

Critical Friend Approach

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Rationale and theoretical and practical aspects

“Every student—and educator, too—needs a trusted person who will ask provocative questions and offer helpful critiques”.

The social constructivist theory best aligns with the concept of collaboration. Through exploration, thinking, reflection, and interaction, a student would realize their full potential and become prepared for life in society. Vygotsky (1978) theorized that social interaction led to self-awareness. He believed that learning was active. Through the sharing of ideas, knowledge was built, and optimal learning took place when tasks were completed with assistance. Educators often are stumped on how best to educate students, which in itself creates anxiety and ineffectiveness. However, collaborating together, allows students to discuss problems and with assistance solve problems that may be plaguing them. In essence, students profit from entering into the Zone of Proximal Development where they can actively solve problems together thus reducing the difficulty and complexity of the task/problem/issue.

According to Stoll et al. 2003 there were five characteristics that made collaboration effective: shared values and vision, collective responsibility, reflective professional inquiry, collaboration, and group, as well as individual, learning being promoted. One of the approaches where collaboration occurs in a systematic way is “Critical Friend”. Critical friend approach is widely used in the education systems of successful western countries. It is an effective way to foster professional collaboration among teachers, which focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership. All of these represent the basis for objective self and peer evaluation, identifying one’s own and colleagues’ strong and weak sides, the joint search for the ways of addressing weak points and finding ways of strengthening strong points. This in turn contributes to teachers’ professional development and improving the quality of learning/teaching.

Thus, the critical friend approach is powerful for formative feedback, which is the cornerstone of modern teaching/learning process. In constructivist didactics formative feedback is a widely used method. Its aim is to enhance the development of both, the individual student and the group as a whole. Humans study how to control their behaviour by self and peer observation. The aim of the method is to develop open and reliable relationships among people as a pre-requisite for healthy relationships and productive collaboration. Such communication helps



relationships become transparent and honest. The factors which hinder effective communication are easily revealed and the ways of addressing them jointly are found.

The efficiency of formative feedback is explained clearly with the help of the Johari Window. The Johari Window is a graphic model, which was created in 1955 by the American social psychologists, Joseph Luft and Harrington Ingham and represents the change in self-awareness and the perception of an individual by others during the group process. There are four regions in the Johari Window. Each of them represents the sphere of a human's certain behaviour. The Johari Window is depicted in the following diagram:

Region A Open Area	Region C Blind spot
Region B Hidden area	Region D Unknown

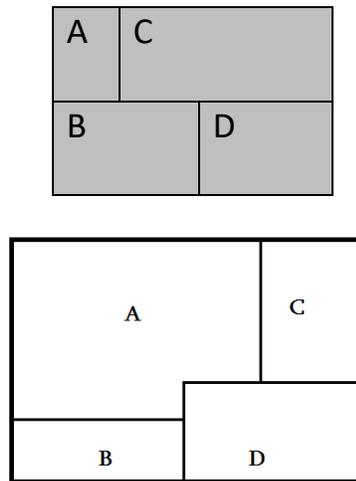
Region A represents open area or 'the arena'. The circumstances for the behaviour are known both for the individual and for the rest of the group likewise. Region B embodies personal space, i.e., the sphere of behaviour, which is known for the individual only but which is not made accessible for others intentionally. Thus, it is hidden for others. Such personal details are revealed to others by the individual himself/ herself. This is achieved only when a person starts to trust the group members

Region C -Blind area, blind self, or 'blindspot'-the sphere of one's own behaviour what is unknown by the person about him/herself but others know. Here we deal with defensive and unconscious behaviour which impedes group work and complicates communication. In this very region where an individual can't perceive his or her behaviour and accordingly, can't control it, the utilization of the feedback technique will be of great help.

Region D- unknown region involves the behaviour which is unknown for both, the individual and others as well. E.g. hidden talents, unused features/qualities, etc. In collaborative groups we may observe how the size of the separate quadrants changes. According to the Johari window, if at the beginning Regions B and C dominate, while region A is extremely small, using the feedback



method efficiently, decreases the size of Regions B and C. Consequently, “blind spot” is gradually becoming clear.



Each member of the group is provided an opportunity to evaluate his or her own behavior and the behavior of others as well. The hindering factors of the work of the group are reduced, which contributes to the success of both separate individuals and the group as a whole.

Based on the aforementioned facts, it can be concluded that the more open region increases, the more effective the work of the critical friend approach and its results can be.

There exist several types of approaches towards “Critical Friend”. The idea of a ‘critical friend’ or ‘critical colleague’ was first recommended by Stenhouse (1975) as a ‘partner’ who can give advice and is working with the teacher–researcher in the action research on face-to-face basis. Instead of perceiving the role as an advisor or consultant, the ‘critical friends’ see themselves as the ‘friend’ of the teacher–researcher.

Another vision of Critical Friend was developed by The Annenberg Institute for School Reform at Brown University where the Critical Friends model was used for collegial (group) dialogue. It is currently in use by an estimated 35,000 teachers, principals, and college professors in over 1,500 schools. In July 2000, the National School Reform Faculty program, which currently houses Critical Friends Groups and coordinates the training for Critical Friends Coaches, relocated to the Harmony School Education Center (HSEC) in Bloomington, Indiana. The Critical Friends process provides an opportunity both to solicit and provide feedback in a manner that promotes reflective learning.



The importance of critical friend in HE

As it was already mentioned the critical friend approach is well-known in the system of teacher professional development in schools, but it has not been implemented in higher educational institutions. It is desirable that Critical Friend should be used as one of the approaches in higher education as an integral part of learning/teaching process carried out throughout the whole course. The Critical Friend approach gives students an opportunity to develop the following skills by means of peer, self, and teacher evaluation:

- self-awareness and self-confidence
- reflective, analytical, critical, metacognitive and collaborative skills

Critical Friend approach ensures:

- Delegating responsibility for students;
- Respect for different opinions;
- trust-based relationships;
- mutual assistance and mutual study.

Consequently, the critical Friend can be implemented in Higher Education for three main reasons:

- This is complex approach; covers all types of feedback-written, oral, lecturer to student, student to student, student to lecturer; you can use several alternative instruments of formative assessment at the same time;
- Students are provided with intensive constructive feedback which is orientied towards students' development.
- Continuous formative feedback aiming to develop openness and confidence in relationships among people as a precondition for healthy relationships and fruitful cooperation.

The critical friend process focuses on developing positive relationships, encouraging reflective and rethinking learning. This process is based in cooperative learning, which improves learning environment:

- All the members of the group have better understood positive effects of formative feedback and collaboration;
- Increases their readiness to study novelty;
- increases students' readiness to criticism;
- increases sense of responsibility;
- The atmosphere of mutual trust, mutual understanding and mutual assistance increases in the group.



An effective critical friend is someone who:

- You trust and respect
- You have a strong relationship with, or believe you could develop a relationship with
- Provides honest and critical feedback
- is a skilled observer and listener
- Is able to ask provocative/stretch questions
- Provides balance between support and challenge
- Understands you and/or the context very well or takes the time to develop this understanding
- Provides a different perspective/new eyes
- Provides critique utilising higher order thinking
- Is available. People learn best from peers “if there is sufficient opportunity for ongoing, purposeful exchange”. The critical friend process enables this exchange.

Critical friends do not:

- Assume a directive role
- Offer solutions to problems or provide “quick fixes”
- Rush to judge
- Impose agendas of their own
- Undermine the authority of others

Some basic protocols in working with critical friend, you need to be mindful that:

- Confidentiality is essential
- The “critical” aspect relates to the task and the “friend” aspects relates to you as a person
- Comments should be seen as professional challenges rather than criticisms
- Expectations of each other with regard to availability, commitment to the process, reliability and how progress will be evaluated need to be discussed and agreed
- You need to own the agenda and so need to take responsibility for preparation and follow-up
- Openness to discussions about performance is essential
- An agreed process for exploring any conflicts needs to be discussed at the outset of the process
- A simple critical friend agreement can make clear expectations and responsibilities from the outset.

Because the concept of critique often carries negative baggage, a critical friendship requires trust and formal process. Many people equate critique with judgment, and when someone offers criticism, they brace themselves for negative



comments. The Critical Friends approach starts with the building a safe environment for its participants.

The heart of the Critical Friends approach is creating a community of learners that work from a shared set of values and beliefs and are willing to question those beliefs and assumptions. The strategy the group uses to promote personal growth in their teaching practice is through two levels of questioning ending in reflection by all participants. Critical friendships, therefore, begins through building trust. The person or group needs to feel that the friend/s will:

- be clear about the nature of the relationship, and not use it for evaluation or judgment;
- listen well: clarifying ideas, encouraging specificity, and taking time to fully understand what is being presented;
- offer value judgments only upon request from the learner;
- respond to the learner's work with integrity; and be an advocate for the success of the work.

Basic Principles of Feedback

Each activity in the Critical Friends approach contains elements of careful description, enforced thoughtful listening, and then questioning feedback – which may well be the basic elements of reflection. The feedback arrived at through the discussions also has been grouped in these ways: “Warm” feedback consists of supportive, appreciative statements about the work presented; “Cool” or more distanced feedback offers different ways to think about the work presented and/or raises questions; and “Hard” feedback challenges and extends the presenter's thinking and/or raises concerns. In general, this process utilizes time limits and agreed-upon purpose and norms help reduce interruptions in discussion and the rush-to-comment approach that our busy lives seem to promote.

Criteria of effective feedback

1. Is understandable
2. Is concise and specific
3. Does not contain any negative expressions (though, but ...)
4. Begins with positive commentary - focused on the positive side of the work
5. Is based on the instructional goals
6. Does not refer to the personal qualities of the feedback receiver
7. Measures the progress/outcome and does not compare someone with someone.



8. The efforts made by the feedback receiver is appreciated
9. Does not involve many recommendations at the same time (maximum 2-3)
10. Indicates the reasons for the success of feedback receiver
11. Does not correct errors, but rather indicates the way/ways to address the problems
12. Confidentiality is maintained
13. The feedback provider speaks only from his own position, "I think" and not "they think"
14. Is constructive
15. Gives suggestions and is not compulsory
16. Helps the feedback receiver with self-reflection
17. The problem is also seen from the perspective of feedback receiver
18. Is provided without any delay
19. Does not put the feedback receiver in a defensive position

What factors does a lecturer need to take into consideration when using the Critical Friend approach?

- It is desirable to form groups of a maximum of seven students during the Group critical friend approach
- First of all, students should be given freedom of choice to form their own Critical Friend groups
- In the face-to-face Critical Friend approach the selection of critical friends should be a student's prerogative.
- If it's the first time the students who have registered for your course to meet one another, the groups should be formed at random
- The Critical friend approach should be introduced in the very first weeks of the semester
- The efficiency of the attitude towards students and the main principles of work should be analysed
- The work of groups and pairs should be monitored periodically, and formative feedback should be provided if required.
- A lecturer should model the critical friend approach for students



Learning environments

Critical Friend Approach is generic. It can be integrated into any subject matter. Its application is efficient for any XB (problem based, project based, inquiry based, case based, etc.) learning environment.

For example, in project-based learning, students are provided with opportunities to construct knowledge by solving real problems through asking and refining questions, designing and conducting investigations, gathering, analysing, and interpreting information and data, drawing conclusions, and reporting findings. While working on group project, group members form critical friend groups. The teacher is an ordinary member involved in each critical friend group. On the onset of the project, the tasks are distributed, and roles are defined. The next step is to create working space online: Google drive, Moodle, etc. Group members complete tasks and share them with critical friends to get recommendations. In case of necessity (if a group member faces a challenge which he or she can't deal with on their own), face-to-face meetings are held to give an immediate feedback as defined in Group Tuning Protocol. At the end of the project when the project is completed, and the group presents the project, the group members reflect on the process and evaluate both their own and their colleagues' performance and contribution to the project.

Target audience: undergraduate, graduate students.



Tools used for the Critical Friend approach

In this section several instruments of formative assessment are described which are effective while working with the Critical Friend approach. These instruments are completely adapted for higher education.

1. Group Tuning Protocol

Group Tuning Protocol is the best tool for group critical friend approach

Detailed Description of Consultancy Process

There are three roles in the Group Critical Friends process: facilitator, presenter, and discussants. The group can vary in size from four to seven people. The basic format for collegial dialogue is the same for each protocol: facilitator overview; presentation of work or issue by feedback seeker; clarification questions; feedback/discussion by participants (discussants); presenter reflection; debriefing of process. The questions and issues that presenters offer typically spring from feelings of concern, from moments in work without closure, and from issues they have not been able to find a solution through solitary thinking.

Group Member Roles

Facilitator

Facilitator can be selected either from the student group or a lecturer can serve this role. Reviews the process at the outset, even if everyone is familiar with it. Sets time limits and keeps time carefully. Participates in discussions but is on the lookout for others who want to get in conversations. Adjusts time slightly depending on participation. May end one part early or extend another, but is aware of the need to keep time. Reminds discussants of roles, warm and cool feedback, and keeping on topic that the presenter designated. Leads debriefing process and is careful about not “shorting” this part. Is careful during the debriefing not to slip back into discussion.

Presenter

Prepares an issue for consultancy. Is clear about the specific questions that should be addressed. Unlike most discussions of this nature, the presenter does not participate in the group discussion. Sits outside the group and does not maintain eye contact during the discussion but rather takes notes and gauges



what is helpful and what is not. Later, is specific about the feedback that was helpful.

Discussants (critical friends)

Address the issue brought by the presenter and give feedback that is both warm (positive) and cool (critical). The feedback should be given in a supportive tone and discussants should provide practical suggestions.

The “Consultancy” Process

The consultancy process allows colleagues to share issues confidentially and seek suggestions for positively overcoming or managing them. Consultancy creates opportunities for colleagues to find ways collaboratively around the obstacles and barriers that often limit or stifle effective action.

The process works best in smaller groups (4-7 people) where colleagues can feel comfortable sharing complex issues. Presenters share an issue, and members of the Critical Friends group offer “warm” and “cool” feedback, talking to each other not to the person who presented the issue. The presenter sits out of the group, listening, taking notes, and deciding what has been useful. The actual process (with maximum time allotted) follows.

Procedure of Group Tuning protocol

Step 1. Introduction where Facilitator briefly introduces protocol goals, guidelines

Step 2. Presentation-when the presenter has the opportunity to share both the context for her work and any supporting documents as warranted, while the participants are silent.

Step 3. Clarifying Questions-Discussants have an opportunity to ask clarifying questions in order to get information that may have been omitted during the presentation and would help them to better understand the work.

Step 4. Examining the work-Students look closely at the work, making notes on where it seems to be “in tune” or aligned with the stated goals and guided by the presenter’s focusing question and goals, where there might be a potential disconnect.

Step 5 Pause to silently reflect on warm and cold feedback. Discussants individually review their notes and decide what they would like to contribute to the feedback session.



Step 6. Warm and cold feedback-Students-Discussants share feedback with each other while the presenter is silent and takes notes. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback and then moves back and forth between warm and cool feedback.

Step 7. Reflection-Presenter rejoins the group and shares his or her new thinking about what she/he learned from the participants' feedback. There is no more feedback offered.

Step 8. Debrief-Facilitator leads discussion about this tuning experience

Tuning Protocol can be applied as a formative assessment tool for problem-based, project based, research-based learning process. The utilization of Tuning Protocol is rather time-consuming which makes it implausible to use it intensively during contact hours. In order to address this constraint, it is advisable that a lecturer model the approach at the lecture. A lecturer is in the role of a facilitator and leads the process. Students are actively involved in the process and learn how to work with this tool through experience. Another time, one of the students take over the role of the facilitator. After this, students take responsibility for the process. Students are supposed to form groups and do the same procedure without teacher's intervention outside the classroom whenever needed. A lecturer monitors the process by analysing:

- Entries in reflective diaries which include results of Group Tuning Protocol (see Annex 1)
- Self-assessment and peer-assessment forms (see Annex 2)
- Synergy analysis (see Annex 3)

2. Face- to- face tuning protocol

Face- to face tuning protocol can be employed as an effective formative assessment tool in Higher Educational institutions in conjunction with Group Critical Friend tool. Two students agree to work for a certain period of time (e.g. throughout a semester, etc.) within the framework of project, problem, research-based learning, while carrying out any activity to act as critical friends to one another. The tool is similar to Group Tuning Protocol. The difference lies in the fact that unlike Group Tuning Protocol where a group of students act as discussants of the problem presented by the presenter, in the face-to-face tuning protocol only two students participate and the roles of coach and coachee must rotate in order to create positive learning environment promoting professional growth of both sides.



In this context coach provides feedback while a coachee seeks feedback. The procedure for Face-to-face Tuning Protocol is the following:

- Step 1:** Students make a critical friend's agreement. (See annex #4).
- Step 2:** Critical friends explore their current situations as it relates to the purpose of the meeting. Students can use Generic Action Planner during the meeting as a guiding structure which will help them to reflect on the results of the meeting in their reflective diaries after the meeting. (See Annex #5 for Generic Action Planner and Annex #6 for sample reflective journal)
- Step 3:** Together, Coach and coachee define the problem or issue to be addressed – preferably in one sentence. If it can't be expressed in one sentence, it is likely that there is not yet enough clarity.
- Step 4:** Both a coach and a coachee review all of their possible options.
- Step 5:** Coach helps a coach to clarify and prioritise values.
- Step 6:** Coach helps a coachee to explore feelings, hunches etc.
- Step 7:** Coach assists coachee to establish a hierarchy of possible solutions.
- Step 8:** Together, critical friends analyse the risks, alternatives and consequences of each potential solution.
- Step 9:** A coachee nominates which solution should be progressed.
- Step 10:** Together, coach and coachee list all possible obstacles to achieving the solution.
- Step 11:** Coach assists a coachee to brainstorm possible strategies to minimise/ overcome these obstacles.
- Step 12:** A coachee implements the action plan.
- Step 13:** Together, coachee and coach review the outcomes of the action plan and continue the process until all relevant issues are worked through/resolved.



The Coaching Cycle

Zeus and Skiffington (2003, *Coaching at Work*) represent The Coaching Cycle as shown below. In the diagram the critical friend has been substituted for coach and the student for coachee and is presented from the perspective of the critical friend.



3. Interactive Journal writing

This tool for learning involves an agreement to use a reflective journal as the basis for an on-going professional conversation between a lecturer (a critical friend) and a student. It is particularly helpful for introvert students who feel anxious and inhibited to speak openly during seminars and workshops. A lecturer and a student can maintain a dialogue throughout a semester and discuss the issues concerning projects, problems, cases, etc. A lecturer and a student may negotiate on the intensity of the journal entries. (Once a week, fortnight, etc). A lecturer's feedback should depend on the content of a student's letter. It should be taken into consideration that Interactive journals are not strictly structured. A student may write about any issues concerning the work during XBL approach. (See Annex #7 for sample questions for a journal entry)



4. Integrating Technology into the Critical Friend Approach

Padlet is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common or private page. The notes posted by teachers and students can contain links, videos, images and document files. Individuals can create as many “walls” or online notice boards as they like. These walls can set to private or public, with each wall having separate privacy settings as an option. This can facilitate collaboration but also enables private reflections when using private walls, or when limiting access to specific registered users, with specified emails. As the creator of a wall, teachers can moderate all notes before they appear. Changing privacy settings can be adjusted at any time.

Padlet can be used to enhance key skills such as managing information and thinking, communication, working with others, reflection on a task, giving and receiving feedback etc. Thus, it can be used as part of the critical friend approach and its individual tools, mainly for the first 3 tools in specific, all which are presented in detail in **Annexes 1-3**.

For demonstration, the following can be done when using critical friend approach and **tools 1-3, 6 and 7**.

Tool 1. Reflective journal entry for Group Tuning Protocol

Reflective journal entries can be posted on Padlet walls, which may be shared with the lecturer and group members depending on the students’ decisions.

Tool 2. Self- assessment and peer- assessment fan

While using self-assessment and peer assessments, the protocol for assessment can be presented in Padlets’ predefined wall which are group/individual specific enabling privacy when needed and sharing information when desired.

Tool 3. Synergy analysis

When trying to evaluate the effectiveness of the joint as well as individual contribution in a project, the Padlet walls can be used differently in different stages of the evaluation. First in a private mode, later in a group specific mode and lastly as a shared wall with all different groups’ learners also when they are separated geographically.

* It can be also use as a presentation tool for the different outputs in different stages of implementation.



Tool 6. Reflective journal entry for Face-to face Tuning Protocol

Reflective journal entries may be posted on Padlet walls, which may be shared with the lecturer. Coach and coachee may also share their entries depending on their decisions.

Tool 7. Interactive journal writing

The dialogue between a lecturer and a student can be carried out either on specifically allocated Padlet wall or through email.

Summary

Padlet is one of the platforms which can be used within Critical Friend Approach. This is one of the best ways of integrating technologies into the learning/teaching environments. Using technology will enhance students' reflection process and make it more accessible to all parties involved in the process. There exist a number of other learning environments, such as edmodo.com or Moodle. Lecturers at HEIs are free to use any of them according to the students' needs and interests.



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ANNEXES

Please note that the material given in the annexes is optional. A lecturer may adapt any tool according to his or her consideration

ANNEX 1

REFLECTIVE JOURNAL ENTRY TEMPLATE for GROUP TUNING PROTOCOL

Facilitator:

Recall the meeting and try to analyse it by focusing on the following questions:

- How did it feel to be a facilitator?
- Do you think you organized the meeting and managed time efficiently?
- Were there any hindering factors? Which one(s)?
- How did you deal with overcoming obstacles?
- What did you learn about yourself?

Presenter

Recall the meeting and try to analyse it by focusing on the following questions:

- Were you given an opportunity to explain your issue clearly?
- Was the feedback given by your colleagues useful? Why? Explain
- What was the most challenging thing during the meeting?
- How are you going to employ the suggestions given by your colleagues to improve your work?

Discussants

Recall the meeting and try to analyse it by focusing on the following questions:

- What communication problems did you encounter?
- Did clarifying questions help you understand the problem better?
- Do you think the suggestions you gave to the presenter were useful?
- How will you use the experience gained in addressing the problems in your own work?



ANNEX 2

Self- assessment and peer- assessment fan

While working in a group you worked in one group and hence, you can assess well to what extent each member contributed to group work.

You should fill in in below table in the following order:

1. Initially, in right-hand side last cells you assess your own contribution to implementation of group project. Maximum score awarded to each question is 5. Eventually, you will fold that column so that others cannot see it.
2. You hand over the folded table to the group member sitting next to you, who in his turn assesses your contribution to group work. He writes scores in last right-hand side column and then he/she also folds the column and hands the table to next member.
3. This way the table will be passed over to all members of the group.
4. After all group members have assessed you, you should reflect to what extent your self-assessment corresponds with peer assessment.

Name and surname	Group friend 5	Group friend 4	Group friend 3	Group friend 2	Group friend 1	Self-assessment
What was his/her contribution to group work? (max. 5 scores)						
How many good ideas did he/she contribute to group? (max. 5 scores)						
How positively and beneficially for group did he listen, accept and take into consideration ideas and proposals of other group members (max. 5 scores)						
How responsibly and conscientiously does he fulfill assigned tasks? (max. 5 scores) what was his contribution to producing group's joint product? (max. 5 scores)						

My strong side:

What do I need to improve on:



ANNEX 3

SYNERGY ANALYSIS

In order to evaluate the effectiveness of the joint as well as individual contribution to tuning protocol meetings, students express their personal attitude – hindering/obstructing and assisting/supporting factors. E.g.:

- What assists me in getting/giving feedback?
 - What prevents me from getting/giving feedback?
 - What prevents me from active participation in tuning protocol process?
 - What is needed for my active participation?
 - What else can i say?

Next students each member of the group unite where they compare results of their individual work. Here, they are assisted by the following questions:

- What do our power have in common?
- What is the difference?
- What are the opportunities of addressing difficulties in learning process?

At the lecture a lecturer leads the session acting as a facilitator where separate critical friends groups make presentations. The lecturer/or a student/s facilitator/s collect and put beneficial and hindering aspects of working collaboratively as critical friends on a flipchart. Finally, there is held a joint discussion, where it is determined how the situation can be improved. What can be done for enhancing “beneficial power” and for mitigating “hindering forces”. How should a lecturer and students contribute to this process?”



ANNEX 4

CRITICAL FRIEND AGREEMENT

At the beginning of the process a formal critical friend agreement is to be completed

Critical Agreement Template

Specific requirements of the Critical Friend relationship:

Confidentiality	
Commitment	
Reliability	

Communication methods and frequency of meetings:

Review processes

Problem resolution/help:



ANNEX 5

GENERIC ACTION PLANNER

The following Generic Action Planner is intended as a guide and offers a structure within which goals can be set and actions formulated.

Today's Date:

Deadline Date:

SMART Goal: To
How will I know if I have achieved this goal?

Actions/Strategy	Resources/	Target date	Done
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Obstacles /Challenges	Solutions to Obstacles
1.	
2.	
3.	



ANNEX 6

REFLECTIVE JOURNAL ENTRY TEMPLATE FOR FACE-TO-FACE TUNING PROTOCOL

Coach

Recall the meeting and try to analyse it by focusing on the following questions:

1. How did it feel to be in the role of a coach?
2. What makes you think you helped your coachee define the problem?
3. How did you help your coachee to formulate the goals appropriately?
4. What were the actions/strategies you planned which would help your coachee achieve the goals?
5. How would you evaluate your coachee's responsiveness to your suggestions? What were there any obstacles/challenges?
6. Please note down briefly how you guided the process in order to help your coachee find the solutions to obstacles.
7. Summarize the results of the meeting.
8. How are you going to use the results in your work?
9. On a scale 1-10 how would you evaluate your contribution to the meeting?

Coachee

Recall the meeting and try to analyse it by focusing on the following questions:

1. How did it feel to be in the role of a coachee?
2. How did your critical friend help you define the problem?
3. Did your critical friend help you formulate the goals appropriately?
4. What were the actions/strategies you planned which would help you achieve the goals?
5. Do you think you were responsive to your critical friend's suggestions? What were the obstacles/challenges?
6. Please note down briefly how your critical friend facilitated and guided the process in order to find the solutions to obstacles?
7. Summarize the results of the meeting.
8. How are you going to use the results in your work?
9. On a scale of 1-1- how would you evaluate your contribution to the meeting?



ANNEX 7

Points to consider for interactive journal entry

- I feel confident/unsure/confused -----
- My strong point(s) is/are -----
- My worries and concerns are -----
- My weakest point(s) is/are -----
- Obstacle(s) to overcoming my weakest point(s) is (are)-----
- I try to find a solution to the problem/problems by-----
- I would like to improve my skills/knowledge, etc. by -----



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