

**Cam-UNAM SEDA Condensed version ©2016: Cluster and Code Summary**

	<b>I – Invite elaboration or reasoning</b>			<b>R – Make reasoning explicit</b>
I1	Ask for explanation or justification of another's contribution		R1	Explain or justify another's contribution
I2	Invite building on / elaboration / (dis)agreement / evaluation of another's contribution or view		R2	Explain or justify own contribution
I3	Invite possibility thinking based on another's contribution		R3	Speculate or predict on the basis of another's contribution
I4	Ask for explanation or justification		R4	Speculate or predict
I5	Invite possibility thinking or prediction			
I6	Ask for elaboration or clarification			<b>B – Build on ideas</b>
			B1	Build on/clarify others' contributions
	<b>P – Positioning and Coordination</b>		B2	Clarify/elaborate own contribution
P1	Synthesise ideas			
P2	Evaluate alternative views			<b>C – Connect</b>
P3	Propose resolution		C1	Refer back
P4	Acknowledge shift of position		C2	Make learning trajectory explicit
P5	Challenge viewpoint		C3	Link learning to wider contexts
P6	State (dis)agreement/ position		C4	Invite inquiry beyond the lesson
	<b>RD – Reflect on dialogue or activity</b>			<b>G – Guide direction of dialogue or activity</b>
RD1	Talk about talk		G1	Encourage student-student dialogue
RD2	Reflect on learning process/ purpose/ value/ outcome		G2	Propose action or inquiry activity
RD3	Invite reflection about process/ purpose/ value/ outcome of learning		G3	Introduce authoritative perspective
			G4	Provide informative feedback
	<b>E – Express or invite ideas</b>		G5	Focusing
E1	Invite opinions/beliefs/ ideas		G6	Allow thinking time <i>[optional when not verbally explicit]</i>
E2	Make other relevant contribution			



## Cam-UNAM Scheme for Educational Dialogue Analysis (SEDA)

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**PLEASE DO NOT EDIT!**

This document contains the condensed version of the scheme, listing the 33 communicative acts, grouped within 8 clusters. A much more detailed, full version containing descriptions and illustrations of codes is available at <https://docs.google.com/document/d/1De48c9GoUZKI0JHjquGR0fNhP9NSjZYeUFel3lYwhTA/edit?usp=sharing> and the cluster scheme is available at

[https://docs.google.com/document/d/1\\_cFN7icdlwwGXhvuliPZ9vglk-ZOAM4SjIMc0-e0aS4/edit?usp=sharing](https://docs.google.com/document/d/1_cFN7icdlwwGXhvuliPZ9vglk-ZOAM4SjIMc0-e0aS4/edit?usp=sharing).

Further details of development and illustrated applications of the scheme are in our article: Hennessy, S., Rojas-Drummond, S., Higham, R., Torreblanca, O., Barrera, M.J., Marquez, A.M., García Carrión, R., Maine, F., Ríos, R.M. (2016). Developing an analytic coding scheme for classroom dialogue across educational contexts. *Learning, Culture and Social Interaction* (<http://dx.doi.org/10.1016/j.lcsi.2015.12.001>). Further information and updates on our work are available on the project website at <http://tinyurl.com/BAdialogue>.

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"The Cam-UNAM Scheme for Educational Dialogue Analysis (SEDA: ©2015) was developed by a research team from the University of Cambridge, UK, and the National Autonomous University of Mexico, led by Sara Hennessy and Sylvia Rojas-Drummond and funded through a grant from the British Academy. The original scheme and list of co-creators are available at <http://tinyurl.com/BAdialogue>."

Under the licence terms you must also indicate if changes were made. We request that those using or adapting SEDA share their applications and findings with us. Please contact us also if you would like to trial one of the sub-schemes under development for use by teachers, for analysing peer dialogue or for contexts of technology use. Contact details: [sch30@cam.ac.uk](mailto:sch30@cam.ac.uk); [silviar@unam.mx](mailto:silviar@unam.mx).

### Notes. Criteria used to order codes within clusters

1. Codes concerning others' views rather than own.
2. Higher order dialogue codes (more sophisticated forms).
3. Higher order thinking codes.
4. More specific codes rather than more general category codes (e.g. E2 is the most general).