students with the opportunity to advance beyond their ZPD by using a social constructivist approach based on Vygotsky. According to a final analysis of the data collected, Deci and Ryan's self-determination theory was examined for a final time to get the better understanding that pedagogy of dialogues impacted autonomy, competence, and relatedness among the participants.

Demographics of Participants

Name	Gender	Grades	Age	FRL
Asif	Male	11 th	18	No
Maham	Female	11 th	17	Yes
Naeem	Male	11 th	16	Yes
Amina	Female	11 th	18	No
Qayum	Male	11 th	17	No
Zareen	Female	11 th	16	Yes
Khaliq	Male	11 th	18	No

Table 2: Learning experiences of student's perception

Questions	Average
As a student, how would you rate the school in terms of your personal satisfaction prior to this class	2.3
Is this class satisfying in terms of your personal satisfaction?	5
How motivated are you in this class? How do you feel about the class? Do you have any idea how you would quantify your motivation in that case?	4
Do you think like you are engaged in this class (committed to the material, interested in it, optimistic, and passionate) compared to others?	4.9
How would your learning experience compare to other classes?	4.83

Improved Relatedness

It is important to note that Ryan and Deci's SDT emphasizes on this matter that a learners must obtain a deeper understanding of connections and belongings. In order for a student to be motivated, students need relatedness from their teachers. Dialogic pedagogy will therefore not be as effective and engaging for them as it could be. These participants indicated that they were more interested in an active learning experience than a passive one as a result of a dialogic pedagogy

Improved Competence

Teachers can enhance their students' competence and sense of perceived ability by starting lessons with guiding questions and allowing them to work in small groups. It would be beneficial for students to follow this structured approach. Participants echoed similar ideas that working alone or just listening to a lecture wouldn't result in a better understanding than being placed in small groups and discussing stuff. As a consequences pedagogy of dialogues, students felt more capable of learning and mastering the course materials.

Findings

This study shows that students lack dialogue and dissatisfaction. A monologue pedagogy was reported by the majority of participants as a pedagogical approach to hybrid learning. There was no understanding of the material from the teacher's lectures for long periods of time. In monolog classrooms, students did not engage in convergent and divergent dialogue. There seemed to be no effective way of imparting knowledge in a hybrid environment using a traditional, lecture-based, monologic pedagogy. Observations showed that I was not achieving the learning results I wanted for the students in my live, hybrid classroom when I attempted to use discussion boards in an attempt to provide them with a rich and engaging learning experience. As a result of hybrid classrooms, my students have been able to discuss the material in a dialogic setting. As part of the implementation of dialogic pedagogy, a new lesson structure was created that provided students with increased possibilities to receive feedback, ask questions, and progress beyond their comfort zone

Ethical Consideration

To be able to conduct this qualitative study, the Institutional Review Board at the University of Punjab, the district office of research, as well as the school site administrators of the district, have given approval for its conduct. Furthermore, a consent form was required of participants and their guardians.

Researcher Role

To avoid influencing their responses, throughout the study, I remained silent on any remarks, statements, or questions I intended to make about the study. In order to achieve the objectives of this study, I need to objectively examine the effectiveness of the dialogic-based strategies that I have

implemented and analyze the resultant impact they have had on student learning.

Research Limitations

Multiple limitations limit the generalizability of the findings of this study. In order to represent the learning experience of all young people, a sample size of seven students cannot be used as a representative sample of action research, and a sample size of seven students cannot provide generalizable data. A further limitation of the study was the small sample size and the limited representation of participants in the study.

Conclusion

In this action research project, the objective was to examine the learning experiences of students during a hybrid course utilizing dialogic pedagogy to enhance their learning outcomes. Dialogism, social constructivism, and SDT were used to analyze the student's learning experience. Using dialogic pedagogy, this study examined the effectiveness of dialogic pedagogy in improving understanding and motivation of students in a course. Students learned more information and were motivated to learn when this instructional approach was implemented. In order for dialogic pedagogy to be effective, instructors had to make a fundamental shift in how they approached and viewed instruction. Knowledge and content are being created by people in a digital world. Students must become creators of their knowledge through education as a result of this change. The more widely available information humans have ever had, the more they need to learn how to make use of it. If we put learners at the attention of their instruction, the purpose of this study is to illustrate the potential of education.

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