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<th>Assessing Group Work</th>
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Assessing Group Work

Ian Hart, Project Manager
Funded by The Carrick Institute
ORIGIN

- AUTC report, 2002, on Assessment in Australian universities
  - Assessing Group Work
  - Quality & Standards
  - Academic Honesty
  - Online Assessment
  - Assessing Large Classes, and
  - Assessing International Students
Group assignments

- Arguments in favour
  - Peer learning can improve the overall quality of learning
  - Develops specific generic skills sought by employers
  - Reduces workload of assessing, grading & feedback for teachers

- Concerns about it
  - Lack of clear objectives & relevance
  - Unequal contributions to group work by members
  - Can increase workload for students, and scheduling conflicts with other subjects
Project parameters

- Two year study
- Particular emphasis in first year on
  - Media & Communication
  - Performance
  - Design
- Second year to extrapolate to other disciplines using group assessment
Group assignment model

- 4 stage generic model for management of group work
- Mirrors conventional steps in media production
- Assessment drives process
- Creates audit trail
#1 Group and Task

**Deliverables**

- Production manual
- Authentic examples of assessment criteria
- Finished exemplars of product
- Set of templates with graded tasks in a variety of media
#2 Production Phase

**Deliverables**

- Evaluation of on-line tools that
  - Assist in guiding development phase
  - Facilitate developmental feedback
  - Provide a record of team interaction
#3 Presentation & Assessment

**Deliverables**

- Assessment templates for
  - Teacher
  - Peers, Student (self)
  - Formative strategies
#4 Feedback

Deliverables

☐ Means of integrating feedback between students and teacher, possibly as an element of a LMS/CMS
#5 Closing the Loop

- Build a collection of exemplars for future group assignments.
Underpinning

☐ How does group assessment fit into contemporary views on aligned assessment?

☐ Do we need to add a theory component to the deliverables?

☐ What are the issues?
Two views of Teaching & Learning

QuickTime® and a TIFF (Uncompressed) decompressor are needed to see this picture.
Two views of Learning

What will students learn?
How will it be taught?
How will it be assessed?

QuickTime® and a TIFF (Uncompressed) decompressor are needed to see this picture.
How is this course assessed?
What will I need to know?
What will be my approach to study?
Underlying Assumptions

- For most students, assessment requirements define the curriculum.
- Assessment can be a powerful strategic tool that:
  - Spells out the learning that will be rewarded.
  - Guides students to effective approaches to study.
Core Principles

- **Assessment**
  - Guides & encourages effective approaches to learning
  - Validly & reliably measures expected learning outcomes, particularly high-level learning
  - Provides a grading that defines & protects academic standards
Constructive alignment (Biggs)
The Group Assessment Toolbox

Primary Deliverable

- Web site comprising
  - Group assessment model
  - Detailed contributions from team members
  - Research outcomes
Case studies

- Case studies of Group work in Australian universities
Theoretical underpinning

Pedagogy

- Repositioning assessment as a tool to improve learning
- Constructive alignment of learning outcomes & assessment
The groupwork model

Detailed development of the model with

- Extrapolation
- Templates
- Examples
- References

☑ Examples of best practice in assessing group work
How can you contribute?

☐ Complete the on-line survey

☐ Contributions based on your experience
  ■ Best practice
  ■ Research
  ■ Academic papers

☐ Provide contacts in other institutions and disciplines
Specific issues

- Evaluations of LMS/CMS
- Case studies in particular disciplines
- Assessment issues
- Rubric examples
- Group dynamics
- Learning theory, incl peer learning
- Research outcomes
- Institutional policies on group assessment
Contact

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