

The Power of Academic Conversations for Agency, Voice, Identity, & Equity

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February 16, 2019

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Understanding Language | Language, Literacy, & Learning in the Content Areas

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OVERVIEW

- I. Building Ideas Mindset
- II. Academic Conversation Skills
- III. *Structured Interaction Activities:*
 - Transition Improv (Pro-Con)
 - Stronger & Clearer Each Time
- IV. Academic Conversations



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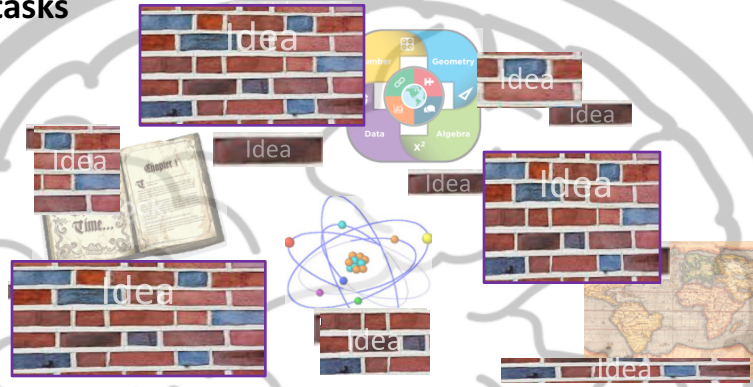
Building Ideas* Mindset

What ideas am I/we building this week and how do these tasks & texts help?

Is this idea as clear and strong as possible?

What new ideas can I start building today?

How can I help others build their ideas as much as possible?



**Concepts, Stories, Opinions, Interpretations, Themes, Solution Methods*

Constructive Conversation Skills: Building an Idea

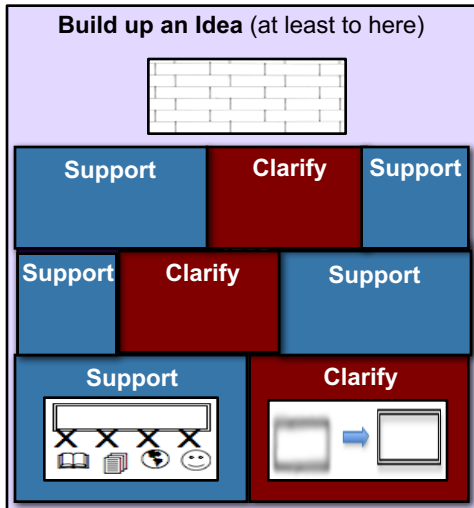
Build up an Idea (at least to here)

The diagram shows a purple rectangular area representing a building. At the top, there is a small section of a brick wall. Below this, there are two colored boxes: a blue box on the left labeled "Support" and a red box on the right labeled "Clarify". The "Support" box contains icons for a book, a stack of books, a globe, and a smiley face. The "Clarify" box contains an arrow pointing from a box to another box.

- Ask ?'s
- Define
- Elaborate
- Paraphrase
- Negotiate
- Analogy
- Synthesize

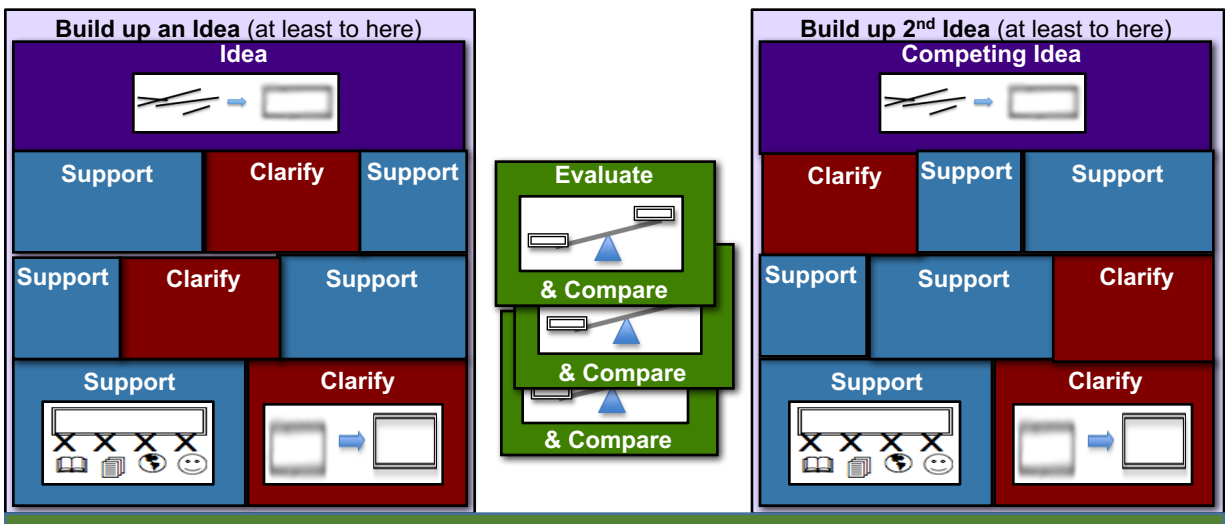
Hand motions

Constructive Conversation Skills: Building an Idea



Hand motions

Constructive Conversation Skills: Collaborative Argument



Hand motions

Structured Interaction Activity

Transition Improv Activity (Pro-Con)

How can this activity foster student agency, voice, identity, & equity?

Video of Pro-Con

Bryant High School

ELA

Teachers:
Ghrawi and
Fotopoulos

Prep work for
reading *Animal
Farm*

Pros and cons
of communism



Transition Improv Activity: Pro-Con

Topics: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Internet, Cell phones, Video games, ...

Transitions: *Motion* However,
On the other hand,
Then again,



~~but~~

Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ___ is ...
In spite of the positives of _____,

Listeners can & should:

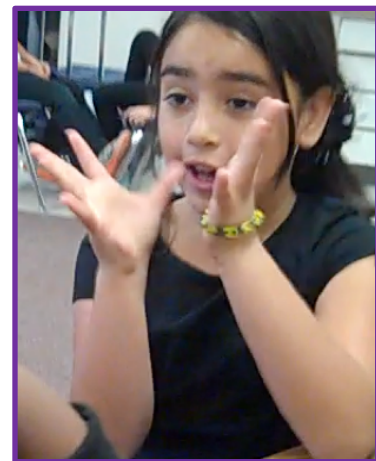
- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about...?"

A & B, Lean?

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How can Transition Improv activities foster student agency, voice, identity, & equity?



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Structured Interaction Activity

Stronger-Clearer Each Time Activity

How can this activity foster student agency, voice, identity, & equity?

“Stronger & Clearer Each Time” Activity

I think bad things happen when cultures meet, like wars.

What’s an example of fighting?


A begins and B listens and asks clarify & support questions. Go.


Take two-word notes. New partners! Don’t forget to use examples. Stronger + Clearer!

I think it’s both good and bad. Like you learn from each other, but also you can fight.

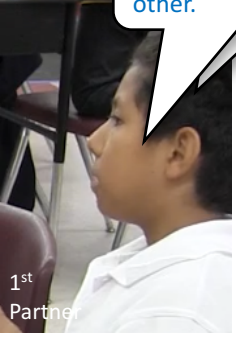
The Aztecs and Spain. They didn’t like each other.

(PRE)
Bad things happen when they meet.
Wars start.





Manuel



1st Partner

What happens when cultures meet and why?

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“Stronger & Clearer Each Time” Activity

I think bad things happen when cultures meet, like wars.

Take two-word notes. Switch partners! Don't forget to use examples & ask for clarify & support. Stronger + clearer!

I think it's both good and bad. Like you learn from each other, but also you can fight.

What happens when cultures meet and why?

My notes: Bad, wars

both, learn religion, mix

Cultures meet and bad things happen like fighting, like the Aztecs and Spain. But good things, too, like you can learn other language.

What do you mean they learn religion?



When cultures meet each other, it helps to learn how others live. Like religion. But wars can happen, like you said.



Maybe not learned, but like mixing religions together.

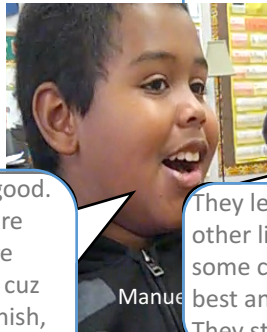
What happens when cultures meet and why?

“Stronger & Clearer Each Time” Activity

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like fighting, like the Aztecs and Spain. But good things, too, like you can learn other language.

When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.



I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps to learn how others live. Like religion. But wars can happen, like you said.

They learn from each other like some cultures are better and some are worse. They start to learn from each other.

(PRE)
Bad things happen when they meet.
Wars start.

(POST)
When cultures meet, it's bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

What happens when cultures meet and why?

Stronger & Clearer Video

Context

- 4th grade
Science class
- Early Advanced speakers.
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.



This Clip

- Prompt is: What is energy conversion?
- Daniel talks to three different partners
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise)
- *Reflect on ways to improve his response and/or the activity.*

Video of Stronger-Clearer

High School

ELA/ELD

Opinion

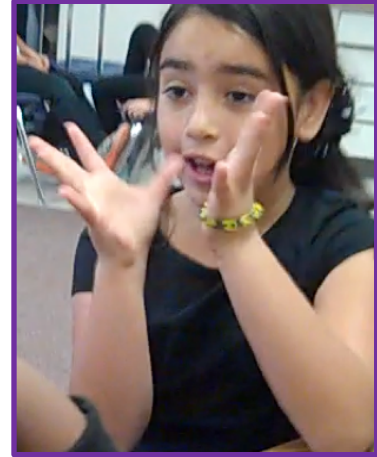
Continuum:

Communism

vs.

Capitalism

How can Stronger & Clearer Each Time activities foster student agency, voice, identity, & equity?



Using Conversation Skills

Prompt: How can the Rainbow Fish teach us to be better people?



Sample 1

A: He didn't share.
 B: And he had lots of scales.
 A: So?
 B: They're shiny. He got mad at the little fish, it wanted one.
 A: And then he talked to the octopus.
 B: He looked kinda scary.
 A: Yeah. But he was nice to the fish.
 B: Yeah. OK. Are we done?

Sample 2

C: He was selfish.
 D: So is that what we learn?
 C: No, like to not be selfish.
 D: Why not?
 C: Look at the fish. He didn't share and was sad//
 D: Yeah, cuz other fish stopped playing with him, and so he got lonely.
 C: Selfish isn't good.
 D: So to have friends, we gotta share.

Collaborative Argumentation - 5th Gr. ELA/ELD



Context

- 5th grade Language Arts/ELD class
- Advanced and early intermediate

This Clip

- After reading an allegory for the Holocaust, students discuss what could have happened if the animals had stood together.
- They practice stating opinions, paraphrasing, and clarifying

Conversing to Build Ideas

Context

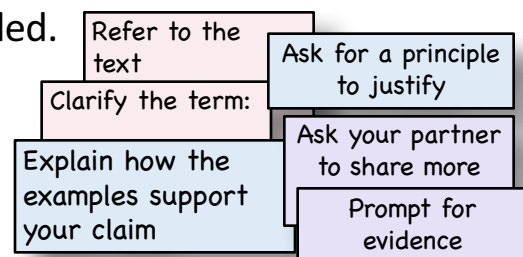
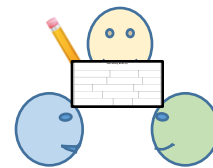
- 1st grade science
- English learners
- First day of the unit on animals

This Clip

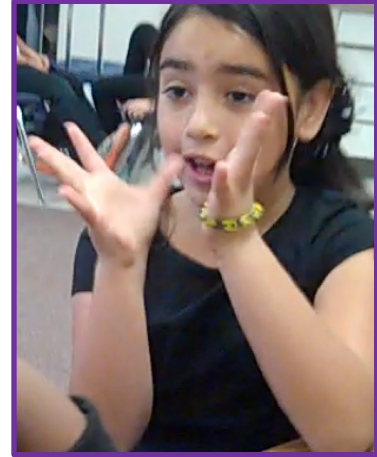
After looking at pictures in the beginning of the unit, students are asked **“What helps the slow pufferfish stay alive?”**

Third Observer Notes & Coaching

1. As talkers converse, observer takes notes on their building of ideas (clarifying & supporting).
2. Makes suggestions verbally (or silently on sticky notes), when needed. (e.g., suggestions that prompt for justification of procedures, conjectures, claims, patterns, & conceptual understandings)



How can back-and-forth conversations in school foster student agency, voice, identity, & equity?



Conclusion

A conversation has a spirit of its own...That is, it allows something to 'emerge' which hence forth exists.

--Hans Georg Gadamer

