TALK MOVES MAP

You pose a question to the class. Then, what if...

▶ A STUDENT GIVES A RESPONSE.

You think:
Huh?? I didn’t understand that at all!

USEFUL MOVE:
“Say more.”
examples:
› Can you say more about that?
› Could you say that again?
› Can you give an example of what you mean?
› So let me see if I understand. Are you saying...?

▶ FACES BLANK. ONLY 2 HANDS RAISED.

You think:
I guess they need time to think!

USEFUL MOVE:
Stop & Think or Stop & Jot (60 seconds) then
Turn-and-talk (60 seconds) then
Ask again!

▶ A STUDENT GIVES A RESPONSE THAT IS WRONG OR CONFUSED.

You think:
That’s the wrong answer, and it’s not going to take us anywhere!

USEFUL MOVE:
Consider the four moves to the left.
examples:
› Can you say that again?
› Does anyone have a different view?
› Well, actually, remember when we... (give correction)

You think:
That’s the wrong answer, but it might be very productive to discuss it!

USEFUL MOVE:
Use your best judgment about how to move on.
examples:
› Can you say that again?
› Does anyone have a different view?
› Well, actually, remember when we... (give correction)

You think:
I think students got that, but I need to dig deeper into this student’s thinking.

USEFUL MOVE:
“Why do you think that?”
examples:
› What led you to think about it that way?
› What’s the evidence you used?
› Can you explain your reasoning to us?
› How did you figure that out?

▶ SEVERAL STUDENT RESPONSES ARE OFF TOPIC.

You think:
We’ve really gotten off track. Even though they’re engaged, this isn’t the question we’re trying to consider!

USEFUL MOVE:
Use your best judgment to get back on track.
examples:
› Can you link this back to our question?
› Can someone tell me how this fits in with our question?
› Gee, what was our question? Let’s recall where we’re going...

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