**5.6. Module 5 Quiz**

Module 5: From Learning Activities to Learning Stories

**Within the iTEC methodology, in what order are the different pedagogical concepts usually constructed?**

1. Learning Stories, 2. Learning Scenarios, 3. Learning Activities

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**What are two key features of Popplet that make it especially useful for use in the classroom?**

It is easy to use and does not require registration in order to start using it

All content can be moderated by the teacher before making it public and when using copyrighted materials they are automatically flagged up by the tool

**It is media rich and allows groups of students to work on the same mind-map thereby developing collaboration skills**

**What information does the teacher use in the example Learning Story presented in Section 5.2. to assess the students final product?**

**Comments underneath the videos, reflection recordings of students, collected documentation of the students, teacher notes collected during Learning Story**

The final video and its alignment to the criteria defined in collaboration with the students at the beginning of the Learning Story

A video journal prepared by the students where they reflect on the individual steps of producing the videos and how they can improve each of the steps next time.

**In the 2nd video example of a Learning Story in Section 5.3., how did the Lithuanian teacher include an "ask the expert" Learning Activity in her Learning Story?**

She asked parents to join the class and offer feedback to the students

**She asked older students at the school to join the class, present their ideas and provide feedback to the work of the younger students**

She asked the headteacher to join the class as an outside expert

Scenarios vision

Activities ideas

Stories context

## 6.2. Peer review in the classroom and as a tool for professional development

As part of the final assessment you will have to do a peer review of your colleagues' work. It is therefore important to **consider the concept of peer review or peer assessment** in more detail.

As you will know, the concept of peer review is deeply enshrined in the work of academics at universities. Much of their career depends on writing peer-reviewed articles. In teaching, **peer-review or peer observation is less common** (this applies also to university level teaching, probably even more so). However, if done well, it can be a **powerful way to improve our teaching practise as it results in collaboration, reflection and often is a stimulus to try out something new.**

The key benefit of such a process is, that it **does not only benefit the person receiving the feedback but also the person providing the feedback**. Reviewing or assessing someone else's work requires a **reflection of one's own work** as well as a reflection of **what works and what doesn't**. Peer review is therefore an effective form of **professional development for both sides**taking part in the review.

Peer review is of course also an **effective activity for students** that promotes collaboration, critical thinking and self-reflection. Take a look at the video below from MIT where professors and students tell of their experiences of using peer-review in teaching and in academia. It introduces a lot of interesting ideas about the value of peer-review.

<http://www.europeanschoolnetacademy.eu/web/future-classroom-scenarios/reto?p_p_auth=qIPoRB2j&p_p_id=resourceExternalActivity_WAR_liferaylmsportlet&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&p_p_col_id=column-1&p_p_col_pos=1&p_p_col_count=3&p_r_p_564233524_actId=1229&p_r_p_564233524_moduleId=606>