# Learning through dialogue



# Summary



In  
**Introduction**

The overall theme of this master project is learning processes with specialization in coaching in organizations. Subtopics are learning in teams through dialogue, and the factors which may affect the interaction, and thus affect the possibility of development of pedagogical practices.   
  
The project has been written in cooperation with Kollegievejens Skole, a school for children with autism, in Aalborg. The main objective of this Masters project is provided in close cooperation with my supervisor: Ulla Thøgersen, Assistant professor at Aalborg University, Institute for Learning and Philosophy, and Associate Professor, Søren Willert.   
  
Initially, I have prepared a general introduction and a thematisation where the regulatory framework, the practical part of the background, the school's overall objectives and guidelines as well as selected practical examples have been presented.   
    
The initial studies of teamwork at the school, made me curious on whether there is learning among team members. After presentation of the framework and conditions for learning, I have used examples from my practice where I interpret that learning is taking place. Finally I have included reflections on the theoretical perspective.   
  
The above considerations have led to the final problem formulation, as this task is based on:   
  
**How important is the dialogue in the team to contribute to learning that can develop the pedagogical practices?**Before answering the problem formulation, I have outlined my theoretical basis, with conceptual clarification, theory, method and operational character of analytical systems.

Finally, I have answered the problem formulation through the inclusion of my considerations of tests, interpretation of the empirical data and my analysis. These have led to a conclusion which is rounded off with a perspective of my further reflections.

**Progress of the project**Initially it has been my intention to try to describe the overall societal conditions which help to make the topic relevant. It has also been the intention to give readers an insight into the limits and conditions at the school, supplemented by practical examples of my first discoveries in the context of learning in teams. These discoveries have finally led to the project's main objective which has been to investigate the importance of the dialogue in the team to contribute to learning that can develop the pedagogical practice.   
  
In my further reflections in connection with investigations of the importance of dialogue for learning, especially through two team meetings and interviews, I have used Etienne Wenger's social theory of learning.

I have incorporated theoretical aspects which seem relevant to my further analysis of selected practical examples. Wenger's understanding of learning implies that people, in meaningful debate in social communities, have increased opportunities to share experiences. It has been my intention to use Wenger's theory to examine whether the dialogue can help to ensure that these experiences form the basis for new, common learning.   
  
I have also tried to show the relevance of the theory even further by making Wenger's concepts operational and I have clarified the crucial concepts in order to define the project further.   
  
In connection with the analysis and interpretation of my study area, I have supplemented Wenger's theory with other theoretical aspects. My investigations have also aroused my interest in processes related to cooperation in team, and the ways to relate to each other which are important for the interaction of the team. Thus it has been relevant to include theory on group dynamics and ways to relate to each other. These theoretical aspects have supplemented my studies and support my later conclusions  
  
I has been my intention to constantly nuance my studies of the problem area, through the involvement of practice experience, supplemented by my theoretical knowledge. Furthermore I have included consideration of the choice of methods which has influenced the conclusions I have drawn. It has been my intention that the introduction of the readers to the reflections on the collection and processing of empirical data, has given the impression of a balanced and broad basis for the project as a whole.   
I believe that the knowledge I have gained through the project, increases my ability to promote conditions for learning in team.

**Conclusion**   
  
In the project, I have concluded that there is learning in the teamwork, as well as dialogue within the team creates the opportunity to initiate learning processes which can contribute to the development of pedagogical practices. Ways to relate to each other also develops the team’s ability to learn through dialogue.

My studies have also shown that interaction to some extent is influenced by group dynamics within the team. Team members themselves indicate that there are emotional factors which affect the opportunity to learn. Part of my conclusion is that the team's dialogue and the possibility of learning through dialogue, to some extent can be increased through common reflection. The team can be more attentive to separate emotion, experiences and interpretations.http://www.google.dk/images/cleardot.gif