

## DIOLOGICAL ATTITUDE

Method 1: As equals  
(Respect for self and others)



Method 2: Reciprocally  
(Reciprocal activity, trust)



Method 3: Without ulterior motives  
(Open, sincere expression)



## MAKING DIALOGUE NON FUZZY

Method 1: Dialogue tickets  
(Taking and giving a turn)



Method 2: Word-for-word listening  
(Word-for-word reception and coding, listening)



Method 3: Imprisoned by preconceptions  
(Awareness of one's preconceptions and assumptions)



Method 4: Suspense and wonder  
(Regulating the expression of and withholding one's preconceptions and assumptions)



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## Dialogical method cards

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**The goal** is to learn to understand what it means to establish a relationship of equals (as opposed to unequals) with another person. The objective is to understand that everyone has a right to think as they do and to express their thoughts. **Freedom to share one's thinking as an equal member of the group** is a central principle of dialogue and dialogue-based knowledge creation. When one has an insight into the same value of every individual and the significance of equality, one knows how to value oneself and others. This means that one respects oneself and others.

### Instructions

- Observe your actions and evaluate: how do they show that in some situations of dialogue or knowledge creation you automatically consider yourself in some way superior (better, more skilled or more knowledgeable) to others?
- Write down your observations.
- Observe your actions and evaluate: how do they show that in some situations of dialogue or knowledge creation you automatically consider yourself in some way inferior (worse, weaker, less skilled or less knowledgeable) to others?
- Write down your observations.
- Observe your actions and evaluate: how do they show that in some situations of dialogue or knowledge creation you consider yourself equal (you have the same value as human beings) with others?
- Write down your observations.
- In small groups, talk about feeling superior, feeling inferior and feeling equal and how this can be seen in one's activities.
- Weave a synthesis of this dialogue to help you improve your activities.
- Choose one of your insights pertaining to how you should develop your activities to show equality and share this insight with the others.
- The time used on this task can be generous, since the task focuses on one of the core issues of dialogue and dialogue-based knowledge creation.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of during this task?" Another, more demanding question, is "What did you learn from this task?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of the fact that each member of a group should be able to participate in dialogue as an equal with everyone else. This enables them to continue practising in real life situations.

### Situations

- Help individuals of a group to deal with feelings of superiority or inferiority to feel and act as equals.
- Levelling team works with some members more trained than others.
- Improve dialog participation of all members of a team.
- Networking sessions.
- Adaptation to a common language.

**The goal** is to learn how to act in a reciprocal manner when engaged in dialogue and collaborative knowledge creation. The objective is to awaken oneself to reciprocity and to be able to act in a way that demonstrates reciprocity.

### Instructions

- The participants form groups of 3-4 persons (the groups must be different from the ones in the previous exercises).
- By drawing and writing on a flip chart, each group describes a group where the participants' activities are reciprocal.
- Each participant gets a turn to continue the drawing. They add one aspect to the picture while explaining what they are drawing and talking about it with the others.
- One by one, the participants add to the picture a small action that demonstrates reciprocity in dialogue and collaborative knowledge creation.
- These actions can be either verbal or non-verbal communication.
- These actions include the content of one's speech, the facial expressions, gestures, body language as a whole, the tone of voice, its volume and how the speaker stresses their words.
- When the picture is finished, each participant evaluates their activity in relation to the reciprocal activities displayed in the picture on scale from 4 (very little) to 10 (very much).
- The groups develop means that will help the participants increase their reciprocal activities.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of during this task?" Another, more demanding question, is "What did you learn from this task?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of reciprocity in dialogue and knowledge creation, which enables them to continue practising in real life situations.

### Situations

- When is needed an improvement in the interaction among members of a group.
- When is needed an improvement in our acts in order to cause bigger and better effects on others.
- We want to improve our answer to other's acts.
- Entrepreneurs with projects of different activities.
- Entrepreneurs with projects in different levels of development.
- Maturity of ideas level (generating business ideas).
- Groups in which some of the members do not collaborate.
- Co-working.

**The goal** is to learn how to express one's thinking openly and sincerely while engaged in dialogue and collaborative knowledge creation. The objective is to learn to talk about one's personal views and opinions. This is how participants learn to contribute to the dialogue and collaborative knowledge creation with their own, unique way of seeing things. Another objective of the task is to get novel ideas from the others.

### Instructions

- The participants form groups of 3-4 persons.
- The topic of the dialogue or knowledge creation process is chosen. This ought to be a text, picture, problem, chart, plan etc. that the groups can see and that is relevant from the perspective of learning goal and collaborative knowledge creation, but something that they are not already very familiar with (the topic of knowledge creation could be, for instance, the picture that another group drew when describing a group where the actions are reciprocal).
- Each participant writes down 1-5 quick reactions or thoughts about the topic, for example, the picture that another group drew of a group with reciprocal actions.
- The reactions can include words, short comments and questions.
- Each participant shares the thinking evoked by the text, picture etc. with the other members of the group.
- The participants talk about these reactions for about 15 minutes.
- In small groups, the participants form questions or perspectives that show the participants' open and sincere reactions to the topic of the dialogue or knowledge creation.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of during this task?" Another, more demanding question, is "What did you learn from this task?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of what it means to express their thinking in an open, sincere manner when engaged in dialogue with other group members. This enables them to continue practising in real life situation.

### Situations

- When we need to set aside our own interest, in order to improve the communication.
- Team building.
- We want to create a sense of common purpose "one win; all win".
- Generation of new business ideas.
- Working in groups with shy or very reticent people.

**The goal** of this task is that the learners learn to regulate their participation in dialogues and collaborative knowledge creation situations so that every participant speaks as well as listens to the others. The objective is that every participant is given a turn to speak or will speak and that every participant is given a turn to listen or will listen. The rhythm of taking turns to listen and to speak becomes internalised.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

### Instructions

- The teacher explains why the use of dialogue tickets is important for learning symmetry and gives a demonstration of the method.
- The theme of the dialogue is chosen on the basis of learning goals and the participants' current skills and knowledge.
- The participants work in groups of 3-4 persons.
- The participants receive dialogue tickets.
- Every participant is given 5 dialogue tickets which work like entrance tickets into the dialogue.
- Every time you share your thinking with others, you use one dialogue ticket; the tickets must be used at regular intervals.
- Talk in a focused manner, pausing now and then, and speak about two sentences at a time.
- When your turn to speak ends, put one ticket on the table into the pile of contributions.
- Each member of the group uses all their dialogue tickets before a new round (with new tickets) is started.
- Each person takes five new tickets and uses them at regular intervals during the second round.
- The groups continue these rounds at their own pace.
- Take turns to speak and listen in a random order, that is, do not proceed clockwise or counter-clockwise.
- The participants weave a synthesis (an overall view) of what they have learned during the dialogue rounds.
- The entire dialogue lasts for about 10 minutes.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of through this task?" Another, more demanding question, is "What did you learn from this task?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. You can engage more participants in the reflection by asking questions such as, "What else can you tell us about your thinking?", or saying, "Even thinking that seems insignificant can be useful." "What else could be mentioned at this point?" etc. In other words, the common reflection should not be limited to hearing the experiences of a few active participants. The participants become accustomed to quieter moments which give them time to think. When the reflection part is completed, every participant has gained an understanding of how to take turns to talk and listen during a dialogue, which enables them to continue practising in real life situations.

### Situations

- When a person monopolizes the total dialog and shouldn't.
- We want to improve the communication among participants of a group.
- Not all members participate and it is required their collaboration.
- There is a limited time to carry out a meeting and exactness is required.
- To foster shy people to participate.



**The goal** of this task is that the participants learn to receive another person's speech in a word-for-word manner – to listen to every word. The opposite of word-for-word reception is randomly bundling up another person's speech and filling gaps in information on the basis of one's own assumptions. The objective is to learn to listen in such a manner that all the information related by another participant is available to the listener exactly as it is. This will help one steer clear of the drawbacks of assumptions and imagining caused by randomly received information.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

### Instructions

- The participants pair up or the teacher determines how they form pairs.
- The theme chosen for the dialogue ought to be meaningful from the perspective of learning goals.
- The members of each pair take alternate roles: that of a speaker and that of a listener.
- Stop and concentrate, be present in both roles.
- Empty your mind of errant thoughts, listen without criticising or judging.
- The speaker speaks two short sentences that form a whole.
- The listener repeats the other participant's speech verbatim.
- While practising this method, the other person's speech is repeated verbatim (at other times, word-for-word repetition is not a goal as such) because this helps one to be precise when listening to others; this skill is necessary in other dialogical methods.
- One member of the pair will relate five wholes which are repeated by the listener.
- The roles are reversed.
- Word-for-word listening, when one neither adds to another's speech nor takes away from it, is practised determinedly until it becomes an automatic process.
- The participants weave a synthesis (an overall view) of what they learned from receiving another person's speech verbatim.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of through this task?" Another, more demanding question is, "What did you learn from this task?" A third question could be "How did this task go?" or "What happened?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of word-for-word reception and listening which enables them to continue practising on their own in real life situations.

### Situations

- There is a lack of transfer of information.
- It is mandatory to have a complete realistic opinion of certain matter of which we are being informed.
- We want to improve the memorization of learners.
- Team building.

**The goal** of this task is to learn to recognise and become aware of one's preconceptions and assumptions. This awareness influences the way one shares those preconceptions with others and the way one views the preconceptions and assumptions of other people. The behaviour that results from this awareness reflects an opportunity and an ability to use various approaches.

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### Instructions

- The teacher introduces the method to the participants and explains its purpose.
- The participants are instructed to write down as many preconceptions as possible about an important topic that is relevant to their learning at that point, in this context, for example, adult learners or young learners.
- The participants first work individually and finish a sentence by using their preconceptions. The sentences could be, for example, "An adult learner is..." or "A young learner is..."
- The number of preconceptions varies depending on the individual and the topic.
- The time used for this part of the task is about 7 minutes.
- The participants form groups of 3-4 persons (the groups must be different from the groups where they worked during the previous tasks).
- In their turn, every participant reads aloud to their group the preconceptions they used to finish the sentences.
- Every participant listens to the preconceptions of others without expressing objections or approval.
- Everyone silently compares their preconceptions with those of others.
- The task is continued in Method 5 (Suspense and wonder).

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of through this task?" Another, more demanding question is, "What did you learn from this task?" A third question could be "What surprised you in this task?" A fourth question could be "What did you understand through this task?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of suspending and expressing one's preconceptions and assumptions which enables them to continue practising on their own in real life situations. Setting oneself free of one's preconceptions is a result of conscious work. When an individual becomes aware of the fact that their preconceptions and assumptions may be strongly related to the present situation and that they can and may change, they become free to examine matters from various perspectives.

### Situations

- We need to accept new ideas from others.
- We need a complete realistic knowledge about a certain matter.
- It is hard for us to valorise other's ideas (business ideas).

**The goal** of this task is that the participants learn to suspend the expression of their preconceptions and assumptions when necessary. In other words, they learn to wait before expressing their preconceptions and assumptions if the situation so requires, and even to refrain from expressing them altogether. As a result of learning to suspend the expression of their preconceptions, the learners will be free to wonder and to genuinely participate in collaborative knowledge creation.

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### Instructions

- The participants form a new group which frees them from the dynamics and preconceptions of the "old" group.
- In the new group, continue with the theme that you dealt with before, in the Method called "Imprisoned by Preconceptions".
- Set aside your preconceptions and start wondering the same theme.
- Change the way you participate in dialogue.
- Instead of telling the others about your preconception, alter the content of your speech so that it will open new thinking.
- While you talk, reflect on the topic, its understanding and applications, as if you knew nothing about it.
- This will give your speech a positive, wondering tone; what you say will resemble a question. It will also result in you inquiring about the opinions of the other participants or expressing a budding idea.
- When you have finished wondering the theme, write down how your understanding of the topic was deepened and expanded.
- Share these changes with the other participants in your group.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the task and thinking that it caused. One useful question for this reflection is "What did you become aware of during this task?" Another, more demanding question is, "What did you learn from this task?" A third question could be "What surprised you in this task?" A fourth question could be "What did you understand through this task?" The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of suspending and expressing one's preconceptions and assumptions which enables them to continue practising on their own in real life situations. In practise, suspending the expression of one's thinking can often lead to a situation where an individual, after having heard what others think, no longer wants to share their own original preconceptions. This may happen because the new information gained from the dialogue changed the said preconception or added to it, or because someone else already expressed the same opinion.

### Situations

- It is needed to hold back our opinions of certain matter.
- It is needed to add more knowledge about a matter we think we control.
- It is needed to accept different ways and techniques to work.
- When we are working with large and heterogeneous groups.



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## CREATING A DIALOGICAL MOMENT, DIALOGUE TOOLS

### Method 1: “Let ideas bud and flourish” (Opening one’s incomplete thinking)

The goal of this method is to learn to express one’s thinking even when it is nothing more but ideas in the bud – in other words, to learn not to care whether one’s thinking is particularly coherently organised at the time of expression or whether it makes any sense. The objective is to learn to contribute to the dialogue by understanding that expressing incomplete ideas is permitted. The speaker understands that everyone participates in a dialogue within the framework of their present thinking, and that doing so allows that thinking to bud, to develop, and makes it possible for understanding and knowledge to increase.

#### Instructions

- The participants are introduced to one of the principles of dialogue, namely the permission to be under development, and a demonstration of the method is given.
- For the theme of the dialogue, choose a topic that is important from the perspective of the learning goals or knowledge creation and formulate it into an open question (in this context, for example, “How to achieve a way of working that permits ideas to be under development?”).
- The participants form groups of 3 to 4 persons.
- Every person is given five stems; a stem is like a budding idea, a small element that can contribute to common understanding and work; in addition, the stems represent a participant’s responsibility in collaborative knowledge creation.
- Every time a participant expresses their thoughts, they use one stem.
- Each participant keeps their turn short, i.e. they speak about two sentences, while others listen to their speech in a word-for-word manner.
- Each speaker puts their stems on the table into a pile of contributions; when all stems have been used, they can be reused as many times as the participants wish.
- The turns to speak and to listen in a random order, that is, do not proceed clockwise or counter-clockwise.
- The dialogue lasts for about 15 minutes.
- The group uses the stems to build a structure that describes what they learned from this task; they write down their insights.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the method and thinking that it caused. One useful question for this reflection is “What did you become aware of during this task?” Another, more demanding question is “What did you learn from this task?” The purpose of the reflection is that several participants, not only some, share their thinking and experiences. You can engage more participants in the reflection by asking questions such as, “What else can you tell us about your thinking?”, “What else should be mentioned at this point?” etc. In other words, the common reflection should not be limited to hearing the experiences of a few active participants. When the reflection part is completed, every participant has gained an understanding of the permission to express incomplete thinking while engaged in dialogues and knowledge creation situations. This enables them to continue practising in real life situations.

#### Situations

- Improve other techniques like “brainstorming”.
- Open our minds unto new ideas.
- Lose fear of giving innovative ideas.
- Keep control and order when new ideas come up.
- Team building and Co working.
- Increase active participation in team works.

### Method 2: Linking

(Word-for-word continuation from the previous utterance)

The goal of this method is to learn how to continue the dialogue from the previous speaker’s utterance in a word-for-word manner which results in a chain-like structure of the dialogue and makes it possible to probe the topic deeper. Using word-for-word continuation helps you concentrate on the topic and makes the dialogue proceed in a manner that is reciprocal. It helps the participants focus on the theme of the dialogue instead of jumping from one topic to another.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- Participants are introduced to the method and the idea of linking is demonstrated.
- The participants form groups of four persons; the groups must be different from the groups in which the participants worked during the previous tasks.
- The theme of the dialogue is formulated into an open question that is important from the perspective of the learning goal (in this context, for example, “how to achieve deep dialogue instead of superficial dialogue?”).
- The groups are given, for example, a large sheet of paper and pens (a different colour for each participant) or a piece of rope or Lego bricks – these props are used to construct links in a dialogue chain.
- The participants either draw their turn as one link in the dialogue chain or make a loop in the rope to represent their turn or add one Lego brick to the construction.
- Observing the rule of symmetry, every participant uses their turn to relate one issue that pertains to the theme of the dialogue.
- Every participant pays careful attention to what the others say.
- Always start your turn by using words from the previous speaker’s utterance**, then add your own thinking in a compact form so that the next speaker can use your words to continue the dialogue.
- It is important that you start your turn by repeating another participant’s words that are then enriched by your own thinking.
- The speaker relates five issues and therefore either draws five links into the chain or adds five loops to the rope or five Lego bricks to the Lego construction.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the method and thinking that it caused. One useful question for this reflection is “What did you become aware of during this task?” Another, more demanding question is “What did you learn from this task?” A third question could be “What surprised you about this task?” The purpose of the reflection is that several participants, not only some, share their thinking and experiences; in other words, the common reflection should not be limited to hearing the experiences of a few active participants. When the reflection part is completed, every participant has gained an understanding of the permission to express incomplete thinking while engaged in dialogues and knowledge creation situations. This enables them to continue practising in real life situations.

#### Situations

- When it is necessary to focus in a matter.
- Help learners to focus in the subject of a conversation.
- Improve communication skills.
- Increase interest in matters we are not initially interested.

### Method 3: The art of inquiry – the power of questions

(Forming unbiased open questions to open another person’s thinking)

The goal of this method is to learn how questions can be used to open another person’s thinking and to help them develop their thinking further or to stimulate collaborative knowledge creation. The objective is, therefore, to learn to form unbiased open questions. Questions are unbiased and open when the personal opinion or view of the person asking the question is not expressed in that question; thus the question contains no material that might lead the person answering that question to respond in a certain way. The objective is to learn to start a question with an interrogative pronoun and to ask short questions. This makes it possible to open another person’s thinking exactly as it is, without having one’s own thoughts influence that thinking. A skill in itself is realising to ask the other person about their thinking in the first place!

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- The teacher introduces the participants to the method and gives a demonstration of how open questions are formulated.
- Participants work in pairs.
- Together with their partner, the participants practise asking open questions.
- Choose the focus of the theme of the dialogue so that it is important from the perspective of the learning goals or knowledge creation (in this context, for example, “the power of questions in learning”).
- First one person speaks and the other asks an open question about what he/she said.
- The speaker speaks about two sentences; these form a whole about which the listener asks an open question.
- The speaker answers the question and the listener asks another question concerning the answer.
- The speaker relates altogether five wholes and the person asking the questions inquires more about these points, which means that five open, unbiased questions will be asked.
- The roles are reversed.
- During the first phase of the method, the participants use open questions that pertain to thinking and activities (See Question group 1 below these instructions).
- During the second phase of the method, participants ask questions that could guide their partner’s thinking into a new direction (See Question group 2 below these instructions); the theme of the dialogue remains the same.
- Note that starting a question with an interrogative pronoun, not with a verb, makes it possible to form an unbiased, open question.
- The participants write down thinking or insights that they got as a result of the questions.

### 1. 1 Open questions that open thinking, actions and feelings and advance the processing of the topic:

Examples of questions that facilitate understanding and processing the topic:

- What do you think about...?
- How do you think this will/would/might...?
- How do you explain...?
- How are you going to do...?
- Why do you think...?
- In what situations does that work...?
- What does that mean...?
- Where does this or that result in...?
- Where does that lead to...?
- What is that based on?
- What kind of actions could...?
- What reasons can you give for this...?
- What kind of thinking does/will this...?
- What is the reason that makes you think...?
- What makes it...?
- What would be a useful approach...?
- When is this...?
- Where does this go...?

### 2. 2 Open questions that guide thinking to new directions

Examples of questions that help thinking and understanding turn to new directions:

- What would be the first step...?
- What would make this...?
- What would bring into this matter...?
- How did you come to this...?
- What could be the next...?
- How could this be changed...?
- Which of these matters would you bring up...?
- When does that work...?
- What if...?
- What would take this (to)...?
- How do you get from this (to)...?
- What should be done next?
- What could give us a solution?
- If you thought of this in a different way, where would you start?
- What could you change...?
- What would be a solution to this?
- What should be done now?
- How can we proceed from here?
- What conclusions do you make now?
- How can we make this work?
- What do you think is important here?
- What was the result of this dialogue?
- What do we not yet have here?
- What would give us the best results?
- What would take this matter significantly forwards?

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the method and thinking that it caused. One useful question for this reflection is “What did you become aware of during this task?” Another, more demanding question is “What did you learn from this task?” A third useful question could be “What surprised you about this task?” or “What are the results of this task?” or “What does this task mean to you?” The purpose of the reflection is that several participants, not only some, share their thinking and experiences. You can engage more participants in the reflection by asking questions such as, “What else can you tell us about your thinking?”, “Even thinking that at first seems insignificant can be useful”, “What else should be mentioned at this point?” etc. In other words, the common reflection should not be limited to hearing the experiences of a few active participants. The participants become accustomed to quieter moments that give them time to think. When the reflection part is completed, every participant has gained an understanding of the art of inquiry, about the power of questions in dialogue and knowledge creation, which enables them to continue practising in real life situations.

If and when we gain an insight into the importance of asking questions, we usually only inquire about the other person’s thinking once. This is because we think that it is enough to ask one question. In addition, inquiring typically leads to a dead end because we ask a random question from the person we are talking to or ask questions only about a previous key utterance. This can easily make the dialogue run in a circle. When this happens, the dialogue, problem solving or knowledge creation process does not truly proceed. When we are more skilled in the art of inquiry, we know how to ask open questions that make the participants reflect on the matter and open their thinking. A skilful inquiry also helps the participants find solutions to problematic matters and guides learning and knowledge creation into new directions. In addition, inquiring can be connected to recognising and opening key utterances (See Methods “Catching hot words” and “Delve deeper”).

#### Situations

- We want to stimulate the own thinking of learners.
- We want to direct the learner in order to answer his or her own question.
- There is more to analyse in a certain matter.
- We want to keep a conversation so that accomplish some target.
- Negotiations.
- Market research.

### Method 4: Catching hot words

(Recognising key utterances)

The goal of this method is to learn to recognise key utterances, or so-called hot words in another person’s speech. The objective is to understand how recognising key utterances helps you to discover various new approaches to the dialogue.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- The participants are introduced to the method and the example below is used to demonstrate how key utterances are recognised.
- The participants pair up; however, they should not work with the same partners they worked with during the previous tasks.
- Each pair is given a dialogue theme that is important from the perspective of the learning goal (in this context, for example, “how could we achieve a better understanding of each other’s thinking?”).
- The participants talk about the theme, taking short turns and staying on each other’s speech.
- Each participant tries to recognise the key utterances, or hot words or phrases, in their partner’s speech.
- The way we understand or interpret what the other person says and our knowledge of the theme they are talking about influences our recognition of key utterances or hot words.
- Each participant tells their partner which key utterances or hot words they found in their speech.
- A key utterance is crucial for understanding another person’s thinking and for the development of that thinking.
- The pairs talk about the key utterances; why certain expressions were interpreted as key utterances.
- The dialogue lasts for about 7 minutes.

#### Situations

- We want to stimulate the own thinking of learners.
- We want to direct the learner in order to answer his or her own question.
- There is more to analyse in a certain matter.
- We want to keep a conversation so that accomplish some target.
- Negotiations.
- Market research.

### Method 5: Delve deeper

(Opening key utterances)

The goal of this method is to learn to open another person’s thoughts below the surface, to delve deeper into another person’s thinking. The objective is to learn to open the key utterances in another person’s speech and to inquire more about those utterances by asking open, unbiased questions. The participants strive to ask more and more questions about the key utterances in order for the understanding to deepen and to become more complete. At the same time, the understanding of the participants may increase.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- The participants are introduced to the method. The example below is used to demonstrate how key utterances are recognised.
- The participants pair up; however, they should not work with the same partners they worked with during the previous tasks.
- Each pair is given a dialogue theme that is important from the perspective of the learning goal (in this context, for example, “how could we achieve a better understanding of each other’s thinking?”).
- The participants talk about the theme, taking short turns and staying on each other’s speech.
- Each participant tries to recognise the key utterances, or hot words or phrases, in their partner’s speech.
- The way we understand or interpret what the other person says and our knowledge of the theme they are talking about influences our recognition of key utterances or hot words.
- Each participant tells their partner which key utterances or hot words they found in their speech.
- A key utterance is crucial for understanding another person’s thinking and for the development of that thinking.
- The pairs talk about the key utterances; why certain expressions were interpreted as key utterances.
- The dialogue lasts for about 7 minutes.

#### Situations

- Increase our capacity to catch the main ideas of a dialog.
- Keep our thoughts focus in the subject.
- Help learners to develop their knowledge in certain matter for themselves.

### Method 6: Weave a synthesis

(Weaving a synthesis)

The goal of this method is to learn to open another person’s thoughts below the surface, to delve deeper into another person’s thinking. The objective is to learn to open the key utterances in another person’s speech and to inquire more about those utterances by asking open, unbiased questions. The participants strive to ask more and more questions about the key utterances in order for the understanding to deepen and to become more complete. At the same time, the understanding of the participants may increase.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- The participants are introduced to the method.
- The participants pair off.
- Together with your partner, talk about a matter that is important from the perspective of the learning goal; in this context, for example, “When we speak, what we say could often be called ‘the tip of the iceberg’”.
- First one member of the pair speaks and the other opens the key utterances, or hot words, in their speech.
- Listen to your partner’s speech in a word-for-word manner.
- Recognise key utterances in your partner’s speech.
- Interrupt your partner and try the art of inquiry: open the key utterance by using an unbiased, open question.
- Listen to your partner’s answer in a word-for-word manner.
- Recognise a new key utterance in this answer; interrupt your partner, and open the key utterance by using an open question.
- Again recognise a key utterance in the answer; interrupt your partner, and open the key utterance by using an open question.
- The roles are reversed, which means that the speaker will now inquire about thinking beneath the surface.
- Finally, together with your partner reflect upon the contents of your “learning bindles” (metaphor for containers for our previous learning that we carry with us to new situations), that is, how disclosing thinking beneath the surface benefited learning.
- The dialogue lasts for about 15 minutes.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the method and thinking that it caused. One useful question for this reflection is “What did you become aware of during this task?” Another, more demanding question is “What did you learn from this task?” A third question could be “How will you change your behaviour after this?” When the reflection part is completed, every participant has gained an understanding of disclosing thinking beneath the surface.

#### Situations

- Method to help learners to develop their empathy.
- Understand in a better way how others feel, including potential clients.
- It is desired to lend learners to create knowledge by letting them “see” into others mind.
- Negotiations and training of business roles.
- Recognise hidden ideas.

## CREATING AN OVERALL VIEW AND NEW UNDERSTANDING

### Method 1: Let’s weave a synthesis (Weaving a synthesis)

The goal is that the participants form a synthesis (an overall view of their understanding as it is at the moment) of some matter that they are aiming to learn. The objective is to weave a synthesis so that it includes every participant’s thinking and is therefore a result of the participants’ common thinking.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- The participants create an overall view of a certain sufficiently concrete matter that they are aiming to learn.
- The participants interlace “threads” that they have introduced into the dialogue and thus weave these threads into tightly woven overall views that combine every participant’s thinking.
- The “threads” used in weaving a synthesis are key utterances or so-called hot words or hot speech distinguished in other participants’ speech.
- Therefore, a synthesis includes thinking that is authentic and under development and that has been produced by all participants in the group.
- During this phase, the participants gather materials for the weaving of the synthesis.
- Symmetric participation, word-for-word listening, compact expression and recognising and opening key utterances are all necessary for the synthesis to include thinking from every participant in the group.
- The participants evaluate the materials they have gathered and together they create an overall view that represents their understanding of the topic at the moment and write it down or describe it on a paper, or by using a computer etc.
- Time reserved for this task depends on how challenging the matter to be learned is.
- The task can be further elaborated if, for example, members of one group use open questions to find out more about the thinking behind the synthesis woven by another group.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the method and thinking that it caused. One useful question for this reflection is “How did weaving a synthesis support your learning?” The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of an overall view of a certain matter at the moment and of creating new understanding.

#### Situations

- Help learners to elaborate a unique thought with the collaboration of each one of them.
- Training of a team work.
- Improve in the capacity to work in teams.
- Judge which participants have more capacity to lead or to be guided.

### Method 2: Ground-breaking inquiries (Opening new paths for the dialogue and formulating new questions)

(Creating an overall view through dialogue, Opening new paths for the dialogue and formulating new questions, dialogue scene 43 and 44 or in English 25)

The goal is to learn how, while creating new understanding, to formulate questions that guide thinking and knowledge creation towards new directions. Thus, the objective is to learn to use the synthesis to open new paths for the collaborative knowledge creation. Examples of questions that guide the dialogue to new directions can be found in the method card “The art of inquiry – the power of questions”.

**Remember to consciously observe whether your actions and behaviour follow the principles of philanthropy and reciprocity!**

#### Instructions

- The participants form groups of 3 to 4 people.
- The groups create knowledge about a certain sufficiently concrete matter that they are aiming to learn, in this context, for example, how to usefully apply dialogue method cards.
- The groups weave a synthesis that represents their thinking at the moment.
- The participants use the second group of questions listed on the method card “The art of inquiry – the power of questions”; these are questions that guide thinking to new directions.
- Before them, the group has the synthesis they weaved, and now each participant takes a turn to ask a question about the synthesis that guides thinking to new directions.
- Together the members of the group search for answers to each question before the next question is asked.
- The group weaves a new synthesis that is based on the thinking prompted by the questions and reflections.
- The groups present their reformulated syntheses to the rest of the group and introduce the most important insights.

**Reflection in the learning community.** The whole group jointly reflects upon their experiences of the method and thinking that it caused. One useful question for this reflection is “from the perspective of learning, what were the results or products of weaving a synthesis and the questions that took thinking to new directions?” The purpose of the reflection is that several participants, not only some, share their thinking and experiences. When the reflection part is completed, every participant has gained an understanding of how, when engaged in collaborative knowledge creation, they can take thinking to new directions by weaving a synthesis that represents their thinking at the moment and by asking ground-breaking questions.

#### Situations

- We expect more interest from the learners.
- We consider there is more knowledge learners can obtain.
- Take to the second step the method Let’s weave a synthesis.