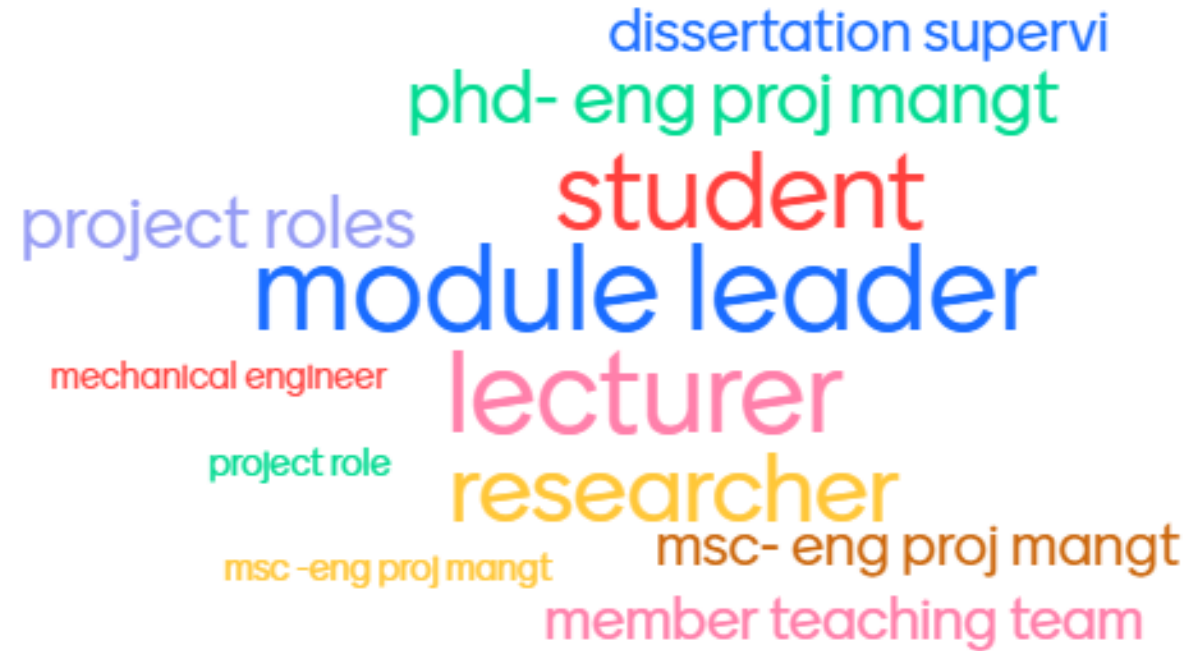# Making Large Scale Assessed Groupwork Work Well - the Tale of Two Modules

NANO CONFERENCE #7 - ENABLING EMPLOYABILITY

25th October 10.30am-12.20pm

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The Tale Starts with Me!

Context - 2 Modules

Characteristics	(Module 1) 15credits September 2022	(Module 2) 15credits January 2023
Context	7037MHR ~Project Planning and Budgeting	7039MHR~ Project Management in the Digital Era
Student Numbers	70+	330+
Teaching	1 @ML	1@ ML + 4
Classes	2= SIPM 1 & SIPM2	9= SIPM1 & SIPM2 + JIPM1-JIPM7 Scale up incremental over 5 weeks
Assessment	CW (15credits)	CW1 (5credits) and CW2 (10credits)
Summative Assessment 1: Group Work Component	N/A	CW1 (20mins Presentation + 2000 words report); MLOs 1 - 2
Summative Assessment 2: Individual work	CW (individual work- 4000 words report); MLOs 1 - 4	CW2 (Individual Work- 2000 words report); MLOs 1 - 4
Tracking Progress	Learning Journal (hard or soft)	Padlet (digital/soft)

Module 1- New Module 1ˢᵗ running

Coventry Group- Course Based Approach

Module Design + Module Content + Module Delivery

✓ Constructive alignment: self-study guided reading activity + Live session + Academic Support (AS) (active learning) + Assessment & Feedback (AF) (active learning)

But….
- Students enrolling up to week 5
- CW is case study based and some students struggle
- No additional guidance initially provided
- No samples as new module
- Practical focused component- Software for Project Management scheduled in last 2 teaching weeks (weeks 9 and 10)
- New technology introduced in week 6

Student number: 70+
Pass rate: 90%
MEQs: 78%

Engagement level: class participation and quality of CW required improvement

Peer Support: Couldn't be cultivated beyond class activities and poor when students don't engage sufficiently anyway

Formative Feedback: Couldn't track progress

Module Intelligence: Unable to make changes because poor sense of students needs and knowledge gaps

Module 2- New Module 1ˢᵗ running

Coventry Group- Course Based Approach

Module Design + Module Content + Module Delivery

✓ Constructive Alignment: Self-study guided reading activity/associated tasks + Live session + Academic Support (active learning) + Assessment & Feedback (active learning)

Changes:
Active learning + **student centred approach**

✓ CW1 Brief + CW Extra support + CW Video
✓ CW2 Brief + CW Extra support + CW Video
✓ Promote multiple communication channels
✓ Student support: ASU led sessions on working with case study + APA Citations and Referencing
✓ Student support: Education Technologist provide video on how to use Padlet
✓ Use of Digital Group Learning Journal - **Padlet**

Padlet How?

Approach to Formative and Summative Assessment- Padlet

❏ 330+ students needed to be allocated to CW1 groups (self selection + tutor selection)

❏ Creating CW1 Group Padlet: **Create 'perfect Padlet'** then replicate for each group

❏ Each Class Group assigned Padlet (typically 6 groups in each class) seating together in AS and AF hours

❏ For each class, use root word password convention. Easy for lecturer and students to remember

❏ Group CW1 Content created over 8 weeks. All formative activities uploaded to Padlet. The Padlet is downloaded as PDF and submitted

Support by Design:
▪ Additional Padlet i.e. use of Class Padlet: Links embedded in Aula and easy to signpost student. Password was class name
▪ CW Padlet: Links embedded in Aula

Focusing on the how

Types of Formative assessment for learning Active learning + Enhanced Feedback practices:
● Flipped learning
● Test
● Research inspired teaching: reading several articles- jigsaw approach, discussions, presentations etc

Module 2- New Module 1ˢᵗ running - Impact

Student numbers: 330+; Co-teaching team: 5

Pass rate CW1 : 100%

Pass rate CW2: 93%

MEQs: 89%

Engagement level: Better class participation   I   **Quality**: Improved quality of work

Formative Feedback: Able to track progress weekly

Peer Support: Building a community. Students even hung out together informally in some groups

Module Intelligence: Better sense of student needs and gaps. More personalised feedback. Got to know students a little better

Making Large Scale Assessed Groupwork Work Well
– in Summary