

Resources for teaching group work

Learning activities and assessment tasks

Curriculum Services

Study and Learning Centre

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Group Work Process: Using the group process pattern

The aim of these learning activities and assessment tasks is to develop students' employability in areas such as communication, group work, organizational skills, leadership, and negotiation.

They are designed for use in courses where students are required to work on a group project over a period of time. They are presented as a whole pattern that can be incorporated into a course, with activities scheduled at the beginning of the group work, the middle stage, and the end of the process.

They aim to focus attention on the **process** of group collaboration: the skills developed as a consequence of working together in the group. They do not refer to the product (report etc) that the group is to produce.

Learning activities

The learning activity outlines are for use by the lecturer. They describe the learning outcomes, the method/instructions for the activity overall, the rationale for the activity, issues that might arise, and resources to provide students.

Assessment tasks

The assessment tasks are to be given to students. They provide information as to marks allocated for the task and instructions regarding how to complete the task. Some also provide resources. The due date needs to be inserted.

This pattern is designed to attract 25-30% of total marks for the course.

Learning activity 1: Forming and consolidating groups

Description	Forming and consolidating groups
Task type	Tutorial activity
Timing	At beginning of group process 1 hr 15 mins – 1hr 30 minutes
Level	
Class size	
Learning outcomes	<p>At the end of this activity, students should be able to:</p> <ol style="list-style-type: none"> 1. identify the roles and responsibilities of each group member 2. outline the procedures for addressing problems and conflicts arising in the group 3. create a group charter including agendas for meetings, roles and responsibilities, timeline for the task, and other information regarding relevant aspects of the group process. 4. describe ways in which group work is relevant to employability
Method / Instructions	<ol style="list-style-type: none"> 1. Explain the importance of group collaboration and the benefits of group work, particularly as it relates to employability. 2. Give the students a handout describing the assessment for the group process: the group charter, checking on progress, the reflection on group collaboration and the peer evaluation. Allow time for the students to read the handout and ask questions about the assessment (10 mins). 3. Assign students to groups through random selection (give students a number or colour and instruct them to form groups consisting of that colour or number) (5 mins). 4. Instruct students to introduce themselves, say what

	<p>their name means and why they were given that name (or some other ice-breaker). Students then share their experiences of working in a group, and exchange contact details (10 mins).</p> <ol style="list-style-type: none"> 5. Provide students with the template for the group charter assessment task. Instruct them to make clear notes of the group decisions regarding roles and responsibilities, and problems and solutions the group has agreed to (30 mins). 5. Students report the results of their group discussion (10 mins). 6. Introduce students to RMIT Learning Lab/Assessment Tasks/Group Work tutorial. Go through the sections of the tutorial, including the sample agenda for the first meeting and the blank agenda to be used for future meetings, and the section on roles (10 mins). 7. Inform students when the assessment group charter is due and ask for questions (5 mins).
Rationale	<p>This activity supports the pedagogy relating to the significance of the group process for the development of professional communication, collaborative and organisational skills, and problem solving – all essential employability skills. As many students do not already have the skills to form a functional group, it also provides the opportunity to consolidate group identity and cohesion. This occurs through the creation of processes and procedures, the identifying of and roles and responsibilities, and through providing a basic structure for further development of the group.</p>
Potential issues	<p>Students may be unfamiliar with group work, particularly if they are international students. The introductory activity of sharing personal stories should facilitate group cohesion and support the development of a group identity. As with any group, some members may not participate. This is something that should be explicitly addressed through the discussion of problems the group may encounter.</p>
Handouts/ resources for student	<p>Provide on Blackboard a link to the Group Work tutorial on the RMIT Learning Lab.</p> <p>Refer students to the assessment tasks for the group process. These should be on Blackboard.</p> <p>Provide students with a copy of Dwyer, Judith. (2009). <i>The Business Communication Handbook</i> (8th ed.). Frenchs Forest, NSW: Pearson Australia. Pp: 186-208 (Chapter 6: Work with the Team).</p>

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).

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.

Name	Role/s	Responsibility

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:

[illegible]

Learning activity 2: Checking on progress

Description	Checking on progress
Task type	Tutorial session
Timing	At mid-point through the group project 1 hour
Level	
Class size	
Learning outcomes	<p>At the end of this activity students should be able to:</p> <ol style="list-style-type: none">1. identify the achievements of the group to date and outline the factors that have contributed to their progress2. describe problems that have arisen in the group, the methods the group has used to address those problems, and evaluate the effectiveness of those methods3. demonstrate knowledge of steps involved in conflict resolution.
Method / Instructions	<ol style="list-style-type: none">1. In their groups, students discuss the achievements of the group up to this point in time (mid-way through the project) and the factors that contributed to this success.2. In the larger group, a representative of each group shares their achievements and describes the major factor contributing to their success.3. Groups then discuss problems they have encountered and the solutions, if any, they devised to address them. Students then list problems on flip chart paper and identify possible methods of solving those problems.4. In the whole group, brainstorm possible conflict scenarios in group work. Note them on a white board. Present the students with a task to see what group can come up with the most convincing conflict resolution method as voted by the group as a

	<p>whole. Students cannot vote for their own scenario.</p> <p>5. In their groups, students choose one conflict scenario and discuss how they would resolve the conflict in a way that is mutually beneficial to all parties. The groups describe their approach on flip chart paper and blu-tack it to the wall. When completed, all students walk around reading different groups' methods of conflict resolution for the scenario they have chosen.</p> <p>6. In the larger group, students vote on the scenario they consider to be the most effective way to resolve a conflict. The group with the most convincing scenario gets chocolates.</p> <p>5. Conclude the activity by summing up the findings of the groups: what was done well, what needs improvement, how conflict in groups can at times be creative and productive. Refer to the resources.</p>
Rationale	<p>One of the challenges of group work is that of resolving conflict and addressing problems as they arise in the group. According to Bruce Tuckman's model of group dynamics, in the second stage of the group process - 'storming' - problems and conflicts often emerge. (See Tuckman, Bruce W & Jensen, Mary Ann C. 'Stages of Small-Group Development Revisited'. <i>Group and Organization Studies</i>, 1977, Vol.2(4), p.419-26.).</p> <p>This learning activity aims to address those problems and provide the opportunity for the group to move forward to the 'performing' stage when the group has resolved issues and is working effectively on their project.</p> <p>This activity also develops negotiation skills as students navigate relationships within the team in pursuit of a productive outcome. Negotiation, along with team building, is a significant employability skill developed in group work (Litchfield, A., Frawley, J & Nettleton, S., 'Contextualising and integrating into the curriculum the learning and teaching of work-ready professional graduate attributes'. <i>Higher Education Research & Development</i>, 29:5, 519-534, DOI:10.1080/07294360.2010.502220</p>
Potential issues	<p>Students may be reluctant to address the real issues facing the group and may take a superficial stance towards the task of identifying problems. A list of questions could be prepared to give to students for Step 3 to encourage them to go more deeply into the problems they have faced.</p>
Handouts/ resources for students	<p>To prepare the students for this activity, instruct students to access the conflict resolution section of the Learning Lab tutorial for students on 'Group Work' before the class.</p>

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.

<p>List problems/challenges you encountered as a group?</p>	<p>Identify the strategies you used address these problems/challenges?</p>	<p>Was strategy effective? Why/why not?</p>
<p>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).</p>		
<p>Lecturer's comments</p>		

Learning activity 3: Teach the assessment task: reflection on group collaboration

Description	Teach the Assessment Task: Reflection on Group Process
Task type	Tutorial activity
Time	30 minutes
Level	
Class size	
Learning outcomes	<p>At the end of this activity, students should be able to:</p> <ol style="list-style-type: none">1. complete successfully the assessment task 'Reflection on Group Collaboration'2. identify the relevance of this assessment task to the development of their employability skills.
Method / Instructions	<ol style="list-style-type: none">1. Introduce the assessment task, the assessment rubric, and the SLC Tip Sheet 'Writing an Academic Reflection'. Emphasise the learning outcomes for this activity and for the assessment task (5 mins).2. Organise students in random groups (ie not in the groups they are in for the group project) (2 mins).3. Instruct them to discuss the task and the Tip Sheet, paying particular attention to the requirements of the different four sections of the task (DIEP). The goal is for each student to be clear as to how to complete the task and to list any questions they cannot answer in their group (10 mins).4. Instruct students to report their questions back to the whole group and brainstorm the task's relevance to employability. Provide answers to their questions, and reiterate employability relevance (18 mins).

	5. Conclude by briefly reviewing the task, the assessment rubric & the learning outcomes (5 mins).
Rationale	Many students do not know how to write reflectively about their learning. This activity is supported by the pedagogy relating to assessment for learning and to academic reflection. It offers students the opportunity to clarify their questions about the task, increasing their confidence that they know what reflection involves and what the task requires. It also relates the task to their future careers, making graduate attributes explicit in their course.
Potential issues	Time may be an issue if there is confusion regarding the task and more time is needed to clarify the requirements. Arrangements may need to be made for further communication with students.
Handouts/ resources for students	<ol style="list-style-type: none"> 1. Upload the description of the assessment task with the assessment rubric and tip sheet on Blackboard in preparation for the class. (The tip sheet on reflective writing is included in these resources but is also available to download from the Learning Lab/Assessment tasks/Reflective journal). 2. For a reference on group theory, refer students to Tuckman, Bruce W and Jensen, Mary Ann C, Stages of Small-Group Development Revisited, <i>Group & Organization Studies</i> (pre-1986); Dec 1977; 2, 4 3. If one is available, provide a model of reflective writing that meets the requirements of this task and is off a high standard. Such a model demonstrates the quality of work they should aim to produce and provides students with a challenge.

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 data bases 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.

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.	<input type="checkbox"/> Clearly describes the lesson learned and the situation and group context in which that learning occurred <input type="checkbox"/> 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.)	<input type="checkbox"/> Describes the lesson learned and the situation and group context in which that learning occurred <input type="checkbox"/> 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.)	<input type="checkbox"/> Does not adequately describe the lesson learned and the situation and group context in which that learning occurred <input type="checkbox"/> Lacks information required for understanding or contains irrelevant and/or misleading information.
Interpretation My (new) insight's connections with the group productivity and process	<input type="checkbox"/> Insightful interpretation of the matter described, including different aspects, happenings, possible meaning/s <input type="checkbox"/> Skilfully relates to qualities of a group that ensures its productivity, creativity and organisation, and to a theory of group dynamics	<input type="checkbox"/> Adequate interpretation of the matter described, including different aspects, happenings, possible meaning/s <input type="checkbox"/> Adequately relates to qualities of a group that ensures its productivity, creativity and organisation, and to a theory of group dynamics	<input type="checkbox"/> Does not attempt to interpret the matter described/ does not connect with the group process <input type="checkbox"/> 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?	<input type="checkbox"/> 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	<input type="checkbox"/> Competent evaluation; outlines some points of the group process; outlines critical points of theory and/or understanding of group dynamics enhanced by new insight	<input type="checkbox"/> 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?	<input type="checkbox"/> Relevant and appropriate application of the learning to future planning in academic, professional, and/or personal spectrum, in both the short and long term	<input type="checkbox"/> Realistic application of the learning to future planning, in academic, professional and/or personal spectrum, in either short or long term	<input type="checkbox"/> Does not identify the application of learning or <input type="checkbox"/> Identifies the application of learning in an unrealistic fashion
Writing features General writing skills - grammar, spelling and readability	<input type="checkbox"/> Accurate use of academic English language and structure to communicate ideas clearly. <input type="checkbox"/> Few/no errors. Accurate and appropriate use of vocabulary, grammar, punctuation and spelling	<input type="checkbox"/> Appropriate use of academic English language and/or structure to communicate meaning and ideas <input type="checkbox"/> Appropriate vocabulary; accurate spelling, grammar and punctuation; errors rare and do not detract from meaning;	<input type="checkbox"/> Inadequate use of academic English language and/or structure to communicate meaning; errors frequent and detract from meaning; <input type="checkbox"/> Vocabulary spelling, grammar and /or punctuation not adequate for undergraduate-level communication
Comments:			

WRITING AN ACADEMIC REFLECTION

Reflective writing aims to help you focus on significant new insights you have gained through course work, practical placement (WIL), academic reading, etc. A reflective assignment may require a series of individual reflections, or focus on one. This outline presents an approach to writing a reflection, using the 'DIEP' strategy. *

1. Choose something to reflect on

- Identify an **insight** (an interesting or illuminating new thing you learned) from reading, course work, studio, placement, etc.
 - Focus on something that may change your thinking (or be important for you) that you hadn't realised.
 - Think about what the significance of this new insight might be for your learning and future practice.
- Note any important details about the insight—where, when, who with, etc. If the insight came from reading, note all the important details of the idea, and include the author, publication, references, etc.

2. Brainstorm

- Bring your ideas about this new insight together on one page to:
 - identify the significance of your new learning: question why it is important
 - detect connections between this idea and other ideas or material in the course or program
 - locate possible course material and other sources of information that support/explain your insight/s
 - give you the beginnings of a plan.
- Write questions to answer or use a mind-map to clarify your thinking about your insights

3. Plan an initial structure

- Use the DIEP strategy (overleaf) to decide on your main points. Use headings to guide your planning.
 - Decide on your main insight. Plan a brief description of how this insight came about for the first paragraph.
 - Organise the body paragraphs. This is the interpretation and evaluation of the insight: draft possible topic sentences. Make connections with course work and other learning, and with the literature.
 - Draft some points for the final paragraph: indicate how this new learning will transfer to your future study and professional practice (and personal life?).

4. Conduct your research

- Look for academic material that connects with your new learning. Start with general reading, using course material, recommended texts, and books from the library.
- Identify search terms from this reading to help you conduct a more refined search of academic databases.
- You may need to research in areas outside your immediate discipline area, in addition to course material.

5. Refine the structure and focus your research

- Use search terms from your earlier research to locate precise support/ academic detail (e.g. from journals).
- Expand each point you want to make, focusing your research to expand on your main points.

6. Write

- Write using a detailed plan for each reflection: describe, interpret, evaluate and plan for future application.
- Write the body paragraphs containing one main idea (interpreting and evaluating the insight) stated in the topic sentence. Other sentences explain, support and give detail, with evidence from research and/or examples. Integrate theory and include references as you go. Expect to write a number of drafts.

7. Edit

- Check that the reflection is focussed and specific, your points are relevant, and are linked to the insight.
- Save additional copies of your submitted reflection in other locations e.g. RMIT H-drive, USB, laptop etc.

DIEP STRATEGY

DIEP* is a strategy to help with writing a critical or academic reflection in four paragraphs.

The four steps in this approach are to **describe** an insight (new understanding), to **interpret** and **evaluate** it, and to **plan** how it might transfer to future practice or learning.

First, select an experience or insight to reflect on. Then attempt to:

- analyse your learning and deepening understanding
- evaluate your gains in understanding and development, while acknowledging any complexities
- integrate the concepts taught in courses (including references to the literature, where relevant)
- focus on your developing confidence and cognition, and verbalise your feelings about your learning
- make connections with theories in your course and/or program, and other relevant ideas/experiences
- demonstrate transfer of learning to your study, practice, and to your future professional life.

D – Describe objectively what you learned

Choose a new insight. It might be something that you understand now (that you didn't before). Focus on what you learned and give the details of what happened.

Answer the question: 'What did I learn?'

Some suggested **starting phrases**:

The most interesting (surprising/ important/ significant/ ...) (insight/ theory/ thing ...) I read (saw/ heard/ realised/ learned...) this week is that ...

One thing I realise (understand ...) now is that ...

A significant issue I have not addressed in my previous writing is ...

Continue the paragraph with details of what, where, when, etc.

I – Interpret the insight (in one or more paragraphs)

Explain the meaning of the new insight: your understanding/ hypotheses/ conclusions/ connections with other learning/ possible complexities/ questions unanswered/ etc. You can refer to ideas and theory in your course material, in research literature and from other sources to support your explanation of the insight/s.

Answer the questions: 'What might it mean?' 'How might this affect other perceptions, concepts, etc.?'

Some suggested **starting phrases**:

This realisation may have important relevance for three reasons. First, it implies ...

A possible implication/meaning of this new idea/understanding is that ...

This (new) understanding of ... is likely to mean three things. It could be ...

E – Evaluate what you have learned (in one or more paragraphs)

Make judgments about the value of what you have learned connected to observations you have made. Refer to theory from your courses and the literature here too, to show how your insight is connected to discipline knowledge and how your thinking has changed for the better.

Answer the question: 'How is this useful for my deeper understanding of the topic?'

Some suggested **starting phrases**:

This concept of ... is valuable for .../ will change the way I approach ...

This understanding is important in a number of ways. First it ...

This insight is connected with (theoretical approaches to .../ theories/ concepts/

Having realised that ..., I wonder if .../ I intend to develop ...

P – Plan how this learning will be applied in practice

Comment on relevance to your course, program, future profession, life...

Answer the question: 'How might this learning apply in my future?' Use future tense in this paragraph to show transfer of knowledge to the future. A suggested **starting phrase**:

This (new insight) will be useful in this course, in the (bachelor) degree, in my future career as a ..., and in my life. In this course, (understanding ...) could ...

*Adapted from: Boud, Keogh & Walker, 1985, *Reflection: Turning Experience into Learning*

Learning activity 4: Teach the assessment task: peer assessment

Description	Teach the peer assessment task
Task type	Tutorial activity
Time	30 minutes
Level	(Dependent on course)
Class size	(Dependent on course)
Learning outcomes	<p>At the end of this activity, students should be able to:</p> <ol style="list-style-type: none">1. demonstrate ability to assess peers and give constructive feedback2. identify elements of group work that contribute to a productive and positive collaboration.
Method / Instructions	<ol style="list-style-type: none">1. Introduce the peer assessment form, making clear reference to the instructions (5 mins).2. Link to the RMIT Learning Lab/Assessment Tasks/Group Work/Giving Feedback. Instruct students to link to it also (2 mins).3. Instruct students to read and discuss the 'Giving Feedback' section of the tutorial. Allow time for questions (15 mins).4. Instruct students regarding submission of the evaluations (3 mins)5. Conclude by briefly reviewing the task, the criteria & the learning outcomes (5 mins).

Rationale	This activity supports the pedagogy relating to using assessment for learning and to peer assessment. It offers students the opportunity to reflect on how individual contributions impact on the overall productivity of the group, developing understanding of group dynamics. It also allows them to clarify the task, and practise giving feedback, an important skill in group work.
Potential issues	Students may be unfamiliar with peer and self assessment and may be resistant to the idea of evaluating performance of other students, requiring discussion of the rationale and learning outcomes.
Handouts/ resources for students	<p>Upload the peer assessment form and instructions on Blackboard in preparation for the class.</p> <p>Provide on Blackboard a link to the Group Work tutorial section 'Giving Feedback' on the RMIT Learning Lab.</p>

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)

Learning activity 5: Summing up

Description	Summing up
Task type	Tutorial
Timing	End of semester 45 minutes
Level	
Class size	
Learning outcomes	<p>At the end of this activity students will be able to:</p> <ol style="list-style-type: none">1. critically evaluate the performance of their group in regard to the group process (not product)2. identify the achievements of their group in terms of effective collaboration, conflict resolution and professional communication3. demonstrate a metacognitive awareness of the skills they have learned through the group work process and the relevance of those skills to their employability.
Method / Instructions	<ol style="list-style-type: none">1. Present students with the learning outcomes for this activity, emphasising the relevance of the group work for their professional development and for utilising when writing their resumes for jobs (10 mins).2. Students are mixed randomly in groups that are not their project groups. Each person in the group gives a critical review or summing up of their experience of their project group's process: the ability to communicate effectively and professionally, collaborate on tasks, and resolve conflict. The group discusses similarities and differences in their experiences (15 mins).3. Using flip chart paper, students make a list on the left hand side of the skills they have developed as a result of the group process. On the right side they briefly describe the scenario through which each skill was developed. Finally, they discuss ways in which these skills could be useful in their professions (15 mins).

	<p>4. In the larger group, students share their lists and scenarios.</p> <p>5. Identify for students ways in which they could use these skills in CVs and interviews for jobs.</p> <p>6. Take time to sum up the students' group process experience, congratulate them on their achievements, and encourage them to celebrate their successes with a group social event (5 mins).</p>
Rationale	<p>In this activity, students reflect on the value of their entire experience of the group work process and relate it to their future professions. The 'review and reflect' dimension provides a powerful metacognitive learning experience. They should now not only have developed their group skills but also be aware that they have these skills and can now consciously develop them further. This 'adjourning' stage of the group process is especially significant for promoting such learning.</p>
Potential issues	<p>Lack of in-depth student engagement in the discussion is always a potential issue. However, the presentation of the learning outcomes and the relevance of the activity should encourage students to engage. Further strategies to use can be found on the RMIT website on inclusive teaching practices http://www1.rmit.edu.au/teaching/inclusive</p>
Handouts/ resources for students	<p>Phillip Garside, 2005, <i>The Secrets of Getting a Job</i>, Hyland House, Flemington, Victoria, Australia.</p>

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)