

## PROFESSIONAL LEARNING

### SESSION OVERVIEW

In this session, participants identify how discourse supports a student-driven classroom. They will explore a process for promoting student-led discourse that includes laying a solid foundation, planning, implementing, and reflecting.

### SESSION OBJECTIVES

Participants will:

- identify the role and importance of discourse in science education,
- explore a process for promoting student-driven discourse, and
- intentionally plan for scientific discourse in their *PhD Science*® classroom.

TIME	AGENDA	DESCRIPTION
10 minutes	<b>Launch</b> Session Introduction	<ul style="list-style-type: none"> <li>• Review the session objectives, materials, and other housekeeping items.</li> </ul>
40 minutes	<b>Learn I</b> Why is scientific discourse important, and what does it look like in a student-driven classroom?	<ul style="list-style-type: none"> <li>• Leverage research to identify the importance of discourse in students' knowledge building.</li> <li>• Analyze effective student-led discourse in a <i>PhD Science</i> classroom.</li> </ul>
40 minutes	<b>Learn II</b> How can I support productive scientific discourse?	<ul style="list-style-type: none"> <li>• Investigate a discourse process to support a student-driven classroom.</li> <li>• Explore the steps to planning effective discourse.</li> </ul>
10 minutes	<b>Break</b>	
70 minutes	<b>Learn II Continued</b> How can I support productive scientific discourse?	<ul style="list-style-type: none"> <li>• Continue exploring the steps to planning effective discourse.</li> <li>• Intentionally plan for scientific discourse in an upcoming <i>PhD Science</i> lesson.</li> </ul>
10 minutes	<b>Land</b> Session Close	<ul style="list-style-type: none"> <li>• Ask any remaining questions. Reflect on and summarize learning.</li> </ul>