Ascilite Conference 2011

Equity in Group Work Methodologies

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Overview

- Aims
- Method
- Technology
- Examples
- Feedback
- Future
- Conclusion



Aims

- Address large class issues
- Student engagement
- Collaboration
- Graduate attributes
- Team player

(Human Biology 1B)



Methods

- RSD Framework
 - Research Skills Development Rubrics
- TBL Methodologies
 - Team-Based Learning
- PALS
 - Peer Assisted Learning Sessions
- Flexible Learning
 - Wholly Online Delivery



Technology

- MyUni (Blackboard)
- Wiki content creation
- Purpose-built web utility
- Excel grades output



Examples

- Student View
 - Home
 - Review
 - Assessment
- Administrator View
 - Feedback
 - Groups
 - Grades





Human Biology 1B

Group Peer Evaluation



The Pacemakers

GROUP27

Instructions

Create a group name

Enter your group name

The Pacemakers

Submit

Upload a group logo

Upload a .jpg file size less than 2 meg

Browse...

The purpose of this peer evaluation is for each group to

- i. Provide constructive feedback to another group of students.
- ii. Receive feedback from staff on their critical analysis and group work skills.

Each group member is required to contribute in the evaluation process. The peer evaluation contributes 5% towards the final grade for Human Biology 1B. You have one week to complete the evaluation, from 9.00am Monday 13th September 2010 until 9.00am Monday 20th September 2010. Responses can be entered and saved or modified at any time during the submission period.

Instructions:

You are evaluating:

- 1. Organisation of the wiki and its content
- 2. Sources
- 3. Group work
- 4. Effectiveness of the poster
- 5. Referencing

For each of the evaluation questions, select the response that <u>best describes</u> your group's view, and provide the rationale for your responses in the comments box. Your rationale should include specific examples of what has been done well or what improvements should be made. If group members cannot come to a consensus, select teh response that reflects the majority view, and indicate the rationale for altername view in the comments box, along with that supporting the majority view.



Human Biology 1B

Group Peer Evaluation



Welcome The Pacemakers (GROUP27)

You are reviewing 28beats (GROUP28)

Question:	Is the wiki and its content well organised and easy to follow?
	○ Yes, the wiki contains the pages necessary for documentation of the entire assessment task, content is organised according to headings and subheadings on the appropriate page, and there is no repetition or obvious omission of information.
	• Yes the wiki contains most of the pages necessary for documentation of the assessment task and headings and subheadings are used to organise content, but some content appears out of place or is presented on several different wiki pages.
	○ No, there is little logical organisation of content – several of the necessary wiki pages are missing, the same information is presented or repeated on several different pages or there is no subdivision of content on a page.
	\odot No, there is little logical sequencing of information and most of the content on the wiki is poorly organised or out of place.
Reason for your selection	There is a lot of relevant information in regards to their topic but there are some difficulties in reading and following the content of their wiki page and poster.
Question:	Are the sources relevant and credible (i.e. scientifically valid)?
	⊙Yes, sources relate to a range of biological aspects of the topic, and are derived predominantly from peer reviewed literature (articles and reviews in scientific journals, specialist textbooks).
	Yes, sources relate to biological aspects of the topic and there is some peer reviewed literature, but more general texts or websites from government agencies or non-commercial organisations are mostly used.



Human Biology 1B

Group Peer Evaluation - Review Grading & Feedback



Feedback on your review effort:

Group	Reviewing	Reasons for the Selection	Review Feedback
Group27	Group28	 1) Yes the wiki contains most of the pages necessary for documentation of the assessment task and headings and subheadings are used to organise content, but some content appears out of place or is presented on several different wiki pages. There is a lot of relevant information in regards to their topic but there are some difficulties in reading and following the content of their wiki page and poster. 	obvious deficiencies in how material is presented or has been sourced. For example, while the relevance of the information to the general topic as identified by you can't be disputed, its organisation on the content page is chaotic and you don't appear to have noticed this. A title doesn't appear, and there is no aim,
		2)No, not all sources are relevant to the biological aspects of the topic, and while a few sources are credible, there is over-reliance on commercial websites and general information websites that are targeted at the general public rather than the scientific community.	focus or logical sequence to how material, including images, is presented (you have however identified that this is a problem on the poster itself). Likewise, while the group has stated "The draft is well referenced", it hasn't picked up on the fact that most of the references, i.e. external links on the contents page refer the reader to various topic pages in
		We found an over reliance on commercial websites when there are other credible peer reviewed journals available similar to the journal that was referenced.	Similarly, you have identified problems with
		3) No, while all group members have contributed to the overall task, sections of it appear as largely individual efforts, with little evidence of members reviewing and editing each others' contributions.	team work, but haven't offered any suggestions or tips on how this might be fixed. I believe that Group 28 will be somewhat disappointed with the quality of the feedback that you are providing to them.
		Group members did a lot of individual work but didn't appear to have reviewed or edited each	Comments on Your Wiki Organisation:

Group26 has reviewed your wiki and provided the following feedback:

 Yes the wiki contains most of the pages necessary for documentation of the assessment task and headings and subheadings are used to organise content, but some content appears out of place or is presented on several different wiki pages.

- clear layout with titles and subheadings - Incomplete sections on content page e.g. number 2. - No introduction or conclusion explaining the topic on content page and poster - detailed information that covers different aspects of the topic is presented

2) No, not all sources are relevant to the biological aspects of the topic, and while a few sources are credible, there is over-reliance on commercial websites and general information websites that are targeted at the general public rather than the scientific community.

- Purple writing has good intext-referencing and in bibliography - some sources were credible e.g. medline - all sources restricted to internet (i.e. no other forms used) - most sources are not referenced - It appears some information is not paraphrased (e.g. red writing on content page) - relevant information presented

3) No, while all group members have contributed to the overall task, sections of it appear as largely individual efforts, with little evidence of members reviewing and editing each others' contributions.

- Everyone has contributed something to the content page - it's clear from the information presented, both on the content page and the poster, that some group members (purple) are contributing more than others - Little to no evidence of peer editing - draft of poster was attempted

4) No, the poster is lacking in both clarity of message and visual appeal, and contains too much text.

- Title is clear and bold - subheadings used effectively - the poster should NOT be landscape! - no visual appeal (e.g. background is white) - picture shown seems irrelevant to text and is not mentioned. - no introduction (or clear indication of what topic is), aim or conclusion aka no structure/flow - university logo is not present - group members names are not shown - topic may be too broad?? - contribution of information on poster seems to be by one group member - intext referencing is used - relevant information to the topic

5) No, some references are missing in the text and/or the LOR is incomplete or inaccurate (contains numerous errors or inconsistencies in style).

- Image shown on poster is referenced in bibliography - image is not correctly referenced - image is not referred to in text on poster and is not labelled - some information is appropriately referenced on content page - appropriate intext-referencing used on poster

Administrator

Human Biology 1B



Group Peer Evaluation - Review Grading & Feedback

Review Grading & Feedback

	Group01	Group02	Group03	Group04	Group05	Group06	Group07	Group08	Group09	Group10
	<u>Group11</u>	Group12	Group13	Group14	Group15	Group16	Group17	Group18	<u>Group19</u>	Group20
	Group21	Group22	Group23	Group24	Group25	Group26	Group27	Group28	Group29	Group30
1	Group31	Group32	Group33	Group34	Group35	Group36	Group37	Group38	Group39	Group40
3	Group41	Group42	Group43	Group44	Group45	Group46	Group47	Group48	Group49	

Note: Update each row individual before modifying next row

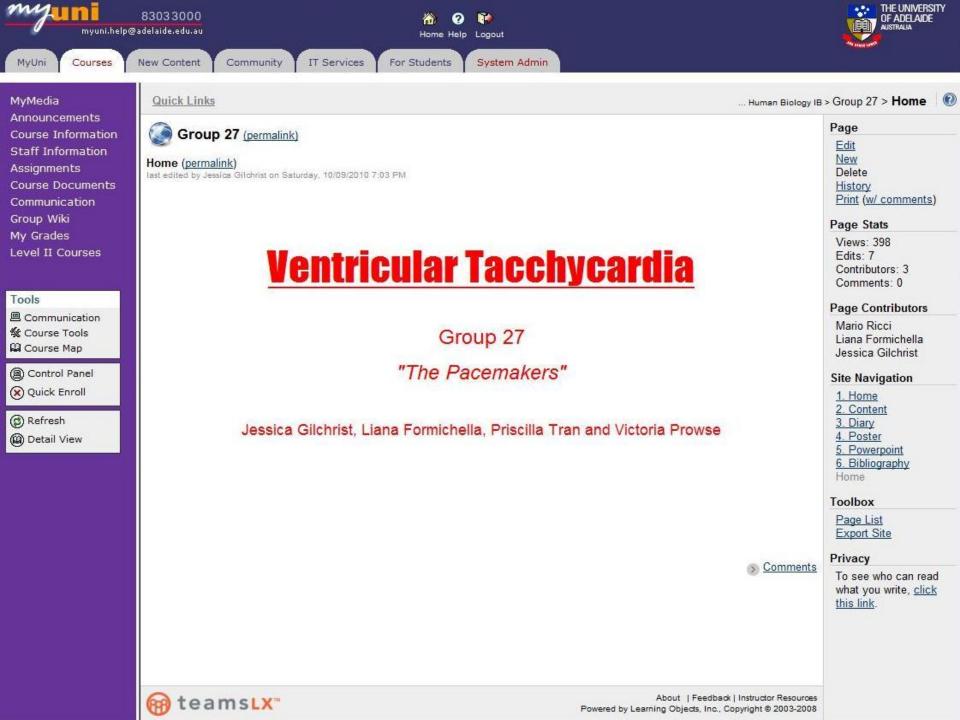
_	Group	Reviewing	Reasons for the Selection
	Group01	Group02	1) [2] Yes the wiki contains most of the pages necessary for documentation of the assessment task and to organise content, but some content appears out of place or is presented on several different wiki pa Good layout of poster. Aim and results are set out well. Primate and Insectivore information may be ha clear directional flow of information. Information should be placed beneath clearer subheadings. There vs Insectivore' section as well as no conclusion. There is some minor repetition of information in some imagination.
			 2) [0] No, few sources are used, and are either superficial in their coverage of the topic or lack credibility for a university level biology assignment. On the poster there are no sources provided in the body of text. There is also no reference list. On the websites mentioned and they are not referenced in the Harvard style. The information provided on the the topic and the sources provided seem credible. 3) [3] Yes, all group members have contributed to the overall task, through the use of each group members evidence of members reviewing and editing each others' contributions.

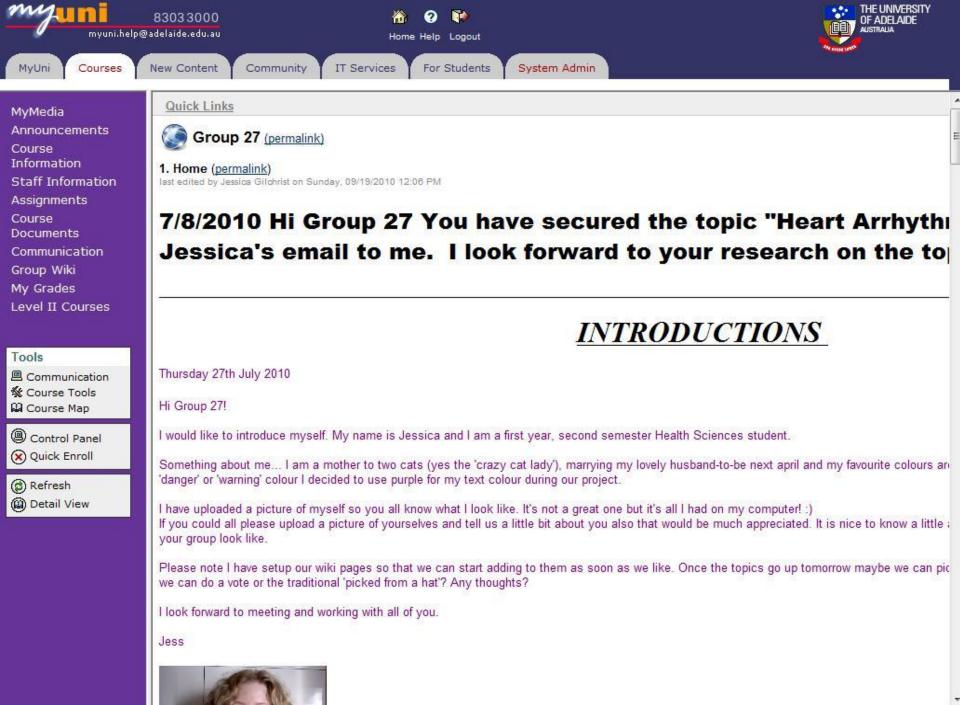
o I	rei	er	en	ceu.	Good	JOD!	

		Peer Grade Adjustment		Review Feedback	Modify
				aaaa 🗖 bbbb 🗆 cccc 🗖 dddd 🗖 eeee 🗖 ffff 🗖 gggg 🗖 hhhh	
headings and subheadings are used ages.	5	5 👻	0 -	Comments on Your Peer Evaluation: Your comments on Group 27's efforts are accurate and	Update
introduction or conclusion explaining is presented				reflect a sound understanding of the attributes required for successfully meeting the task criteria. (It's a pity that you haven't applied this understanding in the presentation of your own wiki site, but you will have the	
e credible, there is over-reliance on than the scientific community.				opportunity to take this on board when you respond to both the peer evaluation comments and feedback from me - see "Comments on Your Wiki" section below.)	
line - all sources restricted to not paraphrased (e.g. red writing on				Your group could perhaps have provided more suggestions and specific examples as to how Group 27's work could be improved and you could also have expanded the rationale for your selection of responses. For example, you did not specifically comment on the group's communication/diary	
individual efforts, with little				page which supports your conclusion that one group member (Jessica, purple text) is the driving force within this group and that she seems to have completed the bulk of the	
both on the content page and the peer editing - draft of poster was				<pre>task to date. Comments on Your Wiki <u>Organisation:</u> </pre>	
ual appeal (e.g. background is white) what topic is), aim or conclusion aka e too broad?? - contribution of ation to the topic				Headings and subheadings are used to organise content, but there is no logical flow between sections, and figures on the content page are not linked with the text. <u>Sources and Referencing:</u> There appears to be an over-reliance on commercial websites as most entries on the biblography page are web addresses and I can't see any specific peer review literature. No justification is provided for usage of particular sites on the bibliography page. There is no consistent referencing	
numerous errors or inconsistencies				style or linkage between referencing in text and on the bibiolgraphy page. The contents page should have a list of references (LOR) at the end, as should the poster.	
ot referred to in text on poster and is encing used on poster					
	Peer Grade	Peer Grade Adjustment		Review Feedback	Modify
				aaaa 🗆 bbbb 🗆 cccc 🗆 dddd 🗆 eeee 🗆 ffff 🗆 gggg 🗆 hhhh	
headings and subheadings are used	7	7 👻	0 🕶	Comments on Your Peer Evaluation: While several valid comments have been made in Group 27's	Update

Student_id	Name	Group	Reviewed BY		Peer Grade Given BY Reviewer	Peer Grade Adjusted BY ADMIN	Reviewed	Peer Grade Given TO Reviewee	Peer Grade Adjusted TO Reviewee	Peer Review Grade FROM ADMIN
a1210146	Aitken Hayden	group01	group49	7		7	group02	7	7	5
a1211392	Cox Hannah	group01	group49	7		7	group02	7	7	5
a1210396	Iliescu Sabina	group01	group49	7		7	group02	7	7	5
a1194895	Musolino Stefan	group01	group49	7	File Download		-		7	5
a1209496	Smith Airlie	group01	group49	7					7	5
a1173970	Algate Kent	group02	group01	7	Do you war	nt to open or save th	is file?		12	0
a1209715	Crosley Benjamin	group02	group01	7		Name: output.csv			12	0
a1118840	Ingham Casey	group02	group01	7		Type: Microsoft Offi		Worksheet, 14.0KB	12	0
a1214892	Nairn Laura	group02	group01	7		From: ajax.acue.adel	aide.edu.au		12	0
a1212383	Sinclair Emily	group02	group01	7		Open	Save	Cancel	12	0
a1210575	Amri Chiara	group03	group02	12					5	0
a1197034	Crouch Ryan		group02	12	 ✓ Always ask before opening this type of file While files from the Internet can be useful, some files can potentially harm your computer. If you do not trust the source, do not open or save this file. What's the risk? 				5	0
a1146533	Ioannou Stella	group03	group02	12					5	0
a1212206	Janud Syed	group03	group02	12					5	0
a1210816	Shirren Joseph	group03	group02	12					5	0
a1211326	Andelkovic Anita	group04	group03	5		5	group05	6	6	0
a1210572	Dalistan Roslyn	group04	group03	5		5	group05	6	6	0
a1210430	Jarrett Claire	group04	group03	5		5	group05	6	6	0
a1209719	Nasr Sara	group04	group03	5		5	group05	6	6	0
a1213576	Smith Allison	group04	group03	5		5	group05	6	6	0
a1210689	Asenstorfer Laura	group05	group04	6		6	group06	10	10	0
a1209785	Daniel Zachary	group05		6		6	group06	10	10	0
a1211766	Naseri Fateme	1	group04	6		6	group06	10	10	0
a1210150	Neville Kate	- Constanting of the second	group04	6		6	group06	10	10	0
a1209728	Smith Luke	group05	group04	6		6	group06	10	10	0
a1194346	Au Michelle	group06	group05	10		10	group07	10	10	0
-1210614	Danials Stanhania		group05	10		10	group07	10	10	0

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MyUni Courses	New Content	Community IT Services For Students System Admin	
MyMedia Announcements Course Information Staff Information Assignments	®	Holly Braidwood, Katherine Fife, Jaya Lindsay, Sarah Thomas Group 21 <u>View</u> Victoria Branson, Claire Fisher , Helen Livissianos, Jonathan Penn, William Toms	
Course Documents Communication Group Wiki My Grades	6	Group 22 <u>View</u> Jacob Brazier, Danielle Fornarino, Francesca Lochowiak, Jordan Peters, Andrea Torres	
Level II Courses	689	Group 23 <u>View</u> Hope Bunyan, Margot Francis, Andrea Loechel, Katherine Pickering , Abigail Townsend, Yanan Sun	
Tools 回 Communication 餐 Course Tools 聞 Course Map	689	Group 24 <u>View</u> Emma Bugden, Megan Freckleton, Thomas Lokan, Paula Pietris, Konstantine Toyias	
 Control Panel Quick Enroll Refresh 	689	Group 25 <u>View</u> Jessica Burdett, Luka Gasic, Joshua Lowrie, Stephanie Plummer, Kim Tran	=
Detail View	689	Group 26 <u>View</u> Emily Burgess, Emma George, Caitlin Ludlow, Vanetta Polyak, Peter Tran , Mark Boukarroum	
	689	Group 27 <u>View</u> Shauni Burrows, Amy Cox, Jessica Gilchrist, Victoria Prowse, Priscilla Tran, Liana Formichella	
	689	Group 28 <u>View</u> Belinda Byrne, Emma Glover, Jack Magarey, Hamish Puddy, Crystal Tudo	
	689	Group 29 <u>View</u> Lisa Campbell, Rado Gregoric, Grace Maina, Amanda Radomi, Nathan Twisk	
	69	Group 30 View	÷





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MyUni Courses	New Content Community IT Services For Students System Admin	
MyMedia	Quick Links Human Biology IB > Group 27	> 6. Bibliography 🛛 🔞 着
Announcements Course Information Staff Information Assignments Course Documents Communication Group Wiki My Grades Level II Courses	Group 27 (permalink) 6. Bibliography (permalink) Iast edited by Jessica Gilchrist on Monday, 10/11/2010 12:05 AM	Page Edit New Delete History Print (w/ comments)
	Ventricular Tacchycardia Bibliography	Page Stats Views: 79 Edits: 19 Contributors: 2 Comments: 0
Tools Communication Course Tools Course Map Control Panel Quick Enroll Refresh Detail View	MyDr.com.au, Consumer Medicine Information, Amiodarone, viewed 21 September 2010. http://mydr.com.au/search/cmi/?q=amiodarone&Condition The Merck Manuals Online Medical Library, Home Edition for Patients and Caregivers, updated January 2008, viewed 21 September 2010. http://www.merck.com/mmhe/sec03/ch027/ch027g.html MyDr.com.au, Consumer Medicine Information, Lidocaine, viewed 21 September 2010. http://mydr.com.au/search/cmi/?q=lidocaine&Condition University of Maryland Medical Centre, 2010, Ventricular Tachycardia, viewed 25 September 2010. http://www.edu/ency/article/000187.htm University of California San Francisco, 2010, Ventricular Tachycardia, viewed 7 October 2010. http://www.ucsfbenioffchildrens.org/conditions/ventricular_tachycardia/ Medline Plus, 2010, Ventricular Tachycardia, updated 19 August 2010, viewed 7 October 2010. http://www.nlm.nih.go/medlineplus_ency/article/000187.htm@ Goel, A K, 2010, Cardiology and Arythmia, viewed 8 October 2010. http://www.heartcare4u.com/web/index.php 	Page Contributors Jessica Gilchrist Liana Formichella Site Navigation 1. Home 2. Content 3. Diary 4. Poster 5. Powerpoint 6. Bibliography Home Toolbox Page List Export Site Privacy To see who can read what you write, <u>click</u> this link.
	Compton, S J, 2010, Alaska Heart Institute, Ventricular Tachycardia, updated 25 June 2010, viewed 7 October 2010. © <u>http://emedicine.medscape.com/article/1509075-overview</u>	





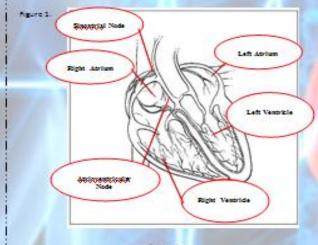
OF ADELAID

Jessica Gilchrist, Liana Formichella, Priscilla Tran and Victoria Prowse

Aim : To discuss Ventricular <u>Tacchycardia</u> and the implications it places on the heart.

Introduction

Ventricular Tacchycatdia is an abnormal heartbeat, caused by a rhythm of at least 3 beats faster than 100 beats per minute, which starts in the lower chambers of the heart, in the ventricles (Figure 1.). It causes the ventricles to contract before they have had a chance to completely fill with blood, impairing blood flow to the body, but also increases the work of the heart, causing it to require more oxygen and reducing the blood flow to the cardiac muscle tissue, increasing the risk of ischemia and resultant infarction. (Cardiology of Arrhythmia)

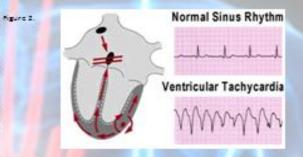


Causes

Casuses of Ventricular tacchycard a are often seen in people with a high risk for heart attacks, coronary heart disease, heart failure and heart surgery. Unlike other organs the heart is unable to generate new muscle tissue when damaged, so when heart attack occurs scar tissue forms in the muscle of the heart which causes electrical abnormalities. Scar tissue cant contract like normalitissue and does not transmit electrical impulses. Ventricular tachycardia can also be caused by, anti-arrhythmic medications, changes in blood chemis-

Diagnosis

Diagnosis is via Electroc ardiography (ECG) is used to diagnose ventricular tachycardia and to help determine whether treatment is required. A portable ECG (Holter) monitor may be used to record heart rhythm (Figure 2.) over a 24-hour period (Merck manuals online, 2008).



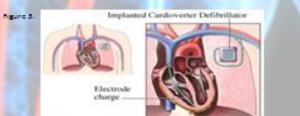
Treatment

Ventricular Tapphysandia can be treated with medications or surgical intervention.

There are various medications commonly used to treat Ventricular Jacobycatolia (VT), surgical treatment is required if the duration of ventricular tachycardia episodes are more than 30 seconds. (The Merck Manuals Online 2008)

A common procedure performed during open-heart surgery is radiofrequency ablation, which involves the use of an electrode catheter which is inserted into the heart and delivers energy at a specific frequency to regulate the heart beat rhythm (The Merck Manuals Online 2008).

In patients who experience VT and an underlying heart disorder, an automatic defibrillator (Figure 3.) is often surgically implanted in order to detect when an arrhythmia occurs and correct it by delivering an electric shock to the heart muscle as shown in Figure 2. (The Merck Manuals Online 2008).





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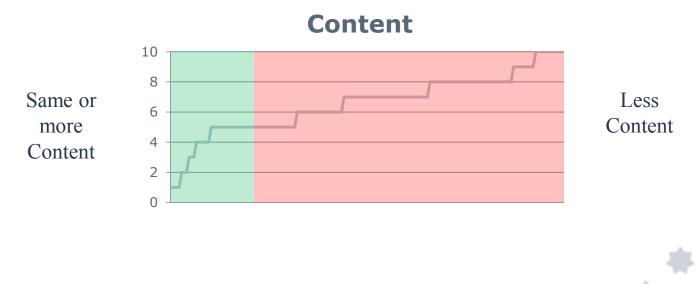
Surveys

- Assessed on Review Effort
- Team-based Learning Surveys
 - Pre and Post ($n = \sim 160$)
- Self-evaluation Survey
 - (n=~220)



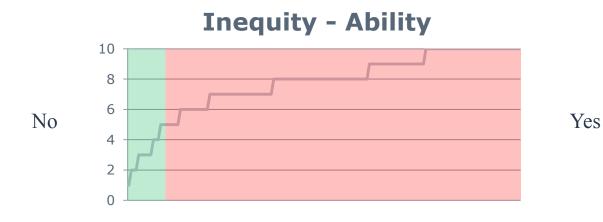


Does group work during class time allow for as much content to be covered as compared with lectures?





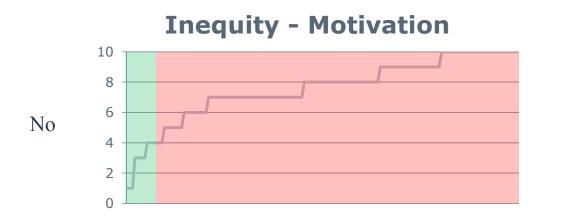
Will better students end up doing most of the group work?



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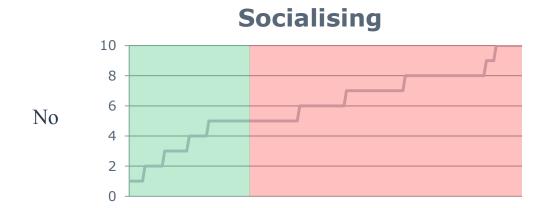
Will more motivated students end up doing most of the group work?



Yes



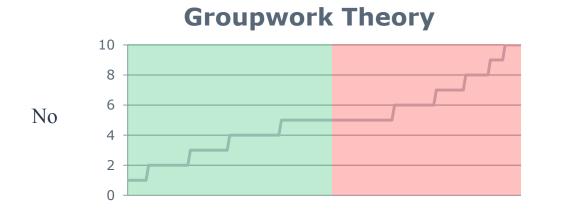
Will time be wasted during group work activities via socialisation?



Yes



Will group work be ineffective if students are not taught how to work in groups?



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Yes



- Self-evaluation Survey
- > 95% report increased awareness of skills
- > 85% more aware of strengths & weaknesses
- > 77% reported positive group work experience



Fundamental Attribution Error



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Fundamental Attribution Error

aka correspondence bias or attribution effect...



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Discussion

Fundamental Attribution Error

aka correspondence bias or attribution effect...

The tendency to over-value dispositional or personality-based explanations for the observed behaviours of others while under-valuing situational explanations for those behaviours.



Discussion

Self-orientation vs Others-orientation

"I have improved BUT others have not"





Discussion

Group Work Communications Focus:

What YOU can gain from group work

What Group Members can gain from group work



Future Directions

- Embedded Group Work Guidance
- Technology Facilitating Group Work
- Others-orientated Communications





Centre for Learning and Professional Development

Thank-you 🙂

questions?

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