

DiALoG Dimension: Regulation

As you use the DiALoG Tool in your classroom, you will determine if the following statement is Not Descriptive, Somewhat Descriptive, or Very Descriptive of the discussion you observe.

Students manage the discussion in such a way that respectful, equitable, and productive discourse can occur (e.g., inviting others to add to the conversation, ensuring that some students do not dominate, checking that different ideas have been considered and that ideas are being critiqued as well as built upon).

To help determine how well the statement describes the discussion you observe, you might also consider:

At the Very Descriptive level, students consistently monitor how well the group is collaborating as a whole to surface and evaluate all ideas. When members of the group find that their discussion is no longer productive or lacking broad participation, they actively look for things they can do or say to improve their group process (e.g., inviting others to participate or suggesting new territory for discussion). Students take ownership of managing the discourse to deepen their understanding of science ideas, claims, and evidence.

Possible student statements that indicate students are demonstrating regulating:

- *I notice that not everyone has participated. Does anyone who hasn't spoken yet want to share their ideas?*
- *I'd like to hear what ____ has to say about*
- *Let's try to be more respectful.*
- *Can we agree to disagree for the sake of moving forward?*
- *Do we agree enough to move on?*
- *I think we are stuck. Should we talk about a new piece of evidence, or does someone have a different idea?*
- *Let's let other people talk and see if there are any new ideas.*

Useful teacher prompts to model or provide opportunities for students to demonstrate regulating:

- *I'm hearing a lot of good ideas, but they are only coming from a few people. How can you support one another to ensure that everyone feels comfortable talking?*
- *How are you working well as a group and how could you improve to make sure all ideas are considered and strengthened?*
- *How can we respond to one another's ideas and not just add our own separate ideas?*
- *It seems like you might be stuck. What can you do as a group to move this conversation forward? For example, is there an idea you haven't considered yet?*
- *Take a moment to check in on how well you are meeting your goals of working together as a group in order to build a better understanding of the ideas we are discussing.*
- *As a group, how do you feel about where you're at? Do you need more time?*

Responsive Mini-Lesson Summaries

The Responsive Mini-Lesson (RML) summaries below are intended to help you understand how the lessons help students build facility with working together to regulate a scientific discussion and to determine which RML is an appropriate fit for your students.

Not Descriptive

At the Not Descriptive level, students rarely manage the discussion in such a way that respectful, equitable, and productive discourse can occur.

To respond to a score of Not Descriptive, this lesson has students consider what the term *regulating* means with regard to scientific discussions in their own classroom and engages them in developing a list of strategies they can use to support regulating during discussions in the future. Students reflect on their own experience working in groups before they discuss an everyday example of a group of young people trying to work together. This accessible content helps students develop an initial understanding of regulating. The lesson concludes with students generating a Classroom Regulation Strategies chart. The goal of this lesson is to provide students with an understanding of what constitutes respectful, equitable, and productive discussions.

Somewhat Descriptive

At the Somewhat Descriptive level, students sometimes regulate the discussion but are not consistent in this practice. For instance, students might recognize when a discussion is becoming less productive, but they are unsure of how to execute strategies to get the discussion back on track.

To respond to a score of Somewhat Descriptive, this lesson has students watch a short video of other students participating in an oral argumentation activity. The students in the video discussion are offering arguments about what form of a gene, or allele, causes some cats to glow in the dark. As student watch the video, they analyze the discussion with regard to the regulating that does and does not occur. The goals of this lesson are to help students analyze the level of respect, productivity, and equitable participation in a scientific argumentation discussion and to develop regulation strategies to address a lack of equitable participation in scientific argumentation discussions.