







| GENERAL INFORMATION | |
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| Module | ***Module 8: Workshop: co-design and evaluate learning scenarios for lower secondary informatics teaching and assessment, based on the THINKER framework*** |
| Unit | *8.4: Self-assessment and peer review* |
| Target Group | Upper primary/lower secondary education teachers/trainers |
| Duration | 270 minutes (personal studying time included) |
| Prerequisites | / |
| ECTS | 0,172 |

| LEARNING OUTCOMES | |
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| 1 | Engage in peer review sessions to exchange ideas, provide constructive feedback, and refine teaching modules based on corresponding feedback. |
| 2 | Reflect critically on their own teaching practices and the modules developed, identifying areas of strength and opportunities for improvement. |

| 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 |  |  |

| LEARNING MATERIAL | |
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| Required material | * THINKER Framework available at: <https://thinker.ucd.ie/resources/framework-and-toolkit/> * Template “[THINKER\_WP3\_Peer Review Protocol for Learning Scenarios](https://docs.google.com/document/d/1NEqy95_CQ5-h_lMwro9jh8KmJPzEfNIZ/edit?usp=drive_link&ouid=110976805246476538365&rtpof=true&sd=true)” |
| Additional resources | / |

| UNIT CONTENT | |
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| Introduction | A short overview of the topic and context of the lesson. Explain why the topic is important and how it relates to prior knowledge. |
| Activities | 1. Activity 1: Introduction to the Self-Assessment (20 min) Slides 5-7  At the beginning, the trainer introduces the definition of the self-assessment to the team, in order to help them understand the term better.  The trainer explains to the learners why to use self-assessment, and the skills developed through self-assessment.  **Outcome**: Learners understand what self-assessment is and its importance. |
| **Activity 2: Self-Reflective Tool (30 min)**  Slide 8  Form the participants in groups (approx. 4 participants per group).  Each participant should review the self-reflective tool available in the THinker Framework and brief each other about the items included.  Each participant should complete the self-reflective tool by evaluating their teaching practices against the THINKER framework.  Based on the completed self-reflection form, the participants discuss in their groups their strengths and weaknesses and try to identify solutions.  **Outcome:** Participants evaluate their teaching practices against the THINKER framework and identify their strengths and weaknesses. |
| **Activity 3: Introduction to the “peer review” evaluation (10 min)**  Slides 9-10  The trainer begins by explaining what is “peer review” evaluation.  The trainer continues by explaining how the “peer review” can be used as a learning tool.  Then, the trainer asks the group:   * Why might students respond more openly to feedback from a peer rather than from a teacher? * What do reviewers gain when they give feedback to their peers? * Can you think of a time when reviewing someone else's work made you reflect on your own? * Have you noticed “peer review” leading to more collaboration or conversation? * How can “peer review” promote engagement, critical thinking, and collaboration? * What happens to your role as a teacher when students begin giving each other meaningful feedback? (Highlight the shift toward being a coach or facilitator.)   At the end of the discussion, he/she collects a couple of answers and encourages discussion.  **Outcome**: Learners understand what “peer review” evaluation is and its importance. |
| **Activity 4: Peer Review Evaluation of Learning Scenarios (30 min)**  Slide 11  The participants will be in groups (according to the previous activities), and each group needs to review and evaluate the lesson plan (created in the previous activities) of another group using the THINKER\_WP3\_Peer Review Protocol for Learning Scenarios.  The trainer explains the steps of the activity and guides them during the activity.  At the end of the activity groups should provide relevant feedback to each other as for them to proceed by refining their lesson plans based on the peer review evaluation template (if needed).  **Outcome**: Learners will go through the process of peer review. |
| Assessment | Evaluating understanding through discussions, and feedback provided through the “peer review” protocol. |