Talk Moves for Introductory Biology

A. Talk moves for discussing clicker questions:

1) **When a student *thinks* they know an answer:** Why is the answer not "B"?/Why are the other answers wrong?
2) **When students have no idea what the answer is:** What can you say about the options? What would your answer be if this was a free response question?
3) What options can you rule out? … Why?
4) What did everyone else say, did anyone have a different answer?

B. Talk moves for helping students consider the significance of processes:

1) How do you suggest we should begin thinking about this problem and go about answering it?
2) How would it affect other aspects of nature/body/etc?
3) What would happen if this part of the process didn't happen?
4) Are there other ways to get the product of this specific process if it wasn't working?
5) **See if student really understands the problem and how to apply it by changing a variable or part of the question:** What if the question was asked like this "x"? How would a change/defect in this part affect the entire process?

C. Talk moves to help students working in groups for class worksheets, projects, etc.:

1) **When a student is dominating the conversation:** "Does someone else have another idea? Why?
2) Can anyone add on to what was just stated?
3) Can someone repeat the idea that was just presented?
4) Anyone have an example to share?
5) If we change this word in the problem, would the outcome still be the same?

D. Talk moves to help when students are preparing for an exam:

1) **When a student is focusing on minor details instead of the big picture**.."What questions do you think could be asked with this bit of information?"
2) "Can you come up with application or analysis questions that pertain to this information and share them with the class?"
3) "How does this idea connect with information learned in the previous chapter?"

Adapted with permission from TERC (2012). Checklist: Goals for Productive Discussions and Nine Talk Moves. Cambridge, MA.