



Transfer Task - From MELs/baMELs to
Evaluating Models in Science Journals

Applying What Students Learn...

- A transfer task is necessary to determine if students can:
 - Transfer the skills acquired from MELs and baMELs to science phenomenon and claims made in real-world scenarios
 - Identify models and evidence in science articles
 - Based on the evidence presented, evaluate the plausibility of the model



Why Transfer Tasks?

- Although we may think we are doing a good job teaching a concept or skill...students may not realize they need more explicit instruction as to when these moments are occurring.
- They don't cue themselves into their prior learning or recognize how it relates to the new situation - i.e. free fall problem...
- The more explicit we can be with our students about the goals of transfer - it is not recall and plug and chug.
- Model this, show examples, state what they will be able to do. Do it in stages, kind of like sports (drill, game situation, game conditions, game).
- Make sure your students can cue themselves - practice this - give them a new situation/problem, see where they go, debrief.

What does the Transfer Task look like?

Similar to C-E-R scaffold we started with:

1. Read article
2. Identify author's model (claim)
3. Find evidence presented that supports the claim
4. Explain how each line of evidence connects to the model
5. Assess plausibility of the model

Seeking Models and Evidence in Research Articles - <i>Students</i>	
<i>For this activity, you will first identify the claim or explanatory model presented in a science news article. Then, identify evidence statements that support the model. The number of evidence statements may vary depending on the article you read.</i>	
Article Title:	
Claim or Model Presented:	
Evidence #1:	
How does the evidence support the model?	
Evidence #2:	
How does the evidence support the model?	

Let's try!

- Read the article provided while annotating the important points
- Complete the transfer task (1 line of evidence) and questions 1-3



Seeking Models and Evidence in Research Articles - Students

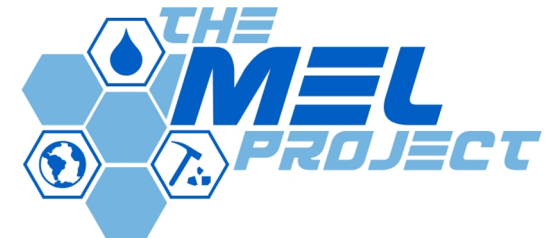
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The Transfer Task....

Group Discussion:

1. How did the plausibility evaluation classification (Question 1) vary among your group members?
2. What were the key lines of evidence presented?
3. How well did each line of evidence support the models individually and when coupled with the other lines of evidence?



The Transfer Task....

Whole Group Discussion:

- Summarize your discussions.....
- In the chat (if we have time):
 - How did your discussion with your group help your understanding of the content of the article?
 - Did you identify additional lines of evidence after your group discussions?
 - Were there any alternative models presented in this article? If so, how did you rate them? Why?

Teacher Reflection

Review student work and consider the following questions when assessing their responses.

- How do your students evaluate models when presented with evidence? In what ways might you modify this activity to help students think more critically about models and evidence?
- What did students do differently when evaluating articles compared to the MEL task? What similarities?
- What are some of the challenges for students in evaluating evidence to model connections?
- How do students consider alternative models in relationship to the model at focus of the article?

Wrap Up

- Compare and Contrast the Transfer Task and MEL/baMEL
- How do you expect your students to respond?
- How else could you use this task, or something similar to assess students abilities to determine the plausibility of models based on the evidence provided?

Up Next.... Implementation Plans

