

A Revisit of the Group Assessment Methods in Higher Education

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- Introduction
- Group Assessment
- Students concern
- Peer Assessment
- Recommendations

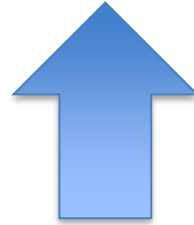


Group assessment commonly used in higher education

(Mellor, 2009; Morris, 2001)



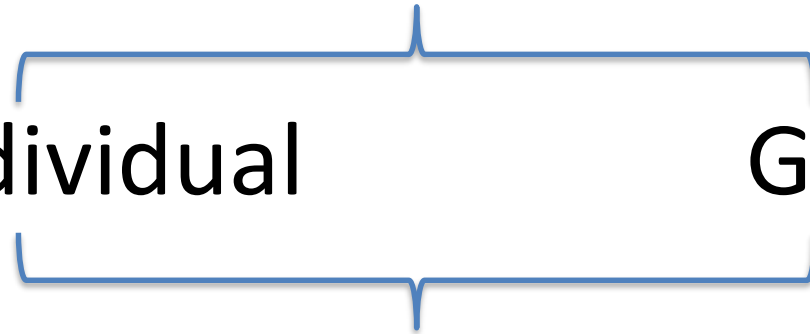
Learning Outcomes



Assessments

Individual

Group



Individual student performance

Who should be the assessor(s)?

**Group
Assessment**

**=? Individual
Assessment**

How to assess?

What should be assessed?

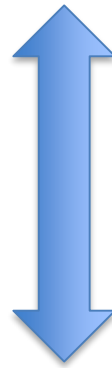
Group Assessment

Useful in assessing learning outcomes that demand

- achieving **shared learning**, and
- developing **teamwork**

(Barfield 2003; Donnan et al., 2008)

Shared Learning and Teamwork

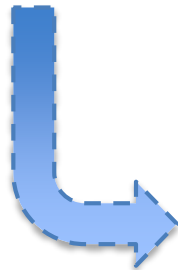


Module Learning Outcome(s) ?
Generic Skills ?

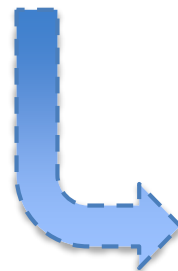
Group Assessment



Shared Group Mark



Fairness / “Free Rider”



Shared Learning and
Teamwork?

- 90 students were studied:
 - Diploma in Fitness and Sports
 - Higher Diploma in Fitness, Coaching and Sports Management
 - Higher Diploma in Early Childhood Education (Inclusive Education)
- 6 of them were randomly selected for focus group interview



Student – “Agree. All members shall obtain the same mark in group assessment if the contribution of every member in the group were the same”

????

Shared
Group Mark

Student – “Do not agree. It is not fair! Individual contribution and ability should be reflected.”

Students concern

Shared Group Mark → Fairness / 'Free rider'??

The group submits one assessment item and where it is impossible to make a distinction between the contributions of individual participants, all group members receive the same mark.

(Barfield, 2003; Kennedy, 2005; Nordberg, 2008)



How to discourage "Free-rider"?

How to grade individual contribution?



Student –

“Peer assessment could reflect individual contribution in the group.”



Peer Assessment

- ... could be **usefully and meaningfully to factor individual contributions**, and students had positive perceptions of peer assessment (Cheng & Warren, 2000; Kench et al., 2009; Shu et al., 2012)

Peer Assessment

- ... is an assessment which allows students to assess each other's performance. It can be extremely valuable in helping students to learn from each other by listening, analyzing and problem solving. It gives students the opportunity to encounter diversity in different ways, critique and judge and ultimately, students learn how to be responsible for their own learning. (Assessment Resource Centre@HKU, 2014)

Peer Assessment

- ... is where students are involved in the assessment of the work of other students. Peer assessment may be used to **develop in students the ability to work collaboratively, to be able to make constructive assessments of the work of others and respond positively to assessments of their own work.** (Griffith University, 2018)

Student –

“The friendship-marking in peer assessment could be reflected in the marks.”

- Friendship-marking and conflict arising from peer assessment (Carvalho, 2013)
- A certain amount of distrust in fellow students' abilities to peer-assess (Lladó et al., 2014)

Fairness in
peer
assessment?

- 90 students were studied:
 - Sports at Diploma level (SPO-D)
 - Sports at Higher Diploma level (SPO-HD)
 - Early Childhood Education at Higher Diploma level (ECE-HD)
- Peer assessment of group members' contribution in five areas:

Participation in Discussion	Data Collection	Quality of Work	Completion of Tasks on Time	Teamwork	Total
0-4 marks	0-4 marks	0-4 marks	0-4 marks	0-4 marks	0-20 marks

Group	Number of Participants	Total Marks of Peer Assessment	
		Mean	SD
SPO-D	21	18.2	3.5
SPO-HD	32	18.3	2.2
ECE-HD	37	16.8	4.6
Overall	90	17.7	3.7

Could we use peer assessment to identify individual contribution in a group work?

Correlation between Peer Assessment and Individual Assessments and Test/Exam in the same module

Group	Individual Assessment(s)	Test / Exam
SPO-D	.024	.028
SPO-HD	.314	.439
ECE-HD	.118	.176
Overall	.033	.200

Results showed that there was no correlation between the peer assessment and individual assessment or test/exam in this exercise



Peer Assessment

- Peer pressure and friendship can affect the reliability of grades given by students
- Students may have a tendency to give everyone the same mark (for example, there may be collusion in return for good grades)
- Students are not experienced in assessing each other

Student –

“Peer assessment should not be open and it should be conducted online or via email.”



Recommendations

1. The appropriateness of group assessment should be revisited
2. Briefing and guideline, for example peer assessment, should be provided to students on assessing the individual's contribution to task and relationship functions of the group assessment
3. An online submission of peer assessment is recommended to ensure students confidentiality giving the mark



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Q & A

