



The research paper 'Accountable Talk: Instructional dialogue that builds the mind' (Resnick, Asterhan & Clarke, 2018) focuses on a type of structured discussion that explores how to improve the quality of talk in classrooms. When reading the research paper, consider the role of the teacher and how you can facilitate and lead discussions to encourage pupils to use Accountable Talk. To support your understanding of the three components of Accountable Talk discussed in the paper, this session has been broken down into three areas:

- Accountability to community
- Accountability to reasoning
- Accountability to knowledge

Before you explore the three areas, read pages 14 – 19 to support your understanding of the research that underpins the findings and the impact that structured discussion and high-quality talk can have on pupil outcomes/learning.

## Over to you!

Access the guidance report linked below and read pages 14 - 19. You can record any notes using the notes tab (or your own notebook).

[Accountable Talk: Instructional dialogue that builds the mind](#)

Now that you have been introduced to Accountable Talk and how it can be used in the classroom, complete the short quiz below before moving on to explore the three areas of Accountable Talk in more depth.

## Over to you!

Complete the [short knowledge check](#) here. Once you've submitted your answers, you can view instant feedback by clicking on 'View Feedback' underneath each of your responses.