

WATTLE Hot Topic Group on Transforming Assessments in Higher Education

presents

Symposium on Group/Team Work Assessments

Friday 29th September 2017

Venue: Bldg. 24 Room 203

Time	Description
9.00am	<p><i>Introduction</i> Dr Pranit Anand Leader - WATTLE HTG 'Transforming Assessments in Higher Education'</p>
9.10 to 9.30	<p>A/Prof. Chris Tisdell, University of NSW <i>Fostering employability skills through the T-shaped student in science, mathematics and medical science</i> We report on a case study on how employability skills can be embedded within science, mathematics and medical science students. Our cohort involved two courses and almost 500 first-year students at a large, research-intensive university. The approach was to redesign the curriculum within these courses to form a T-shaped student experience by focusing 50% of class contact time on employability skills and teamwork activities within an active learning space; while the other 50% of time is spent on discipline knowledge. Our results show positive perceptions from students regarding their learning in these courses through: collaboration; active learning engagement; and professional development. We suggest that starting the T-shaped student experience within the first year of university has the benefits of enabling depth and breadth of knowledge to naturally develop throughout the university years, as opposed to a capstone course which endeavours to add these skills at the end. This presentation will be suitable for anyone who is interested in assessment, group and team work assessment; and how these link to employability.</p>
9.30 to 9.50	<p>Dr Helen Georgiou – Faculty of Social Sciences <i>Making group work work</i> This presentation will showcase a suite of approaches used to encourage effective collaboration amongst students working in groups in an assessment in a small, first year subject.</p>
9.50 to 10.10	<p>Dr Joyleen Christensen – University of Newcastle <i>Group based oral presentation</i> In this presentation, I will discuss a group-based oral presentation task for a literature & film course in the Open Foundation enabling program at the University of Newcastle. The task requires students to work together in groups of 2-3 students to present on their choice of set topics. Students are also required to complete an individual task asking them to reflect on the process and to consider how they may approach a similar task in the future. This case study will consider the practicalities and challenges of supporting non-traditional learners to engage in group work.</p>
10.10 to 10.30	<p>Dr Anu Bissoonauth-Bedford – Faculty of Law, Humanities and the Arts <i>Building a writing community through group and individual assessment tasks in French</i> In this presentation, I will report on one of my written assessment tasks for students in final year French, where students write a group essay (in groups of three) and an individual report on their evaluation of the group work. The assessment was designed to combine multimodal functionality of the e-learning platform with face-to-face interaction and class discussions. The first part will outline the background and rationale of this type of assessment in the French studies programme. The second part will describe the tasks and their integration into the curriculum. The third part will analyse student evaluation both of the tasks and their appropriateness for language learning. The conclusion will discuss challenges of 'constructively aligned' tasks with learning outcomes, as third year subjects transition from 8 to 6 credit points from 2018.</p>
10.30 to 11.00	Morning Tea

11.00 to 11.20	<p>Dr Peter Vial – Faculty of Engineering and Information Sciences <i>Identifying and rewarding individual contributions in team work projects</i></p> <p>Dr Vial will present an introduction on the use of the Fair Contribution System in team peer review and how the electronic version is based on the original paper version used by Dr Geoff Trott in the late 1990's. He will follow this up with material on the Team Allocation program used to form teams since 2012 and the issues that he has seen in forming teams for electrical projects with SECTE over the last decade when using this software and before using the software. He will show screen shots from both of these software packages which were both developed by Dr Vial and his students.</p>
11.20 to 11.40	<p>Dr Simon Bedford and A/Prof Glennys O'Brien - Faculty of Science, Medicine and Health Winners of Vice Chancellor's OCTAL Award 2017 <i>Small group work in large chemistry classes.</i></p> <p>First year chemistry classes at UOW are large (>500), the student body is very diverse in academic background and the students are enrolled in a broad range of degree programmes in science and applied science. Although students in Engineering degrees have a separate one semester subject, all other students taking first year chemistry do the subjects CHEM101/104 (Autumn) and CHEM102/105 (Spring). The undergraduate degree programmes range from nutrition and dietetics through health and medical sciences to biological sciences, to the degree programs run by the School of Chemistry itself, being BSc(Chem), BMedChem and BNano. The diversity of student intake includes those with senior school chemistry and mathematics, those without who attend a two week Bridging Chemistry intensive and those who have no senior school chemistry background, often lacking formal mathematics as well.</p> <p>Workshops based on Inquiry Learning activities in conjunction with individual formative testing and group based peer assessment have been introduced and developed over a number years into First Year Chemistry. We used different workshops formats in the subjects depending on needs and other constraints. This has resulted in useful informative comparisons from the staff and student point of view. Extensive student surveying, learning analytics data, and focus group discussions have given rise to a rich body of commentary. We report our experiences and students' responses and outcomes in this presentation.</p>
11.40 to 12.00	<p>Ms Karen Crowe – UOW College <i>Group work for academic skills development in a pathways program</i></p> <p>Karen will discuss a skills development subject offered by UOW College at Foundation level for which the major task is a whole-of-session group project. The talk will outline how the subject is designed to manage issues of task and assessment structure, student orientation to teamwork, and fairness in grading. Benefits and challenges of this approach will be considered.</p>
12.00 to 12.30	<p>A/Prof Shirley Agostinho & Tracey Glover Chambers – Faculty of Social Sciences <i>Hearing both perspectives about online group work: Opportunities and challenges for the teacher and student</i></p> <p>In this session Shirley will present a teacher's perspective to facilitating group work in an online postgraduate subject and Tracey will present a student's perspective about conducting group work online. The discussion will include, challenges, benefits, the importance of online tools and preparation.</p>
12.30 to 1.15	<p><i>Student Panel: The Good, bad and ugly of group work</i> Chair: Ms Tracey Glover-Chambers</p> <p>How do students experience group work? Students from different faculties and levels will share their group work experiences.</p>
1.15 to 1.45	<p><i>Staff Panel: Wrap up session about organising group work</i> Chair: Dr Kellie Buckley-Walker</p> <p>Why should we use team work assessments? Effective ways to organise team work. What to look out for. Ideas to take back to your workplaces to organise group work more effectively.</p>
1.45	<p>Lunch/networking</p>