

# 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*

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

Stage 4

Stage 3

Stage 2

Stage 1

Stage 5

---

# #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*

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# #2 Production Phase

---

## ***Deliverables***

- *Evaluation of on-line tools that*
  - *Assist in guiding development phase*
  - *Facilitate developmental feedback*
  - *Provide a record of team interaction*

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# #3 Presentation & Assessment

---

## *Deliverables*

- *Assessment templates for*
  - *Teacher*
  - *Peers, Student (self)*
  - *Formative strategies*

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.



# #4 Feedback

---

## Deliverables

- Means of integrating feedback between students and teacher, possibly as an element of a LMS/CMS

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# #5 Closing the Loop

---

- Build a collection of exemplars for future group assignments.

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# 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

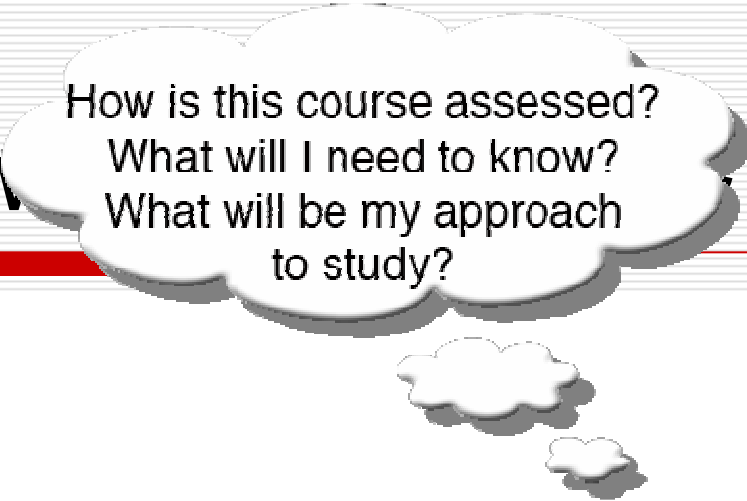
What will students learn?  
How will it be taught?  
How will it be assessed?

# Learning

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# Two views

---



How is this course assessed?  
What will I need to know?  
What will be my approach  
to study?

# Learning

---

QuickTime?and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

---

# 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

---

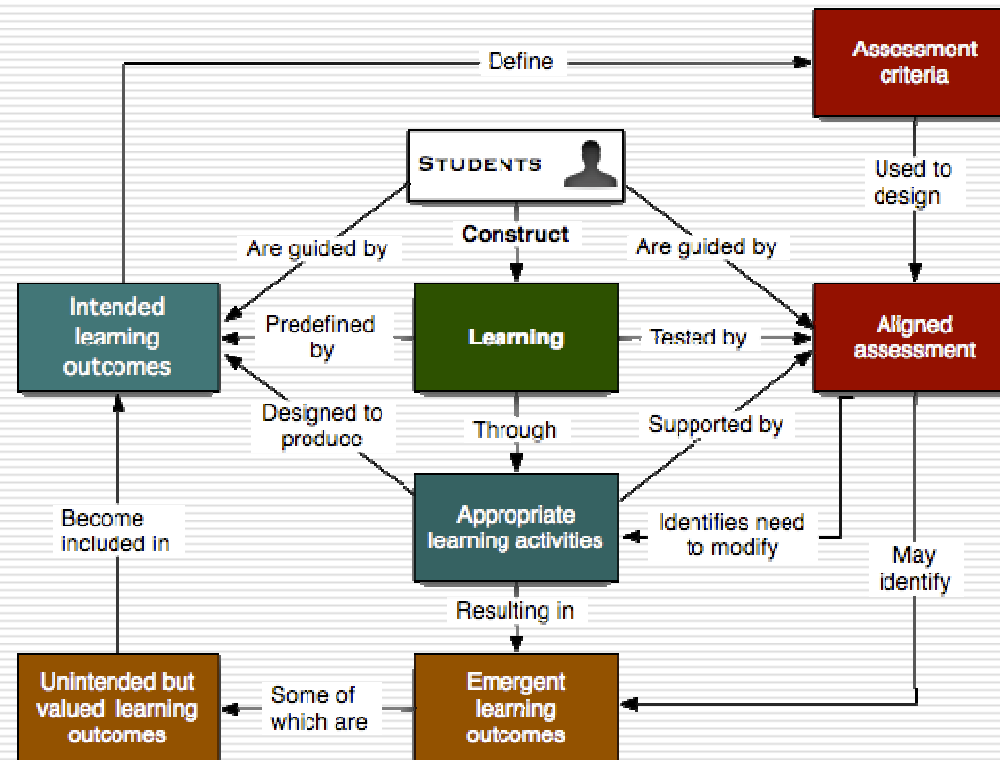
## □ *Assessment*

- *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)

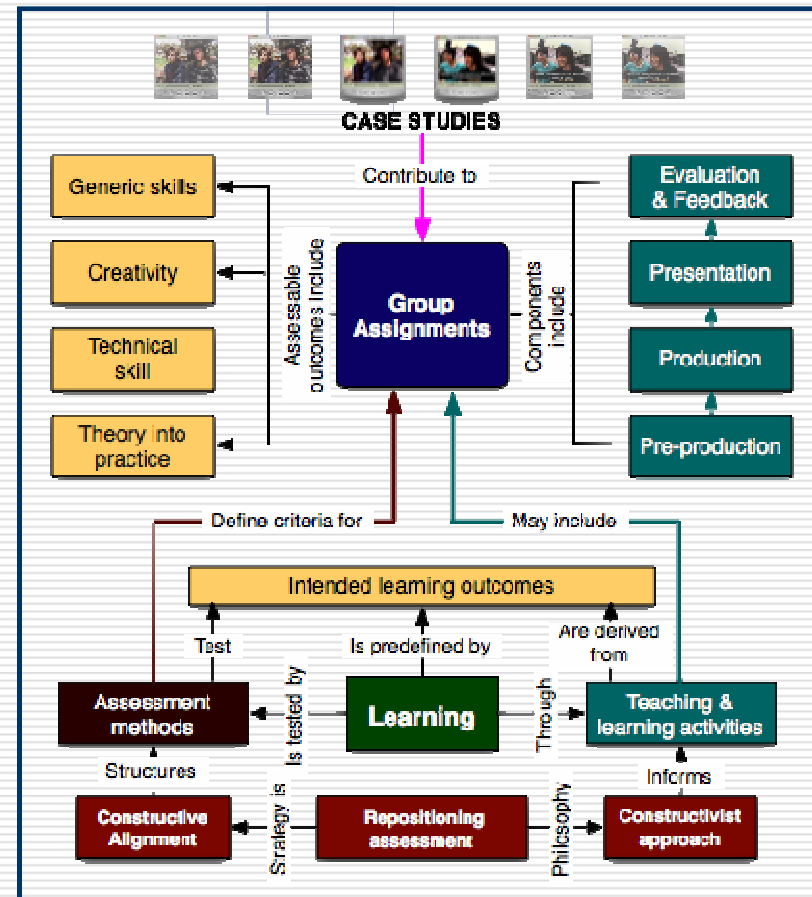
---



# The Group Assessment Toolbox

## Primary Deliverable

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



# Case studies

---

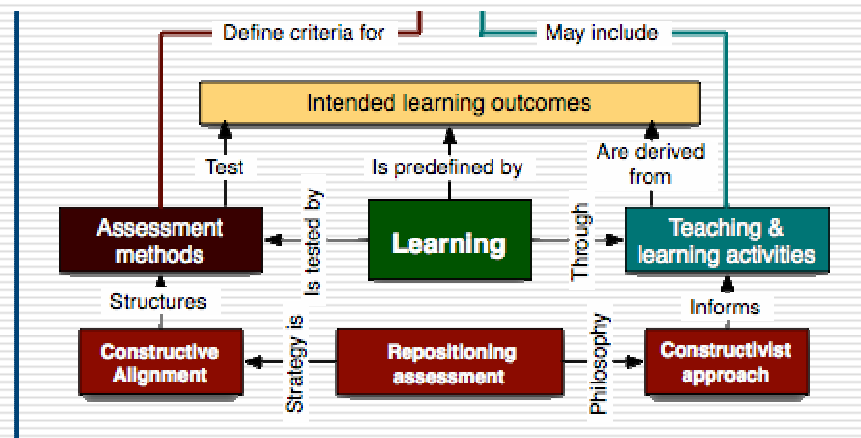


- Case studies of Group work in Australian universities
- Survey results from <http://creative.canberra.edu.au/carrick>

# Theoretical underpinning

## Pedagogy

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



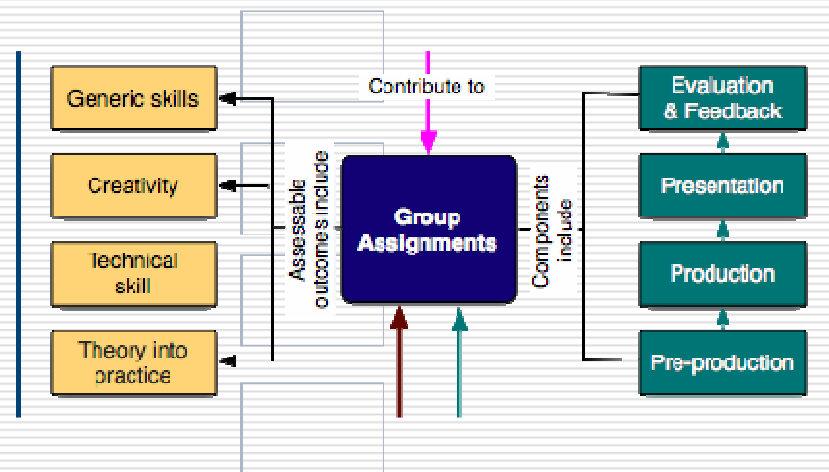
Model

# 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

---

- Ian Hart - Project Manager
    - [lanhart@mac.com](mailto:lanhart@mac.com)
    - 0419 614100
  - Greg Battye - Project Supervisor
    - [Greg.Battye@canberra.edu.au](mailto:Greg.Battye@canberra.edu.au)
    - 02 6201 2928
  - Survey
    - <http://creative.canberra.edu.au/carrick>
-