

7 - Discourse and Argumentation in Science Education | Empirical

SP - (16323) - EPISTEMIC RESOURCES AND QUESTIONS IN ARGUMENTATION-BASED SCIENCE CLASSROOMS

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Short Abstract

In this study, we investigate the interactional resources used by science teachers, the questions that the teachers use as interactional resources, and the purposes of using these questions in argumentation-based science classrooms. We carried out the study using the conversational analytical perspective which has a qualitative and a data-driven nature. In the study, we revealed epistemic resources and determined questions and their purposes. Results show us that the teachers use epistemic resources to carry out successfully argumentation-based science activities. The resources contribute to the learning process by revealing the students' thoughts, claims, warrants, or counter views about the phenomenon as well as keeping them in interaction. Our results also show us the teachers uses referential, display, clarification request, comprehension check, and confirmation check questions as interactional resources to manage the activities.