



## **Using Case Studies in Class through Peer-to-Peer Evaluation**

One of the best strategies for students to learn is to evaluate someone else's performance.

- 1<sup>st</sup>** If students will be working in teams, place them in teams the way you prefer (basically assigning them a teammate or letting them decide themselves).
- 2<sup>nd</sup>** Give them the event guidelines (or direct them to the Web site), along with the case study situation, to take home to review and prepare their presentation. Let them know which day they will be presenting.
- 3<sup>rd</sup>** Then in class, give them 15 minutes to make their presentation. If you are doing multiple presentations at the same time in the same room, tell them that if they finish early they should just sit quietly until the 15 minutes are up. Ask them to turn over the instructions to show that they are finished. If you notice before the 15 minutes are up that EVERYONE is finished, then go to the next step.

### Logistics for Doing Multiple Presentations, Same Time/Same Room

Just separate each group of students a little bit more than with the role-plays, allowing students more or their own space (or even their own table) to use to present. And adjust the presentation aids. For example, rather than projecting their presentations on a screen, the students just present it to their judges right off of a laptop (just like they would do if presenting to someone in their office).

- 4<sup>th</sup>** Ask the judges to **complete the evaluation form**. This could be everyone in the class doing their own evaluation, or just one or two students. You can decide whether or not to ask the judges to total the score at the bottom. If you are collecting the forms, ask judges to write their presenter's name(s) at the top of the form. You may or may not want "judges" to write their name at the bottom.
- 5<sup>th</sup>** Pass out a copy of the **Judge Feedback Form** to ALL students (IF YOU ARE ASKING THE JUDGES TO PROVIDE WRITTEN COMMENTS):

Providing constructive, written comments (especially to a peer) is a learned skill—they need your guidance. Use your expertise to explain how to provide constructive feedback under each category (Strengths, Areas to Improve, and General Comments).

Inappropriate comment for Strength: *Nice job!*

Appropriate comment for Strength: *Your ideas were creative and you did a good job of communicating them.*

Ask the judges to spend 5 minutes to provide the written comments. Don't allow them to leave or get up early if they finish early—they will rush to finish. If you ask them to complete the evaluation form AND the judge feedback form at the same time, 5 minutes should still be enough time.

At the same time, ask the presenters to do a self-evaluation.

**6<sup>th</sup>** **Debrief the activity** after all of the presentations are finished. While you will probably develop other ways to “debrief” the activity, here are two suggestions. Depending on the learning outcomes you are looking for, you may use either one or both. In reality, it may come down to how much time you have.

Content Debriefing

Ask for students to volunteer what they thought were the most creative solutions to the case.

Career tie-in: Developing creative solutions that help you beat the competition.

Process Debriefing

Ask the students to share how they felt about the exercise (being evaluated by their classmates, presenting with other students around or in front of the entire class, or just being nervous in general). You may also ask them how they are now feeling about the fact that they will soon be seeing their evaluations and comment forms.

Career tie-in: Developing a professional presentation that effectively conveys their ideas to clients, supervisors or co-workers.

Ask the students how they felt about having to “judge” their peers. Ask them what was more difficult, scoring the evaluation form or writing the comments. Further, you can ask them just to “think to themselves” whether they would have evaluated and commented on their partner any different if their classmates were NOT going to see the paperwork.

Career tie-in: Evaluating presentations made by co-workers or consultants, and deciding what recommendations are the most useful in solving a particular challenge.

**7<sup>th</sup>** Judges should give the evaluation form and comments to you. You will decide how to share the results with the presenters.



Student Name(s):

**JUDGE'S FEEDBACK FORM**  
*Case Study*

**Strengths:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Areas to Improve:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**General Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Judge's Name: \_\_\_\_\_ (if applicable)