

Tables

Table 1: Examples of how IF could be used to stimulate ‘Learning Talk’ (Alexander, 2020, 142) in the classroom.

Talk move	Example Question or Task
Narration	‘Describe what has happened so far in our interactive adventure.’
Explanation	‘Explain how we (the character) have ended up in this situation.’
Analysis	‘How is this new setting presented to us in this passage?’
Speculation	‘What do you think will happen to us if we select LINK A?’
Imagination	‘What do you imagine our (this character’s) home to look like?’
Exploration	‘Why do you think this situation might have arisen? What might have happened before our interactive adventure began?’
Evaluation	‘Which link (or pathway) would you prefer us to select? Why?’
Discussion	‘Do you agree or disagree with this link selection? Why? Can you give an alternative opinion?’
Argument	‘Explain why you want to select a different link to student A.’
Justification	‘Can you justify your choice of link?’
Interrogation	‘What questions do we have at this stage?’

Table 2: The relationship between Dialogic Teaching Principles (Alexander, 2020, 131) and the use of IF in the classroom.

Dialogic teaching principles	IF in the classroom
<p>Collective</p> <p>(the classroom is a site of joint learning and enquiry)</p>	<p>The work of IF can be read / played collectively, with one individual (teacher or student) using the mouse to select the collectively agreed links.</p>
<p>Reciprocal</p> <p>(participants listen to each other, share ideas and consider alternative viewpoints)</p>	<p>Decisions are made based upon class discussion and interaction. Over time, the teacher can relinquish more control of the classroom discussion and thus the reading experience.</p>
<p>Supportive</p> <p>(participants feel able to express ideas freely, without risk of embarrassment over ‘wrong’ answers, and they help each other to reach common understandings)</p>	<p>The work of IF is a fiction to be collectively enjoyed and experienced, rather than a written reading test; there are no intrinsically wrong links to select, making the work of IF more supportive than, say, a comprehension test.</p>
<p>Deliberative</p> <p>(participants discuss and seek to resolve different points of view. They work towards reasoned positions and outcomes.)</p>	<p>Choices are made based upon class discussions. Students exchange ideas about which link to select and the decision is taken after different students’ arguments have been considered and evaluated.</p>
<p>Cumulative</p> <p>(participants build on their own and each other’s contributions and chain them into coherent lines of thinking and understanding)</p>	<p>During discussions, individuals must actively listen and respond to the ideas of other students in order to construct <i>more</i> compelling arguments as to why the group should select their chosen link. Furthermore, the fact that a work of IF can be experienced in a variety of ways means that it can be reused, encouraging students to form intratextual lines of thought that transcend an individual lesson.</p>
<p>Purposeful</p> <p>(classroom talk, though open and dialogic, is structured with specific learning goals in view)</p>	<p>An appropriately designed work of IF will stimulate relevant discussions. For example, as part of a Dystopian Fiction unit of work, a work of IF could be designed in order to stimulate discussions relating to the conventions of Dystopian fiction.</p>