



This resource is based on research project *Toward Effective Multimodal Meaning-Making with Visual Data in Geography through Productive Classroom Talk* (project no.: AFD 04/17 TS) funded by MOE Academies Fund Grant. For enquiries, please contact tricia.seow@nie.edu.sg.

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TALK MOVES FOR GEOGRAPHICAL DATA

Think And Talk Like A Geographer!

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TALK MOVES FOR GEOGRAPHICAL DATA

PURPOSE	TALK MOVE	QUESTION PROMPTS
UNDERSTAND THE DATA	DECODE <i>State what the data representation given in the data source means, e.g. title, unit, legend, arrow, etc., and how it applies in a given context</i>	<ul style="list-style-type: none"> Looking at the ____, what do you think this ____ is about? Which part of the ____ shows you this?/Where do you see this? What does this ____ mean? If we want to talk about ____, which part of ____ will help us? What else do you notice on the ____?/Is there more?/Which part of the ____ have we not yet discussed?
	SPECIFY <i>Focus on and make explicit specific data points/values in the data source to a) give evidence; b) sort/rank; c) measure; d) calculate</i>	<ul style="list-style-type: none"> Which part of the ____ shows us this? Can you give me a specific ____? Can you give me evidence from ____ to support ____? What other ____ would you choose to support this? Which part of the ____ does not fit what we discussed? Which ____ has the highest/lowest ____? Can you calculate the ____ from the data? How did/might you get this value?
	ANALYSE <i>Make use of data points to identify a trend/distribution/pattern and anomalies, compare and contrast trends/distributions/patterns, interpret, and infer</i>	<ul style="list-style-type: none"> What do you notice about the trend/distribution/pattern of ____? Can someone describe the relationship between ____ and ____? What are the exceptions, if any? What are the similarities/differences between ____ and ____? What does ____ tell you about ____? What can you infer from this?
	CLASSIFY <i>Group impacts/factors/characteristics under an overarching concept</i>	<ul style="list-style-type: none"> Could you group ____ into the categories we discussed earlier? How would you classify ____?
	REASON <i>1) Explain a relationship by recalling geographical content/processes/concepts 2) Provide reasons based on personal geographies or through perspective-taking</i>	<ul style="list-style-type: none"> Can you recall what we learned about ____? How do we use this to explain what we discussed earlier? Can someone explain how ____ leads to ____? What happens next? Is this explanation complete? What else is missing? Have you experienced ____? How does this help you to explain what we are discussing? What do you think they are experiencing/feeling about ____? Why do you say so?
CONNECT DATA TO PRIOR KNOWLEDGE	EVALUATE <i>1) Assess the relative importance of different factors 2) Predict possible consequences/impacts and assess possible solutions/management strategies 3) Assess the reliability and validity of the data</i>	<ul style="list-style-type: none"> Which factor(s) do you think is(are) more important in ____? Why do you say so? What will happen when/if ____? What are the possible impacts on ____? Are these impacts the same everywhere/for everyone? How so? What do you think has to be done, and by whom? Does this always work everywhere/for everyone? Why? If we look at this at a ____ scale, would your response be the same? What are the limitations of the data? What other information do we need to have the full picture?
	SUMMARISE <i>Organise and consolidate points discussed in a coherent statement</i>	<ul style="list-style-type: none"> How can we bring all this together? Can anyone summarise what we have just discussed? What are the main points? What can we all agree upon and where do we disagree? Why do you think this has been important to learn?
CONSOLIDATE DATA		

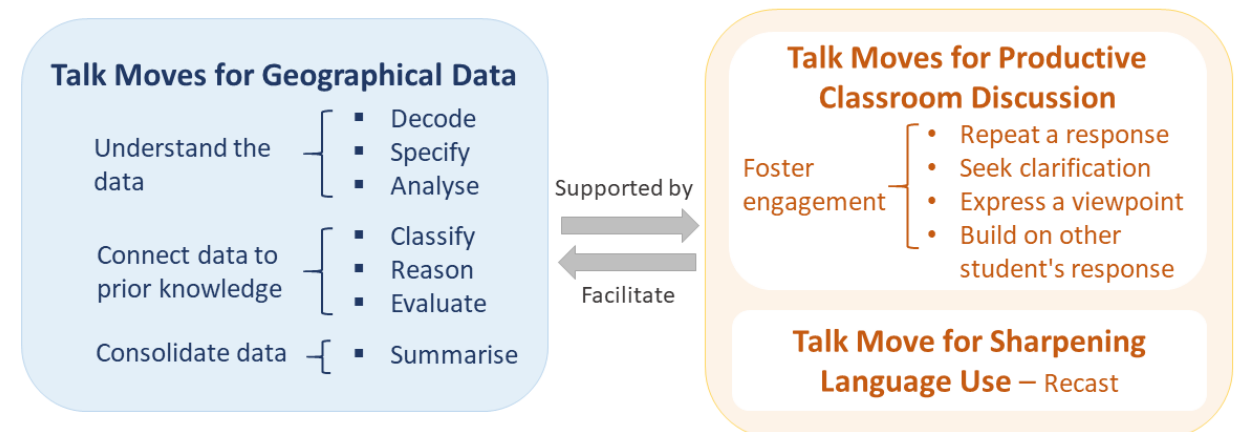
TALK MOVES FOR PRODUCTIVE CLASSROOM DISCUSSION

PURPOSE	TALK MOVE	QUESTION PROMPTS
FOSTER ENGAGEMENT	REPEAT A RESPONSE <i>Restate the student's own answer or another student's contribution</i>	<ul style="list-style-type: none"> Can you tell us again which part of the data you are looking at? Can you repeat it clearly so that your classmates can hear you? What do you think Student X was saying? Can you put in your own words for us what Student X just told us? Did you hear what new idea Student X just brought up?
	SEEK CLARIFICATION <i>Provide more details when an answer is confusing or unclear, or verify whether an interpretation or understanding of a response is correct</i>	<ul style="list-style-type: none"> What is it you are referring to? What does it mean when you say ____? Student X, can you try to clarify Student Y's idea? Let me see whether I understand you correctly. Are you telling us ____?
	EXPRESS A VIEWPOINT <i>Raise a point that is similar to another student's or challenge a student's statement or assumption</i>	<ul style="list-style-type: none"> Who would like to respond to Student X's idea and tell us why you agree or disagree? Do you agree or disagree, and can you explain why? Who has a similar/different response to ____? Can you think of a counterexample?
	BUILD ON OTHER STUDENT'S RESPONSE <i>Elaborate on what another student has responded</i>	<ul style="list-style-type: none"> Who can add on to the idea that Student X has just shared? Why do you think Student X said/believes that? Who can give further evidence to support Student X's view/claim? What is missing from Student X's explanation?

Talk Moves for Productive Classroom Discussion is adapted from Michaels & O'Connor (2012) and Zwiers & Crawford (2011) by English Language Institute of Singapore, MOE.

TALK MOVES FOR SHARPENING LANGUAGE USE

PURPOSE	TALK MOVE	QUESTION PROMPTS
SHARPEN LANGUAGE USE	RECAST <i>Rephrase a response, e.g. by replacing with a geographical term or academic/disciplinary language</i>	<ul style="list-style-type: none"> Can you think of a better way to phrase this? What is another word for ____? Can someone tell me what geographers call ____? Any other geographical terms that we can use to explain ____? Any other words you've learned that is related to ____?



To watch videos on Talk Moves for Geographical Data, scan this QR code or visit: <https://tinyurl.com/nkcahc72>