The DIALOG model for analysing texts in RE
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In July 2021, the Edge Hill RE faculty ran a summer school for RE teachers, 'Text & story in Religious Education'. Colleagues had the opportunity to develop their subject knowledge and with dedicated time with an academic supervisor from the faculty, work on a project. I was fortunate to work with Professor Dave Aldridge and decided to focus on an approach to reading texts.

Text and Story in RE
Edge Hill University
RE Subject Knowledge Summer School

Papers produced by the participants in the Edge Hill Subject Knowledge Summer School 2021

Edge Hill University
Department of Secondary and Further Education

Background

I've previously worked on the 'Teachers & Texts' project with Bob Bowie and team at the National Institute for Christian Education Research (NICER). During the project we explored using a hermeneutical approach when studying texts in RE.
One method that was shared was the LAaSMO model by Dr Margaret Carswell. LAasmo is an acronym for a teaching tool which helps understand the Bible text and its interpretation. LAaSMO stands for:
- Literary Form
- Author and audience
- Setting
- Meaning
- Our World Today

I thought it was a useful model to support teachers when teaching texts but was designed for a faith school approach to the Bible. I wanted to design a similar approach to use in Religious Education in England that encompassed the same principles but included key elements that could be applied to all texts, in any context.

TEXTS for TEACHERS
OPENING THE DOOR TO HERMENEUTICAL RE
THE FINDINGS REPORT
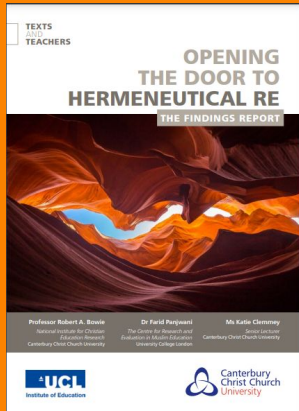
Process

⬇️Using the LAaSMO model as a foundation, I decided which ideas would be useful for approaching a text.
⬇️ In discussion with my supervisor, I came up with six possible areas that could be considered when reading a text. This included the idea of the lens through which the reader approaches the text as this is something we've started to teach our students.
⬇️ After some manipulation & external input, the acronym DIALOG was created.
⬇️ I then created the visuals for each area and added detail with a set of questions that can be considered when considering that aspect of the text.

Tool overview

- The tool was designed to help teachers to plan an approach to teaching texts
- It was designed for use with KS3-4 students but may be appropriate for KS2 and KS5. Older students may even be able to use the tool independently
- It is is not comprehensive or limiting; these are some prompts that could be used to help a teacher to plan an approach to a text.

Debates - how the text can be read & interpreted differently
Impact -the significance and influence of the text
Audience - who was/is the reader & why this matters
Lens - positionality of the the reader & why this matters
Origin - author, context, intention etc
Genre - type of writing

Genre
Origin
Lens

Debates

Impact

Audience

TEXT
Genre · Debates · Impact · Audience · Lens · Origin

Resources/links

All outcomes from the Edge Hill 2021 summer school (including more detailed resource for the DIALOG model) https://www.edgehill.ac.uk/document/text-and-story-in-religious-education/

NICER teachers & Texts project (includes detail of the LAaSMO approach)
Teachers and texts: Improving Religious education through hermeneutics