PROMOTING SUCCESS IN GROUP WORK

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DOMINIC PATES
Welcome to the Student Support and Personal Tutoring (SSPT) module, part of the MA Academic Practice programme.

The SSPT module aims to:

- Provide an introduction to key issues in, and relevant research and debates about, the two focus areas of the module: student support and personal tutoring.
- Examine specific areas of student support, examples include: disability services; dyslexia support; mental health and wellbeing; accessibility and flexibility; educational integrity and plagiarism advice and prevention.
- Provide a practical context for the module, by situating key issues over a range of environments.
- Consider the relationship between student learning, student support, and student motivation.
RATIONALE

- Increase variety in assessment modes
- Give hands-on experience of summative group work
- Increase appreciation, lessen fear, validate use of group work assessment
TECHNOLOGY AND LEARNING SPACES

FROM DESIGN TO DELIVERY…
SCAFFOLDING THE ASSESSMENT
PARTICIPANT FEEDBACK

HOW COULD THIS MODULE BE IMPROVED?

“Poor choice of assessment, group work to produce a poster has not helped with learning. Not practical for busy lecturers either.”

“Perhaps making the group assessment optional”

“I do not feel that the poster & report is relating to the module title & expectations”

“More time to work on our poster designs using the programme”

“Maybe we should have had more time to work on our posters using the technology here at City”

WHAT ARE THE BEST FEATURES OF THIS MODULE?

“Being pushed to use Venngage and not rely on powerpoint for poster design.”

“Having to work as a team, rather than doing task individually (real test of strength, but useful experience!)”

“Type of assessment (Essay + poster)”

“Opportunities for group discussion and group work”

“Working with a group of people that we already knew”

“The groupwork with peers was very helpful & engaging”
REFLECTIONS AND NEXT STEPS…

• Techniques of blended learning
• Scaffolding and its ‘tipping points’
• Group formation
• Group project management and support
• Inclusive practice
• Criticality
QUESTIONS…?

- To what extent do staff-participants benefit from undertaking group-based assessments as part of undertaking a teaching qualification such as a PG Cert.?
- How far do the benefits for students of participating in group work outweigh the burdens on staff of delivering it in HE?
- When are the key points where students need support when undertaking a groupwork assessment and why do you think this is?
- In what ways can technology enable and enhance students’ experience of and promote their success with groupwork assessment?
- How can issues around information literacy for academic staff be addressed in a professional development context?
- How can group work succeed as inclusive practice?
References


