

Communicating Ocean Sciences to Informal Audiences

Session 10: Assessment & Reflections

Quick Write



THE LAWRENCE
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EDUCATION EXCELLENCE



Small Group Discussion

- What information would you want an observer to collect about your activity and presentation to help you determine whether your activity and presentation was successful?
- How can you use this information to improve your activity and communication skills?

Learning → Teaching

About Learning	About Teaching
Learning is <i>an active process</i> .	Engage learners in actively doing something to make sense of the ideas.
Learning <i>builds on prior knowledge</i> .	Access and connect with learners' prior knowledge.
Learning occurs in a complex social environment, and is <i>a social activity</i> .	Encourage learners to participate in the conversation and interact with one another.

Assessment & Reflection

- Assessment is commonly thought of as the means to find out whether individuals have learned something—that is, whether they can demonstrate they have learned the information, concepts, skills, procedures, etc., targeted by an educational effort (National Research Council, 2009).
- Reflection is a way of helping practitioners understand better what they know and do as they develop their knowledge and skills through reconsidering what they learn in practice (Loughran, 2002).

Assessment Tool

- An **observation instrument** is simply a “worksheet” with pre-determined questions and categories of information that guides the observer as she or he watches behavior.

Three Major Categories

1. Connect to learners' prior knowledge
2. Encourage learners to participate in the conversation and interact with one another.
3. Engage learners in actively doing something to make sense of the ideas.

Connect to learners' prior knowledge

- Educator asks learners to talk about their prior experiences &/or demonstrate what they know.
- Educator asks learners to connect the ideas.
- Educator asks learners to connect their ideas with what someone else said.

Learners participate in the conversation & interact with one another.

- Educator repeats or re-voices what learners say.
- Educator asks learners to elaborate on and explain their own or someone else's reasoning and thinking.
- Educator uses wait time.
- Educator prompts learners for further participation & to talk with one another.

Learners actively do something to make sense of the ideas.

- Learners make observations & comparisons of materials.
- Learners manipulate or experiment with materials.
- Learners use materials with each other.
- Learners use materials to get information.

Generate additional examples

- Confer with your partner to generate additional examples for each of the items on the observation instrument.
 - These examples should be specific to your activity, i.e., what you might say and do for each item that an observer might notice.
- You will give the instrument with your handwritten examples to your peer observers, so write legibly.

Now, FOR PRESENTATIONS

- Half the class will present their activity while the other half observes & collects data on interactions
- After about 20-25 minutes, groups switch

Now, FOR OBSERVATIONS

- Observe interactions with at least two visitor groups
- Use observation instrument to collect information about your peers

The Task

Later, FOR FEEDBACK

- Partners review & discuss their observation data w/ each other and discuss pg 2 of observation worksheet
- Then use pg 2 of observation worksheet to provide verbal feedback to classmates you observed

Partner Debrief

- Discuss with your partner the observation data you collected and the prompts on pg 2 of the observation worksheet.
- Then use the prompts to provide thoughtful feedback to classmates.
- The receivers of feedback will sign off on the observation worksheet signifying that they received helpful, critical feedback.
- Turn in your observations before leaving.

Whole Group Discussion

- What did you notice about the activities and the way your classmates presented?
- What can you apply in your own presentations from what you noticed?

Cal Day & Field Trip

- Cal Day
 - Saturday, April 18
 - Sign up for 2-hour time block at McCone
 - 10-12 (visitors will be there at 10a)
 - 12-2
- Monterey Bay Aquarium Field Trip
 - Friday, April 24
 - Car Pools; get there by 10am

Homework

- Reading
 - SBS Ch. 6, Assessing Learning Outcomes, pg. 103-115
- Final Paper due May 1 (last day of class)
 - See bCourse assignments for details
- Activity
 - Review peer feedback and refine your activity & facilitation as needed.
 - You should have presented at Hall 3/21-4/2
 - Present at Hall 4/11-4/23