Coventry University

- What ?
- Why ?
- How ?
- Experience

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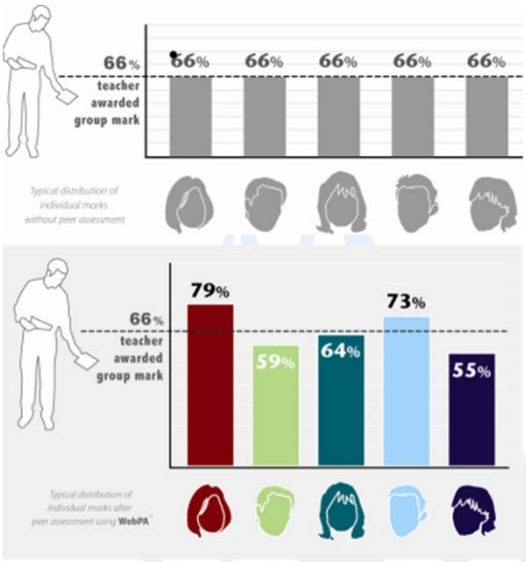
What ?

- allows teams to carry out peer moderated marking of group work
- Software – WebPA on moodle
- Average of all individual marks is kept equal to the “Group Mark”.
- <u>Students and Software provide data, Academic Staff decides final mark distribution.</u>



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WebPA criteria / question samples

- Three main categories
  - Team work – attitude and skill (planning etc)
  - Contribution in idea and technical input
  - Contribution in writing and making
- No weighting by software, add question to balance requirements
- WebPA generate a factor for each student

  ⇒ Individual mark = Group mark x factor
  average of the factors = 1

The grading system

5	Outstanding
4	very good
3	OK
2	weak
1	very poor
0	No Contribution at all

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Why ?

- Fair to reward based on contribution
- Encourage real teamwork
- Practise Self Reflection and Evaluation to develop leadership skill
- Understand and practise Ethical Behaviour

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How ?

- Transparency – most of the contents in this presentation also shown to students in year 1
- Training
  - Course level – from year 1 and before the 1st group coursework
  - Module level – a provisional peer assessment half way through
- Evidence based decision by Staff
  - Group decided “Ground Rules”
  - Project planning – work allocation
  - Meeting minutes
  - Judge Panel

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Case 1

- He is very weak, we had to teach him how to do his tasks. End up, it was quicker that we just did it and let him do something simple.
- Is it fair to rate yourself 4 and give him 2 ?
- YES to contribution, NO to engagement.

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Case 2

- He missed 40% of meetings, he always had excuse of unwell or etc… He did his task OK but do not create any new idea.
- Is it fair to rate yourself 5 and give him just 2?
- Contribution to the project, the reasons of missing the target are not relevant.
- YES for engagement, YES for contribution

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Case 3

- He is always helpful, spend time to teach me how to do my task.
- Is it fair to rate yourself 4 and give him a 5?
- A definitely NO if you apply this generally.
- Stick to the criteria (Ground Rules), not personal relationship with your mates.
- Students do that will face the Ethic Panel assessment.

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Case 4

- He always argues, wants to be the leader of the group and never listen. He believes he made a lot of contribution but in fact, he is very disruptive.
- Is it fair to rate yourself 4 and give him 1 ?
- YES to relevant question on teamwork.
- Depends on actual contents of the submitted report for contribution.

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Case 5

Students who receive a score

Students who provide a score

	A	B	C	D	E
A	5	5	2	1	1
B	5	5	3	2	2
C	3	2	5	4	4
D	3	3	4	5	3
E	3	2	4	5	5

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Case 5

- Case referred to Ethic Panel (chaired by Keith)
- Investigation based on project plan, meeting minutes and submitted report
- An interview was organised and students were informed 2 weeks in advance
- Only students C, D, E attended the interview
- A redistribution of mark based on contribution by the module team.
- A penalty of 30% reduction due to misconduct.

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Case 5

- Three days later, students A and B visited the module leader's office and complain about the penalty:
  - They did not receive the interview notice by email (due to XMas holidays)
  - The other group-mates did not like them and provided no help to their tasks
  - Student A teach Student B to complete tasks
  - They never read the meeting minutes and did not agree with the "records". They only missed three meetings due to illness.
  - Student E is a trouble maker, he always insists he is right. We stood up against him and he got others against us.
  - Students A and B had spent at least 3 days before the submission to get works done.

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Case 5

- They did not receive the interview notice by email (due to 2 out of the 3 weeks were XMas holidays)
  - University policy of using university email account
- The other group-mates did not like them and provided no help to their tasks
  - Not relevant, not a criteria / question
- Student A teach Student B to complete tasks
  - Not relevant, not a criteria / question
- They never read the meeting minutes and did not agree with the "records". They only missed three meetings due to illness.
  - Meeting minutes were all signed by students. "Contribution" base on work, not the reasons of no contribution or engagement.
- Student E is a trouble maker, he always insists he is right. We stood up against him and he got others to play game against us.
  - Decision is based on evidence, not personal opinion.
- A and B had spent at least 3 days before the submission to get works done.
  - The project was continuous and process is based on the project plan. not just 3 days before the submission day.

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Still not perfect

- Students are still able to cheat the system and raise their marks.
  - (i) It is better than NO peer assessment at all. (ii) Evidence shows that if record is professionally kept as evidence for wrong doing, this type of behaviour can be largely identified. (iii) penalty on misconduct imposed by Ethic Panel.
- Overseas students in mixed groups are disadvantaged by language barrier leading to poor contribution to the team.
  - (i) It is a UK degree course. (ii) Internationalisation & Global competitiveness. (iii) started from formative assessment (not graded) before final submission.
- It is not engineering.
  - (i) 20 credits out of 120. (ii) Institution's requirement on ethics, team work skill and professionalism.

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Q & A