

Observing a Peer Teacher

Course Title:	EDU 1003 : Theories of Child Development	Name of Lecturer:	Jaimiely Monedo Dionglay
Lesson Number, Title (Face-to-face / Synchronous Online lesson):	Face-to-face	Name of Peer Observed:	Marwa Eltanahy
Observation Date:	26 September	Order of observations (e.g., 1 st , 2 nd , 3 rd etc):	3 rd

Phases	Key Behaviours	Comments
Engage	Provides opportunities for students to share prior knowledge.	She asked the students to write key concepts of Piaget and Chomsky.
	Facilitates students to make connections between the past and present learning through discussions or appropriate forms of media.	To refine their answers, she provided them with a guide: (1) name of theorist (2) name of theory (3) Key terms of the theory (4) examples (5) implications
	Elicits students' curiosity and interest in the topic or concept.	She asked the students to listen to the music and pair up with someone when the music stops to discuss the above-mentioned points one at a time.
Explore	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 told the students that she didn't want to see pairs that belong in the same table, and that they should work with someone that they have not worked with before. The students were tasked to write down concepts of their partner that didn't have on their paper.
	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 instructed them to ask questions and clarify any concept that seems vague for them.
	Promotes interactive learning and the exchange of diverse perspectives.	Through the mix-pair-share approach, the students were able to interact with 5 different partners.
Explain	Explains key concepts and facilitating peer discussions to enhance critical thinking.	Marwa explained the importance of sharing ideas to fill in gaps through asking clarificatory questions.
	Provides opportunities for students to communicate their findings or understanding.	She encouraged her students to talk about what they have written and provide a brief explanation for each allowing for questions and discussions from their peers.
	Provides students with a stage to summarize or explain their own ideas and to share insights.	Everyone was encouraged to share in the classroom as they freely moved around, finding a partner to exchange ideas with.
Extend	Guide students to make links to other related concepts or to expand further on their understanding.	Through the activity, the students were encouraged to make links to the many different answers of their peers.
	Helps students apply findings to new situations.	She then explained that the more people the students talk to, there would be more gaps to fill in, allowing for a rich exchange of ideas, therefore improving their understanding.
	Guide students in situating their learning to a local context, thereby deepening students' conceptual understanding.	At the end of activity, the students are tasked to share what they have gathered from the mix-pair-share session with their classmates sitting on the same table. They then share their insights with the class, encouraging discussion and feedback.
Evaluate	Assessing learners' comprehension, critical thinking, and application of knowledge.	Marwa frequently asks questions designed to gauge students' understanding.

Phases	Key Behaviours	Comments
	Employing various assessment methods, including self and peer evaluation.	Self and peer assessments are integrated throughout the lesson for continuous evaluation.
	Uses methods of assessment that are valid and reliable.	Well-crafted questions ensure accurate assessment of student progress.

Signature of Lecturer:



Date:

Signature of Peer Coach:

Marwa

Date: