

A reflection on using groups to improve a Research Methods paper

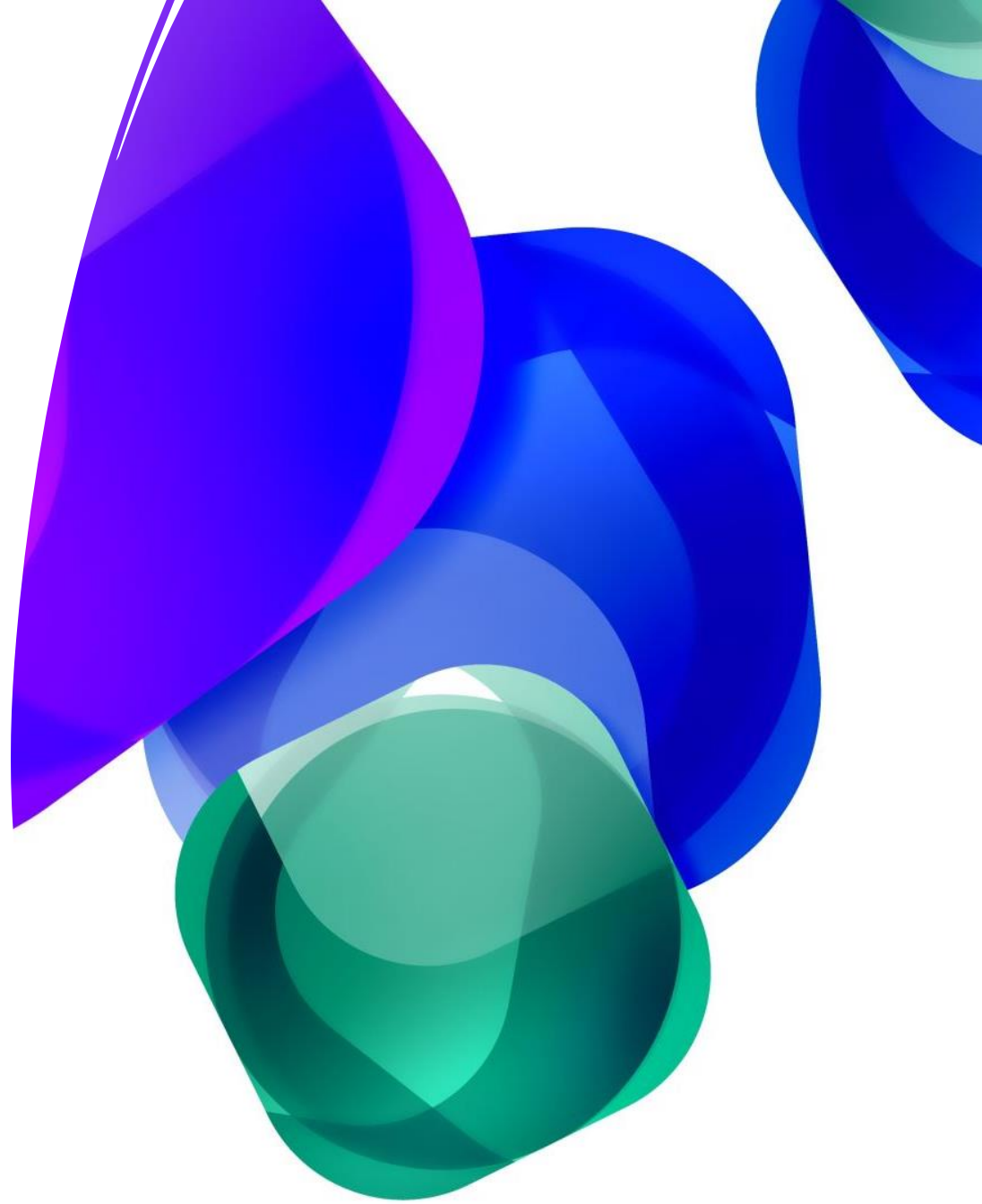
Dr Lulu Barry



Te Pūkenga

Format

- What do other authors say about group work?
- Research methods S1 2022
- Research methods S2 2022
- Some conclusions



Group assessment in tertiary education



Group assessments are valuable for learning at tertiary level (Bourner et al., 2001)



Promote peer learning and support (Mantzioris & Kehrwald, 2013, Espinosa et al., 2019)

Māori traditional cultural philosophy

Tuakana-teina relationship is a peer-learning model where the more experienced learners help less experienced learners (BCITO, 2010)


Positive impact on the retention and completion rates of Māori learners (Sciascia, 2017)

Problems with group assessments



Many authors show the advantage of peer learning that comes from group assessment (Volkov & Volkov, 2015, Espinosa et al., 2019)

BUT

Students generally dislike group assessments (Campbell & Li, 2006, Seethamraju & Borman, 2009) as students that do not contribute can still pass



Research methods paper context



The first time students are exposed to formal research during their studies

Many new concepts

Can be dry and boring if not related to a real project

Students need these skills to complete their industry projects

Large class with at least 10 different majors



Group assessment design principles from my experience



Formative feedback



Groups of similar majors and abilities



Time in class to work on group work



Follow up individual assessment depends on the group assessment

Semester 1 2022

36 students with 11 different majors

Peer learning was only for the homework assignments and class exercises

Assessment	Brief	Due date	Weighting
1	Assignment Learning Outcomes 1,2 & 3 Individual assignment, analysing data using spreadsheets	Friday 24 June, 9:00am	40%
2	Test Learning Outcomes 2 & 3	Saturday 9 April, 9:00am - 11:00am (provisional)	20%
3	Research Informed Proposal Learning Outcomes 2, 3 & 4 Individual assignment, writing a research proposal	Friday, 13 May 9:00am	40%

Semester 2 2022

27 students 11 different majors

Students were placed in groups of 3 for the proposal assessment

Assessment	Brief	Due date	Weighting
1	Assignment Learning Outcomes 1,2 & 3 Individual assignment, analysing data using spreadsheets	Monday 21 November, 9:00am	40%
2	Test Learning Outcomes 2 & 3	Wednesday 7 September, 1:00pm-3:00pm (provisional)	20%
3	Research Informed Proposal Learning Outcomes 2, 3 & 4 Group assignment, writing a research proposal	See OneDrive and assignment for due dates of each part of the assignment. Final submission on Monday 17 October, 9:00am	40%

Proposal assignment consisted of 7 parts

1. Team operating agreement

2. Introduction and research questions (excluding empirical)

3. Empirical questions, population of interest, sampling plan

4. Data collection methods

5. Assumptions, limitations and ethics

6. Annotated bibliography

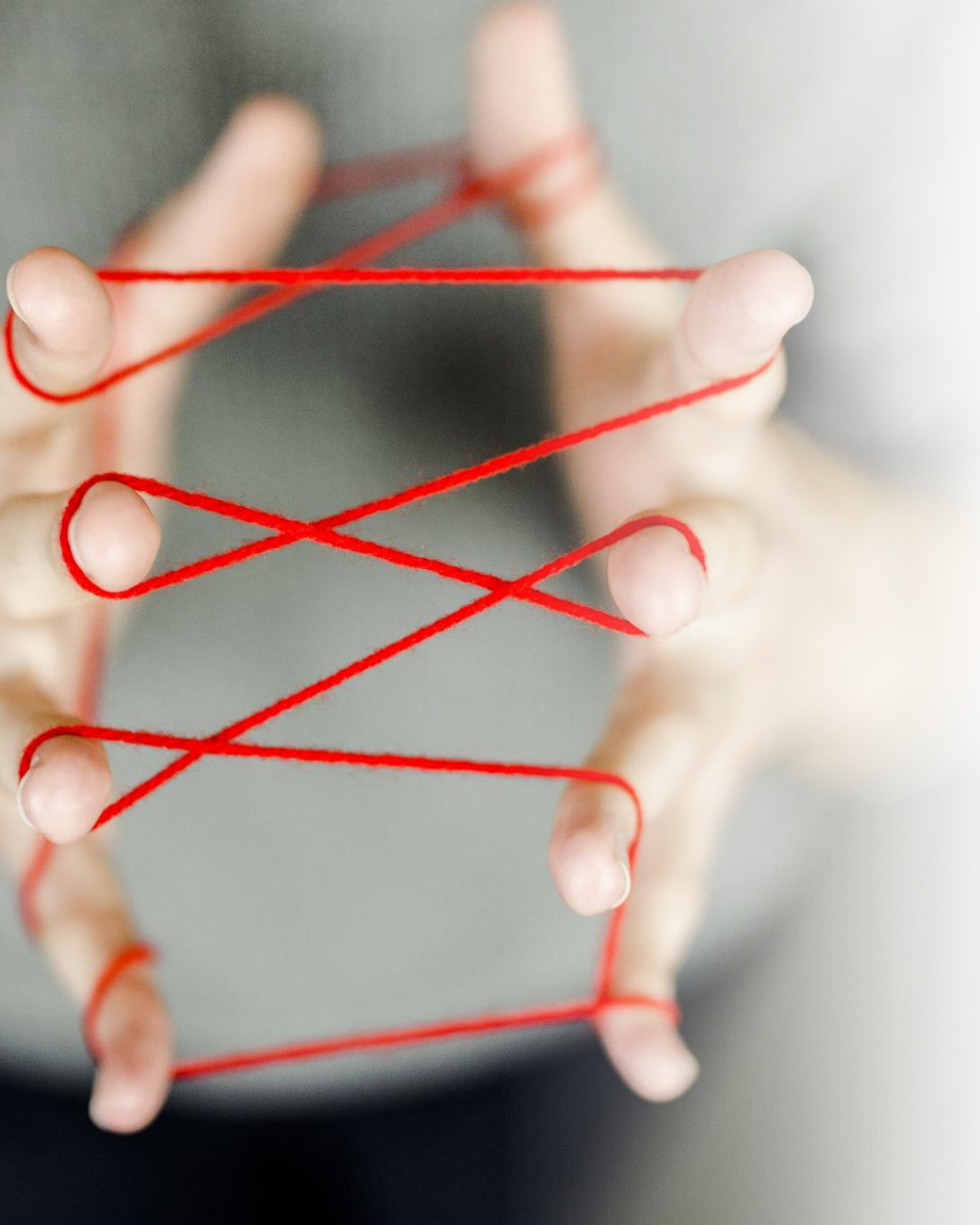
7. Literature review

Each part had a marking guide

Research proposal Literature review part 2

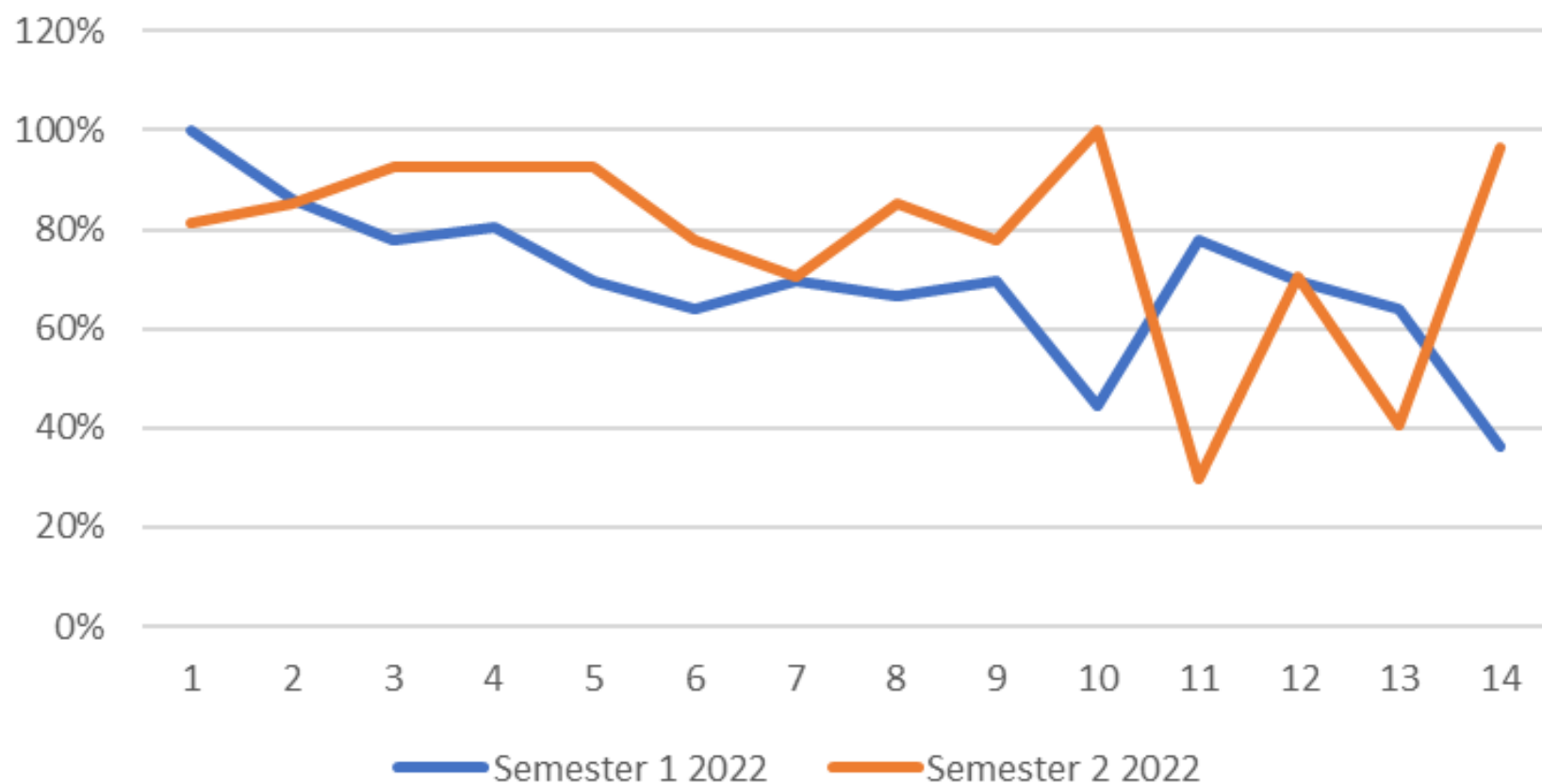
Marking rubric

Section	Criteria	Possible mark	Comments	Marks achieved
Improvements	Improvements have been made based on the feedback from Lit review part 1.	2		
Literature review	Main headings together will answer the literature questions(s) effectively. Each main heading has at least three APA references. The information is synthesised and addresses the heading.	10		
General	Correct APA referencing for in-text citations, correct APA referencing in the list of references, proper grammar, spelling and punctuation, and a correct structure and layout.	3		
Total		15		



**Some
conclusions**

Attendance figures



Results

S1 2022	Test	Proposal	Final	Total
Maximum	100	87.5	94	92
Minimum	20	16	16	7
Average	70	61	60	55
S2 2022				
Maximum	100	89	92	92
Minimum	20	49	17	39.2
Average	69	63	57	60

Pass and completion rates

Pass Rate & Completion Rate:

Pass Rate (%)	Completion Rate (%) Targets: <u>L3</u> 77% L4-L7 88%
70%	95%
50%	100%

S1 2022

Pass Rate & Completion Rate:

Pass Rate (%)	Completion Rate (%) Targets: <u>L3</u> 77% L4-L7 88%
80%	96%

S2 2022

Feedback from students

The students repeating the course said that they preferred the group proposal.

It gave them other students to discuss the concepts with and the feedback helped them improve their work.

“Thank goodness we don’t have to do this alone” – overheard student

Reflection from lecturer

Students were overall better supported

I could spend time with the groups that really needed feedback

I could help the good students to better

Students could fix errors before proceeding

Marking load less (30 proposals vs 11 proposals)

References

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