Learning-Centered Teaching:
Assessing Collaborative Group Projects
2013 TLT Conference
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Session objectives:
- Link learning-centered practices to learning in groups
- Identify strategies to focus successfully on collaboration
- Begin to formulate a plan with strategies for a group project

Why consider learning-centered practice?
- Principles for Good Practice in Undergraduate Education (Chickering and Gamson, 1987)
- How College Affects Students (Pascarella and Terenzini, 1991; 2005)
- National Survey of Student Engagement (Kuh,1998 - present)
- Learner-Centered Teaching (Weimer, 2002)
  - Focuses not only on what students are learning, but on how they are learning it

Principles for Good Practice in Undergraduate Education (Chickering and Gamson, 1987)
- Encourage student-faculty contact
- Encourage cooperation among students
- Encourage active learning
- Give prompt feedback
- Emphasize time on task
- Communicate high expectations
- Respect diverse talents and ways of learning

- ➢ Each principle justifies collaborative learning.

Choose one course - make a plan
- Identify the course
- Plan a developmental sequence for learning collaborative skills
- Adopt the strategy incrementally
- Explain why to your students
- Align with objectives for a group assignment, project, the profession
- Assess

Integrate a focus on *how*
- Make a plan
- Be systematic
- Plan small increments
- Be prepared to assess and tweak
- Expect to be successful
- Keep trying

- ➢ cf. Weimer's (2002) chapter 9: Making learner-centered teaching work

Developing a plan for week one
- Use think- pair-share to discuss content for 2 minutes, first in groups of two and, next, with the class
- Discuss process such as importance of having eye contact, taking turns, listening

Developing a plan for step two (week 2?)
- Work in groups of three on a content question, problem, discussion for five minutes
- Discuss process: eye contact, introductions, turn-taking, all participate

Developing a plan for step three (week 3?)
- Content focused small groups for 10 minutes
- Practice interpersonal skills – identify a leader, stay on task and on time
- Discuss both with entire class

Step four: taking responsibility
- Groups develop ground rules
- Groups assign roles and rotate them with each meeting
- Assess effectiveness of roles and use of group skills at each meeting
- Request periodic process and content updates from each group

How assess? Assess content and process
- Assess comprehension of content and process in class discussions, minute papers
- Seek mid-semester feedback on content and process
- Ask everyone in group to submit self-evaluate and evaluation of group members
- Customize end of semester evaluation for your course to capture both content, process

Citations:
Banta, T. & Kuh, G. (March/April 1998). A missing link in assessment: collaboration between academic affairs and student affairs professionals**, Change,** 40-46.

Chickering, A.W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. **AAHE Bulletin**, **39(7),** 3-7.

National Survey of Student Engagement: http://nsse.iub.edu/index.cfm

Pascarella, E. T. & Terenzini, P.T. (2005) How **College Affects Students: A Third Decade of Research**. San Francisco: Jossey-Bass.

Pascarella, E. T. & Terenzini, P.T. (1991) How **College Affects Students: Findings and Insights from Twenty Years of Research.** San Francisco: Jossey-Bass.

Weimer, Maryellen. (2002) **Learner-Centered Teaching**. San Francisco: Jossey-Bass

Collaborative Groups: Roles and Skills

Task/goals_____Meeting time/date_____

Role	Team member's name				
Project manager					
Recorder/note taker					
Conflict manager					
Skeptic and timekeeper					
Assessor					
Team members' names/ Team Process Skills					
prompt and present					
participated/presented ideas					
eye contact and listening skills					
used nonjudgmental language					
checked for common understanding					
worked to consensus					
used role responsibilities					

Comments on process at this meeting:
Members' signatures acknowledge meeting goals and outcomes.

Form for a Self-Evaluation

Your Name: _____

Instructions: **Evaluate your work in the group using the criteria below. Rate each criterion from 1 to 3, with 3 being the highest. The highest possible score is 15. Be fair and honest.**

Criterion	Rating
Attended group meetings regularly and promptly.	
Contributed to the overall group project.	
Accepted a fair share of responsibility for the project.	
Completed assigned tasks on time.	
Accepted responsibility for and observed ground rules.	
What percentage of the work did you complete? _____% **Total**	

Describe your most significant contribution to the project.
Other comments to justify your ratings:

Form for Evaluating Members' Group Participation

Instructions: Evaluate each person in the group using the criteria below. Insert each person's name and rate him/her from 1 to 3 on each criterion. 1 is low. 3 is high. The highest possible score is 15. Be fair and honest.

Criterion	Name 1	Name 2	Name 3
Attended group meetings regularly and promptly.			
Contributed to the overall group project.			
Accepted a fair share of responsibility for the project.			
Completed assigned tasks on time.			
Accepted responsibility for and observed ground rules.			
Total your rating for each person:			
What percentage of the work did this person complete?	%	%	%

Describe each person's most significant contribution to the project.
Name 1:
Name 2:
Name 3:

Other Comments:

Student Peer Evaluation

Category For Evaluation	Possible Scores				
	1	2	3	4	5
Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.	Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
Timeliness of Work: Consider the student team member's timeliness of work.	Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
Task Support: Consider the amount of task support the student team member gives to other team members.	Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
Interaction: Consider how the student team member relates and communicates to other team members.	Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts group meetings.	Regularly projects appropriate team behavior including: listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
Attendance: Consider the student team member's attendance at the group meetings. (This includes in class meetings.)	Failed to attend the group meetings.	Attended 1%-32% of the group meetings.	Attended 33%-65% of the group meetings.	Attended 66%-99% of the group meetings.	Attended 100% of the group meetings.
Responsibility: Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.	Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Consistently carries out assigned tasks and occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
Involvement: Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).	Fails to participate in group discussions and fails to share relevant material.	Sometimes participates in group discussions and rarely contributes relevant material for the project.	Takes part in group discussions and shares relevant information.	Regularly participates in group discussion and sometimes exceeds expectations.	Consistently exceeds group expectations for participation and consistently contributes relevant material to project.
Leadership: Consider how the team member engages in leadership activities.	Does not display leadership skills.	Displays minimal leadership skills in team.	Occasionally assumes leadership role.	Regularly displays good leadership skills.	Consistently demonstrates exemplary leadership skills.
Overall Performance Rating: Consider the overall performance of the student team member while in the group.	Performance significantly fails to meet group requirements.	Performance fails to meet some group requirements.	Performance meets all group requirements.	Performance meets all group requirements consistently and sometimes exceeds requirements.	Performance consistently exceeds all group requirements.

Student Peer Evaluation

Guidelines:

- ✓ Disregard your general impressions and concentrate on one factor at a time.

- ✓ Study carefully the definition given for each factor and the specifications for each category.

- ✓ Call to mind instances that are typical of the student's work and behavior. Do not be influenced by unusual cases that are not typical.

- ✓ Determine the category that best describes the student's accomplishments in that area and enter the number on the **separate performance rating form on the third page. Only submit the third page.**

- ✓ If a factor has not been observed during the rating period, enter NA for not applicable. In the comments section, explain why this factor has not been observed.

- ✓ Comments should be used to support your ratings where applicable.

- ✓ Make sure to include yourself when filling out the evaluation form on the third page.

Student Peer Evaluation

Your name:_____   Date_____

Instructions:
- Fill out the evaluation form listed below for all of your group members. Make sure to include yourself.
- For each of the 9 categories listed on the first page of this document, enter the appropriate score (1 to 5 or NA). Repeat this for each group member.
- List all of the tasks you completed for the project. In other words, what specifically did you contribute to the team effort?
- As needed, enter comments about group members below the form. Use the back of this sheet or additional sheets as necessary. (If you use the back, please indicate this on the bottom of the front page.)
- Only submit this page and any additional comment pages **to your TA during your final lab**.

Group Members Names	Quality of work	Timeliness of work	Task support	Interaction	Attendance	Responsibility	Involvement	Leadership	Overall Performance

List below the <u>specific</u> tasks you completed for the project:

_____

_____

_____

_____

_____

General Comments:

_____

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