



## Students' feedback for partner and group work

### Instructions for Teachers:

Below is a document which learners can use following the collaborative learning process. The chart suggests different roles that are needed in a collaborative discussion. You can change the roles based on the dynamics and personalities of your class. Below the chart are questions for self-reflection, for the students to provide feedback about their own learning process. This can also be used as an evaluation tool for you in order to evaluate student work.



# Students' feedback for partner and group work















Write the division of roles here that works best for you. You can also change or switch the roles throughout the learning process:

Date: ..... Students' Names: .....

After the learning is complete, you can indicate   Based on the roles that you took upon yourselves

Fill in the the name relevant for each role taken by group member

Role	Name	Name	Indication
Reading the texts			 
Responsible for managing a discussion			 
Writing answers			 
Responsible for producing a product (coordination between group members, keeping time etc)			 
Responsible for writing reflections			 
Additional role or responsibility			 



# Students' feedback for partner and group work



At the end of the learning: Feedback on the Collaborative Process:

**Degree of cooperation from the learners:**

Rank from 1-5

○ ○ ○ ○ ○

**Did meaningful learning take place?**

Rank from 1-5

○ ○ ○ ○ ○

**Describe briefly:** .....

.....

.....

**Did questions arise throughout the learning process?**

Rank from 1-5

○ ○ ○ ○ ○

**Describe briefly:** .....

.....

.....

**What challenges arose throughout the learning process?**

.....

.....

.....

.....