

Integrate DIALOGIC into Assessments



Engaging students in meaningful dialogue through the use of dialogic questions helps students develop their vocational identity and identify their hoped-for future-self.

At the end of assessments, educators can add one or more open ended questions about the work and the process of completing the work. Here are some examples:

Who am I?	What are you proud of, having completed this unit? What strengths did you bring to the group work? How did you contribute to the class discussions? Which assignments did you complete that you are proud of? Which RIASEC themes did you use during this unit?
How am I growing?	What study habits did you use to prepare for the assessment? How did you memorize the important information? What do you know how to do now that you didn't before? What could you teach someone else about this unit? Which RIASEC themes did you get better at expressing?
What are my options?	What classes could you take in the future to go deeper with this information? What jobs would use this information? Who do you know who uses this information as part of their work? What was most interesting to you and how could you learn more? How could you further use and develop your preferred RIASEC themes?
Where am I headed?	What part of doing this work do you think you will use in the future? Which career that uses this kind of knowledge might be a good fit for you? What is a company that uses this information and might be a good fit for you? What jobs in the future might use this information in new ways? Which RIASEC themes from this unit do you see yourself using in your career?