

CAD Guidelines

Contents

Section	Page
Introduction	1
1. Working effectively with small groups	2
What is group work?	
Why use groups ?	
How does group work benefit the learner ?	
When to use group work	
The course lecturer's role	
Key indicators of effective management of group work	
Why assess group work ?	
Potential problems with group work	
 Planning for group work	7
Course objectives	
Task development	
Group formation	
Group size	
Group composition	
 Managing the group process	9
Group stages	
Creation of group ground rules	
Group support	
 2. Assessing group work	11
Issues in assessing group work	
Managing group assessment	
Plagiarism, group work and legitimate co-operation	
Ensuring fairness	
Peer and self-assessment	
 3. Evaluation and review – reflecting on the quality of the group work	17
 Appendices	18
 Bibliography	21

Group work and group assessment guidelines

Introduction

For many years, groups have been used in higher education as a learning and teaching strategy. However, the widespread assessment of group work is a more recent phenomenon. [Biggs and Tang](#) (2007) cite two main reasons for this

- They aim to teach students interpersonal skills and graduate attributes relating to teamwork.
- They reduce teachers' marking loads.

Both group work and collaborative learning together, with or without associated assessment, has been the subject of considerable research and discussion in the higher education literature (e.g., [Boud & Falchikov](#), 2007; [Davis](#), 1993; [Falchikov](#), 2005). There are a wide variety of teaching contexts where group work has been shown to enhance student learning. These guidelines are research based and are designed to assist teaching staff to use group work in an educationally appropriate way that also meets the requirements of the Victoria University of Wellington [Assessment Handbook](#) (section 2.2.1).

The guidelines are divided into three sections. The first identifies strategies that can be used to ensure that group work is relevant, well planned and managed. The second section deals with the assessment of group work, whilst the final section of the guidelines provides some suggestions for evaluating the effectiveness of group work.

1. Working effectively with small groups

What is group work?

Group work, working in small groups or collaborative working as it is often referred is basically a group of between two and six students formed to discuss a particular issue or perform a particular task. For clarification, it includes the terms: cooperative learning, collective learning, peer learning, reciprocal learning, or team learning. Whichever construction is used, the reference is to learning that involves students in working with others and, crucially, learning together on a foundation of student-student interaction ([Biggs & Tang](#), 2007), together with the concept of learning from each other ([Race](#), 2007). Group work can, therefore be used to achieve a range of teaching and learning goals.

[Return to index](#)

CAD Guidelines

While the terminology varies, the literature identifies three types of group work (Davis, 1993):

Informal groups that are composed of ad hoc clusters of students who work in class to discuss an issue or test understanding.

Formal groups are established to complete a specific task in a single or several class sessions over many weeks, (e.g., project work, library or research tasks, progress reports, laboratory experiments, presentations, debates, field studies, musical performances). The work of a formal group may or may not be assessed.

Study groups or teams that are specifically formed to provide support for members; usually for the duration of a course.

These guidelines deal mainly with the second type of group (i.e., the establishment, process and assessment of formal learning groups).

Why use groups ?

Group learning is about people working together in carefully designed learning environments. A clear rationale for assigning group work is to be found in [Race](#) (2007) who offers a practical and academic framework of the processes and issues arising. He argues that the human species has evolved on the basis of group learning. "Learning from others is the most instinctive and natural of all the learning contexts that we experience" ([Race](#), 2007).

Research shows that well-constructed group work with a clear rationale and conviction of the value of the process leads to a greater retention and understanding of what is taught ([Boud, Cohen & Sampson](#), 1999; [Millis & Cottell](#), 1998).

To ensure that group work is both well designed and conducted, a number of universities have developed some sound and detailed guidelines in this area (e.g., [University of Technology Sydney](#), [University of Western Australia](#), [University of Texas](#) (US), [Oxford Brookes](#) (UK) and our own [Victoria Business School](#)).

Graduate employability is increasingly emphasised by the Government and the TEC, with New Zealand employers seeking multi-skilled graduates with strong interpersonal, communication and social skills. Other highly valued attributes include problem solving, evaluation, and teamwork. These

[Return to index](#)

CAD Guidelines

qualities are recognised in graduate programme attributes and course objectives. Carefully planned group work provides an opportunity for students to develop and nurture these important skills and attributes.

How does group work benefit the learner ?

Group work can benefit the learner in the following ways:

- It encourages questioning, discussion and debate and can advance motivation to learn by raising interest levels.
- Students get to know each other and develop working relationships, which can have wider and lasting benefits.
- It engages students as active participants and gives them opportunities of *learning by doing*. They are put in situations where they have to communicate and explain what they are doing, why they are doing it and take account of the views of others.
- It safeguards against students being isolated, particularly in their first year, and hence serves as a valuable retention strategy.
- Students have an opportunity to work with others whose learning experiences may be different to their own. In forming a group ethos there is an emphasis on *how you learn* as well as *what you learn*.
- It develops students' transferable skills of collaboration, team-working, negotiation, listening, organisation, leadership and evaluation, which students can take into their working lives.
- It enhances student satisfaction of their learning experience and can nurture and promote self-esteem.
- It can stimulate creative ideas through brainstorming, engaging in discussion and through debate of different perspectives on the approach to a particular task.
- Group work provides a platform to nurture independent and lifelong learning. Students can gain confidence, become more aware of their strengths and are encouraged to develop their own ideas.
- Group work can allow students to undertake a wider variety of assignments.
- Work done in groups can often simulate the tasks students might do in 'real world' situations.

[Return to index](#)

When to use group work?

Group work should be considered when one or more of the following criteria are met:

- When some goals of the course are best achieved through students working in groups.
- Where the aim is to teach students collaborative, cooperative and team-working skills.
- When the task can only be carried out by a group (e.g., where students work as a management team, or are required to assign specific roles to group members).
- When the task is too large or complex for one person.
- When group skills are precisely those required for employment or research.
- When students are required to think creatively and originally, to listen to others' ideas sympathetically and critically, and to build on others' work.
- When resource limitations justify group work (e.g., equipment, time, project duration, limited number of 'real' clients).

The lecturer's role

The role that the lecturer or course coordinator (cc/lecturer), takes is *critical* to the success of group work. During the group work the cc/lecturer is likely to become group creator, monitor, mediator, organiser, coach, mentor and adviser in resolving internal group problems. The cc/lecturer is also responsible for dealing with issues of inequity, allocating and moderating grades and providing constructive and useful feedback to individuals and groups.

The cc/lecturer must ensure that the objectives and assessment of the group work are clear and link to learning outcomes. Initially, the cc/lecturer should allocate adequate class time to be devoted to the group formation, negotiation of expectations, explanation of roles, and setting times and frequencies of meetings.

Techniques, such as icebreakers, that encourage students to identify each other's strengths or other characteristics are useful to assist this process (refer to CAD for resources and support).

Cc/lecturers should consider allocating sufficient time during the course to build and reinforce rapport and group identity.

Activities can be content or goal focused. (The questions in [Appendix I](#) can be used to assess group effectiveness during the process).

Key indicators of effective management of group work:

- ✓ Cc/lecturer provides clear objectives
- ✓ Cc/lecturer prepares well
- ✓ Cc/lecturer is not over-controlling
- ✓ Cc/lecturer promotes equal contributions and does not allow single members to dominate
- ✓ Cc/lecturer attends to non-participants and promotes engagement
- ✓ Cc/lecturer allows adequate time for group discussion
- ✓ Cc/lecturer demonstrates cultural sensitivity and inclusive teaching.
- ✓ Group members are prompt and attend well
- ✓ Groups or group members prepare well
- ✓ Group members co-operate

Why assess group work?

Group work can provide students with a valuable learning experience whether or not it is associated with formal assessment. However, group work raises the same issues as any other assessment, together with a few extras. Additional issues for group work assessment can be summarised into three key questions:

1. What will be assessed? Will the product of the group work be assessed, or the process, or some combination?
2. When and how will it be assessed? On what evidence will it be assessed: the product, a group report, individual work (segments), an external client or panel, etc.?
3. Who will conduct the assessment? Will this be the cc/lecturer, the students (peer), a panel, a real or simulated client, etc.?

The decision about whether and how to assess should be based on the purpose of the activity and the significance it plays in the students' learning outcomes or in the achievement of key objectives. Where group work contributes significantly to the achievement of programme/course objectives, its assessment should be included in the overall assessment plan.

In addition, recognition (via appropriate weighting of the assessment) should accurately represent and acknowledge the significance and the time and effort students must commit to the group assignments.

See group work assessment rules in the [Assessment Handbook](#), section

[Return to index](#)

Potential problems with group work

As with any form of teaching, there are a number of potential problems that may arise. Some of these are:

- Group work is often not popular with students.
- Problems with poor internal group dynamics, leading to poor interactions and personal conflicts.
- Exclusion, isolation or marginalisation of individual group members, leading to a lack of engagement by certain students.
- Inappropriate tasks or assessment criteria for the subject or the range of students.
- Less than the desired levels of academic support or intervention.
- Group work can be hard to assess, particularly if there is no acknowledgement of differences in individual contributions.
- Excessive amounts of group work when compared with individual work in single course or programme leading to an inappropriate balance in assessment.
- Group work can be difficult to manage and requires considerable teaching skills.
- Issues arising due to non-participative students (free riders or passengers)
- Problems for international students and those from diverse backgrounds.
- Self selection of students focusing on nationality.
- Students may over-focus on their individual specific tasks within the group to the detriment of the 'group' goal.

However good cc/lecturer practice can mitigate or obviate group problems and prevent group failure. Appropriate use of group work planning, care, support and monitoring will reduce the likelihood of problems or issues arising.

Planning for group work

Course objectives

Group work must clearly assist students to achieve course learning objectives. It then can

- provide an opportunity for students to discuss and reflect before preparing an individual assignment.
- assist students to learn the skills associated with effective

CAD Guidelines

group work (communication, planning, negotiation).

- enable students to produce a high quality product.
- contribute to students' deep and life-long learning.
- excite and inspire students and create a positive learning environment.

Task development

- Group tasks should be designed to enable all students to contribute effectively.
- Group tasks should focus on the achievement of a specific outcome.
- Group tasks should be designed to maximize individual participation.
- Group tasks must be carefully aligned with learning objectives and assessment strategies.
- Group tasks must be equitable, fair and transparent in terms of degree of complexity or difficulty, duration and student workload.

Group Formation

A critical phase of group work strategy is group formation. Groups should only be formed by the cc/lecturer who should from the outset be clear and transparent about all aspects of group criteria and rationale, including selection, size, composition, process, group rules, support, issues arising, outcomes and assessment.

Group size

A number of choices are available about the selection of group membership and size depending on the context of the group work and the nature of the learning outcomes. If the group work is to be assessed, then thinking in advance about the appropriateness of individual and group credit in relation to the group numbers will be critical. The group size can also be influenced by the actual size of the whole class as well as the physical environment of the classroom.

The optimum size, therefore, for the group depends on various factors. Groups can have as few as two members. Ideally they should have no more than six. Smaller groups of two or three members may be better for less experienced students with smaller-scale tasks. Smaller groups also minimize the threat of 'passengers' or 'free-riders', whereas groups of 4–6 may be appropriate for more experienced students and longer, more complex group tasks (Davis, 1993). The disadvantage of these groups is that the possibility of passenger behaviour becomes

[Return to index](#)

more significant, as do issues of group leadership, individual domination and the equity of individual workloads ([Race, 2007](#)).

Group composition

The group composition depends on nature, purpose and context. It can have a significant effect on the outcome and assessable product. It should be determined by the cc/lecturer and the criteria must be clarified from the outset. The composition of groups can be based on the following :

- Groups with some common historical or social basis (e.g., friendship, nationality, geographical).
 - Performance-related groups (e.g., highly ambitious, moderately ambitious, indifferent).
 - Skill based groups or learning teams (with a mix of complementary skills).
 - Hybrid groups (e.g., balancing a mix of friendship, nationality and performance/skills, etc.).
 - Random groups (i.e., groups chosen purely at random).
- (Adapted from [Race, 2007](#))

Managing the group process

The group will require managing and monitoring throughout the duration of the work or project. Group work can be for a single class, a week, a trimester, or a year but should not (mainly for logistical reasons) extend beyond this. The duration of the groupwork should be clarified from the outset and must be clearly linked to learning outcomes.

Group stages

Most groups can work quite well with minimal intervention, if clear frameworks and criteria have been established. However, careful management of the groups is vital, particularly at the commencement of the study. The groups will need time and support to 'form' or come together'. A reflection on Tuckman's (1965) explanation of group stages is therefore of relevance here:

- **Forming** – The group comes together and gets to initially know one another and form as a group.
- **Storming** – A potentially difficult period when roles are developed, leadership is contested and there is a trialling of group processes.
- **Norming** - A consensus is reached on how the group operates.
- **Performing** - The group become effective and almost self-managing and works to meet its shared objectives.

[Return to index](#)

CAD Guidelines

Once, the 'performing' stage has been reached, management of the group will mainly be internal and should only require coordinator intervention if problems arise which cannot be dealt with by the group. Examples might include if the group dynamics change or a group member becomes ill, has personal problems, stops communicating. The cc/lecturer should assist the group in reviewing progress and redefining group objectives and task criteria, if necessary.

Creation of group ground-rules

An action plan or a set of group ground-rules should be set up at the start of the group study, with all students in the group setting these by discussion, negotiation and consensual agreement. The aim is that students take responsibility for their own group, so that any remaining issues that may be referred to the cc/lecturer are minimised.

An example framework of group rules follows. The group may agree to:

- a group ethos and internal group support mechanisms.
- the grade that the group is aiming for.
- a schedule with set times of group meetings.
- meeting protocol, punctuality criteria and individual behaviour
- individual roles and workloads.
- a progress schedule.
- The tools and resources available to facilitate group work, communication and management (e.g., research/library materials, Blackboard, virtual discussion environments, Skype).
- 'rules' and modes of communication between meetings.
- criteria for individual task completion.
- the 'consequences' for individual and group failure.

Group Support

During group assignments, it is important that students are given sufficient and caring support from cc/lecturers. Academic staff are best placed to pick up issues and resolve potential problems before they seriously harm the group's ability to work together.

When first arriving at university, students may not possess the skills needed to work effectively in small groups. Thus, students may require some initial advice, practice or even training in order to develop team-working skills such as: active and tolerant listening, giving and receiving constructive feedback, negotiation and dealing with personal differences.

[Return to index](#)

CAD Guidelines

As the group work progresses, the cc/lecturer should assist the group in reviewing how they perceive that the group is functioning and redefining group objectives and task criteria if necessary.

Group progress should therefore be monitored on a systematic and regular basis to ensure that groups remain 'on track' and the group themselves are aware that they are not being ignored or isolated. Conspicuous monitoring is particularly appropriate and beneficial for students that are new to university or are unused to group work. Regular monitoring, not only minimises potentially more serious problems at a later date, it is also, in essence, a key part of professional and pastoral care.

Monitoring can be either formal or informal, or a mixture of both. It can be in the form of set pre-arranged 'closed door' meetings or can and often is carried out successfully in tutorials. Allocating time in tutorials for groups to work on their assignments can also assist groups to remain on track, whilst also allowing students opportunities to seek guidance from the tutor should they need it. Tutors can also observe how the groups are working together and stimulate and encourage positive group dynamics, such as by encouraging more reserved students to contribute.

Monitoring tools can also be used to track progress, such as formal tracking or progress reports, whilst the use of wikis and blogs on Blackboard can facilitate this on a more transparent and informal basis.

2. Assessing group work

Assessment requirements often become the student's focus in a course (Ramsden, 2003) and require careful preparation if the group learning context is to work well.

The focus of the assessment becomes the crucial issue. There are three fundamental questions to address:

1. What will be assessed?
2. When and how will it be assessed?
3. Who will conduct the assessment?

There are a number of methods available for assessing aspects of group-work, including allocating a shared group mark or individual marks based on product alone, or on a combination of product, group process and individual effort. In addition, assessment may involve peer assessment components (see Peer assessment guidelines in the [Assessment Handbook](#), section 2.2.2).

[Return to index](#)

CAD Guidelines

Each option has associated advantages and disadvantages. This section of the guidelines deals with issues associated with assessing aspects of group work and provides strategies to avoid common pitfalls.

Issues in assessing group work

There are a number of critical questions that cc/lecturers should answer before finalising an assessment programme. These include:

- Should you give students all the same mark or a mark based on each person's contribution to the group performance?
- If you assess each student's contribution, how will you know what each person has contributed?
- What proportion of a student's course mark should be allocated to group work (See [Assessment Handbook](#) section 2.2.1)?
- Is it appropriate to include an 'opt-out' clause for students who do not want to work in this way?
- What do you do if a group member leaves, thus leaving the group with a gap in the allocation of duties to members?
- What do you do if a group falls apart or if a member fails to do their share?

A fundamental principle that should inform all assessment decisions is that marks should be allocated in a way that is consistent with achieving the learning objectives of the course. Assessment choices will have a major impact on student approaches to the group work.

University education is often based on an assumption that final grades reflect individual student achievement. This clearly presents difficulties when the process and/or product of group work are attributed collectively to group members.

In an effort to use group work within a system of individually allocated marks, one response has been to encourage students to enhance their learning through collaboration and assess students on the basis of individual assignments. Some conclude that while this method of assessment preserves the individual character of final grades, it tends to undermine motivation for collaboration. 'Students who believe they are among the more capable in the [course] may perceive collaboration as undermining their advantage on the subsequent individual assessments, especially if they think the grading is substantially norm-referenced' ([University of Otago](#), para. 3).

An alternative approach is to allocate 'group marks' which count

[Return to index](#)

CAD Guidelines

equally to individual student's grades. The Otago assessment guidelines comment that 'this approach can lead to concern, from teacher or students, that some students are getting good marks based largely on the work of other members of the team, or that capable students would have gained better marks if they had not been handicapped by their weaker partners' (para. 4).

However, where a task is intensely collaborative, giving different marks to each member of the group is not only difficult, it sends a message to students, that is in conflict with the collaborative message of the task itself. Uniform marks encourage collaboration by removing intra-group competition. However, individual marks allow outstanding performance to be rewarded and freeloading to be penalised. No competition need be introduced provided marks are allocated based on the criterion-referenced standard reached by each student rather than comparative performance of groups.

Some group tasks allow for students to identify an aspect for which they can be responsible and on which they will receive an individual mark BUT in designing such tasks one must pay attention to the task of co-ordinating/integrating the parts and who is responsible for this (hidden) aspect.

A third approach is increasingly used in an attempt to resolve these difficulties. Students work collaboratively and complete the required group task. However, the allocation of individual grades takes account of the contribution of each member. Information on contribution can be provided in a variety of ways (e.g., use of oral tests, individual summaries of contribution and achievements, the use of peer assessment to evaluate the contribution of self and other members). Information gained in this way can be used by the coordinator to moderate a student's final mark.

A version of this approach is based on the allocation of a collective mark to the group. The group can then decide whether to divide this evenly or unevenly between them. The cc/lecturer should still moderate the final mark based on their professional judgement, with reference to the learning objectives and assessment criteria.

A fourth approach is for the group to submit one assessment item. A proportion of the grade is allocated to this combined assessment item and equally shared by the group members, and a proportion of the grade is also allocated for an individual's critical contribution to analysis of the group process and product.

CAD Guidelines

Managing group assessment

All forms of student assessment must be in line with the Assessment Handbook principles and policy. The following guidelines apply specifically to the assessment of group work.

- a) cc/lecturers should clearly identify the purpose and function of the group project including why it is appropriate for the assignment to be completed in groups and how the process and content of the project will help to achieve the stated learning objective in the course. This information should be communicated to students from the outset.
- b) Ensure that the marking practices encourage and reinforce effective group work.
- c) Give students in writing a full explanation of the requirements for the assignment. Include the usual assessment information (weighting, due date, penalties etc.); also include full details of procedures relating to:
 - the task to be undertaken
 - the basis for group membership
 - rules that cover the operation of the group
 - task allocation within the group
 - the criteria for assessing the group report/performance including how marks will be allocated between the collaborative process (i.e., the way individuals collaborated during the project) and the assignment content in the final group document and/or presentation.
 - the procedure for assessing individual contribution, if such contribution is to be assessed.
 - who will carry out the assessment (e.g., individual cc/lecturers, panel of experts)
 - the fall-back position if a group loses a member or in some way falls apart
 - the conduct of group meetings — expectations regarding frequency and timing and group contact outside of scheduled class times
 - feedback stages during the assignment period to report group progress and final outcomes

[Return to index](#)

CAD Guidelines

- how the contribution of each member to the group project will be assessed (e.g., using individual process diaries, peer/ external assessment of collaborative process and assignment content).
- d) If group process skills are to be developed during task completion, both task and group process learning objectives need to be clearly defined together with the assessment criteria. Clear instructions for the group work task and expected division of sub-tasks should also be given.
- e) A combination of cc/lecturer and student developed criteria is often appropriate to a group work environment. The individual and the group are the best placed to comment on the contribution of each individual and the inclusion of self and peer assessment of contributions to the group and the task can be used.
- f) Use tutorials or workshops as a basis for further clarifying requirements. These amended requirements should be circulated in writing to all students.
- g) Give students practice in the skills of group work in tutorials or workshops¹.
- h) Develop a process for providing the group with detailed feedback to assist the on-going work of the group and provide specific feedback on all aspects of the activity and its outcome upon completion. A high standard of timely feedback on assessment tasks is critical to students' development of understanding the relationship between the quality of their work and the assessment criteria. On longer group projects interim feedback points are useful, brief presentations, one page outlines of group progress or plans or submission of different task components in stages can also be useful.

Plagiarism, group work and legitimate co-operation

Cc/lecturers should ensure that students understand the difference between plagiarism and legitimate co-operation through group work. The latter can be defined as “any constructive education and intellectual practice that aims to

¹ These may include communication skills such as clarifying questions, asking open questions, including all members (turn-taking, sharing talk time), consensus building, giving encouragement/praise/positive motivation to members, giving and receiving feedback, summarising discussions and decisions reached, goal setting, planning, evaluating progress, dealing with conflict.

facilitate optimal learning outcomes through interaction between students. Typical examples may include the researching and writing of joint projects/essays/tutorial courses, discussion of general themes and concepts, interpretation of assessment criteria, informal study/discussion groups, strengthening and development of academic writing skills through peer assistance” ([University of Sydney](#), 2005, p. 2).

Ensuring fairness – some suggestions

All assessments must conform to the principles as set out in the Assessment Handbook, and which include transparency, fairness and inclusivity.

Ideas to ensure transparency, fairness and inclusivity include:

- making the assessment criteria as clear and explicit as possible. It is helpful if students are involved in developing the criteria because of the greater depth of understanding this is likely to bring.
- requiring students to keep a log of the activities which they undertook as part of a group project. These lists of tasks can form the basis for a group discussion on how marks for a project might be divided.
- setting an additional piece of written work in which students analyse how their group worked, what they contributed to it and how its effectiveness might have been increased.
- asking group members to evaluate their own and others’ contributions to the group effort. These should include task, ideas and group management functions. The combined evaluation of each individual’s performance can be used to moderate the mark for the project, if desired.
- using other forms of assessment to support the group product (e.g., interviews, individual logs, tests).

Peer and self assessment

Self-assessment ‘marks’ may not contribute to a final grade (see [Assessment Handbook](#) section 2.2.3). Marks from group work, group assessment and peer assessment may contribute to the final grade within limits as set down in the [Assessment Handbook](#) sections 2.2.1, 2.2.3.

Advice on the practice of peer assessment can be found in the [Assessment for Learning \(2013\)](#) guideline, section 5.

[Return to index](#)

3. Evaluation and review - reflecting on the quality of the group work

Assessment processes for group work are significantly different from more traditional, individual forms of assessment. To ensure that effective and consistent approaches are adopted, the creation of opportunities for staff in a School or disciplinary area to discuss aspects of group work can provide valuable support. Opportunities to formally and informally evaluate the use of group work and discuss emerging issues and concerns with students should also be included in the design of a course.

Upon completion of the course you should review the process of group work and assessment used. The following issues provide a possible focus for this review.

Consider the following in terms of your original plan and practice to see what improvements might need to be made.

- The nature and quality of the task
- The social setting of the collaborative activity and the behaviour of students during the execution of the task
- The cc/lecturer's behaviour during the execution of the task
- The cc/lecturer's role in group composition and management
- The nature and quality of the outputs produced by each group
- The cc/lecturer's performance as synthesiser
- The relation of the collaborative activity to the design of the course
- Student satisfaction with the group work in the course
- The inclusion of diverse types of students.

Appendix I

ASSESSING GROUP EFFECTIVENESS

All group members to complete.

Modified version of the Classroom Assessment Technique designed by Walker (cited in [Diamond](#), 1998).

NB: Questions can be modified to be used at the end of the group work

Please answer all questions from your own perspective. If you cannot answer a question please state briefly why the information is unavailable.

1. What specific goal(s) is this group trying to accomplish? Please list the goal(s) in your priority order. Do you think the group basically agrees on the contents of this list?

2. What activities has the group specifically chosen to undertake or assign in order to achieve its goals? Indicate which activities, if any, are particularly effective?

3. Does each group member have specific—even unique—responsibilities that help the group attain its goal(s)?

Y / N

List all group members by name and their individual responsibilities.

4. The work of your group is stimulating and worth your time.

strongly agree _____ strongly disagree

5. How many hours (on average) do you spend working with this group?

[Return to index](#)

CAD Guidelines

6. This group has the resources (e.g., organisation, communication, leadership, talents, time) to achieve its goals.

strongly agree _____ strongly disagree

7. What additional resources might be needed?

CAD Guidelines

Appendix II

GROUP MEMBER CONTRIBUTION

Your Name _____

Group members' names (including your own) in alphabetical order

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Evaluation of group member participation involves peer and self assessment. This information will be used by the cc/lecturer to moderate individual student marks.

Scale: 1 = minimal contribution; 2 = minor contribution; 3 = satisfactory contribution; 4 = substantial contribution; 5 = very substantial contribution

Group Member	1	2	3	4	5	6
Contribution at meetings (do they attend, participate and share ideas?)						
Commitment to common goal (do they keep on task and show concern for doing things right)						
Skill input (do they show an understanding of ideas and apply them?)						
Reliable completion of tasks (do they show a responsibility to the group and the tasks they have to do?)						

[Return to index](#)

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[Return to index](#)