



GROUPWORK ASSESSMENT FRAMEWORK

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Groupwork Assessment Framework

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Abstract

Groupwork is crucial for establishing collaborative learning environments that empower students to take charge of their learning, enhancing both content knowledge and social skills. This study addresses the challenge of groupwork assessment faced by tutors of the Royal University of Bhutan. Six tutors from Samtse College of Education utilised the Future Workshop method to develop a Groupwork Assessment Framework aimed at enhancing individual and group accountability, and fostering increased student collaboration, cooperation, and learning. Implemented during the 2021 autumn semester across various Royal University of Bhutan programmes, the Group Assessment Framework emphasises active participation, equal contribution, timely task completion, and fair assessment. Acting as a guiding principle, it ensures mutual interdependence, shared responsibility, and a commitment to achieving collective goals. The framework proved instrumental in fostering collaboration and participation, providing a structured approach to groupwork characterised by accountability and success. The study recommends the widespread adoption of the Groupwork Assessment Framework across all modules and programmes in Royal University of Bhutan colleges, as well as in other higher education institutions and secondary schools in Bhutan. This approach holds promise for establishing effective collaborative learning environments, empowering students to actively engage in their learning journey while developing essential content knowledge and social skills.

Keywords: groupwork assessment, collaborative learning, groupwork assessment framework, future workshop method

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Acronyms

RUB	Royal University of Bhutan
GAF	Groupwork Assessment Framework
SCE	Samtse College of Education
MEd	Master of Education
PgDE	Postgraduate Diploma in Education
PgCHE	Postgraduate Certificate in Higher Education
B.Ed	Bachelors of Education
BASW	Bachelors of Social Work
SWOT	Strengths, Weaknesses, Opportunities, and Threats



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Chapter 1: Background

1.1 Introduction

In this document, groupwork is conceptualised as an educational strategy where two or more students collaborate to achieve a common goal (Bennett, 2015; Rance-Roney, 2010). The approach involves brainstorming, information sharing, discussions, interactions and mutual learning amongst the members (Hassanien, 2006). Effective student participation in groupwork is an important learning outcome for any higher education course (Elgort et al., 2008). If used effectively, groupwork serves as an efficient way to address the growing student numbers in higher education, particularly in reducing the assignment grading time (Davies, 2009).

1.2 Types of groupwork

Groupwork aims at enhancing students' content knowledge and developing social skills. There are many ways of implementing groupwork. In the education context, Utha and Tshering (2021) outlined two ways of implementing groupwork that is commonly practiced in the colleges of the Royal University of Bhutan (RUB).

In-class groupwork - These are ad hoc groups formed for occasional use in the class when a point for discussion is raised in a lecture.

Out-of-class groupwork - These are groups brought together to complete an assigned task. They work together till the task is completed which could be several weeks.

Both in-class and out-of-class groupwork may or may not be graded. However, if groupwork is carried out as an out-of-class activity in the form of assignments or project work as part of an academic course, it is usually graded.

1.3 Benefits and Challenges of Groupwork

Research has pointed out numerous benefits of groupwork. For example, it enhances students' academic performance (Al-Sheedi, 2009; Gomleksiz, 2007), strengthens communication skills (Brooks & Ammons, 2003), makes students responsible for their learning (Sajedi, 2014), and improves learning



(Webb, 2009). Nihalani et al. (2010) observed that weak students watched and learned from high achievers leading to improvement in their performance. Smialek and Boburka (2006) also observed that students discuss, argue, explain and negotiate in groupwork. Further, it reduces students' levels of anxiety and stress (Daemmrich, 2010; Hanshaw, 2012). According to Daemmrich (2010), groupwork reduces stress by allowing students to have a second chance to redraft the written product and getting a new grade. It makes the students active and confident, and makes shy students feel comfortable (Badache, 2011). Besides, Burke (2011) has summed up the advantages of groupwork which includes:

i. Groups have more information than a single individual

Group members in a group come from a variety of backgrounds, have different experiences and knowledge. Hence, working in groups facilitates access to a wider range of resources and information.

ii. Groups stimulate creativity

Groupwork provides opportunities for diversity in the ideas shared which is not easily available when individual students work on his/her own. When working on a task in collaboration, students are more likely to come up with creative ideas.

iii. Groupwork leads to increased retention of subject learnt

Group learning leads to discussions and often people are said to remember the discussions better. Students working in groups tend to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley et al., 2005).

iv. Students gain a better understanding of themselves

Groupwork allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behaviour.

v. Teamwork is highly valued by employers

In most work situation, employers place a high value on teamwork. Well-developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey [GOS], 2010 in Davies, 2009).



On the contrary, if groupwork is not assigned judiciously, it has a negative impact on students' learning. Brown and Thomas (2017) said that there will be social conflict and lack of cohesion, and Seric and Pranicevic (2018) listed problems such as free-riding. Swan et al. (2006) shared that negotiation of ideas is one of the difficulties faced during groupwork.

Researchers have posited the following disadvantages of groupwork.

i. Peer pressure to conform to the majority opinion

Peer pressure can have both positive and negative impact on students' learning. If the peer pressure is for a good cause like motivating a group member to perform, it has a positive effect on the said student. However, if the peer pressure from the group to an individual is to conform to the majority opinion, then it may have an adverse effect. Most people do not like conflict and attempt to avoid it when possible. By readily conforming to the opinion of the majority, the individual may agree to a bad solution just to avoid conflict.

ii. One individual may dominate the discussion

In a group, if there is a particularly vocal student, that individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they may not feel included in the decision-making process.

iii. Some members may rely heavily on others to do the work

Some members rely heavily on others to do the work. This is one of the major problems of groupwork. There are instances where certain members fail to actively engage, contribute, or provide adequate assistance to the group.

iv. More time is required to work in a group

Collaborating in a group often requires more time compared to working alone, primarily due to the coordination of meeting schedules and ensuring all members can come together. However, when it comes to problem-solving and analysis, the time spent may not significantly vary from individual tasks (Beebe & Masterson, 2003; Brown & Thomas, 2017; Seric & Pranicevic, 2018; Swan et al., 2006).



Members relying heavily on other students are termed “free riders”. Free riders are often discussed as a major drawback of groupwork (Delvin, 2004; Forsell et al., 2020; Šeric & Praničević, 2018; University of Wollongong Assessment Policy, 2002). Noonan (2013) described free riders as students assigned to the group who do not contribute at all or whose contribution is not at the required level to complete the assessment task.

Few researchers believe that conduct of groupwork has to be limited especially in tertiary education given its numerous drawbacks. For example, Plastow et al. (2010) recommended that groupwork be eliminated for the first year of study, and to award not more than 20% weighting for final year university studies. However, numerous researchers hold the view that the benefits outweigh the drawbacks. They suggested to substantiate the drawbacks and find ways to overcome them instead of limiting groupwork activities (Davis, 2009; Delvin, 2002; Shermin et al., 2019). For example, Shermin et al. (2019) recommended developing groupwork assessments that promote student involvement in active learning and achieving intended learning outcomes. Delvin (2002) also pointed out that the disadvantages could be removed or minimised if groupwork assessment is implemented.

1.4 Making groupwork effective

As groupwork becomes increasingly adopted as a pedagogical approach in educational settings, it is crucial to undertake a serious examination regarding how to make it an effective tool for enhancing students’ learning. According to Delvin (2002), students’ approach to groupwork is largely determined by how they are assessed. Since assessment plays a vital role in making groupwork effective, designing it is crucial. Groupwork assessment needs to address the problem of free riders. To minimise the number of free riders, Mellor (2012) suggested key considerations that tutors need to undertake while assigning groupwork which are as follows:

- i. choose an appropriate group size of 3 to 5 members;
- ii. assess individual performance within the group setting by allocating a certain proportion of marks for individual contribution;
- iii. make timetabled sessions available for groups to meet and to discuss progress; and
- iv. maintain a diary or log and invite each group to provide brief minutes of meetings indicating attendance, goals agreed and progress made against targets.



A study on groupwork practices by Utha and Tshering (2021) in the colleges of the Royal University of Bhutan (RUB), revealed that groupwork is extensively used in all study programmes. They reported that when groupwork, in the form of assignments, was given to students as an out-of-class activity, students divided the task into sub-parts leading to them working on selected parts individually. Meaningful learning through interdependence was minimal or non-existent as students hardly met for common deliberations. Further, a few students would not complete their part of the work. This result was accorded to minimal attention paid to task and assessment design which led to:

- i. students' select learning;
- ii. students limited social skills development;
- iii. existence of free-rider; and
- iv. students' developing negative attitude towards groupwork.

1.5 Groupwork policy

Most of the tutors of the colleges of RUB were not in a position to effectively assess groupwork and minimise free riders as they appeared to have limited expertise (Utha & Tshering, 2021). Information or policy guidelines on how to assess groupwork was missing in all programme documents. In the absence of such guidelines, practices may be left to the ingenuity of individual tutors which may not be effective. In the colleges of RUB, Utha and Tshering (2021) reported that the absence of such guidelines has led to:

- i. developing conflict among students and tutors not being able to resolve it.
- ii. some students developing negative attitude towards groupwork due to the existence of free riders.
- iii. demotivating some students as most often the same grade is given to all group members though their contribution towards it may not be the same.

1.6 Conclusion

The absence of clear guidelines for evaluating groupwork in the colleges of RUB has led to reservations among both tutors and students regarding its effectiveness. To effectively overcome these concerns and improve groupwork assessments, it is essential to establish comprehensive guidelines.



Chapter 2: Development Stage

2.1 Introduction

Considering the problem of groupwork assessment faced by tutors of the colleges of RUB, six tutors from the Samtse College of Education collaborated and worked on a Groupwork Assessment Framework (GAF) to enhance individual and group accountability through increased student collaboration, cooperation, and learning.

The research findings by Utha and Tshering (2021) were used to gain an understanding of the existing problems related to groupwork in the colleges of RUB. Some of their key findings included:

- i. Groupwork is a preferred practice as it enhances learning and develops social skills necessary in any profession.
- ii. Good practices like giving clear instructions on the task and assessment process; awarding of marks for timely submission of work; use of explicit rubrics to assess work; and timely feedback.
- iii. Lack of individual and group accountability which was accorded mainly to
 - a. the poor task design that allowed students to work independently.
 - b. scant use of evidence to give grades to students. Usually, all group members were awarded the same grade irrespective of their contribution.
- iv. Some students develop a negative attitude towards groupwork due to the existence of free riders.
- v. In some cases, group size was as high as 10 members.

Based on the understanding derived, GAF was developed using the participatory design. The choice of participatory design draws inspiration from a Scandinavian approach that entails collaborative methods to construct knowledge and co-construct changes in social practices. The participatory design uses diverse methods like *design-by-doing*, *circle methods*, *future workshops*, and *organisational games* (Gregory, 2003). Each of these methods is briefly explained below.

Design-by-doing - It is an approach used in situations where the process is not known or is not predictable. As prediction is not possible, designing happens while doing it.



Circles method - It is a kind of problem-solving method that consists of linear steps: comprehending the situation; identifying the customer; reporting the customer's need; prioritising; listing solutions, evaluating solutions and making recommendations.

Future workshop - It is a technique that uses a specific method to help people brainstorm about their current practices and shortcomings and then find possibilities for future alternatives. Time is first dedicated to understanding current problems and then some sessions focus on innovative ways to eliminate current problems and consider potential future scenarios. A future workshop emphasises critique, learning, teamwork, democracy, and empowerment. It is particularly useful when the participants have little experience with processes of creative decision-making.

Organisational games - This method focuses more on group performance. It provides opportunities for group members to work together, experience the group dynamic, and consider how to improve the group's performance by building on each individual's skills.

Out of these, the *future workshop* method originally developed by Jungk and Müllert (1981) was found best suited to developing the GAF. The reason is that the designers get an opportunity to brainstorm about their current practices, its shortcomings and then find possibilities for future alternatives. They get the opportunity to influence it. Also, when they invest their time in a project, they are more likely to continue caring about the project after it finishes, resulting in them taking initiative on maintenance and improvements. It is particularly useful when the designers have little experience with processes of creative decision-making.

The *future workshop* process was carried out in 3 stages as outlined by Spinuzzi (2005).

Stage 1: Preparatory phase

Samtse College of Education during the time of this phase had 5 Departments namely Science, Maths, Arts and Humanities, English, and Psychology and Counseling. The principal designer in consultation with the Dean of Academic Affairs, selected one tutor from each department as co-designers looking at their expertise, higher education teaching experience and other engagement. Each of the tutors was consulted on their interest in collaborating and their availability of time. Six tutors including the principal designer with teaching experience of 4 to 23 years collaborated to work as designers. They



studied and deliberated on the issues of groupwork assessment practices in the colleges of RUB followed by reflection on their own practices.

Stage 2: Critique phase

To understand some of the best practices in other higher education on groupwork assessment practices, the designers identified 40 relevant reading materials consisting of articles, pamphlets, and policy documents. The reading materials were divided among the designers who in turn carried out an in-depth study on each one. Each designer then chose three or four groupwork assessment practices that he or she valued and shared how the chosen practice is related to one's own practice, and what values it could add to address the existing problem of groupwork in the colleges of RUB.

Stage 3: Design phase

Some of the understanding gleaned from the literature study is outlined below.

- i. Groupwork is important in higher education, serving as a means for knowledge enhancement and the acquisition of social skills that may be challenging to attain through individual tasks alone.
- ii. Every phase of groupwork, beginning from task design to the ultimate assessment, should be given due consideration and prioritised accordingly.
- iii. Achieving a balance between emphasising the process and the final product is vital to establishing individual accountability and fostering a sense of collective responsibility within groupwork.
- iv. The successful implementation of groupwork depends on diligently following policy guidelines, as they provide the framework for an effective and productive collaborative learning experience.

Some of the understanding gleaned from our own experiences are as follows.

- i. Although tutors may be cognisant of the presence of free riders, there seems to be a lack of concerted efforts to mitigate the existing gaps.
- ii. Each tutor adopts their approach to facilitating groupwork, which may not necessarily yield optimal outcomes in terms of maximising the advantages of collaborative endeavours.



- iii. The focus on groupwork has primarily centred around augmenting knowledge acquisition, while the development of social skills has received insufficient emphasis.
- iv. The grading system appears to suffer from inequity, as identical grades are assigned irrespective of individual members' contributions.

Based on the understanding gained, the designers developed the GAF to address the issues associated with implementing and assessing groupwork.

Stages 2 and 3 were iterated till the design was accepted for implementation by all the designers. GAF was presented to 17 volunteer tutors of Samtse College of Education (SCE) for feedback and accordingly necessary changes were made.

2.2 Implementation to study the effectiveness of GAF

A study was carried out by Utha (2023) on the effectiveness of the implementation of GAF at Samtse College of Education. This study involved the implementation of the GAF by 11 voluntary tutors in their respective modules across different programmes, which included Master of Education (MEd), Postgraduate Diploma in Education (PgDE), Postgraduate Certificate in Higher Education (PgCHE) and Bachelors of Education (B. Ed) in the 2021 Autumn Semester as detailed below in Table 2.1.

Table 2. 1

Module wise and Programme wise Details of GAF Implementation

Name of tutor	Module in which GAF is implemented	Programme
Ms. Sonam Zangmo	Psychology	PgDE
Ms. Kezang Choden	Chemistry	B. Ed IV Chemistry
Mr. Bal Bahadur Mongar	Biology	B. Ed IV Biology
Mr. Purna Bahadur Subba	Mathematics	MEd in Mathematics
Mr. Ramesh Kumar Chhetri	History	B. Ed History
Dr. Kinley Seden	Economics Education	PgDE
	Curriculum	PgCHE
Mr. Man Singh Singer	Mathematics	B. Ed IV Maths



Name of tutor	Module in which GAF is implemented	Programme
Dr. Yangdon	English	MEd in English
Mr. Tshering	Education assessment and evaluation	PgDE
Mr. Sangay Tshering	Psychology	PgDE
Dr. Karma Utha	Physics	B. Ed IV Physics
	Assessment and feedback	PgCHE

After the implementation, a total of 201 students across programmes participated in the survey out of which 20 students were also involved in five focus group interviews. The focus group students were selected by respective module tutors voluntarily. Descriptive qualitative responses were gathered from eight tutors including the designers.

An analysis of the findings showed that GAF is effective in enhancing individual and group accountability. The participants' overall mean rating was on the *agree* side of a survey question. GAF provided opportunities for all members to demonstrate their knowledge and collaboration. The assessment of the groupwork was found to be fair as each student was marked based on his/her contribution and collaboration using evidence such as meeting minutes, meeting attendance, recording and student consultation. Further, the study participants recommended adapting and implementing GAF in all modules across programmes in the colleges of RUB as well as other higher education institutions and secondary schools in Bhutan (For detailed findings refer <https://bjrd.rub.edu.bt/index.php/bjrd/article/view/255>)

Chapter 3: Groupwork Assessment Framework

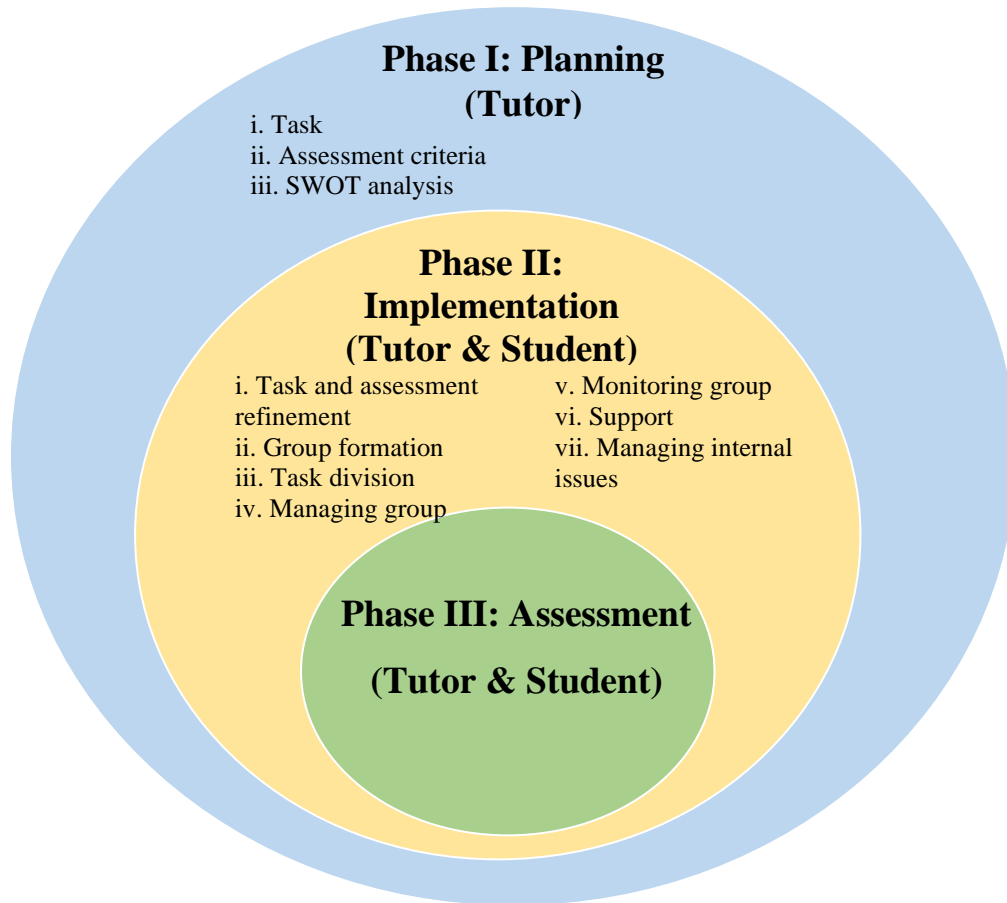
3.1 Phases of Groupwork Assessment Framework

Groupwork as one of the learning activities also contributes to students' life-long learning, and is aimed at ensuring the development of both knowledge and social skills. In the development of the GAF, these two constructs of knowledge and social skills were taken into consideration. The social skills include communication, collaboration, interaction, and participation.

GAF consists of three phases: Planning, Implementation and Assessment as shown in Figure 1. The phases are aligned with groupwork principles.

Figure 3. 1

Groupwork Assessment Framework



Each phase shown in Figure 3.1 is further explained in the following sections.



3.2 Phase I: Planning

Planning groupwork is an integral part of any highly successful task. Careful planning helps enhance knowledge, communication skills, collaboration, interaction, and participation. Thorough planning enables the achievement of learning outcomes, ensures fair assessment, and benefits in overcoming possible challenges in groupwork.

The planning phase starts with the development of task and assessment criteria in line with the groupwork principles and carrying out a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. If the task and assessment criteria are already reflected in the course, the focus should be on refining it to align with the assessment with GAF rather than developing a new assessment. This phase is carried out by the tutor only. The details of the planning phase are explained in sections 3.2.1, 3.2.2, and 3.2.3.

3.2.1 Task

The guidelines for executing the task are explicated below.

- i. The task(s) can be carried out either as a whole or split into sub-tasks. When the task is undertaken, both individual and group contributions should be addressed to encourage interdependence, collaboration, and participation, and to minimise free riders. Tutors play a major role in task selection.
- ii. The task needs to be authentic and entail the development of knowledge and social skills. The following guidelines should be followed:
 - a. Articulate task goals clearly.
 - b. Plan whether a group task is to be assigned as one whole task or split into sub-tasks.
 - i. If it is one whole task, it should be manageable, ensure collaboration, positive interdependence and be aligned to the learning outcome.
 - ii. If it is split, it should be divisible, manageable, ensure positive interdependence, be of the same (or almost the same) difficulty level, and align to one of the learning outcomes. A provision for the members to collaborate must be included.
 - c. Design the tasks considering students' time and their workload.



3.2.2 Assessment criteria

Groupwork assessment criteria should spell out the focus of the assessment i.e., whether the assessment focus is on process or product or both. Product-oriented assessment evaluates only the end product, and it may lead to inequities in the allocation of grades especially if evidence of individual and group contribution is not considered. It may demotivate hard-working students and give undue advantage to free riders. Process-oriented assessment is concerned with the actual task performance rather than the output. For learning and quality assurance purposes, assessment of both process and product is advisable. During process and product evaluation, the following guidelines are recommended:

- i. determine the content knowledge to be assessed.
- ii. decide on the process (using the evidence from team meetings, participation, collaboration, contribution, interaction, conduct) to be assessed.
- iii. decide on the product (report, presentation, poster, exhibition, write-up and others) to be assessed.
- iv. plan whether the assessment will be individual or group or both.
- v. provide clear criteria for individual and group assessment.
- vi. develop (or refine) the assessment criteria. Use of analytical rubrics is recommended as it has clear level-wise description that limits tutor biases in assessment and helps them to identify students' learning strengths and weaknesses to provide feedback and adjust their instruction accordingly.
- vii. decide whether the assessment will be undertaken solely by the tutor or involve students. If students are involved in grading, they need to be trained to carry out the assessment.
- viii. award individual grades for individual product and process, and the same grade for the group product.

3.2.3 SWOT analysis (Form 1)

SWOT analysis is a tool used for planning and problem solving. The tool helps in identifying internal and external factors that are relevant in carrying out groupwork. It also helps in gaining a holistic understanding of the current practices, guides strategic decision-making, identifies advantages, mitigates risk, optimises resource allocation, and facilitates ongoing evaluation. Form 1 is used to help tutors to understand and review tasks, assessment criteria, and group dynamics.



SWOT Analysis Template (Form 1)

(This template is to be used only by the tutor)

Module name and code:

Module Tutor:

Group Task:

AREA	TASK	ASSESSMENT
STRENGTHS		
WEAKNESS		
OPPORTUNITIES		
THREATS		



The following guidelines are followed when completing Form 1.

- i. Assess the *strengths* of the task and assessment in terms of enhancing knowledge and social skills development;
- ii. Identify the possible *weaknesses* of the task and assessment regarding knowledge and social skills development;
- iii. Assess the possible *opportunities* of task and assessment regarding knowledge and social skills development;
- iv. Identify the possible *threats* of task and assessment regarding knowledge and social skills development; and
- v. Address the constraints identified through SWOT analysis.

3.3 Phase II: Implementation

Implementation is a pivotal stage of groupwork, which consists of task and assessment refinement, planning, implementing groupwork, monitoring, and support. In this stage, there is involvement of both tutor and students. The following seven activities are designed to enhance the effective conduct of groupwork in higher education.

3.3.1 Task and assessment refinement

Task and assessment refinement in consultation with the students is imperative in giving ownership of the task to the students and also in making the objective of the task and assessment process explicit. This process also allows the tutor and students to negotiate, co-create, and refine the task and assessment to enhance learning. The following guidelines can help in reviewing the task and assessment criteria.

- i. Present the planned task, its goal, and assessment criteria to the students;
- ii. Orient the students on the modality of the task and assessment (individual and group contribution, assessment criteria, duration, forms);
- iii. Invite comments and suggestions from the students; and
- iv. Refine and finalise the task and assessment.



3.3.2 Group formation

One of the important stages of groupwork is group formation, which is influenced by factors such as the number of students in the class, the diversity of learners required within a group, students' individual differences, and the task assigned. The following guidelines facilitate effective group formation.

- i. Selection of the group members could be self-select or tutor select;
- ii. In the self-select, students decide on their own to be part of a group. A tutor may intervene if a student is not part of any group;
- iii. The tutor may select group members at his/her own discretion randomly or based on students' academic ability. Gender representation needs to be considered;
- iv. A group size of 4-6 members is recommended to balance the need for diversity, productivity, active participation, and cohesion;
- v. Groups are of equal size (or almost the same number of members) for even distribution of tasks and fair assessment; and
- vi. A group is given the liberty to appoint their own group leader for effective group coordination.

Once the groups are formed, and group leaders selected, the members are expected to sign the *Team Contract Template – Form 2*.



Team Contract Template (Form 2)
(This form is to be used by students)

Name of Module and Code:

Group Task:

Module Tutor:

Group Leader:

Group Members:

- 1.
- 2.
- 3.
- 4.
- 5.

The group members listed above duly agree to strictly abide by the Team Contract Agreement and be accountable for the successful conduct of the group work.

Sl.no	We agree to	Dated signature of group members
1	Commit to common goal	
2	Contribute to groupwork	
3	Collaborate	
4	Participate in groupwork	
5	Attend meetings	



By signing the Team Contract Agreement, group members commit to adhere to groupwork mandates such as working to achieve the common goals, committing to contribute, collaborating and meeting the meeting deadlines, and adhering to group roles and responsibilities.

3.3.3 Task division

Group tasks could either be carried out as a whole task or split into sub-tasks. The splitting of tasks encourages individual as well as group contribution which minimises free riders and promotes fair assessment. However, care must be taken to encourage interdependence and collaboration when a task is divided into sub-tasks. The following guidelines can be of assistance in effective task division.

Whole task

- i. Students discuss how to proceed with the task under the leadership of the group leader;
- ii. Members should equally take ownership of the task and not leave it to a few students;
- iii. Members commit to meet on regularly to ensure interconnectivity within task and interdependence among the members; and
- iv. The group decides on the frequency of meetings based on the written schedule.

Task divided into sub-tasks

- i. The groups decide what portion of the task is to be completed individually and in group;
- ii. Through discussion, the group fairly allocates the sub-topics to each member;
- iii. Each sub-topic should be aligned to one of the learning outcomes of the task;
- iv. Members meet on a regular basis to ensure interconnectivity within task and interdependence among the members;
- v. The group estimates the amount of time to be spent on individual sub-tasks and group tasks; and
- vi. The group decides on the frequency of meetings.

For smooth conduct of group meetings and effective monitoring, *Team Meeting Template - Form 3*) is to be used.



Team Meeting Template (Form 3)

(To be completed by Group leader)

Date	Venue	Time	Agenda	Discussion	Timeline & Action	Members absent

Date & Signature of Group Leader

Note: To encourage students to be more proactive and mindful of their roles and responsibilities and contribution in the success of the Team Meetings, a portion of the overall groupwork grade is allocated for individual student's participation and contribution in the Team Meetings.



3.3.4 Managing groupwork

The success of groupwork depends on members' collaboration in carrying out the task. For smooth conduct, group members need to collaboratively agree on certain group mandates. When members are involved in deciding their group mandates, they become motivated to be part of the groupwork and work towards achieving their common goal. The role of the tutor is to facilitate the formulation of group mandates. The following guidelines are recommended to facilitate effective groupwork management.

- i. The group members develop their groupwork goal, purpose, and plan by considering the task, assessment criteria, time availability, and resources;
- ii. Group members sign the *Team Contract Template* (Form 2);
- iii. Members discuss and schedule team meetings;
- iv. The Group leader maintains a record of team meetings, participation, and collaboration (Form 3 and Form 4);
- v. Members show respect to each other to encourage free communication;
- vi. Every member is entitled to contribute their ideas. The group leader should encourage those who hesitate to contribute their point;
- vii. All ideas need to be acknowledged and appreciated; and
- viii. Each idea needs thorough scrutiny before it is accepted or rejected.

Group member contribution (Form 4) is to be used to maintain record. The sample rubric may be used, and is designed to fairly assess each member's contribution. The tutor in consultation with students may consider designing their rubrics according to the needs of the set task used to assess students' collaboration.



Group Member Contribution (Form 4)

Name of the Group:

Name of the Group leader:

Names of Group Members:

1.....

2.....

3.....

Scale: 1 = Needs Improvement; 2 = Satisfactory; 3 = Good; 4 = Excellent

Aspects of groupwork	Name of student	1	2	3	4	Feedback
Commitment to group goals	1					
	2					
	3					
	4					
Contribution of knowledge	1					
	2					
	3					
	4					
Collaboration	1					
	2					
	3					
	4					
Overall engagement	1					
	2					
	3					
	4					
Attendance (use evidence from team meeting form)	1					
	2					
	3					
	4					



Evaluation of group member contribution shall be carried out either by self, peer, group leader or tutor. The sample rubric in Table 3.1 may be used to fairly assess each member’s contribution. This information is then used by the tutor to moderate individual student’s performance.

Table 3. 1

Sample Rubric to Assess Member Contribution

Areas	Need Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)	Total
Commitment to group goals	Works towards group goals only when prompted	Works towards group goals with occasional prompting	Works towards group goals with one or two prompting	Consistently and actively works towards group goals	
Contribution of knowledge	Does not contribute any information	Contributes information only when reminded	Contributes information with occasional reminder	Consistently and actively contributes information	
Collaboration	Rarely offers to help group members	Sometimes offers to help group members	Most of the time offers to help group members	Always offers to help group members	
Overall Engagement	Rarely engages and often disrupts the team's progress or dynamics	Engages sporadically and may sometimes hinder the team's progress or dynamics	Generally engages in team meetings but occasionally distracts the team's progress or dynamics	Actively engages in all aspects of team meetings, contributing positively to the team's progress and dynamics	
Attendance	Misses more than 75% of the team meetings	Misses more than 50% of the team meetings	Misses more than 25% of the team meetings	Attends all the team meetings	

Date & Signature of Group Leader/Tutor:



Grading group members' participation (overall engagement) may be carried out by the individual student himself/herself, if the tutor considers that the student can carry out the grading with due diligence. Otherwise, evaluation could be carried out either by peers or the tutor. However, evidence has to be furnished to support the grade awarded. Once the evaluated task is submitted to the tutor, an important step is that the tutor moderate and authenticate the grade using the evidence provided.

3.3.5 Monitoring the group task

Monitoring is an important aspect of groupwork. The progress and effectiveness of the groupwork is enhanced through continuous monitoring by tutors. Additionally, monitoring keeps the tutor informed of any potential problems that may arise in the groupwork. The tutor can, by employing the following guidelines, assist with the smooth conduct of the group task.

- i. Provide feedback and encouragement;
- ii. Provide support where and when it is needed;
- iii. Ask students to submit regular records/evidence of group meetings, participation, and collaboration;
- iv. Attend a few team meetings to motivate and facilitate group tasks. Impromptu visits are recommended to curb free riders; and
- v. Provide opportunities for one or two in-class group meetings.

3.3.6 Support

It is essential to render support to the students to enable them to complete the group task. Lack of support may impede learning, create a difficult social environment, and cause students to experience stress and distress. Support can be provided in the following ways.

- i. Allowing access to resources or giving directions about how to obtain them;
- ii. Allocating adequate time for the group to work;
- iii. Encouraging groups to communicate and collaborate effectively; and
- iv. Giving constructive feedback.



3.3.7 Managing internal group issues

Some problems and issues may arise in the progress of groupwork, especially when individual group members bring different views and preferences in groupwork. The following guidelines may help resolve such issues.

- i. Refer to the team contract to remind the members of the group's mandate;
- ii. Encourage members to resolve the issues on their own;
- iii. Group leader could intervene if required. He or she should identify and handle issues sensibly, fairly, and efficiently; and
- iv. Tutors may intervene if required in resolving the issue. Moving a member or avoidance is not recommended as it may aggravate the issue.

3.4 Phase III: Assessment

Individual and group performance must translate to individual grades. The assessment of both process and product should be based on the criteria already agreed upon. The following guidelines can help in enhancing assessment practice.

- i. Grade student's performance on content based on the learning outcome achievement;
- ii. Grade student's performance on process based on evidence from Form 3 and Form 4;
- iii. Use evidence if students are involved in grading; and
- iv. Provide feedback on the accomplished task.

It is suggested to allocate at least 30% of the total marks of the groupwork assessment for process.



Chapter 4: Conclusion

Groupwork offers a collaborative learning environment making students responsible for their own learning. It helps in enhancing students' content knowledge and develops social skills. The Groupwork Assessment Framework serves as a crucial tool in fostering effective collaboration and participation among students.

The GAF consists of three phases: Planning, Implementation and Assessment task. The planning phase takes care of the task and assessment design, and carrying out a SWOT analysis. The implementation phase consists of the use of a *Team Contract Template* that enhances students' commitment to work in the group making it easy for the tutor to guide and monitor the students. The successful completion and submitting of the task on time is also attributed to the use of *Team Meeting Template* as (a) it had scheduled dates and place for the meeting, and task to be carried out during each meeting; (b) the tutors could visit any of the meetings ad hoc; and (c) the meeting attendance and participation was allotted marks. The assessment of the group work is made fair by the use of *Team Contribution Template* that provide opportunities to all group members to demonstrate their knowledge at individual as well as group level enhancing individual and group accountability. Besides, evidences in the form of meeting minutes, meeting attendance, recordings, student consultation and others are used to make assessment fair.

The Groupwork Assessment Framework emphasises the importance of groupwork. It encourages active participation, equal contribution, timely completion of tasks, and fair assessment. It is critical in fostering collaboration and participation among students. The framework stands as a guiding principle, ensuring that group projects are characterised by mutual interdependence, shared responsibility, and a commitment to achieving collective goals.



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