Landscape of Research on Teacher Knowledge and Practices for Argumentation

Friday, October 13, 2017
Light refreshments will be served at 10:45 AM
11:00 AM – 12:00 PM
NSB 1205 (Auditorium)

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Argumentation has become increasingly prevalent as an essential goal for science education (Next Generation Science Standards, 2013). This approach to learning allows students to construct knowledge claims by interpreting data as sound evidence and debating those claims with peers. An increased focus on argumentation in standards documents presents challenges for many science teachers who are unprepared to meet the demands of developing students’ oral and written argumentation skills. Most of the in-service teachers never learned about argumentation as part of their coursework, and were not expected to incorporate it into their teaching. When they try to implement argumentation, they struggle with analyzing classroom discourse and students' writing samples and have difficulty applying their understanding of argumentation to their classrooms. This presentation will discuss what the essences and characteristics of teachers’ knowledge and practices of argumentation, how they develop the knowledge for argumentation, and how teachers change their knowledge and practices for argumentation over time in relation to student talk, writing, and achievement in science.

Hosted by:
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