

DIALOGUE AS A TOOL FOR TEACHING AND LEARNING OF ENTREPRENEURSHIP

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ABSTRACT

This paper empirically validates the relevance and complexity of the use of dialogue as a method of teaching and learning of entrepreneurship. Historically, entrepreneurial educators and scholars have been faced with the problem of searching and choosing methods of conveying the required information and knowledge to their learners. With information technology and the explosion of information literacy, changes in demography and styles of learning, globalization and changes in business practices and leadership principles come the problem of choose on how best to teach and learn entrepreneurship at minimum cost of time and money. Consequently educators are going back to time by reinventing the successes of early Greek scholars like Socrates as a modern way of teaching. This paper investigates and discusses the phenomena dialogue as a means of teaching, learning and development of business and leadership competence. It further discusses the challenges and trends in applying this method through different phases of learning.

PURPOSE

The purpose of this research is to employ and contribute an insight to the following questions;
Are there enough interest in business educator and researchers in understanding and improving the use of dialogue as a teaching and learning tool?
How effective and under what conditions is this tool most recommended?
Can dialogue as a teaching and learning method earn some empirical validations?
Can this paper contribute to the literatures that discuss the use of dialogue in entrepreneurial education?
Are there bigger questions yet to be asked about the use of dialogue in entrepreneurial education?

INTRODUCTION

According the Freire (1970) Dialogue is a literary and theatrical form consisting of written or spoken conversational exchange between two or more people. Over the years Dialogue has been used as a teaching tool, and other setting. Usually, in some circles dialogue is used in a structured conversation void of conflict and anger. While in other situations it is being used as a problem solving technique. Dialogue entails partnerships relationship between students and teachers. Through dialogue, people are engaged in a practice to listen to different perspectives, promote cooperation, work on difficult issues, and build skills. Additionally, this open and inclusive process has significant long term effects, however not only

for the individual or group that participate in the dialogue but it can also lead to organizational changes and community level changes.

Thus true dialogue requires developing efforts towards others, and consequently facilitates meaningful interaction between people and cultures. Students usually have to construct their own meaning to what they are taught regardless of how clearly teachers or books explain the texts. Generally, a person does this by connecting new information and concepts to what he or she already believes. Compare to debate, dialogue emphasizes listening to deepen understanding, invite discoveries, develops common values and allows contributors to express their own interests. Dialogue expects that the participants will grow in understanding and may decide to act together with common goals.

The concepts of dialogue is the essential units of human thought that do not have multiple links with how a student thinks about the world or not likely to be remembered or useful. Or, if they do remain in memory, they will be tucked away in a drawer labeled, says, "(Buber, 1995, p 64) and will not be available to affect thoughts about any other aspect of the world. It is said that concepts are learned best when they are encountered in a variety of contexts and expressed in a variety of ways, because that ensures that there are more opportunities for them to become imbedded in a student's knowledge system. The concept of dialogue has held a central place in Western views of education ever since the teachings of Socrates. Socratic debate, named after the classical Greek philosopher which is a form of inquiry and debate between individuals with opposing viewpoints based on asking and answering questions to stimulate critical thinking and to illuminate ideas. "It is a dialectical method, often involving an oppositional discussion in which the defense of one point of view is pitted against the defense of another; one participant may lead another to contradict him in some way, strengthening the inquirer's own point"(Guthrie, W. 1968) .

RESEARCH METHODOLOGY

The topic was identified through self interest and the intriguing growth of the use of dialogue as a learning and teaching tool in business education. In order to investigate and address the questions above a multi- dimensional research approach was applied at three levels:

First, literature search was conducted using Google advanced Scholar, Google for preliminary information and evidence based literature searches and electronic reference publications like the EBSCO host database, chronicles of higher education, teaching professor conference procedures etc.

Approximately twenty five articles and web resources were identified, and fifteen of those were found to be of specific interest for thorough review.

Secondly, twenty five teaching professor of business and industrial trainers who are familiar with dialogue as a teaching and learning method were interviewed; this population was drawn from the states of New Jersey, New York and Illinois. Participants must have used dialogue at least once in a full undergraduate or graduate business course. Among these groups were professors and professionals with experience in industrial training and human development.

Thirdly, the authors over a period of three years experimented and observed using some of their onsite and online courses as focus groups. During this period of time same groups of students had the opportunity of taking classes with same teacher in using all other conventional teaching tool and at least a course were dialogue was the only teaching method

The study is based on the all aspects of real life teaching, learning and development of entrepreneurship in which dialogue was used a principle tool.

The approach is qualitative and constructivist (Denzin & Lincoln, 2003; Schwandt, 1998). Information and views were collected from the identified journals and online resources, and analyzed. The analysis of the qualitative data was part of a three step process, which was Snowden and Keepes' format (1988) ranging from data reduction, to display and examination and last but not the least, conclusion drawing and discussions.

LITERATURE REVIEWS

When we think of Dialogue, we think of a form of back-and-forth form of questions and answers, challenges and responses, which has been viewed as the external communicative representation of a dialectical process of thinking based on assumption, condemnation, and renewal of ideas. These views of dialogue have educators worrying about the role of the teacher as a facilitator of a student's discovery of certain insights on their own, which in some cases it is in search of an answer the teachers has in mind already, however in other cases of an answer neither participant could have anticipated.

Other views have worried the role of vigorous debate and argument as a basis for hewing justifiable conclusions out of the raw material of opinion and speculation. Still other views have worried the role of the teacher as a partner in inquiry, learning with the student as both explores the problem together through reciprocal questions and answers. There are others who are, quite different, traditions of thought, such as Zen Buddhism, who also had a view of dialogue, but "denigrate the value of express communication as a way of sharing knowledge or insight, relying instead upon the indirect effect of riddles, paradoxical statements, and questions" (Koans, 1973, p3) that precisely cannot be answered.

Koan's said that such brief genealogical reflections should make clear that the contemporary vision of dialogue as a pedagogy is egalitarian, open-ended, politically empowering, and based on the co-construction of knowledge, and that it reflects only certain strands of its history. Contrasting accounts see dialogue as a way of leading others to pre-formed conclusions; or as a way for a master teacher to guide the explorations of a novice; or as a set of ground rules and procedures for debating the merits of alternative views; or as a way to frustrate, problematize, and deconstruct conventional understandings. Based on these reflections dialogue is not only a multiform approach to pedagogy however, but in a different forms express deeper assumptions about the nature of knowledge, the nature of inquiry, the nature of communication, the roles of teachers and learners, and the mutual ethical obligations thereof.

According to Paulo Freire, a Brazilian educator and influential theorist of critical Pedagogy, who used his own experiences when as a young boy, ended up four grades behind, because his social life revolved around playing pick up football with other poor children, where he said "I learned a great deal."(Freire, 2002.p73) That caused him to be concerned for the poor which also would help him to construct his particular educational viewpoint. Freire said that poverty and hunger severely affected his ability to learn, thus that experience influenced his decision to dedicate his life to improving the lives of the poor: He said he "did not understand anything because of his hunger. He explained that he knew he was not dumb and it was not lack of interest. However, his social condition did not allow him to have an education. On the other hand, he said "experience gave him a new insight on how the relationship between social class and knowledge affected his life" (Freire, & Stevens, 2002 p74). His views on his own experience motivated him to help Brazilian adults learn to read and write putting this effort in place was of great important to him. Freire pointed out in his theory a new relationship between teacher, student, and society. He calls it the banking model because it identifies students as an empty vessel that needs to be filled with knowledge like a piggybank.

In terms of actual pedagogy, Freire is best known for his attack on what he called the banking concept of education, in which the student was viewed as an empty account to be filled by the teacher. He notes that "It transforms students into receiving objects and attempts to control thinking and action, leads men and women to adjust to the world, and inhibits their creative power" (Freire, 1970, p. 77). The basic critique was not new Rousseau's conception of the child as an active learner was already a step away from tabula rasa which is basically the same as the banking concept. In addition, thinkers like John Dewey were strongly critical of the transmission of mere facts as the goal of education. Dewey views of education was often described as a mechanism for social change, he explain it by explaining that "education is a regulation of the process of coming to share in the social consciousness, and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction" (Dewey, 1897, p. 16). Freire's work, however, updated the concept and placed it in context with current theories and practices of education, laying the foundation for what is now called critical pedagogy.

"Freire's book examines the banking approach to education which he called a metaphor that suggests students are considered empty bank accounts that should remain open to deposits made by the teacher. He rejects the banking approach because he said the results are dehumanization both to the students and the teachers. He also argues that the banking approach stimulates oppressive attitudes and practices in society. As an alternative, Freire advocates for a more world-mediated, mutual approach to

education that considers people incomplete. According to Freire, this authentic approach to education must allow people to be aware of their incompleteness and strive to be more fully human. This attempt to use education as a means of consciously shaping the person and the society is called conscientization, a term first coined by Freire in this book.” (Freire, 2006, p34).

Freire wants people “through the use of dialogue to continue to educate themselves and not remain without new knowledge. Also he wants teachers to treat learners as co-creators of knowledge.” (Freire, 1970, p72). Freire wants us to think in terms of teacher-student and student-teacher that is, a teacher who learns and a learner who teaches, as the basic roles of classroom participation. Freire however, insists that educator and student, though sharing democratic social relations of education, are not on an equal footing, but the educator must be humble enough to be disposed to relearn that which we already think we know, through interaction with the learner. He argues that “the authority which the educator enjoys must not be allowed to degenerate into authoritarianism; teachers must recognize that their fundamental objective is to fight alongside the people for the recovery of the people's stolen humanity”, not to win the people over to their side (Freire, 1970, p. 95).

In what way is dialogue used as a teaching and learning tool? Jane Vella (2004) wrote in her landmark book titled *Learning to Listen, Learning to Teach*, celebrated adult educators, she outlined twelve principles of Dialogue Education in her book starting with an approach to learning as a holistic, integrated, spiritual, and energetic process. After her book published, her learning principles have been used in a wide variety of adult learning settings, in different countries and with different educational purposes. Follow up to her book learning to listen Vella also wrote *Dialogue Education at Work* (2004) which she describe as the companion book to *Learning to Listen, Learning to Teach* and stated that this book is the first book to show how educators worldwide have used Vella's methods to transform their classrooms and organizations into vital places of learning. The book is written for adult educators, staff developers, leaders of community service organizations, volunteer coordinators, and vocational trainers *Dialogue Education at Work* is filled with illustrative case studies from a broad range of organizations that show how to put Vella's principles into action.

As described by Vella in the 1980's Dialogue Education was a popular approach to adult education. She stated that this approach to education has draws on various adult learning theories, including those of Paulo Freire, Kurt Lewin, Malcolm Knowles, and Benjamin Bloom. (Global Learning Partners, 2006b; Vella, 2004). Vella's argues that “It is a synthesis of these abstract theories into principles and practices that can be applied in a concrete way to learning design and facilitation. Vella confirms as discussed in our findings that Dialogue Education is a form of Constructivism and can be a means for Transformative learning. (Vella, 2004 p43).

As written by Vella who use dialogue in her class room states that, dialogue underpins the theory of meaning-centered education, which she advocate as a scholar, as well as the global learning activities that she had been engaging in as a practitioner. She said that Dialogue represents her personal and professional credo in life. Her whole self resonates when she anticipates the possibility of a true dialogue occurring in a professional or a personal setting. She consider having a reflective dialogue with her inner world critical to her professional and personal self-development, because Dialogue rarely occur within a traditional oppressive educational system, which she experienced when she was growing up, but dialogue repeatedly occurs in her classroom and relate how she experience the positive change it provides.

FINDINGS AND DISCUSSIONS

Vella said her reflections on dialogue as a means of change, which she hopes to, contribute to the current debate about the changing environment of education in general and higher education in particular. Vella also said that very often, dialogue is perceived and interpreted as the formal exchange of messages and or ideas, but such exchange can hardly be called a dialogue. If the art of true dialogue was learned by people Vella feel the world could have escaped many predicament. According to Vella's practice in classroom, educators often have a monologue with each other and with their students because when they exchange ideas, although on the surface it could look like they communicate dialogically. Her teacher, the esteemed professor Lydia Kulikova, would name this kind of communication and interaction as one that goes “along the formal counter of a human being” (Kulikova, 2005, p. 74) thus failing to foster meaningful

According to Martin Buber and Makhail Bakhtin, dialogue entails some quality relationships between interlocutors, such as mutuality, responsibility, engagement and acceptance. Further, only in true dialogic relationships that an individual is able to unfold self and experience self, that is to experience personality (Buber, M & Bakhtin, M. 1995). Personality is different from individuality. While individuality can be described by a unique combination of individual characteristics and attributes, personality is defined by the human capacity to become the subject of one’s life the one who is able to take full responsibility for one’s own actions in life. Martin and Makhail said that personality is characterized by one’s inner world, which cannot be understood by another personality unless both are engaged in a true dialogue with each other. Accordingly, one is able to cognize his or her own self when engaged in a dialogue with someone different from themselves. That is why Freire called dialogue “an existential necessity” and Bakhtin referred to dialogic interaction with self as the major factor of self-creation: “Without dialogue there is no communication, and without communication there can be no true education” (Freire, 2004, p.93).

Studies shows that traditional schools are knowledge-oriented and places an emphasis on the formation and upbringing of students to meet the expectations of society, rather than supporting the individual’s self or educating the whole personality. Knowledge can also be tested but one’s inner world is personality’s sovereign space that cannot be measured by numbers and tests. The progress in students’ learning entails understanding and therefore is difficult to measure. Thus an understanding is a transfer of meanings, but not a transfer of knowledge. Leontiev said “I can’t teach you, but I can only hope you understand me. Understanding cannot be predicted, but may occur as a result of transfer and re-construction of meanings.” (Leontiev, 2008, p.233)

In support of these findings Leontiev believe that educators should consider that, like every transformation in general, personal transformation entails not linear progress but some points of regression and even stagnation as we progress. In reality she thinks students should learn to welcome uncertainty and chaos as a transitory state between their prior convictions and new personal perspectives. This can also be viewed as a reversible process of quantitative and qualitative transformations of psychological attributes and states, which add to one another in timely reformations. In other words a true dialogue is unrestricted and interlocutors may be unaware of the conclusions they reach at the end. When it comes to the process of a truly dialogic interaction, it requires courage from those engaged in the dialogue to admit the possibility of change and re-construction of one’s views and perspectives. Therefore, the possible change and transformation within one self may serve as a criterion of a truly dialogic interaction. In addition, in a real dialogue individual have to build a relationship of mutual respect and mutual trust. People often tend to oppose a true dialogue, because they are often reluctant to change or feel uncomfortable within the communication context. Accordingly, we block our capacity for exploring new possibilities and ideas because we become complacent, remain rigid and refuse to admit the possibility of change.

In addition, dialogue in education entails partnerships between teachers and students. “Through dialogue, the teacher-of-the-students, and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers” (Freire, *Ibid*, p.80). The dialogic position of students and teachers constitutes their independence, freedom, and responsibility. True dialogue requires developing “efforts towards others” (Bakhtin, 1984,.) and consequently facilitates meaningful interaction between people and cultures. Educators however, are faced with some controversies as to how to educate generations in order to better prepare them for dealing with the complexities and conflicts arising from interconnectedness and interdependence between cultures in the contemporary world. The disagreement and racial intolerance in the world arena suggest the inability of people to construct dialogic interaction, but in contrast show their inclination to negate the existence of different views and opinions.

The challenge of being tolerant is the ability to recognize and accept different realities. Intolerance comes when people consider only one truth, and if someone adheres to a different truth, she/he has to be “taught”. In global online class or a class that contains with students of different cultural backgrounds, students and teachers encounter cultural differences in value, norm, belief, and social practice. To create a friendly environment, the tolerance of ambiguity and uncertainty about truth is helpful to develop a comfort environment for dialogue. In our online classrooms, students shared their idea on working ethics in office. Students were surprised to learn some social practices that are

inconsistent to their norms. For example, an online female student is currently living in Japan; she told the class that in Japan female co-worker may need to make tea for their male co-workers. Students learn how gender roles are different in different culture.

Dr. Olga Kovbasyuk, provides an insightful narrative into the nature of dialogue and how it can create the potential for positive change in higher education, and examines why dialogue is at the heart of meaning-centered education. She stated that meaning-centered education encourages learners to actively seek, express and negotiate meanings in dialogues. Such dialogues have the potential of fostering value-oriented relationships and appreciation for the diversity of the world, as well as the potential of developing students' critical self-reflection and collaborative skills. What is unique and resourceful she said about meaning-centered education and why it can provide the common basis for global learning, is that it facilitates people's capability for constant self-developmental growth, which is innate to being a human. It is holistic because it embraces all aspects of personal growth.

Benjamin Bloom who is best known for his significant contributions to the theory mastery learning and famous for his Bloom's Taxonomy of educational objectives that has helped educators categorize their skills and learning objectives for their students is divided into three domains. They are affective, psychomotor, and cognitive. "It is hierarchical, like other taxonomies, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower. Bloom intended that the Taxonomy motivate educators to focus on all three domains, creating a more holistic form of education." Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the learning process." That is, after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level (I guess they never thought to check with their sports or drama departments).

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

Below is a copy of Blooms Taxonomy.

Theory

According to Benjamin Bloom who is best known for his significant contributions to the theory mastery the bloom taxanomyor taxonomy of educational objectives said dialogue help educators categorize their skills and learning objectives for their students. He divided the bloom taxonomy in three domains they are affective, psychomotor, and cognitive. "In his hierarchical, approach like other taxonomies, this means that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at a lower level. Bloom theory is intended to motivate educator so that they will focus on creating a more holistic form of education." (Bloom, 1956, p 15)

Similarly a chart provided by Global learning on how to Dialogue is different analyzed how dialogue is different and pointed out traditional training, Dialogue education and Nonformula education. According to the chart we can see how dialogue is better teacher. Educator/Students and Managers/Employees learn from each other and develop new ideas to apply their lives. When it comes to interaction in the classroom or at a professional meeting the conversational skills used is enthusiastic, informative, and never boring. Also there is a variety of learning styles used such as visual, auditory, and kinesthetic. One thing that stands out in this chart is Benjamin Bloom's taxonomy theory is used when it come the learning domains. Cognitive, Affective, and Psychomotor learning domains was used. It is hierarchical, like other taxonomies, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower. Bloom intended that the Taxonomy motivate

Dialogue In relation to other business education tools

	Traditional Training	Training Program adopts Dialogue Education	Dialogue in Information Education
Methods Used	Training method can include the use PowerPoint, lectures, web-base training/computer learning to teach or train. Can be formal or non-formal.	Discussion This will be inclusive in it's structure. Instructor/student or Manager/employee relate learning from their personal experience, learn new information and apply it to themselves. formal and non-formal	Learning through the lens of observation. Learners/employee learn from observation and sometimes demonstrations from experienced workers
Monologue vs. Dialogue	Monologue converse, and uses information to share with class or staff.	Both Educator/Student or Manager/Employee converse, but the educator or manager speaks most of the time.	Monologue and dialogue
Accountability	Responsibility is for the Educator or Manager (instructor)	It is a Mutual Responsibility between both Educator/Student and Manager/Employee Manager/instructor are facilitator of learning	Learner's responsibility
Whose Knowledge Counts	The Educator and Manager knowledge counts.	Both Educator/Student or Manager/Employee knowledge counts.	Both educator/students, manager.employee
Deductive vs. Inductive Knowledge	Deductive Knowledge is used	Both deductive and inductive knowledge is used	Both
Content vs. Process	Instructional Delivering method. One way learning, learners are defined as receivers.	Instructional Delivering method include both Content and process is used.	Process
Learning Styles	Mostly auditory learning style is used, and some visual.	A variety of learning styles is used Visual, Auditory, and Kinesthetic.	Observation Learning by doing
Learning Domains	The Cognitive learning domain is used.	Cognitive, affective, and psychomotor learning domains is used.	Cognitive, affective, and psychomotor learning domains is used.
Types of Objectives	Concise learning objectives	Clear achievement-based objectives (ABOs)	Not cleared define
Learner's Experience	Not a powerful speaker, lecture is boring.	Enthusiastic and lively the lecture is enjoyable.	Learners could feel powerless and isolated
Evaluation Methods	Testing is given to evaluate students or employees.	In addition to test, evaluation embedded in achievement of	Job performance

		ABOs observed during workshops. Quality of participation as judged by participants and facilitator	
Strengths / Weaknesses	Content rich. Considered more academic, rigorous, systemize and professional. Requires little preparation / but privileges auditory learners and leads to low sense of ownership and learning.	<p>May cover a lot of content in a short time and at a deeper level through praxis.</p> <p>High ownership of learning process by participants. Takes time to prepare well.</p> <p>Knowledge is constructed through collaboration</p> <p>Time management is critical.</p> <p>Evaluation is more qualitative orientated rather than quantitative. The standard of evaluation can be vague</p>	Learning is not systemized, difficult to measure and evaluate teaching and learning

Through different theories and research, Paulo Freire, Malcolm Knowles, and Benjamin Bloom dialogue is seen as the best method or skill when it comes to educating people. Paulo Freire compared education and student to a method called the banking model because it identifies students as an empty vessel that needs to be filled with knowledge like a piggybank (Freire, 2004, p96). He examines the banking approach to education as a metaphor used that suggests students are considered empty bank accounts that should remain open to deposits made by the teacher.

Freire rejects the "banking" approach, claiming it results in the dehumanization both the students and the teachers. In addition, he argues the banking approach stimulates oppressive attitudes and practices in society. Instead, Freire advocates for a more world-mediated, mutual approach to education that considers people incomplete. According to Freire, this authentic approach to education must allow people to be aware of their incompleteness and strive to be more fully human. This attempt to use education as a means of consciously shaping the person and the society is called conscientization, a term first coined by Freire in this book. (Freire, 2006,p. 66). In other words Freire wants people through use of dialogue to continue educate themselves and not remain without new knowledge. Also he wants teachers to treat learners as co-creators of knowledge. His view of pedagogy is really inspirational because he inspires to build upon the knowledge his students already have to make them better learners.

Malcolm Knowles who is known for his theory of Andragogy also known as adult educator believed that adults are self-directed and need to take responsibility for their decisions in life. One way this could be done is through adult learning programs. Andragogy makes the assumptions about the design of learning: Adults need to know why they need to learn something, Adults need to learn experientially, Adults approach learning as problem solving, and Adults learn best when the topic is of immediate value. Malcom Knowles contribution to success of dialogue being a method of teaching and learning was inevitable.

Also through andralogy educators focus more on the process and less on the content being taught. Educators use such teaching strategies as case studies, simulations, role playing, and self –evaluation. Benjamin Bloom is best known for his significant contributions to the theory mastery learning. He is famous for his (bloom taxanomy) or taxonomy of educational objectives which helped educators categorizes their skills and learning objectives for their students. The bloom taxonomy is divided into to 3 domains: affective, psychomotor, and cognitive. “It is hierarchical, like other taxonomies, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower.

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In fact adults learn best through dialogue because it establish an atmosphere of mutual respect, peace, and safety where adults communicate and enhance their learn process. Dialogue also teaches educators, and students about different ways of communicating. It teaches them how to learn, listen, creates strategies for learning, evaluates the learning process, and shows us education from a holistic point of view.

CONCLUSION

Dialogue as a teaching and learning method has been around for many years. From adult learning theory, adults learn better if the learning is initiated by them: self-directed learning. Dialogues education as an education tool can be used to facilitate adult learners to engage themselves in the process of learning and creation of meanings. Entrepreneurial disciplines need to understand true meaning and strengths of Dialogue Education. Through dialogue people work to gather, and learn how to think together in analyzing a shared problem or creating new learned knowledge. Dialogue is a form of engagement, problem solving and education involving face to face, focus, and discussion occurring over time between two or more group of people defined by their different social dimensions. To promote the happening of a true dialogue individuals have to trust the learning group. Educators should redefine their roles in the setting as a facilitator of learning, respect learners’ base knowledge and experiences instead of using the traditional pedagogy to treat learners.

Dialogue is an open and honest discussion which brings diverse people together with the aid of trained facilitators to share personal stories, express emotions, affirm values, ask question, clarity viewpoints and propose solutions of concerns. Accordingly, it may not be able to apply to every type of learning and training, for example, a learning of new system such as how to use Black Board and manipulate a new machine such as how to drive a car. Its best application can be used in the situation of problem solving, management/leadership classes. In real practice, learners sense the respect they received from the facilitator and devote themselves in the process of dialogues, sometimes this collaborating process help employee (learners) build more confidences in themselves and a positive relationships with their peers and supervisors. Therefore, in addition to understand the meaning of dialogue education, educators/trainers have to tailor their learning program according to the learning objects and their learners.

Dialogue is a theory based practice with documentation of its impact. As discussed in Paulo Freire theory , as human being, we develop and carry into interpersonal interactions and communication a set of assumptions about life in general, our experience, the world around us and our work. Therefore, we strongly defend these assumptions when they are challenged, both consciously and unconsciously, whether with words or with body language. As a result, our assumptions are based on past experiences and taught. When we communicate with others these assumptions operates in our minds. Group discussions consist of everyone in some way presenting his or her opinion. This is what dialogue is, in adult education dialogue is an important strategy to increase understanding, enhance competency through practice, and provide an opportunity to learn different perspectives about individual and organizational issues. Like Benjamin Bloom we need to embrace the idea that education as a process was an effort to realize human potential.

Dialogue as a means of teaching and learning is like the rebirth of Socratism , it has demonstrated several advantages over other methods of teaching and learning. By standing out as a reciprocal and mutual platform for learner and teacher’s intellectual gains. In the since that the individual instructor can gather ideas and experience from the student, analyze their experience and allow for everyone to participate in the process.

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