

The pedagogical dialogue

Some pointers taken from the work of Antoine de la Garanderie

The Purpose

To enable students to recognize the mind structures which, for them, bring success in specific learning tasks. In this way the students can draw conclusions about their own learning processes and become autonomous, guiding themselves to success in learning.

The subject matter

The activity of the mind when faced with specific challenges and learning tasks is the subject of study. Mental images, sounds and sensations that arise in the mind at that moment are the observables which are to be noted.

The Role of the teacher

The teacher's role is to accompany and guide the student who embarks on a path or self-discovery. The teacher helps the student question herself and discover mind structures she uses when accomplishing specific learning tasks.

The procedure

The dialogue is initiated on activities that are pleasurable to the student and in which the student is successful. These tend to be out-of-school activities, chosen from things they like to do and do well at (artistic activities, sports, stories and films, activities at home or with friends, hobbies, pastimes, etc.)

During the dialogue

It is not a question of the teacher's assessment of his student but of the student's ability to recognize and employ mind process which work well in specific learning tasks. Throughout the dialogue, the information forthcoming is brought to the student's attention by the person leading the dialogue.

The teachers attitude

Trust is essential. Whatever a student says about her mind activity is accepted and is that student's honest answer. Since the teacher cannot know what is in the mind of a student, any supposition the teacher makes needs to be considered by the student and either confirmed or rejected.

Peter Moddel