

## Observing a Peer Teacher

Course Title:	<b>EDU 1713 : Arabic First Language Acquisition: Principles and Pedagogy</b>	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:	05 September	Order of observations (e.g., 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> etc):	1 <sup>st</sup>

Phases	Key Behaviours	Comments
<b>Engage</b>	Provides opportunities for students to share prior knowledge.	The students had a presentation on chosen theorists. Marwa, through her questions, provided an opportunity for them to share their prior knowledge.
	Facilitates students to make connections between the past and present learning through discussions or appropriate forms of media.	She provides additional information on how students could apply certain aspects of the theory into current practice.
	Elicits students' curiosity and interest in the topic or concept.	Follows up with questions about whether the theory falls under innatism or interactionism.
<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.	The teachers asked questions to the presenters allowing for collaboration and activation of critical thinking.
	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.	The students who are yet to have their turns were tasked to write key takeaways from their peers' presentations.
	Promotes interactive learning and the exchange of diverse perspectives.	She delegated the presenters the task of checking their peers' responses and providing short feedback.
<b>Explain</b>	Explains key concepts and facilitating peer discussions to enhance critical thinking.	In cases where there seems to be a disagreement on views, Marwa provided more examples with clear explanations to ensure a good understanding of the presented behaviourist.
	Provides opportunities for students to communicate their findings or understanding.	She encouraged the students to ask questions and give their understanding of what the presenters spoke about.
	Provides students with a stage to summarize or explain their own ideas and to share insights.	The students presented their outputs in front.
<b>Extend</b>	Guide students to make links to other related concepts or to expand further on their understanding.	She provided feedback on how the planned activity could be improved in the context of early childhood education, highlighting on the safety components and appropriateness of steps.
	Helps students apply findings to new situations.	After giving the students key information, she challenged them to use this knowledge to refine their answers.
	Guide students in situating their learning to a local context, thereby deepening students' conceptual understanding.	With the task of preparing activities for young children depicting the theories that they used, the students were able to contextualize their knowledge.

Phases	Key Behaviours	Comments
<b>Evaluate</b>	Assessing learners' comprehension, critical thinking, and application of knowledge.	Picked up key concepts on the presentation and evaluated it based on the criteria provided.
	Employing various assessment methods, including self and peer evaluation.	The activity itself is an assessment to check on what the students have learned along with the questions that she asked to deepen their learning and understanding.
	Uses methods of assessment that are valid and reliable.	She invited guests who provided feedback in the real context of early childhood classroom/education.