

**Title:**                    **Evaluating Individual Contributions to Group Work: how useful is Peer Assessment?**

**Presenter:**            **Amy Lund**  
Leeds Trinity University

### **Session Learning Outcomes**

- Identify different benefits and issues surrounding the evaluation of individual contributions to group work.
- Critique the benefits and limitations of Peer Assessment for evaluating individual contributions to group work.
- Reflect on own practice of assessing teamwork and ideas for enhancing evaluations of individual contributions.

### **Session Outline**

Group work within Leeds Trinity University is formally assessed for university credit but this can lead to challenges. This session seeks to explore some of the benefits and issues that arise when individual contribution to team work is assessed alongside the group assessment. The workshop will be punctuated with small-group discussion and whole-group feedback activities covering the following areas:

- Exploring different benefits and issues surrounding the evaluation of individual contributions to group work including: learners' perceptions of fairness, effort, leadership, responsibility (both individual and team responsibility).
- Considering whether individuals should be evaluated within group assessment and, if so, what should the weighting between individual and group assessment be?
- Comparing different methods for evaluating individual contributions to team work and exploring the benefits and challenges.
- Accounting for difference in learners' backgrounds, abilities, contributions, engagement/non-engagement in assessing individual contributions.
- Benefits and challenges of using a marking criteria matrix for evaluating individual contributions to group work.

The workshop will include a presentation on the group projects (which are multi-disciplinary and multi-agency) at Leeds Trinity University and an explanation about why there was a move

away from Individual Reflective Reports to Peer Assessment to evaluate individual contributions to the group work.

The results of research into learner feedback on Peer Assessment within this context will be presented and there will be an opportunity to discuss the advantages and disadvantages of using this form of evaluation within group work.

The survey research demonstrates that Peer Assessment is generally favoured over Individual Reflective Reports as a fairer method of evaluating individual contributions to teamwork but that it is not a panacea because there are still questions surrounding objectivity, fairness and judgement.

Having considered existing models of evaluating individual contribution to group work participants can reflect on their own and their institutions practice of assessing group work.

### **Session Activities and Approximate Timings**

The session will comprise:

0-5 minutes: Welcome, outline of workshop learning outcomes and introduction of workshop facilitator.

5-10 minutes: whole group thought shower to identify different methods of evaluating group work and individual contributions to the work of groups.

10-25 minutes: small teams discuss issues surrounding the evaluation of group work and individual contributions to the project then feedback thoughts and personal experiences to the whole team.

25-40 minutes: guest speaker describes the group projects at Leeds Trinity University and explains the rationale for a move away from Individual Reflective Reports to Peer Assessment to evaluate individual contributions to the group work.

Presentation of the results of research into learner feedback on Peer Assessment within this context.

40-45 minutes: Q&As

### **References**

Ashwin, P. (2015) *Reflective teaching in higher education*. London: Bloomsbury

Bell, L. et al (2009) *The future of higher education: policy, pedagogy and the student experience*. London: Continuum

Boud, D. & Molloy, E. (Eds) (2013) *Feedback in higher and professional education: understanding it and doing it well* London: Routledge

Boud, D. et al (Eds) (2001) *Peer learning in higher education: learning from and with each other*. London: Kogan Page

Brown, S. (2015) *Learning, teaching and assessments in higher education: global perspectives*. London: Macmillan Education

Falchikov, N. (2005) *Improving assessment through student involvement: practical solutions for aiding learning in higher and further education*. London: RoutledgeFalmer

Merry, S. et al (Eds) (2013) *Reconceptualising feedback in higher education: developing dialogue with students*. London: Routledge

Price, M. et al (2012) *Assessment literacy: the foundation for improving student learning*. Oxford: The Oxford Centre for Staff and Learning Development

Race, P. (2015) *The lecturer's toolkit: a practical guide to assessment, learning and teaching*. Abingdon, Oxon: Routledge