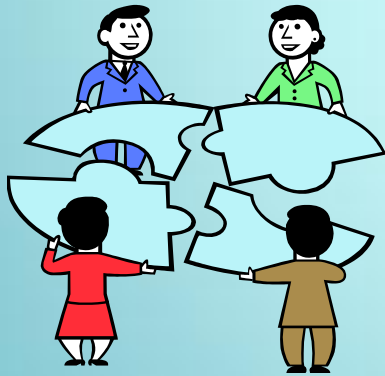


Assessing Collaborative Learning



Facilitated by Pat Stone
4/21/10

Session Goals

- Participants will share collaborative learning assignments and assessments and their characteristics
- Participants will share tips for assessing collaborative learning so that both individual accountability is ensured while promoting positive group interdependence

General Guidelines for Grading Student Work

- Make the list of graded items diverse (students learn in different ways and differ in how they best show what they know)
- Ensure that the list reflects the full range of learning goals and activities (for instance, if you want students to learn decision-making skills, make sure there is a graded activity that requires students to make decisions)
- The course grade should reflect the relative weight of each component

Important Decisions in Grading Collaborative Work

- Decide what to evaluate:
 - Student achievement of course **content**
 - Student participation in **group processes**
 - Teamwork and Social Skills are becoming content goals for general education due to the demands of the 21st Century workplace
- Decide whether to evaluate for **formative** (educate and improve) or **summative** (audit) purposes
- Decide who does the evaluating
 - **Instructor**
 - Primary Trait Analysis (identify traits that count, build a scoring guide, evaluate student performance)
 - Could assign grades based on improvement
 - Hybrid approach

Important Decisions in Grading Collaborative Work

- Decide who does the evaluating
 - **Students**
 - Student **Self-Evaluation**
 - Reflection
 - In what ways did you help/hinder the group?
 - What did you learn about (course content) in this collaborative activity?
 - What did you learn about how you interact with others?
 - Student **Peer Evaluation**
 - Faculty should devote time training students to do this
 - **Group Evaluation**

“We Instead of Me”

Types of Positive Interdependence

- **Positive Goal Interdependence:**
 - Students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals
- **Positive Celebration/Reward Interdependence:**
 - Group celebrates success. A joint reward is given for successful group work and members' efforts to achieve
- **Positive Resource Interdependence:**
 - Each member has only a portion of the information, resources, or materials necessary for the task to be completed and the member's resources have to be combined in order for the group to achieve its goal

“We Instead of Me”

Types of Positive Interdependence

- **Positive Role Interdependence:**
 - Each member is assigned complementary and interconnected roles that specify responsibilities that the group needs in order to complete a joint task.
- **Positive Identity Interdependence:**
 - The group establishes a mutual identity through a name, flag, motto, or song
- **Environmental Interdependence:**
 - Group members are bound together by the physical environment in some way (group has a specific work area)

“We Instead of Me”

Types of Positive Interdependence

- **Positive Fantasy Interdependence:**
 - A task is given that requires members to imagine that they are in a life or death situation and must collaborate in order to survive.
- **Positive Task Interdependence:**
 - A division of labor is created so that the actions of one group member have to be completed if the next team member is to complete his or her responsibility.
- **Positive Outside Enemy Interdependence:**
 - Groups are placed in competition with each other. Group members then feel interdependent as they strive to beat the other groups and win the competition

Share Your Collaborative Learning Assessment Efforts

- Activity: Participants will share a collaborative learning assessment
- Clarify the objectives:
 1. Share learning goals and weights
 2. Share whether the assignment assessed both content and group processes
 3. Share whether the assignment was more formative or summative
 4. Share who did the evaluating and the scoring guides for the evaluation
 5. Share how the assessment promoted individual accountability while assuring positive interdependence

Share Your Collaborative Learning Assessment Efforts

- Outline the procedures:
 1. Think: Use the check list as a guide. Individually identify characteristics of your collaborative learning assessment (3 minutes)
 2. Pair: Share your assessment with your neighbor, highlighting the characteristics (10 minutes)
 3. Share: Tell the group about your neighbor's assessment, highlighting the characteristics (20 minutes)

How Would You Modify Your Assessment Based on What You Learned?

Assess this Presentation

Minute Paper:

1. What was the most important thing you learned this session?
2. What important questions remained unanswered?

Thanks for Sharing!

