

STEP 8: REFLECT AND DOCUMENT (1 HOUR)

Congratulation! This is the last step in the Talk Science Pathway. It's time to *take stock*. To do this, you'll compare the first 15-minute discussion to the one you just did. But first, collect the following resources:

- Audio file from the pre and post concept cartoon discussions
- An audio player (e.g., recorder or computer)
- Students' pre and post written reflections
- Your pre and post written reflections



Focus on the Post Discussion:

First, set aside about 30 minutes to transcribe and analyze a set of 5-7 interchanges from the post discussion audiotape (about 3 minutes worth.) Teachers tell us this is well worth the time it takes. Seldom is there opportunity to look closely at one's own practice. Doing this will provide new insight.

1. Play the recorded interview. Once the discussion is rolling, select a part of the discussion in which interesting things are happening for you and your students. If possible, find 5-7 successive interchanges in which three or more students contribute.
2. Write down verbatim what the students said and what you said.
3. Return to your copy of the *Reflection Tool*. Use the tool to further analyze student talk.
4. Then return to your copy of *Goals and Talk Moves Tool* and analyze your facilitation of the discussion. How did you use the Talk Moves to support students' discussion?

Focus on the Pre Discussion:

1. Access the saved pre-discussion audiotape and listen to a four-minute segment from the middle of the tape.
2. As you listen, you may want to refer to the *Reflection Tool* and *Goals and Talk Moves Tool*.

Comparing Discussions

Compare your pre-discussion and post-discussion by writing a short reflect about each of the following questions. Include evidence from your discussions.

- In what ways has the culture of science discussion changed in my classroom?
- In what ways have students' scientific ideas changed?
- Am I using different strategies now to support discussion?
- What do I want to continue working on?

The discussions skills you and your students are building can continue to grow in any and all discussions you have this year. And, when you teach this unit again next year, the resources will be there for you to use within the curriculum as well as in the pathway.

Thanks for following the Talk Science Pathway. We hope this has been a productive professional experience for you, and we hope it contributed significantly to your students' science learning.