

## Audience Consideration Rubric – 6-25-2015

**Who will use our knowledge products and how?** [Is this response helpful? The response tends not to change over time or with different teachers. Seems like it's an afterthought. It's hard to get in students' mindset when they were making the KP. Common responses - for less knowledgeable person; memory tool - the way models get used or framed in the unit influences who/what is the audience. Also problematic because it depends on context - class activity or overall goal - what is going on with the retrospective account of audience.]

1. **Who?** Indication of an audience. Who or what is the audience or the source of comparison? (could be multiple people) - double coding
  - a. no-one
  - b. not obvious/haven't thought about it before (Ex: I don't know... a student, maybe? Ex: no-one else can learn from their model other than me)
  - c. anybody
  - d. self (me)
  - e. teacher
  - f. less knowledgeable other (e.g., younger student)
  - g. peer (with other ideas)
  - h. the class community
  - i. other ideas (without people, necessarily)
  - j. a professor/WSU/MSU
  
2. **Why?** What is the purpose of the KP or argument? Why does this matter? (CVS note on 6/4/15: concerns about capturing this - lots of inference - as well as not addressed in other considerations; may be too large and related to meaningfulness rather than about this particular EC) - more about the purpose of the activity rather than the actual knowledge product. [This doesn't make sense for data in an interview format that comes from a prompted question about 'convincing.']
  - a. [communicating] demonstrate/inform the audience (author assumes the audience knows nothing)
  - b. [communicating] trying to help audience understand (author clarifies for a confused audience)
  - c. [sense-making] trying to make-sense of ideas individually or together (we/I don't know the idea, we're trying to figure this out)
  - d. [persuading/argumentation] persuading or convincing audience of an idea (to be recognized for idea?) (the sense that the author's idea is better than audience or that the author needs to convince or clarify the idea)
  
3. **How?** What does the person do with their KP with respect to the audience? (This answer suggests the answer to the 'why' question.)
  - a. **I don't know**/there is nothing I can do (ex: you can't convince them)/I wouldn't do anything

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- b. **Stating personal position** (the person further justifies their KP to audience) -like Abe's "clarity"?
  - i. stating the position
  - ii. restating or clarify own position
  - iii. elaborating - to help people understand what you mean. (doing this might mean an implicit refutation, but isn't clear from what the person says)
    - 1. bring in evidence
    - 2. articulate a mechanism
- c. **Working with other people's ideas** via communication, sense-making and argumentation - like Abe's persuasion (e.g., listening and responding; discredit the alternative). Building or refuting ideas. The idea could be about how or why the phenomena occurs.
  - i. **ask question** (for restatement, clarification, etc.)
  - ii. **restating** other idea (no extra info),
  - iii. **elaborating** other idea (adding information - evidence, mechanism)
  - iv. **modifying** other idea (changing with information) and
  - v. **refuting other** idea (counter-evidence, counterexample, etc.)]
    - 0. general strategies ...
    - 1. counterfactual (made up idea; hypothetical example)
    - 2. personal experience
    - 3. evidence (e.g., time for condensation to happen)
    - 4. mechanism
    - 5. logic

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