







| **GENERAL INFORMATION** | |
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| **Module** | Module 8: Workshop: co-design and evaluate learning scenarios for upper primary and lower secondary informatics teaching and assessment, based on the THINKER framework |
| **Unit** | Unit 8.2: Evaluating the impact of informatics |
| **Target Group** | Upper Primary and Lower Secondary Education Teachers/Trainers |
| **Duration** | 90 minutes |
| **Prerequisites** | Basic understanding of lesson planning |
| **ECTS** | 0,04 |

| **LEARNING OUTCOMES (slide 3)** | |
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| **1** | Employ peer review protocols to evaluate learning scenarios. |
| **2** | Exploit calibrated rubrics to assess alignment with Authentic Learning and inclusivity. |
| **3** | Facilitate reflective discussions to improve team-based evaluations. |

| **TEACHING METHODS (select all that apply)** | | | |
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|  | Learning by doing | √ | Peer learning |  |
|  | Project-based learning |  | Hands-on learning |  |
| **√** | Active learning strategies | √ | Collaborative learning |  |
|  | Blended learning | √ | Reflective discussion |  |

| **LEARNING MATERIAL** | |
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| **Required material** |  |
| **Additional resources** | <https://www.youtube.com/watch?v=S4fUCw-CoO4> , The Critical Friends Protocol |

| **UNIT CONTENT (slide 5)** | |
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| **Introduction** | This unit trains helps teachers gain knowledge about the Critical Friends Protocol (CFP) and the Calibrated Peer Review (CPR). The unit deepens into these methods, unveiling their mechanisms and their applications. This knowledge enables teachers to discern between the respective protocols, understanding their similarities and differences. In parallel, teachers will be aware of the challenges that might pop up when implementing these methods. Moreover, teachers will be able to apply these methods to evaluate their own learning scenarios, separately or combined. |
| **Activities** | **Activity 1: Exploring Peer Review Protocols (Slides 6–8)**  **Purpose:** Understand peer review and how rotating feedback enhances lesson evaluation.  **Steps:**   * Explain the purpose and structure of peer review (4 min) * Discuss why rotating feedback is essential for authentic and inclusive lessons (4 min) * Review key benefits of peer review protocols (4 min)   **Activity 2: Presenting the Critical Friends Protocol (slides 9-12)**   * Watch the video (6 min) * Discuss the three roles of CFP (slide 9) (4 min) * Go through step-by-step process (slide 10) (5 min) * Discuss Benefits and Mechanisms of CFP (slide 11) (5 minutes) * Run the activity using the scenario: “Algorithms on Social Media” (25 min)   Activity Instructions – Ask teachers to:   * Form groups of 3. Each person will take on a role. Decide who will be the first presenter. That person will summarise the ‘Algorithms on Social Media’ scenario and ask: How authentic and inclusive is this lesson?” * Critical Friends, will give constructive feedback. Start with what they appreciate—their your warm feedback. Then gently suggest areas to improve—their cool feedback. * The presenter does not respond—just listens. * After the activity, lead a short reflection:   + “What did they learn from this process?”   + “How can this help them when designing their own scenarios?”   **Activity 3: Presenting Calibrated Peer Review (slides 14-18)**   * Present theoretical basis and benefits (4 min) * Discuss Benefits (2 min) * Run Activity 2 using the document: *Mod 8\_Unit8.2\_Handouts* (30 min)   Activity Instructions - Ask teachers to:   * write a short learning scenario for their students based on the THINKER methodology using Handout 1. * exchange their scenario with the person sitting next to them. * use Handout 2 to evaluate the scenario of their peer.   Finally have a plenary discussion to discuss:   * What did they learn from the feedback? * How can CPR help improve lesson design and collaboration?   **Activity 4: Comparing CFP to CPR (slides 16-18)**   * Review similarities and differences of the two methods (slide 16-17) (6 min) * Discuss **implementation challenges (slide 18) (2 min)**   **Activity 5: Reflection and Conclusion (slides 19-20)**   * Recapitulation (slide 19) (4 min) * Assign the homework (slide 20) (2 min) |
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| **KEY TAKEAWAYS** | |
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| **Reflection and Conclusion** | Summarize the key points:  Let’s take a moment to reflect. Both CFP and CPR support you in creating more meaningful and inclusive lessons. They’re practical tools that promote collaboration and professional growth. What are your key takeaways from today? How might you integrate these methods into your own work? |
| **Homework/ Additional Tasks** | Give the below instruction to the teachers:   * Based on your **next topic in informatics**, design a **short learning scenario** using the THINKER framework (max 1 page). * Decide whether to use:   + **Critical Friends Protocol (CFP)** – for feedback on your **teaching strategy, inclusivity, and authenticity**   + **Calibrated Peer Review (CPR)** – for feedback on your **scenario as a learning product**, using a structured rubric * **Prepare a** brief **justification (100 words)** explaining:   + Why you chose CFP or CPR   + What kind of feedback you're hoping to receive |

| **REFERENCES (slide 20)** |
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| Aronson, E., & Patnoe, S. (2011). The Jigsaw Classroom. Sage.  Bambino, D. (2002). Critical friends. Educational Leadership, 59(6), 25-27.  Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education, 5(1), 7-74.  Collins, A. (1989). Cognitive apprenticeship. Cog. Sci.  Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. ETR&D, 48(3), 23-48.  Koch, M., et al. (2020). Gender-inclusive design in CS education. ACM SIGCSE, 51(1), 12-18.  Topping, K.J. (2009). Peer assessment. Theory Into Practice, 48(1), 20-27. | |