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Buber's distinction between the 'I-It' mode and the 'I-Thou' mode is seminal for dialogic education. While Buber introduces the idea of dialogic space, an idea which has proved useful for the analysis of dialogic education with technology, his account fails to engage

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adequately with the role of technology.

**Buber, educational technology, and
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by technology, as well as dialogue with
monologised fragments of technology
(robots), can, through education, lead to
an expansion of what it means to be
human. Keywords Dialogic space theory

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· Educational technology · Buber · Voice ·
Dialogue 1 The twofold nature of signs
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A more political interpretation of dialogic education can be seen in the vision of Freire (1971) and those influenced by Freire (e.g Flecha, 2009) of dialogic education as a way to empower the

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oppressed such that they can learn to 'name' their own reality in a movement that is both an expansion of consciousness ('conscientization') and at the same time a transformation of social reality.

Defining 'Dialogic Education' - Rupert Wegerif

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Dialogic Education Services is a social venture. That means that after recovering costs (including fair wages) any additional revenue is reinvested back into the business, and used to expand opportunities for teachers or schools who may not otherwise be able to access them (such as those in rural and remote areas), develop new

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