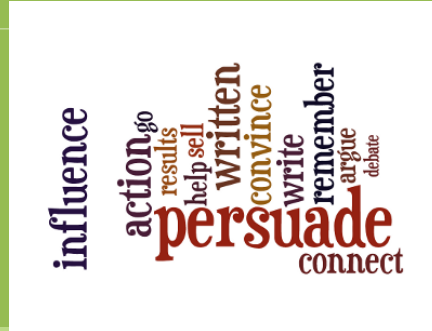


# Dr. Shireen Al-Adeimi

Wednesday, February 27

11:00 a.m.-12:30 p.m.

Erickson Room: 133F



## Are You Persuaded?

How student talk is related to persuasive writing in an eighth-grade classroom

Dialogic discourse emphasizes making meaning through discussion and stands in contrast to Initiation-Response-Evaluation interactions common in classrooms. This form of discourse is a desired medium through which students can develop various academic skills such as reading comprehension and vocabulary development; however, its relationship to writing quality is less understood. This talk will discuss a study exploring one eighth grade classroom, where students (n=15) discussed four controversial civic topics over eight classroom sessions, after which they produced persuasive essays about the same topics of discussion (n=60). Individual students' discourse was coded using the Low-inference Discourse Observation tool (LIDO), a novel instrument that captures various research-based indicators of whole-class discussion. This talk will highlight results of the study, which were counterintuitive to hypothesized relationships.



**Dr. Shireen Al-Adeimi** is an assistant professor of elementary reading in MSU's Teacher Education Department. Her research focuses exploring the relationships between dialogic talk and student outcomes such as reading comprehension, writing, and academic language. She is working to develop evidence-based pedagogical tools aimed at enhancing language and literacy across content areas, and is particularly interested in improving literacy outcomes for culturally and linguistically diverse students. Dr. Al-Adeimi's dissertation, entitled "Talking to learn: Investigating the relationship between classroom discussion and persuasive writing" was awarded the 2018 Jeanne S. Chall Doctoral Students Research Award.