

Assessing Team-Based Learning

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Learning Objectives

Learners who participate in this showcase will be able to:

- Make an argument for or against peer assessments weighing as heavily as the instructor's own observation/evaluation.
- Identify three techniques and approaches to incorporate in team-based learning design for effective team-based learning assessment.
- Identify at least three criteria/guidelines for inclusion in peer evaluations.

Learning Activities and Instructions

1. Asynchronous—Pre-class discussion board.

Palloff and Pratt (2009) recommend giving a grade on the final product of the group project as well as individual grade based on peer assessment and self-assessment. According to Palloff and Pratt (2009) “The information gathered through collaborative assessment should not be given less emphasis than the information gathered through direct observation or evaluation by the instructor” (p. 116). Do you agree that peer assessments should carry that much weight? Informed by your experiences and course readings, please consider the question from the perspective of learners and instructors.

You may use text, audio, or video/audio to answer.

2. Synchronous

a. Presentation and Class discussion (8 minutes)

Discuss responses from the discussion boards and points raised by class members.

b. Breakout Groups—three random groups of 3-4 learners. (15 minutes)

Question 1: Scenario: You, as the instructor, have given a team project a grade of 85. You have asked learners to score each other on a scale of 1 to 100. Learner X has given herself a 100 and everyone else a 60. The other three members of the team have given each other 100s but have given Learner X a 30, a 50, and a 75. The team consensus is that Learner X was difficult. Learner X reports that the others failed to do their work and that she did the bulk of the work herself. How would you handle the situation as the instructor? How could the designer and/or instructor prevent this type of problem in the future? Please consider techniques and approaches from the Educause article, 7 THINGS YOU SHOULD KNOW ABOUT...ASSESSING ONLINE TEAM-BASED LEARNING, as well as brainstorming about additional techniques and approaches.

Question 2: Using your own experiences as learners, instructors, and/or designers, identify at least three criteria which should be included in peer evaluations. What guidance would you provide learners in assessing their peers?

If your group prefers, you may search the web or other resources for a peer evaluation which your group recommends. Please be prepared to explain why your group recommends the evaluation.

- c. Class discussion: (15 minutes)
 - i. I will have the groups report out regarding their solutions to the problem from Question 1 and their proposals for peer assessments from Question 2.
- d. Presentation (7 minutes)
 - i. I will use a slide to summarize the points from the Educause team-based learning article and the collaborative peer assessment portion of Palloff and Pratt reading, connecting them to the comments from the breakout sessions and discussion boards. I will also refer to The Online Teaching Survival Guide by Boettcher and Conrad, the text from IT 532 and will cite it in my references.
 - ii. I will provide two examples of peer assessment formats as resources for future use.

Assessment Activities

- 1. Discussion boards (formative)
- 2. Breakout group discussions (formative)
- 3. Full class discussion (summative)