

Appendix A

Participant Time Ordered Matrix for Mitch – Concerns & Obstacles

Pre-Interview	Meeting 1	Meeting 2	Lesson 2/25	Meeting 4	Lesson 4/22	Lesson 5/20	Meeting 5	Postinterview
Facilitating discussion is hard – need to see models	<p>"Our students they're not armed with appropriate vocabulary yet. They don't have any confidence. They don't have those words in their mouths or in their heads yet."</p> <p>Writing their reasoning is a challenge (drawing might be an alternative).</p>	<p>Students can make a coherent claim, but not support it. Students can describe evidence, but not in support of a claim. Need to do both.</p> <p>Very easy to "corner" students into an explanation.</p> <p>Introduction of gear complicates things.</p>	<p>"This is hard going, and I knew it would be after watching the video" "I did this to practice"</p>	<p>"Some kids going to be determined, to think their way through it. And there are others who won't, you know, and how much, how much stick-to-it-ness do they have?"</p> <p>Can describe evidence, but not connect back to claim.</p>	<p>Students seemed at a loss as to where to start. Students had a hard time connecting data to model. They could make a prediction, but could not explain the mechanism. Did not know how to participate? Not interested?</p>	<p>Trying out modeling, but still have concerns about using the data to support a conclusion. Didn't really get to press students on that though (b/c of time)</p>	<p>"You almost need a different kind of prompt. Is there a difference between medium and high quality in this prompt?"</p> <p>Crafting the "right" question is hard.</p>	<p>You never see enough of the right kind of model; how do you know a kid is logically connecting the evidence to the argument? I may not know the correct probing question yet to get them to talk; "what's the question to get this person to reconsider"</p>