| **MODERATION SESSION** | |
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| Preparation | You need student self- or peer-assessment ratings from a tool like the POL Tracker as well as evidence of collaboration such as chat logs from the Libra or Little Fish Lagoon Teacher Dashboard to conduct a moderation session.   * Put the assessment ratings alongside the chat log like the Sample Reflections+Messages. * Write the existing collaboration criteria that were used for self-assessment on the Criteria+Evidence handout. |
| Resources | **Lesson resources: Student Handouts:**   * [Slides](https://docs.google.com/presentation/d/1dJDbncy9N0RVvscta--O9AyGKoOOQzca-A_Yd6qZa94/edit?usp=sharing) - [Criteria+Evidence](https://docs.google.com/document/d/18AyGv-LiKzmyt7FIcfYxpe5GOvkETa74VMWvoO46QQI/edit?usp=sharing) * [Sample Reflections+Messages](https://docs.google.com/spreadsheets/d/1mGX4Pp7maRSfZ2Ya5B_RYQBxpE4bDwDzPiiI0ELaQwQ/edit?usp=sharing) - Reflections+Messages * [Video of sample session](https://drive.google.com/file/d/1P7E6UrgISRypajmMvETH2ttBUy98H75L/view?usp=sharing)   **Rubrics:**  **Process of Learning (POL) Tracker:**  - [PISA 2015](https://drive.google.com/file/d/11e9QH0peHvT6oqjHoz9OkCAjCU-JtA8A/view?usp=sharing) ([factors](https://drive.google.com/file/d/1gfODOOVw7JRMek-7UctfGLXZkn2hqTOE/view?usp=sharing), [framework](https://drive.google.com/file/d/15mG3yNvg7z_hPobS3nOZzFWiBlv8LSCt/view?usp=sharing))   * [Google form](https://docs.google.com/forms/d/11Dl8B6XLuEX_hyW6cr07B4gxBnU0SsAO1IaMzCAfJAc/edit?usp=sharing) ([doc](https://docs.google.com/document/d/1BKweZfNy0qwFVLxu7DBVLaUAPWUvdbPye1zmQOM1Q78/edit?usp=sharing), [sheet](https://docs.google.com/spreadsheets/d/1y-Ds-tY_SDloTt50_pC33HyufWLqWLeHP5GuuJIUQCY/edit?usp=sharing)) - [21st Century Rubric](https://drive.google.com/file/d/1zzpwfP2sj5at2aeEofVXlqPy-wVoftl7/view?usp=sharing) |
| Guiding Question(s) | How do we communicate effectively in teams?  How do we measure collaboration skill?  What are my strengths and weaknesses when working in groups? |
| Learning Goal | * Students will discuss revisions to existing criteria for collaboration based on evidence from self-reflections and chat logs. * Greater clarity around what the ‘look-fors’ are for our collaboration criteria. |
| Lesson Flow | 1. (2 min) [Hook](https://youtu.be/DLhNX-ArJT8): Explain that in this lesson, students will be looking for evidence in chat logs to support ratings of collaboration criteria. Share the teaser to engage students around feedback and trust.      1. (1 min) Essential Question: Share the guiding question with students, “How do we communicate effectively in teams?” and explain that we will revisit a list of Dos and Donts before the main activity.      1. (3 min) Group chat:  * Give students 20 seconds to compose a response to “identify the qualities of an effective teammate.” Copy/paste their responses to reference later. * Give students 20 seconds to compose a response to “identify the attitudes and behaviors of an effective teammate.” Copy/paste their responses to reference later.  | *Qualities of an effective teammate* | *Attitudes & Behaviors of an ineffective teammate* | | --- | --- | |  |  |   4. (4 min) Share the existing collaboration criteria on the Criteria + Evidence handout. Ask students to describe 1-2 actions or behaviors that would serve as evidence for each criterion.  5. (20 min) Discuss Ratings: Share the link to the chosen reflections and messages. Have students work in small groups to discuss each question for 5 minutes and share their conclusions with the whole group.   * What do you notice and wonder about the player chat logs and reflections? * Is there evidence to support the ratings that players 1A and 1B gave themselves?   6. (10 min) Whole-group discussion: Ask the class if we should revise our collaboration criteria. Make revisions if the class agrees on some proposed changes.  7. (5 min) Two possible closing activities: (1) Ask students to reflect on any new or deeper understanding they have around the criteria as a result of today’s session. (2) Ask students to reflect on their collaboration during breakouts with a POL tracker. |
| Vocabulary | Evidence, criteria, collaboration, shared understanding |
| Assessments, Reflection and Evidence of Student Learning | Students will discuss how well self-ratings on the class’ collaboration criteria match with the chat log from Little Fish Lagoon or Libra.  Students will discuss possible revisions to the class’ collaboration criteria. |