



Analysing video of teachers' pedagogical choices to promote argumentative discourse

Professor Shirley Simon, University College London

Shirley Simon (s.simon@ioe.ac.uk) is Professor of Science Education at University College London Institute of Education. She began her career as a chemistry teacher and taught in inner-city London schools before becoming a full-time researcher and lecturer in science education. Shirley's doctoral research focused on the implementation of new assessment practices, and she has since undertaken research in scientific inquiry, cognitive acceleration, teacher learning and professional development. Her current research focuses on argumentation in science, attitudes to science and participation in science. She teaches on masters programs and supervises doctoral students working in many aspects of science education. She is also a visiting professor at Umea University in Sweden where she advises on research projects and supervises doctoral study.

ABSTRACT

This talk concerns the outcomes of professional development that aim to enhance teachers' pedagogical practice with argumentation in science classrooms, with a particular focus on teachers' choice of strategy and teacher-student discourse. Two teachers from four urban schools attended a series of professional development workshops over an 18 month period, where they experienced activities to enable them to implement argumentation in their science teaching. The teachers were observed and video-recorded on four-six occasions each over this period. The lessons were analysed for structural aspects, including choice of activity and group work strategy, and also for ways in which teachers interacted with students during activities, using an established framework for identifying scaffolding of argumentation processes. Episodes where teachers ask for justification, counter-argument or evaluation of evidence/argument were identified to see how teachers encouraged argumentative discourse.

The analysis of the video-recorded observations using NVivo focused on pedagogical choices that influenced opportunities for argumentative discourse, including activities, group work strategies and configurations, and teacher-student interactions.



DATE

Tuesday 9 February 2016

TIME

10.00am-11.30am

VENUE

TT.1.05, Faculty of Education,
University of Waikato.

www.waikato.ac.nz/wmier