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Abstract

In this paper, we have developed the concept of dialogic space to elaborate our view of the importance of creating future academic practice together in relationship with others in a higher education context. We see scope and potential for the dialogic space as a forum for 'interthinking' to engage the voices of stakeholders in contributing to the development of more democratic understandings about academic practice and reforms in higher education. In the paper, a vignette has been used as a methodological approach to illustrate the possibility of creating such dialogic space. At the end of the paper, wider implications of using dialogic space in professional learning in academic contexts have been discussed. (HRK / Abstract übernommen)