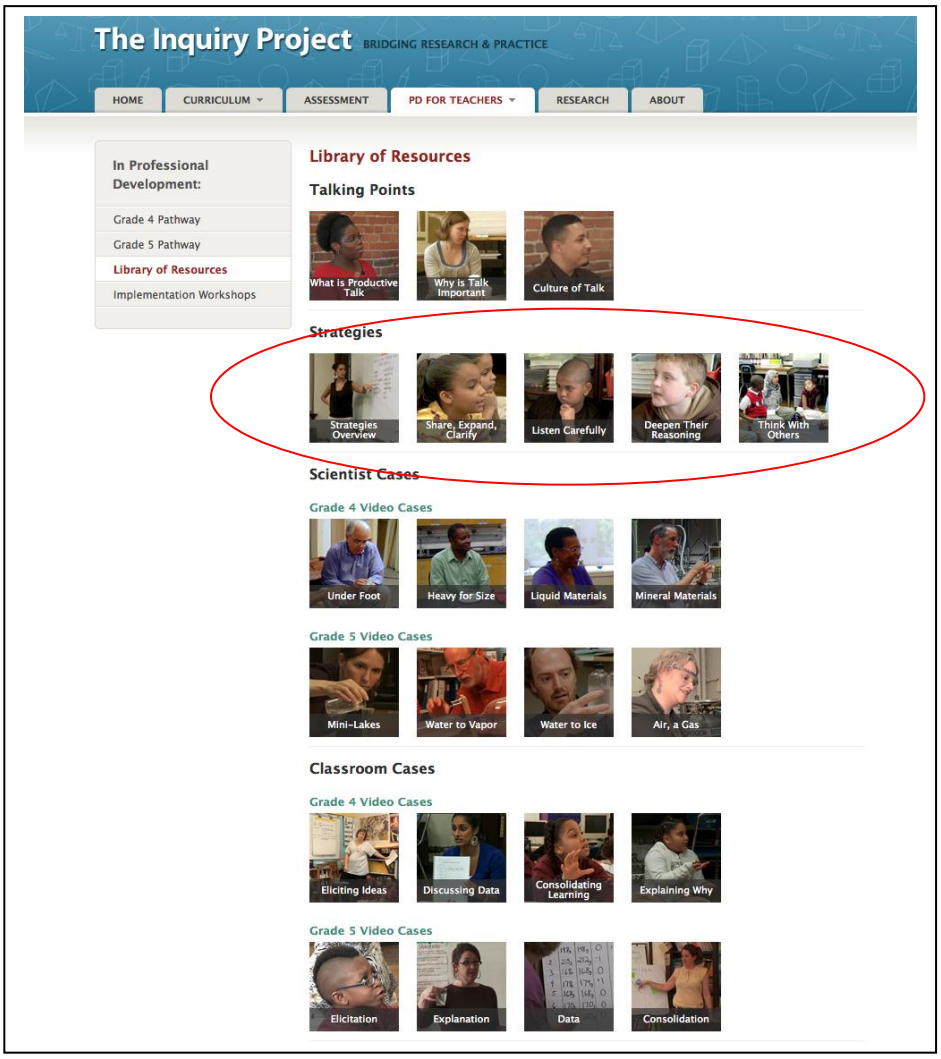
Guide to Talk Science Resources

The following url will take you to the "Library of Resources":

http://inquiryproject.test5.terc.edu/prof_dev/library.cfm

This is the easiest way to access the various videos.

Here is a screen shot of that web page:



Each of these images is a video case (with several videos). Clicking on any image will take you to that particular case and set of videos. Once you are there, you will also see some print resources that you can download. The first set of "Talking Points" are OK, not great. My favorite is the one on developing a "Culture of Talk." The one on "What is Productive Talk?" is pretty good, and has a very nice introductory overview clip, as well as a great example of productive talk, by a group of fourth graders in a science discussion. The best resources – the ones that Cathy and I developed – are in the second

set – called “Strategies.” These are a set of cases on “Talk Moves” that help teachers support 4 goals: 1) helping students share, expand, and clarify their *own* ideas, going public with their thinking, so that others can think with them; 2) helping students listen carefully to one another; 3) helping students dig deeper into their reasoning, with data and evidence; and 4) think with others. I’ve put a red circle around this set of video cases. The scientist cases and the classroom cases are interesting, but they’re specifically tied to the “Matter” curriculum. Still, the classroom videos show kids and teachers doing some productive talk, so they might be useful resources. The classroom cases highlight one particular lesson (called an “investigation” in the Matter Curriculum), one for each section of the curriculum (with is about 18 lessons in each grade), so it’s like sitting in on the lesson of another teacher, before you teach it yourself. The classroom cases highlight 4 different kinds of discussions: 1) an elicitation discussion; 2) a data discussion; 3) a consolidation discussion, where the goal is to consolidate as a group what we did, why we did it, and what it means; and 4) explanation discussions, where the students are trying to explain either what the data “mean” or, even more importantly, what the causal (mechanistic) explanation for that phenomenon is.

I hope this is helpful. Let me know what you like, what’s hard about navigating the resources, and what’s particularly useful.

Sarah