**Student Conversations *Are* Learning**

**Introduction**

The “teacher talk” model of education is still the most prevalent in classrooms today. As a result, young employees arrive in the workforce unprepared for 21st-century work tasks, and businesses spend billions of dollars a year providing remedial training (Handel, 2005, as cited in Gibbs, 2006). A typical school day might provide only a few minutes for students to talk about what they are learning (Gibbs, 2006). On the other hand, student conversations, when supported by cooperative learning structures, have gained a reputation for developing skills in learners that are relevant to success in today’s society. Social skills, problem-solving skills, cultural competency, and increased self-efficacy are all supported when students work together in the classroom (Chiu, 2008; Johnson & Johnson, 2009; Nemeth-Wachtler, 1983; Sharan, 2010; Huber & Snider, 2006).

**Conversations Show Learning**

While recording and coding student conversations, researchers have noticed that student understanding of complex issues changes as the conversation is happening. When students discuss their learning, that learning is made visible to themselves, helping them to develop metacognitive skills. When students converse about a complex issue or concept, they understand it better (Chiu, 2008; Resnick, Michaels, & Connor, 2010). This visible learning is also valuable for the instructor, who can see students’ prior understandings and misconceptions and how their knowledge changes over the course of a lesson.

**Practice Regulating Conflict and
Solving Problems**

When considering if and how to construct group activities in the classroom, teachers often consider relational conflicts as a threat to cooperation (Koutselini, 2008). However, meaningful intellectual conflict can be constructed in such a way that it outweighs and mediates the presence of other kinds of conflict (Johnson & Johnson, 2009). In one study where students worked in groups to solve a complex mathematics problem, disagreements tended to increase the likelihood of correct contributions and better rationales to problem solving, so long as students were polite (Chiu, 2008). In another study where treatment groups were exposed to minority contributions that were both correct and incorrect in relation to the problem, these groups’ solutions reached deeper and more nuanced justifications than in control groups with no minority contribution (Nemeth & Wachtler, 1983). Both cases suggest that intellectual conflict is beneficial to academic outcomes, such as representing complexity in problem solving and synthesizing diverse perspectives.

**Conclusion**

Giving students time and space in the classroom for conversation can result in academic benefits for students and additional benefits for teachers. When student conversations are an integrated part of the learning, students can practice working with others, being accountable to others, listening, sharing their ideas in ways that others can understand, and working together to make decisions (Gillies, 2016; Resnick, Michaels, & Connor, 2010; Gibbs, 2006). The learning that results from student conversations increases student motivation, self-esteem, and problem-solving outcomes. For teachers, giving students a space to speak gives insight into how students are organizing their thoughts and can serve as a formative assessment of what students are learning over the course of a lesson.

##

## **References**

Chiu, M. M. (2008). Flowing toward correct contributions during group problem solving: A statistical discourse analysis. Journal of Learning Sciences, 17(3), 415–463.

Gibbs, J. (2006). Reaching all by creating tribes learning communities. CenterSource Systems, LLC.

Gillies, R. (2016). Cooperative learning: Review of research and practice. Australian Journal of Teacher Education, 41(3), 39–54. doi:10.14221/ajte.2016v41n3.3

Huber, R. B., & Snider, A. (2006). Influencing through argument. International Debate Education Association.

Johnson, D. W., & Johnson, R. T. (2009). Energizing learning: The instructional power of conflict. Educational Researcher, 38(1), 37–51. doi:10.3102/0013189x08330540

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. Educational Researcher, 38(5), 365–379. doi:10.3102/0013189x09339057

Koutselini, M. (2009). Teacher misconceptions and understanding of cooperative learning: An intervention study. The Journal of Classroom Interaction, 43(2), 34–44. Retrieved October 6, 2018, from https://www.jstor.org/stable/23869676.

Nemeth, C., & Wachtler, J. (1983). Creative problem solving as a result of majority vs minority influence. European Journal of Social Psychology, 13(1), 45–55.

Peterson, A. T., & Roseth, C. J. (2016). Effects of four CSCL strategies for enhancing online discussion forums: Social interdependence, summarizing, scripts, and synchronicity. International Journal of Educational Research, 76, 147–161. doi:10.1016/j.ijer.2015.04.009

Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. European Journal of Education, 45(2), 300–313. doi:10.1111/j.1465-3435.2010.0143