

## References

- Almaas, A. H. (2002). *Spacecruiser Inquiry: true guidance for the inner journey*. Boston: Shambala Publications.
- Austin, J. (1962). *How to do things with words*. Oxford, UK: Clarendon Press.
- Bakhtin, M. M. (1981). *The Dialogic Imagination*. Austin, TX: University of Texas Press.
- Bakhtin, M. M. (1986). *Speech Genres and Other Late Essays*. Austin, TX: University of Texas Press.
- Barnes, D., & Todd, F. (1995). *Communication and learning revisited*. Portsmouth, NH: Boynton/Cook Publishers.
- Billings, L., & Fitzgerald, J. (2002). Dialogic discussion and the Paideia seminar. *American Educational Research journal*, 39 (4), 907-941. <http://dx.doi.org/10.3102/00028312039004905>
- Bruffee, K. (1984). Collaborative learning and the conversation of mankind. *College English*, 46(7). <http://dx.doi.org/10.2307/376924>
- Crawford, M., & MacLeod, M. (1990). Gender in the college classroom: an assessment of the "chilly climate" for women. *Sex Roles*, 23, 101-122. <http://dx.doi.org/10.1007/BF00289859>
- Daniels, H. (Ed.). (1996). *An introduction to Vygotsky*. London: Routledge.
- DeRoma, V. M., Martin, K. M., & Kessler, M. L. (2002). The relationship between tolerance for ambiguity and need for course structure. *Journal of Instructional Psychology*, 30(2), 104-109.
- Fassinger, P. A. (1995a). Professors' and students' perceptions of why students participate in class. *Teaching Sociology*, 24, 25-33. <http://dx.doi.org/10.2307/1318895>
- Fassinger, P. A. (1995b). Understanding classroom interaction: students' and professors' contributions to students' silence. *Journal of Higher Education*, 66, 61-69. <http://dx.doi.org/10.2307/2943952>
- Feito, J. (2001). *Exploring Intellectual Community: Reflections on the Evolution of a Seminar*. Paper presented at the International Conference on the Scholarship of Teaching and Learning, London, UK.
- Feito, J. (2002). *Reflections on the seminar experience*. National Teaching and Learning Forum, 11(6).
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury.
- Gall, M. (1984). Synthesis of research on teacher's questioning. *Educational Leadership*, 41, 40-47.
- Goodwin, M. H. (1980). Directive-response speech sequences in girls' and boys' activities. In S. McConnell-Ginet & R. Borker & N. Furman (Eds.), *Women and language in literature and society* (pp. 157-173). New York: Praeger.
- Howard, J. R., & Henney, A. L. (1998). Student participation and instructor gender in the mixed-age college classroom. *Journal of Higher Education*, 69, 384-405. <http://dx.doi.org/10.2307/2649271>

Howard, J. R., James, G. H., & Taylor, D. R. (2002). The consolidation of responsibility in the mixed-age college classroom. *Teaching Sociology*, 30, 214-234. <http://dx.doi.org/10.2307/3211384>

Howard, J. R., Short, L. B., & Clark, S. M. (1996). Students' participation in the mixed-age classroom. *Teaching Sociology*, 24(1), 8-24. <http://dx.doi.org/10.2307/1318894>

Hutchings, P. (2000). Approaching the Scholarship of Teaching and Learning. In P. Hutchings (Ed.), *Opening Lines: Approaches to the Scholarship of Teaching and Learning* (pp. 1-10). Menlo Park, CA: Carnegie Publications.

Hyde, C. A., & Ruth, B. J. (2002). Multicultural content and class participation: do students self-censor? *Journal of Social Work Education*, 38(2), 241-257.

Larson, C. O., Dansereau, D. F., O'Donnell, A. M., Hythecker, V. I., Lambiotte, J. G., & Rockland, T. R. (1985). Effects of metacognitive and elaborative activity on cooperative learning and transfer. *Contemporary Educational Psychology*, 10(4), 342-348. [http://dx.doi.org/10.1016/0361-476X\(85\)90031-1](http://dx.doi.org/10.1016/0361-476X(85)90031-1)

Maltz, D. N., & Borker, R. (1983). A cultural approach to male-female miscommunication. In J. Gumperz (Ed.), *Language and social identity* (pp. 195-216). New York: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511620836.013>

McKeachie, W. J. (1994). *Peer learning, collaborative learning, & cooperative learning, Teaching Tips: Strategies, research, and theory for college and university teachers* (Ninth ed.). Lexington, MA: D.C. Heath and Company.

Moll, L. C., & Whitmore, k. F. (1993). Vygotsky in classroom practice: Moving from individual transmission to social transaction. In E. A. Forman & N. Minick & C. Addison Stone (Eds.), *Contexts for Learning: sociocultural dynamics in children's development* (pp. 19-42). New York City: Oxford University Press.

Nystrand, M., & Gamoran, A. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. New York: Teachers College Press.

O'Donnell, A. M., Dansereau, D. F., Rockland, T. R., Hythecker, V. I., Lambiotte, J. G., Larson, C. O., & Young, M. D. (1985). "Effects of elaboration frequency on cooperative learning." *Journal of Educational Psychology*, 77(5), 572-580. <http://dx.doi.org/10.1037/0022-0663.77.5.572>

Pace, B. G., & Standiford, D. M. (2003). Not either/or: Voice and standards in an IB literature class. *English Journal*, 92(4), 57-62. <http://dx.doi.org/10.2307/3650458>

Phillips, T. (1988). On a related matter: why "successful" small-group talk depends upon not keeping to the point. In M. Maclure & T. Phillips & A. Wilkinson (Eds.), *Oracy Matters*. Philadelphia: Open University Press.

Schegloff, E. A., Sachs, H., & Jefferson, G. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361-382. <http://dx.doi.org/10.2307/413107>

Schiffrin, D. (1987). *Discourse markers* ( Vol. 5). Cambridge: Cambridge University Press.

Slavin, R. E. (1996). Research on cooperative learning and achievement: what we know, what we need to know. *Contemporary Educational Psychology*, 21(1), 43-69. <http://dx.doi.org/10.1006/ceps.1996.0004>

Tannen, D. (2000). *Agonism in the academy: Surviving higher learning's argument culture*.

*Chronicle of Higher Education*, 46(30).

Tannen, D. (2002). Agonism in academic discourse. *Journal of Pragmatics*, 34, 1651-1669. [http://dx.doi.org/10.1016/S0378-2166\(02\)00079-6](http://dx.doi.org/10.1016/S0378-2166(02)00079-6)

Trosset, C. (1998). Obstacles to Open Discussion and Critical Thinking: The Grinnell College Study. *Change*, 30(5), 44-49. <http://dx.doi.org/10.1080/00091389809602642>

Twomey Fosnot, C. (Ed.). (1996). *Constructivism: Theory, perspectives, and practices*. New York: Teachers College Press.

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Weaver, R., & Qi, J. (2005). *Classroom organization and participation: college students' perceptions*. *Journal of Higher Education*, 76(5), 570. <http://dx.doi.org/10.1353/jhe.2005.0038>

Wells, G. (1999). *Dialogic inquiry: Toward a sociocultural practice and theory of education*. New York: Cambridge University Press.

Wilén, W. (1982). *Questioning skills for teachers*. Washington D.C.: National Education Association.

Wood, L. A., & Kroger, R. O. (2000). *Doing discourse analysis*. London: Sage Publications.