**BaseCamp**

**Peer evaluation Arch 1 week 2**

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| **How to fill in this form** Save this document under a different name.  **Fill in a separate form for each of your team members.**  **Hand the collated forms in in Teams**  Give an example for one item in each subject  **Goal of the peer evaluation**  The goal of filling in the items below is to collect information about how you function.  Give an example or illustration for one of the items within a subject.  The aim is not to judge your peers, but to give feedback what behaviour you see in your peers and provide insight in the way you and your team members can improve functioning within the study programme.  The peer evaluation is part of your dossier.  **The scores mean:**   1. I have not seen you do this (yet). I advise you to show more of this. 2. You made a good start, but I think you can do more. 3. You are doing this well. 4. You are doing this very well, other can take you as an example of how to do this. 5. You are doing this too much. I advise you to tone this down |

**This feedback is for:**   
Casper Onderdijk de 3e

**This feedback is from :**   
Viktor Stam

**1. Motivation**

Within the learning team you work on your own assignments, but you can collaborate or help each other. This makes your study programme a less lonely journey. The small group that surrounds you will help you conquering the challenges of the study programme. This can help your motivation and the motivation of others.

* 1. You contribute positively to the learning team

( ) 1 – not yet     (   ) 2 – can do more    ( X ) 3 - well    ( ) 4 – very well     (   ) 5 – too much ( )

* 1. You stick to things you agreed to do

(   ) 1 – not yet     (   ) 2 – can do more    ( X ) 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

* 1. You motivate fellow students

(   ) 1 – not yet     (   ) 2 – can do more    (  ) 3 - well    () 4 – very well     (   ) 5 – too much ( )  - N/A

Give an explanation/elaboration or an example of a moment or action that illustrates your feedback in 1.1, 1.2 or 1.3: He does contribute positively to the learning team because he helps people in need. Sticks to the things we agreed too.

**2. Shared responsibilities**

By sharing experiences and helping each other where possible, you feel more connected to the study programme and each other. In a well-functioning learning team all team members experience shared responsibilities.

2.1 You actively participate when a team member needs help

(   ) 1 – not yet     (   ) 2 – can do more    (  X ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

2.2 You indicate to others what you need in order to successfully finish your tasks

( X  ) 1 – not yet     ( ) 2 – can do more    () 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

2.3 You challenge yourself when you are doing your tasks

(   ) 1 – not yet     (   ) 2 – can do more    (  X ) 3 - well    (   ) 4 – very well     () 5 – too much ( )

* 1. You help others to challenge themselves when doing the tasks

( X ) 1 – not yet     () 2 – can do more    ( ) 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

Give an explanation/elaboration or an example of a moment or action that illustrates your feedback in 2.1, 2.2, 2.3 or 2.4: He sometimes asks if a team member needs help. He not really says how or what to do to finish the task. Well he does the extra exercises. -

**3. Open communication**

In a well-functioning learning team, team members can share ideas, wishes, motives and insecurities with each other.

3.1 You ask for feedback on your work/actions/results

( X  ) 1 – not yet     (   ) 2 – can do more    ( ) 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

3.2 You give others room to talk

(   ) 1 – not yet     (   ) 2 – can do more    (  X ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

* 1. You listen with an open mind to what others have to say

(  X ) 1 – not yet     (   ) 2 – can do more    (   ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

3.4 You give your opinion on matters  
 (   ) 1 – not yet     () 2 – can do more    (   ) 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

Give an explanation/elaboration or an example of a moment or action that illustrates your feedback in 3.1, 3.2, 3.3 or 3.4: 3.1 and 3.3 can’t be answered because we are simply not that far yet. He gives people room to talk ofcourse.

**4. Respect differences**

A learning team where team members have different qualities, skills and fields of expertise and uses this where possible, is a powerful team because the team members feel respected

* 1. You contribute in a positive way to dealing with the strengths and weaknesses of different team members

( X  ) 1 – not yet     (   ) 2 – can do more    (   ) 3 - well    () 4 – very well     (   ) 5 – too much

* 1. If you disagree with something, you let others know in a respectful manner   
     (with arguments and in a calm voice)

( X  ) 1 – not yet     (   ) 2 – can do more    (   ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

* 1. You have a positive contribution to the feeling of trust within the team. You discuss issues within the team during team meetings or you talk directly to the person it concerns.

(   ) 1 – not yet     (   ) 2 – can do more    ( X ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

Give an explanation/elaboration or an example of a moment or action that illustrates your feedback in 4.1, 4.2 or 4.3:

4.1 hasn’t really happened yet same goes for 4.2;

**5. Flexibility**

During BaseCamp things will run differently than planned. In a well-functioning learning team there is always room for improvement and development.

* 1. If things suddenly have to be done differently, you adapt and cooperate

(   ) 1 – not yet     (   ) 2 – can do more    (   ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

* 1. You have no problem with making mistakes

(   ) 1 – not yet     (x) 2 – can do more    (   ) 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

* 1. You share what you’ve learned with your team members and teachers

(   ) 1 – not yet     (   ) 2 – can do more    () 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

* 1. Je bent nieuwsgierig en probeert nieuwe dingen uit.

(   ) 1 – not yet     (   ) 2 – can do more    (   ) 3 - well    (   ) 4 – very well     () 5 – too much ( )

Give an explanation/elaboration or an example of a moment or action that illustrates your feedback in 5.1, 5.2, 5.3 or 5.4:

**6. Taking initiatives**

Sometimes you have to look beyond the beaten track of you have an idea how to do things differently. A well-functioning learning team provides room for initiatives and new ideas. This helps you move forward as a student and as a learning team.

* 1. You share your ideas or support a team member in sharing their ideas

(   ) 1 – not yet     (   ) 2 – can do more    (   ) 3 - well    () 4 – very well     (   ) 5 – too much ( )

* 1. You make helpful suggestions in team meetings

(   ) 1 – not yet     (   ) 2 – can do more    () 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

* 1. You explore new or different possibilities by yourself and share these with your team

(   ) 1 – not yet     (   ) 2 – can do more    () 3 - well    (   ) 4 – very well     (   ) 5 – too much ( )

Give an explanation/elaboration or an example of a moment or action that illustrates your feedback in 6.1, 6.2 or 6.3:

Read the feedback other have provided. Write down key things you could use for your further development