

Economics Education Seminar, UCL Economics, May 2nd 2018

INDIVIDUAL CONTRIBUTION TO GROUP WORK

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Work conducted in collaboration with UCL Consortium

Group working is important for life so I have built it into my courses for the last four years

Logistics (10 week term)

- Assign teams in week 2
- Presentation in week 7
- Report (wiki/word) in week 10

Marking

- 30% of assessment
- Expectation of everyone getting group mark
- Lower mark for poor individual contribution?

Project and team organisation

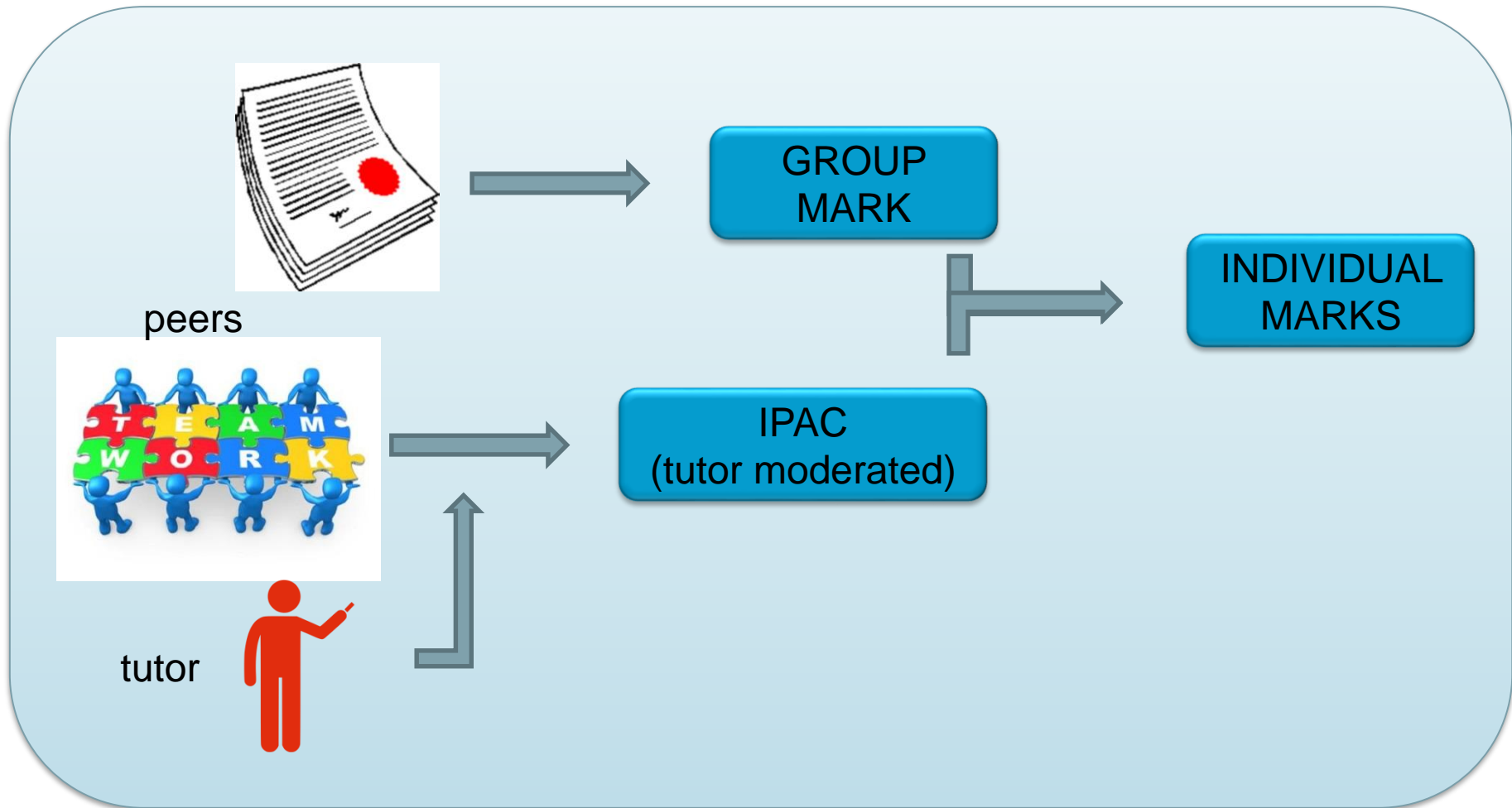
- Leave team to decide how to take project forward

Evidence on individual contribution

- Attendance and group dynamics at lectures and compulsory seminars
- Performance in group presentation
- For one course, individual contribution to Moodle wiki
- Peer complaints – email/office hours
- Student response to chasing emails if missed compulsory seminars
- Student response to chasing emails if concerns raised by peers

Poor quality, random and qualitative information on individual contribution
 Only adjusted for group mark if hardly any sign of the student during the term
 Free-riding and 'unfairness' of group mark common theme in module feedback

IPAC – How does it work?



Time commitment was not very high



Students complete
questionnaire
(template available)

(10-60 mins)



In-house IPAC system

Organize and analyse data
(only needs a PC/laptop)

(5 mins)



Give quick and personalized
feedback to students
(summative and formative)

(5 mins)

Introduced IPAC as part of wider set of information on individual contribution

- Compulsory project-linked seminars weeks 3, 6, and 9 (mark out of 1 for each)
- Presentation in week 7 (mark out of 1)
- Complete peer feedback quiz in weeks 4, 8 and 10 ['quick' to give feedback to students] (mark out of 1 for each)
- Wiki activity [for one of the two courses] (no marks*)
- IPAC score in weeks 4, 8 and 10 [students get score and comments]

Information on individual contribution affects individual mark

- +/-5% of group mark for outliers
 - Participation score (out of 1): average of scores for attendance, participation in presentation and completion of quizzes
 - Average IPAC score
- Raised issues with individuals mid-term to give right to reply and opportunity to adapt
- Recognised improvement over time

Transparent approach. Students engaging with each other as well as me.
Far less discussion in office hours/by email

Adjustment rules

Participation score (out of 1)		IPAC score (on track=1)	
>=0.75	No adjustment	Less than 0.45	Minus 5%
0.65-0.74	Minus 1%	0.45-0.54	Minus 4%
0.55-0.64	Minus 2%	0.55-0.64	Minus 3%
0.45-0.54	Minus 3%	0.65-0.74	Minus 2%
0.35-0.44	Minus 4%	0.75-0.84	Minus 1%
Less than 0.34	Minus 5%	0.85-1.03	No adjustment
		1.04-1.06	Plus 1%
		1.07-1.09	Plus 2%
		1.10-1.12	Plus 3%
		1.13-1.15	Plus 4%
		>1.15	Plus 5%

Lessons learned (so far)

- Fewer issues in my inbox/at my door
 - Did worst cases engage with peer feedback?
 - Were some students too nice, particularly in the beginning?
- I need to be more explicit upfront about how I'm going to make adjustments next year
- I'm not very 'tech' but this tool made getting and sharing feedback easy/quick

Helped to have existing tool to analyse individual contribution
Still like to see group dynamic face-to-face as well.

It is not (just) about making my life easier

Giving and receiving feedback is important for life

- Learn to give constructive/polite feedback
- Learn to reflect on feedback
- Learn to regroup as a team in challenging times

Challenges of team working not gone away
Face them and deal with them

Do you want to know more?

Interested on the outcomes?

Be involved with this research and consortium?

Test method and tool?

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