

# A discussion in the class – More room for the thinking skills Toivanen and Urmson

Peer observation sheet for the teacher trainees

<p><b>An open question to start thinking</b> What do we know? Building up courage to share thoughts and facts.</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>The pupils are asking questions</b> How is the teacher responding to the questions?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>A new interesting point of view</b> How is the new theme linked into the previous knowledge and skills? Is it meaningful for the pupils?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>The quality of the questions</b> Do the questions direct the pupils into reasoning and explaining?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Is there enough wait time?</b> Are all the pupils encouraged to think and is there enough time to think? Is there wait time after the question?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Is the teacher asking for explanations and reasons?</b> Are the pupils encouraged to comment thoughts and ideas? Do they comment each other's ideas?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Does the teacher let the discussion flow without interfering (stepping in and nailing the right answer)?</b> Has the teacher got patience to step back and guide the discussion, listen to the pupils and not finish it too early?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Is there respect of the pupils' answers?</b> How does it show? What does the teacher do?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Is there building the answers into a dialogue?</b> Is there a series of questions? Does the teacher grab the moment? (pupils start thinking/wondering/questioning)</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Is there encouraging, informative, exact feedback/feedforward?</b> Is there reflection on the skills: taking part in the discussion, asking questions, answering, listening etc. Which thinking skills were practiced? Was thinking made visible?</p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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<p><b>Some other issue about thinking becoming visible</b></p>	<table border="1"> <tr> <td style="width: 33px; height: 20px;">1</td> <td style="width: 33px; height: 20px;">2</td> <td style="width: 33px; height: 20px;">3</td> </tr> </table>	1	2	3
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