
**The Process of Change: Examining Teacher
Growth in Orchestrating Dialogic Science
Discussions**

Sherice Clarke
Assistant Professor of
Education Studies
University of California, San
Diego

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6475 Alvarado Road, Suite 128



RSVP: crmse@mail.sdsu.edu

Abstract: There is growing evidence that science teachers can play an important role in fostering and supporting a classroom culture of active deliberation in science. Specifically, when teachers lead students in classroom discussions where the goal of talk is collaborative sense-making about science, students have been shown to benefit in terms of steep increases in learning.

How can teachers be supported to orchestrate discussions that builds scientific understanding and habits of mind? In this talk, I will explore the nature of teacher growth through a ‘critical case study’ of a secondary science teacher learning how to teach science through discussions over three years. Using microgenetic analyses, I consider how the process of change can provide insight into how teachers learn. I will consider the implications for supporting teachers’ generative learning in practice.