Stage 5: Reflection & Review: Where have we been?

In this stage, you examine how the PETS process worked and how the students reacted to it so that you can improve what you do in any future course.

STEP 1	Student focus written evaluation
STEP 2	Internal reflection (instructors, mentors, and tutors)

Stage 5, Step 1: Student evaluation

i) Feedback to the students

Reflection and feedback to teams is essential to capitalise on the semester's learning experiences and to carry forward team skills with cognitive knowledge of what has gone before.

A final mentor meeting is appreciated by students; I have found that the majority want to hear how they performed and discuss successes and mistakes even if there are no marks to be gained. I tend not to make this final meeting compulsory but offer it to any who are interested. It provides an opportunity for the students to reflect on the successes and mistakes of the semester and to gain the mentor's view of what worked and what did not. A period of between 30 and 60 minutes has been found to be sufficient for this discussion.

The meeting may focus on how the group functioned, what obstacles were met, how obstacles were overcome, and what the team has learnt. However, it is recommended that the students take charge of the meeting agenda so that they can gain the maximum benefit from the reflection.

ii) Feedback for you

Student feedback[14] is of paramount importance to the team strategies developed for your courses. If you run the final feedback meeting for students as above, then you can use this to gain feedback on the effectiveness of your practice. An editable form for this meeting is attached as D3; it asks direct questions about the strategies. You can remove or add questions about those strategies, forms, or exercises so that it aligns with your trial. You can also include questions on things you were uncertain about or want further information on.

> *Students always find something to complain about. Before the introduction of the PETS process, students complained about team management, unresolved personal conflicts, and social loafing; after the introduction of the PETS process, many complain about the process itself. My picture of success therefore not only includes students' satisfaction but their final marks and whether the reason for low marks was a failure in the team process. As the latter has been all but eliminated, I take criticism of the PETS process as a reason to change certain aspects of presentation and/or include a little more information in the early lectures, but not to return to the ad-hoc student management process that I used to employ.*

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[14] I would also welcome any feedback on your findings especially if you find a silver bullet.

Stage 5, Step 2: Teaching team reflection (instructors, mentors, and tutors)

In addition to feedback from students, I find that the experiences of all those involved with the delivery of the course are highly valuable. The next logical step is to gain their feedback.

I have found that the best way to do this is to run a 'celebratory' meeting with an agenda that asks for feedback on course delivery, students' successes and difficulties, and of course, the team process. I will leave it to you to structure this meeting but recommend that you do it around some sort of refreshments and that you do not restrict discussion to the PETS process but include the course and any other aspect that the teaching team feels needs improvement or discussion.