And all shall have prizes?: Assessing Group Learning

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At last the Dodo said,
'*everybody* has won, and all must have prizes.'

Assessing Group Learning

- Plan for today:
  - 2008 NSSE results on group work
  - Identification of some potential assessment challenges
  - Review of your current use of and satisfaction with group learning techniques
  - Review of some strategies/tools that may aid in assessment of group learning

2008 NSSE Responses

- First year students report <u>lower frequency</u> of IN-CLASS group projects than our system, Carnegie, and National comparison groups. Seniors are not meaningfully different.

- First year and Senior students report <u>higher frequency</u> of OUT of CLASS group projects than all 3 comparison groups.

- Seniors report a <u>positive impact</u> of UWL experience on ability to "work effectively with others" at levels above all 3 comparison groups.

Some Assessment Challenges

- Identification of students' pre-course level of the abilities/skills/knowledge you hope to impact in your course.

- Identification of your focus of the assessment on the knowledge, skills, attitudes you hope to build through via your group work

- Collection of information on group process and product (focus on both?, who provides the data?)

- Use of assessment to help improve group techniques (formative) vs. assessment of end result of impact of technique (summative)

- Getting the overall picture of impact from a series of groups vs focus on the exemplary/dysfunctional extremes

Current Use and Issues

1. How and why do you use group learning in your classes?

2. How do you currently assess group learning?

3. In what ways are you satisfied or dissatisfied with your current assessment strategies?

Some Tools

- Group Learning Strategy: Small Group Discussion
  - Tool: Discussion Evaluation Form (Cerbin, 2010) completed by students
  - Delivery: Prior to use of discussion and few choice points in course

- Group Learning Strategy: Ongoing Team Project
  - Tool: Teamwork Rubric (Jiles, Huba, et al, 2000) for students and/or instructor
  - Delivery: Before group begins work and ongoing monitoring

- Group Learning Strategy: Peer Review of Writing
  - Peer Review Record (Phillips & Ahrenhoerster, 2009)
  - Delivery: Each peer review cycle

Some Other Resources

- Indentify problems in group work and solutions: http://www.cmu.edu/teaching/solveproblem/step1-problem/index.html
  - (Check area for Group Skills and Dynamics)

- Design of Group Learning Strategies: Collaborative Learning Techniques, Barkley, Cross, & Major (2005) available from CATL

- Grading Issues: http://www.cmu.edu/teaching/assessment/assesslearning/groupWork.html