



Using Role-Plays in Class through Peer-to-Peer Evaluation

One of the best strategies for students to learn is to evaluate someone else's performance. These steps are designed for the first time you use this learning strategy in class. If you repeat the exercise on another day, some of instruction can be skipped the second time.

- 1st** **Put students in teams of 2** (but not with the people sitting next to them). Depending on your class setup, it is usually easy to ask all of students in the odd numbers rows to just turn around and partner with the person behind them. One student will demonstrate the role-play (give them the first 2 pages) while the other will be the judge (give them the whole event).
- 2nd** Give everybody 30 minutes to **review the case**. If you are under a time constraint, give them less time. Most role-play situations can be done in less time—it may reduce the expectations for the presentations, but it still takes them through the exercise. It all depends on your goals for using this learning activity in your class.
- 3rd** At the end of 30 minutes it is time for them to **role-play**. Give them 15 minutes to role-play. 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.
- 4th** Ask the judges to **complete the evaluation form**. Make sure that they score each of the 6 items. 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 partner's name at the top of the form, and their own name at the bottom.
- 5th** 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 providing 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 non-judges to do a self-evaluation.

Role Reversal: At some point you will want them to reverse the presenter/judge roles so they all experience both sides. If you use the same role-play situation, have them switch roles now (before debriefing), complete steps 3-5 in their new roles, then debrief. This is especially true if you are using the same role-play situation, or are conducting a “process” debriefing (explained below). If you will use a different situation (recommended) or do it a different day, you may want to debrief now.

6th Debrief the activity: While you will 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 each judge to offer the “best” idea that the student presented, or to say what impressed them most about how the student handled the situation. This depends on the event situation itself.

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

Process Debriefing

As a group, ask the students who were “presenting” to share how they felt about the exercise (being evaluated by their classmate, working under a time pressure, presenting with other students around, 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: Handling difficult situations under pressure.

As a group, as the students who were judging 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 any differently if their partner was NOT going to see the paperwork.

Career tie-in: Evaluating employees—even those you consider a friend or peer.

7th Judges should give the evaluation form and comments to the presenters, giving them a chance to review the papers and ask questions.

Decide what paperwork you want to collect before they leave.



Student Name(s): _____

JUDGE'S FEEDBACK FORM
Role-Play

Strengths: _____

Areas to Improve: _____

General Comments: _____

Judge's Name: _____