

EDUCATION AS DIALOGUE

moral and pedagogical choices for a runaway world

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Educational reform entails a double dialogic imperative. On the one hand, there are pressing questions to be addressed about the character of public education in an interdependent and unstable world. On the other, there is growing recognition that dialogic forms of pedagogy are potent tools for securing student engagement, learning and understanding. Squaring the circle, dialogue can empower both the lifelong learner and the future citizen – to whom the educational debate properly belongs.

Education as Dialogue (2006, Hong Kong Institute of Education with Dialogos, 43 pp, ISBN 0 – 9546943 – 2 – 5) is an extended version of a public lecture given in Hong Kong in 2005. It uses contrasting future scenarios to argue that educational planners' perspectives need to be global no less than national, and moral no less than economic. It then explores the potency of dialogue in human affairs and outlines the particular combination of repertoire and principle which supports a truly dialogic pedagogy. Finally, it considers alternative starting points for a dialogic curriculum which will empower the learner for the future while avoiding the familiar policy pitfalls: reductionist accounts of knowledge and skill and the sidelining of history and culture in pursuit of excessively narrow definitions of what is educationally relevant.

This is a companion volume to the author's **Towards Dialogic Teaching: rethinking classroom talk (third edition, Dialogos 2006)**, which examines the pedagogical dimension of dialogue in greater detail. For further information and an order form go to www.robinalexander.org.uk/dialogos.htm

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