Leveraging Related Phenomena in a Student-Driven Classroom

PROFESSIONAL LEARNING

SESSION OVERVIEW

In this session, participants discover how to leverage related phenomena to support students in transferring and applying science content knowledge.

SESSSION OBJECTIVES

Participants will:

- define related phenomena and understand their importance,
- determine ways to leverage related phenomena to support students in transferring science knowledge, and
- intentionally plan for leveraging related phenomena.

TIME	AGENDA	DESCRIPTION
10 minutes	**Launch** Session Introduction	• Review the session objectives, materials, and other housekeeping items.
50 minutes	**Learn I** What are related phenomena, and why are they important?	• Define related phenomena. • Examine how related phenomena support students in engaging with and exploring the anchor phenomenon.
30 minutes	**Learn II** How can we leverage related phenomena to support students in transferring science knowledge?	• Explore how to leverage related phenomena by planning with the Module Storyline.
Break		
30 minutes	**Learn II (continued)** How can we leverage related phenomena to support students in transferring science knowledge?	• Explore ways to leverage related phenomena by making in-the-moment instructional decisions.
40 minutes	**Learn III** How will you intentionally plan to leverage related phenomena in your *PhD Science*® classroom?	• Apply new knowledge and skills to determine how to leverage related phenomena in a current or upcoming module.
10 minutes	**Land** Session Close	• Ask any remaining questions. Reflect on and summarize what was learned.