# Design Project

## Peer Review

Please copy this document and rename it your name Peer Review.
Please refer to the Peer Review rubric.

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| | **Name of author** | Laura Deciantis |
| | **Name of reviewer** | Leslie McCurrach |

| **1** | **Analysis** Are the Big Ideas, topics and broad goals clear, demonstrating a thorough analysis of the learning environment and learners? |
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| **Strengths** | These are clear and easily measurable. I like how you're connecting the topics to being in the role of a scientist, which I think will really hook grade 7 students. This shows me that you have a great understanding of your students and their needs (fun is so important!).<br><br>Your list of possible misconceptions is clear and I would be curious to see if any of these ideas showed up as "Known" on your KWL chart. |
| **Recommendations** | I wonder if there are too many essential understandings listed - is this unit going to be achievable in 25-30 hours? Could you organize some of the content questions as a list instead of as questions to make them easier to read (maybe it's just me, but I found the list really overwhelming).<br><br>I also wonder if you could look at the *significance* of some of these facts. As a learner, I often want to know *why* things are important. For example, why is it important that we understand the connections between the different "spheres", and why is it important to understand the effects that humans have on the Earth?<br><br>How does context influence different ideas that your students might have and that you should anticipate? I know in my district, some of my students are |

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| | fundamentalist Christians, and believe that the world is 3000 years old. Is this something you should plan for in your context? How will you address this sensitively? Is the topic of climate change or human effects on the planet controversial for any of your learners? |

| 2 | **Design & Development:** Are the lessons and instruction sequenced appropriately? Is there evidence that appropriate learning theories have been integrated? What evidence is there of a design process? |
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| **Strengths** | You clearly have strong understanding of the design process. Your fluency and comfort with the process comes across well! You're a creative thinker and it really shows.<br><br>I love the performance tasks, labs, challenges, etc. that you have planned! I think these will be super fun and allow for social construction of knowledge. The order is logical, moving from identification (gathering understanding) to demonstration. Your use of hands-on learning is developmentally appropriate and will allow for differentiation of instruction. It seems like very little of your content will be direct instruction, which I think makes it way more meaningful and engaging. We've all sat in a lecture and found it to be unstimulating. Putting the students in control of gathering information increases agency and engagement.<br><br>You've planned really well for structured participation, and I love the explicit review of rubrics. The learning activities seem like they will be truly engaging and get the students motivated to really participate and learn. I also love how you've got the photo-book challenge, which provides connection to place, and can help students transfer the knowledge from their classroom to their lives.<br><br>The materials you've chosen are excellent. The blend of BC Science curriculum with textbook and online resources should work well to meet the needs of all of your learners, while also allowing full coverage of the prescribed learning outcomes. |

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| **Recommendations** | I see that you are planning on giving prizes for best teamwork, etc. Could you build this into your big ideas (Scientists need to work collaboratively to solve problems)?<br><br>I would outline the types of questions that you want asked during the Science Fair, with emphasis on higher order thinking processes, if possible. Can you build *analysis* into the process? *Compare/contrast*? *Hypothesize*?<br><br>Is there any industry connected to this topic in your area? Are there any local experts you could invite in as guest speakers? What field trips could you take? Could they create emergency response plans as part of their dioramas? (This might be a connection to real-life events).<br><br>  <br><br>Have you thought of having a "master list" of terms or learning outcomes for the students to track their own learning? This might serve as a study guide for the unit test, while also giving them targets to meet during the question and answer period in the Science Fair. |

| 3 | **Materials and resources: Have free and or OERs been integrated?** |
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| **Strengths** | I love the rubric creation sites you've chosen! I'm going to work these into my arsenal.<br><br>Videos and images are crucial for this unit, and you've chosen really powerful ones. I think the visuals will enrich the student learning and be the hook that you're aiming |

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| | for. (Bill Nye is my personal hero.) |
| **Recommendations** | Will you use Kahoot or Quizlet for some of the game reviews? Maybe have students create their own quizlets for different students to take?<br><br>As stated above, could you have the students track their progress somehow working towards the final test and Science Fair? It might be useful for them to rate the resources as well - this can get them thinking critically. |

| 4 | Implementation |
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| **Strengths** | This is so fun! You've turned the instruction into games and collaboration, which will make it smoother to implement, especially if you're teaching it in the late spring when students are antsy and just want to get outside.<br><br>Having peer review and self-reflection increases the responsibility students have during collaborative work, and should help keep learners on task. Great ideas!<br><br>Because you will deliver this face to face, you've allowed for plenty of class discussion, think-pair-share, etc. that will give you a chance to informally gauge their reactions to the context, materials, and activities. |
| **Recommendations** | How are you going to collect feedback from the students? Will you structure their reflective pieces? Will you give them a chance to give anonymous feedback on their favourite/least favourite sections?<br><br>Would it be useful to have the students take a survey at the end of the unit? Could you create a class Wiki to track resources that the students find on their own and adore? Again, would it be helpful to have your students evaluate resources? E.g. which was their favourite video/photo of the day and why? |

**Additional Comments:**

This unit looks so fun and engaging! I would love to be a fly on the wall (or a student in your

class) for it! I don’t have a lot of experience at the Grade 7 level, but it seems that this would capture their attention and get them working well together. I think your sequencing is spot on, though as I mentioned earlier, it might be useful to get them delving deeper and identifying significance of different concepts. Maybe a ranking ladder (rank from least to most significant) would be a good place to start?