

Presentation 3.

DIALOGIC LEARNING AND DIALOGIC GATHERINGS

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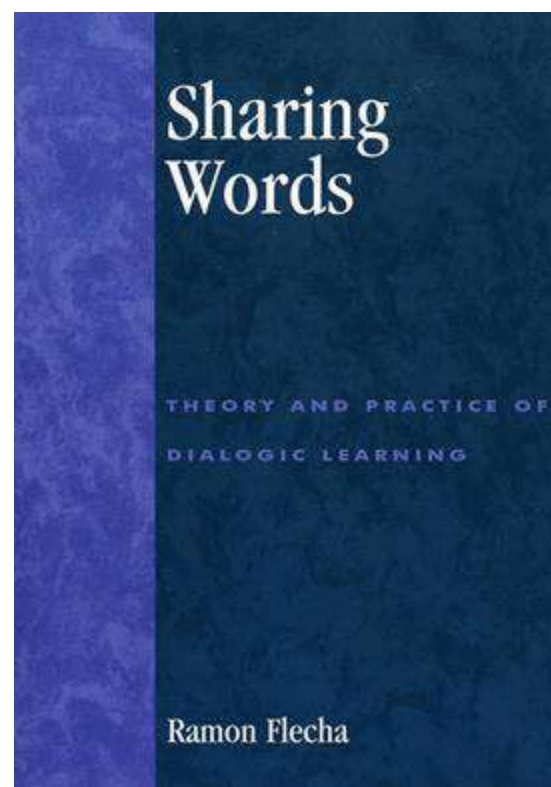
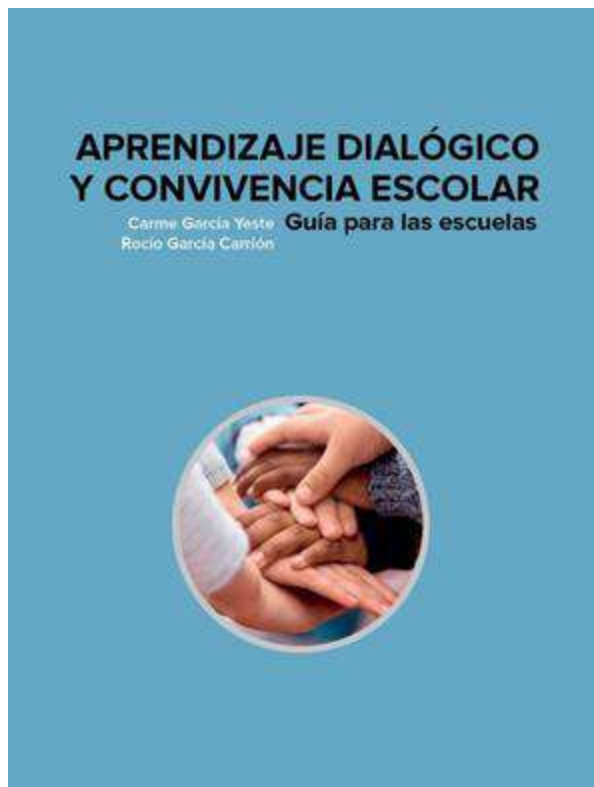
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 - Cultural Intelligence
 - Transformation
 - Instrumental Dimension
 - Solidarity
 - Creation of Meaning
 - Equality of Differences
- Dialogic Gatherings as Successful Educational Actions



<https://www.educacionyfp.gob.es/mc/sgctie/comunicacion/blog/2022/diciembre2022/aprendizaje-dialogico.html>


Flecha, R. (2000) *Sharing Words. Theory and practice of Dialogic Learning*. Rowman & Littlefield

Aubert, A.; Flecha, A.; García, C.; Flecha, R.; Racionero, S. (2010) *Aprendizaje dialógico en la Sociedad de la Información*. Hipatia

Racionero, S.; Ortega, S.; García, R.; Flecha, R. (2012) *Aprendiendo Contigo*. Hipatia

Bases of dialogic learning

Based on the knowledge of the Scientific Community

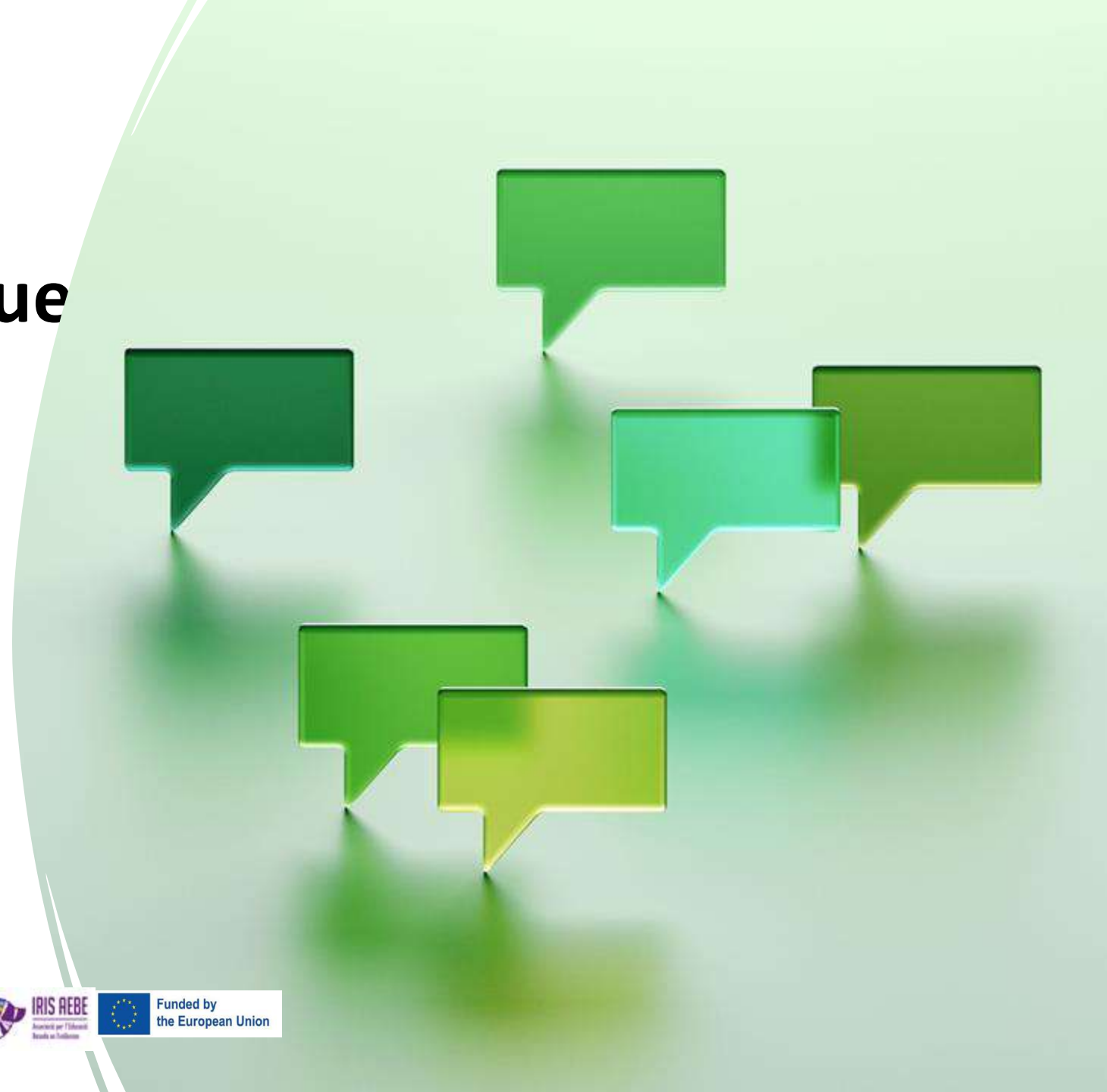


DIALOGIC LEARNING PRINCIPLES

1. **Egalitarian Dialogue**
2. Cultural Intelligence
3. Transformation
4. Instrumental Dimension
5. Solidarity
6. Creation of Meaning
7. Equality of differences

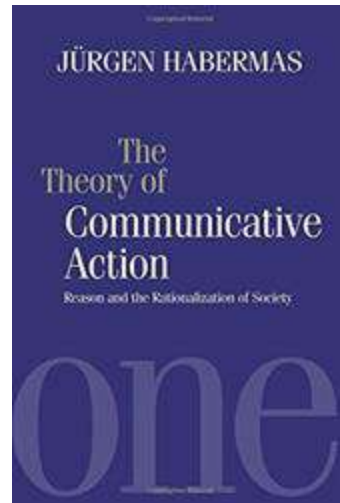
1. Egalitarian Dialogue

“Egalitarian dialogue implies that an opinion will not have more or less value depending on the status or the position of power of those who make it (...) The value of each contribution will depend on its appropriateness to the situation and its ability to contribute to resolving it.” (García Yeste & García Carrión, 2022:15)



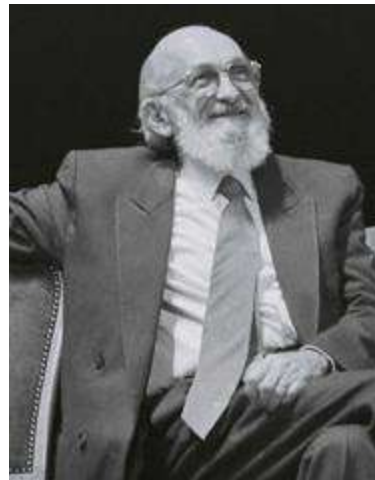
1. Egalitarian Dialogue (Related authors)

Habermas: Ability to contribute arguments to the dialogue



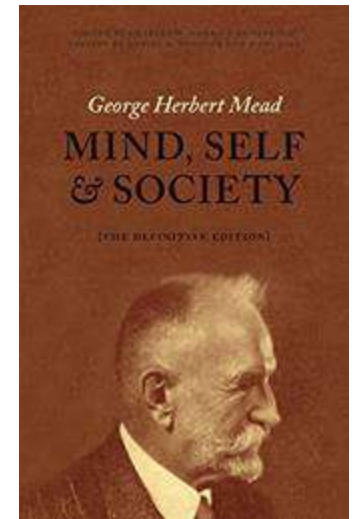
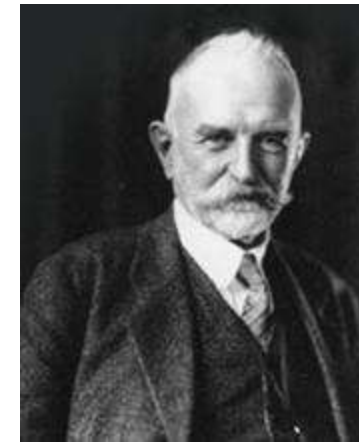
Habermas, J. (1986) *Theory of Communicative Action. Reason and the Rationalization of Society*. Polity Press

Freire: We all teach and learn



Freire, P. (1997) *A la sombra de este árbol*. El Roure.

Mead: "It must be kept in mind that the mind arises and develops in the social process, from within the empirical matrix of social relations."



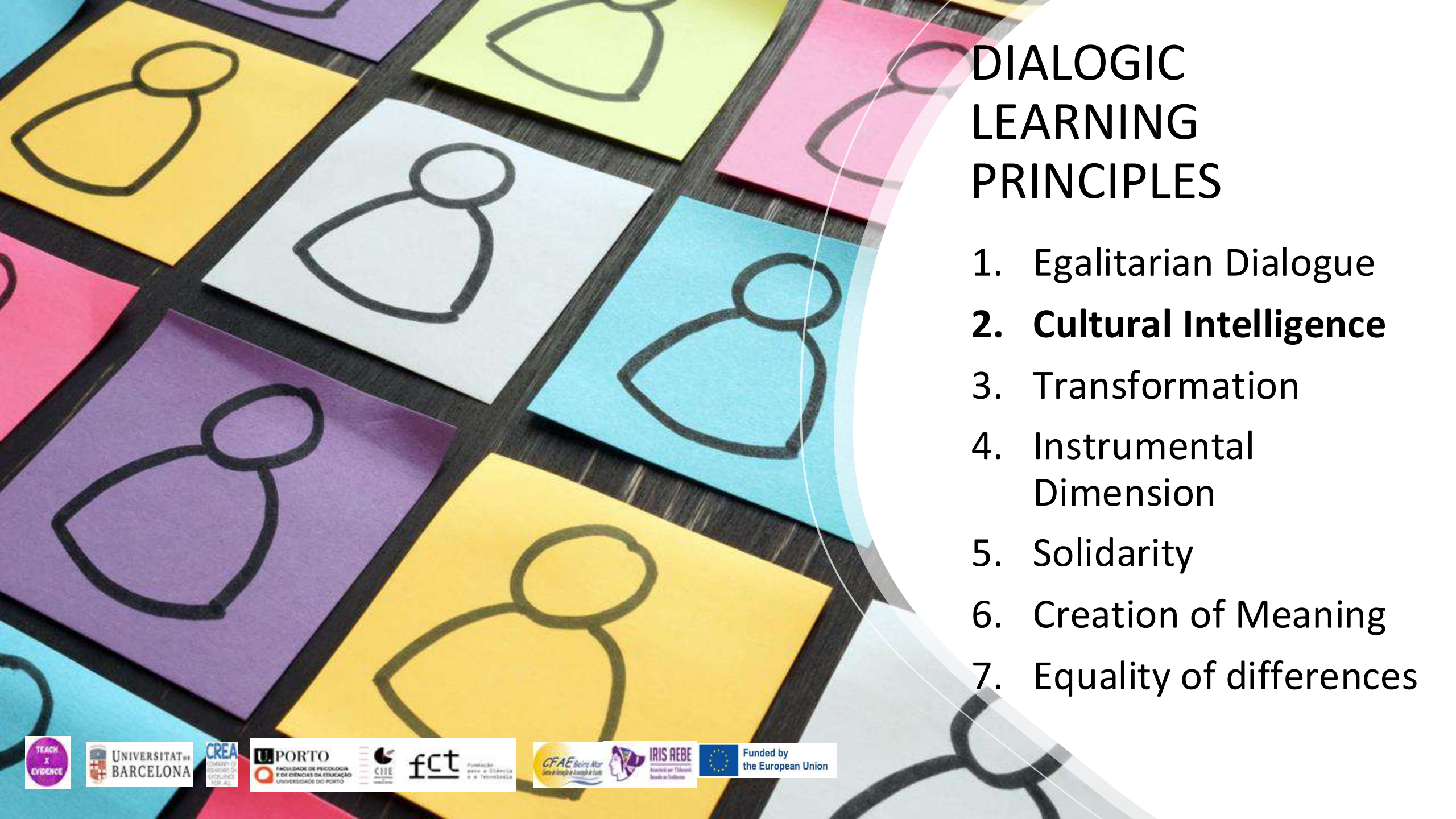
Mead, G. (1934) *Mind, Self & Society*. University of Chicago Press



Egalitarian Dialogue

The strength of the arguments vs. the argument from force





DIALOGIC LEARNING PRINCIPLES

1. Egalitarian Dialogue
2. **Cultural Intelligence**
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2. Cultural Intelligence

It includes all skills beyond those that are exclusively academic (García Yeste & García Carrión, 2022)

Based on abilities and not on intellectual deficits

2. Cultural Intelligence (Related authors)

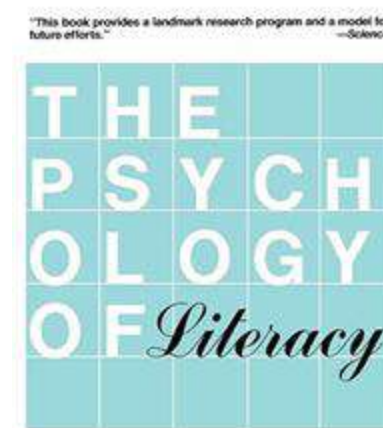
- **SCRIBNER:** Universality of all capacities

"There is no evidence in any type of research analysed of any cultural group that does not have a basic process such as abstraction or deductive reasoning (...) Socio-cultural factors play an important role in which process (visual or verbal representation, for example) operates in a given situation and what role it plays in the overall activity (...)"

- (Cole y Scribner, 1977: 190-191)

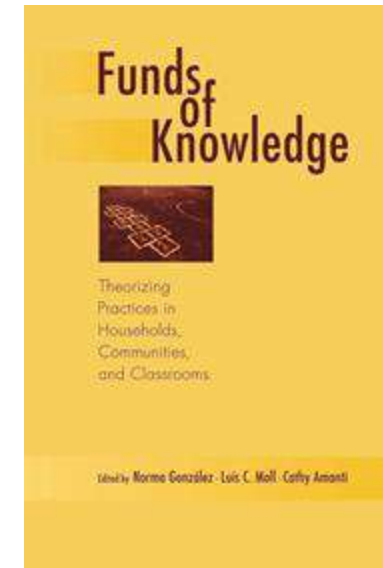
- **MOLL:** Funds of knowledge

"All cultural communities have a fund of knowledge that they bring to the school and that enriches the learning of the whole group"



Sylvia Scribner/Michael Cole

Scribner, S & Cole, M (1981) *The Psychology of Literacy*. Harvard University Press.



Moll, L. (2005) *Funds of Knowledge*. Routledge.

2. Cultural Intelligence



Academic skills



Practical skills



Communication skills

- When you buy a mobile phone and you don't know how to use it? What do you do?
- When you have to use a new program on the computer, how do you learn?

Sharing Words

THEORY AND PRACTICE OF
DIALOGIC LEARNING

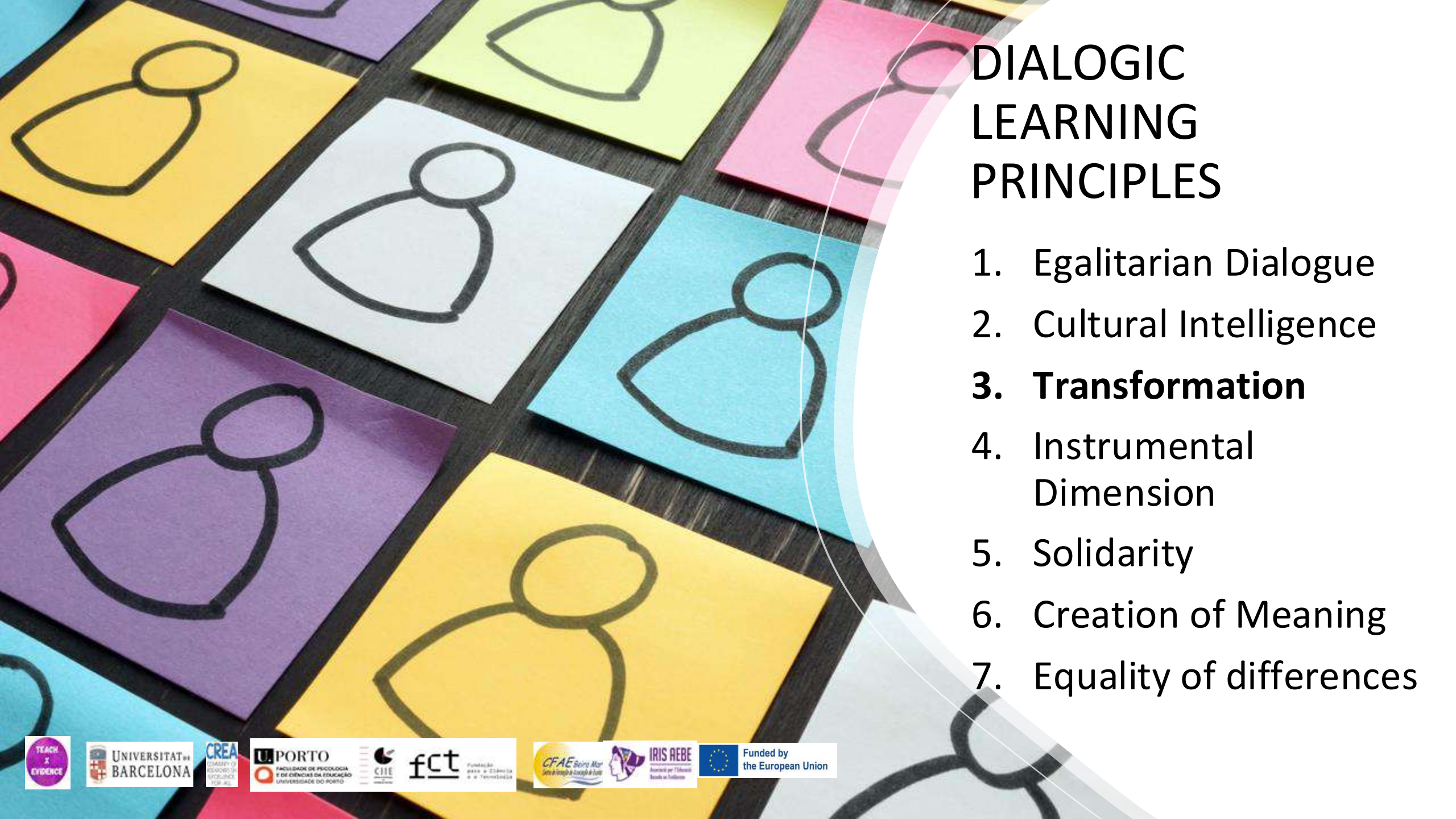
Ramon Flecha

CULTURAL INTELLIGENCE

All people have cultural intelligence regardless of their educational level, language, socio-economic status, culture and identity trait.

Capability theories rather than deficit theories





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3. Transformation

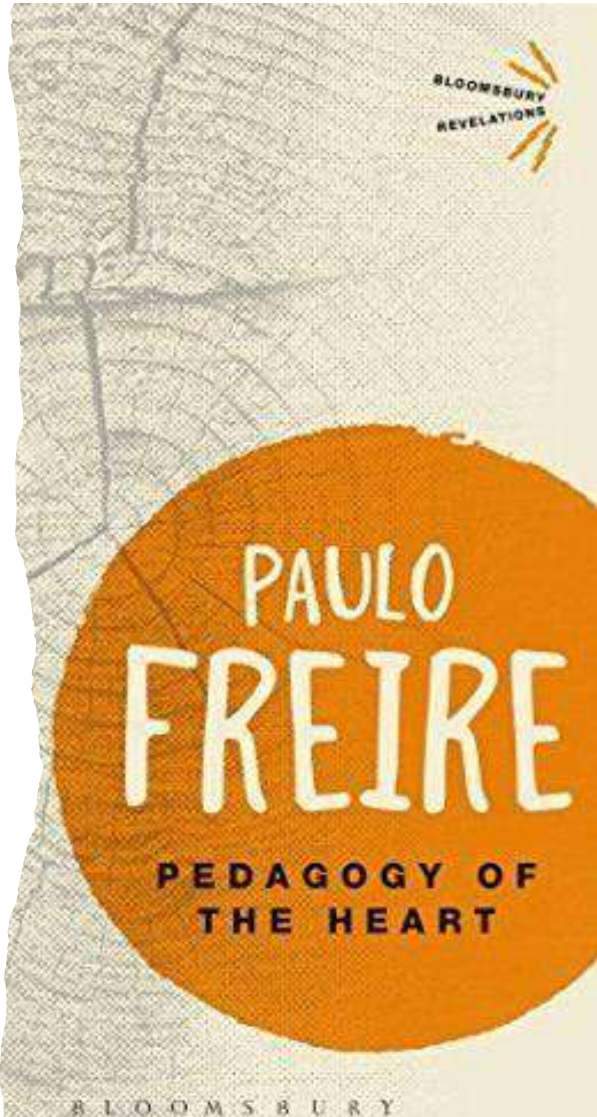
“The principle of transformation implies that situations of low learning results can be overcome (...) Likewise, situations of conflict or bad coexistence can be transformed when a context is created where zero violence climate or learning from others and with others is promoted” (García Yeste & García Carrión, 2022:16)

L.S. VYGOTSKY MIND IN SOCIETY

The Development of Higher Psychological Processes

"We are beings of transformation and not of adaptation"

Freire, P. (1997) *Pedagogy of the heart*. Bloomsbury Revelations



ZPD: LEARNING AND TRANSFORMATION OF THE SOCIO-CULTURAL CONTEXT

- *"Learning that is oriented towards levels of development that have already been reached is ineffective from the point of view of integral development [...]. It is not directed towards a new stage of development but, on the contrary, it remains behind the developmental stage"*

In order to promote learning we have to transform the socio-cultural context = interactions

- *"Learning activates a series of internal developmental processes that are able to operate **only when he/she is interacting with people in his/her environment and in cooperation with peers**"*

Vygotski, L. (1979) *Mind in Society. The development of Higher Psychological Processes*. Harvard University Press

Transformation

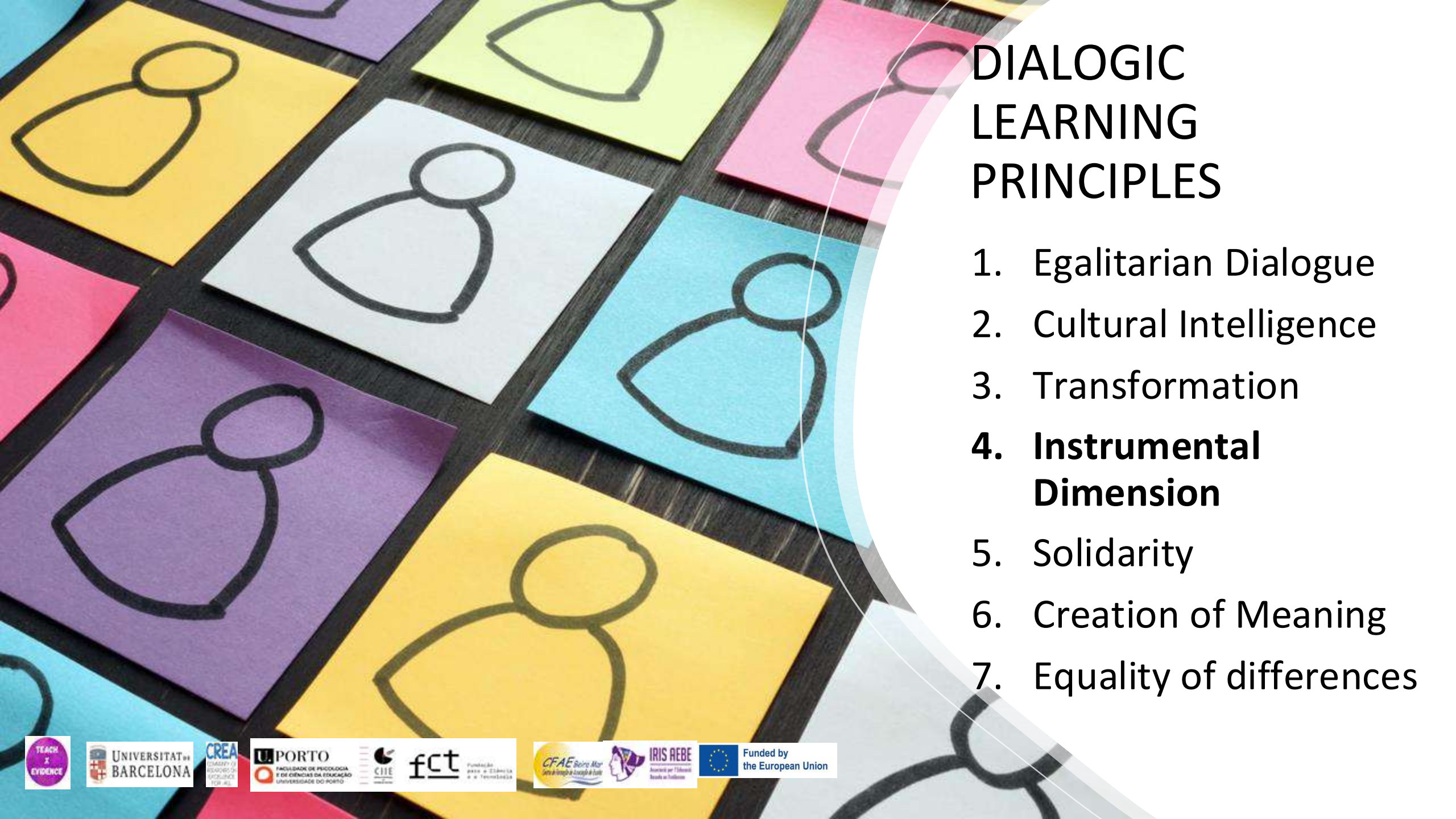
High expectations

Transforming the context

Turning difficulties into possibilities



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4. Instrumental Dimension

"Dialogical learning includes the instrumental learning of all the knowledge necessary to live in today's society without being opposed to dialogue and democratic education".

Aubert, A., Flecha, A., García, C., Flecha, R., & Racionero, S. (2008). Aprendizaje dialógico en la sociedad de la información.



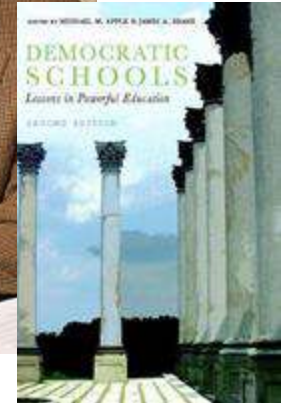
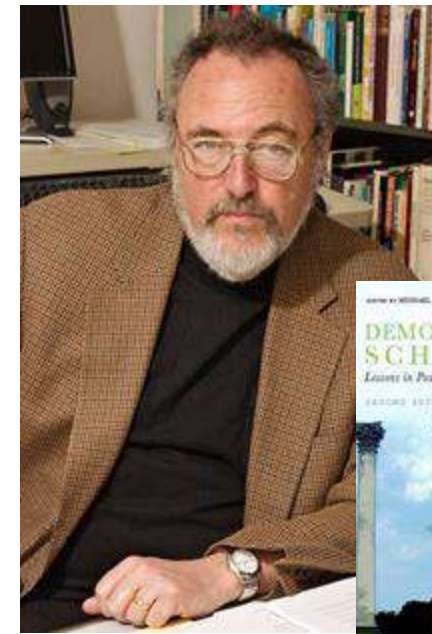
4. Instrumental Dimension (Related authors) *ACADEMIC POSSIBLE SELVES*

"Expectation is essential, but it is not enough"

They are possible when they are not only imagined but also when we have strategies to achieve them.

"If we want to improve the outcomes of young people from minority low-income families, we must help them to relate their desires, expectations and concerns about their academic future to concrete strategies of action"

(Oyserman, 2004, p.145).




Overcoming the opposition between the human dimension and the technocratic dimension of education

"A democratic curriculum includes the teaching of the official curriculum"

Apple, M. & Beane, J. (1997) *Democratic Schools*

Instrumental Dimension

Dialogical learning does not oppose the instrumental dimension to the dialogical one, nor does it obviate it. From a profound critique of the bureaucratization of learning, it is possible to accelerate and intensify all its aspects, including the instrumental one



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5. Solidarity

"If we want to carry out egalitarian educational practices, we can only do so on the basis of solidarity-based conceptions of education, which necessarily imply the search for the educational success of all students.

Contrary to the double discourses that increase the problems of coexistence, the principle of solidarity implies an inclusive education that offers all students the learning required in today's information society."

Aubert, A., Flecha, A., García, C., Flecha, R., & Racionero, S. (2008). Aprendizaje dialógico en la sociedad de la información.



In Praise of Imperfection



MY LIFE AND WORK

Rita Levi-Montalcini

5. Solidarity

RITA LEVI-MONTALCINI

"You and I are good,
but together we are
wonderful"


Levi-Montalcini, R. (1987) *In Praise of Imperfection*.
Paperback



Solidarity

Dialogic learning is thus an act of solidarity in the sharing of the educational process, which is extended to the social and cultural environment.

And it is an education for solidarity



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6. Creation of meaning

To enable a type of learning that starts from interaction and from the demands and needs of the people themselves, being these the ones who guide their learning process, overcoming the loss of meaning that part of the student body is having in the centers.

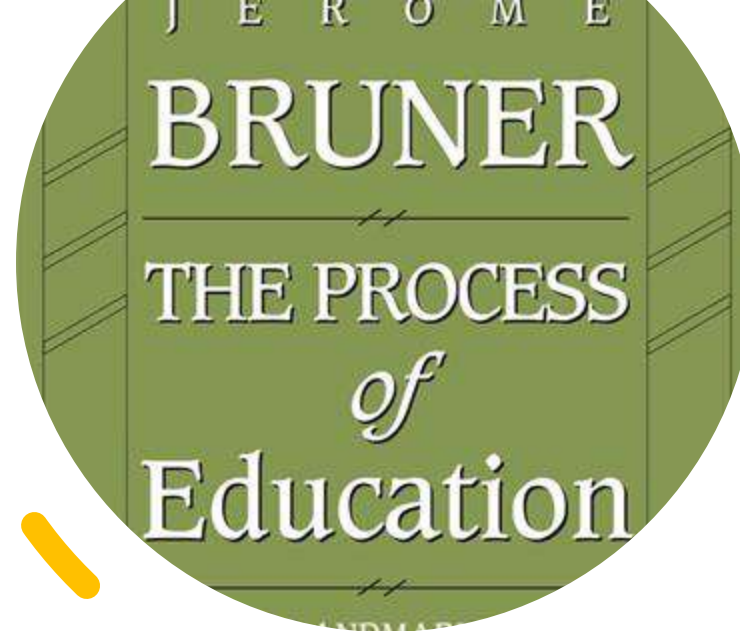
Aubert, A., Flecha, A., García, C., Flecha, R., & Racionero, S. (2008). Aprendizaje dialógico en la sociedad de la información.

6. Creación de sentido

Bruner

"The school begins to present a view of the world so alien or so remote that many students cannot find a place for themselves or their friends"

Bruner, J. (1977) *The Process of Education*. Paperback.



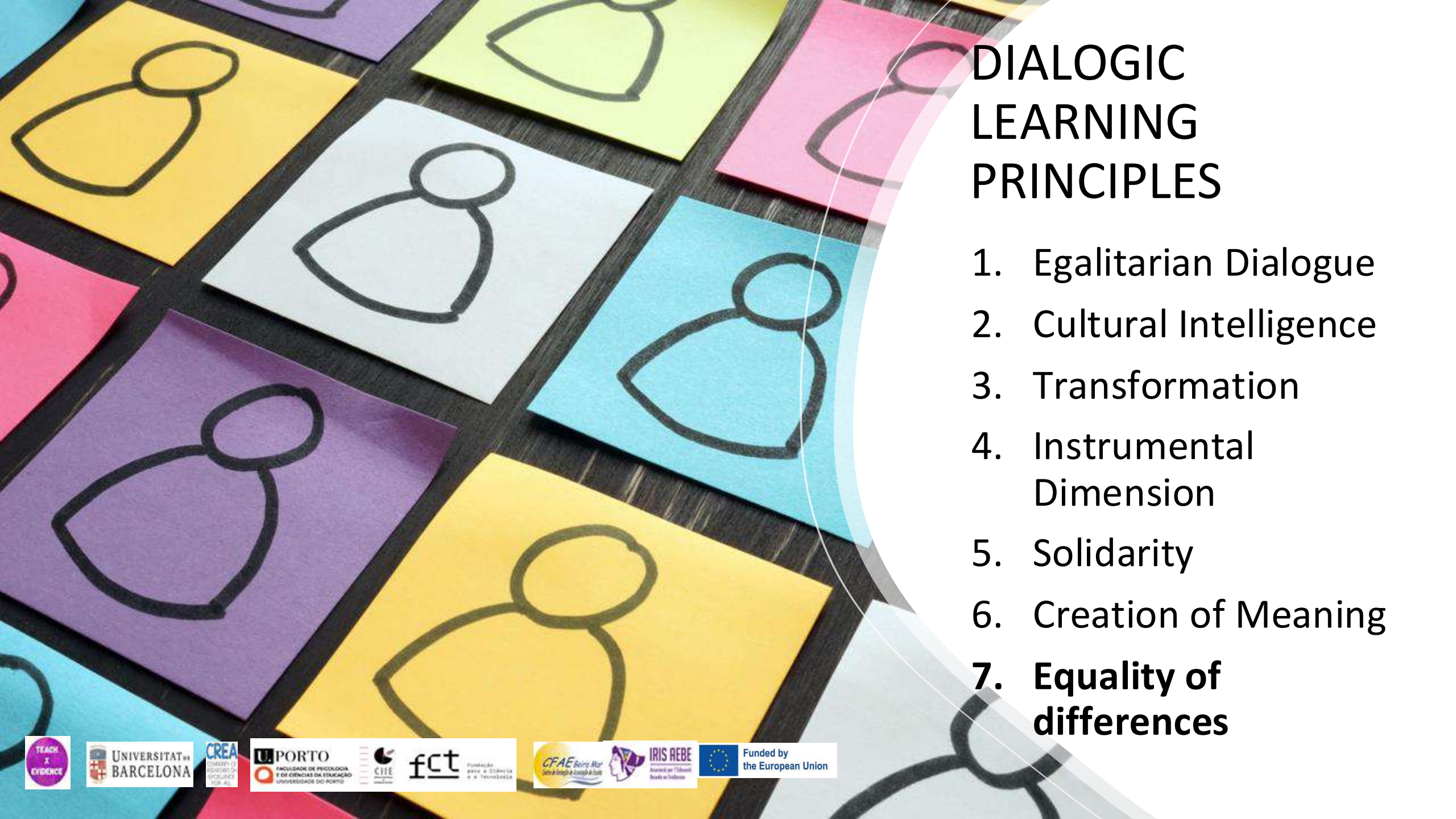
CREATION OF MEANING

It does not refer only to the meaning we give to learning, but is a much broader concept and, just as meanings are created in relation to other people, meaning is also intersubjective.

Interactions also directly affect the re-enchantment and creation of meaning.

Re-enchantment and creation of meaning in education thanks to the involvement of everyone.





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7. Equality of differences



- The right of any person to live in a different way and to enjoy, at the same time, the same opportunities for fulfilment.
- To value the diversity of people as an element of cultural richness, identifying difference as positive, but always together with the value of equality.

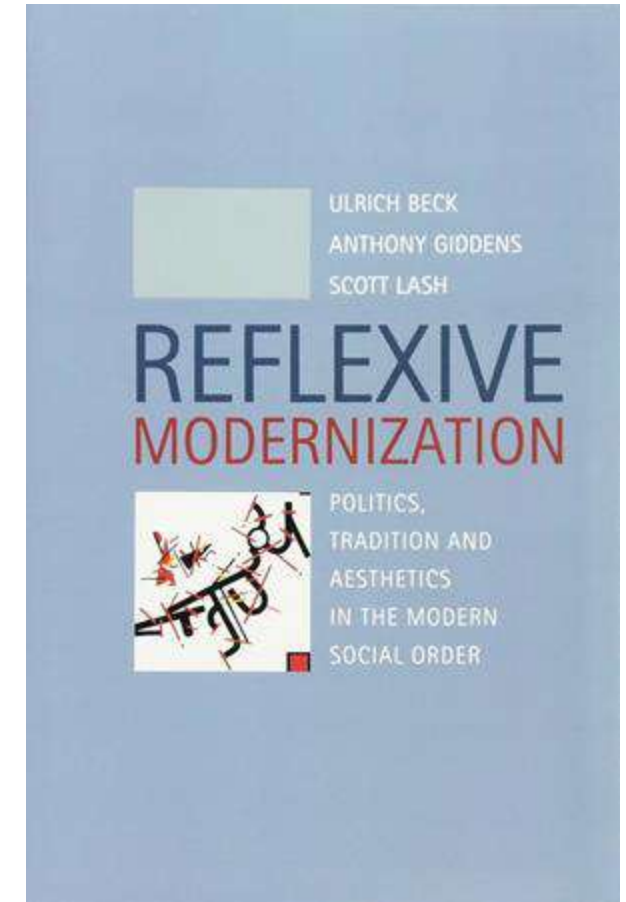
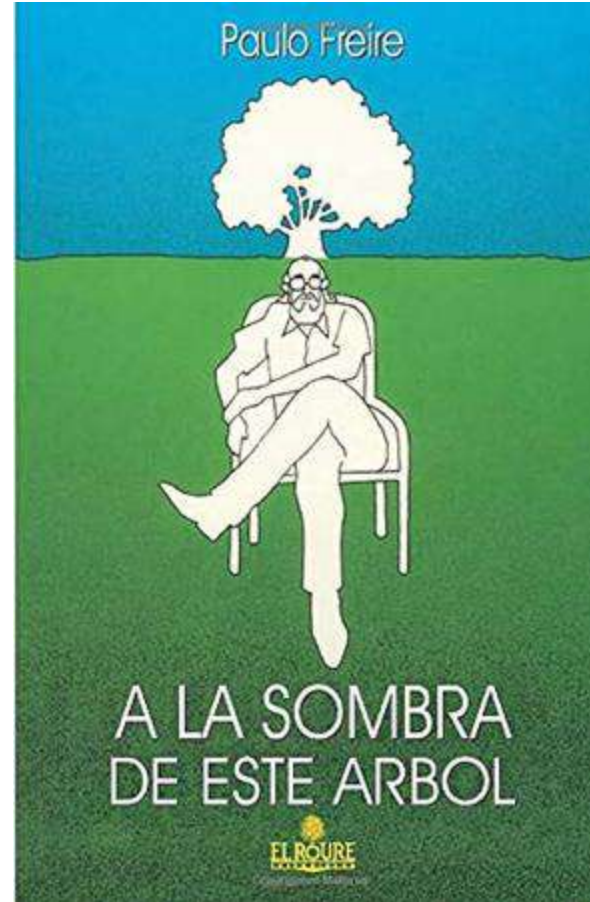
Aubert, A., Flecha, A., García, C., Flecha, R., & Racionero, S. (2008). Aprendizaje dialógico en la sociedad de la información.



7. Equality of differences

- No other educational measure can improve learning if it is based on a relationship of subordination of some cultures over others, and what is more, this does not reduce conflict.

Freire, P. (1997). *A la sombra de este árbol*.
Barcelona: El Roure Ciencia.



EQUALITY OF DIFFERENCES

The difference is part of equality. Everyone has the same right to live differently.

Overcoming inequality



Socio-cultural transformation: The case of the La Verneda-San Martí School for Adults

https://www.youtube.com/watch?v=8Pxl_WpIzVU

2



0:41 / 9:28



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SUCCESSFUL EDUCATIONAL ACTIONS

- Educational participation of the community
- Interactive groups
- Dialogic Gatherings
- Extending Learning Time
- Family Education
- Dialogic Teacher Training
- Dialogic Model of Prevention and Resolution of Conflicts

Ramon Flecha (Ed.)
INCLUD-ED Consortium

Successful Educational Actions for Inclusion and Social Cohesion in Europe

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Successful Educational Actions for Inclusion and Social Cohesion in Europe

DIALOGIC GATHERINGS

- Dialogic Literary Gatherings
- Dialogic Mathematic Gatherings
- Dialogic Scientific Gatherings
- Dialogic Feminist Gatherings
- Dialogic Intellectual Gatherings
- Dialogic Pedagogical Gatherings
- Dialogic Interreligious Gatherings
- Dialogic Musical Gatherings
- Dialogic Artistic Gatherings
- Dialogic Gatherings of Films

DIALOGIC GATHERINGS

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Dialogic Literary Gatherings

It is about the collective construction of meaning and knowledge based on dialogue with all the people participating in the discussion.

<https://comunidadesdeaprendizaje.net/actuaciones-de-exito/tertulias-literarias-dialogicas/tertulias-literarias-dialogicas-tld/>





Dialogic Literary Gatherings

Why universal works of literature?

These are fundamental texts

- They broaden culturally with their form of writing

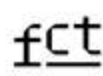
They express major human issues

- They break the boundaries of time and space in which they were created.
- Inspire reflection and criticism
- Are universally recognised, raise issues of society, values, love, etc.

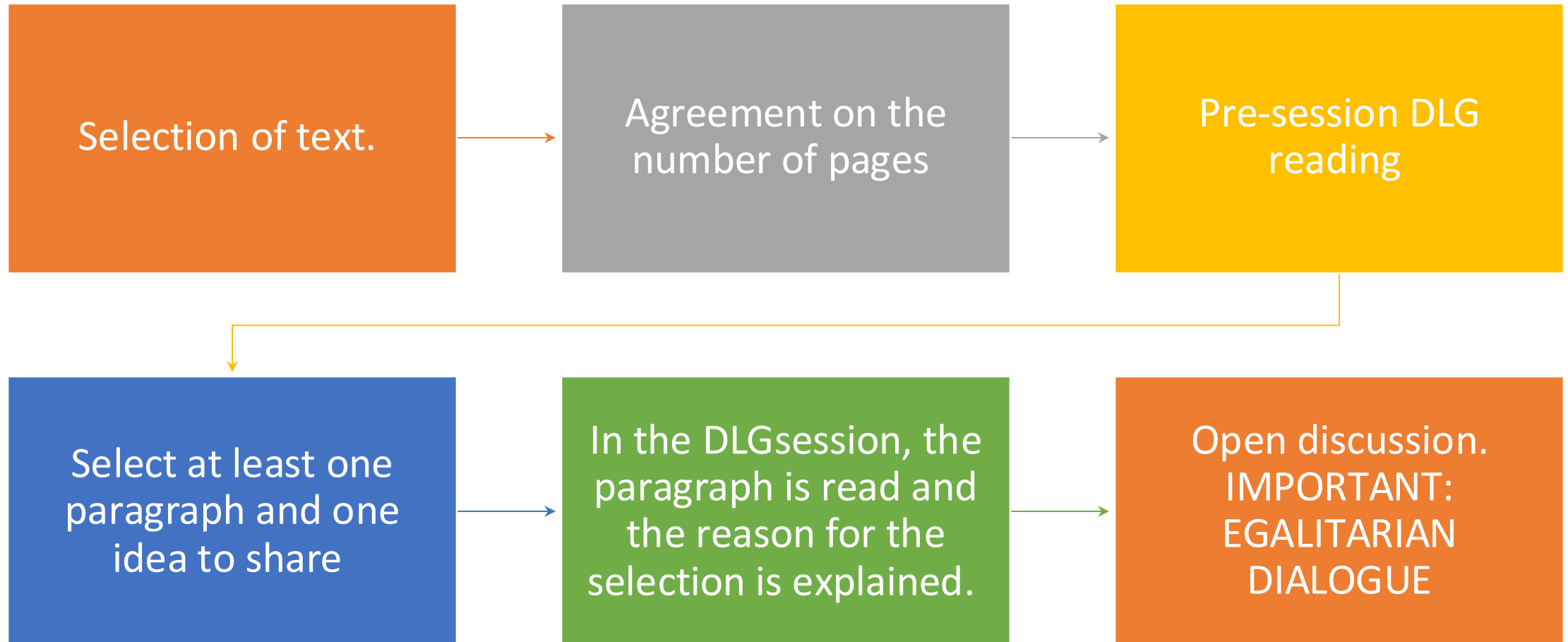
RESULTS

The results of dialogic reading practices, such as Gatherings are:

- They **increase** vocabulary.
- They **improve** oral and written expression.
- They **increase** reading comprehension, critical thinking and the **capacity for argumentation** in all those involved.
- They produce important transformations in **overcoming inequalities**.



How do the Dialogic Literary Gatherings work?



EGALITARIAN DIALOGUE

Respect for Human Rights

Plurality of contributions

Strength of the arguments VS Arguments by force

Short Interventions

Respecting speaking time

Speak first "who has not yet spoken".



Dialogic Literary Gatherings

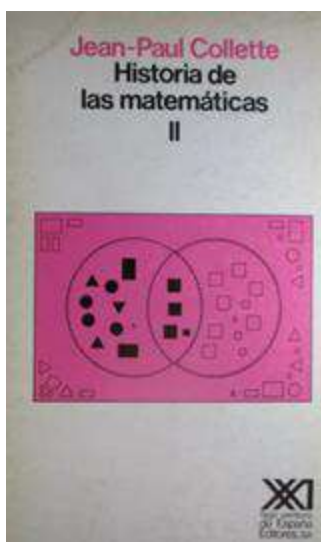
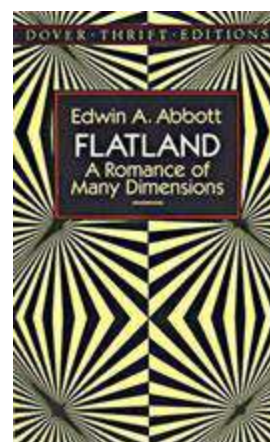
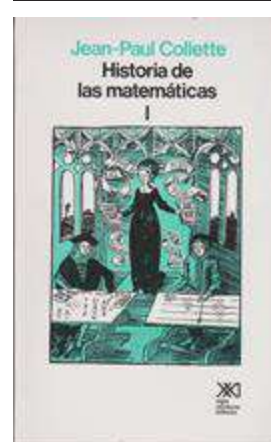
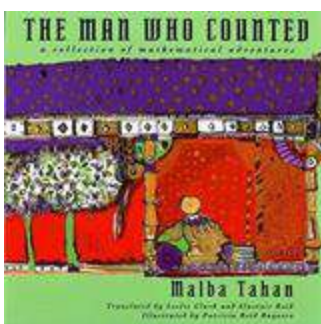
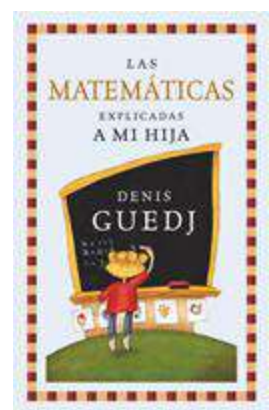
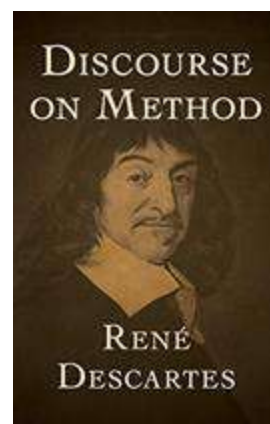
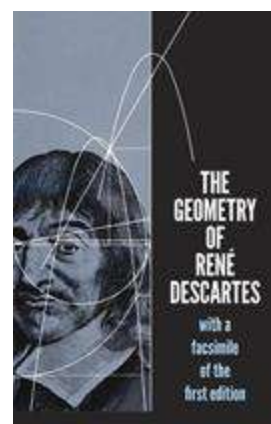
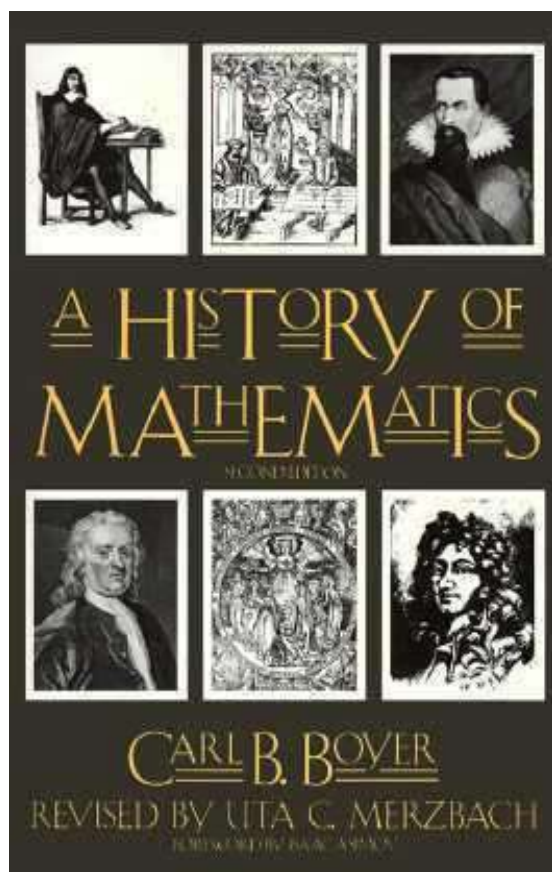
<https://comunidadesdeaprendizaje.net/wp-content/uploads/2023/04/Obras-de-la-humanidad.pdf>

DIALOGIC GATHERINGS

- Dialogic Literary Gatherings
- **Dialogic Mathematic Gatherings**
- **Dialogic Scientific Gatherings**
- Dialogic Feminist Gatherings
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Dialogic Mathematic Gatherings

Some books

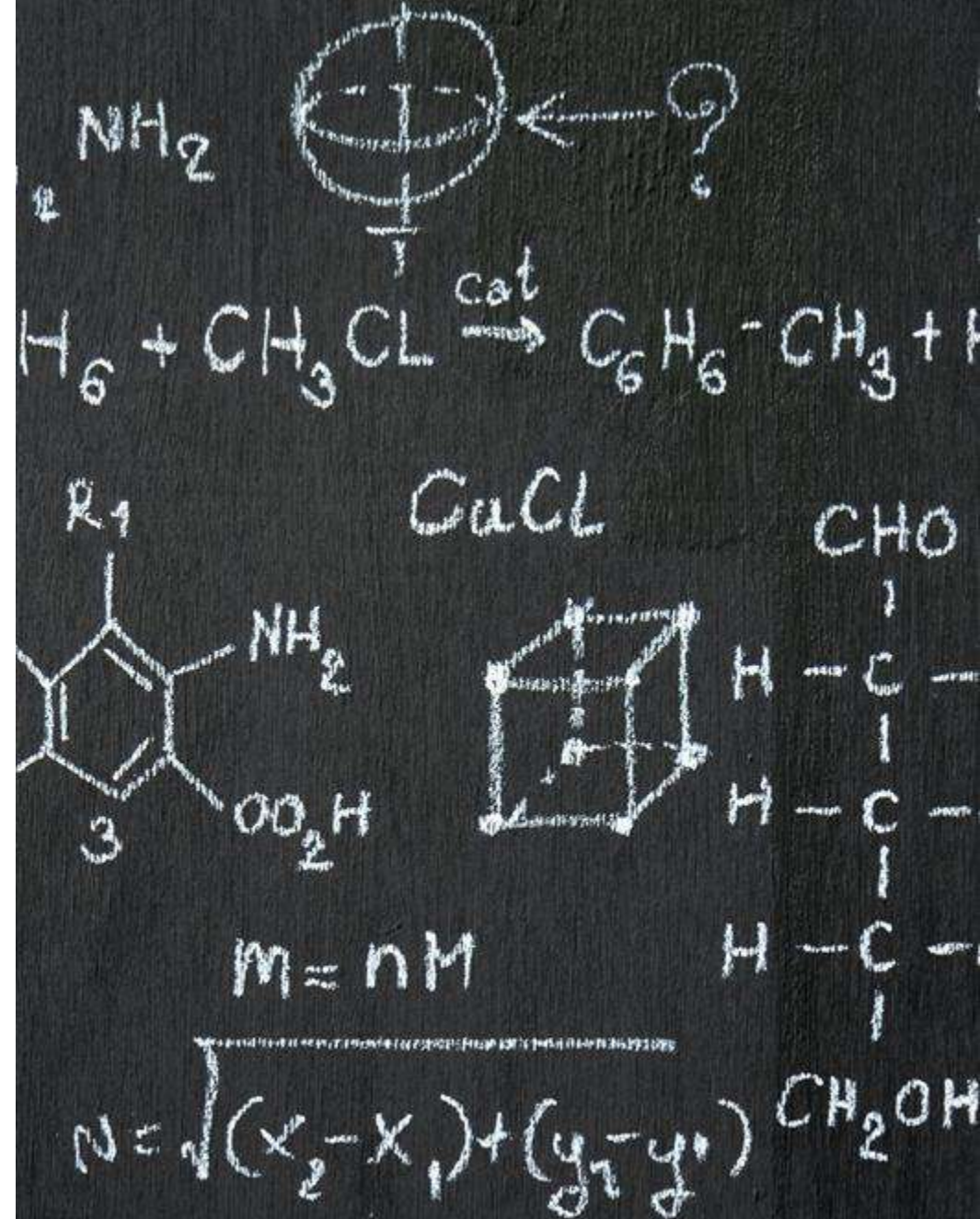
Dialogic Mathematic Gatherings

It works in the same way as the DLG

They can be about **any mathematical content and any of its applications.**

Some examples of those already carried out include:

- mathematical applications to everyday life
- mathematical concepts included in school curricula
- enumeration systems and operations from different cultures
- histories of mathematics, clarifying Hindi, Arabic, etc. contributions.
- on current lines of research in mathematics, etc.



LIX

Once upon a time there was a lover who,
in attention to his girlfriend,
For her adornment and enhancement, she bought some e
meralds.

An eighth saw fit to put on a diadem.

With three-sevenths of the rest he composed a necklace.

With the half left over, he fixed himself a bracelet.

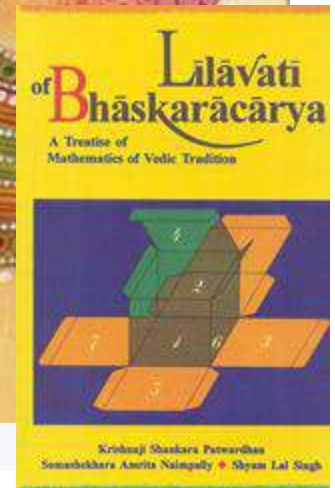
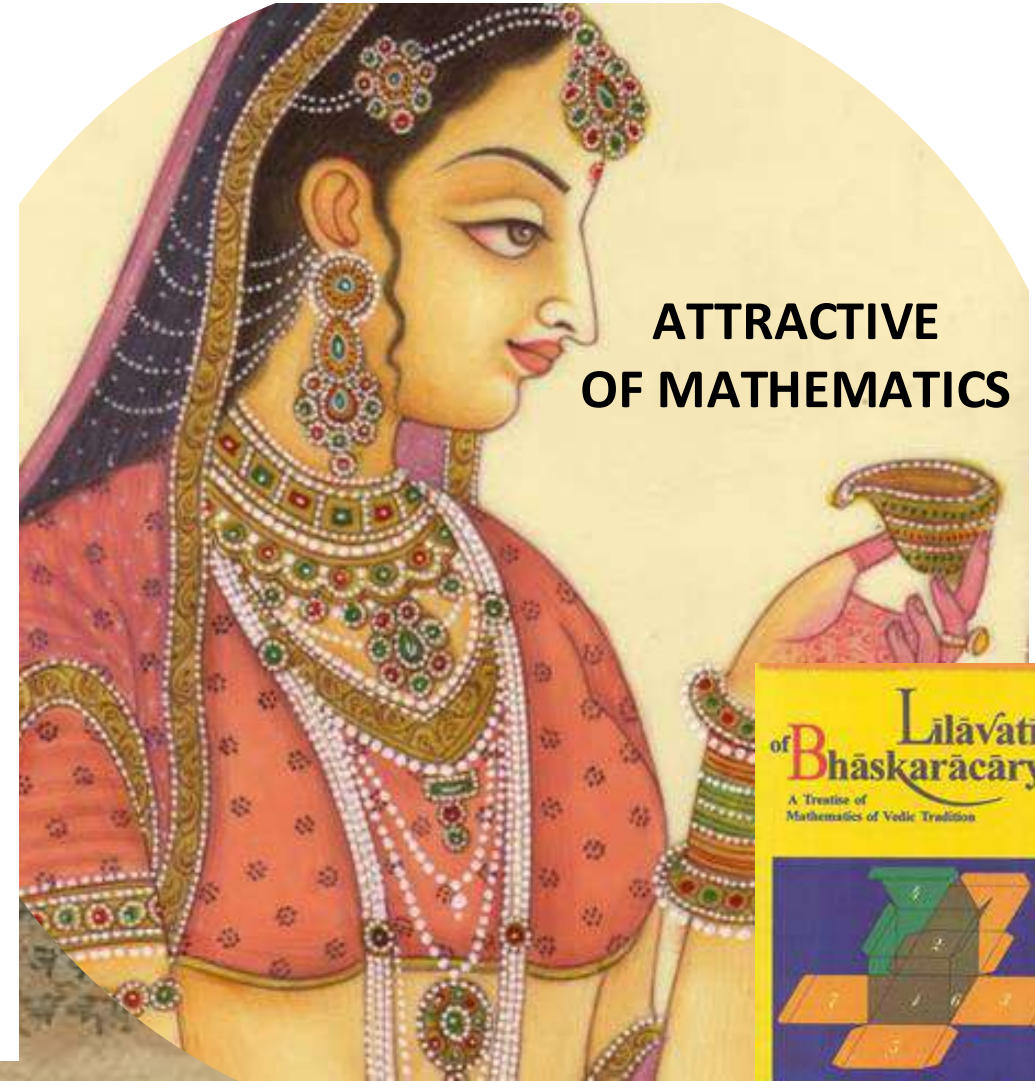
Of what he was left, three quarters he set in
a belt of vibrant bells.

And there were still sixteen very precious emeralds
which he scattered through his hair.

Tell me, girl, Lilavati,

How many jewells did the young man buy for his beloved?

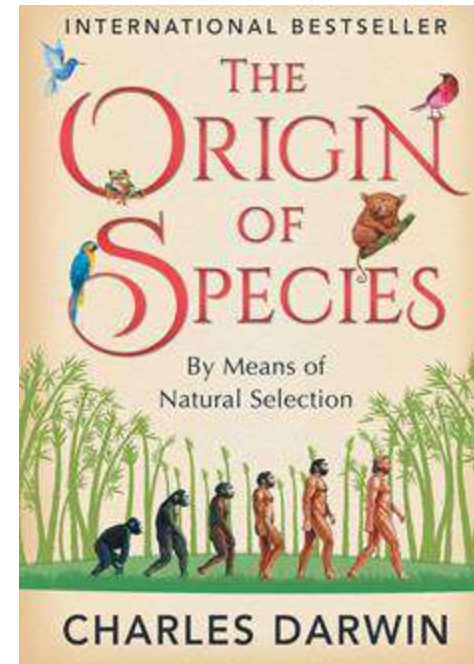
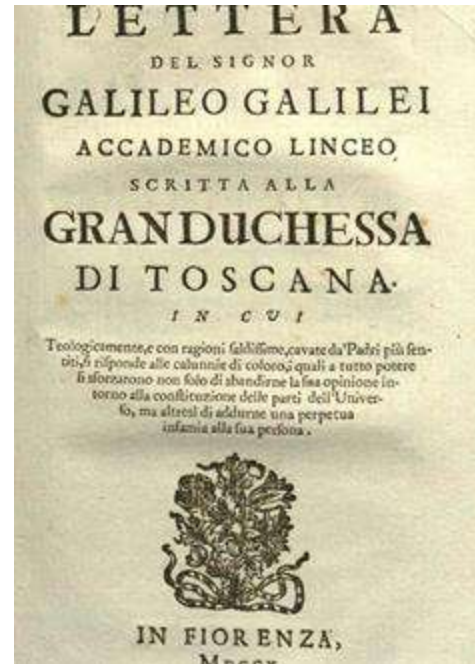
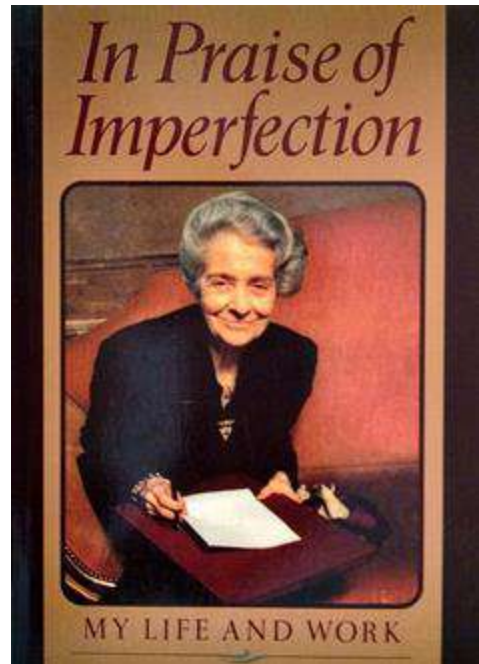
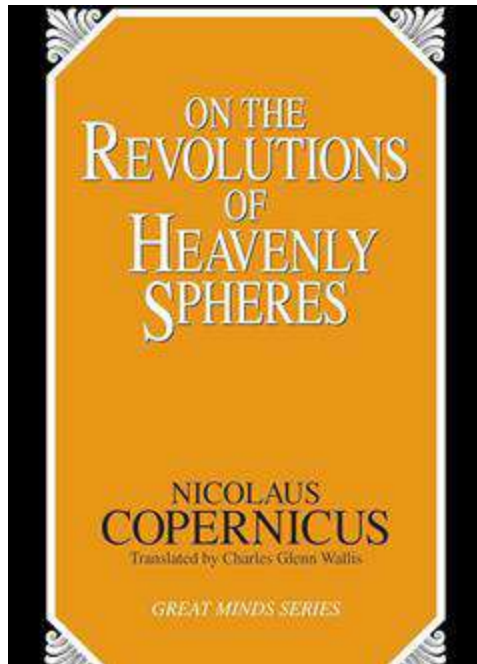
**ATTRACTIVE
OF MATHEMATICS**



Dialogic Scientific Gatherings

Some books

It works in the same way as the DLG



Dialogic Scientific Gatherings

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[Lataly Buslón](#), [Regina Gairal](#), and [Emanuela Reale](#) [View all authors and affiliations](#)

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[Javier Díez-Palomar](#), [Marta Font Palomar](#), and [Carme García-Yeste](#) [View all authors and affiliations](#)

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[Maria-Teresa Novo-Molinero](#), [Teresa Morla-Folch](#), [Laureano Jimenez Esteller](#), [Silvia Molina Roldan](#) & [Aitor Gomez Gonzalez](#)

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[Laura Ruiz-Eugenio](#), [Ariadna Munte-Pascual](#), [Andrea Khalfaoui](#) & [Olga Serradell](#)

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EXPERIENCES

Dialogical scientific gatherings in secondary school



By Benjamín Menendez

DIC 19, 2022

#successful educational actions , #science , #secondary



DIALOGIC GATHERINGS

- Dialogic Literary Gatherings
- Dialogic Mathematic Gatherings
- Dialogic Scientific Gatherings
- **Dialogic Feminist Gatherings**
- Dialogic Intellectual Gatherings
- Dialogic Pedagogical Gatherings
- Dialogic Interreligious Gatherings
- Dialogic Musical Gatherings
- Dialogic Artistic Gatherings
- Dialogic Gatherings of Films

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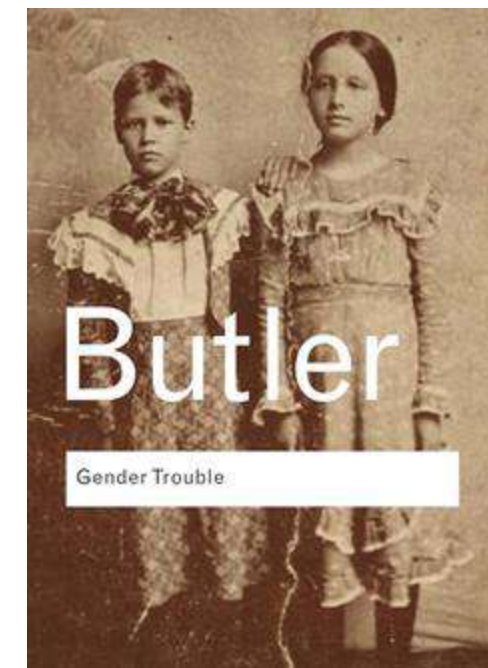
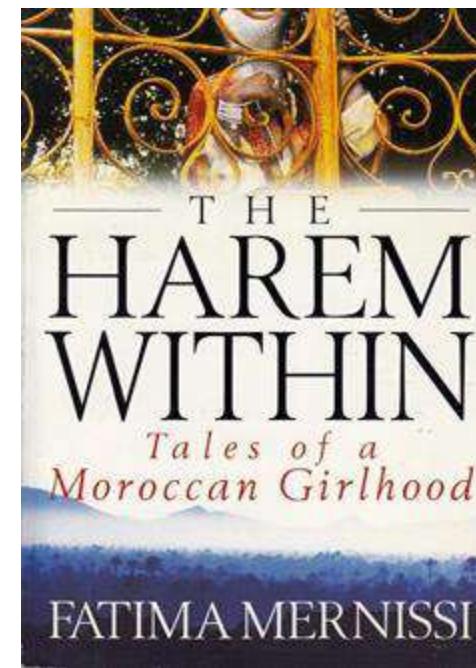
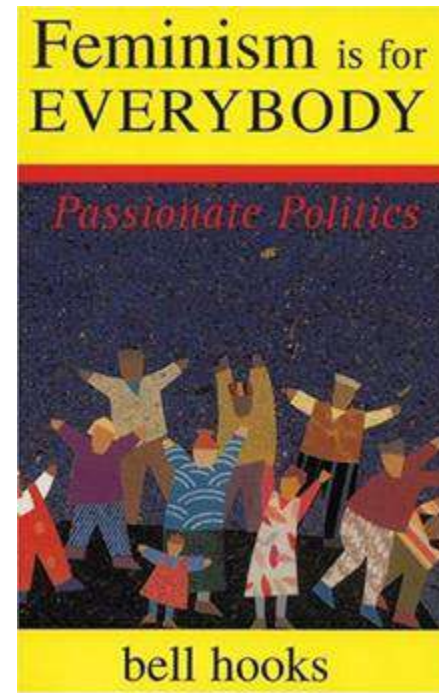
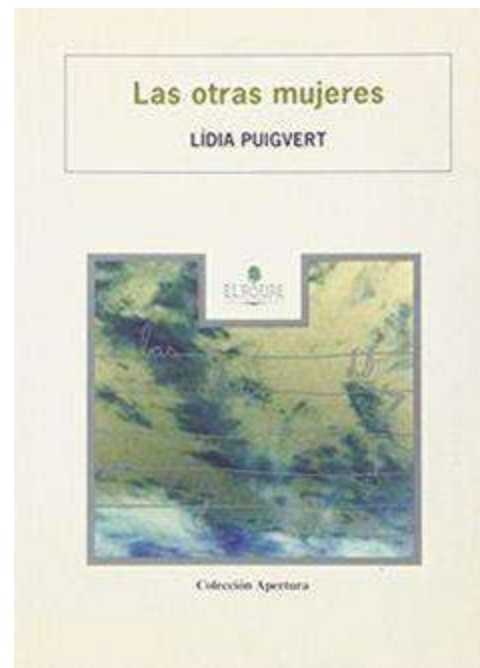
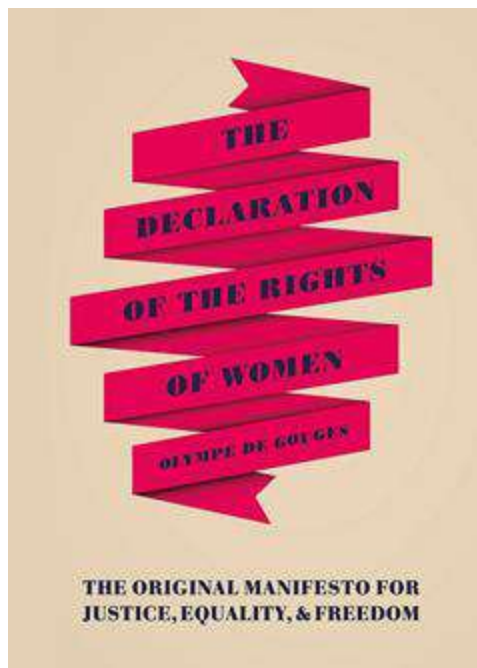
<http://rimcis.hipatiapress.com>

Female University Students Respond to Gender Violence through *Dialogic Feminist Gatherings*

Lidia Puigvert¹

DFGs are egalitarian dialogues focused on transforming the language of desire to create possibilities for women who wish to question the desires imposed by patriarchal societies by orienting these desires towards non-violent relationships.

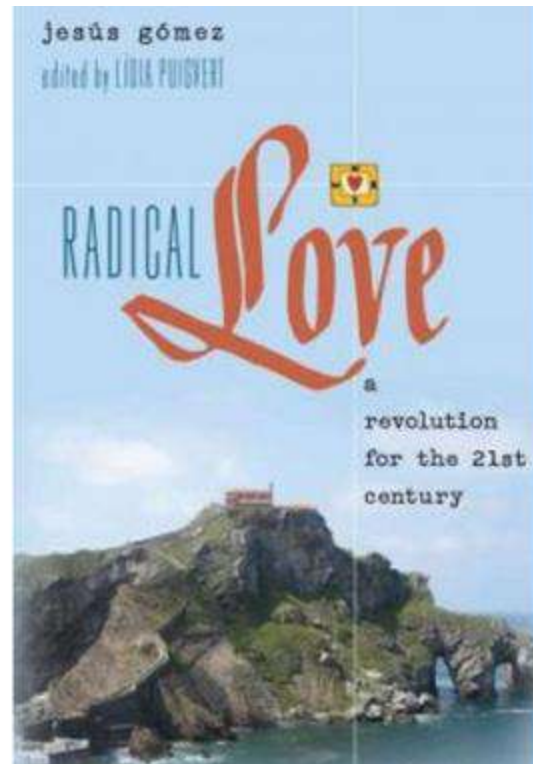
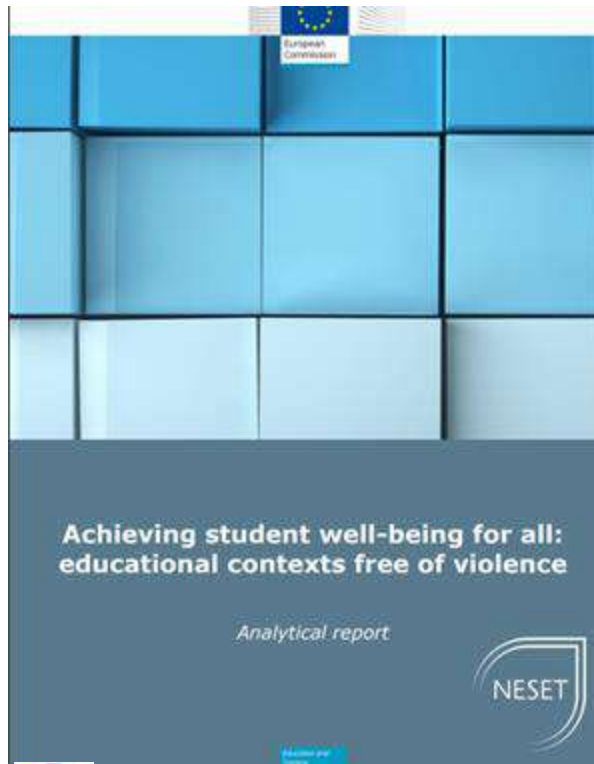
Puigvert, L. (2016). Female university students respond to gender violence through dialogic feminist gatherings. *International and Multidisciplinary Journal of Social Sciences*, 5(2), 183-203. <https://doi.org/10.17583/rimcis.2016.2.118>



Reference books and books by renowned authors in the field of feminism

It works in the same way as the DLG

Publications resulting from scientific research: Books, articles and research reports



The New Alternative Masculinities and the Overcoming of Gender Violence

Ramon Flecha
University of Barcelona

Lidia Puigvert
University of Barcelona

Oriol Rios
University of Barcelona

Abstract

Research about masculinities gathers different topics from diverse disciplinary perspectives. One of the topics has been the analysis of the effect of the perpetuation of the traditional heterosexual model of masculinity upon gender violence. Recent scientific evidence about the reproduction of this social problem has shown the existence of three different types of masculinities (in the sense of the weberian ideal types): Dominant Traditional Masculinities (DTM), Oppressed Traditional Masculinities (OTM), and New Alternative Masculinities (NAM). The first two types contribute to perpetuate violence against women, while the latter allows preventing it and, consequently, leads to its overcoming. This article approaches the existence of these three types of masculinities and analyses both their characteristics and the consequences they have for the prevention of violence against women. It presents evidence about the link between language of ethics and language of desire that is found in NAM and which is the key element that explains its preventive effect regarding violence against women.

Keywords: Dominant Traditional Masculinities, Oppressed Traditional Masculinities, New Alternative Masculinities, violence against women, language of desire

2013 Hipatia Press
ISSN 2014-1680

013.14





The prevention of gender violence is not the property of the Social Sciences

Texts from different disciplines





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REVIEW | VOLUME 396, ISSUE 10250, P565-582, AUGUST 22, 2020

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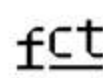
Sex and gender: modifiers of health, disease, and medicine

Prof Franck Mauvais-Jarvis, MD   • Prof Noel Bairey Merz, MD • Prof Peter J Barnes, MD •

Prof Roberta D Brinton, PhD • Prof Juan-Jesus Carrero, PhD • Dawn L DeMeo, MD • et al. [Show all authors](#)

Published: August 22, 2020 • DOI: [https://doi.org/10.1016/S0140-6736\(20\)31561-0](https://doi.org/10.1016/S0140-6736(20)31561-0)  Check for updates

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Peer-to-peer educational support benefits all students, with and without learning difficulties

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Child friendship in a culturally diverse school with a dialogic approach

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FEBRUARY 16, 2024 [Yvonne Minner \(Dr. Castillo\)](#)



Learning, Culture and Social Interaction
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Informative articles based on scientific researches

ORIGINAL RESEARCH ARTICLE

Front. Psychol. 24 October 2018 | <https://doi.org/10.3389/fpsyg.2018.01996>

Reconstruction of Autobiographical Memories of Violent Sexual-Affective Relationships Through Scientific Reading on Love: A Psycho-Educational Intervention to Prevent Gender Violence

Sandra Racionero-Plaza^{1*}, Leire Ugalde-Lujambio², Lidia Puigvert^{3,4} and Emilia Aiello⁵

¹Department of Psychology, Universidad Lova, Sevilla, Spain



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Dialogic Feminist Gatherings: Impact of the Preventive Socialization Gender-Based Violence on Adolescent Girls in Out-of-Home Care

by Marifa Salceda¹, Ana Vidu², Adriana Aubert^{1*} and Esther Roca³

¹ Department of Sociology, University of Barcelona, 08034 Barcelona, Spain

² Department of Private Law, University of Deusto, 48007 Bilbao, Spain

³ Department of Comparative Education and History of Education, University of Valencia, 46010 Valencia, Sp

* Author to whom correspondence should be addressed.

Soc. Sci. 2020, 9(8), 138; <https://doi.org/10.3390/socsci9080138>

Submission received: 15 June 2020 / Revised: 16 July 2020 / Accepted: 31 July 2020 /

Published: 5 August 2020

(This article belongs to the Special Issue Impact of the Interactive Learning Environments on Children and Youth Socialization)

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Female University Students Respond to Gender Violence through Dialogic Feminist Gatherings

Lidia Puigvert

University of Cambridge

PDF

<https://doi.org/10.17583/rimcis.2016.2118>

Published

2016-07-30

Keywords:

Dialogic Feminist Gatherings

Gender Violence

Female University students

Alarms:



ISSN: 2014-3680

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<https://doi.org/10.17583/rimcis.2016.2118>



Dialogic Feminist Gathering and the Prevention of Gender Violence in Girls With Intellectual Disabilities

Roseli Rodrigues de Mello¹, Marta Soler-Gallart^{2*}, Fabiana Marini Braga¹ and Laura Natividad-Sancho³

¹ Nucleus for Research and Social and Educational Action, Department of Educational Theories and Practices (DTPP), Federal University of São Carlos, São Carlos, Brazil, ² Department of Sociology, University of Barcelona, Barcelona, Spain,

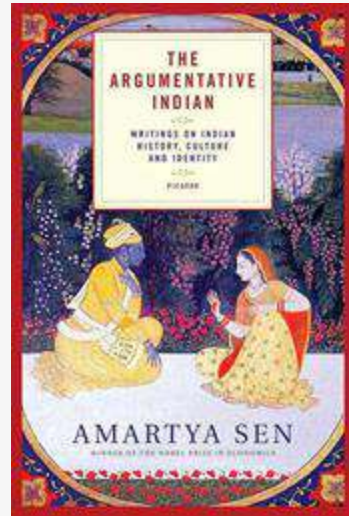
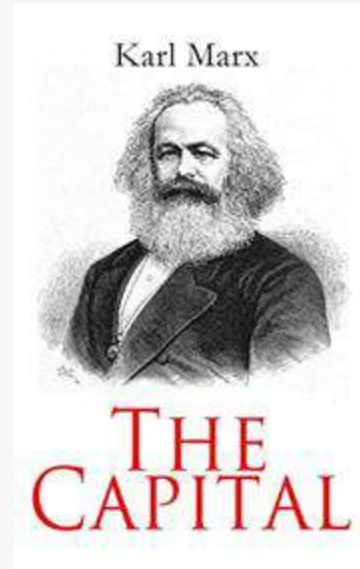
³ Department of Pedagogy, Universitat Rovira i Virgili, Tarragona, Spain

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.662241/full>



DIALOGIC GATHERINGS

- Dialogic Literary Gatherings
- Dialogic Mathematic Gatherings
- Dialogic Scientific Gatherings
- Dialogic Feminist Gatherings
- **Dialogic Intellectual Gatherings**
- **Dialogic Pedagogical Gatherings**
- Dialogic Interreligious Gatherings
- Dialogic Musical Gatherings
- Dialogic Artistic Gatherings
- Dialogic Gatherings of Films



Dialogic Intellectual Gatherings

- A tool that is approaching in a more direct and deeper way the theoretical and scientific bases of different disciplines. The most relevant international books are read together, always resorting to the original sources.
- *"In one of these Dialogic Intellectual Gatherings, since 1991, a hundred people coming from very different experiences and positions have been discussing, in twenty sessions yearly, the main books in all sciences."*

Flecha, R. (2022). *The Dialogic Society. The sociology scientists and citizens like and use*. Hipatia Press

Dialogic Pedagogical Gatherings

- It is the tool that is bringing closer in a more direct and profound way the theoretical and scientific bases of successful educational actions. Teams of very diverse people involved in the education of children, especially teachers, advisors, counselors, guidance counselors, etc., read together the most relevant books at international level, always resorting to the original sources.

Dialogic Pedagogical Gatherings

The screenshot shows the front page of an article in the journal 'sustainability'. On the left, there are navigation buttons: 'Submit to this Journal', 'Review for this Journal', and 'Propose a Special Issue'. Below these is an 'Article Menu' section with an 'Academic Editor' profile for Pedro Vega-Marcote. The main content area features a back arrow, an 'Order Article Reprints' button, and a gear icon. The article is marked as 'Open Access' and 'Article'. The title is 'Educational Impact Evaluation of Professional Development of In-Service Teachers: The Case of the Dialogic Pedagogical Gatherings at Valencia “On Giants’ Shoulders”'. The authors listed are Esther Roca-Campos, Ana Inés Renta-Davids, Fernando Marhuenda-Fluixá, and Ramón Flecha. A list of affiliations follows, numbered 1 to 4, and an asterisk indicates the author to whom correspondence should be addressed.

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Educational Impact Evaluation of Professional Development of In-Service Teachers: The Case of the Dialogic Pedagogical Gatherings at Valencia “On Giants’ Shoulders”

by Esther Roca-Campos ¹ , Ana Inés Renta-Davids ² ,
 Fernando Marhuenda-Fluixá ³ and Ramón Flecha ^{4,*}

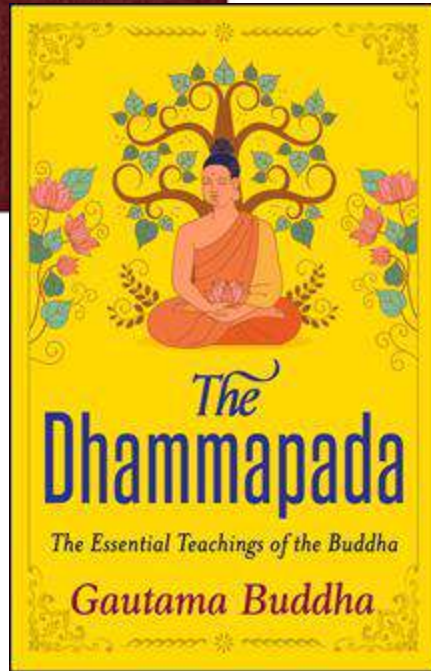
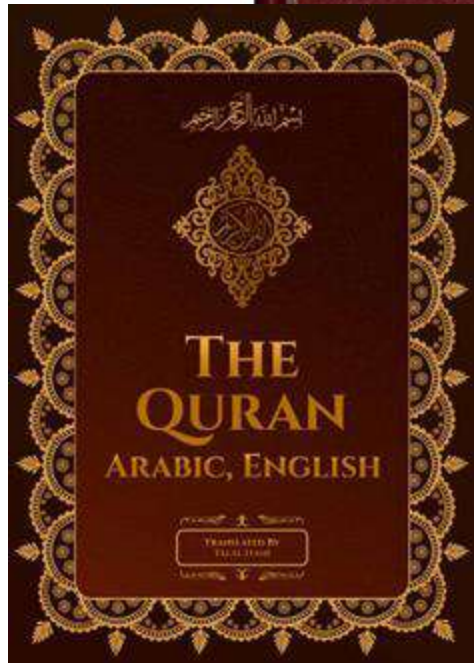
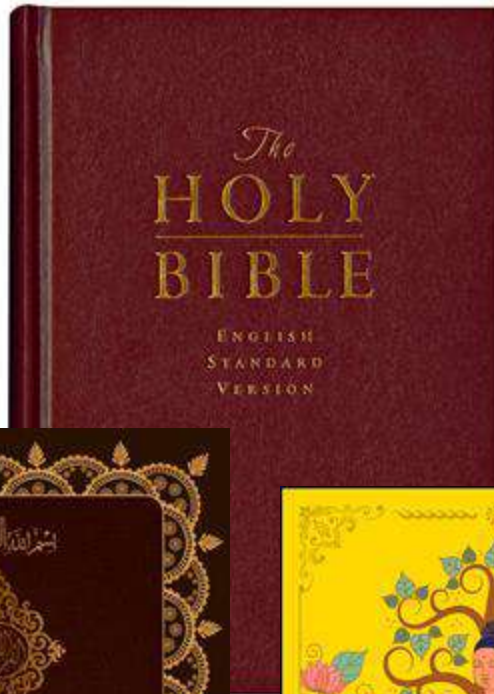
¹ Department of Comparative Education and Education History, University of Valencia, 46010 Valencia, Spain
² Pedagogy Department, Universitat Rovira i Virgili, 43007 Tarragona, Spain
³ Department of Didactics and School Organisation, University of Valencia, 46010 Valencia, Spain
⁴ Department of Sociology, University of Barcelona, 08034 Barcelona, Spain
* Author to whom correspondence should be addressed.

DIALOGIC GATHERINGS

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- **Dialogic Interreligious Gatherings**
- Dialogic Musical Gatherings
- Dialogic Artistic Gatherings
- Dialogic Gatherings of Films

Dialogic Interreligious Gatherings

Talks focused on the egalitarian debate on sacred books of different religions.



Dialogic Interreligious Gatherings

The screenshot shows the journal page for the article "Believers, Attractiveness and Values". On the left sidebar, there are options to "Submit to this Journal", "Review for this Journal", and "Propose a Special Issue". Below these is the "Article Menu" section, which includes the "Academic Editor" Svetlana Sharonova and a "Subscribe SciFeed" button. The main content area features a back arrow, an "Order Article Reprints" button, and a gear icon. The article is marked as "Open Access" and "Article". The title "Believers, Attractiveness and Values" is prominently displayed, followed by the authors: Andrea Khalfaoui, Ana Burgués, Elena Duque, and Ariadna Munté. Each author's affiliation is listed below their name. The article's DOI, reception, revision, acceptance, and publication dates are provided, along with a note that it belongs to a special issue on "Religion in the Contemporary Transformation Society".

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Believers, Attractiveness and Values

by Andrea Khalfaoui ¹ , Ana Burgués ² , Elena Duque ^{3,*} and Ariadna Munté ⁴

1 Faculty of Psychology and Education, University of Deusto, 48007 Bilbao, Spain

2 Department of Sociology, University of Granada, 18010 Granada, Spain

3 Department of Theory and History of Education, University of Barcelona, 08007 Barcelona, Spain

4 Department of Social Work, University of Barcelona, 08035 Barcelona, Spain

* Author to whom correspondence should be addressed.

Religions **2021**, *12*(3), 213; <https://doi.org/10.3390/rel12030213>

Received: 11 February 2021 / Revised: 15 March 2021 / Accepted: 16 March 2021 / Published: 20 March 2021

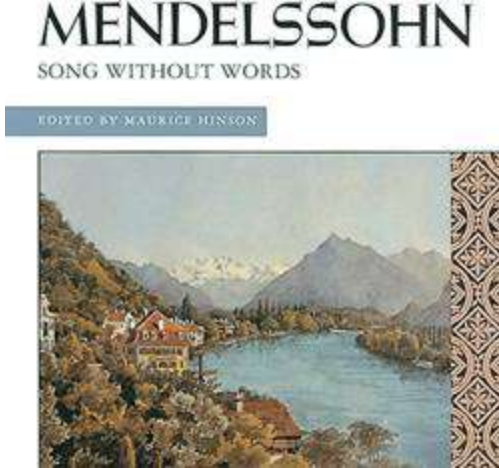
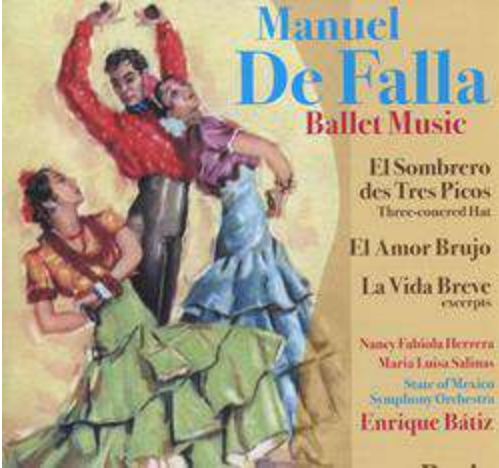
(This article belongs to the Special Issue Religion in the Contemporary Transformation Society)



<https://doi.org/10.3390/rel12030213>

DIALOGIC GATHERINGS

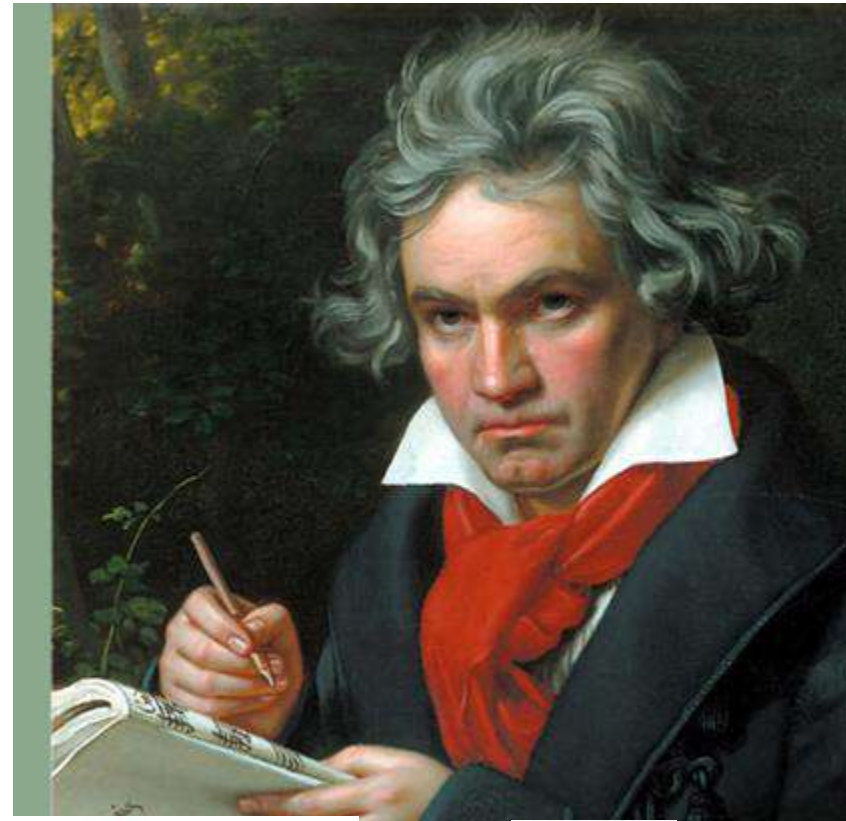
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- **Dialogic Musical Gatherings**
- **Dialogic Artistic Gatherings**
- Dialogic Gatherings of Films



Dialogic Musical Gatherings

The best artistic works of humanity

- Toy Symphony- L. Mozart
- Song Without Words - F.Mendelssohn
- 9th Symphony - L. Beethoven
- The Firebird - I. Stravinsky
- El amor brujo- M. De Falla
- La Traviatta - G. Verdi
- Piano concerto No 1 - F. Chopin
- Messiah – F. Handel



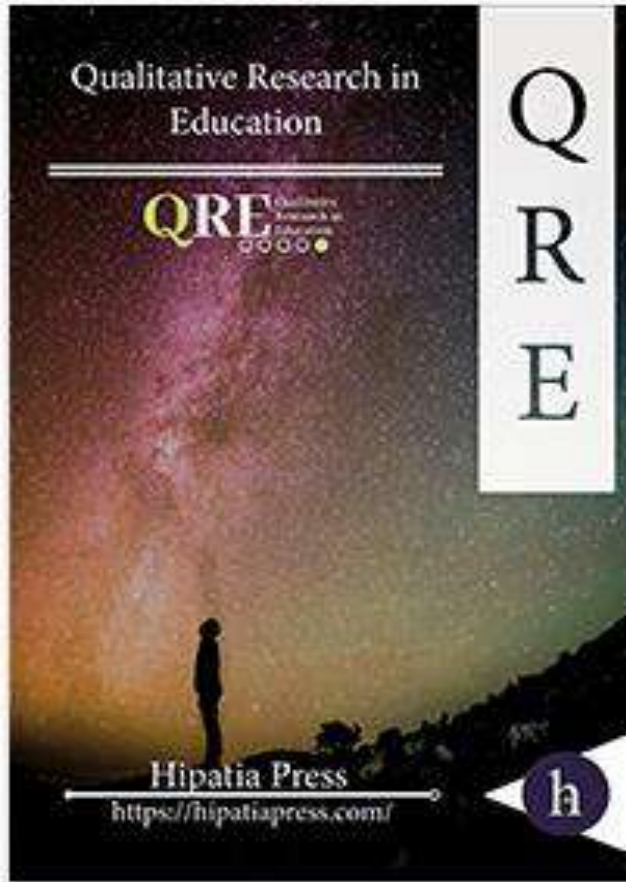


Dialogic Artistic Gatherings

Best artistic works of humanity.

- Spring by Sandro Botticelli
- Gernica by Pablo Picasso
- The Starry Night by Vincent Van Gogh
- Taj Mahal (1983)
- Corisca and the Satyr - Artemisia Gentiles
- The Firing Squad of May 3rd - Francisco de Goya





Qualitative Research in Education
Volume 12, Issue 3, 28th October 2023, Pages 236 – 251
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<http://dx.doi.org/10.17583/qre.13395>

Democratizing Taste on Classical Music for All

Ane López de Aguilera¹, Marifa Salceda², Sandra Girbés¹, Juan Carlos Peña-Axt³ & Marta Soler-Gallart¹

- 1) *University of Barcelona, Spain*
- 2) *Isabel I of Castile International University, Spain*
- 3) *Autonomous University of Chile, Chile*

Abstract

The right of every citizen to access cultural heritage, such as classical music, has been widely pointed out by international organizations. However, there are certain barriers that impede

<https://doi.org/10.17583/qre.13395>

World Art Day: quality artistic education



By Sara Carbonell

APR 15, 2023

#successful_educational_performances . #art



Many schools are achieving artistic education of the highest quality through the implementation of **dialogic artistic gatherings** . Specifically, in my school, for 6 years, they have been carried out during non-school hours during the continuous day. We do them once a week and they are reaching more than 100 boys and girls from 3 to 12 years old. We have a program per quarter in which there is only one requirement: [choose the best artistic creations of humanity](#) . This year we do them on Fridays and the students are grouped by age groups; one infant group and two primary groups. The dining room instructors are the ones in charge of energizing the artistic gatherings, which has allowed them to also benefit from this successful educational performance.

In the first quarter we chose the Renaissance period and decided to select three artists and three works by each of them: Leonardo Da Vinci (The Mona Lisa, The Last Supper and the Annunciation), Michelangelo (The Creation of Adam, David and the Pietà) and Botticelli (The Birth of Venus, The Spring, the Annunciation). Normally we begin by introducing information, which we read and share dialogically, about the historical period, the artist and the work. Its implementation is very simple: you project the work and take a few minutes to observe it and think about what you want to comment on in the discussion. Afterwards, as in dialogic literary gatherings, the moderator takes the floor, ensuring that the seven principles of dialogic learning are respected, and the students explain what they want to comment on, arguing their presentation with reasoning. The dialogues continue, taking the ideas and arguments of each other to develop the following ones.

DIALOGIC GATHERINGS

- Dialogic Literary Gatherings
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- Dialogic Musical Gatherings
- Dialogic Artistic Gatherings
- **Dialogic Gatherings of Films**

Definition

A dialogic gathering of films consists of organizing dialog gatherings to discuss films (fiction and nonfiction) selected not for their cinematographic quality but for the relevance of the discussions that these films can trigger among participants in this particular moment.

The screenshot shows the top of a PLOS ONE article page. At the top right are links for 'PUBLISH', 'ABOUT', and 'BROWSE'. The PLOS ONE logo is on the left. Below the logo are 'OPEN ACCESS' and 'PEER-REVIEWED' icons, followed by 'RESEARCH ARTICLE'. The title is 'Dialogic gathering of films. Promoting meaningful online interactions during COVID-19 confinement'. The authors listed are Maria Padrós-Cuxart, Roseli Rodrigues de Mello, Mimar Ramis-Salas, and Elena Duque. The publication date is July 9, 2021, with a DOI link. Below the title is a navigation bar with tabs for 'Article', 'Authors', 'Metrics', 'Comments', 'Media Coverage', and 'Peer Review'. The 'Article' tab is selected. Underneath, there is a table of contents for the abstract section, listing 'Introduction', 'Methods', 'Results', 'Discussion', and 'Conclusions, limitations and further research'. The 'Abstract' text is visible on the right side of the table.

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RESEARCH ARTICLE

Dialogic gathering of films. Promoting meaningful online interactions during COVID-19 confinement

Maria Padrós-Cuxart, Roseli Rodrigues de Mello, Mimar Ramis-Salas, Elena Duque

Published: July 9, 2021 • <https://doi.org/10.1371/journal.pone.0254132>

Article	Authors	Metrics	Comments	Media Coverage	Peer Review
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Abstract

Abstract
Introduction
Methods
Results
Discussion
Conclusions, limitations and further research

Abstract

A broad body of scientific literature exists on the effects that COVID-19 related confinement has had on the population: mental health problems, isolation, and problems concerning cohesion and employment, among others. However, there is a gap in the literature on the actions that reverse some of the effects generated during lockdown. This article collects the results of a study conducted with 53 people participating in a dialogic gathering of films (DGF) that was held online during two months of confinement. The data from the survey show that the development of this DGF generated improvements in 1) personal welfare and attitudes concerning the management of confinement, 2) living together and online relationships, 3)

Padrós-Cuxart, M., Rodrigues de Mello, R., Ramis-Salas, M., & Duque, E. (2021). Dialogic gathering of films. Promoting meaningful online interactions during COVID-19 confinement. Plos one, 16(7), e0254132. <https://doi.org/10.1371/journal.pone.0254132>

Dialogic Gatherings of Films

Selection Criteria

- Fiction and non-fiction films, including documentaries
- NOT selected for film quality
- Selected for the discussions that they may provoke
 - a) those particular participants in
 - b) that specific context
- Select taking into account: needs of the participants, objectives



How Dialogic Gatherings of Films work

- Pre-viewing or on-site viewing
- Presentation/Introduction to the film
 - Maximum 5 minutes (not a lecture)
- The person presenting
 - DOES NOT act as an expert on the film
 - DOES share his/her knowledge
 - Places the film in a socio-historical context and/or related to a specific scientific, cultural, social event/context
 - Can relate to personal reflections/experiences
 - DOES NOT decide what topics to discuss
 - DOES raise issues for discussion
- The moderator speaks according to the criteria of the DGs

Presentation 3.

DIALOGIC LEARNING AND DIALOGIC GATHERINGS

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Funded by
the European Union