Examining the Positioning of Ideas in the Disciplines

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Enabling Productive Discussion

Productive Discourse is Supported By [1-3]:

- Genuinely considering individual ideas
- Spending time with weak or incomplete ideas
- · Maintaining a shared framing of the activity

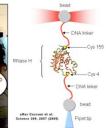
How do the interactional moves of 'quiet' students support productive discussion?

Context

- Anya, Camille, Marge, and Hollis working on a collaborative group problemsolving task
- Enrolled in a reformed Physics for Life Science Majors class [4]
- The course context encourages connections between physics, chemistry, and biology

Question students are discussing: Is the energy of the unfolded RNase protein smaller or larger than the energy of the folded RNase protein?





The Discussion









THAT THERMAL ENERGY IS SEPARATE FROM THE SYSTEM, AND THEREFORE

















ANYA SUMMARIZES CAMILLE'S POINT ABOUT THERMAL ENERGY BEING OUTSIDE THE SYSTEM, AND CONTRASTS THAT WITH THE IDEA THAT ENERGY IS PUT INTO THE SYSTEM TO BREAK THE BONDS.







Conclusion: Positioning Ideas with Value Contributes to Productive Discourse

Marge and Hollis position ideas as having value to the conversation

- Marge extends the idea of energy input by asking where the input occurs
- . Hollis revoices the idea that energy is required to break bonds
- Hollis completes the idea that thermal energy is lost from the system
- Marge refocuses the discussion on the idea that energy is less in the unfolded protein



Anya positions ideas with authority from outside physics

- Language of delta-H
- · Reasoning with 'endothermic'



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- [1] B. Barron, J. Learn. Sci. **12**, 307 (2003). [2] K. Hogan, B.K. Nastasi, and M. Pressley, *Cognition Instruct.* **17**, 379 (1999) [3] R.E. Scherr, and D. Hammer, *Cognition Instruct.* **27**, 147 (2009).
- [4] For more information on the course, see http://goo.gl/sz84h

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