**Train the Trainers workshop PLAN**

**Name of the WORKSHOP /TOOL session:** Reflective Writing and Peer Assessment

**Learning outcomes:**

**After workshop participants:**

1. The participants will be able to practice reflective writing.

2. The participants will learn how to analyze their writing and identify common themes/categories.

3. The participants will be able to assess their reflections into a group created rubric for reflection.

4. The participants will acquire the tools to apply reflection and peer assessment into their own courses.

**Target group: (E.G. faculty members, PhD students, MA students, student teachers, etc.).**

**Number of participants:** up to 15

**WORKSHOP PLAN for the TOOL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Stage | Short description | Time | Equipmnt | Comments |
| 1 | **Introduction and Warm up** | 1. Create the safe space, circle  2. Recollection and reportage exercise – invite one partner to present the story of their partner.  3. Introduce the meta cognitive moment. (Reflection and Assessment) | 15 min. |  | If large group, only 5 introductions |
| 2 | **Exploration of the key words of reflection and assessment and theoretical stance** | 1. Explore the word reflection and assessment.  2. Interweave theory | 15 min. | Board and Markers |  |
| 3 | **Reflective writing and Assessment: the heart of the matter** | 1. The participants will take ten minutes to reflect on a recent class that they have taught.  2. Reflect on the reflections: A. Discussion on how they felt while writing. B. In groups, the participants have to find the main themes/ categories that came up in each of the reflections. C. The list from all groups is shown on the board | 40 min. | Board and writing marker  Papers and pens |  |
| 4 | **Criteria for Reflection** | 1. Emerging from the analysis of the themes, we then invite the pairs to fill in the empty rubric that is distributed and assess each individual reflection.  2. Rating points regarding assessment rubrics will be introduced.  3. Range of assessment scores displayed | 25 min. | Board and writing marker | Must have 30 copies of rubric (see below) |
| 5 | **Implications for future practice in their disciplines** | 1. The participants will divide into subject groups with similar disciplines and develop ideas for using reflection and/or self and/or peer assessment in their courses. 2. We gather and share the ideas created for the specific disciplines and rated rubric. | 15 min. |  |  |
| 6 | **Self and peer assessment of the Workshop** | 1. We will self asses and ask the participants to peer asses.  2. All participants will answer ASSET questionnaires that are uniform to all groups. | 10 min. |  |  |

**RUBRIC FOR ASSESSMENT OF REFLECTION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Rating (R)** | **CATEGORIES** | **No Mention**  **0** | **Simple**  **Mention**  **1 X R** | **Thoughtful Mention**  **2 X R** | **Analytical**  **Mention**  **3 X R** | **Comments** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FINAL ASSESSMENT:** | |  |  |  |  | **TOTAL: \_\_\_\_\_\_\_\_\_\_** |