

ASPECTS TO BE CONSIDERED FOR SELECTING TASKS FOR GROUP ASSESSMENT

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Annotation. This article illustrates the aspects which should be taken into account in order to select tasks for group assessment.

Key words. Assessment, subject, practice, simulation, balance, feedback, progression.

Introduction.

Learning environment that encourages student involvement within the discovery and sharing of information through the training activities and continuous assessments has been endorsed as an emerging trend in pedagogy. During this learner-centred approach, the role of an instructor has become more of a mentor or a guide who facilitates this dynamic process of learning. Nevertheless, the curriculum should be designed to support the active process of information discovery and developing skills for future employability. Therefore, group work is unarguably one in all the important assessment strategies for 21st century curriculum that prepare students for the long run workforce. Group work may be a variety of cooperative learning. For several years, teachers in instruction are grouping students together to figure on specific assignments. And within the recent years, the assessment of group work is becoming more popular in education.

The focus of this phase is to settle on an authentic task that focuses on applying knowledge and skills in real-life settings. By anchoring assessment to real-life situations, students are more likely to grasp the importance of the task and be motivated to undertake the assessment. It also makes assessment tasks worthwhile

learning experiences for the scholars. Additionally to selecting an authentic task, the framework also advocates that if possible, a tutor should follow below guidelines in selecting the group task.

The rules are: 1) The task should be dividable into interdependent subprojects as shown in Project Execution phase of the GAD framework. The subprojects and interdependency between them are subjective to the world of study. For instance, during a software development project, the subprojects is considered as subsystems and interdependence has overlapping functionality and users among these subsystems.

2) Each of those subprojects should include activities that align with the educational outcomes specializing in the educational knowledge and skills of the assessment.

3) Each subproject should be allocated to a private member of the group.

4) Though the subprojects are interdependent, students can work on their allocated subprojects in parallel with reasonable collaboration.

5) The answer to every subproject must be easy to integrate and also the combined solution may be a valid answer to the full project.

Key considerations permanently practice in group work assessment:

Choose a gaggle size appropriate for the task in hand; large and individuals can fall off the radar; too small and therefore the work burden could also be too great. a perfect group size in most instances is three-five.

Think carefully about whether groups should be selected by the tutor or by the scholars themselves and permit the scholars to participate during this process. Students often prefer the latter but this may result in marginalisation of some individuals, who would force extra support and encouragement.

Prepare your students for group work using learner-centred, ice-breaker activities like identification of individual strengths, weaknesses and roles, group processes and scenario rehearsals or simulations.

Make some timetabled sessions available for groups to satisfy to debate progress.

Keep a diary or log and invite each group to produce brief minutes of meetings

indicating attendance, goals agreed and progress made against targets. Such monitoring may help to alleviate the matter of passengers or free-loaders.

Make your assignment brief explicitly clear in terms of the aims, tasks and marking criteria and discuss these with the scholars when forming and preparing the groups.

Design your assessment task with the principles of AfL in mind. Consider the balance between assessment of the merchandise and of the method of group work activity.

Also consider the balance between assessment of the group and of people within the group.

Consider the utilization of wiki or blog facilities to interact the scholars and supply flexibility regarding access to learning opportunities. This approach could also be wont to monitor group progress and to assess individual contributions to the group effort.

Consider gathering specific feedback from students on the group work assessment, either as a part of, or break free, the generic module review. Such feedback can then be fed forward to the good thing about students who may undertake the assessment in future years.

Conclusion.

Group work plays a crucial role in developing transferrable skills and has the potential to enhance learning, however it must be planned, monitored and supported if these benefits are to be realised.

- The role of group work should be considered within the context of the programme and discussed with students.
- The relative emphasis on product and process should be considered.
- Assessment criteria should be clear and discussed with students.
- Students need support and guidance throughout the method

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