

This paper proposes and empirically examines the Dialogic Network-Building Learning Model (Matsui Model), a structured dialogic learning approach designed to foster active participation, reciprocal listening, and collaborative knowledge construction. The model is characterized by a “one-to-four” expansion process, in which individual thinking is systematically developed into group-level interaction through embedded one-to-one dialogues within a four-person group.

The conceptual foundation of this model originates from a keynote presentation delivered by the author at an international symposium on “Sustainable Leadership and Practice of School Principals” held at Taipei Municipal University of Education in October 2024. In that presentation, the framework of “opening, connecting, and building (networks)” was introduced as a perspective for rethinking collaborative learning and leadership practices. The present study operationalizes this conceptual framework into a concrete instructional model and empirically investigates its educational effectiveness. The fact that this study is presented again in Taiwan further reflects the continuity between theoretical articulation and practical implementation in an international context.

In recent years, dialogic learning has been widely emphasized as a means of promoting deeper understanding and learner agency. However, conventional group work often suffers from unequal participation, where some students dominate discussions while others remain passive. In addition, opportunities for meaningful feedback and reciprocal engagement are often limited. These challenges point to structural limitations in classroom dialogue. To address this gap, the present study introduces a model that integrates individual expression, attentive listening, and iterative feedback into a coherent and scalable learning process.

The Matsui Model consists of three sequential phases: (1) “Opening,” in which learners individually formulate their ideas; (2) “Connecting,” where each participant presents their ideas within a group of four while others listen attentively with the expectation of subsequent interaction; and (3) “Building Networks,” in which learners engage in three rounds of one-to-one dialogue, exchanging feedback with each group member. Through this structured process, each learner participates in a total of ten dialogic interactions (four opportunities to speak and six to listen), ensuring balanced engagement and fostering a network of dialogic relationships. The model is guided by three pedagogical principles: facing the speaker, active listening, and non-negation.

The study was conducted with over 600 second-year university students enrolled in a teacher education program across two academic years (2024 and 2025). The model was implemented in a course on the theory and practice of extracurricular activities, with two sessions focusing on student councils and school events. Data were collected through Likert-scale questionnaires and open-ended responses following each session, as well as through final assignments in which students designed practical applications incorporating the model.

Quantitative analysis revealed consistently high positive response rates across both years, particularly in items related to expressing one’s ideas, understanding others’ perspectives, and perceiving that one’s contributions were acknowledged. The structured design of the model appeared to reduce disparities in participation and increase

overall engagement. Qualitative analysis of open-ended responses identified several recurring themes: (a) the perceived novelty of integrating one-to-one interactions within group work, (b) enhanced opportunities for mutual feedback, (c) increased psychological safety and ease of participation, and (d) deeper understanding through exposure to multiple perspectives.

Furthermore, students reported that the model contributed to an improved classroom climate characterized by mutual respect, active communication, and inclusivity. The guaranteed opportunity to speak and receive feedback reduced anxiety and encouraged more confident participation. The embedded one-to-one dialogues were particularly effective in fostering attentive listening and meaningful interaction, as learners were required to directly engage with each peer's ideas and provide individualized responses.

From a theoretical perspective, the model operationalizes key principles of dialogic learning, including reciprocity, inclusivity, and the co-construction of knowledge. By embedding one-to-one interactions within a group structure, it bridges individual cognition and collective learning, facilitating both the internalization of others' perspectives and the reconstruction of meaning through iterative dialogue. In addition, the expansion of interpersonal connections contributes to the development of dialogic learning networks within the classroom.

In conclusion, the Dialogic Network-Building Learning Model offers a robust and scalable framework that addresses structural limitations of conventional group work. By ensuring equitable participation and structuring dialogic interaction, the model enhances both the quality and quantity of classroom dialogue. Importantly, the findings suggest significant implications for teacher education: the model not only supports the development of learners' communicative and reflective competencies, but also provides future teachers with a practical and transferable approach to designing inclusive, dialogic, and participatory learning environments. These implications highlight the potential of structured dialogic models to transform classroom practices and inform the future development of teacher education curricula.