

Group work and assessment design: Students and educators co-creating resources

Nicola Gulvin, Christopher Hall & Sandra Kemp
Curtin University

Group work and group assessment regularly feature in higher education courses. However, students sometimes highlight dissatisfaction with group work assessment. Little is known about how group assessment should be effectively designed to cater for students from different professions, with different academic achievement backgrounds and future professional demands. Assessing group work effectively is becoming increasingly important for educators in order to meet employer expectations.

The project aimed to investigate how group work and group assessment could be designed to support positive outcomes, particularly in interprofessional and interdisciplinary settings. A key focus was on the design for, and assessment of group work to achieve positive intergroup contact and collaborative practice. Data was collected through graphic elicitation and interview as well as focus groups with students and staff. The findings provided insights into different types of group work experiences and how students experience group work and group assessment.

This presentation reports on one phase of the project where preliminary data themes were shared with student representatives from the university Guild to investigate representativeness and researchers' interpretation of the data. Through workshops, researcher-educators and students co-created guidelines and resources to assist educators in robust design and management of group work assessment for multidisciplinary students. This presentation highlights student perspectives of group work and group assessment, the process of co-creation of guidelines, with examples of group work and group assessment resources.