

Assessing Students in Team-Based Learning

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Teaching Strategies for Cooperative Learning Workshop

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Session Objectives

- Participants will be able to describe key elements of:
 - Interdependence and Accountability for High Performance Teamwork
 - Strategies for Individual and Team Assessment
 - Trade offs between meaningful and manageable assessment
- Participants will begin applying key elements to the design on a course, class session or learning module

Cooperative Learning and Assessing Student Learning

1. Use a criterion-referenced system for all assessment and evaluation
2. Use a wide variety of assessment formats
 - performance-based assessment
 - authentic assessment
 - total quality learning
3. Conduct assessment and evaluation in the context of learning teams
4. Directly involve students in assessing each other's level of learning
5. Assess, assess, assess, assess, and assess!

3

Evaluation Methods ¹¹		
	Engineering Faculty	All Faculty
Grading "on the curve"	43%**	22%
Research/ Term papers	19	33
Multiple choice exams	10*	32
Essay exams	21	43
Student presentations	15	27
<i>Percent of those using the technique in all or most classes</i> **highest of all fields * lowest of all fields		

¹¹Astin, Alexander W. 1993. Engineering outcomes. *ASEE PRISM*, 3(1), 27-30.

4

UCLA-HERI Faculty Survey

The American College Teacher:

National Norms for 2007-2008

Methods Used in "All" or "Most"	All – 2005	All – 2008	Assistant - 2008
Cooperative Learning	48	59	66
Group Projects	33	36	61
Grading on a curve	19	17	14
Term/research papers	35	44	47

<http://www.heri.ucla.edu/index.php>

Normal Distribution = Failure

It is not a symbol of rigor to have grades fall into a 'normal' distribution; rather, it is a symbol of failure – failure to teach well, to test well, and to have any influence at all of the intellectual lives of students – Milton, et al. 1986, p 225^[1]

^[1]Milton, O., Pollio, H.R., and Eison, J.A. 1986. *Making sense of college grades*. San Francisco: Jossey-Bass.

Bloom's Distribution

If we are effective in our instruction, the distribution of achievement should be very different from the normal curve. In fact, we may even insist that our educational efforts have been unsuccessful to the extent that the distribution of achievement approximates the normal distribution. (p. 52)

Bloom, B. S., Madaus, G. F., and Hastings, J. T., Evaluation to improve learning. New York, NY: McGraw-Hill, 1981.

7

Types of Assessment

1. **Diagnostic Assessment**
Conducted at the beginning of an instructional unit, course, semester. . . to determine the present level of knowledge, skill, interest. . . of a student, group or class.
2. **Formative Assessment**
Conducted periodically throughout the instructional unit. . .to monitor progress and provide feedback toward learning goals.
3. **Summative Assessment**
Conducted at the end of an instructional unit or semester to judge the quality and quantity of student achievement and/or the success of the instructional unit.

8

Minute Paper (Classroom Assessment Technique)

- What was the most useful or meaningful thing you learned during this session?
- What question(s) remain uppermost in your mind as we end this session?
- What was the “muddiest” point in this session?
- Give an example or application
- Explain in your own words . . .

Angelo, T.A. & Cross, K.P. 1993. Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey Bass.

9

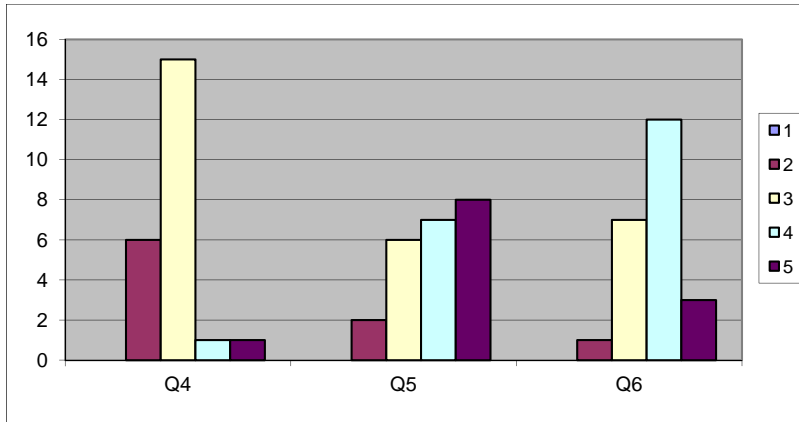
Session Summary (Minute Paper)

Reflect on the session:

1. Most interesting, valuable, useful thing you learned.
2. Things that helped you learn.
3. Question, comments, suggestions.
4. Pace: Too slow 1 5 Too fast
5. Relevance: Little 1 . . . 5 Lots
6. Instructional Format: Ugh 1 . . . 5 Ah

10

HKUST – Assessing Students in TBL – Session 1 (5/17/11)

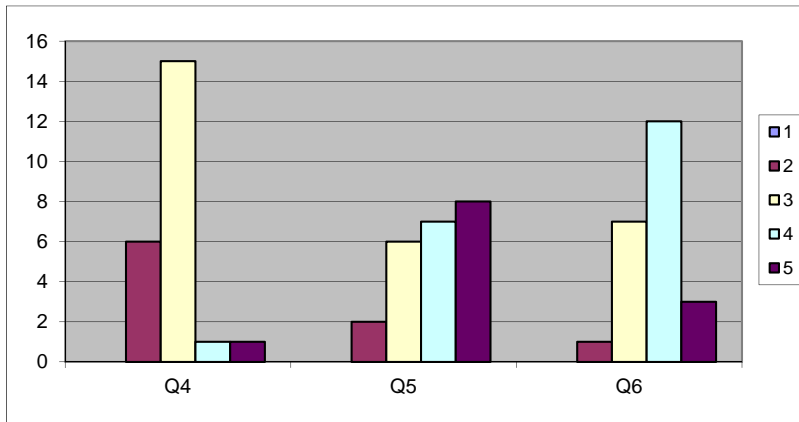


Q4 – Pace: Too slow 1 5 Too fast (2.9)

Q5 – Relevance: Little 1 . . . 5 Lots (3.9)

Q6 – Format: Ugh 1 . . . 5 Ah (3.7)

MOT 8221 – Spring 2011 – Session 1 (3/25/11)



Q4 – Pace: Too slow 1 5 Too fast (2.9)

Q5 – Relevance: Little 1 . . . 5 Lots (3.9)

Q6 – Format: Ugh 1 . . . 5 Ah (3.7)

Assessment Formats

1. Performance-Based Assessment
Students demonstrate what they know and can do by performing a procedure or skill
2. Authentic Assessment
Students demonstrate a procedure of skill in "real life" context (See "approximations of practice")
3. Total Quality Learning
Continuous assessment of the process of learning (and teamwork) to improve it

13

Making Assessments Meaningful

1. To be meaningful, assessment has to have a purpose that is significant
2. Assessments are meaningful when students are involved in conducting the assessment.
3. Meaningful assessments provide a direction and road map for future efforts to learn.

14

Making Assessments Manageable -- Involve Students --

Myths About Team-Based Assessment

1. If you assess student learning, you have to give students grades.
2. Faculty must read every student paper and provide feedback.
3. Students are not capable of meaningful involvement in assessment.
4. Involving students in assessment takes valuable time away from learning and lowers their achievement.
5. Assessment is a faculty responsibility, not to be done by students.
6. Individual assessment is lost in team-based approaches to assessment.

15

Team Charter

- Team name, membership, and roles
- Team Mission Statement
- Anticipated results (goals)
- Specific tactical objectives
- **Ground rules/Guiding principles for team participation**
- Shared expectations/aspirations

Code of Cooperation

- EVERY member is responsible for the team's progress and success.
- Attend all team meetings and be on time.
- Come prepared.
- Carry out assignments on schedule.
- Listen to and show respect for the contributions of other members; be an active listener.
- CONSTRUCTIVELY criticize ideas, not persons.
- Resolve conflicts constructively,
- Pay attention, avoid disruptive behavior.
- Avoid disruptive side conversations.
- Only one person speaks at a time.
- Everyone participates, no one dominates.
- Be succinct, avoid long anecdotes and examples.
- No rank in the room.
- Respect those not present.
- Ask questions when you do not understand.
- Attend to your personal comfort needs at any time but minimize team disruption.
- HAVE FUN!!
- ?

Adapted from Boeing Aircraft Group Team Member Training Manual

Ten Commandments: An Affective Code of Cooperation

- Help each other be right, not wrong.
- Look for ways to make new ideas work, not for reasons they won't.
- If in doubt, check it out! Don't make negative assumptions about each other.
- Help each other win, and take pride in each other's victories.
- Speak positively about each other and about your organization at every opportunity.
- Maintain a positive mental attitude no matter what the circumstances.
- Act with initiative and courage, as if it all depends on you.
- Do everything with enthusiasm; it's contagious.
- Whatever you want; give it away.
- Don't lose faith.
- Have fun

Ford¹⁸ Motor Company

Group Ground Rules Contract Form

(Adapted from a form developed by Dr. Deborah Allen, University of Delaware)

Project groups are an effective aid to learning, but to work best they require that all groups members clearly understand their responsibilities to one another. These project group ground rules describe the general responsibilities of every member to the group. You can adopt additional ground rules if your group believes they are needed. Your signature on this contract form signifies your commitment to adhere to these rules and expectations.

All group members agree to:

1. Come to class and team meetings on time.
2. Come to class and team meetings with assignments and other necessary preparations done.

Additional ground rules:

1.

2.

If a member of the project team repeatedly fails to meet these ground rules, other members of the group are expected to take the following actions:

Step 1: (fill in this step with your group)

If not resolved:

Step 2: Bring the issue to the attention of the teaching team.

If not resolved:

Step 3: Meet as a group with the teaching team.

The teaching team reserves the right to make the final decisions to resolve difficulties that arise within the groups. Before this becomes necessary, the team should try to find a fair and equitable solution to the problem.

Member's Signatures:

Group Number: _____

1. _____

3. _____

2. _____

19 4. _____

Assessment at the Course Level

- Knowledge Survey
- Classroom Assessment (minute paper)
- **Mid-Term Review**
- **Student Management Team**
- **Peer Review**

U of M: Course Evaluations - Microsoft Internet Explorer

Mid-Term Review

Address: https://eval.umn.edu/showTemplates.p?templated=1060

UNIVERSITY OF MINNESOTA

University Course Evaluations

Sample Form

Student Evaluation of Teaching (SET) - Early Semester Form B

The purpose of this survey is to provide the instructor with information that may help to improve this class. The results will be reported only to the instructor; they will not be used in tenure, promotion, and salary decisions. Your thoughtful written comments are especially requested.

Unsatisfactory	Marginal	Fairly Good	Very Good	Excellent	
↓	↓	↓	↓	↓	
(1)	(2)	(3)	(4)	(5)	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Your understanding of what is expected of you in this course.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's clarity in presenting or discussing course material.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's use of examples or illustrations.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's encouragement of students to think about course material.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's ability to speak clearly and audibly.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's success in getting you interested or involved.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's availability to answer questions or provide help.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's respect and concern for students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Your comfort in asking questions or expressing an opinion in class.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helpfulness of feedback on assignments or class work.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Degree to which evaluation procedures (e.g. exams, quizzes) measure your knowledge and understanding.

Much less Less About the same More Much more
 ↓ ↓ ↓ ↓ ↓
 (1) (2) (3) (4) (5)

How much does the amount of work required in this class compare with that in similar classes you have taken?

<http://eval.umn.edu>

Student Management Team

A student management team will be used in this course to operationalize Total Quality Management principles. The attributes of student management teams are described below, and the operation of the team is based on shared responsibility:

Students, in conjunction with their instructor, are responsible for the success of any course. As student managers, your special responsibility is to monitor this course through your own experience, to receive comments from other students, to work as a team with your instructor on a regular basis, and to make recommendations to the instructor about how this course can be improved. (Nuhfer, 1990-1995).

Attributes of Student Management Teams

- 3 - 4 students plus teaching team.
- Students have a managerial role and assume responsibility for the success of the class.
- Students meet weekly; professor attends every other week. Meetings generally last about one hour.
- Meet away from classroom and professor's office.
- Maintain log or journal of suggestions, actions and progress.
- May focus on the professor or on the content.
- Utilize group dynamics approach of TQM.

23

Chapter 8: Student Management Teams: The Heretic's Path to Teaching Success by Edward B. Nuhfer

Wm. Campbell & Karl Smith. *New Paradigms for College Teaching*. Interaction Books, 1997.

New Paradigms For College Teaching

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CTLS Center for Teaching and Learning Services

Services

- Ask a Quick Teaching Question
- Assessment of Learning (SGIDs)
- Teaching Consultations
- Thank A Teacher

Workshops

- Teaching Enrollment Series
- Online Workshops
- Customized Workshops

Programs

- For Graduate Students
- Preparing Future Faculty
- International TA Program

For Faculty

- Early Career Teaching Program
- Mid-Career Teaching Program
- Senior Teaching Fellow Program
- Making Meaning of a Life in Teaching
- Multi-Cultural Teaching Program
- Push Internationalizing the Curriculum
- Push Innovative Teaching w / Tech

Resources

- Connect with A Colleague
- Critical Thinking Source
- Diversity Toolkit
- English Proficiency Exam (SPEAK)
- Faculty & TA Handbook
- Journals & Resources
- Non-Native Eng. Speaker Resources
- Peer Review Resources
- Syllabus Tutorial
- TA & TA Supervisor Resources
- Teaching Guides

Newsletters & Essays

- The Teaching Professor
- National Teaching & Learning Forum
- Journal on Teaching Excellence

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- Mission
- Staff
- Faculty Partners
- Contact us

SGID: Small Group Instructional Diagnosis

A consensus approach to student feedback

What is an SGID?

Small Group Instructional Diagnosis, SGID, is a technique that uses guided discussion and consensus to generate clear, prioritized, and confidential student feedback on classroom instruction or curriculum. When you request an SGID, a consultant from the Center for Teaching and Learning Services guides your students through a two-step consensus-generating process.

First, students work in small groups to agree upon answers to the questions:

- "What are the strengths of this course that help you learn?"
- "What changes would improve your learning? How should these changes be implemented?"

Next, as groups share their ideas with the class, the consultant clarifies and facilitates group discussion on each point before conducting a class-wide vote to determine extent of agreement. When changes are suggested, the consultant probes for specifics on how the changes could best be implemented.

Why request an SGID?

For course improvement, request an SGID in the third or fourth week of the semester

By finding out early in the semester what helps students...

"The SGID helps me identify issues and concerns which are common to the entire class without having to run statistics on the feedback I get from individual students or worrying that I might be being unduly influenced by a vocal minority."

"Students have commented to me that they thought the process was useful because it enabled them to voice their concerns and also to hear other students' reactions to the class."

"The consensus

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PEER REVIEW OF TEACHING

- Peer Observation Guidelines and Recommendations
- Links to Peer Review Resources
- Classroom Observation Instruments

Introduction

Peer review of teaching is a form of evaluation designed to provide feedback to instructors about teaching and learning in their courses. Peer review may be used either as a means to help instructors improve teaching and learning in their courses, known as a **formative review**, or it may be part of a formal reward system used in tenure and pay decisions, known as a **summative review**.

In general, peer review is a collaborative process in which the instructor under review works closely with a colleague or group of colleagues to discuss his or her teaching. The format of a peer review will vary depending on its purpose. In some cases, colleagues may evaluate and discuss teaching materials and curricula; in other cases, they may visit a class session to observe the teacher in action.

The peer review process yields important information that can be combined with other sources to provide a comprehensive view of an individual's teaching. Other materials that can be used in concert with peer review are student evaluations, administrator assessment, feedback on student work, or self-assessment documentation such as a teaching portfolio.

The University of Minnesota has adopted a formal policy on peer review. To read the senate policy, visit [protocols for Student Evaluation and Peer Review of Faculty Teaching Contributions](#).

The Purpose of This Site

This web site is intended to:

- help departments establish and implement a peer review process;
- help departments improve their current peer review process;
- prepare individuals to participate in the peer review process by helping them document their teaching, gather appropriate materials, etc.
- prepare individuals to carry out a peer review of their colleagues;
- provide examples of peer review systems currently in use at the University of Minnesota (forthcoming).

CTLS Can Help

The Center for Teaching and Learning Services is committed to improving the quality of teaching at the University of Minnesota. Staff members are available to assist individuals, departments, or programs in developing and implementing a peer review process. The Center offers consultation services, specialized workshops, forms for peer observation and review, and a variety of online resources. For more information, or to speak with a consultant, contact the Center at 612-325-3041.

Reflection and Next Steps

- What is the most useful/valuable thing you have learned in today's workshop?
- What is one thing you will implement?
- What questions do you still have?

Resources

- Angelo, T.A. and Cross, K. P. 1993. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass.
- Johnson, David W. and Johnson, Roger T. 2004. *Assessing Students in Groups: Promoting Group Responsibility and Individual Accountability*, Corwin.
- Maki, P.L. 2004. *Assessing for learning*. AAHE/Stylus
- Walvoord, B.E. and Anderson, V.J. 1998. *Effective grading practices: A tool for learning and assessment*