**Debriefing about your presentation**

*Think about your group’s process of preparing your presentation. These questions have* ***no correct or incorrect answer****. Rather, they are intended to help you explore and reflect.*

1. How did your group make decisions about what to cover?
2. How did your group decide how to structure the material?
3. How did you break down the material so that it would be comprehensible for your “students?”
4. Whay do you think that you had few questions for me, the teacher during your preparation process?
5. Was your group focused on process or product? What were your reasons for that choice?
6. How did your group negotiate and resolve disagreements?
7. Did you consider how to make each group member individually accountable for their work? If so, how did you do that? If not, how could you do that?
8. How did your group clarify misunderstandings and material that you did not comprehend?
9. Several of you felt that it was important to include your opinions (agreeing or disagreeing) in your presentation. What place does opinion have in a presentation about factual material?
10. I requested that you support the information in your presentation with specific examples. Why?
11. How did your group use language? Which languages did you use, and when? What were your reasons for these language use patterns?
12. In what ways did this presentation *preparation* activity demonstrate (or not) the principles of andragogy?
13. As your instructor, how should I follow up on this presentation activity to assess comprehension?
14. How are the definitions below relevant to this activity?

*“Co-construction of knowledge: Collaborative articulation and processing of ideas leading to new understandings.”* [source](http://www.igi-global.com/dictionary/co-construction-of-knowledge/52880)

*“A basic premise of social interaction is the construction of shared knowledge (Hardin & Higgins, 1997). Collaborative learning is often characterized as a process of constructing shared knowledge in which people converge on a shared meaning and representation of the materials (Roschelle, 1992).”* [source](http://gerrystahl.net/cscl/cscl97/consort/Jeong.html)

1. What teaching ideas can you “steal” from this activity to use in your own classroom?
2. Why am I asking you all these questions? Why am I not telling you the answers?

Here is the beginning demonstration lesson rubric that we will develop in class and use during your demo lessons. At this point, how would you modify or expand this rubric to identify important features of andragogy?

**Lesson Peer Review Rubric for Lesson Delivery in CATT Program**

10 = **very good**

8 = **good**

6 = **satisfactory (average)**

4 = **weak**

2 = **poo**r

|  |  |  |
| --- | --- | --- |
| Category | Descriptor | Score |
| Language | The instructor’s language is comprehensible to students. |  |
| Explanations and Feedback | Instructor uses scaffolding, error correction and other explanations and feedback to address student needs. |  |
| Time Management | The instructor allotted an appropriate amount of time. |  |
| Organization | Class activities followed a logical progression and transitioned smoothly from one to the next. |  |
| Materials | Instructor made helpful modifications to materials and used them creatively and effectively. |  |

**Questioning**

* Do you like school?
* Do you meet your friends during break?
* Is homework set every day?
* Do you eat school dinners?
* What do you like about school?
* What do you do during break-time?
* How much homework do you receive?
* What do you think of school dinners?
* Are you feeling better today?
* May I use the bathroom?
* Is the prime rib a special tonight?
* Should I date him?
* Will you please do me a favor?
* Have you already completed your homework?
* Is that your final answer?
* Were you planning on becoming a fireman?
* Should I call her and sort things out?
* Is it wrong to want to live on my own at this age?
* Shall we make dinner together tonight?
* Could I possibly be a messier house guest?
* Might I be of service to you ladies this evening?
* Did that man walk by the house before?
* Can I help you with that?
* May I please have a bite of that pie?
* Would you like to go to the movies tonight?
* Is math your favorite subject?
* Does four plus four equal eight?
* Is that haunted house really scary?
* Will you be going to Grandmother's house for Christmas?
* Did Dad make the cake today?
* Is there a Mass being held at noon?
* Are you pregnant?
* Are you happy?
* Is he dead?
* What are you planning to buy today at the supermarket?
* How exactly did the fight between the two of you start?
* What is your favorite memory from childhood?
* How will you help the company if you are hired to work for us?
* What do you plan to do immediately following graduation from college?
* What types of decorations do you plan to have for your friend's birthday party?
* What was your high school experience like?
* How did you and your best friend meet?
* What sites do you expect to see on your vacation?
* How do you go about booking tickets for a flight?
* How do you go about purchasing a home?
* What is it like to live in the capital of Morocco?
* What is the quickest way to get to the pet store in town?
* Why is it that every time I talk with you, you seem irritated?
* In what way do you feel I should present myself?
* How do you manage to raise those children alone?
* What is the matter with the people in that class?
* Where are you going to find the time to write all those letters?
* Why can't I come along with you?
* What makes the leaves change color?
* How exactly does one replace the screen to a cellular phone?

Now, as a pair, consider this: *Which questions generated the best answers? Why?*

[source](http://www.bbc.co.uk/schoolreport/19053366) and [source](http://examples.yourdictionary.com/examples-of-open-ended-and-closed-ended-questions.html#L4ZWBi32HzFeG8HH.99)

**Bloom’s Taxonomy and How to Ask *Open* and *Closed* Questions**

*This chart provides a basic guide to crafting questions at the various levels of Bloom’s Taxonomy. Thoughtfully crafting your questions – both oral and written – will support your lesson objectives and challenge your students to think at higher cognitive levels.* [*source*](http://teachingasleadership.org/sites/default/files/Support.../BloomsTaxonomyQuestions.doc)

|  |  |  |
| --- | --- | --- |
| **Cognitive Level** | **Useful Verbs** | **Sample Question Stems** |
| **Knowledge**  Recognizing and recalling information. (E.g., when shown an exclamation point, a student will identify it by name.) | tell  list  describe  relate  locate  write  find  state  name | What is . . . ? How is . . . ?  Where is . . . ? When did…happen?  How did…happen? When did . . . ? Can you recall . . . ?  How would you show . . . ? Can you select . . . ?  Who were the main . . . ? Can you list three . . . ?  Which one . . . ? Who was . . . ? |
| **Comprehension**  Understanding the meaning of information. (E.g., the student can describe the use of an exclamation point.) | explain  interpret  outline  discuss  distinguish  predict  restate  translate  compare  describe  classify | How would you classify the type of . . . ?  How would you compare . . . ? contrast . . . ?  Will you state or interpret in your own words . . . ?  How would you rephrase the meaning . . . ?  What facts or ideas show . . . ?  What is the main idea of . . . ?  Which statements support . . . ?  Can you explain what is happening . . .? Why did…?  What can you say about . . . ?  Which is the best answer . . . ?  How would you summarize . . . ? |
| **Application**  Using information. (E.g., the student can use an exclamation point in a sentence.) | solve  show  use  illustrate  calculate  construct  complete  examine  classify | How would you use . . . ?  What examples can you find to . . . ?  How would you solve…using what you have learned ?  How would you organize…to show . . . ?  How would you show your understanding of . . . ?  How would you apply what you learned to develop . . . ?  What other way would you plan to . . . ?  What would result if . . . ?  What facts would you select to show . . . ? |
| **Analysis**  Dissecting information into its component parts to see their relationships. (E.g., the student can identify an exclamation point’s misuse in a paragraph.) | analyze  distinguish  examine  compare  contrast  investigate  categorize  identify  explain  separate  advertise | What are the parts or features of . . . ?  How is…related to . . . ?  Why do you think . . . ?  What is the theme . . . ?  Can you list the parts . . . ?  What inference can you make . . . ?  What conclusions can you draw . . . ?  How would you classify . . . ?  How is the function of . . . ?  What evidence can you find . . . ?  What is the relationship between . . . ? |
| **Synthesis**  Putting components together to form new ideas. (E.g., the student can use exclamation points, questions marks, and periods appropriately in a piece of writing.) | create  invent  compose  predict  plan  construct  design  imagine  improve  propose  devise  formulate  elaborate  estimate | What changes would you make to solve . . . ?  How would you improve . . . ?  What would happen if . . . ?  Can you elaborate on the reason . . . ?  Can you propose an alternative . . . ?  Can you invent . . . ?  How could you change (modify) the plot (plan) . . . ?  What could be done to minimize (maximize) . . . ?  What could be combined to improve (change) . . . ?  Suppose you could…what would you do . . . ?  How would you test . . . ?  Can you formulate a theory for . . . ?  Can you predict the outcome if . . . ?  How would you estimate the results for . . . ?  Can you construct a model that would change . . . ? |
| **Evaluation**  Judging the worth of an idea. (E.g., the student can evaluate the effective use of exclamation points in creating the mood in a descriptive passage.) | judge  select  choose  decide  justify  debate  verify  argue  recommend  discuss  determine  prioritize  access | Do you agree with the actions . . . ?  How would you prove . . . ? disprove . . . ?  Can you assess the value or importance of . . . ?  Would it be better if . . . ?  Why did they (the character) choose . . . ?  What would you recommend . . . ?  How would you rate the . . . ?  What would you cite to defend the actions . . . ?  How would you evaluate . . . ?  How could you determine . . . ?  What choice would you have made . . . ?  How would you prioritize . . . ?  What judgment would you make about . . . ?  What information would you use to support the view … ?  How would you justify . . . ? |