

## Students' Perspectives on Individual Development Dialogues

### Research Topic / Aim

The focus of this article is to examine what students perceive as significant beyond the content of a development conversation, with a particular emphasis on communicative aspects. The empirical data comes from a completed dissertation project highlighting the importance of teachers' leadership during development conversations in primary schools.

### Theoretical Framework

We start from an understanding that the world is a social, intersubjective, and historical realm where individuals experience, act, and intertwine in both private and shared worlds. The study is inspired by phenomenology and adopts a lifeworld phenomenological perspective, analyzing data to account for people's contexts.

### Methodology/Research Design

This article presents the results of an analysis of student interviews conducted as part of a project aimed at studying teachers' leadership in parent-teacher development dialogues and examining the experiences of both teachers and students regarding this leadership. The analysis was conducted using van Manen's (2014) three reading strategies: a holistic approach, which involved reading the text in its entirety; a selective approach, which focused on identifying significant statements, thematic expressions, or longer descriptions; and a detailed reading strategy to understand what in students' lived experiences stands out as particularly significant. We explain our understanding of reading using the lifeworld phenomenological concepts of intersubjectivity and intentionality.

### Expected Results/Findings

The results reveal students' perspectives on what is significant for them in their communication with teachers and guardians during a development conversation. The analysis of student interviews identified the following themes: being heard, describing and asking questions, and bodily expressions. Students consider it important that all parties involved in a developmental conversation are active participants, that they have time to think and articulate their thoughts, and that the participants listen to one another. For students, it matters how teachers frame descriptions so that they can recognize themselves, the topics teachers ask about, and how questions are posed. Questions should be kind, nuanced, and framed in a way that invites reflection and ensures student comprehension. Both verbal and non-verbal communication are essential for students. When teachers listen, this should be evident in the topics discussed and their bodily expressions. How a teacher listens, uses body language, and speaks tone are significant.

### Relevance for Nordic Educational Research

A study that reveals what students find significant in development conversations, particularly focusing on communicative aspects, can be seen as relevant for research in education in the Nordic context. The study's analysis, supported by lifeworld phenomenological concepts, contributes to increased knowledge and a deeper understanding of what is required when teachers lead development conversations, potentially benefiting teachers. The findings are relevant as they provide a scientific basis regarding student perspectives and practical implications, helping teachers to improve their work with development conversations. Research on development conversations that explore teachers' verbal and non-verbal communication, primarily from a student perspective, is scarce. Relationship and assessment research requires studies from both teacher and student perspectives, making this study a valuable contribution to Nordic educational research.