


BE WHAT YOU WANT TO BE

Student Groupwork Assessment using Self & Peer Assessment @ CQUni

Learning Design and Innovation
Flexible Learning & Innovation Projects (FLIP)

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So...

What's the problem?

Everyone loves student groupwork.. Right?

The background of the slide is a vibrant, high-energy cosmic scene. It features a central, bright yellow and orange explosion or supernova, with numerous streaks of light radiating outwards in all directions. The background is a deep blue, speckled with many small, distant stars and galaxies, creating a sense of vastness and depth.

The Beginning!

2010

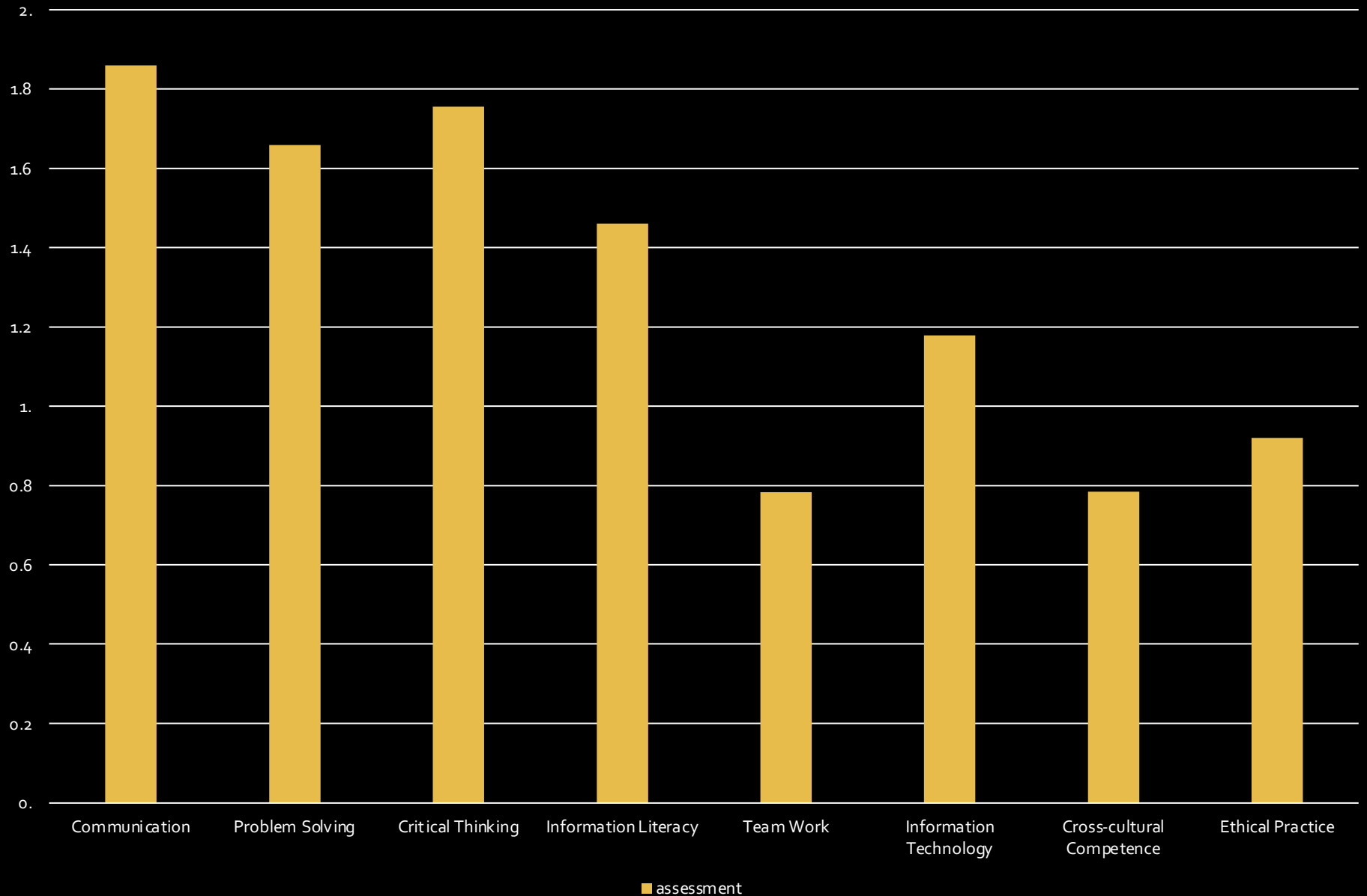
Mapping Graduate Attributes into
Undergraduate Curriculum

245 Staff

588 Units

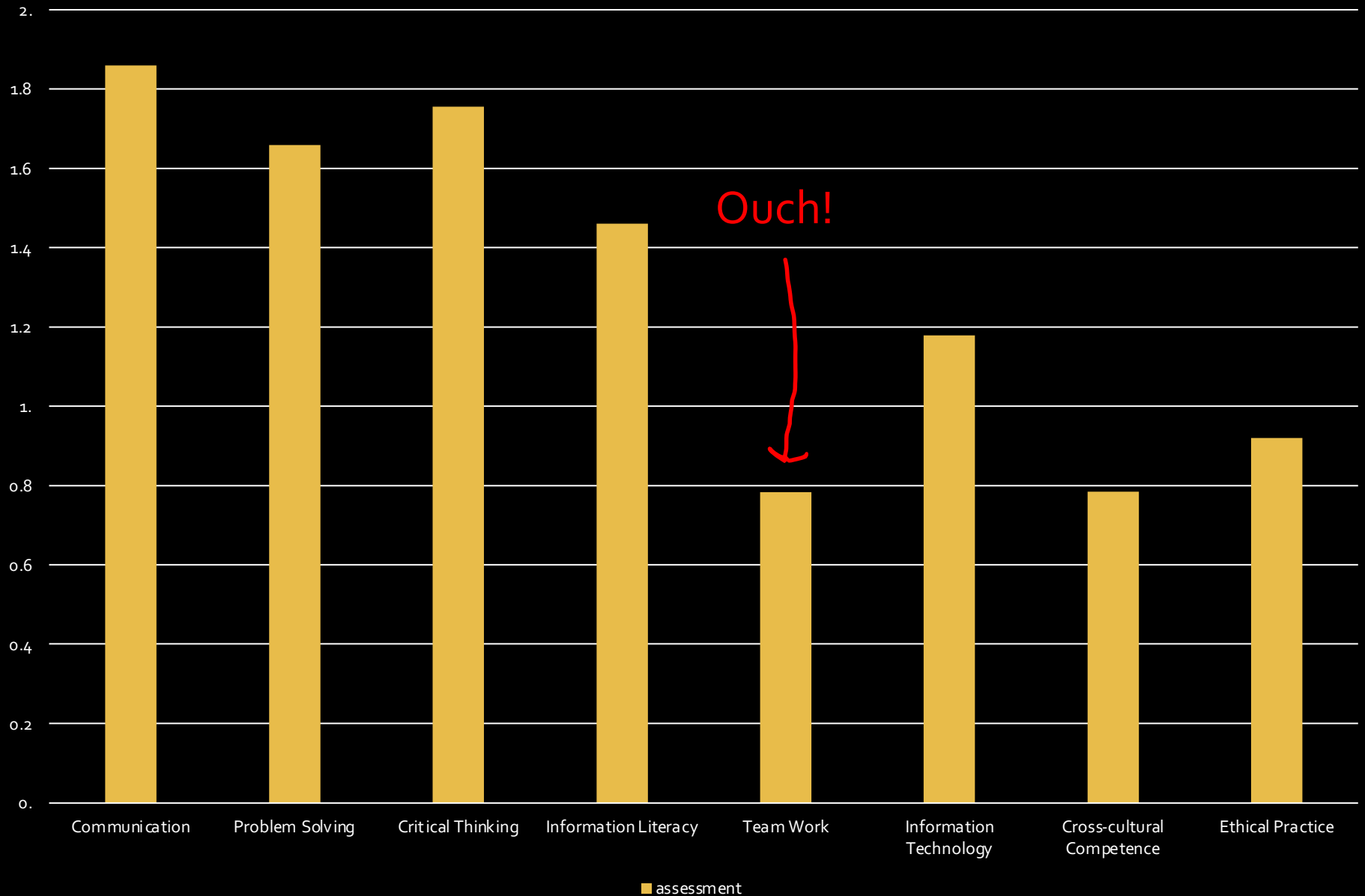
CQUni Average Graduate Attribute Levels by Assessment & Learning Outcomes for Undergraduate Curriculum (2010)

(n=588 Units)



CQUni Average Graduate Attribute Levels by Assessment & Learning Outcomes for Undergraduate Curriculum (2011)

(n=588 Units)



point of view

why [wai] a

reason, ca

purpose fo

what c

A photograph of a giraffe in a savanna environment, bending its long neck down to drink from a small water hole. The giraffe's body is angled away from the viewer, but its head is turned back towards the water. The background shows dry, yellowish-brown trees and a dusty ground. The image is used to illustrate the concept of 'challenging' group work.

Group work

at best can be

Challenging

At worst, can be...



Students aren't particularly fond of group work either

Among many

Two common challenges with student groupwork



A photograph of a white swan with its head tucked back, resting on the shell of a large tortoise. The tortoise is on a green lawn with trees in the background. The text "Dealing with" is overlaid on the left side.

Dealing with

Freeloaders

control freak

adj. [15c: from French register]

And...

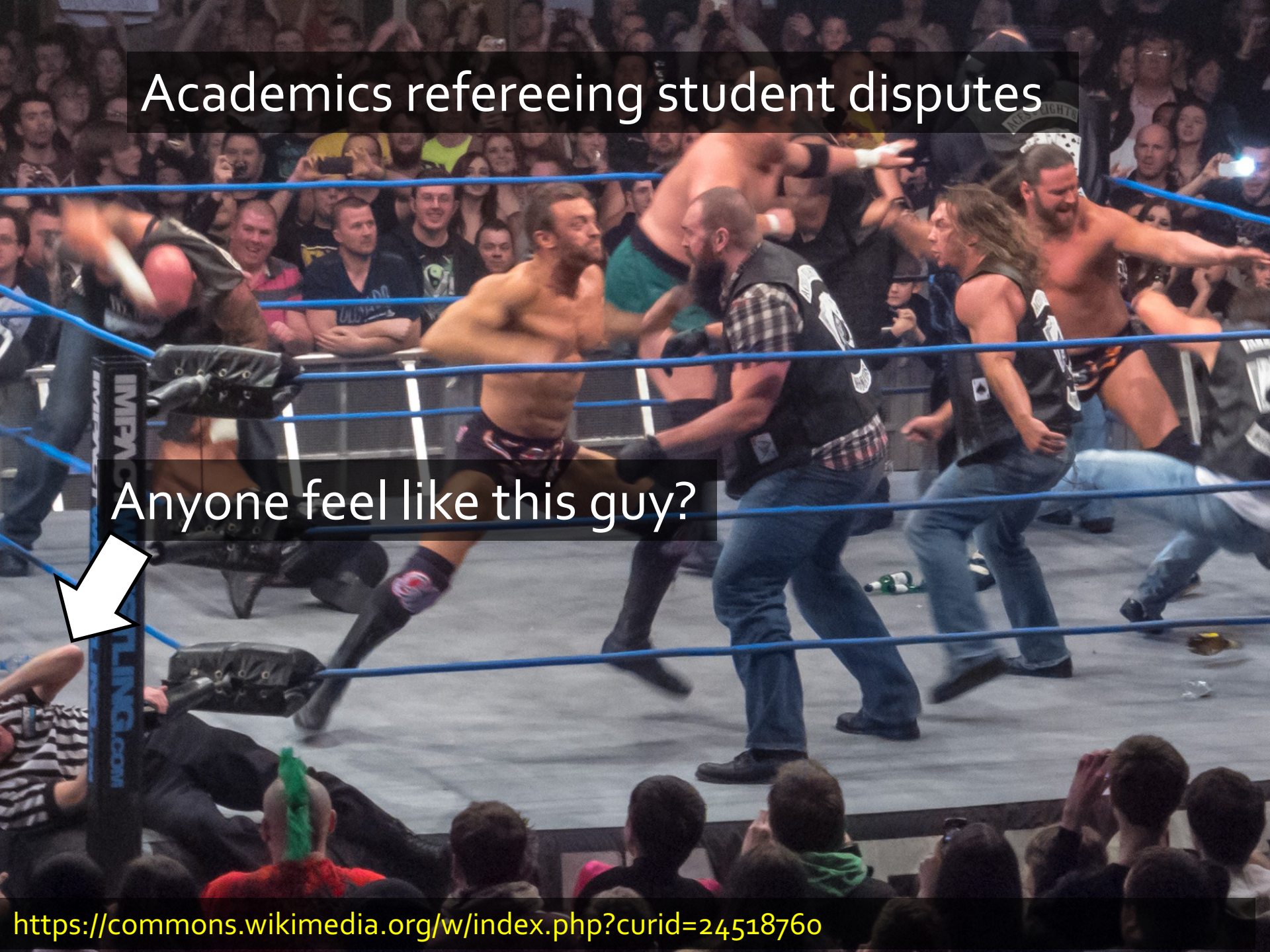
control freak *noun*, *c*
reluctant to share power

Which leads to...

controller *noun* 1 a
someone in charge of

Academics refereeing student disputes

Anyone feel like this guy?





Self and Peer Assessment



The scholarly 'bit'

"The act of self assessment can be a force pushing students to engage more actively in their own learning" (Roberts, 2006)

"Self and peer assessment can help students develop lifelong learning skills and can aid in students' critical reflections of their own, and others' work in parallel" (RMIT, 2008)

"SPA helps to alleviate the burden of group-work for academic staff and has demonstrated positive impact on student engagement and their attitudes towards team-based assessment" (Lawson et al., 2018).

Moodle – Workshop Activity

Product



Self & Peer Assessment

Process



Basic pedagogical strategy for SPA Groupwork

A close-up photograph of a hand dipping a yellow corn chip into a bowl of red salsa. The words "DOUBLE DIP" are embossed on the chip in a stylized, outlined font. The background is a blurred bowl of salsa.

Formative survey near beginning

DOUBLE
DIP

Summative survey at end

Vary students group grade individually by
average peer evaluation result



Has to work equally well for online and on-campus students



Self & Peer Assessment

Not New at CQU

SPARK+



UNIVERSITY OF
TECHNOLOGY SYDNEY



“Enables students to confidentially rate their own and their peer’s
contributions to groupwork”
(UTS, 2010)



Standard survey tools didn't fit

Google Forms

Survey Monkey



How hard could it be??

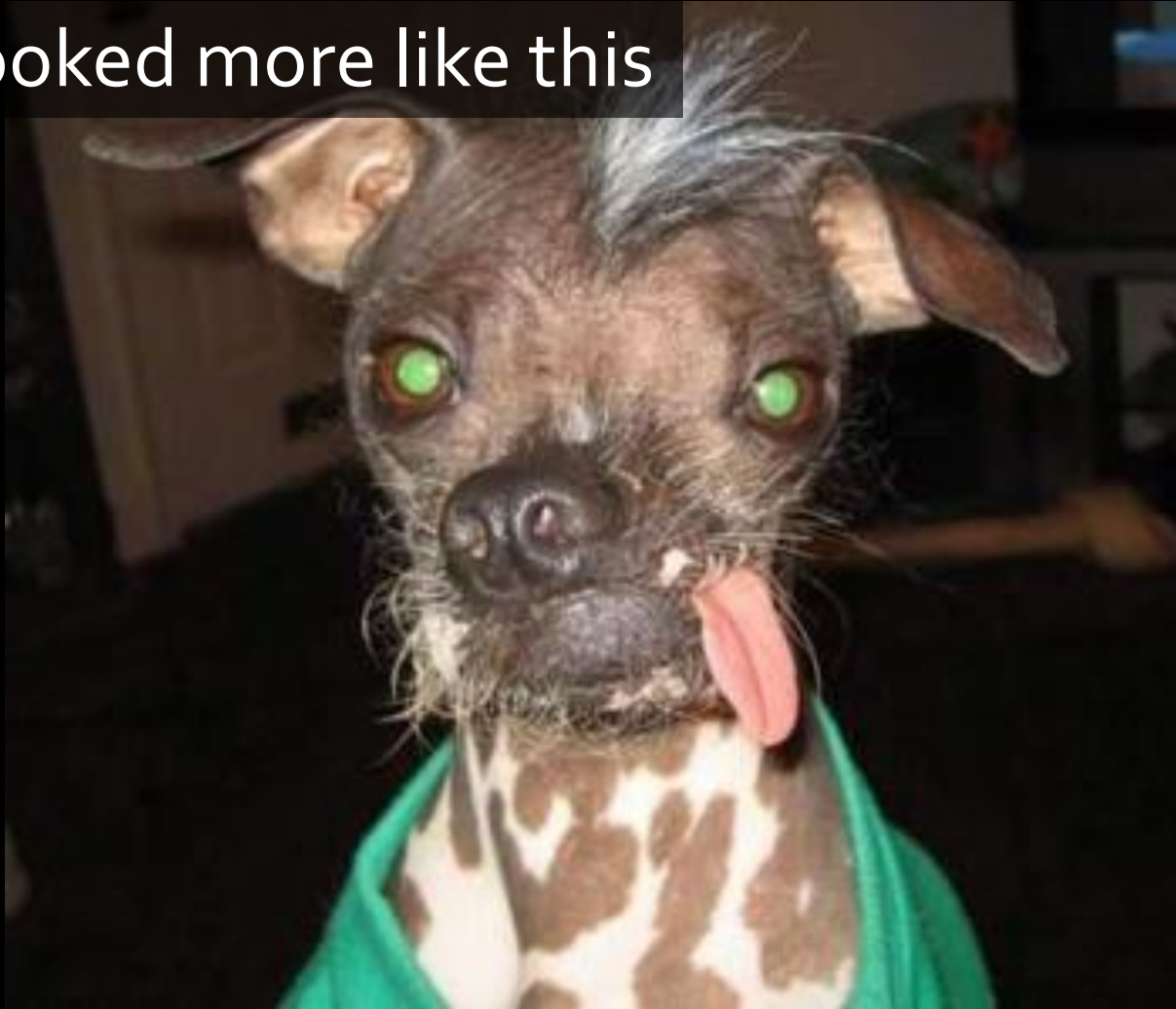
SPA @ CQUniversity

Is born

But not this cute 😊

SPA @ CQUniversity

SPA₁ looked more like this



Our approach to Education Technology Research

Learn as we go – evolutionary journey

Safe-fail risk management

Overarching goals

Simple, easy to use

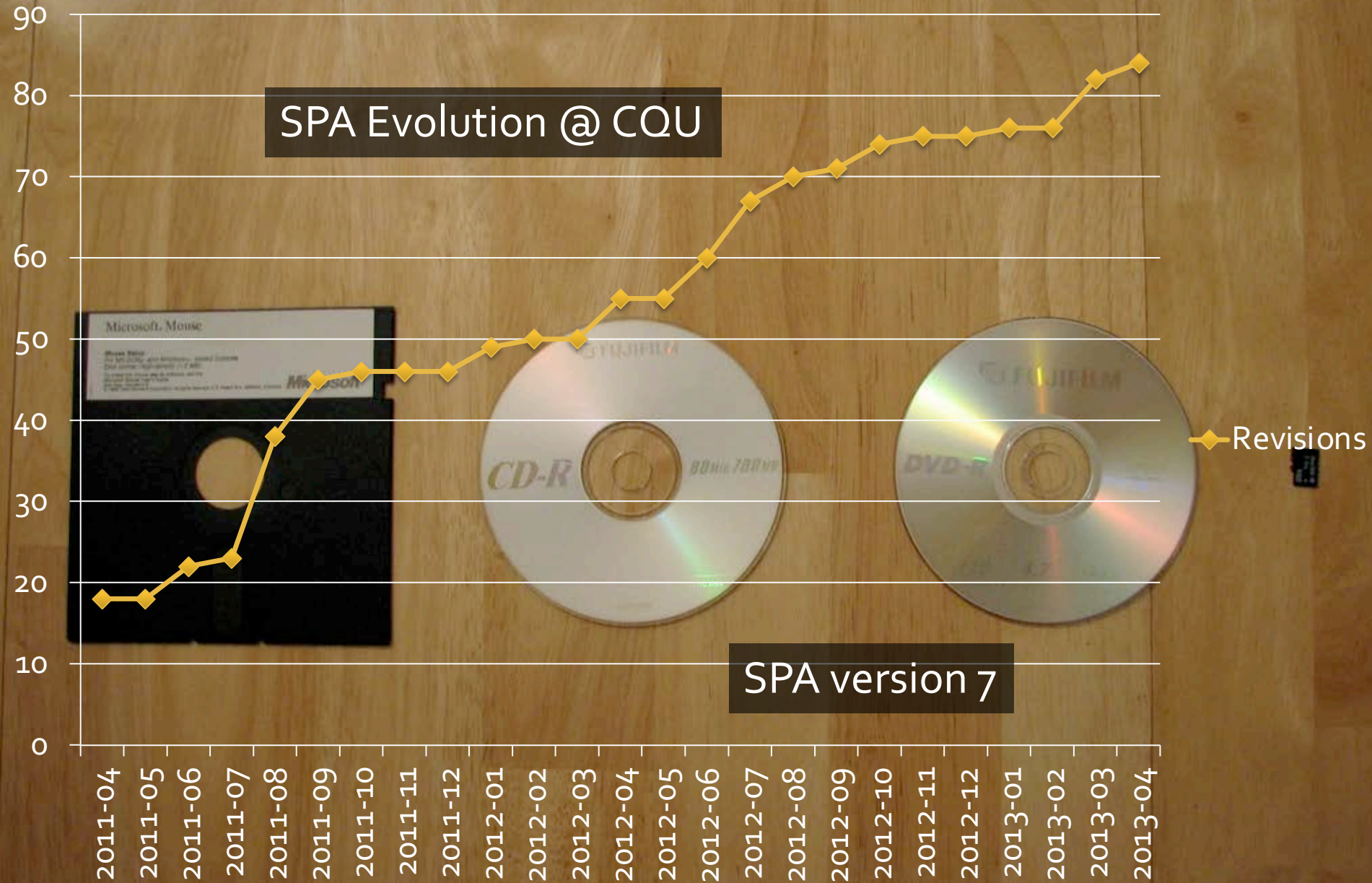
Fits CQUni's diverse context

Integrate with Moodle groups



Revisions

SPA Evolution @ CQU



SPA version 7

Diverse Usage of SPA @ CQUni - Disciplines

HRM

Education

Social work

Psychology

Env. Health

Paramed. Sci.

Sonography

Public Relations

Bus. Mgmt.

Engineering

ICT

OHS

Performing Arts

Biology

*"Diversity is the one true thing
we all have in common.
Celebrate it every day."*

Student Groupwork SPA Survey

	Test Test	Test Student	New User
1. Was dependable in attending group meetings	Strongly Agree ▾	Strongly Agree ▾ Choose... Strongly Agree Agree Neutral Disagree Strongly Disagree	Choose... ▾
2. Willingly accepted assigned tasks	Choose... ▾	Choose... ▾	Choose... ▾
3. Contributed positively to group discussions	Choose... ▾	Choose... ▾	Choose... ▾
4. Completed work on time or made alternative arrangements	Choose... ▾	Choose... ▾	Choose... ▾
5. Helped others with their work when needed	Choose... ▾	Choose... ▾	Choose... ▾
6. Did work accurately and completely	Choose... ▾	Choose... ▾	Choose... ▾
7. Contributed their fair share of the work	Choose... ▾	Choose... ▾	Choose... ▾
8. Worked well with other group members	Choose... ▾	Choose... ▾	Choose... ▾
9. Overall was a valuable member of the team	Choose... ▾	Choose... ▾	Choose... ▾
10. Additional comments	[Edit]	[Edit]	[Edit]
	Test Test	Test Student	New User

Identify Problematic Groups Early

Group	Group participants	Group submitted	Group self rating	Group peer rating ^	Group rating difference
	4	3	4.68	3.51	1.16
	4	4	4.2	4.33	0.13
	4	4	4.83	4.46	0.37
	4	4	4.58	4.47	0.12
	4	3	4.44	4.5	0.06
	4	4	4.58	4.62	0.03
	4	4	4.57	4.71	0.14
	3	3	4.77	4.75	0.02
	4	4	4.86	4.78	0.08
	4	4	4.86	4.79	0.07
	3	2	5	4.81	0.19
	4	4	4.93	4.88	0.05
	4	4	4.93	4.93	0
	4	4	5	4.95	0.05
	3	3	5	4.95	0.05
	4	4	4.9	4.97	0.07
	4	4	5	4.97	0.03
	4	4	4.97	4.98	0.01
	4	4	4.97	4.99	0.02
	4	4	4.86	4.99	0.13
	4	4	5	5	0
	3	3	5	5	0

Uh-oh

Identify Problematic Groups Early

Self and Peer Assessment 1: Reports

Overview Responses Grading Groups

Separate groups (Assessment) Group 22

Expand all

What to include in the report

Display options

Show report

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Download table data as Comma separated values (.csv) Download

	First name / Surname	ID number	Email address	Group	Mean self ratings	Mean peer ratings	Rating difference	Peer responses	Peer respondents	Final grade
					5	4.03	0.97	18	2	4.03
					-	0.87	-	26	3	0.87
					4.03	4.58	0.56	18	2	4.58
					5	4.58	0.42	18	2	4.58

Hmmm



Summative Survey Results

Integrate directly with gradebook

Self and Peer Assessment 1: Reports

[Overview](#)[Responses](#)[Grading](#)[Groups](#)

Separate groups (Assessment) Group 22

[What to include in the report](#)

[Display options](#)

[Show report](#)


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Straight to Moodle gradebook



Self and Peer Assessment Name: Formative feedback: Student Name

This page provides peer feedback on your teamwork. The results are based on how your peers have rated your performance against the self and peer assessment survey questions.

You have been rated as either above average (performing well), on average (satisfactory achievement), or below average (potential for improvement). Please take some time to read the feedback contained herein, and more importantly, the resources for self-improvement relating to each of the survey questions.

Summary

Overall, you are performing at a satisfactory standard.

Strengths & Weaknesses

This section of the feedback report provides a summary of your strengths and weaknesses in team-work, using the following categories derived from the self and peer assessment survey questions:

- **Reliability**
- **Commitment**
- **Communication**
- **Collaboration**

Uptake of SPA @ CQUni (2013 – 2020)

Some numbers

# Units	97
# Unit Offerings	417
# Staff	99
# Surveys	933
# Students	5,083
# Student Surveys	42,287

A word cloud featuring the word "THANK YOU" in large, bold, black capital letters. Surrounding it are numerous other words in various sizes and orientations, representing different languages and dialects for "thank you".

Words visible in the word cloud include:

- THANK
- YOU
- GRACIAS
- ARIGATO
- SHUKURIA
- GOZAIMASHITA
- EFCHARISTO
- JUSPAXAR
- DANKSCHEEN
- TASHAKKUR ATU
- YAQHANYELAY
- BIYAN
- SHUKRIA
- TINGKI
- SUKSAMA
- EKHMET
- GRAZIE
- MEHRBANI
- PALDIES
- BOLZİN
- MERCI
- MINMONCHAR
- MAKETAI
- SIKOMO
- EKOJU
- HATUR GUI
- UNALCHEESH
- DENKAUJA
- SPASIBO
- HEHACHALHYA
- ATTO
- ANISHA
- DHANYADAAD
- MAAKE
- LAH
- KOMAPSUMNIDA
- SAWCO
- MERASTAWHY
- GAEJTHO
- AGUYJE
- FAKAAUE
- CHALTU
- NUHUN
- SNACHALHUYA
- SPASSIBO
- YUSPAGARATAM
- HUI
- MAITEKA
- WABEEJA