**Unanswered questions**

Bre Minniefield 9:47 AM

Is it descrimintory to demand that students speak everyday proper English to comunicate (not bio terms)? (if they don’t know how then, we can teach them)

A: The goal is not to demand use of everyday language, rather to allow the to use all of their linguistic resources to explain and explore ideas. There is no such thing as “proper English.” Somewhat decided what is proper and by default determined other resources non proper. Instead, allowing students to use all of their language resources and requiring them to practice the new language they are learning is a more efficient ways of learning.

Ulrich Reinhardt-Segawa 9:48 AM

My college students are a very heterogeneous bunch. Any tips for dealing with racial/cultural backgrounds that vary widely?

A: Absolutely! Allow them to share their ideas and encourage them to use that cultural diversity.

Alex Brummer 9:48 AM

Thoughts on question prompts asking students to explain something, and providing a list of the technical language they should use for that question?

A: Have them explain something in content and then as them to use their new terminology. For example a promote might be “ Use the space provided to explain how food sources are connected to how different animal groups thrive in the same area. In your answers use words like Biodiversity, Ecosystem, and Trophic Layers).”

karin lohwasser 9:58 AM

Amazing, science methods in one hour. Thank you. How do we get the recording?

**Answered questions**

Arthur Piot 8:53 AM

i think an e-mail is the best you can do, but it should suffice :) arthur.piot0@gmail.com

Erika Nadile (You) 8:54 AM

Thank you, Arthur, I will send you a verification email! Thank you!

Sue Ellen DeChenne-Peters (Georgia Southern U., she/her) 9:31 AM

STroop and Flanker test area about color and arrow were the prompts related to the content?

This question has been answered live

Chris Mead 9:42 AM

Can you talk about ways that instructors can lean on students to identify connections between the science and their own lived experiences/environments?

This question has been answered live

Ben De Coensel 9:43 AM

You mentioned most teaching is still passive, but are you seeing some change in the way teaching is done?

This question has been answered live

Arthur Piot 9:43 AM

so these stroop and flanker tests were done directly after the lesson? how long does this cognitive "slow-mo" work?

This question has been answered live

Anonymous Attendee 9:45 AM

How do the techniques you suggest relate to students with cognitive disabilities?

This question has been answered live

Vanessa Ralph (She/Ella) 9:45 AM

As we grow to deconstructing what I would argue is a toxic relationship with assessments designed to punish students for what they do not know, how would you propose applying cognitive apprenticeship to uncover assessments that celebrate students as they acquire knowledge?

This question has been answered live

Elizabeth Day 9:48 AM

I learned a lot from this talk about how the presentation of information effects students. Although I agree with your argument, I'm stuck on the cog apprenticeship model for foundational ideas in general chemistry like the model of the atom. Discovering their own model might not be reasonable. it's definitely not intuitive! What would you advise? Thank you!

This question has been answered live

Christopher Pagliarulo 9:49 AM

When we transition from instructor-centered to student-centered, self-directed learning, we usually experience significant student pushback, especially from students with high levels of previous academic achievement. Example “I had to teach myself.” What are your thoughts on getting buy in?