

PEER OBSERVATION WORKSHEET (25 points)

How does the educator access & connect with learners' prior knowledge?

Educator's moves	Examples	Frequency
Educator asks learners to talk about and reflect on their prior knowledge and/or experiences.	Have you ever seen anything like this before? Where did you see it? Have you ever heard of ocean acidification? What have you heard?	
Educator asks learners to connect their new ideas to their prior knowledge/experiences.	Before you said _____. Now what are you thinking about ___? How do you think ___ is related to what we talked about or did earlier?	
Educator asks learners to connect their ideas with what someone else said.	What do you think about what she said?	

How does educator facilitate a conversation?

Educator moves	Example	Frequency
Educator re-voices what learners say.	So let me see if I've got your thinking right. You're saying ...	
Educator asks learners to elaborate on and explain their own or someone else's reasoning and thinking.	Why do you think that? What evidence helped you arrive at that answer? Say more about that. Can you repeat what he just said in your own words? Do you agree or disagree, and why?	
Educator uses wait time.	Take your time... We'll wait.	
Educator prompts learners for further participation.	Would someone like to add on?	
Educator prompts learners to talk with one another.	Turn to the person next to you and explain to them what you think. Try this out with your friend and talk about it.	

What are the learners doing in the activity?

Learners	Example	Frequency
Learners make observations of materials.	Look, touch, listen, measure, weigh	
Learners make comparisons with materials.	Examine >2 objects for similarities & differences	
Learners manipulate &/or experiment with materials.	Turn, pull, operate, control, direct object Test, evaluate, change object	
Learners use materials with someone else.	Observe, compare, manipulate, experiment with another learner	
Learners use materials to get information.	Answer question, share information based on observation, comparison, manipulation, experiment	

Use this side to provide verbal feedback

Your name: _____

Whose activity did you observe? _____

What was the name of their activity? _____

Use the following questions to guide discussion with your peer about your observations (you do not need to discuss all the questions). Be sure to provide examples for things you point out and offer suggestions where appropriate. These are all things the instructors will be looking for when grading the final presentation.

1. How does the educator access & connect with learners' prior knowledge? Provide examples and suggestions.

2. How does educator facilitate the conversations? Were learners encouraged to elaborate on and explain their own or someone else's reasoning and thinking? Were learners encouraged to talk with peers?
 - a. What was the pattern of talk you observed? (monologue, IRE, reflective discourse)
 - b. What might they do to engage in more reflective discourse?

3. What were the learners doing in the activity? Were they able to figure out the concepts by doing the activity? How could the activity be revised so that the engagement helps visitors make sense of the intended concepts?

4. To what extent did the facilitator make explicit connections to nature of science/science practices (e.g. using scientific language such as let's measure or analyze...), explaining about models?

5. What parts of the learning cycle were evident? Which parts could be improved?

6. Overall, what particular aspects of the activity and interaction made it effective? What suggestions do you have for the facilitator to make it even more effective and engaging? Please be as specific as possible.