radboudumc**Peer review form work groups**

This form can be used for peer review of work groups. Pages 1 and 2 list points to look out for during the supervision of work groups. On page 3, there is also room to formulate personal learning objectives that can be taken into account during the observation.

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| **Name of lecturer** |  |
| **Name of peer reviewer** |  |
| **Date of peer review** |  |
| **Title of work group** |  |
| **Place in curriculum** |  |

You will briefly preview the peer review with your colleague, discussing what can be considered during the review. You will also briefly discuss the review afterwards, then write a short reflection on page 4.

**Introduction**

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| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Welcomes attendees and introduces him/herself |  |  |  |  |
| 1. Makes the importance/purpose of the work group topic clear |  |  |  |  |
| 1. States the objectives of the work group and explains its structure |  |  |  |  |
| 1. Explains method: e.g. when is he/she present, how can he/she be reached in the interim, who is the chair of the work group |  |  |  |  |

**Lecturer as consultant 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Leaves responsibility for elaborating the assignment with the group, remains in the role of consultant |  |  |  |  |
| 1. Leaves the chair in his/her role, collects questions via the chair and does not assume leadership of the work group |  |  |  |  |
| 1. Supports the chair in his/her role where necessary |  |  |  |  |
| 1. Adapts to the needs, interests, difficulties and opportunities of the students |  |  |  |  |
| 1. If appropriate, pays attention to the time management of the group |  |  |  |  |
| 1. Devotes attention to the students’ learning process |  |  |  |  |
| 1. Encourages critical questioning of one another, exploring contradictions and preventing students from blindly accepting each other's input |  |  |  |  |

**Lecturer as consultant 2**

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| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. When students have questions, asks questions (intermediate steps) to help them find their own solution |  |  |  |  |
| 1. Only offers explanations when students cannot find an answer themselves after the questions (intermediate steps) from the lecturer |  |  |  |  |
| 1. Introduces examples from practice |  |  |  |  |
| 1. Pays attention to cooperation in the group; e.g. feedback on the method of cooperation, intervening when problems with cooperation occur |  |  |  |  |
| 1. Offers adequate feedback on the group process |  |  |  |  |

**Lecturer as consultant 3**

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| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Encourages and helps the group to adequately discuss the group process (feedback focused on behaviour, in the ‘I’ form, consequence of the behaviour) |  |  |  |  |

**Closing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Evaluates whether the objective of the work group has been achieved |  |  |  |  |
| 1. Concludes the work group with clarity and refers to follow-up (e.g. follow-up assignment or work group) |  |  |  |  |

**Verbal and non-verbal communication**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The lecturer: | - | + | ++ | Comments, advice, explanations |
| 1. Speaks clearly, maintains good posture and eye contact with the group |  |  |  |  |
| 1. Shows enthusiasm |  |  |  |  |

**Other learning objectives that can be observed (own formulation)**

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| --- | --- | --- | --- | --- |
|  | - | + | ++ | Comments, advice, explanations |
|  |  |  |  |  |
|  |  |  |  |  |

**Strengths**

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**Points for improvement**

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**Space to write during the observation**

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**Own reflection following the performance and received feedback**

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| * What have you learned? * What would you like to (continue to) apply next time? * What would you like to do differently next time? |