

## USE CASE

# Developing teamwork skills through group- and self-evaluation for trainee teachers



Using  
Group Member Evaluation

Class size  
28

Instructor workload  
🕒 • •

Learner workload  
🕒 • •

## Context

In this Collaborative Learning course for trainee teachers, students work together in groups to develop relevant pedagogical skills. The goal of this program is to give teachers-in-training experiences and activities to be able to better understand their students through a collaborative process.

Teaching teachers requires a different sort of education. Rather than providing content to be understood, teachers must experience the act of learning itself and be able to reflect on it, so they can better assist their students with the learning process.

The instructor chose to use the Group Member Evaluation tool as it allows a straightforward overview of how students reflect on and rate each other's progress throughout the course.

How it's done at

University of Applied  
Sciences Rotterdam



## Constructive alignment

### Learning objectives

- Students are able to reflect on their progress within the course by giving, receiving and implementing feedback.

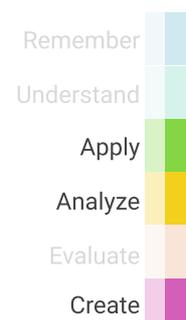
### Learning activities

Throughout the course students work with each other on various skills and activities related to collaborative learning and pedagogy. Firstly, student-teacher groups use a digital game, "Team Up". Team Up is a game in which participants are dropped onto a deserted island and search for the Tree of Life, overcoming various obstacles and challenges. After playing Team Up, the students set goals themselves, but also make a cooperation plan with each other. The cooperation plan is partly about making agreements to shape the cooperation. The game is also important for students to gain insight into the group dynamics. Using their experiences of the game, individual teams create their own set of criteria for success in collaboration. These criteria are used for the rest of the course, allowing students an opportunity to set goals and benchmarks themselves.

Further along during the course students use Group Member Evaluation to give feedback to other members of their group on teamwork skills based on a 3-point rubric. After giving and receiving feedback, students write a short reflection, addressing and substantiating these points in a couple of paragraphs titled, "what I learned". All of this happens within the platform.

Learning activities, based on the Bloom taxonomy, are mainly at the level of:

- **Evaluate** - Students reflect on peer's feedback comments, giving feedback and reflecting on received feedback



## Assessment of learning outcomes

- To receive a final grade, students must have completed the feedback-giving and reflection steps within the Group Member Evaluation tool.
- On the basis of the agreements in the cooperation plan and the set (individual) goals (in the plan), the students look at the set goals as a group, but also individually and adjust them if necessary.
- Furthermore, it is possible that students will gain new insights based on the tool and formulate new goals based on this.

Quote from the instructor

“ I would definitely recommend FeedbackFruits’ Group Member Evaluation tool because it provides such a **clear oversight** of the development of students’ progress. ”

## Notable outcomes

- Multiple tools were used throughout the course for different purposes - for example purely for feedback, or for handing in a final deliverable. It was important that students knew what was expected of them from each tool to avoid difficulties.
- All students who participated in the activity gave comments above the minimum requirement.
- The instructor sees an overview which students have completed which steps in the activity, including whether they have given, received, read, and reflected on feedback. This makes it easier to see if particular students are falling behind or experiencing problems with the activity.
- The instructor noted that the customisation options within the tool afforded great flexibility for the course.

## The role of the instructor

- The instructor explains to the students which tools will be used for which activities. Then they create the activity, writing an instruction step where students can see what is expected of them, and including a rubric which students reference when giving each other feedback.
- The instructor follows students’ progress through the activity by making use of the overview within the tool.

## Added value of technology

- Using Group Member Evaluation streamlined the feedback process. Instructors benefitted from not having to view all forms - the student overview showed how students scored, which made it easier to look for the background to these scores (by viewing the comments).
- Being able to manually create and maintain groups of students offered flexibility in setting up teams for the activity.

## Possible variation

For next time, The activity could be turned from formative to a summative by including the “configurable grading” module. This allows the instructor to manually allocate points for completing each step, including for example writing a reflection of a certain length. Using this, a quantitative score could be given to each student based on their performance within the activity.