Science—Communicating Learning from Your Independent Research Project

Hello, scientific thinkers. The time has come to begin organizing how you are going to share your learning into your deep dive in Term Two, where you chose a topic, formulated a question, and recorded your findings.

As discussed, you have total free rein as to how you share your learning with us. (The only thing that's off limits is posterboards—I'm sure you've had plenty of practice with those in earlier grades!). You have been asked to explore the "101 Ways to Show What You Know" document (linked on the Science page of the class blog); hopefully you've been listening to your imagination and are getting close to making a decision.

There are two other things to consider:

1. **The structure of your sharing.**

   We will have a day for a gallery walk for projects that don't need oral explanations—sort of like a mini-science fair.

   But if your project requires you sharing your learning verbally, consider:

   - Do you want to share to the whole class?
   - Do you want to share to a small group of peers (selected by you)?
   - Do you want to share just to me?

2. **The criteria.**

   Regardless of the container, your projects will be assessed with common criteria:

   - **Questioning**
     - What was your original question?
     - What subsequent questions emerged as you engaged in research?
     - What questions do you have now?

     Share the journey of your question with us, explaining why and how you followed the path that you did.

- **Communicating**

    - What techniques are you using to communicate your findings? Consider all of the work we have done this year, exploring techniques that promote clarity of communication, verbally, in writing, and visually. How might you apply some of those techniques to this project? How can you help your audience clearly follow your thinking?

    - Language of the Discipline: what is the L of the D associated with your topic, and how can you clearly communicate the meaning of those terms to your audience?

    - Who is your audience? Your peers. Keep that in mind as you create your final project.

      Trying to "sound smart" can lead students to plagiarize. You *are* smart. You don't have to pretend to be a 45-year-old PhD student; just be you. Talk (or write) (or draw) (or whatever) to us like *you*.

- **Applying Depth and Complexity**

    - Is what you're sharing something we could find out by a quick Google? If yes, you are probably not working with depth.

      There are at least two ways to think about this:

      1. The D&C icons—how might you use some of these icons to structure what you communicate to your audience?

      2. How and Why—making How and Why the focus of your sharing can also lead you toward depth.

Projects will be shared during the last week of May.

Note: your research is not over. Don't be afraid to dip back in when you realize you are struggling to communicate an idea clearly. Research doesn't need to stop until the day you share your learning with us—and even then, I am hoping you will continue to follow your curiosity about your topic well beyond the due date. Who knows, you may be the one who unlocks new thinking in this area in the future!

Recall the impulse that led you to your topic and your question. Keep that in your heart as you begin this work. Try to share that curiosity and imaginative engagement with us. If you do that—while keeping the criteria firmly in mind—you will do very well with this task.