Welcome to 6th International Conference on Dialogical self at Athens, Greece 2010.
explore its potentialities. We believe the dialogical approach can enrich the way
ZPD is conceived and at the same time provide educators with new feedbacks. In
this paper the movement towards ZPDs will be analysed first by explaining
Vygotsky’s definition, then by demonstrating how the dialogical perspective can
enrich it, and finally by reporting empirical examples from a research project we
conducted about higher education. A model of blended learning was used for 4
years at the University of Bari during which students and teachers interacted in
various ways, both online and offline. 76 students participated in such courses.
Many activities were included in our blended model and they were great
occasions to observe teacher/student and student/student interactions. In
particular we analysed a face-to-face focus group discussions aimed at gathering
students’ perception of the course. The dialogical perspective was found to be
useful in understanding the various ways students can access new ZPDs and
how teachers and more capable others can scaffold this process.

A Dialogical View of Argumentation: The Piagetian Interview as
Collaborative Thinking

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The goal of this study is to revisit the “clinical” or “critical” interview that Piaget
used to investigate children’s cognitive competences. Through this interview
Piaget described the children’s acquisition of concepts (such as, for instance, the
conservation of quantities), inspiring developmental psychologists in search of
what it is that develops in children’s minds. A lot of scientific discussion has been
devoted to when conservation appears in children’s development but very few
have questioned the idea that conservation might not be located in children’s
mind. Piaget had claimed that the “critical interview” permitted to investigate
children’s arguments to justify conservation and hence to assess their cognitive
structure behind their responses. In Piaget’s view the children’s capacity to
produce arguments was a criteria of their stage of reasoning. Within a dialogical
perspective, we suggest that Piagetian conservation is a co-constructed
discourse elaborated at the adult’s demand. The qualitative analysis of our data
reveals that it is not easy at all to find children who really argue in critical interview.
Building a conversation in which children would join into abstract talk seems to be
difficult for the child but also for the adult who tries to elicit it. Emotions,
vulnerability, status of partners, available semiotic means, goal of the activity
come into play. We conclude that, through dialogical perspective, it is not the
child’s mind that is assessed but his/her capability to take part in the implicits of
certain types of conversation.

Learning to think as becoming dialogue: an ontologic-dialogic account of
learning and teaching thinking in a primary classroom

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The idea of a dialogical self is an oxymoron, albeit a productive one. This is
because dialogic, when inspired by Bakhtin and Merleau-Ponty, refers to the
principle of non-identity that is the inclusive constitutive gap between self and