Resources for teaching group work

 Assessment tasks

Curriculum Services

Study and Learning Centre

# Contents

Beginning of group process

Assessment 1 Create group charter

Middle of group process

Assessment 2 Checking on progress

End of group process

Assessment 3 Reflection on group process and rubric

Assessment 4 Peer-assessment

Assessment 5 Self-assessment

Assessment Task 1: Create a Group Charter

Due:

Value: 5% of your total marks for this course

## Learning Outcomes

As a result of completing this assessment task, you will be able to:

1. identify the roles and responsibilities of each member of your group including yourself as a basis for determining accountability within the group.
2. demonstrate understanding of the problems that may be encountered in group work and possible solutions for addressing those problems.
3. negotiate with group members regarding how work is allocated and create a timeline for the group task with due dates for completion of work.
4. create an agenda for a group meeting that lists items to be discussed, action arising from items, and member responsible for each action.

## Instructions

As a group collaborate on filling out the attached template. Follow the instructions for each section. This will allow you to demonstrate the ability described in each of the above learning outcomes.

## Resources

RMIT Learning Lab / Assessment Tasks / Working in groups for models of agendas and information regarding group charters. <https://emedia.rmit.edu.au/learninglab/content/group-work>

Dwyer, Judith. (2009). *The Business Communication Handbook* (8th ed.). Frenchs Forest, NSW: Pearson Australia. Pp: 186-208 (Chapter 6: Work with the Team).

|  |  |  |
| --- | --- | --- |
| **Name** | **Role/s** | **Responsibility** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Assessment Task: Group Charter

Group members must sign below after completing this document.

I agree to the following description of our group roles, behaviours and tasks:

|  |  |
| --- | --- |
| **Print name** | **Signature** |
|  |  |
|  |  |
|  |  |
|  |  |

## 1. Roles and responsibilities

See ‘Group Work’ on the RMIT Learning Lab/Assessment tasks for a description of possible roles within the group. A group member may have more than one role with identified responsibilities.

Roles: Leader; Note-taker; Reflector; Time-keeper; Other.

Each group member should have at least one designated role.

## 2. Possible problems and solutions

Identify problems that may arise in your group and list solutions that the group agrees will be applied in order to solve those problems. In making this list, group members agree to work together on issues as they arise.

|  |  |
| --- | --- |
| **Problem** | **Solution/s** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

##

## 3. Timeline

See the RMIT Learning Lab / Assessment Tasks / Group work for an example of a timeline – but be creative. Make the timeline your own, listing what work is to be done, who is responsible for submitting each item, and the due date for that piece of work.

You can create your timeline in the space below or attach a document.

Use any appropriate software or draw on paper.

## 4. Agenda

Make a copy of the agenda for your first group meeting. If you did not have an agenda before the meeting, create a description of the meeting and actions arising using this table:

|  |  |  |
| --- | --- | --- |
| **Item** | **Person/s responsible**(Person responsible for action arising) | **Action / Date to complete action**(Arising from agenda item) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Assessment Task 2: Checking on progress

Due:

This is a conditional task. It does not attract a mark but **must** be completed by your group in order for you to complete the course.

# Learning outcomes

At the end of this activity you should be able to:

1. identify the achievements of your group to date and outline the factors that have contributed to their progress.

2. describe any problems that have arisen in your group, the methods the group has used to address those problems, and evaluate the effectiveness of those methods.

3. identify steps involved in conflict resolution.

# Instructions

As a group, fill in the template below.

|  |  |
| --- | --- |
| List your achievements as a group. These achievements should relate to the group process not the product. | Identify the attributes, attitudes and behaviours that contribute to your success. |
| List problems/challenges you encountered as a group? | Identify the strategies you used address these problems/challenges?  | Was strategy effective? Why/why not? |
| Identify the steps involved in conflict-resolution. (If your group was conflict-free, list strategies you would have used if there had been conflict to resolve). |
| **Lecturer’s comments** |

Assessment Task 3: Reflection on Group Collaboration

Due:

Minimum 1500 words. This assessment is worth 10% of your total mark for this course.

## Pre-reading

## Be sure to read through the SLC Study Tip’ Writing an academic reflection’ which is available on Blackboard. This tip sheet will give you valuable information on how to complete this task.

## Learning Outcomes

As a result of completing this assessment task, you will be able to

1. Critically examine your own and your peers’ contributions to the group process with the aim of developing your collaborative skills and understanding of group dynamics.
2. Demonstrate capacity for reflective writing that incorporates description, interpretation, evaluation and planning.
3. Relate your experience of group work to the requirements of your future profession.

## Instruction

This assessment task requires you to reflect on one particular thing you learned through the group work you participated in. You MUST focus on the group process/collaboration not on what you produced (the product, the report etc.). In your reflection you must refer to theory or research on group work to support your insight.

To complete the task, follow these steps:

**1. Choose something to reflect on**

Consider what you learned from your collaboration with your group and carefully choose **one** aspect of your learning that has changed an attitude or your behaviour, or added to your skill set. Decide on something yourself or choose to reflect what you learned from one of the following: your role in the group; your experience of problem solving; your experience of conflict. You may want to focus on a skill you acquired that you didn’t have before, or your learning of the value of an agenda or time management or organisational skills. Or you could choose to write about an aspect of communication that you improved through your work in the group. It is important to choose an authentic learning experience to focus on.

**2. Brainstorm**

Identify the significance of your new learning; ask yourself why it is important for you now and in the future. Locate references and other sources of information relating to group work that support/explain your insight.

**3. Plan an initial structure**

Use the DIEP strategy described on the SLC tip sheet ‘Writing an academic reflection’.

Your reflection should be divided into four parts:

* **Describe** something you learned from the group process. Write in the first person, e.g. ‘I noticed that…’. The lesson learned (a new insight, understanding) must relate to the development of your skills in collaboration and group work.
* **Interpret** your new insight’s connections with the group productivity and process.
* **Evaluate** the significance, relevance and value of the lesson learned.
* **Plan** how you will apply your new knowledge and insights in the future, in your profession and/or your life.

**4. Conduct your research**

Look for academic material that connects with your new learning. Start with general reading, using course material but search databases for further reading.

**5. Write and then edit your reflection**

## The Assessment Rubric

Study the assessment rubric for this task. It will tell you how your work will be marked, giving a detailed description of what is expected of you in each section and the marking criteria and scales.

**Course: (Insert title of course or code)**

**Assessment Task 3: Reflection on group collaboration - Rubric**

|  |  |
| --- | --- |
| Reflection on group collaboration  |  10%; 1500 words |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Above expected standard work****Excellent** | **Expected standard work****Satisfactory** | **Below expected standard work****Unsatisfactory** |
| **Description** of something you learned from the group process. The lesson learned has to relate to the development of your group work skills**.** | [ ]  Clearly describes the lesson learned and the situation and group context in which that learning occurred [ ]  Includes all necessary information required for understanding e.g. group purpose, tasks at hand, aspect of group process involved (e.g. communication, adaptability, time management and responsibility etc.) | [ ]  Describes the lesson learned and the situation and group context in which that learning occurred[ ]  Includes sufficient information required for understanding e.g. group purpose, tasks at hand, aspect of group process involved (e.g. communication, adaptability, time management and responsibility etc.) | [ ]  Does not adequately describe the lesson learned and the situation and group context in which that learning occurred[ ]  Lacks information required for understanding or contains irrelevant and/or misleading information.  |
| **Interpretation**My (new) insight’s connections with the group productivity and process | [ ]  Insightful interpretation of the matter described, including different aspects, happenings, possible meaning/s [ ]  Skilfully relates to qualities of a group that ensures its productivity, creativity and organisation, and to a theory of group dynamics | ☐ Adequate interpretation of the matter described, including different aspects, happenings, possible meaning/s [ ]  Adequately relates to qualities of a group that ensures its productivity, creativity and organisation, and to a theory of group dynamics | [ ]  Does not attempt to interpret the matter described/ does not connect with the group process[ ]  Inadequate relationship of the matter described to qualities of a group that ensures its productivity, creativity and organisation, and lacks reference to a theory of group dynamics |
| **Evaluation**What’s the value of learning this now? | [ ]  Includes evaluative comments; relevance of critical aspects of the group process; outlines critical points of theory and/or understanding of group dynamics enhanced by new insight | [ ]  Competent evaluation; outlines some points of the group process; outlines critical points of theory and/or understanding of group dynamics enhanced by new insight | [ ]  Does not evaluate the learning/insight; fails to evaluate the gains in understanding brought about by the events described |
| **Plan**How will I apply new knowledge and insights in the future? | [ ]  Relevant and appropriate application of the learning to future planning in academic, professional, and/or personal spectrum, in both the short and long term | [ ]  Realistic application of the learning to future planning, in academic, professional and/or personal spectrum, in either short or long term | [ ]  Does not identify the application of learning or[ ] Identifies the application of learning in an unrealistic fashion |
| **Writing features**General writing skills - grammar, spelling and readability | [ ]  Accurate use of academic English language and structure to communicate ideas clearly. [ ]  Few/no errors. Accurate and appropriate use of vocabulary, grammar, punctuation and spelling | [ ]  Appropriate use of academic English language and/or structure to communicate meaning and ideas[ ]  Appropriate vocabulary; accurate spelling, grammar and punctuation; errors rare and do not detract from meaning; | [ ]  Inadequate use of academic English language and/or structure to communicate meaning; errors frequent and detract from meaning; [ ]  Vocabulary spelling, grammar and /or punctuation not adequate for undergraduate-level communication |
| **Comments:** |

Assessment 4: Peer Assessment

Due:

10% of group mark. (5% will be the average mark from your peers; the other 5% will be for your engagement in the peer assessment)

## Learning Outcomes

As a result of completing this task as a group, students will be able to

1. identify the attributes, attitudes and behaviours that ensure group work is a positive and productive experience.

2. provide feedback to peers on their individual contributions to a group work experience.

## Background

Group work is an important component of this course. It develops your professional communication skills and your ability to collaborate with your peers. These are highly desirable employability skills.

This questionnaire is to be used by you to provide feedback to group members on their engagement with the group.

There are seven criteria. Each describes elements essential to a productive group. Using the 4-point scale provided, consider each category separately and rate group members.

This part of your assessment is worth 10%. Peers will be awarded a mark out of 5% and you will be awarded a mark out of 5% for the quality of your engagement in the peer assessment process.

## Instructions: how to rate peers

1. Please think hard and honestly about each of the criteria and how you and each group member performed. It is not necessary that everyone get the highest score on each item. Different people will have different strengths and different contributions.

2. Write explanations and examples that support your ratings in the space beside each rating item.

**Your rating should be based on your individually considered perceptions and experiences. The feedback provided to group members should reflect your independent views based on your own experiences of the group. It does not require group discussion and should not reflect a collective group decision. The purpose is to provide an opportunity for your peers to learn where their strengths lie and where they could perhaps improve their communication and collaborative skills.**

3. Complete one form inserting each peer’s name, comments, and a mark for each criterion. Insert your own name.

4. Submit all forms.

**Rater’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peer’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Scoring**For each category, award each member of your team a score from 0-3 using this scale. At the end, total these marks | **3** – High level of contribution in this respect**2** – About average for the group in this respect**1** – Not as good as most of the group in this respect**0** – No help at all to the group in this respect |
| **Criteria** | **Comments, Examples, Explanations, etc.** | **Mark** |
| **Organisational skills**Attends meetings regularly and on time. |  |  |
| **Time Management & Responsibility**Accepts fair share of work and reliably completes it by the required time. |  |  |
| **Adaptability**Displays or tries to develop a wide range of skills in service of the project; readily accepts changed approach or constructive criticism. |  |  |
| **Creativity/Originality**Problem-solves when faced with impasses or challenges; originates new ideas, initiates team decisions. |  |  |
| **Communication Skills**Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work. |  |  |
| **Criteria** | **Comments, examples, explanations etc** | **Mark** |
| **General Team Skills**Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group. |  |  |
| **Technical Skills**Ability to create and develop materials on own initiative, provide technical solutions to problems. |  |  |
|  |  **Total marks** |  |
| **This section to be filled in by lecturer** | **Peer’s Name: Total mark out of 5%** |  |
| **Comments by lecturer** |
|  | **Rater’s Name: Total mark out of 5%** |  |

*(Adapted from Goldfinch, 1994; Lejk & Wyvill, 2001*

Assessment 5: Self Assessment

Due:

Marks:

## Learning Outcomes

As a result of completing this task as a group, you will be able to

1. Identify the attributes, attitudes and behaviours that ensure group work is a positive and productive experience for all members of the group.

2. Make judgements relating to your own individual contributions to your group work experience, both positive and negative.

## Background

Group work is an important component of this course. It develops your professional communication skills and your ability to collaborate with your peers. These are highly desirable employability skills that you will inevitably need in your future career.

This questionnaire provides you with the opportunity to reflect on the attributes, attitudes and behaviours you possess that impact both positively and negatively on your engagement with the group.

There are seven criteria and each describes elements essential to a productive group. Using the 4-point scale provided, consider each category separately, provide comments and rate yourself.

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Scoring**For each category, award yourself a score from 0-3 using this scale. At the end, total these marks | **3** – High level of contribution in this respect**2** – About average for the group in this respect**1** – Not as good as most of the group in this respect**0** – No help at all to the group in this respect |
| **Criteria** | **Comments, Examples, Explanations, etc.** | **Mark** |
| **Group Participation**Attends meetings regularly and on time. |  |  |
| **Time Management & Responsibility**Accepts fair share of work and reliably completes it by the required time. |  |  |
| **Adaptability**Displays or tries to develop a wide range of skills in service of the project; readily accepts changed approach or constructive criticism. |  |  |
| **Creativity/Originality**Problem-solves when faced with impasses or challenges; originates new ideas, initiates team decisions. |  |  |
| **Communication Skills**Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work. |  |  |
| **Criteria** | **Comments, examples, explanations etc** | **Mark** |
| **General Team Skills**Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group. |  |  |
| **Technical Skills**Ability to create and develop materials on own initiative, provide technical solutions to problems. |  |  |
|  |  **Total marks** |  |

*(Adapted from Goldfinch, 1994; Lejk & Wyvill, 2001*