

CHECKLIST FOR SELF-ASSESSMENT OF STUDENTS' COLLABORATIVE SKILLS

Applies to: the student individually

Yes/No	Statements
	I know exactly what my tasks in this group are.
	When I faced difficulties, I looked for help both inside and outside of the group.
	I presented to the group sources or documents relating to the subject (e.g. books, texts, web sites, videos).
	I have put forward to the group the issues which are relevant to our work.
	I helped my colleagues when they asked me for help.
	I helped my colleagues when I realized that they had problems, even without them asking me for help.
	I know perfectly well what are the roles and tasks of each colleague in my group.
	Usually I express my views and opinions clearly to my group.
	I feel able to assess the contributions of my peers' in the work done by our group.
	I believe I would not be able to do a better job myself than what was achieved by my group.

Meaning of the results

Our goal here is for students to respond 'yes' to all items. Although we cannot establish student's performance only by summing up the items they responded yes to, this checklist does help give us a holistic idea of their individual commitment to the goals of the group.

In this case, since there are 10 items in the checklist, each item labelled 'yes' can correspond to 10% of the maximum score. This way, we can set levels similar to that adopted in the previous tool. Where the total amounts to below 50% this shows that the student has difficulties in working in groups.

As before, the relative weight given to the student's checklist score will then need to be defined in the summative assessment.

B3.3 Tool: Checklist for peer-assessment

The purpose of this checklist is to help students recognize others' ability to work in teams, using it as a learning experience to improve their own collaborative learning skills, and identifying key competences necessary for collaborative work. Each group chooses another group to evaluate using the checklist.

Please note that not all statements in the checklist below will apply to a specific activity. As a first task the class should identify the statements that should be applied and use only those for evaluation. In addition, it might be necessary to add some statements.

CHECKLIST FOR PEER ASSESSMENT OF STUDENTS' COLLABORATIVE SKILLS

Applies to: the team/group

Yes/No	Statements
	All group members actively contributed to the final product.
	Group members gave each other support and feedback.
	When the group was having trouble, other groups spontaneously helped.
	When the group asked for help, other groups helped them immediately.
	In the end, everyone seemed satisfied with their group's work.
	Group members exchanged and negotiated between them their ideas, strategies, tools and/or resources to carry out the activity.
	The group defined the tasks and the role of each member early on.
	The group asked the opinion and suggestions of other groups.
	The group assisted and gave advice to other groups.
	The group requested comments to other groups before finishing the activity.
	The group accepted critical comments from other groups.

Meaning of the results

Our goal here is for students to respond 'yes' to all items. Some items refer to active attitudes and others refer to proactive attitudes that tend to strengthen team consciousness. On that basis, all items must be considered and every "Yes" should be assigned 1/n%. Once again, in order to reflect this checklist score in the summative assessment it will be necessary to establish its relative weight.

B4 - Sample tools to assess students' competences to do teamwork by considering playing different roles within the group

To cover this topic we propose two distinct tools: checklists and rubrics inspired by the proposals of Ruth Levine (2008) and Patrick Griffin and Michael Francis (2018).

The checklist can be proposed in the form of a simple checklist (a), or a checklist with a scale of agreement (b). The rubrics (c) and (d) follow a template already presented in this document.

B4.1 Simple checklist to assess students' competences to engage in teamwork

Instructions: Please score each statement with Yes or No (or Yes = 1; No = 0)

(a) CHECKLIST FOR SELF-ASSESSMENT OF STUDENTS' ABILITY TO LEARN COLLABORATIVELY AND AUTONOMOUSLY AND TO RELATE TO OTHERS (yes/no)

Applies to: the student individually

Yes/No	Statements
	I am always timely.

(a) CHECKLIST FOR SELF-ASSESSMENT OF STUDENTS' ABILITY TO LEARN COLLABORATIVELY AND AUTONOMOUSLY AND TO RELATE TO OTHERS

(yes/no)

Applies to: the student individually

Yes/No	Statements
	I stay focused during team activities.
	I stay in the group until the activities finish.
	I demonstrate good self-control to balance my active listening and participation.
	I ask useful questions to deepen the study.
	I share information that I collected.
	I share my personal views.
	I come well prepared for group activities.
	I demonstrate deep enough knowledge on the various topics.
	I often recognise the limits of my personal knowledge.
	I can explain my ideas to others with clarity and appropriate vocabulary.
	I always give helpful feedback to others.
	I accept useful feedback from others.
	I listen attentively and understand what others say.
	I show respect to others' opinions.
	I respect others' views and feelings.
	I care about helping others.

Meaning of the results

Our goal is that students will be able to respond "yes" to all items, although there might be some subjectivity because they depend on the learner's perception of peer feedback.

However, the checklist should be used so that students and teachers become aware of possible gaps in learners' profile, considering the skills needed to learn collaboratively and to learn autonomously while maintaining a good relationship with others.

Since there are 17 items in the checklist, each item labelled "yes" can correspond grossly to 6% of the maximum score. Thus, to have a satisfactory score, we need to have labelled "yes" at least 9 items.