Groupwork at UOW

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Groupwork Issues

- Others cover for the one who doesn’t contribute
- A student doesn’t know any other in group
- Group too large for all to contribute
- High achiever in group of low achievers
- Low achiever in group of high achievers
- Individual mark
The Action Plan

- Examine subject outlines
  - Type and format of assessment
  - Marking criteria
  - Individual component
- How tertiary literacies embedded
- Workshop to present all approaches
- Literature review; best practice?
- Write up case study
Literature

- **Bennett (UOW) Ch1 in Roberts 2004** emphasises the use of authentic activities, “real-world collaboration”; and for learners to evaluate and reflect on outcomes and experiences.

- **Muukkonen, Hakkarainen, Lakkala (Helsinki) Ch2 in Roberts 2004** found that students took surface-level approach to learning, not in-depth processing of knowledge; and necessitates move to “collaborative building of knowledge”.

- **Treleaven (UWS) Ch7 in Roberts 2004** presents a “Collaborative Learning Model” (p169) of the interplay of “learning mechanism” and “learning behaviour” within a “learning environment”.

- **Mutch 1998** identifies some problems; emphasises need for clarity and role of groupwork; doesn’t believe learning sets work.
Humphreys, Greenan, McIlveen 1997 studied groupwork and propose: use of a project log, increase awareness of team dynamics, objective evaluation of individual contribution with self and peer assessment.

Gatfield 1999 sees five major benefits for students working in groups; study found high levels of student satisfaction in the peer assessment process.

Slimani-Rolls 2003 perceive potential problems of groupwork in their Business School teaching; study found disparate level of experience hindered learners mixing “profitably”; some learners demotivated.

Mahenthiran & Rouse (2000) studied levels of student control over group formation.

...and many more
Findings

- 16 subjects had groupwork
- 8 subjects had individual component
- 4 subjects had individual mark
- All had Academic Literacies, 10 had IL, 2 had CL
## Teaching and Learning Scholars Network 2005

### Groupwork Project

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment Type</th>
<th>Assessment Format</th>
<th>Group Size</th>
<th>Outcomes to be Achieved</th>
<th>Process to be Learnt</th>
<th>Individual Component</th>
<th>Individual Mark</th>
<th>Weighting</th>
<th>Literacies Embedded</th>
<th>How Literacies Embedded</th>
<th>Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB901</td>
<td>Analysis of financial report</td>
<td>Group report</td>
<td>3 to 5</td>
<td>Identification of financial position, recommendations</td>
<td>financial analysis; 8% of judgements made</td>
<td>Nil</td>
<td>Nil</td>
<td>25%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
<tr>
<td>TB905</td>
<td>Review of 10 application presentation</td>
<td>Group presentation</td>
<td>3 to 4</td>
<td>Report</td>
<td>evaluation of information system application</td>
<td>Speaking</td>
<td>Nil</td>
<td>40%</td>
<td>AL, IL, CL, IL, IL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL, IL</td>
</tr>
<tr>
<td>TB909</td>
<td>Review of case study and report</td>
<td>Information transfer</td>
<td>7</td>
<td>Information transfer</td>
<td>information, group discussion, quantitative analysis, presentation</td>
<td>Speaking</td>
<td>Nil</td>
<td>25%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
<tr>
<td>TB912</td>
<td>Review of case study</td>
<td>Group report</td>
<td>7</td>
<td>Presentation, report</td>
<td>presentation, presentation, presentation</td>
<td>Nil</td>
<td>Nil</td>
<td>25%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
<tr>
<td>TB918</td>
<td>Develop strategy</td>
<td>Group report</td>
<td>4</td>
<td>Report on strategies and how implemented</td>
<td>strategy development, research, group discussion</td>
<td>Reflection</td>
<td>5</td>
<td>25%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
<tr>
<td>TB920</td>
<td>Analyse case study</td>
<td>Group report and presentation</td>
<td>4</td>
<td>Report, presentation</td>
<td>presentation</td>
<td>Nil</td>
<td>Nil</td>
<td>30%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
<tr>
<td>TB925</td>
<td>Research into logistics systems of a country</td>
<td>Group report and presentation</td>
<td>3</td>
<td>Report of country factors</td>
<td>research, presentation, group discussion, developing a business case, project planning</td>
<td>Presentation</td>
<td>19/30</td>
<td>30%</td>
<td>AL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
<tr>
<td>TB928</td>
<td>Develop business case for E-commerce project</td>
<td>Reports and an essay</td>
<td>up to 6</td>
<td>Report, presentation</td>
<td>presentation</td>
<td>Nil</td>
<td>By exception</td>
<td>30%</td>
<td>AL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
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<tr>
<td>TB930</td>
<td>Discussion of issue</td>
<td>Group presentation</td>
<td>7</td>
<td>Presentation, essay</td>
<td>presentation, presentation, group discussion, essay</td>
<td>Essay</td>
<td>25%</td>
<td>30%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
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<tr>
<td>TB933</td>
<td>Business report</td>
<td>Group report</td>
<td>7</td>
<td>Presentation</td>
<td>research, group discussion, other tasks</td>
<td>Nil</td>
<td>25%</td>
<td>30%</td>
<td>AL, IL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
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<tr>
<td>MGMT575</td>
<td>Review case study</td>
<td>Presentation</td>
<td>5</td>
<td>Presentation</td>
<td>research, group discussion</td>
<td>Nil</td>
<td>Nil</td>
<td>25%</td>
<td>AL</td>
<td>1, 2, 3, 4, 5</td>
<td>AL, IL, IL</td>
</tr>
</tbody>
</table>

**Groupwork Groupwork**
Findings

- Tertiary literacies difficult to identify
- Tried Graduate Attributes
- Literature reported some ideas …
  - Two pairs of friends …
  - Different levels of experience and skills
  - Peer assessment
- UOW Learning Development identified need for templates to support processes
  … hence worksheet for group formation
Case Study

- Intended to trial in MBA subject
- Used at beginning of lecture 1
- Issues:
  - Some students arrived part way through
  - 61 students and only 2 English as 1st language
  - Instructions were awkward
  - Took longer than time available
Case Study

Conclusion:

- Trial context introduced some problems
- Not ideal for a 9 lecture subject
- More suited to tutorial context and smaller class size
- Able to improve instructions
Summary

- This trial indicates potential in this approach
- Worksheet to be placed on LD site
- Tertiary Literacies not well covered
- Graduate Attributes seem well covered
- Interest expressed by other institutions

... for resolving workplace issues
Future Directions

- More trials to provide input for enhancements
- Monitor other universities’ approach to groupwork issues
- Publish results from this case study
Recommendations

- Make worksheet available on teaching support site
- Encourage lecturers to adapt and use
- Include peer assessment (individual marks)
- Request feedback from users
- Build groupwork into courses in controlled fashion
References