

## Observing a Peer Teacher

Course Title:	<b>EDU 1003 : Theories of Child Development</b>	Name of Lecturer:	<b>Jaimiely Monedo Dionglay</b>
Lesson Number, Title (Face-to-face / Synchronous Online lesson):	Face-to-face	Name of Peer Observed:	<b>Marwa Eltanahy</b>
Observation Date:	12 September	Order of observations (e.g., 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> etc):	<b>2nd</b>

Phases	Key Behaviours	Comments
<b>Engage</b>	Provides opportunities for students to share prior knowledge.	The teacher asked a question that gave the students an opportunity to revisit the previous topic that they discussed in class.
	Facilitates students to make connections between the past and present learning through discussions or appropriate forms of media.	She also provided an opportunity for the students to relate the topic of the day with the previously discussed lesson by asking, "How is this connected? Why do you think so? In what way?"
	Elicits students' curiosity and interest in the topic or concept.	She showed a video of teaching that happens in New Zealand. She said, "What can you make out of this video with a different language?"
<b>Explore</b>	Facilitates group interaction through questioning and application of critical thinking to construct a set of common experiences and to seek relevance of concepts in real world applications.	She introduced the reflection questions that students should refer to in providing their understanding about the topic.
	Guides students to form their own questions, investigate new areas, make new topics of inquiry, or create hypotheses to test and to draw their own conclusions.	She elaborated on the following: (1) key takeaways of the students (2) concepts that they didn't quite understand (3) strategies that they could use to understand the unclear concept (4) their emotions/how they felt while watching the video
	Promotes interactive learning and the exchange of diverse perspectives.	She called students who have made a mind map about the video shown prior to the class.
<b>Explain</b>	Explains key concepts and facilitating peer discussions to enhance critical thinking.	She explained the concept of providing support to the young learners well.
	Provides opportunities for students to communicate their findings or understanding.	She also asked the students to comment on what others have presented/summarized.
	Provides students with a stage to summarize or explain their own ideas and to share insights.	She encourages the students to present their summarized key points and celebrates their efforts.
<b>Extend</b>	Guide students to make links to other related concepts or to expand further on their understanding.	She asked a lot of critical-thinking questions to the students and used images and key phrases from the video as stimuli for discussion.
	Helps students apply findings to new situations.	Using the reflection guide that she gave students, she allowed students to write their own reflection on what they have understood about education in New Zealand.
	Guide students in situating their learning to a local context, thereby deepening students' conceptual understanding.	She challenged the students to think of ways on how key concepts are used in the context of early childhood in the UAE.
<b>Evaluate</b>	Assessing learners' comprehension, critical thinking, and application of knowledge.	Marwa asked a lot of questions that are aimed at assessing students' understanding.

Phases	Key Behaviours	Comments
	Employing various assessment methods, including self and peer evaluation.	Self-assessments are also embedded throughout the lesson.
	Uses methods of assessment that are valid and reliable.	Well-framed questions are asked to make sure that students are assessed properly.