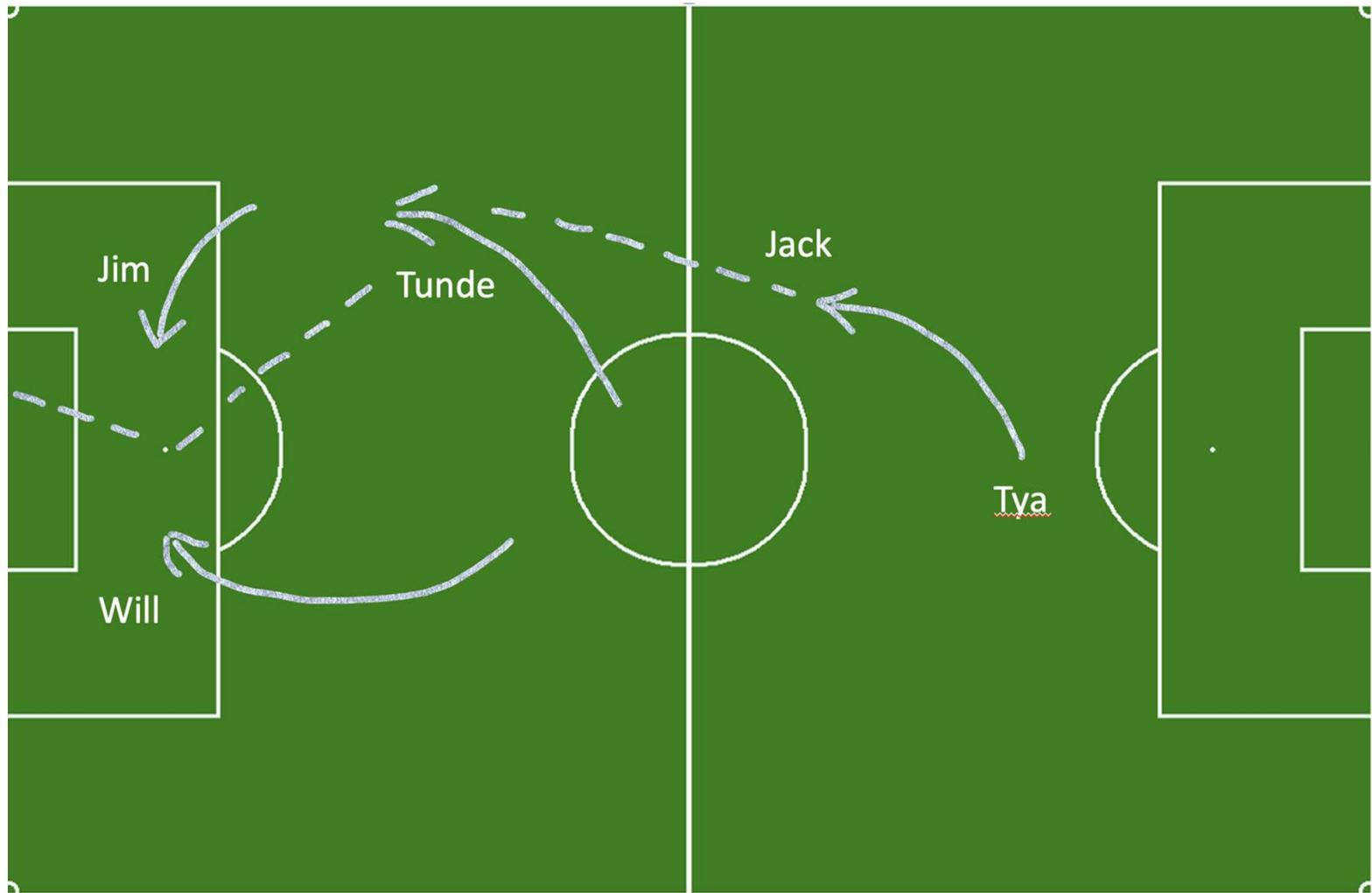


# The Dream Team

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APT conference



Group work has become a **key element of a degree programme design** and has the potential to **improve student engagement, performance, marks and retention** (Gibbs, 2009, Meijer et al., 2020).

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**Negative feelings** towards groupwork assessment, resulting from all members receiving the same mark leading to '**Social Loafers**' (White et al. 2005)

That their grade resulting from groupwork, **understates their individual capabilities** (Nordberg 2006)

what are other words for freeloader?



sponger, parasite, sponge, hanger-on, leech, bloodsucker, scrounger, moocher, idler, cadger



Thesaurus.plus

# The Technology

- From WebPA to Buddycheck
- Why do we use it?
  - Fairer marks?
  - Prevent freeloading
  - Supporting assessing large cohorts
- How do we use it?
  - Formative first and group ‘health checks’
  - Academic judgement
  - ‘Adjustment factor’ used to adjust mark
  - Possible to release scoring to students
- Does the technology matter?

Preview as student

Satisfaction 2 Keep on track 3 Interaction

### 2. Keeping the team on track ?

	You	Student 1	Student 2	
5	○ ○ ○			Watches conditions affecting the team and monitors the team's progress. Makes sure that teammates are making appropriate progress. Gives teammates specific, timely, and constructive feedback.
4	○ ○ ○			
3	○ ○ ○			Notices changes that influence the team's success. Knows what everyone on the team should be doing and notices problems. Alerts teammates or suggests solutions when the team's success is threatened.
2	○ ○ ○			
1	○ ○ ○			Is unaware of whether the team is meeting its goals. Does not pay attention to teammates' progress. Avoids discussing team problems, even when they are obvious.

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## Aims of the project - context: summatively assessed group work

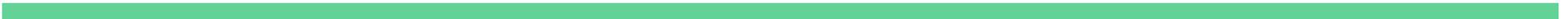
Student perceptions of peer  
evaluation of group contribution  
Concept of fairness

Learning design of group work activity  
Use of Buddycheck as peer evaluation  
tool



Based on White et al 2005 - Attitudes Towards Group Work Assessment:

- Staff survey - learning design & grading options (Buddycheck)
- Student survey - perceptions of fairness (White et al 2005 - see Appendix A)



## BuddyCheck

**I found that the criteria for the evaluation of group work were made clear and explicit**

	%
Strongly Agree	41%
Agree	52%
Disagree	7%
Strongly Disagree	0%

## Groupwork design

(Forsell et al., 2020; de Hei et al., 2016)

### Areas underdeveloped

- Guidance for students to communicate
- Specified explicitly the number of meetings
- Resolution of group conflict or group formation issues
- Considered roles within the design
- Ground rules were recommended but not formally part of the process

## Group work contract

## Fairness

**I think that overall the process of evaluating group work used assessed everyone's individual contribution fairly**

	%
Strongly Agree	43%
Agree	33%
Disagree	20%
Strongly Disagree	4%

**I believe that this process of evaluating group work meant that one or more students were unfairly discriminated against**

	%
Strongly Agree	4%
Agree	11%
Disagree	50%
Strongly Disagree	35%



- **Do you have institutional policy/guidelines on framing discussions around fairness in assessed groupwork?**
- **Or is it an informal approach, and if so, how is best practice shared?**
- **What types of things have you seen?**

# References

de Hei, M., Strijbos, J.W., Sjoer, E. and Admiraal, W. (2016), "Thematic review of approaches to design group learning activities in higher education: The development of a comprehensive framework", *Educational Research Review*, Elsevier Ltd, 1 May.

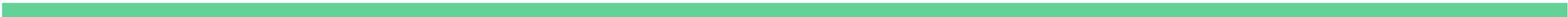
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Nordberg, D. (2006). Fairness in Assessing Group Projects: A Conceptual Framework for Higher Education. *SSRN Electronic Journal*.  
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White, F., Lloyd, H., Kennedy, G., & Stewart, C. (2005). An investigation of undergraduate students' feelings and attitudes towards group work and group assessment. In A. Brew & Higher Education Research and Development Society of Australasia (Eds.), *Higher education in a changing world: Proceedings of the 2005 Annual International Conference of the (HERDSA)*, 3–6 July 2005, University of Sydney (pp. 616–623). HERDSA.



# Appendix A - White et al 2005

Survey instrument	<p data-bbox="539 513 1249 545"><b>Attitudes Towards Group Work Assessment (ATGA)</b></p> <ol data-bbox="539 571 1863 1161" style="list-style-type: none"><li data-bbox="539 571 1863 641">1. I think that overall the process of evaluating group work used assessed everyone's individual contribution fairly.</li><li data-bbox="539 651 1863 721">2. I believe that the process of evaluating group work used sometimes discriminated against some individuals in the group.</li><li data-bbox="539 730 1863 769">3. I found that the criteria for the evaluation of group work were made clear and explicit.</li><li data-bbox="539 778 1863 817">4. I would like any future group work to adopt a similar process for the evaluation of group work.</li><li data-bbox="539 826 1863 896">5. I believe the process of evaluating group work helped me develop with skills in independent judgement.</li><li data-bbox="539 906 1863 944">6. I would like to see the process of evaluating group work remain the same as that used.</li><li data-bbox="539 954 1863 1024">7. I think the process of evaluating group work accurately assessed my individual level of performance on the criteria provided.</li><li data-bbox="539 1034 1863 1072">8. I found that the criteria for the evaluation of group work, as provided, were difficult to follow.</li><li data-bbox="539 1082 1863 1152">9. The process of evaluating group work accurately assessed other group member's individual level of performance on the criteria provided.</li><li data-bbox="539 1161 1863 1200">10. I would like to see the process of evaluating group work improved.</li></ol>
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