

Making Group Assessment Fair



26th April / Welcome! We will start at 9:30



Lucy Newton & Angela Buckingham



Today's session is 90 mins long



This webinar will be recorded and available to watch again



Please mute your mic when you are not speaking.



Use Chat to comment or ask a question at any time.



Picture from Uni of Reading Asset Bank 2022

T&L programme
April 2022

Making Group Assessment Fair



Lucy Newton, Henley Business School
Angela Buckingham, CQSD

- The Working Group on Groupwork 2022



MAKING THE MOST OF GROUP WORK

A guide for staff

**New resource designed by students
in the Real Jobs scheme**

In this session we will...



Explore ways to make group work better (fair, transparent, inclusive, equitable)



Consider how peer and self-assessment, weighting, and process and product, can all mitigate the impact of a group mark



Find out how University policy can guide us

What do students say about group assessment?

I hate group work. I have been in a group work recently where I have done 100% of the work, not out of choice but I felt I had to. Fair play they did their bit but no effort was put into it whatsoever, seriously, just copied and pasted out of wiki! ... and I was going to be marked on that ****! So I just told them 'I'd work over it at the weekend and hand it in' and did it all myself and we managed to get 70%

It's pretty gutting, all that work and they share that grade

I hate being the nerd of the group and I don't really like joining in group conversations. I probably sound miserable but if I'm stuck doing group work I stay silently in the background during discussions then end up putting everything together. I live at home too which makes it really awkward to all meet up at the same time and place, it all just makes me hate group work more

it always ends up being me telling people what to do and creating the whole presentation myself

I would much rather be judged on my own efforts

if one person puts no effort in the whole group suffers, and I don't think this should be the case when the percentages count towards your final degree classification

Why are degrees allowed to contain this?

How is it fair?

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I hate being the nerd of the group and I don't really like joining in group conversations. I probably sound miserable but if I'm stuck doing group work I stay silently in the background during discussions then end up putting everything together.

What are your views and experiences of group assessment and the issues of fairness?

Go to www.menti.com

Enter the code: 4804 5237

Why are degrees allowed to contain this?

How is it fair?

percentages count towards your final degree classification

Seven things which cause students to complain about group work



Feeling their grades have been brought down by others



Feeling that the workload is unfair



Feeling that 'passenger' behaviour / poor attendance is rewarded, when those students get the same grade as those who worked very hard



Suffering from stress caused by poor organisation and unclear procedures



Feeling that their hard work is not being properly rewarded



Feeling that if they were allowed to do the task by themselves, they would do a better job



Feeling confused on how the work will be assessed

What is essential?



Why use collaborative learning?

- Development of higher-level thinking, oral communication, self-management, and leadership skills
- Promotion of student-faculty interaction
- Increase in student retention, self-esteem, and responsibility
- Exposure to and an increase in understanding of diverse perspectives
- Preparation for real life social and employment situations



Task design and task type

Seven task types that could work well with diverse groups

- 1** Design and administer a survey
- 2** Analyse a complex topic
- 3** Undertake a problem-based challenge
- 4** Complete a comparative study from a global perspective
- 5** Design an experiment, analyse the results and report back
- 6** Examine a case study from different viewpoints
- 7** Plan or organise an event

The best group work tasks are those where:

- everyone in the group is able to contribute meaningfully
- these contributions can be easily identified (and possibly logged or recorded)
- the assessment process is clear and transparent
- the task is well-designed to encourage collaboration
- multiple perspectives / a diverse knowledge base is needed to complete the task

Assessing group work and the issue of fairness

- Perceptions of fairness
- High stakes if summative
- Trusting others for (part of) one's own grades
- Cause of conflict
- Elements risk and uncertainty – uncomfortable
- Issues of perceived free riding that may be issues of culture, language, etc.



Product or process?



- assessing the PRODUCT - measuring the quantity and quality of the output



- assessing the PROCESS - evaluating individual teamwork skills and interaction

What to assess

Product and/or process?

- “It is relatively straightforward to assess the products of student group work. Such products can include presentations, project reports, exhibitions, and all manner of artefacts and supporting evidence. We can assess the products in very similar ways to those used to assess the products of individual student work. The hard part is to assess the group work itself, and the relative contribution of individual members of the group to the development of the assessed product.”

- Phil Race

Assessing the process I

- 1 Who is best placed to assess the process?
- 2 What sort of things could be assessed?

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- 2 What sort of things could be assessed?

Eg:

- adoption of complementary team roles
- cooperative behaviour
- time and task management
- creative problem solving
- use of a range of working methods
- negotiation

Assessing the process II

- adoption of group roles and responsibilities
- development of negotiation and leadership skills
- demonstration of creative problem solving
- responsiveness to feedback from group members
- evidence of conflict management and resolution
- evidence of reflective listening
- appropriate organisation and time management
- evidence of contributing equally



What methods do you use for assessing group work?

- Go to [Menti.com](https://www.menti.com)
- Enter the code 86524265

Who does the assessing?

Assessment by instructor,
versus by group members

- By instructor - instructor assigns all marks
- By group members - group members evaluate their contributions to the group and assign marks



The most straightforward way...

- The product is assessed by the instructor
- All group members receive same grade
- Equally shared mark

<i>Advantages</i>	
<ul style="list-style-type: none">•Easiest to implement - does not require any additional work aside from marking the projects•Appropriate if group work mark is a minor part of total mark for the course•Group responsibilities are enforced - group succeeds or fails together	

FROM <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/methods-assessing-group-work>

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Weighting: ways to mitigate the impact of a group mark

- Weighting within the groupwork mark e.g. differentiating on contribution – so not everyone in the group gets the same mark
- A balance between the **group mark** and the **individual mark** – tension high (take it seriously) vs. too high (too risky/stakes) What works? 50:50? 80:20?
- Need to design in elements to your groupwork task in case things go wrong (e.g. a group member has to leave through illness, etc)

Assessing the product(s) of group work

Shared group mark

...the group product. The group submits or presents one product (project report, poster presentation, oral presentation etc.) and all group members receive the same mark, regardless of their individual contribution. For example, the project is given a score of 60% and all members receive 60%.

Group average mark

...an average of marks for individual products by each member of the group. Students are marked on their individual submissions (e.g. their section of a group report or presentation) and the group receives an average of all individual marks. For example the group members achieve 45, 65, 70 and 55. This gives each group member a score of 58.75.

Individual mark

...an individual product /report /examination. Students receive an individual mark for a particular task that contributes to the final group project. Alternatively, students complete an individual report based on the group project.

Combination of group average and individual mark

...the group product but adjusted according to individual contribution to it, or based partly on the group product and partly on separate individual work (such as reflections on their own or the group work completed). Each student in the group is awarded a group mark and a mark for individual contribution with an algorithm to work out adjustments. For example the group mark can be 70% of the mark while the individual is worth 30% with a mechanism for adjusting individual contributions.

Assessing the process of group work	
Individual mark (adjusted from group average)	...an assessment of how the group worked but adjusted for individual contributions (see above). This could be decided by the teacher or peers
Group average mark	...an assessment of how the group worked. This could be decided by the teacher or peers
Individual mark (for reflection on process)	...a paper analysing group processes. Students submit and are marked by the teacher on an individual paper that analyses the group process (including their own contribution and that of their peers).

From University of Waterloo, Canada; cited in KCL
<https://blogs.kcl.ac.uk/aflkings/authentic-and-complex-tasks/team-group-work/how-can-i-use-team-and-group-work/>



Setting up the group assessment

- Consider what to share with students and how to go about it

TASK Over to you! - Peer assessment pros and cons

Peer assessment, or peer review, is when students provide marks and feedback on the work of their peers, against set assessment criteria. This can also help them understand how they themselves will be assessed.

What are some of the advantages and disadvantages of using peer assessment as an element of assessed group work?

https://padlet.com/a_s_buckingham/a6xbercpbnbbk1fq

Check list for module convenors

The relevance of group work to the learning outcomes of the module. How does the assessment of students via group work enable them to demonstrate some or all of the learning outcomes?

The value of group work as a developmental learning experience for the students. What will they gain from this form of work?

Is there an appropriate variety of assessment methods for the module, and an appropriate balance of formative and summative assessment?

What is being assessed - the process of group work, the product, or both?

What is the overall amount of group work being applied across the Part/programme?
Is it proportionate?

Has consultation with students and External examiners been sought in the design of assessments?

What is the size and composition of student groups?

Have the needs of students with specific learning needs and/or disabilities been considered within into the assessment design?

Is the group work task relevant to the development of employability skills? How is this articulated to the learners?

Check list for module convenors

What proportion of the proportion of the final module mark is arrived at through group work? The University guidance is that group work should not make up more than 50% of the final module mark. This may be exceeded where development of an ability to work in a group is central to the aims of the module and/or programme but this does require approval.

Getting to grips with policy



- Ensure that you are familiar with the University's Assessment policies and that you are transparent and clear with your students about what is involved. University Assessment policies
- University of Reading Assessment Handbook: Section 5: Assessment Regimes: http://www.reading.ac.uk/web/files/qualitysupport/5_Assessment_Regimes.pdf

Collaboration v collusion

- What is the difference?
- Do you discuss this with your students?
 - If not, how will they know?
 - If yes, when do you tell them?

See the Assessment Handbook, section 5.4.4 viii which tells us:

As with any assessment task, so particularly in respect of group assessment, it should be made clear where the limits of legitimate collaboration between students lie; and what constitutes improper collusion, which is a form of academic misconduct





Sally Brown's Ten Steps for effective assessed group work 1-5

1

In the initial briefings, emphasise not just what is to be achieved and how it is to be assessed, but also the rationale for both doing group work and assessing it

2

Provide references to research literature on the value placed on group work by employers and graduates

3

Ensure that the criteria for assessment are transparent, logical, constructively aligned and reward good group behaviour

4

Ensure the tasks you give them are authentic and meaningful

5

Provide risk-free rehearsal opportunities so that students can make mistakes in a safe environment

Sally Brown's Ten Steps for effective assessed group work 6-10

6

Offer dialogic opportunities for students to ask questions and clarify potential misunderstandings

7

Make it clear that sorting out group dysfunction is part of the task

8

Offer the services of an 'ombudsperson' to provide arbitration as necessary

9

Debrief at the end of the task and the assessment process so students recognise how the marks have been achieved

10

Clarify what are the values that underpin your group assessment process

Final messages & wrap up



Explore ways to make group work better (fair, transparent, inclusive, equitable)



Consider how peer and self-assessment, weighting, and process and product, can all mitigate the impact of a group mark



Find out how University policy can guide us

Useful resources

- The **NEW!** UoR Guide to group work is located in CQSD's [T&L framework page](#)

Direct link to the guide:

- <https://sites.reading.ac.uk/curriculum-framework/group-work-2022/>

For your interest:

- <https://www.advance-he.ac.uk/news-and-views/i-love-group-worksaid-no-student-ever>
- [Using group work for assessment – an academic's perspective](#) by Dr Nigel Francis, Cardiff University with Professor Jane Thomas and Matthew Allen, both from Swansea Academy of Learning and Teaching, Swansea University.
- Learn Higher Group work resources:
<https://aldinhe.ac.uk/resource-category/group-work-resources/>