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What can go wrong with group work and peer assessment?

A case study

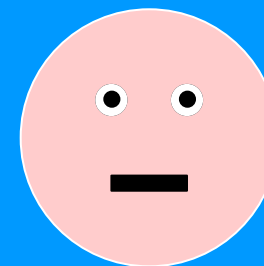
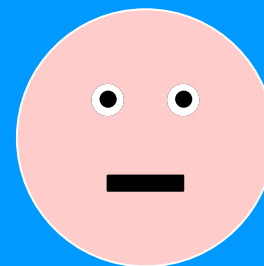
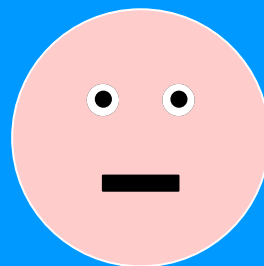
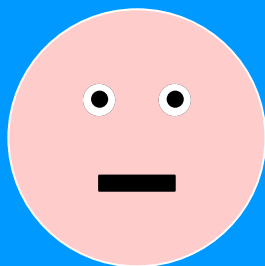
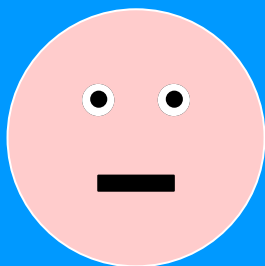
Martin Pitt



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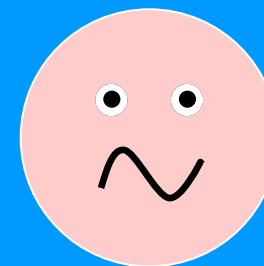
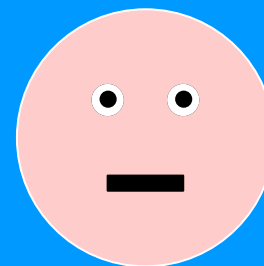
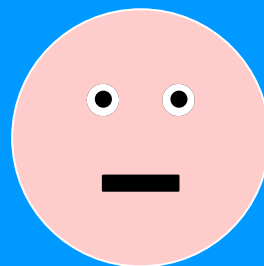
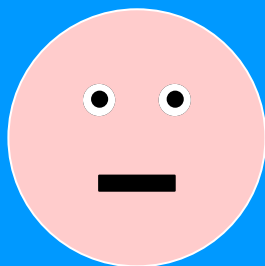
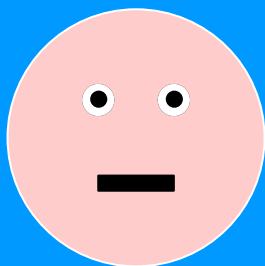


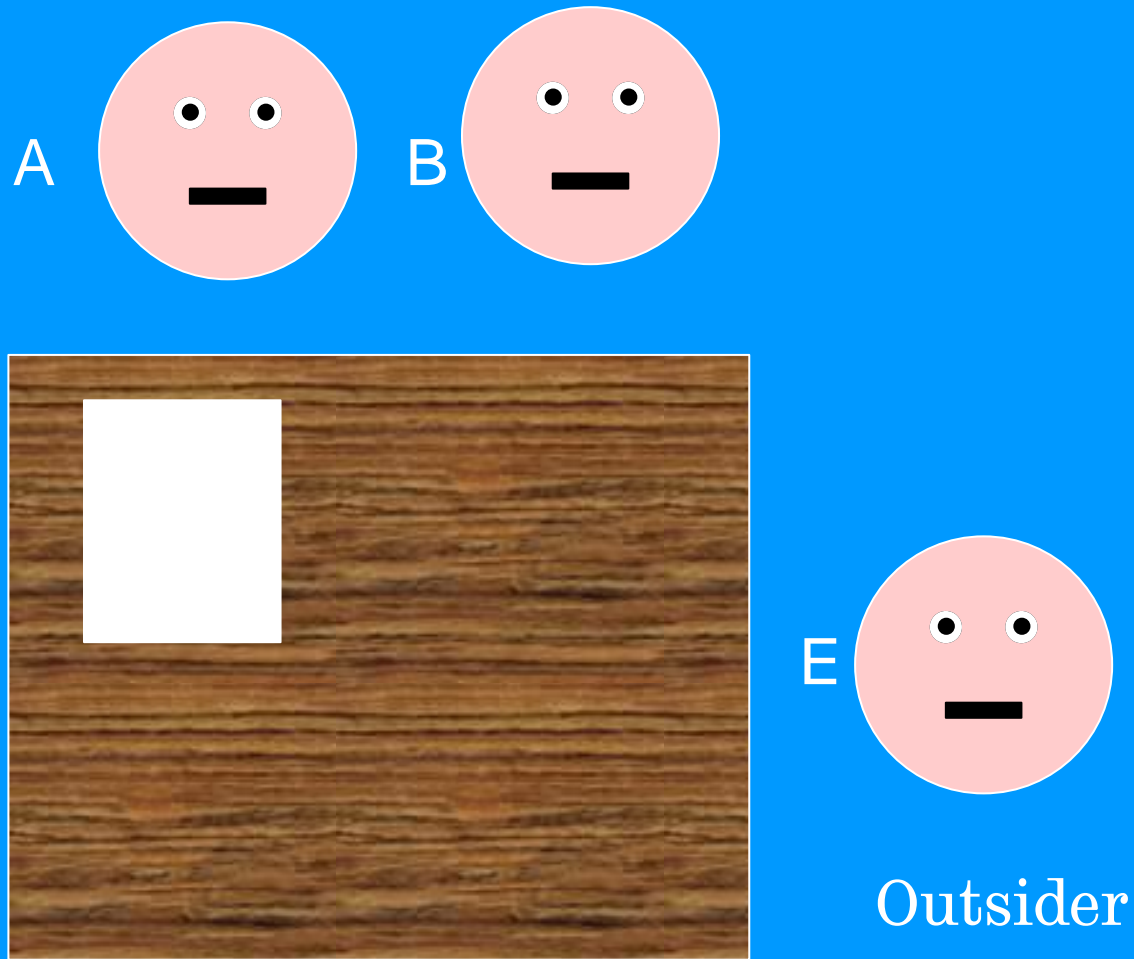


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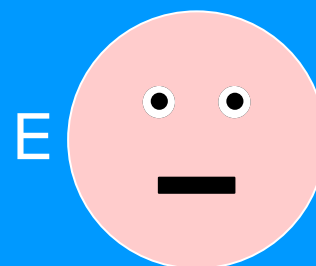
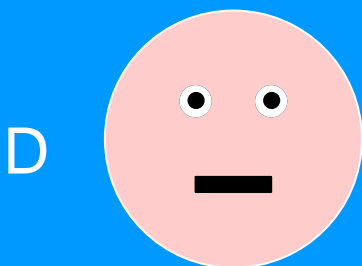
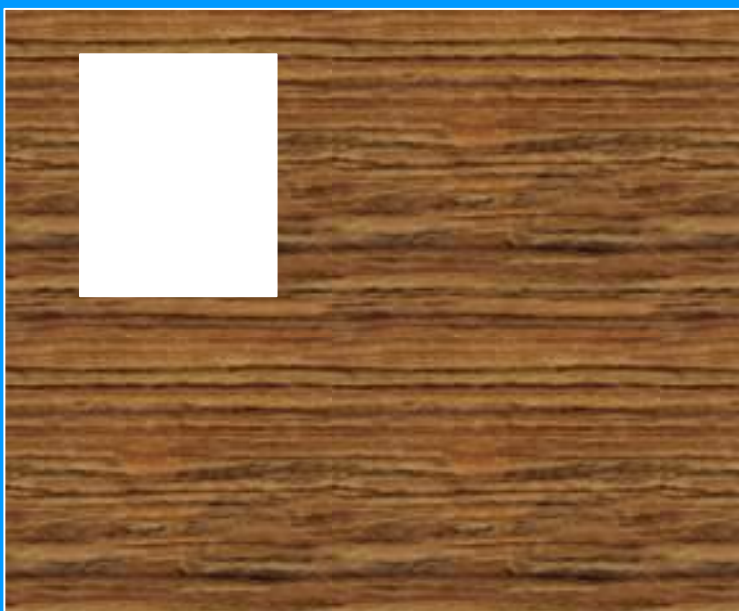
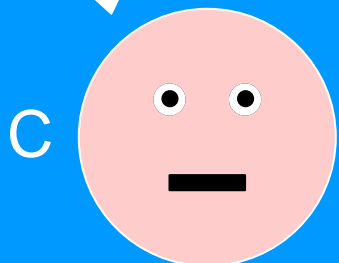
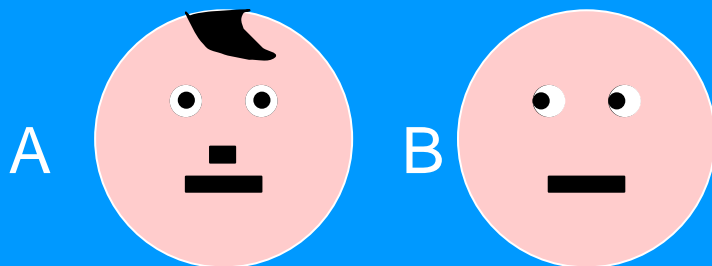
The Group





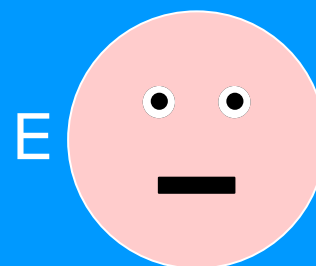
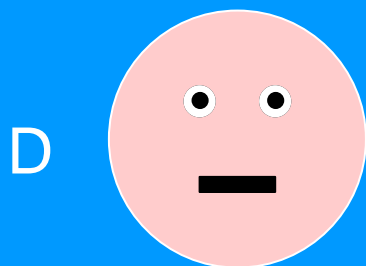
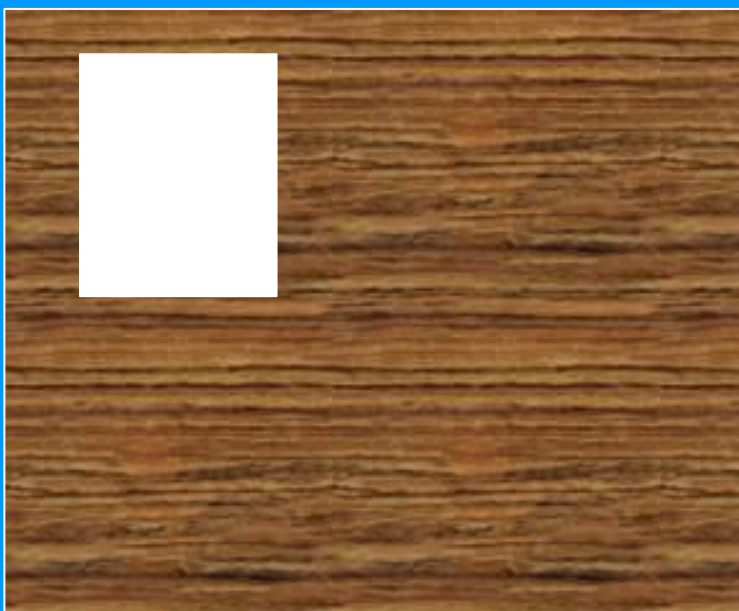
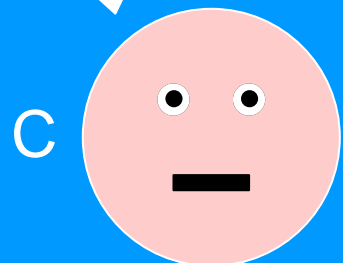
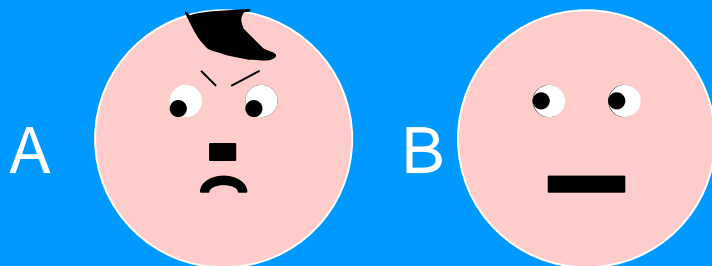


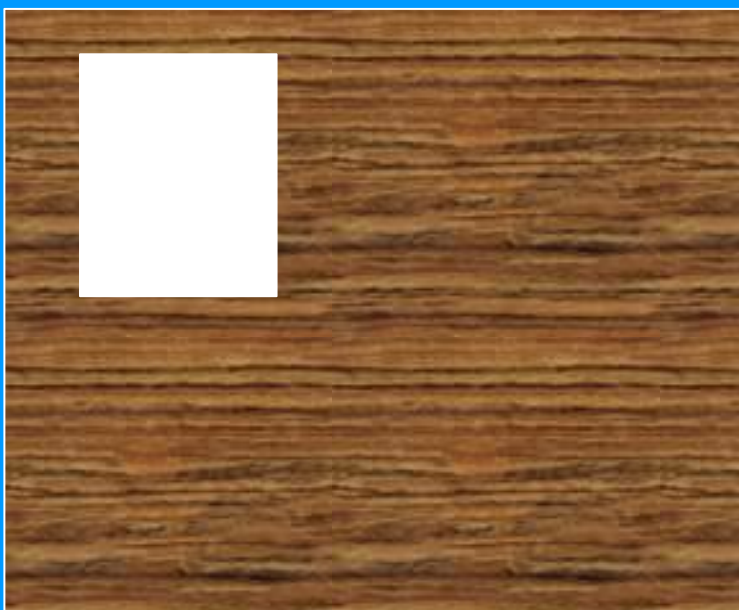
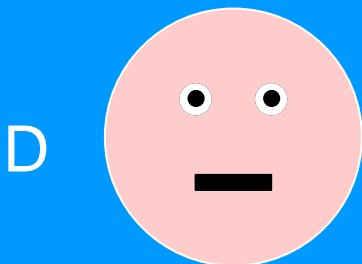
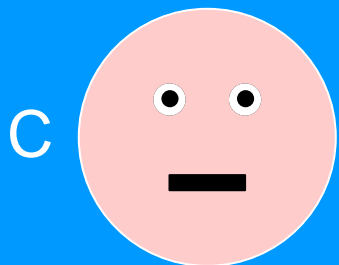
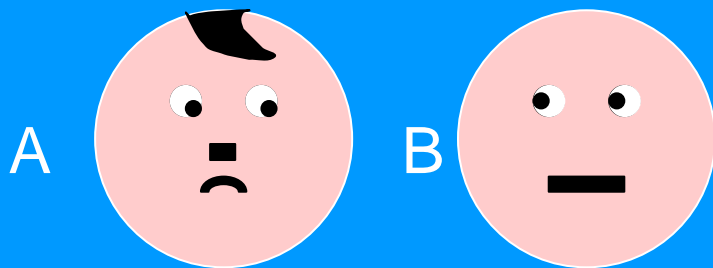
Welcome



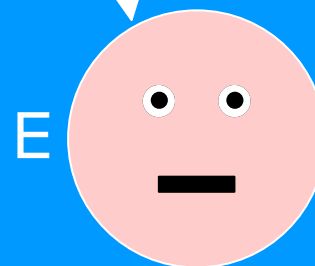


Welcome



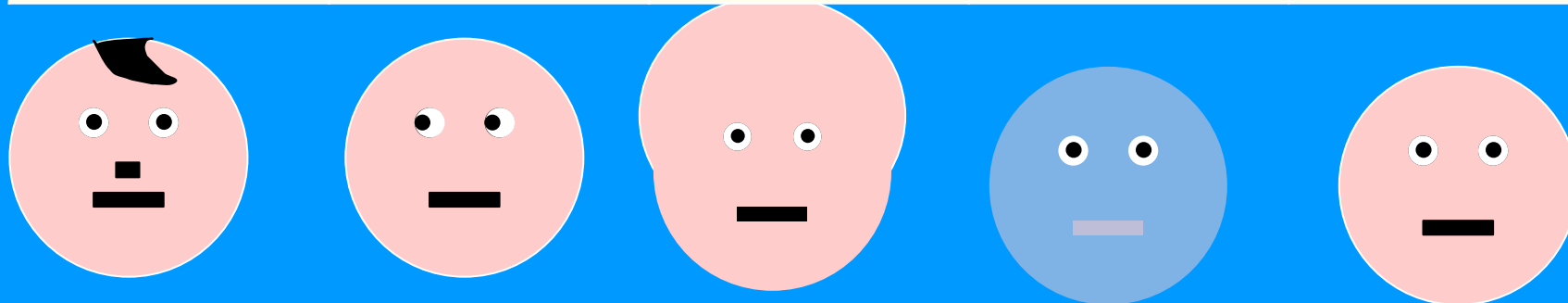


What do we have to do?



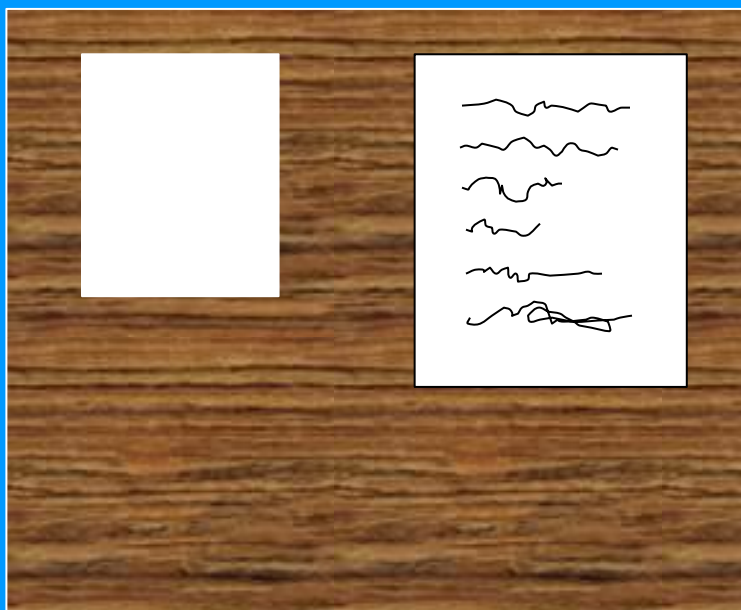
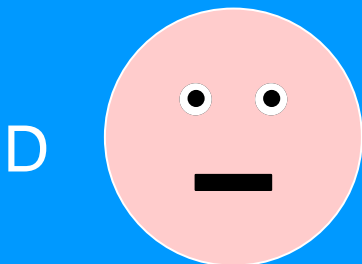
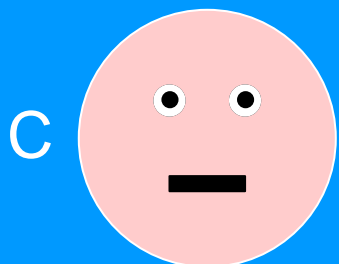
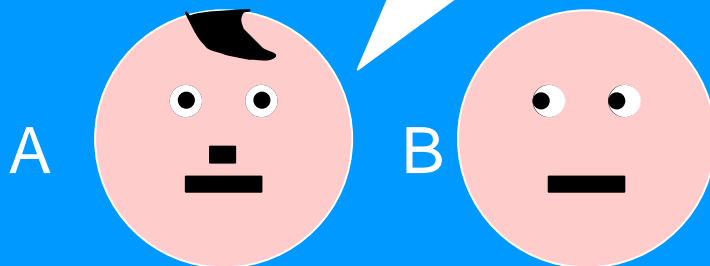
How did it go?

A	B	C	D	E
Most assertive	Agrees with A	Most knowledge Diplomatic	Least assertive	Moderately assertive Outsider
Dominates tends not to listen	Supports A	Contributes but not to potential	Limited contribution	Contribution ignored



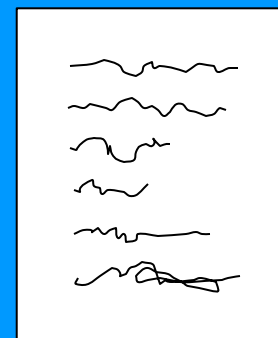
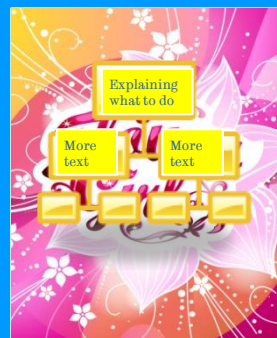
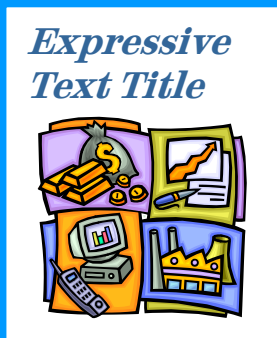
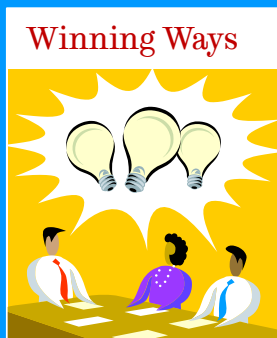
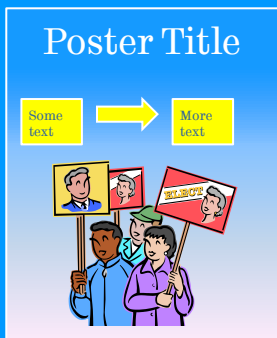
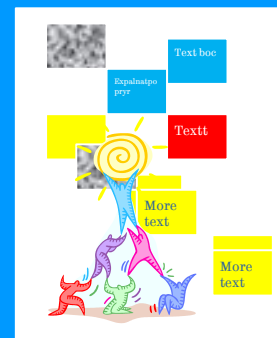
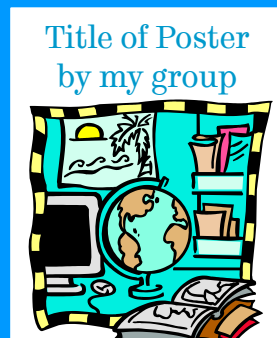
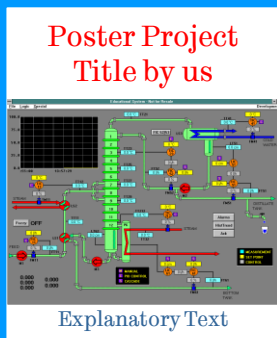
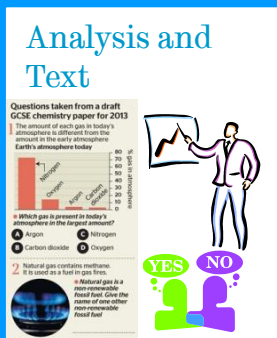


B will do the poster





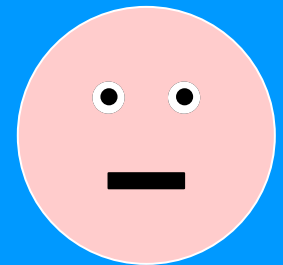
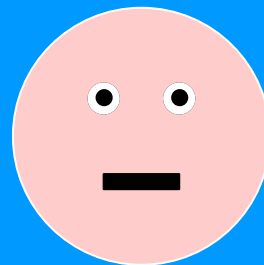
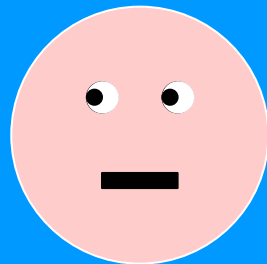
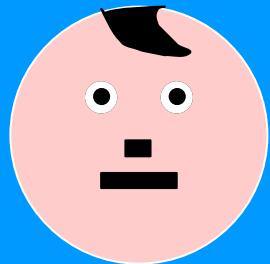
Posters





Peer Assessed Contribution

5	3	3	2	1
Most assertive	Agrees with A	Most knowledge Diplomatic	Least assertive	Moderately assertive Outsider
Dominates tends not to listen	Supports A	Contributes but not to potential	Limited contribution	Contribution ignored



Group Roles

- A correctly assessed as leader top marks
- B essentially supported A
- C contributed but not as much as potentially could have
- D was only able to get in occasionally
- E not able to contribute – could have



Observations

- It is easy for one student to be an outsider
- The dominant student is not necessarily the best leader
- The best ideas do not necessarily come from the leader
- Credit is not given for discarded ideas

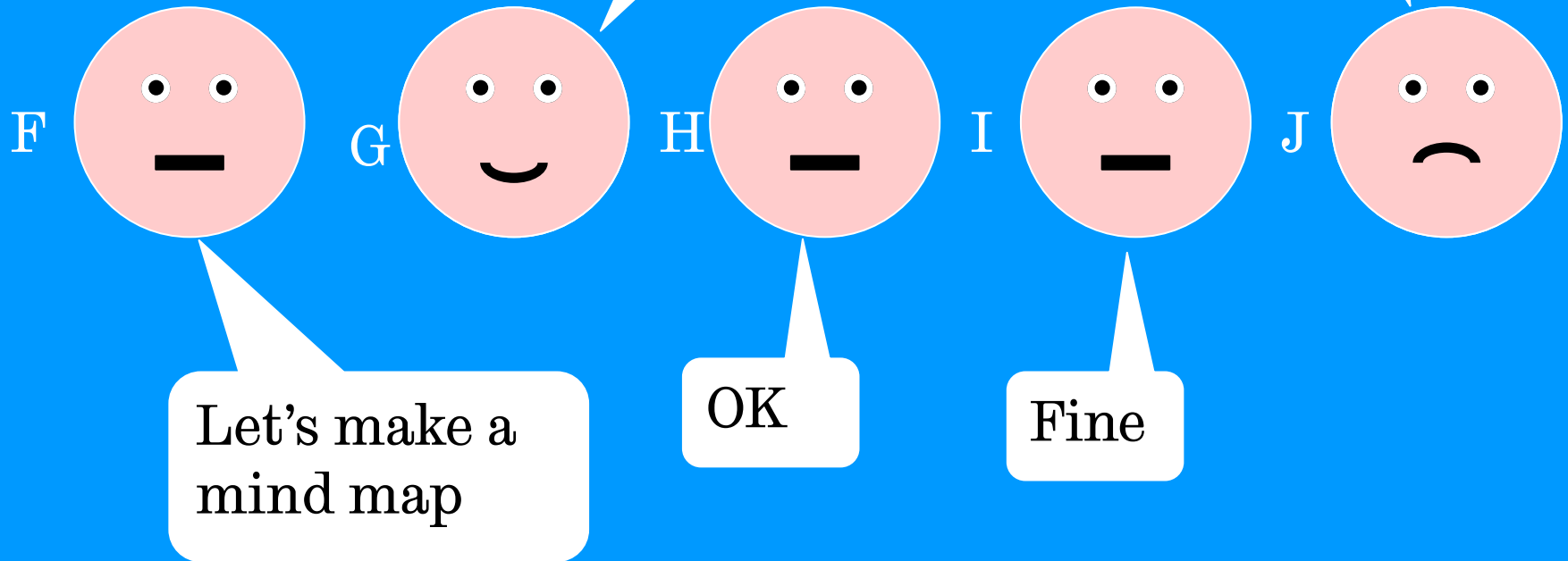


Another Example

- Group had to make a poster about making a poster.



The Group





What happened

- G created the mind-map with full input from F, H, I.
- F drew the poster with suggestions from G, H, I.
- F, G, H, I were pleased with the result
- J said nothing.



Conclusions

- There are many ways in which groups can go wrong
- Not all of them the fault of the students
- Peer assessment can punish those who are already disadvantaged and reward those who spoiled the project.