Peer Evaluation Form[1]

15 points

Evaluator's Name:

Module Number:

Date:

List each team member and rate them on a scale of 1 to 3 in each of the areas listed:

      3 = Above average

      2 = Average

      1 = Below average

      Quality (3 points): Completed all assignments at the level of quality expected by the group

      Responsibility (3 points): Completed all assignments in a timely manner

      Teamwork (3 points): Worked well with other team members

      Contribution (3 points): Contributed to the group in an equitable fashion

      Attitude (3 points): Projected positive attitude throughout module/project

Member Name	Quality	Responsibility	Teamwork	Contribution	Attitude	Total

Additional comments:

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[1] Adapted from: Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 32.

Rubric to Evaluate Team Process[2]

Process (Team Activity)	Below Avg.	Satisfactory	Excellent	Score—50 Pts. Possible
1. Team has clear vision of the problem(s)	1, 2, 3	4, 5, 6, 7	8, 9, 10	
2. Team is properly organized to complete task and cooperates well	1, 2, 3	4, 5, 6, 7	8, 9, 10	
3. Managed time wisely	1, 2, 3	4, 5, 6, 7	8, 9, 10	
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6, 7	8, 9, 10	
5. Efforts communicated well within group	1, 2, 3	4, 5, 6, 7	8, 9, 10	

Rubric to Evaluate Team Product

Process (Project Report)	Below Avg.	Satisfactory	Excellent	Score—50 Pts. Possible
6. Meets minimum project requirements per syllabus	1, 2, 3	4, 5, 6, 7	8, 9, 10	
7. Well-organized, logical sequencing	1, 2, 3	4, 5, 6, 7	8, 9, 10	
8. Shows creativity, solves the problem(s)	1, 2, 3	4, 5, 6, 7	8, 9, 10	
9. Demonstrates knowledge, conclusion(s) reached	1, 2, 3	4, 5, 6, 7	8, 9, 10	
10. Distinguishes between fact, opinion, and value judgments	1, 2, 3	4, 5, 6, 7	8, 9, 10	

[2] Adapted from: Ko, S. and Rossen, S. (2010). *Teaching Online: A Practical Guide*. New York, NY: Taylor and Francis, p. 186.

Team Member Evaluation Form[3]

Team member name:
Using your best, objective, and fair professional analysis, complete the following evaluation form concerning your team member's performance on your team project.

	Below Expectation	Met Expectation	Above Expectation
1. The LEVEL of effort this team member gave toward the project was…			
2. The QUALITY of that effort was…			
3. The INPUT this team member contributed to the team discussions was…			
4. How would you rate this team member's level of participation?			
5. How would you rate this team member's level of time on the project?			
6. This team member participated in team meetings and work:			
7. This team member met team deadlines:			
8. How would you rate this team member's OVERALL work and contribution to this project?			
Additional comments regarding this team member's work on this presentation/project:			

[3] Adapted from: Boettcher, J. V., and Conrad, R. M. (2010). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. San Francisco, CA: Jossey-Bass.

Rubric for Individual Performance on a Team[1]

General Attitude	Needs Improvement: 1	Developing: 2	Accomplished: 3	Exemplary: 4
General Attitude	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group but most of the time has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).
Working with Others	Rarely listens to, shares with, or supports the efforts of others. Often is not a good team player.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.
Collaboration	Rarely provides useful ideas when participating in a group and in classroom discussion. May refuse to participate.	Sometimes provides useful ideas when participating in the group and in classroom discussion.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.
Preparedness	Often forgets needed materials or is rarely ready to get to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Almost always brings needed materials to class and is ready to work.	Brings needed materials to class is always ready to work.
Focus on Task and Time Management	Rarely focuses on the task and what needs to be done, and does not respect deadlines. Lets others do the work. Group has to adjust deadlines or work responsibilities because of this person's inadequate time management and lack of collaboration.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task. Tends to procrastinate, but finally always gets things done by the deadlines.	Focuses on the task and what needs to be done most of the time and uses time well throughout the project. Other group members can count on this person. However, may have procrastinated on one thing or another.	Consistently stays focused on the task and what needs to be done. Very self-directed. Uses time well throughout the project to ensure things get done on time. Does not procrastinate.

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[1] Adapted from: Palloff, R. M., and Pratt, K. (2005). *Collaborating Online: Learning Together in Community*. San Francisco, CA: Jossey-Bass.

Sample Rubrics for Collaborative Work[4]

Objectives	Low Performance	At or Below Average	At or Above Average	Exemplary Performance
Teamwork	**1 point** Online one person presented. Unclear team roles.	**2 points** Clear team roles but unequal contributions	**3 points** Clear roles, equal contributions.	**4 points** Clear roles, balanced contributions, good transitions between presenters.
Presentation Style/Delivery	**1 point** No introduction or overview. Poor style (disorganized, difficult to follow). Went above or below page limits.	**2 points** Appropriate introduction to topic but opinions expressed inadequately or vaguely. Barely met page limits.	**3 points** Generally good delivery, presents arguments or opinions in a convincing manner.	**4 points** Excellent style, involving matching written and nonverbal styles (graphics). Creative and imaginative.
Information/ Content	**1 point** Does not have grasp of information, opinions stated but not supported by information.	**2 points** Incorporates few facts or little information to support ideas or opinions.	**3 points** Demonstrates grasp of knowledge. Incorporates ample hits or strategies.	**4 points** Complete and accurate presentation of important, related strategies or facts. Good use of technical or subject vocabulary.

[4] Adapted from: Palloff, R. M., and Pratt, K. (2005). *Collaborating Online: Learning Together in Community*. San Francisco, CA: Jossey-Bass.

Collaboration Questionnaire on Assessment[5]

Collaboration Factors	Strongly Agree: 1	Somewhat Agree: 2	Neither agree nor Disagree: 3	Somewhat Disagree: 4	Strongly Disagree: 5
We established common goals.					
We communicated well as a team.					
We chose a leader without difficulty.					
We assigned roles without difficulty.					
Everyone contributed equally to the process.					
Everyone contributed equally to the final product.					
We had adequate time and resources to complete our task.					
I was satisfied with the way we worked together.					
I was satisfied with the final outcome.					
I feel that I learned from this activity.					
Please add any comments below to explain your answers:					

[5] Adapted from: Palloff, R. M., and Pratt, K. (2005). *Collaborating Online: Learning Together in Community*. San Francisco, CA: Jossey-Bass.

Evaluate Team Participation for Group Problem-Based Learning Activity[6]

Self-assessment and Group Member Problem –Based Learning Activity

Score yourself and each of your group members based on the following criteria:

Criteria	0	2	3	4
Cooperation	Did not listen to and did not value the opinion of others	Listened to but did not value the opinion of others, or valued the opinions of others but did not listen to them	Actively listened to but it was not evident that he or she valued the opinion of others	Actively listened to and valued the opinions of others
Contribution	Did not contribute to the completion of the projects	Contributed to the project, but work was inferior or inadequate	Contributed to the completion of the project with adequate work	Contributed to the completion of the project and submitted high-quality work
Participation	Did not participate in the group	Occasionally participated in the group	Often participated in the group	Consistently participated in the group

Self-Assessment for Group Problem-Based Learning Activity

Share your reflections on the assignment as follows:

Question	Reflective Thoughts
What I learned about ….	
What I learned about working with others in an online group…	
The time and effort required to compete this assignment compared to what I learned was…	

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[6] Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Online Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 22.

Simple Three-Point Discussion Board Rubric[7]

1 point:	2 points:	3 points:
Minimal response to the module question	Posting respond to the question but does not stimulate further class discussion	Posting fully addresses the question and stimulates at least one substantial follow-up posting

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[7] Adapted from: Boettcher, J. V., and Conrad, R. M. (2010). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. San Francisco, CA: Jossey-Bass.

Online Activity Examples

Syllabus Quiz[8]

Task: Introductory exercise for the beginning of a course

Objective: To provide an opportunity for students to demonstrate their understanding of the course's orientation documents

Method: Asynchronous

Instructions

You are expected to be familiar with the course syllabus, assignment due dates, and course orientation materials. There will be a multiple-choice quiz in Canvas. You will have one week to complete the quiz. You will earn extra points if you post your response at least seventy-two hours before the due date.

Activity Note

Assign students to read the orientation documents, which include the course syllabus and assignment due dates. Using a multiple-choice quiz, test them on the syllabus and critical due dates or technical elements of the course. If students are slow to submit written assignments, add a new document to the course. In the document, announce that anyone who submits a written assignment at least seventy-two hours before the due date will get additional points.

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[8] Adapted from: Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 32.

Lineup[9]

Task: Introductory exercise for the beginning of a course

Objective: To allow students to get acquainted with their classmates' shared interests, backgrounds, and abilities in a nonthreatening atmosphere

Method: Asynchronous or synchronous

Instructions

You will be asked to score yourself from 1 to 10 on the following items. A score of 1 indicates minimal knowledge or interest, and the top score of 10 signifies that you are very interested or ready to teach the subject. Enter your scores for each item on the discussion board or in the chat room as the question is presented.

1. I consider myself a sports expert.
2. Cooking is one of my hobbies.
3. I love to read.
4. I am interested in the subject matter of this course.
5. I feel comfortable with computers.

Once all of the course have been entered, look for the individual with the score closest to yours. Introduce yourself to this individual, and see what other areas you may have in common. It is now your task to introduce this person to the group through a posting on the discussion board entitled "Introductions" by the end of the first week of the course. If no one introduces himself or herself to you by the middle of the first week, contact the instructor for assistance.

Activity Note[10]

It is fun to vary the list of questions for each class. Finding who has traveled the furthest from home in the last year, learned a new sport, or worn something unique for Halloween are all types of questions that encourage an active discussion.

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[9] Adapted from: Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Learner Updated: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 51.

[10] Conrad, R. M., and Donaldson, J. A. (2011). *Engaging the Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass

Dyad Debate[11]

Task: To discuss a controversial issue with a peer online

Objective: To introduce students to the idea of exchanging oppositional thoughts online

Method: Asynchronous

Instructions

Using the threaded discussion area, debate two of the following issues with your assigned discussion partner: (1) Should illegal aliens be included in health care policy regulations and benefits? (2) Should Medicaid pay for elective abortions? (3) Should the federal government decide whether Physician-assisted suicide is legal? (4) Should fetal tissue be used for research? (5) Is health care a right that should be accessible and available to everyone regardless of their ability to pay?

Each of you should post a summary of one of your debates under the discussion area for issue 1, issue 2, issue 3, and so on. Read the summaries others have written and comment on at least two of the other teams' debates.

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[11] Adapted from: Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 65.

Critical Insight[12]

Task: Reflective exercise for the middle of a course or unit

Objective: To get students to read actively in the textbook and provide an opportunity for them to explore an area of interest in more depth

Method: Asynchronous

Instructions

1. Choose one chapter of the textbook that interests you.
2. Choose one article from a newspaper, journal, or other periodical that represents the concepts of that chapter (or a portion of the chapter).
3. Choose three Web sites (give the URLs) that provide useful information about the concepts of that chapter (or a portion of the chapter).
4. Write three to five paragraphs that describe why you chose that chapter and the article and the Web sites to represent that chapter.
5. Write one questions that came to your mind as you were completing this assignment.
6. Post your assignment summary and your question to the discussion board by mid-week.
7. The written material must meet the criteria specified for grammar, spelling, and critical thinking.
8. Read at least two other students' assignment summaries and questions: pick one who had the same topic and one who choose a different topic. Respond to each student's question.

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[12] Adapted from: Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 78.

Case Study[13]

Task: Authentic task for learning content by means of case studies

Objective: To help students incorporate evidence-based practice guidelines into real-life situations

Method: Asynchronous

Instructions

The class will be assigned seven case studies. Each student will work up one case study within an assigned group of three students. The instructor will provide the case studies, along with specific questions to be researched, at the beginning of the semester. The group responsible for a specific case study must post the case study and complete the answers to the research questions one week in advance of the scheduled online chat on that case study. The rest of the students in the class are encouraged to respond to the case study with their own thoughtful responses: what they have seen clinically, new research, local practice guidelines, or qustions that they still have about the topic. Members of the presenting group will respond to their classmates throughout the week. The instructor will read the bulletin board every day and comment on the dialogue as appropriate. Students can earn bonus points for their thoughtful responses.

Activity Note

It is important to tie up the weekly loose ends. At the completion of the weekly posting, all discussion is pulled together; any areas that are still fuzzy to some students are clarified, and so on.

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[13] Adapted from: Conrad, R. M., and Donaldson, J. A. (2004). *Engaging the Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, p. 87.

Four Nouns[14]

Task: Introductory activity for the beginning of a course

Objective: To get students familiar with each other and comfortable using the learning management system (LMS) to converse and interact with each other

Method: Asynchronous

Instructions

1. Select four nouns that you feel describe you well to your colleagues. In the Introduction forum, post a message with your name in the subject line. In the body of the message, list your four nouns.
2. Read the nouns other students have chosen.
3. By the third day of class select three students who, if possible, have not had replies to their posting. Take two of the nouns and guess why that person might have chosen them. You may choose one student you know from other classes or elsewhere, but you must choose at least two students you have never interacted with before.
4. After at least three students have stated why you picked your nouns, provide your own reasons. Also reply to each response to your nouns with a comment about what you think of the reasoning the other students have used for your noun selection.
5. Respond to replies to an of your postings.

Activity Note

Adjust the numbers of this activity depending on the number of students in the class. If you have a large class, reduce the numbers a bit, with a smaller class, increase them. Have at least three or four classmates responding to each student. Closely observe the threads as they are posted, and if too many students are selecting one student or someone is being left out, direct a particular student to reply (or not to reply) to a specific student. This activity gets folks fired up and talking. Make sure that the entire activity is completed the first week. If a student does not jump in right away (the first day), contact him or her and gently get the process moving forward.

A further way of defining the learning community during this first-week activity is to create a word cloud (at www.wordle.net, for example) of the chosen words. The common nouns between class members will be highlighted in the resulting image.

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[14] Adapted from: Conrad, R. M., and Donaldson, J. A. (2012). *Continuing to Engage the Online Learner: Activities and Resources for Creative Instruction*. San Francisco, CA: Jossey-Bass, Kindle Version.

Jigsaw Activities[15]

Jigsaw activities are a good way to expand the content presented in an online course by asking learners to become experts in an area and present that area to their peers either directly or by contributions to a larger group project. In so doing, learners complete the "puzzle" of the content being explored and add to the knowledge of each member of the group. Jigsaw activities can play a significant role in solidifying the theory an instructor wants to present by sending learners in search of material and bringing it back to the group. In addition, jigsaw activities can be the process students use to complete a small-group project. The following is an example of such an activity.

> **Introduction**. The work of the early theorists has stood the test of time. For example, action research is still fundamental for all organizational development (OD) work. And even today, Theory X and Theory Y can be used to understand a manager's approach. But our field is just as subject to the current turbulent environment as every other. Further, our understanding of human and organizational systems is a work in progress. So the question is not, "What has been abandoned or found wrong?" Rather, it is "What has been added?" A list of current topics having an impact on OD is provided below. You will each explore one topic and then education the rest of us on that topic as it affects OD. All papers will be posted during one unit. You will then have the opportunity to engage in discussion with the author of the paper for an additional week.

> **Assignment**. Please write and post a paper on your selected topic. Inform us about the topic, being sure to answer the following: How does what is going on in each of these areas affect OD? What does it mean for the field of OD and for OD practitioners? How does it affect the connection between human systems and organizational structures and processes? (Length: 2,000 words; decide together who will work on each topic.)

> Current Topics
> - Working with adaptive systems (chaos and complexity theory applied to organizations)
> - Creating inclusivity; ameliorating oppression (diversity in the workplace)
> - Dialogue (building authentic collaboration and trust; bridging the communication gap)
> - New economy and next economy (Internet and other technological advances: ever-increasing need for speed; geographically dispersed teams; but also could include OD issues for start-ups as well as dot-com meltdowns, and so on)
> - Learning communities and organizational learning

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[15] Adapted from: Palloff, R. M., and Pratt, K. (2005). *Collaborating Online: Learning Together in Community*. San Francisco, CA: Jossey-Bass.

- Knowledge management
- Merged cultures, globalization of an organization

** Remember: How does what is going on in each of these areas affect OD? What does it mean for the field of OD and for OD practitioners?

How does it affect the connection between human systems and organizational structures and processes?

ASSESSMENT TIPS
- Jigsaw activities create a unique opportunity for peer as well as instructor review. Peer review might take the form of the following questions:
  - What were the strengths of this paper?
  - How did this paper contribute to your own learning?
  - How did this paper contribute to your own learning?
  - How might it have been improved?
- A reflective self-assessment is also appropriate regarding jigsaw contributions.

Additional Resources

Group or Team Formation

Forming, Storming, Norming, and Performing: Understanding the Stages of Team Formation
https://www.mindtools.com/pages/article/newLDR_86.htm

Using the Stages of Team Development
http://hrweb.mit.edu/learning-development/learning-topics/teams/articles/stages-development

Activity Resources

Jigsaw
https://www.jigsaw.org/

Minute Paper Resources

- One-Minute Paper: http://oncourseworkshop.com/self-awareness/one-minute-paper/
- Angelo and Cross: http://www.writing.ucsb.edu/faculty/dean/Upload202I-W08/minpapercat--ChrisComments.pdf
- Minute Paper: http://www.unl.edu/gradstudies/current/teaching/minute
- Classroom Assessment Techniques Minute Paper:
  http://www.flaguide.org/cat/minutepapers/minutepapers7.php