

DISCUSSION EVALUATION FORM (sample)

To Instructors: The purpose of a “Discussion Evaluation Form” is to help students learn to monitor and assess their discussion activity. The shaded portion lists characteristics of effective and ineffective class discussion. Students use it during class to monitor how they participate in class discussion. At the end of class, they answer questions about their experience. This self-assessment activity supports metacognition related to learning from discussions. Students compare their behavior to the “model” of effective discussion behavior and reflect on how and what they learn through discussion. For more information see [Help Students Learn More Effectively in Class Discussions](#).

Student Name (or anonymous):

Date:

Incidence of Productive and Counterproductive Discussion Behavior- Check any you engaged in and circle any you observed in others.

- | | |
|---|---|
| <input type="checkbox"/> asked for, gave information | <input type="checkbox"/> monopolized discussion |
| <input type="checkbox"/> asked for, gave reactions | <input type="checkbox"/> called attention to self |
| <input type="checkbox"/> asked, answered questions | <input type="checkbox"/> chronic interruptions |
| <input type="checkbox"/> restated ideas/points in articles | <input type="checkbox"/> criticized others (put down) |
| <input type="checkbox"/> restated ideas/points of discussants | <input type="checkbox"/> changed subject often |
| <input type="checkbox"/> asked for/gave examples | <input type="checkbox"/> frequent irrelevant comments |
| <input type="checkbox"/> asked for/gave summary | <input type="checkbox"/> withdrawn, did not participate |
| <input type="checkbox"/> asked for/gave evidence or support for ideas | <input type="checkbox"/> apologetic |
| <input type="checkbox"/> redirected group to return to task | <input type="checkbox"/> rude or disrespectful |
| <input type="checkbox"/> monitored time | <input type="checkbox"/> ignored a group member |
| <input type="checkbox"/> encouraged, supported other ideas | <input type="checkbox"/> used dismissive gestures (rolled eyes) |
| <input type="checkbox"/> elaborated on others' ideas | <input type="checkbox"/> OTHER- please specify: |
| <input type="checkbox"/> confronted unhelpful behavior effectively | |
| <input type="checkbox"/> OTHER-please specify | |

Answer the questions below at the end of class

1. Give an example of a productive contribution you made to the discussion.
2. Give an example of a counterproductive contribution you made to the discussion.
3. What, if any, aspects of your behavior do you need to change to participate more effectively in discussions?
4. What, if any, aspects of your behavior do you need to change to learn more from class discussions?
5. What will you do to improve your learning from class discussion?
6. What, if any, aspects of other students' behavior need to change to enhance learning from class discussions?
7. Summarize the most important ideas from the discussion.

Optional questions related to the instructor's role in supporting discussion

1. What, if anything, did the instructor do that facilitated effective class discussion?
2. What, if anything, did the instructor do that inhibited effective class discussion?
3. What, if anything, should the instructor do or not do that would improve the quality of class discussion?

Source: Cerbin, B. (2020, June). Discussion evaluation form, [Taking Learning Seriously](#)