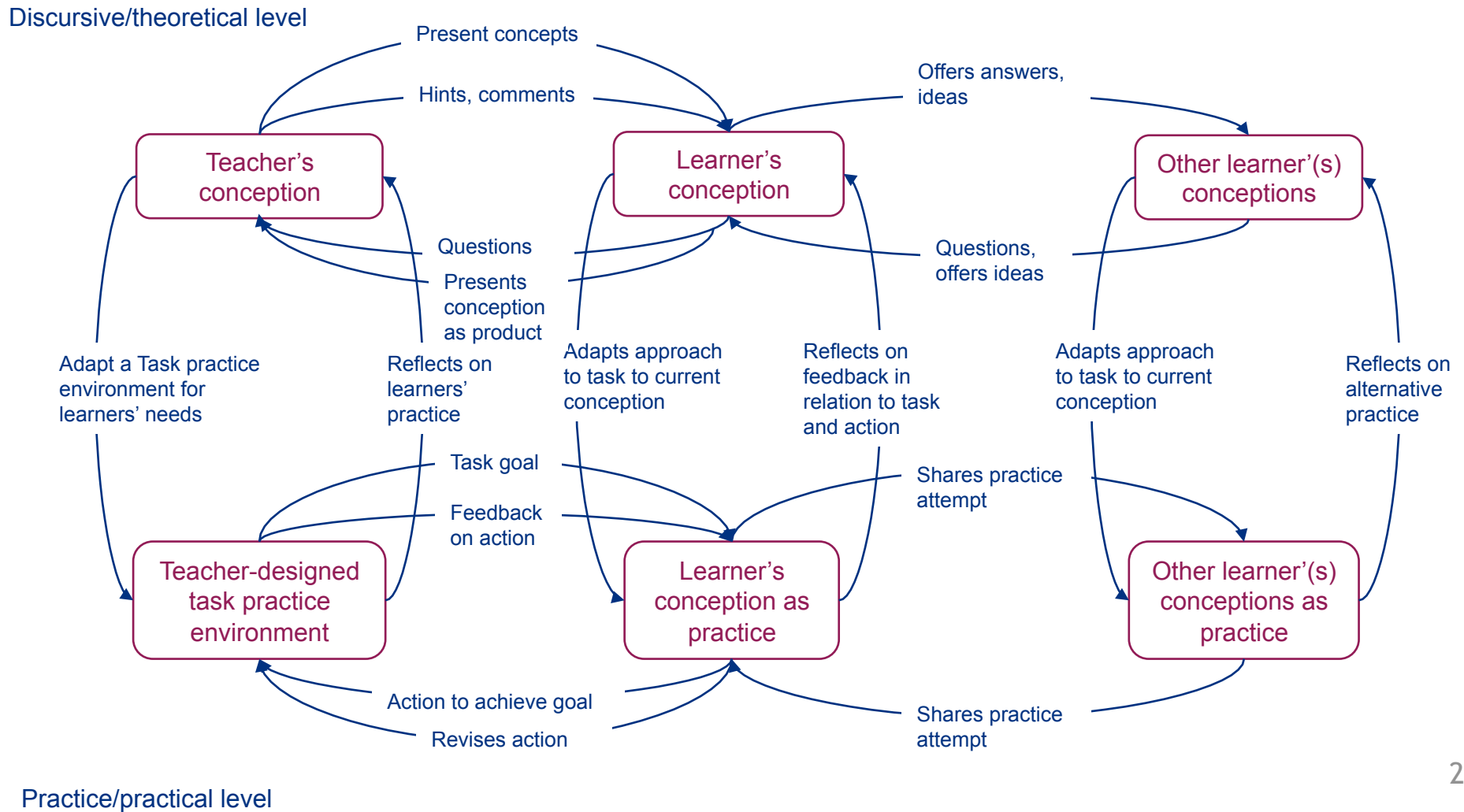


Explanation of the Conversational Framework V2.5

adapted from a presentation by
Diana Laurillard

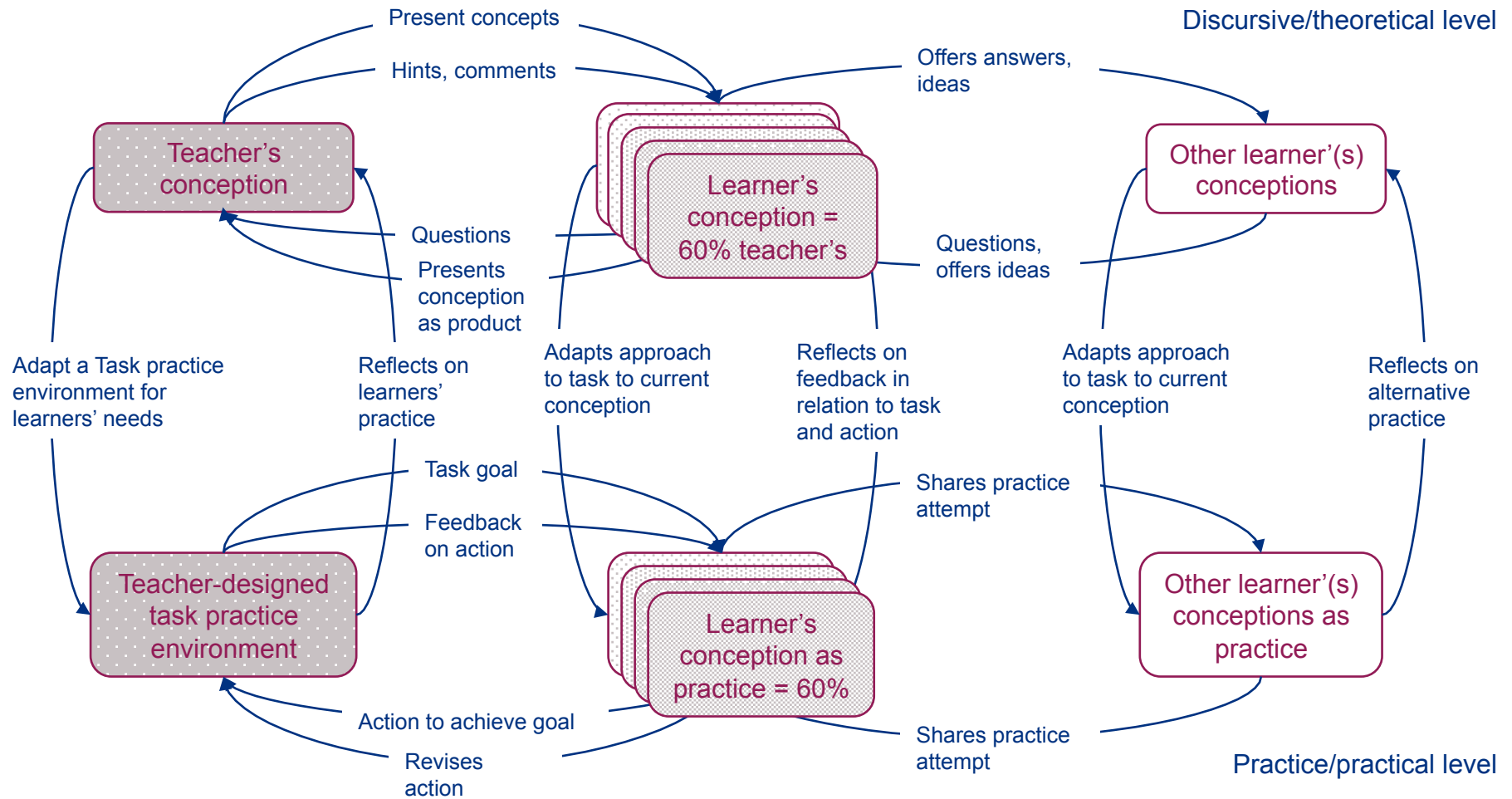
The Conversational Framework - the learner's experience of the teaching

This diagram represents a learning activity that covers the full Conversational Framework through a combination of Teaching Methods, such as lecture/book/web resource + tutorial/discussion environment + fieldwork/lab/simulation + collaboration environment



The theory of the Conversational Framework - the learner's developing experience

This animation represents the full use of the Conversational Framework through a combination of Teaching Methods, such as lecture/book/web resource + tutorial/discussion environment + fieldwork/lab/simulation + collaboration environment



It illustrates how the iteration between theory and practice, between teacher and learner, and other learners, is expected to contribute to enable the learner to approach an understanding equivalent to the teacher's. How it actually works is an empirical question.

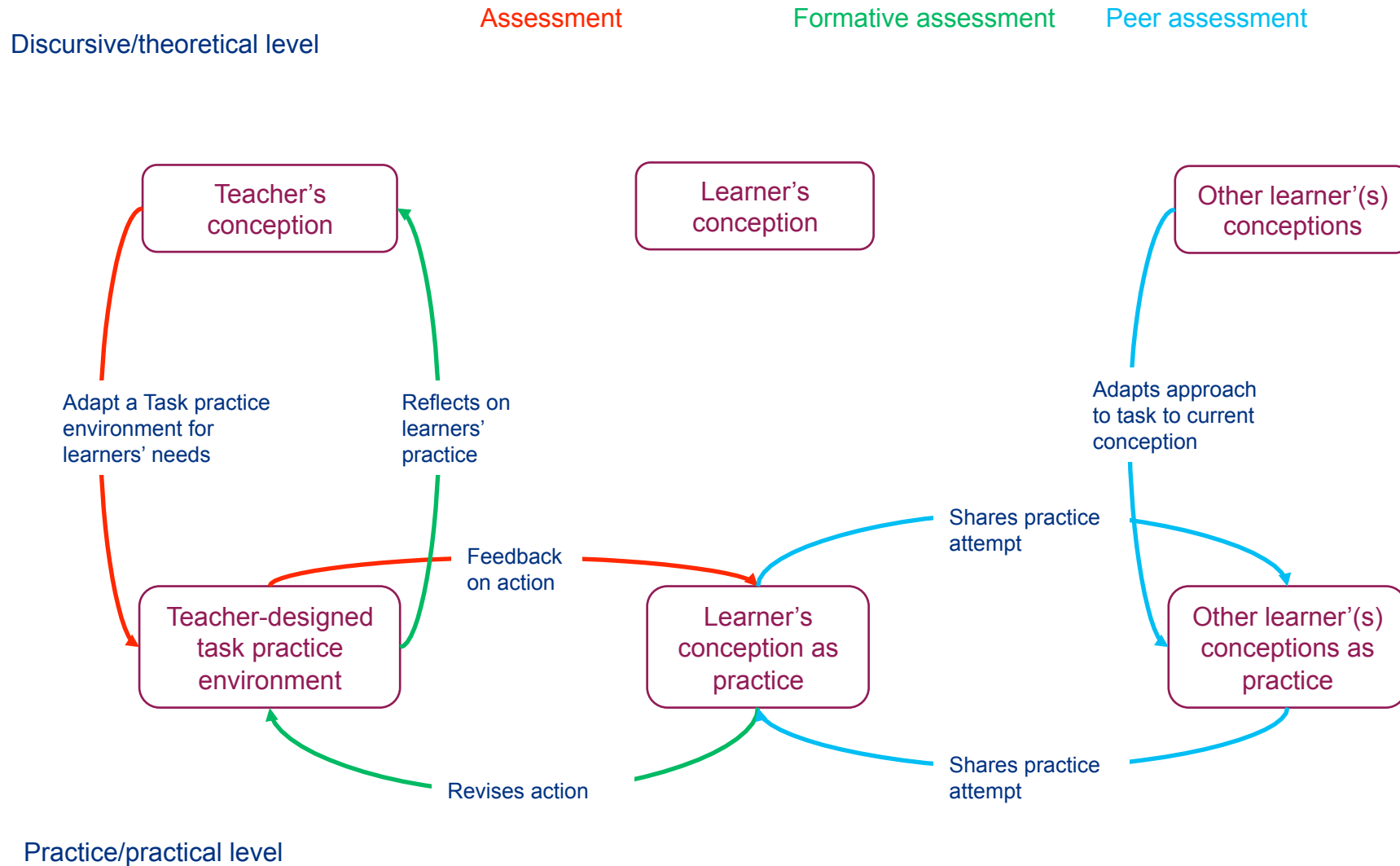
The Conversational Framework – Challenging the learning design

The Conversational Framework poses the following questions to the learning activities planned for a learning session.

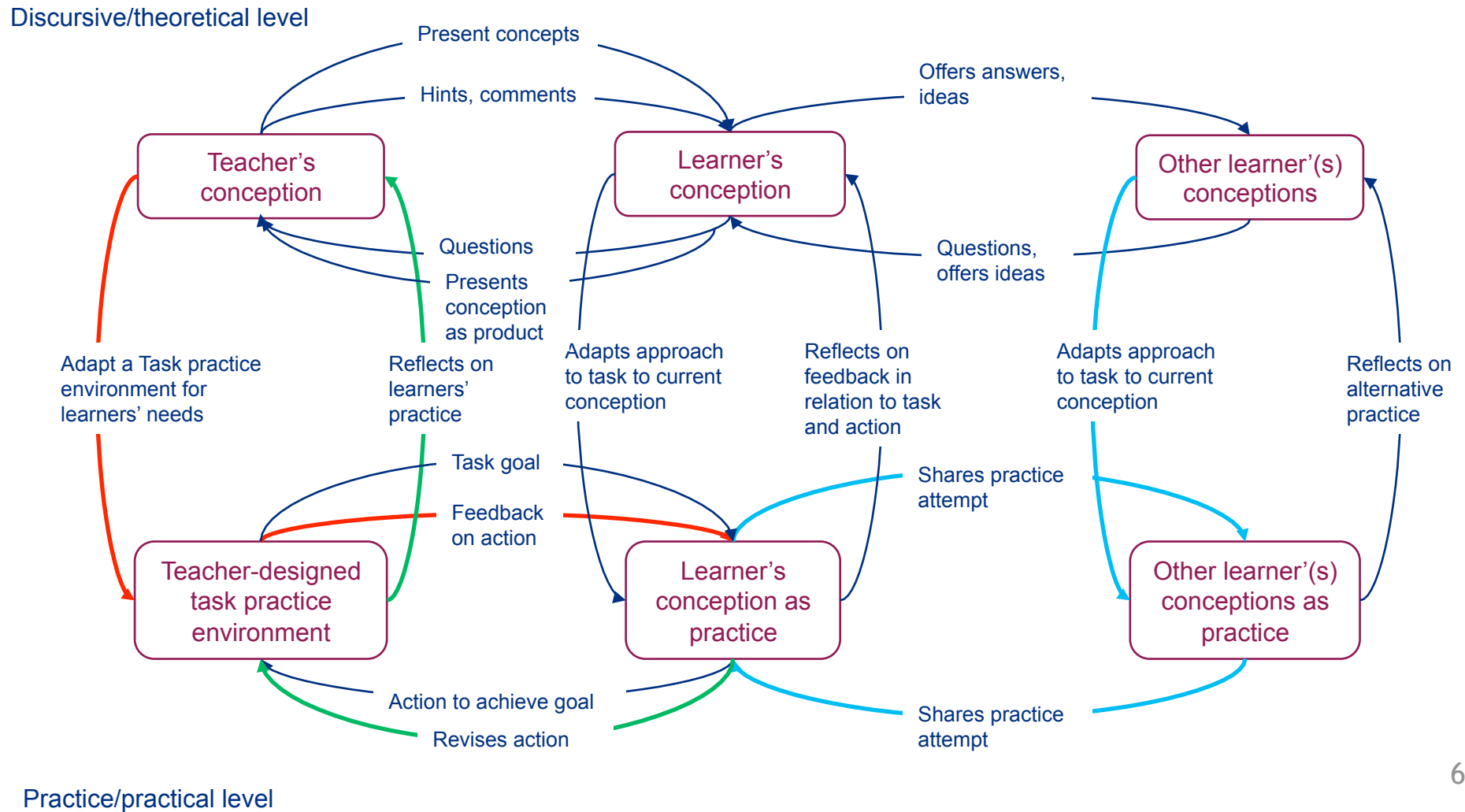
How does your pattern of learning activities motivate students to:

1. access explanations and presentations of the theory, ideas or concepts?
2. ask questions about their understanding of the theory, etc, by providing the opportunity for answers from (i) the teacher, or (ii) their peers?
3. offer their own ideas and conceptual understanding, by providing comment on them from (i) the teacher, or (ii) their peers?
4. use their theoretical understanding to achieve a clear task goal by adapting their actions in the light of their understanding, or in response to comments or feedback?
5. repeat practice, by providing feedback on actions that enables them to improve performance?
6. repeat practice, by enabling them to share their trial actions with peers, for comparison and comment?
7. reflect on the experience of the goal-action-feedback cycle, by offering repeated practice at achieving the task goal?
8. discuss and debate their ideas with other learners?
9. reflect on their experience, by having to articulate or produce their ideas, reports, designs, performances, etc. for presentation to their peers?
10. reflect on their experience, by having to articulate or produce their ideas, reports, designs, performances, etc. for presentation to their teachers?

The Conversational Framework – the place of assessment - a first approximation



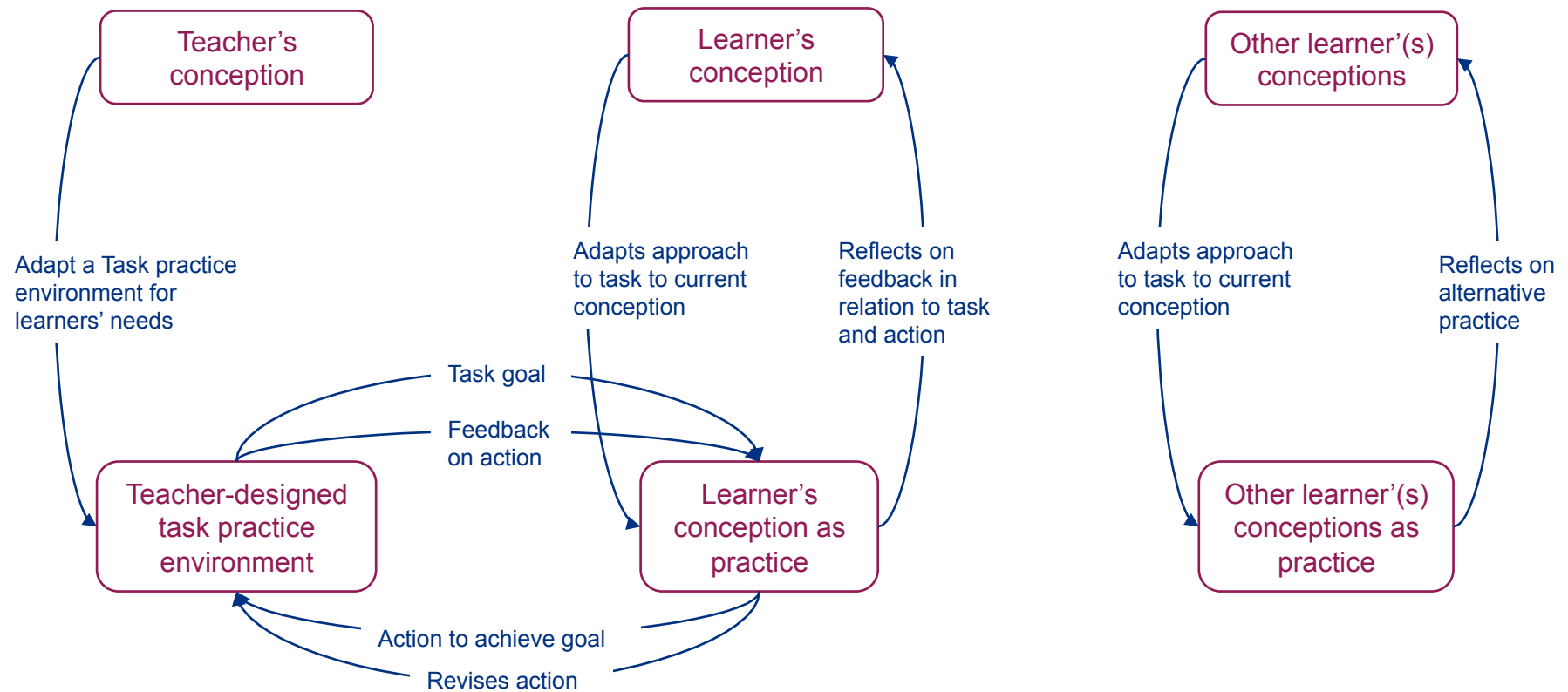
The Conversational Framework – the place of assessment



The Conversational Framework - the learner's experience of formative assessment

This diagram represents the simplest form of formative assessment activity for an individual learner, that offers a task giving formative feedback on the learner's action that enables them to revise their action, and then moves to the next task irrespective of their performance on this one.

Discursive/theoretical level



Practice/practical level

The Conversational Framework - the learner's experience of formative assessment

This diagram represents a formative assessment activity that offers tasks giving formative feedback on the learner's action that enables the learner to revise their action, and also to work with peers to collaborate by sharing their attempts at the appropriate action. Learners are also able to discuss their ideas about why those actions are appropriate.

