

Fostering University Students' Motivation through Dialogic Classroom Practices: A Conceptual Model

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Abstract

This conceptual paper presents a model for engaging students and promoting motivation through dialogic classroom practices. The author argues that fostering dialogic teaching and learning in the classroom can positively impact student motivation and learning outcomes. The proposed model highlights the importance of creating a classroom environment where students feel comfortable sharing their ideas and engaging in meaningful discussions. This conceptual article is lensed within transformative paradigm, presenting dialogic pedagogy as a concept analysed using conceptual analysis. Dialogic pedagogy was presented, and the key assumptions, such as promoting classroom dialogue, valuing all voices, emphasising social knowledge construction, and instructors acting as facilitators of learning, were discussed vis-à-vis its correctional tendencies with student motivation and learning outcomes. The paper also highlights the potential benefits of dialogic classroom practices for diverse and borderless student populations. The conclusion is that promoting classroom dialogue, valuing all voices, emphasising social knowledge construction, and acting as facilitators of learning are dimensions to enhance student motivation towards learning outcomes. The paper offers a valuable contribution to the literature by providing a comprehensive framework for educators to effectively engage and motivate their students through dialogic practices.

Keywords: student engagement, motivation, dialogic classroom practices, transformation, conceptual analysis

1. Introduction

In university classrooms, teaching and learning take place, and the place of motivation cannot be underrated in student learning. Despite various motivational strategies used in the classrooms by teachers, many studies still justify students are not motivated, hence leading to poor academic performance. In university classrooms, teaching and learning are the core activities that shape students' academic experiences. As such, motivation plays a significant role in the learning process, and its importance cannot be downplayed. Motivation is the driving force that propels individuals towards achieving their goals (Kruglanski et al., 2012; Olusadum & Anulika, 2018). In the context of education, motivation is essential in shaping students' attitudes, behaviours, and outcomes (Tokan & Imakulata, 2019). Despite various motivational strategies teachers employ in the classroom, the researcher's observation in university classrooms still justifies that students are not motivated, leading to poor academic performance. In this paper, teachers, instructors and lecturers are used interchangeably to mean the same thing.

Several factors contribute to the lack of motivation among students in university classrooms. One such factor is the learning environment (Malone & Lepper, 2021). A learning environment that is not conducive to learning can discourage students, leading to disengagement and a lack of motivation. Other factors include a lack of interest in the subject matter, limited resources, inadequate teacher support, and lack of engagement (Bal-Taştan et al., 2018; Dhingra et al., 2021). These factors contribute to students' negative attitudes towards learning and, ultimately, lead to poor academic performance (Mauliya et al., 2020). Lecturers also play a crucial role in motivating students in the classroom. Motivational strategies such as praise, feedback, goal-setting, and intrinsic motivation are widely used by teachers to motivate students. However, these strategies' effectiveness depends on the lecturer's ability to use them appropriately. This does not overrule the fact that lecturers must be aware of their students' individual needs and tailor their motivational strategies accordingly. A "one size fits all" approach to motivation may not work in a diverse classroom setting.

Moreover, scholars have also argued that students must take responsibility for their motivation in achieving their academic goals and be willing to put in the effort required to stay motivated (Chowdhury & Shahabuddin, 2007; Odanga, 2018). The studies further argue that when students are motivated, they are more likely to actively engage in the learning process, leading to better academic outcomes. Despite various motivational strategies employed in the classrooms by students and lecturers, students' lack of motivation is still a prevalent problem contributing to poor academic performance (Haynes et al., 2008; Uji & Kawaguchi, 2021; Govindarajoo et al., 2022). Lecturers must be aware of their students' individual needs and tailor their motivational strategies accordingly. Among these motivational strategies that could be employed is the use of instructional strategies such as dialogic pedagogy to promote students' activeness and collaboration in knowledge construction. Research has shown that the use of dialogic pedagogy as an instructional strategy can be an effective motivational tool (López et al., 2022) for promoting students' activeness and collaboration in the process of knowledge construction. This is because this approach allows students to ask questions, collaborate, and inquire, promoting their motivation and improving academic performance (De Backer, 2022). For instance, Yang and Brindley (2022) argue that dialogic pedagogy led to increased student participation, improved understanding, and better knowledge retention. In another study by Laird-Gentle (2023), dialogic pedagogy is positively associated with students' academic achievement.

While there is an increasing body of literature on the benefits of dialogic pedagogy in promoting student motivation and learning outcomes, there is still a lack of comprehensive models for implementing this approach. This conceptual paper aims to fill this gap by presenting a model for engaging students and promoting motivation through dialogic classroom practices. I argue that fostering dialogue in the classroom can positively impact student motivation and learning outcomes. Still, the implementation of this approach is often ad hoc and lacks a comprehensive framework. By providing a comprehensive model for the implementation of dialogic pedagogy, this paper aims to support university lecturers and other lower-level instructors in fostering a classroom environment that promotes student motivation and enhances learning outcomes.

1.1 Research Objectives

Based on the above research gap, the study formulates the following research objectives to guide the study:

- The article presents dialogic pedagogy as a classroom teaching approach
- The article also deduces and analyses assumptions of dialogic pedagogy as it correlates with student motivation towards learning outcomes.

2. Methodology

This conceptual article is situated within the transformative paradigm, emphasising the importance of promoting social justice, equity, and empowerment through education (Thomas & Madison, 2010). The transformative paradigm recognises that education is a tool to address power imbalances and promote positive change in society (Mertens, 2007; Sweetman et al., 2019). The article proposes a model for engaging students and promoting motivation through dialogic classroom practices that align with the transformative paradigm's principles. By fostering a classroom culture that values dialogue, collaboration, and critical reflection, the model aims to empower students and promote their active participation in the learning process. This conceptual article, therefore, highlights the potential of dialogic pedagogy as a tool for transformative education that can contribute to a more just and equitable society.

Dialogic pedagogy, the major concept in the article, was analysed using conceptual analysis, which is a useful tool for understanding complex concepts (Haas, 1999). The conceptual analysis involves breaking down a concept into its constituent parts to understand how it works and how it relates to other concepts (Petrina, 2016). By employing conceptual analysis, the study examined the dialogic pedagogy concept under investigation and developed a clear understanding of its meaning and significance. The conceptual analysis also enabled the researcher to identify the underlying assumptions and values associated with them, providing a more nuanced understanding of its implications for teaching and learning. Most importantly, conceptual analysis allows me to understand and argue the concept and its role in promoting student motivation and learning outcomes. In doing this, the concept of dialogic pedagogy was presented, and its assumptions were highlighted and discussed. The correlation between dialogic pedagogy and how it promotes student motivation towards learning outcomes was argued, followed by a conclusion and recommendations.

3. Conceptualising Dialogic Pedagogy

Dialogic pedagogy has its roots in the work of the ancient Greek philosopher Socrates, who believed that knowledge

is constructed through dialogue and questioning (Wong, 2022). Socrates emphasised the importance of engaging in dialogue to seek knowledge and develop critical thinking skills (Dafermos, 2013; Haynes, 2014). This approach was later developed by philosophers such as Plato and Aristotle, who also believed in the importance of dialogue in learning (Fink, 2012). In the 20th century, the work of Russian philosopher and linguist Mikhail Bakhtin further developed the concept of dialogism (Bakhtin, 2004; Pollard, 2018). Bakhtin argued that all language and communication are inherently dialogic and that meaning is constructed through the interaction between different voices and perspectives. He believed that dialogism could be applied to education, emphasising the importance of dialogue in fostering critical thinking, creativity, and social transformation. In the 21st century, dialogic pedagogy has become increasingly popular as an approach to teaching and learning. This approach emphasises the importance of dialogue in creating a collaborative and inclusive classroom environment and promoting student engagement and motivation (Teo, 2019). It draws on the work of earlier philosophers and theorists while also incorporating contemporary research on the benefits of dialogue in education.

Dialogic pedagogy is an approach to teaching and learning that emphasises dialogue, collaboration, and inquiry. It is based on the idea that learning is a social process that is best facilitated through conversation and interaction between teachers and students, as well as among students themselves (Teo, 2019). The goal of dialogic pedagogy is to create an inclusive, engaging, and empowering learning environment for all participants (Segal et al., 2017a). Dialogic pedagogy is grounded in the principles of critical thinking, inquiry-based learning, and collaboration (Segal et al., 2017b). It emphasises the importance of fostering a sense of community in the classroom, in which all voices are heard and respected (Segal et al., 2017a). Through dialogue and inquiry, students are encouraged to question assumptions, challenge their own beliefs, and explore new ideas (Segal et al., 2017b). This can be argued as a shift away from the traditional teacher-centred model of education, in which the teacher is the primary source of knowledge and information. Instead, it emphasises a more collaborative and student-centred approach (Rapanta et al., 2021), in which the teacher facilitates learning, guiding and supporting students as they explore new ideas and concepts. One of the critical elements of dialogic pedagogy is the use of open-ended questions and prompts that encourage discussion and reflection (Reznitskaya, 2012). These questions are designed to promote critical thinking and to encourage students to engage with the material in a deeper and more meaningful way.

In addition to fostering a sense of community and promoting critical thinking, dialogic pedagogy creates a more equitable learning environment (Kibler et al., 2020). By encouraging students to share their perspectives and experiences and valuing and respecting diverse viewpoints, dialogic pedagogy can help break down barriers and promote understanding and empathy among students. Therefore, one can argue that dialogic pedagogy represents a powerful approach to teaching and learning that has the potential to transform education and create more engaging, empowering, and equitable learning environments.

Based on the above analysis, one can say that its major arguments can be summarised as follows:

- It recognises that learning is an active process that involves constructing knowledge through interaction and collaboration. By promoting dialogue in the classroom, teachers can create a more engaging and participatory learning environment that encourages students to take an active role in the learning process.
- Through dialogue, students are encouraged to question assumptions, challenge ideas, and engage in analytical thinking. This approach promotes deeper learning and encourages students to develop their own perspectives and ideas.
- Dialogic pedagogy recognises that learning is not only a cognitive process but also a social and emotional one. By creating a supportive and inclusive classroom environment that values dialogue and collaboration, teachers can promote students' social and emotional development, leading to improved self-esteem and motivation.
- Dialogic pedagogy emphasises the importance of creating a classroom culture that values diversity and inclusion. By encouraging dialogue and listening to students' voices, teachers can create a more equitable and inclusive learning environment that promotes social justice and positive change.

3.1 Assumptions of Dialogic Pedagogy

Based on these arguments, the following are the assumptions deduced from the concept, that is, dialogic pedagogy assumes that: Fundamentals of dialogue, all voices are valued, social knowledge construction, and teachers as facilitators of learning.

Fundamentals of dialogue: One of the fundamental assumptions of dialogic pedagogy is that dialogue is essential to the learning process. According to Swidler and Swidler (2014), dialogue involves the exchange of ideas and

perspectives between individuals in a respectful and collaborative manner. The idea here is that through dialogue, learners can construct meaning, challenge assumptions, challenge existing knowledge, and develop a deeper understanding of the subject matter. This is because dialogue promotes active learning by engaging students in the learning process and encouraging them to take ownership of their learning (Soller & Lesgold, 1999).

Therefore, one can argue that dialogic pedagogy recognises that dialogue can take many forms, including questioning, discussion, debate, and collaborative problem-solving. This is because it emphasises the importance of creating a supportive and inclusive classroom environment that values dialogue and encourages all students to participate. Teachers/lecturers play a critical role in promoting dialogue by facilitating discussion, providing feedback, and encouraging students to listen to and respect each other's perspectives. However, the role of dialogue in dialogic pedagogy extends beyond the classroom, with a focus on promoting dialogue as a means of promoting positive social change. Therefore, dialogue is a powerful tool for promoting equity, social justice, and positive change in society. By engaging in dialogue with others, learners can develop a deeper understanding of different perspectives and work towards creating a more inclusive and just society.

All voices are valued: The assumption that "all voices are valued" in dialogic pedagogy emphasises the importance of creating an inclusive and respectful classroom environment where all students' perspectives and opinions are valued (Kumpulainen & Rajala, 2017; Segal et al., 2017a). This approach recognises the diversity of students' experiences, cultural backgrounds, and learning styles and acknowledges that all students have something valuable to contribute to the learning process. By creating a safe and inclusive classroom environment, teachers can promote active student participation and engagement, leading to a deeper and more meaningful learning experience.

Hence, students can develop a deeper understanding of different worldviews and perspectives by listening to and respecting different perspectives, promoting a more inclusive and accepting classroom culture. This teaching style may also encourage students to challenge their assumptions and biases, leading to a more critical and reflective approach to learning. This can involve encouraging students to share their ideas and opinions, actively listening to and acknowledging different perspectives, and providing opportunities for collaborative problem-solving and group work. Since the assumption that "all voices are valued" in dialogic pedagogy emphasises the importance of creating an inclusive, respectful, and collaborative classroom culture, instructors can use it to promote active student participation and engagement, leading to a more meaningful and transformative learning experience.

Social knowledge construction: The assumption that knowledge is constructed through social interaction in dialogic pedagogy recognises that learning is a collaborative and interactive process that involves constructing meaning through dialogue and interaction with others. This argument emphasises the importance of students' active participation in the learning process rather than passive reception of information from the teacher. According to dialogic pedagogy, knowledge is not fixed or absolute but is constructed through social interaction and collaboration (Yıldırım & Uzun, 2021). Students bring their own experiences, perspectives, and cultural backgrounds to the learning process, which can enrich classroom dialogue and promote deeper learning. By engaging in dialogue with others, students can challenge their assumptions, develop critical thinking skills, and construct new meanings based on their interactions.

To promote knowledge construction through social interaction, dialogic pedagogy encourages instructors to create a supportive and inclusive classroom environment that values dialogue and collaboration. This involves providing opportunities for students to engage in extended dialogue and reflection, using questioning strategies to encourage student engagement, and promoting a collaborative and inclusive classroom culture. Instructors must also be prepared to adapt their approach to meet the needs of their students, recognising that different students may learn in different ways and at different paces. Students can construct new meanings, challenge assumptions, and develop critical thinking skills by engaging in dialogue and interaction with others.

Teachers as facilitators of learning: One of the key assumptions of dialogic pedagogy is that teachers should serve as facilitators of learning rather than as the primary source of knowledge and information. In this assumption, teachers act as guides and facilitators, helping students explore and discover knowledge through dialogue and inquiry. This shift in the role of the teacher reflects a belief that students are active learners who can construct their own knowledge through meaningful interaction with their peers and with the world around them.

As facilitators of learning, instructors in dialogic pedagogy take on a range of important responsibilities by creating a classroom environment that is conducive to open dialogue and inquiry, encouraging students to share their ideas and perspectives freely. This could be seen as supporting and guiding students to explore new ideas and construct their own knowledge. This might involve posing open-ended questions, providing feedback and encouragement, and helping students identify and overcome learning obstacles. Perhaps most importantly, facilitators of learning in

dialogic pedagogy must be willing to relinquish control and allow students to take ownership of their learning. This means encouraging students to ask their own questions, pursue their own interests, and set their own learning goals. By empowering students to take control of their learning, facilitators of learning in dialogic pedagogy, therefore, create a more engaging and meaningful educational experience, one that is focused on student growth and development rather than simply imparting knowledge. By continuously improving their teaching practices, facilitators of learning in dialogic pedagogy can help create a more dynamic and effective learning environment that meets the needs of all students.

4. Nexus between Dialogic Pedagogy and Student Motivation towards Learning Outcomes

This section discusses the correlation between dialogic pedagogy and how it promotes student motivation and learning outcomes among university students. This is discussed under the following sub-headings: dialogue and student motivation, all voices are valued and student motivation, social knowledge construction and student motivation, and teachers as facilitators of learning and student motivation.

4.1 Dialogue and Student Motivation towards Learning Outcomes

The relationship between classroom dialogue, as one of the assumptions of dialogic pedagogy, and student motivation is one that has been widely studied and acknowledged. Classroom dialogue provides an opportunity for students to engage in active learning by participating in discussions, asking questions, and expressing their opinions. The argument is that when students are actively involved in the learning process, they are more likely to feel a sense of ownership and control over their learning, which can lead to increased motivation (Dadach, 2013). Classroom dialogue can also foster a sense of community and belonging, which can positively impact student motivation by creating a supportive and inclusive learning environment.

Growing empirical evidence supports the nexus between classroom dialogue, student motivation, and positive academic outcomes. Studies have found that classroom dialogue can promote student engagement and motivation, leading to improved learning outcomes. Muhonen (2019), for example, found that classroom dialogue reported higher levels of engagement, leading to academic achievement. Another study found that students who engaged in classroom dialogue were more likely to be actively involved in the learning process and to feel a sense of ownership over their learning (Edwards-Groves et al., 2014). According to Wilberding (2021), classroom dialogue can also promote critical thinking and problem-solving skills, leading to improved academic outcomes. Therefore, by engaging in dialogue with their peers, students are able to challenge their own assumptions and develop a more nuanced understanding of complex issues, leading to deeper learning and improved academic outcomes. However, to realise the benefits of classroom dialogue, it is important for lecturers to create a supportive and inclusive classroom environment that values dialogue and collaboration and to use questioning strategies and other techniques to encourage student engagement and participation in university classrooms or otherwise.

4.2 All Voices are Valued, and Student Motivation towards Learning Outcomes

The "all voices are valued" principle in dialogic pedagogy promotes student motivation towards learning outcomes by creating an inclusive and respectful classroom environment where all students feel valued and heard. When students feel that their perspectives and opinions are respected and appreciated, they are more likely to engage in the learning process and take an active role in classroom discussions. This approach encourages students to develop a sense of ownership and responsibility for their learning, leading to increased motivation and greater achievement. By fostering a culture of respect and inclusivity, teachers can create a positive learning environment that promotes student motivation and leads to improved learning outcomes.

Empirical studies have supported the positive impact of the principle of "all voices are valued" on student motivation towards learning outcomes. Ginsberg (2005) argues that a classroom environment that recognises and values cultural diversity can increase motivation and engagement in the learning process. The main argument here is that students who felt their perspectives were valued and heard were more likely to participate in classroom discussions and take an active role in the learning process. Another study by Fadlaini (2018) found that when teachers used questioning strategies that encouraged all students to participate, students reported increased motivation and engagement in the learning process. By creating a safe and inclusive classroom environment where all voices were valued, teachers were able to promote student participation and encourage students to take ownership of their learning. This approach also improved learning outcomes, as students were more likely to engage with the subject matter and develop a deeper understanding of the material.

4.3 Social Knowledge Construction and Student Motivation towards Learning Outcomes

Social knowledge construction refers to the process of constructing knowledge through social interaction and collaboration. When students engage in collaborative dialogue and interaction with their peers, they can construct new meaning, challenge their own assumptions, and develop critical thinking skills. This approach promotes student engagement and motivation by creating an active and participatory learning environment where students feel a sense of ownership over their learning. By promoting social knowledge construction, instructors can help students develop a deeper understanding and more meaningful connections to the subject matter, leading to improved learning outcomes.

Empirical research has provided strong support for the positive impact of social knowledge construction on student motivation towards learning outcomes. The study of Deitering and Jameson (2008) found that when students engaged in collaborative dialogue are more likely to develop higher-order thinking skills, such as analysis, synthesis, and evaluation. Ouzts, K. N. (2003) also argue social knowledge construction also promotes a sense of community and belonging in the classroom. That is, when students work collaboratively and engage in dialogue with their peers, they develop a sense of connectedness and a shared sense of purpose. This approach can positively impact student motivation by creating a supportive and inclusive classroom environment where students feel valued and heard. By promoting social knowledge construction, teachers can create a learning environment that fosters engagement, motivation, and a sense of ownership over learning outcomes.

4.4 Teachers as Facilitators of Learning and Student Motivation towards Learning Outcomes

Teachers as facilitators of learning emphasise the importance of teachers creating a supportive and inclusive learning environment that promotes student engagement, ownership, and active participation in the learning process. By acting as facilitators rather than simply delivering information, instructors can promote student motivation towards learning outcomes by encouraging students to take responsibility for their own learning and to engage actively with the subject matter. Empirical research has found that when teachers act as facilitators, students report increased motivation and engagement in the learning process, leading to improved learning outcomes. Ko et al. (2018) found that when teachers created a classroom environment that encouraged active participation and collaboration, students reported increased motivation and engagement in learning. That is, lecturers who act as facilitators will be able to encourage students to take ownership of their learning and to actively participate in classroom discussions, leading to deeper learning and improved learning outcomes. Another study found that when questioning strategies are used, it encourages critical thinking and problem-solving, and students are more likely to engage with the subject matter and develop a deeper understanding of the material (Deitering & Jameson, 2008). By acting as facilitators of learning, lecturers can create a supportive and inclusive classroom environment that promotes student motivation and engagement, leading to improved learning outcomes.

Below is the conceptual module that best describes the above analysis

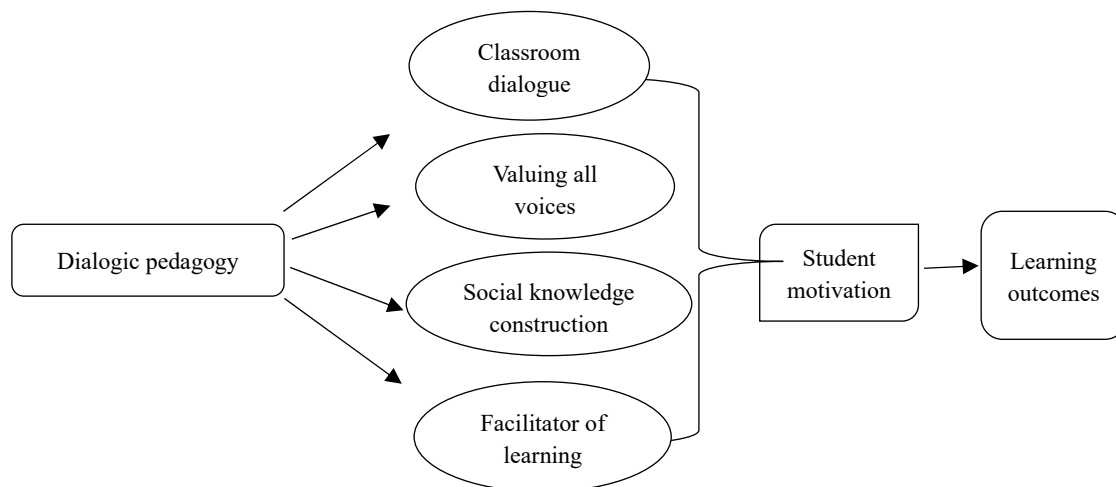


Figure 1. Dialogic Pedagogy and Motivation Model

5. Conclusion and Recommendations

In conclusion, this study highlights the potential benefits of dialogic classroom practices for diverse and borderless student populations. By promoting classroom dialogue, valuing all voices, emphasising social knowledge construction, and acting as facilitators of learning, teachers can create a positive and inclusive learning environment that promotes student motivation towards positive learning outcomes. These principles have the potential to improve not only university-level education but also education across all levels. Based on the findings of this study, several recommendations are made to promote student motivation towards positive learning outcomes in university classrooms:

- University lecturers should implement and encourage classroom dialogue in the teaching and learning process. This approach promotes active student participation and collaboration, leading to improved learning outcomes. By creating opportunities for students to engage in dialogue and ask questions, lecturers can promote critical thinking and problem-solving skills among students, leading to a more meaningful and deeper understanding of the subject matter.
- Lecturers should value and recognise all student voices and ensure inclusive classrooms to promote student motivation towards positive learning outcomes. Creating a safe and inclusive learning environment where all students feel valued and heard can promote student engagement and participation in the learning process. By recognising and celebrating diversity, lecturers can create a learning environment that promotes a sense of belonging among students, leading to increased motivation and engagement.
- Lecturers must create learning environments that promote social knowledge construction in classrooms. Social knowledge construction recognises that learning is a collaborative and interactive process that involves constructing meaning through dialogue and interaction with others. By promoting social knowledge construction, lecturers can encourage students to challenge their assumptions, develop critical thinking skills, and construct new meanings based on their interactions.
- And lastly, lecturers should always act as facilitators of learning rather than the originator of knowledge, as this will promote a sense of belonging among students and increase their motivation towards positive learning outcomes. By guiding and supporting student learning through questioning and feedback, lecturers can create a positive learning environment that fosters student motivation and engagement.

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