

Mrs. Motherfield and Jane Doe on “How to be an Effective Project Reviewer.”

<http://youtu.be/VbeGFQI7gPw> (posted by Marjorie Sayer, uploaded November 13, 2013)

Mrs. Motherfield:

... the JLS Science Fair.

In this video we’re going to demonstrate how to be an effective project reviewer.

Follow me to reviewer headquarters.

Reviewer headquarters right here.

[Points to “STAFF ONLY” sign on the door and enters.]

Your first stop is this room. In here you’ll find dinner and the student packets.

For every student that you review you’ll get an envelope. It looks like this.

The packets will be organized on this table by topic. It’s not organized right now, but you’ll find subjects like Physics, Chemistry, Engineering, Psychology, and you can pick whatever interests you, or you can just pick something at random.



Try not to pick your own child.

The packets look like this. You’ll see a name and a location. The location will be a three-digit number, and the projects will be out in the Cafetorium, arranged in order.

[Camera switches to the Cafetorium, showing an abstract science project display on a table, showing Hypothesis, Method, Science Project, and Conclusion labels on a cardboard box.]

This is a simulated science project, and on purpose it was very blank.

The science projects are all very different.

Some students do a lot of graphs, some students have interactive displays. You can’t assume anything from this simulated mock-up.

[Camera switches to demonstrate Mrs. Motherfield interviewing Jane Doe. They shake hands.]

Hello, Jane. My name is Mrs. Motherfield, and I'm here to review your project.

[awkward silence can occur]

It looks great. How about you tell about how you got started?

Jane: So, my project is "How Long it Takes for Hamsters to Eat Celery."

Mrs. M: Oh, very good, very good.

[interact if project requires it]

[action, laughter]

Mrs. M: Each of us reviewers has a different background. Some of us are scientists, some of us are engineers, and some of us don't work in science at all, but there is something that we can all do for our students, which is to encourage a growth mindset.

[encourage a Growth Mindset]

And if you've been to Project Cornerstone ...

[<http://projectcornerstone.org>]

... and learned about the 41 assets, or if you've been listening to some of the talks that the schools have given about a growth mindset, it's based ... it's an idea from the work of Stanford educational psychologist Carol Dweck ...

[Carol Dweck: growth mindset]

... and the idea is this: that students do better in school and in life if they have the attitude that they are growing and changing,

[<http://www-psych.stanford.edu/~dweck>]

[That does not work anymore, try this instead: <https://psychology.stanford.edu/cdweck>]

and each achievement, or even each setback, is only a step along the way, and there is more learning to do, and this is part of the big picture.

[Camera jumps to Mrs. M interviewing Jane]

This particular section looks like a lot of work.

[ask what was hard]

Was it the hardest part to do?

[what was easy]

Jane: No.

Mrs. M: No? What was the hardest part to do?

[what was fun? what was boring?]

Jane: The conclusion.

Mrs. M: The conclusion.

[show you care about the answer]

And why was that?

How did you come up with the idea for your project?

[Cut to a humorous example of what not to do, Mrs. M speaking to the camera.]

Jane, I want you to know that I, myself, have grown *so much* because of *your project* [near tears] ...

[OK – IT'S POSSIBLE TO OVERDO IT.]

... thank you!

[Cut back to Mrs. M with Jane.]

Mrs. M: I really appreciate all the work you did on this! What's the next step?

Jane: I think the next step for me is: my hamsters at home should get more sleep, and they should drink more water.

[developmental asset 31: healthy lifestyle (for experimental hamsters)]

Mrs. M: Great!

[Cut to Mrs. M speaking to the camera.]

Okay, parents, we're done with the presentation. We have thanked Jane Doe and we shook her hand and said goodbye.

The next part is really easy. We fill out the review form in this student's packet. We can either do it in the Cafetorium in real time ... and give it to the student immediately afterwards, or we can go back to the staff room and work on it in relative quiet, and a runner will bring the student's review form back to the student, and the student will get a participation token, of appreciation.

Thank you very much! It's a lot of fun, we hope that lots of you can come out! You'll learn about science and you'll learn about middle school students, and you'll learn about the science of middle school students.

[roll credits]

Written by	Mrs. Motherfield
Directed by	Mrs. Motherfield
Camerawork by	Jane Doe
Mrs. Motherfield	Herself
Jane Doe	Herself