



Dialogue & Argumentation  
for Cultural Literacy Learning  
in Schools

# Promoting Cultural Literacy: Teaching Dialogue and Argumentation Skills for Collaborative Engagement through Tolerance, Empathy, and Inclusion

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## Contents of the talk:

- **The DIALLS project and its conceptual background**
- **Cultural Literacy Learning Programme**
- **Policy recommendations**

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## Horizon2020 call: Promoting cultural literacy through formal education

- The DIALLS project focused on teaching the dialogue and argumentation skills needed to engage together using tolerant, empathetic and inclusive behaviours.
- Talking and co-creation
- [dialls2020.eu](https://dialls2020.eu)

# DIALLS

Teaching children to be tolerant, empathetic and inclusive through talking together.



FOR SCHOOLS



FOR RESEARCHERS



FOR POLICYMAKERS

The [DIALLS](#) project has focused on teaching children the [dialogue and argumentation](#) skills needed to engage together using tolerant, empathetic and inclusive behaviours.

**In Spring 2021, we launched open-access resources for teachers and researchers in 12 languages.**

Read more about this EC Horizon 2020 project and its outcomes [here](#).



DIALLS by numbers: 2018-2021



9



10



60



350



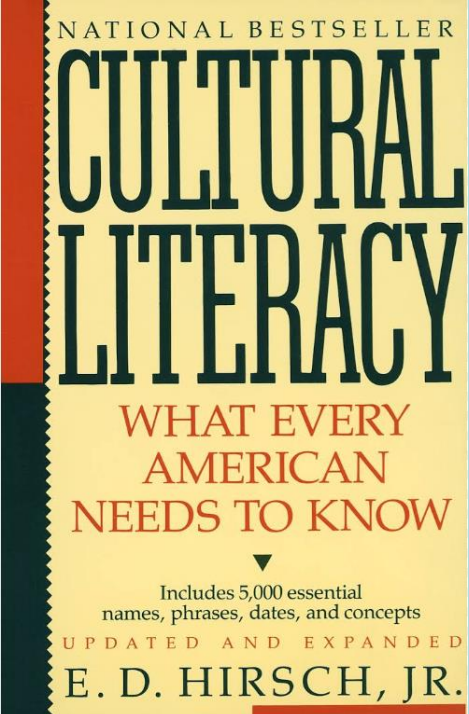
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# Developing conceptual grounds for cultural literacy



Lähdesmäki, T., Koistinen, A.-K., and Ylönen, S. 2020. *Intercultural Dialogue in the European Education Policies: A Conceptual Approach*. Cham: Palgrave Macmillan.

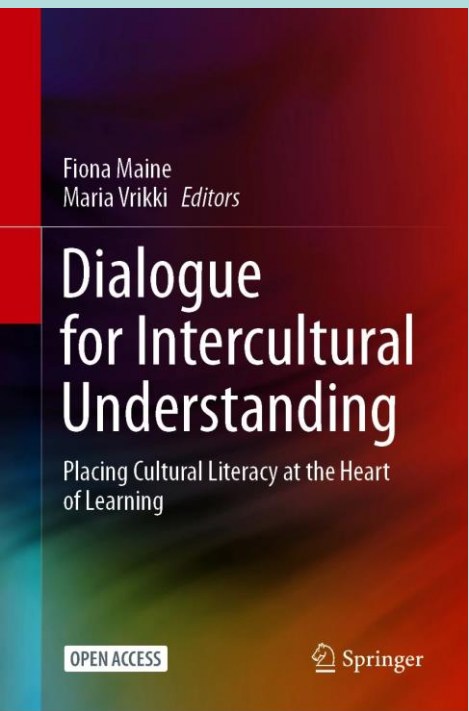


## Cultural literacy in DIALLS

- Moving **beyond** a normative concept of cultural literacy as being about **knowledge of culture** into a consideration of the attitude to explore different interpretations of culture
- Cultural literacy **as a social practice** that is inherently **dialogic** and based on **learning and gaining knowledge together** through tolerant, empathetic, and inclusive interaction with others
- The process of engaging with cultures, the attitude to do so, and the **co-creation and co-expression** of cultural identities and values
- About attitudes and skills that people need to get along with each other in everyday living with others who may be different

Maine, F., V. Cook, and T. Lähdesmäki. 2019. "Reconceptualizing Cultural Literacy as a Dialogic Practice." *London Review of Education* 17 (3): 382–391.

Maine, F. and M. Vrikki. Eds. 2021. *Dialogue for Intercultural Understanding: Placing Cultural Literacy at the Heart of Learning*. Cham: Springer.



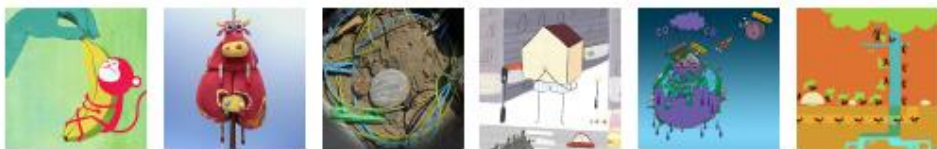


# Cultural Literacy Learning Programme

- Tested in Cyprus, Germany, Israel, Lithuania, Portugal, Spain, and the UK in 2019–2020
- With 350 teachers and 10 000 students in primary and secondary schools
- Data: observation; oa multilingual corpus of over 100 lessons; creative artifacts; teacher feedback; teacher & student surveys
- Programme structure: 10 lessons for 3 age groups with the topics of:
  - o **Living together** (the celebration of diversity, solidarity, equality, democracy, human rights, globalization)
  - o **Social responsibility** (social and civic competences, citizenship, cooperation, active participation, sustainable development)
  - o **Belonging** (heritages, values, identities, cultural expression)
- Lesson structure: wordless film; joint discussion; group discussion; creative task in groups (interaction with peers from other schools)



# CULTURAL LITERACY LEARNING PROGRAMME



The Cultural Literacy Learning Programme (CLLP) is a teaching resource developed as part of the DIALLS project by a multi-national team of researchers and teachers. It was developed, piloted, implemented and then refined in over 350 classes in seven countries.

The programme has two main aims:

- Cultural learning: support children and young people to discuss topics related to living together, being socially responsible and exploring cultural heritages and identities
- Dialogue and argumentation: enhance children's ability to talk and reason together, teaching them the importance of listening carefully to other views, building on these and sometimes challenging or disagreeing with them

The CLLP includes:

- A guidance booklet with an overview of the programme and ideas for getting started
- A series of 10 lessons for each age group (KS1, KS2, KS3).
- Each lesson includes a short, wordless film as an exciting and engaging stimulus for discussions, and a lesson prompt card. As the films are wordless, they can be used in any language of instruction.

## Linking with other schools

DIALLS is all about connecting and exploring ideas together. Our [School Networks](#) page offers suggestions for how you can find other schools across Europe who might be interested in collaborating with your class in DIALLS discussions.

## Ready to get started?

- 💡 Use the [Professional Development materials](#) to prepare for implementing the programme.
- 📄 Access the [Scales of Progression in Cultural Literacy Learning \(SPCLL\)](#) to support planning and assessment for learning.
- ✅ Select your class's age group below to access the lessons.



Key Stage 1



Key Stage 2



Key Stage 3



## LESSON PROMPTS KS2

### 3. Super Grand [Super Big]

Marjolaine Perreten, 2014, France/Switzerland

#### Dialogue and Argumentation:

*We can justify our ideas*

Talk about the use of 'because' to give reasons for ideas

#### Cultural Understanding

*Tolerance and empathy*

*We understand the importance of not judging people without knowing them*

#### Discussion Prompts

*About the film:*

- *Why might the townspeople act as they do?*
- *How does the child feel as the story progresses? If it was you, would you keep trying to help?*

#### Beyond the film:

- *What can we do to make sure we don't judge people based on appearance?*
- *Are there times when we've jumped to a conclusion without really noticing what's happening?*

#### Ideas for Cultural Expression

Draw pictures/find photos of people's faces. Draw 'think bubbles' to show what they are feeling – different to their facial expression.



## LIBRARY



The DIALLS Library is a curated collection of wordless books and films that can stimulate discussion about DIALLS themes and promote tolerance, empathy, and inclusion.

Welcome to the DIALLS Library. The wordless books and films on its virtual shelves were carefully selected by DIALLS researchers using feedback from teachers and students.

Within the library, you will find:

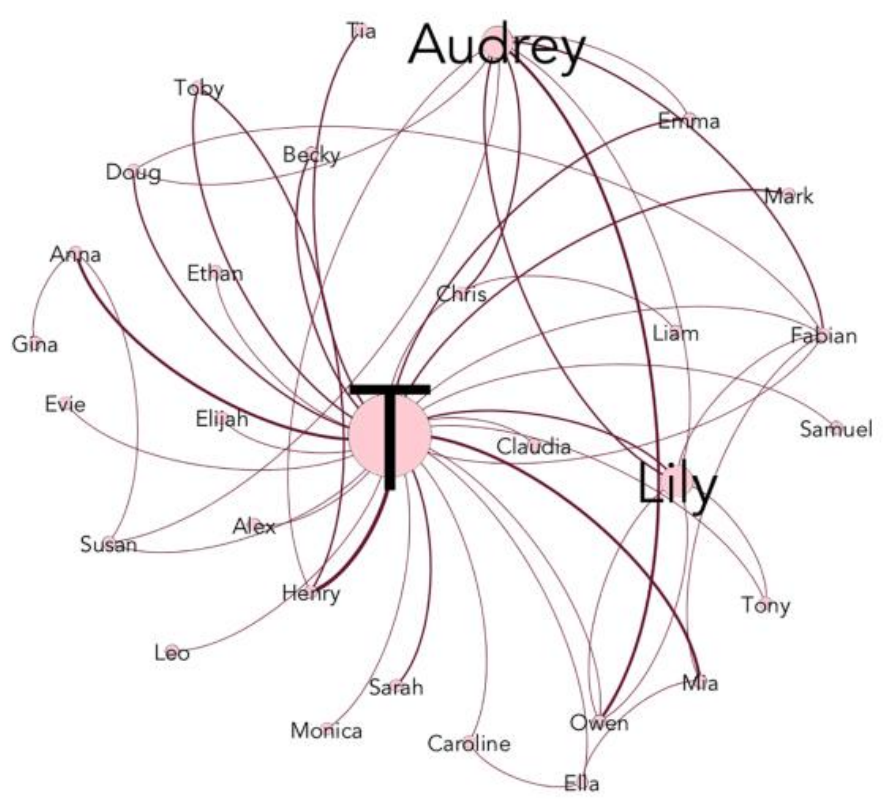
- The 20 films we have included in the [Cultural Literacy Learning Programme](#)
- Over 40 additional films accompanied by discussion prompts to extend cultural literacy learning
- Descriptions of 74 wordless picturebooks that could be used to support DIALLS themed discussions

## Tips for using the wordless texts

- The DIALLS films have been assigned to different age groups. This reflects the complexity of ideas, or the sensitive nature of specific issues, raised by each film. However, in addition to age, cultural context is also important to consider in terms of what is and is not appropriate to share with your class. We therefore advise that teachers should always watch a film first before sharing it with their children.
- For further support, look at our guidance on [Mediating Wordless Picturebooks](#). Our Professional Development materials also include a session on [The Wonderful World of Wordless Films](#).

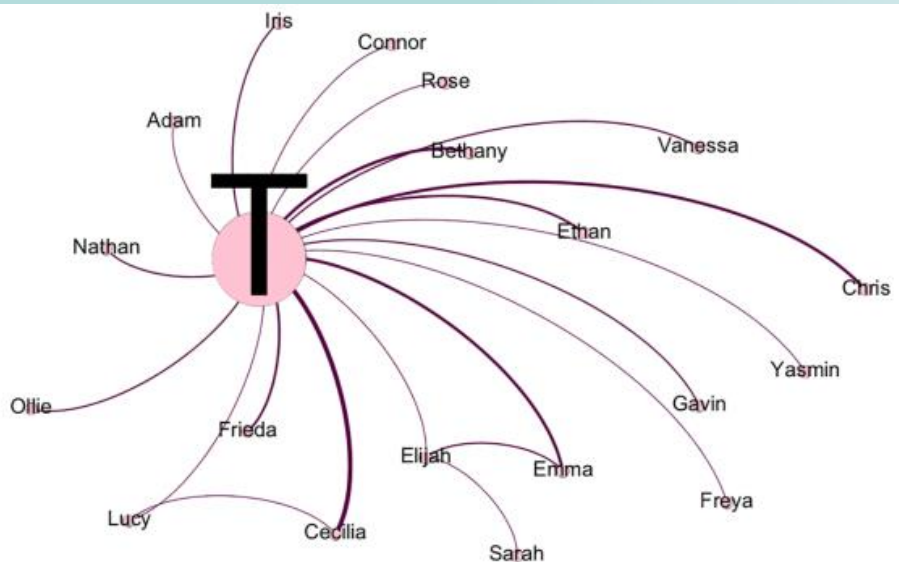
Search:  Title search... x Cultural Themes  Age Range

[Full library](#) [All films](#) [All books](#) [Films in the CLLP](#) [Films with discussion prompts](#)



## Dialogic teaching

- The CLLP pedagogy is based on dialogic teaching emphasizing the co-construction of meanings among students and between them and their teachers: The teachers model how to engage democratically in the dialogue
- Fiona Maine and Anna Čermáková:
  - Study on engagement networks during the CLLP lessons
  - Positive encouragement, modelling, and discussion on dialogic interaction with students led the students to reflect on their interactions before moving the content ideas forward >> generated dialogic interaction in the class



Maine, F., and A. Čermáková. 2021. "Using Linguistic Ethnography as a Tool to Analyse Dialogic Teaching in Upper Primary Classrooms." *Learning, Culture and Social Interaction*, 29.



## Recommendations in DIALLS policy briefs

- “We recommend that policymakers **reduce the ambiguity of policies by being explicit and precise with the concepts** used in them.”
- “A programme that has dual objectives, focusing on **dialogue and argumentation as well as cultural objectives**, is key to promoting tolerant, inclusive and empathetic interaction with others.”
- “Children value the opportunity to **talk to children from another school**. Various platforms, such as eTwinning, may be used to promote effective communication and develop mutual understanding with children from schools around Europe.”
- “The decision to implement a programme of cultural literacy learning should form **part of a coherent school strategy**.”
- “It is important that the EU strengthens its current education initiatives and policies and creates new ones **emphasizing cultural literacy learning**.”

Source: DIALLS Policy Briefs I-III, <https://dialls2020.eu/for-policymakers/>





**Thank you!**

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