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Authentic Assessment Methods: A Practical Handbook for Teaching Staff

Part III – Examples and Templates



Bhavani Sridharan

Lecturer in Higher Education

Jamie Mustard

Associate Dean
Teaching and Learning

Business and Law
Learning Innovations

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PREFACE

The purpose of this handbook is to assist teaching staff in implementing Deakin University's strategic policy direction by scaffolding authentic assessment practices.

The key objective is to **provide a succinct and concise reference handbook** for assessment strategies to realise Deakin's vision of 'empowering learners for the jobs and skills of the future'. This handbook **provides comprehensive guidelines** for choosing appropriate authentic assessment methods to align with Deakin University's Graduate Learning outcomes (DGLO2 to DGL

Part-III includes examples and templates for assessing various GLOs. This handbook is a work-in-progress document and will be revised based on the latest research and development in this area and feedback from staff members. If you have any feedback or comments for improving this handbook, please contact Bhavani Sridharan (bhavani@deakin.edu.au) or Jamie Mustard (jamie.mustard@deakin.edu.au).

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Part-III: Examples and Templates

I Written Communication: Sample Assessment Examples

1. Annotated Bibliography Example: Research Articles (NCCSTS, 2010)

NATIONAL CENTER FOR CASE STUDY TEACHING IN SCIENCE

Research Articles on the Case Study Method: An Annotated Bibliography

Last updated: June 23, 2010

This annotated bibliography of research articles on the case method (including problem-based learning) was begun under an NSF CCLI National Dissemination Grant awarded to Clyde F. Herreid, Mary A. Lundeberg, and Nancy A. Schiller. Research studies were identified, analyzed, and annotated by graduate students under the direction of Dr. Lundeberg at Michigan State University. They included Aman Yadav, Kathryn (Hershey) Dirkin, and Michael DeSchryver. Abstracts written by them are denoted by an asterisk below. Staff of the National Center for Case Study Teaching in Science continues to add to the bibliography.

Aaron, S., Crocket, J., Morrish, D., Basualdo, C., Kovithavongs, T., Mielke, B., and Cook, D. 1998. Assessment of exam performances after change to problem-based learning: Differential effects by question type. *Teaching and Learning in Medicine* 10(2): 86-91.

The purpose of this study was to determine if changing instructional methods to problem based learning (PBL) in a single course affected students' performance on different types of exams in a medical school setting. The researchers used an experimental design. Twenty-nine volunteer students participated in the study. Students in the control group completed the standard second-year, lecture-based curriculum during the 1994 school year. Students in the experimental group completed the same curriculum in the 1995 school year with the exception that one course was taught using PBL methods. The researchers used both an existing year-end multiple choice examination and a research examination to assess outcomes. Overall scores on the year-end exam declined significantly from 1994-95, including questions that targeted material from the PBL course. However, though students in the experimental group demonstrated similar declines in performance on written questions from the research exam in areas covered by lecture courses, no decline was reported on written research exam questions targeting the PBL course. In the multiple choice questions on the research exam there was no statistically significant difference in scores, whether targeting PBL or traditional material. The researchers concluded that the lack of a decline in scores on the written research questions targeting PBL material, in light of the otherwise significant decline in scores on the existing year-end exam and other written questions on the research exam, supported the hypothesis that PBL facilitated success in retaining the more elaborated or applied knowledge that the written test questions required. [*]

Albanese, M., and Mitchell, S. 1993. Problem-based learning: A review of literature on its outcomes and implementation issues. *Academic Medicine* 68(1): 52-81.

The purpose of this meta-analysis was to investigate the overall effects of PBL. The guiding question was: "What does the literature tell us about outcome and implementation issues related to PBL?" The authors found that when compared with traditional instruction, PBL was more nurturing and enjoyable. Other benefits of PBL included PBL graduates performed as well, and sometimes better, on clinical examinations and faculty evaluations, and were more likely to enter family medicine. Further, faculty tended to enjoy teaching using PBL. However, PBL students in a few instances scored lower on basic sciences examinations and viewed themselves as less well prepared in the basic sciences than their conventionally trained counterparts. The authors recommend caution in making comprehensive, curriculum-wide conversions to PBL until more is learned. [*]

Annotated Bibliography of Research Articles
National Center for Case Study Teaching in Science, University at Buffalo, State University of New York

2. In-Tray Exercise Example: Business Challenges (University, 2010)

HANDOUT 3

IN-TRAY EXERCISE

Business Challenges

Thanks to KPMG for permission to use this exercise.

Are you ready for the challenges of a career? Here are eight situations for you to test yourself. Some are inter-related so don't look at each one in isolation.

In each situation, select the most appropriate answer. This is the sort of exercise you should expect on your assessment day and the sorts of situations you may encounter once you are employed.

The scenario

Your name is P Smith and you are the Marketing Manager of a company named Reeders. Your boss is Janet Clifton. (See organisation chart attached)

Reeders is a retailing company specialising in sales of foods and pharmaceutical products that has branches through the country. Its head office, where you work, is in Birmingham and its Managing Director is George Wilkes.

Reeders hired you because you are an ambitious, positive thinker who'll make things happen.

Question 1 – Conference Confusion

You receive this email from the company MD, George Wilkes...

Subject: Innovations in Drugs Conference 21st October

I've just had a phone conversation with Frank Fielding of Kemiko, who are the major drug manufacturing company organising the above conference. He tells me that there is going to be a presentation by the manufacturers of Supranine, a revolutionary new drug for hay fever sufferers that has just been approved for sale over the counter by retailers in this country. I've read several reviews of this new drug, and it looks set to take a very large share of the overall market.

I feel that the market in hay fever remedies is one that we have never properly got to grips with in this company, and since the size of this sector of the market expands every year, we must do something about this. We also regularly see drug sales plummet in the spring and summer months when cold remedies are not selling - increased sales of hay fever products this would help to reduce this.

I've arranged a meeting with Karen for the week after the conference to discuss this, but she is on holiday the week before and therefore cannot attend the conference itself. I want you to make sure that you bring back a copy of all handouts relating to this product and any other information that you think we'll need when coming to our decision as to whether or not to market this product.

What do you do?

- A – Attend the conference
- B – Send someone else
- C – Don't attend but order material to be sent

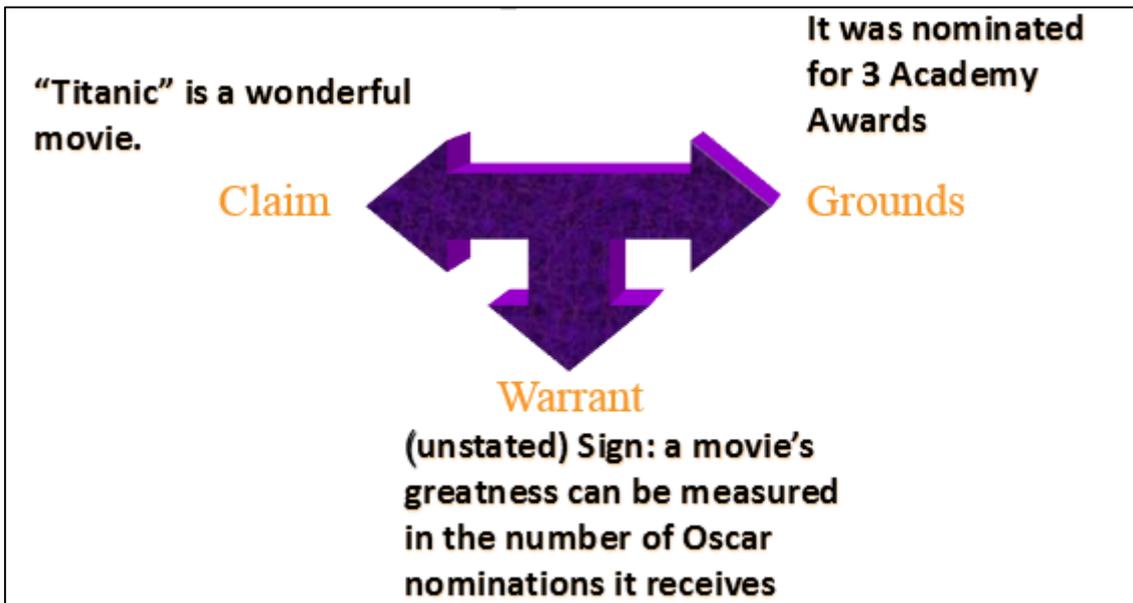
© Career and Employability Development resource Pack, Career Development and Employment Service, London Metropolitan University, updated 2010

3. In-Tray Additional Examples

Topic	Examples – as PDF attachments
1. In-Tray Exercise example -1: Business Challenges (University, 2010)	 PDF
2. In-Tray Exercise example -2: Retail Banking (AssessmentDay, 2015)	 PDF

II Critical Thinking: Sample Assessment Examples

1. Asking students to use Toulmin Model of Argument to provide structured argument to any given domain specific context



2. Scenario-based questions (Prep, 2015)

Scenario: You have been designated as the leader of the team. One of the team members is undermining you. Currently, he is at a less senior position than you in the company and hasn't been working there for long. However, he is better educated than you and is also considered a fast learner. You know from a third party that he is interested in taking over some of your Responsibilities.

How would you react to this scenario?

3. Mini Case Example 1: A Good team Player (Michael, 1992)

MINICASE: MGMT - 06

BUSINESS ETHICS PROGRAM

A Good Team Player

Topic: Leadership

Characters: Steven, Assistant Department Manager
Kristin, Newly appointed supervisor of Steven's work section

Having done well as a staff accountant in the accounts payable section of a major industrial firm for several years since his graduation from college, Steven felt that he had learned much about the "ins" and "outs" of survival in an intensely bureaucratic organization. It is thus not surprising that he was relaxed and unconcerned about his circumstances at the company as he entered the employee lounge to attend the late-afternoon welcoming reception for his new supervisor.

The new manager of accounts payable, Kristin, had been transferred to Steven's division from a similar position in another subsidiary of the company because of her proven talent for organizing and improving the efficiency of operations there. A no-nonsense type of manager, Kristin was experienced and determined to perform her new assignment with the same vigor that had brought her so much success throughout her career.

At the reception, Kristin circulated through the room, introducing herself to her new subordinates and asking each of them if they had any suggestions that would help make the payables section a better place to work. When she approached Steven, he told her about something that had been on his mind lately: that people seemed to him to gain promotions and be given opportunities to work overtime based on who liked them, and not on the quality of their work. In reply, Kristin politely stated that she would do everything that she could to see that whatever it was he was referring to would have no place in the team she would lead.

Upon his arrival at work the next day, Steven received a phone call from Kristin's secretary asking that he meet with his new boss later that morning. He had barely entered her office for the meeting when she looked him straight in the eye and said, "I will not tolerate individuals in this organization who are not good team players. Yesterday afternoon you led me to believe that there are people in this office who are not acting in the best interests of the company, and I want to know who. I want you to tell me the names of the managers you were referring to note, and keep me informed if you see anyone hurting this company, or I've got to think that maybe you're part of the problems around here." Stunned by both the tone and content of her statement, Steven quickly tried to think of a way to respond.

Author: Michael G. Bowen, Assistant Professor of Management, University of Notre Dame

4. Mini Case Example 2: Might Makes Right (Coll, 1992)

MINICASE: MGMT - 10

BUSINESS ETHICS PROGRAM

Might Makes Right

Topic: Taking Credit for Work

Characters: Janice, chief of research and development
John, Janice's underpaid assistant

Janice is a highly educated top executive in charge of research and development. John is her underpaid assistant, struggling to support his family. His performance evaluations have always been more than adequate.

As one of his research projects, John designs a creative software package that addresses major concerns within the company. He shares this program with Janice, hoping it will bring him a much needed promotion and raise. Janice's boss has asked her to design an innovative and efficient program. But pressures of her position keep her from setting aside sufficient time to do the requested work.

Janice, eager to successfully complete the job her boss assigned, is thinking of presenting John's program to her boss and passing it off as her own. If John objects, she can threaten to lower his performance evaluations or possibly even fire him. If he agrees to go along with the scheme, she can give him a raise and a promotion.

What should Janice do?

Author: J. H. Coll

5. Additional samples cases and examples

Topic	Example Cases – as PDF attachments
Mini Case Example: My Textbook Said This Would Work (Sue, 1992)	 My textbook said this would work.pdf
Simulated Case Example: Is Bob Special? (D & S, 1992)	 Is bob special.pdf
Case Example – Ethics: Banana Split Case (Lori & Nancy, 2010)	 Ethics banana_split (1).pdf
Case Example – Policy Issue: Water Bolivia Case (Melani & Karina, 2010)	 Policy Issue water_bolivia.pdf
Scenario Based Question Examples (Prep, 2015)	 Scenario based questions.pdf

III Self-Management: Templates and Examples

Adapted from (Barkley, Cross, & Major, 2005; Breslow, 2005; Ebooks, 2014; G. Gibbs, 1988; G Gibbs, 1994; Millis & Cottell, 1998; Race, 2005; Rolfe, 2002; K. A. Smith, 1996; Tuckman & Jensen, 1977; Waterloo, 2004))

I. Self-assessment Form – 1 (Teamwork Process Context)

Name:					
Name of project:					
Check the box with the appropriate rating for each aspect of your individual work.					
1 is excellent; 2 is good; 3 is adequate; 4 is poor; 5 is absent	Rating				
Item	1	2	3	4	5
1. I followed directions and listened carefully to instructions					
2. I actively participated in group discussions and group work.					
3. I valued everyone's opinion.					
4. I stayed on task during all activities and did my share of group work to my best ability					
5. I interacted well and respected others at all times.					
Comments: What do you think you could do to be a more effective team member?					

2. Self-assessment Form – 2 (Teamwork Process Context)

Student Name: _____; Student ID: _____					
Item	Very weak, priority for improving	Weak, need to improve	Ok	Good	Excellent
I know what makes a group successful					
I value what people have to offer					
I actively listen to what other people say					
I contribute effectively in groups					
I know how to be a good group member					
I know how to deal with difficulties in groups					
I know how to deal with unfairness in groups					
I know how to share work in a group without cheating					
I know how to use online tools to help groups communicate effectively					
I know what group work facilities are available at Solent University					

I know what other resources are available to learn more about working in groups					
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3. Team Contract Agreement Form -1

These are the terms of group conduct and cooperation that we agree on as a team.	
Participation: We agree to....	
Communication: We agree to...	
Meetings: We agree to....	
Conduct: We agree to...	
Conflict: We agree to...	
Deadlines: We agree to...	
Team Member's Name	Team Member's Signature

4. Teamwork Ground Rule Agreement Assessment Form

Directions: Ask each and every member of the team to fill this form and submit a final form that is mutually agreed by everyone. Students submit the form twice – first soon after the group formation and agreement of the contract and finally after completion of the work

Items/Questions	Student Agreement Answers	Met/Not Met
Goals		
What are your expectations about what your team will accomplish this semester?		
What are your personal goals for improving your teamwork and communication skills this semester?		
What kind of obstacles do you think you might encounter in trying to reach both your team goals and your personal goals?		
What happens if most people on the team want to get an “A” on the assignment, but another person decides that a “B” will be acceptable?		
Is it acceptable for two or three team members to do more work on the assignment in order to get an “A”?		
What are your expectations about what your team will accomplish this semester?		
What are your personal goals for improving your teamwork and communication skills this semester?		
Work Norms		
How much time per work do you anticipate it will take to make the project successful?		
How will you decide who should do what on the report and oral presentation?		
What will happen if someone doesn’t follow through on a commitment (e.g., misses a deadline, doesn’t show up to a meeting)?		
What happens if people have different opinions on the quality of the work?		
How will you deal with the different work habits of individual team members (e.g., some people like to get assignments done as early as possible; others like to work under the pressure of a deadline)?		
How much time per work do you anticipate it will take to make the project successful?		
Meeting Norms		
Do you want to have a standing meeting time?		
How often do you think the team will need to meet outside of class?		
How long do you anticipate each meeting will be?		
Do you want to have a standing meeting time?		
Decision Making		
Will you need approval of every team member before making a decision?		

What will you do if every team member except one agrees on something?		
Will you need approval of every team member before making a decision?		
Facilitation Norms		
How often will you rotate the facilitator position? How will you decide on whose turn it is to facilitate?		
What will you do if one person seems to be dominating the team process?		
What will you do if you feel most of the facilitation responsibilities are falling on you?		
Decision Making		
Is it generally easier to reach you by e-mail or phone?		
What is your preferred calling hours?		
Other comments		
Include if any...		

Team Member's Name	Team Member's Signature	Date

5. Portfolio Assessment Form

Student Name:				
Assessor Name:				
Date:				
Evidence of achievement of learning outcomes:	Fully met	Partially met	Not yet met	Comments
1. Used a wide and appropriate range of methods effectively and efficiently, to work with large groups, small groups, and one-to-one.				
2. Demonstrated the ability to work with appropriate information and communications technologies to support student learning.				
3. Developed personal and professional coping strategies within the constraints of the institutional setting.				
4. Reflected on personal and professional practice and development.				
5. Assessed future development needs and made a plan for continuing development.				

Signature:..... **Date:**

6. Portfolio showcase example

Adapted from (Mueller, 2014)

Showcase Portfolios: What samples might be included?	
Purpose	Assessment Artefacts
Showcase end-of-year/semester accomplishments	<ul style="list-style-type: none"> • samples of best work • samples of earlier and later work to document progress • final tests or scores • discussion of growth over semester/year • awards or other recognition • teacher or peer comments
Showcase sample of best work for employment	<ul style="list-style-type: none"> • cover letter • sample of work • reflection on process of creating sample of work • reflection on growth • teacher or peer comments • description of knowledge/skills work indicates
Showcase student perceptions of favourite, best or most important	<ul style="list-style-type: none"> • samples of student's favourite, best or most important work • drafts of that work to illustrate path taken to its final form • commentary on strengths/weaknesses of work • reflection on why it is favourite, best or most important • reflection on what has been learned from work • teacher or peer comments
Showcase student's current aptitude	<ul style="list-style-type: none"> • representative sample of current work • match of work with standards accomplished • self-reflection on current aptitudes • teacher reflection on student's aptitudes • identification of future goals

7. Self-assessment Form

Adapted from (Ebooks, 2014)

STUDENT NAME:				
STUDENT ID:				
DATE:				
ASSESSING SELF-MANAGEMENT				
STATEMENT OF EVENTS				
Self-control				
Items	Poor	OK	Good	Excel
Are you able to remain composed whatever your emotional state is?				
Can you manage your impulsive feelings & distressing emotions so that their impact on a situation is little or nothing?				
Are you able to stay composed & positive in moments of stress?				

Would you describe yourself as unflappable even in trying circumstances?				
Do you think clearly staying focused when you are under pressure?				
Can you manage your impulsive feelings & distressing emotions so that their impact on a situation is little or nothing?				
Trustworthiness				
Items	Poor	OK	Good	Excel
Are you someone who would take a tough, principled position on an issue, even if this makes you unpopular?				
Are you also an individual that does things when they say they will do it?				
Are you someone who acts ethically?				
Do you build trust through your reliability & authenticity?				
Are you able to admit to your own mistakes?				
Adaptability				
Items	Poor	OK	Good	Excel
Are you able to easily adapt to and fit in changing situations?				
Do you readily adapt your responses fit in with changing circumstances?				
Are you able to view different events from a flexible & open perspective?				
Are you able to view different events from a flexible & open perspective?				
Initiative				
Items	Poor	OK	Good	Excel
Do you happily or naturally take the lead in problem-solving situations?				
Are you someone who will stand up to resolve a conflict?				
Do you seek ways to prevent such problems & situations from happening or reoccurring?				
Do you seek out fresh ideas from a wide variety of sources?				
Are you open to and give serious consideration to original solutions to a problem?				
Are you able to generate new ideas yourself or in others?				
REFLECTIVE COMMENTS				

8. Learning Log Form

Student Id:			
Student Name:			
Date:			
Topic	What concepts I have learnt so far.	What concepts I have no or little understanding?	What actions I took to clarify my understanding?
Topic -1			
Topic -2			
Topic -3			

9. Gibbs’s Reflective Framework (G. Gibbs, 1988)



10. Rolfe’s reflective practice framework – Assessment form (Rolfe, Freshwater, & Jasper, 2001)

What? – Describe the situation, achievements, consequences, responses, feelings, and problems.

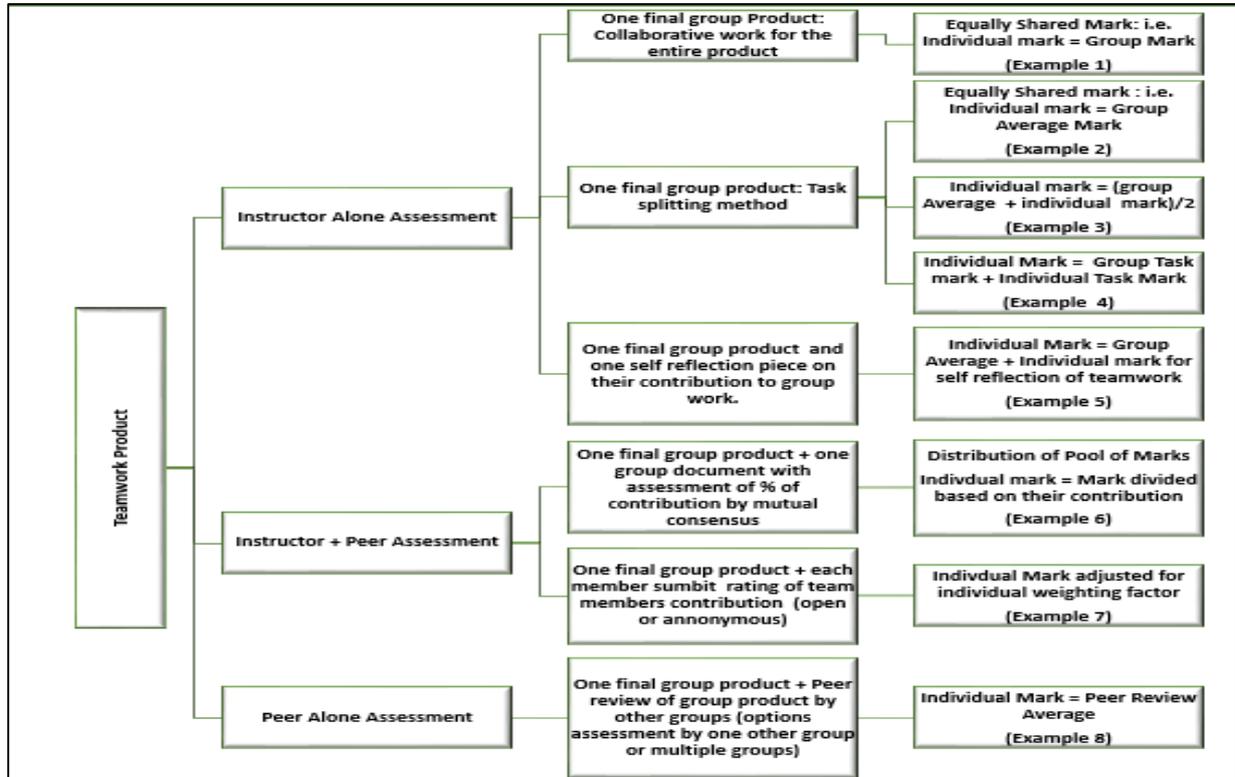
So what – discuss what has been learnt; learning about self, relationships, models, attitudes, cultures, actions, thoughts, understanding, and improvements.

Now what – identify what needs to be done in order to; improve future outcomes, and develop learning.

IV Teamwork: Sample Assessment Methods

Section-A: Assessing Teamwork Product – Methods and Options

Mark Calculation References: (Lejk, Wyvill, & Farrow, 1996)



1. Example 1: Equally Shared Mark

- Each student contribute every aspect of the assessment task by collaborative work
- Group mark = 60%; 3 members in the team and all three students get 60%; Simplest Method
- Individual mark = group mark

2. Example 2: Individual Mark = Group Average

- Each student works on one particular aspect/task of the assignment allocated to them
- Finally one product is submitted by combining output from each one
- Group Average = $\text{Sum}(\text{individual task mark}) / \text{No of students}$
- Individual mark = Group Average

Task	Student	Mark
Task A	Student A	80%
Task B	Student B	65%
Task C	Student C	55%
Overall Product mark	Group Average	67%

3. Example 3: Individual Mark = (Individual Task Mark + Group Average)/2

- Each student works one particular aspect/task of the assignment allocated to them
- Finally one product is submitted by combining output from each one
- Group Average = $\text{Sum}(\text{individual task mark}) / \text{No of students}$
- Individual mark = $(\text{Individual Task Mark} + \text{Group Average Mark}) / 2$

Task	Task Mark	Student	Student Mark
Task A	80%	Student A	$(67+80)/2$
Task B	65%	Student B	$(67+65)/2$
Task C	55%	Student C	$(67+55)/2$
Overall Product Average	67%		

4. Example 4: Individual Mark = (Group Common Task Mark + Individual Task Mark)/2

- All students contribute to one common task and one individual task
- Finally one product is submitted by combining output from both common task and individual task
- Individual mark = (Group Common Task Mark + Individual Task Mark)/2

Task	Task Mark	Student	Student Mark
Common Group Task	90%	All Team members	
Task A	80%	Student A	$(90+80)/2$
Task B	65%	Student B	$(90+65)/2$
Task C	55%	Student C	$(90+55)/2$

5. Example 5: Individual Mark = (Group Mark + Individual Mark)

- All students work collaboratively contributing to all aspects of the assessment task and submit one final product
- In addition each student submits a self/team reflection piece
- Group Mark = One single mark for the entire product
- Individual mark = Group Mark + Individual Mark)

Student	Individual Student Mark	Group Mark	Student Mark
Student A	80%	50	$(50+80)/2$
Student B	65%	50	$(50+65)/2$
Student C	55%	50	$(50+55)/2$

6. Example 6: Individual Mark by distribution of pool of mark by consensus

- All students work collaboratively contributing to all aspects of the assessment task and submit one final product
- In addition each team member student submits a document (or survey) indicating % the contribution (total must add up to 100) of each member
- 3 members in a team; Group mark = 80%; Total marks to share = $3 * 80 = 240$ marks
- Individual mark = (individual contribution %) * (Group mark * Number of members)

Student	Contribution in %	Group Mark	Total Mark to Share	Student Mark
Student A contribution	40%	80%	$3*80$	$=40% * 240$
Student B contribution	35%	80%	$3*80$	$=35% * 240$
Student C contribution	25%	80%	$3*80$	$=25% * 240$

7. Example 7: Individual Mark adjusted by individual weighting factor

- All students work collaboratively contributing to all aspects of the assessment task and submit one final product

- In addition each member submits a rating of each members' contribution for each section of the work
- e.g. 4 tasks to complete; 3 members in a team; Group mark = 60%
- Rating for each tasks: (5- outstanding; 4- good; 3-average; 2- tried but not enough; 1- not contributed
- Individual mark = Group mark * (Individual total rating/Group Average of total rating)

Task	Student A rating	Student B rating	Student C rating
Task 1 (e.g. literature review)	5	1	4
Task 2 (e.g. methodology)	4	2	3
Task 3 (e.g. analysis)	3	3	4
Task 4 (e.g. recommendations)	2	4	1
Individual total	14	10	12
Group Average	12		
Student Mark	60% * (14/12)	60% * (10/12)	60% * (12/12)

Technology support: SparkPLUS/PRAZE

8. Example 8: Individual mark = Group Average (Peer review mark)

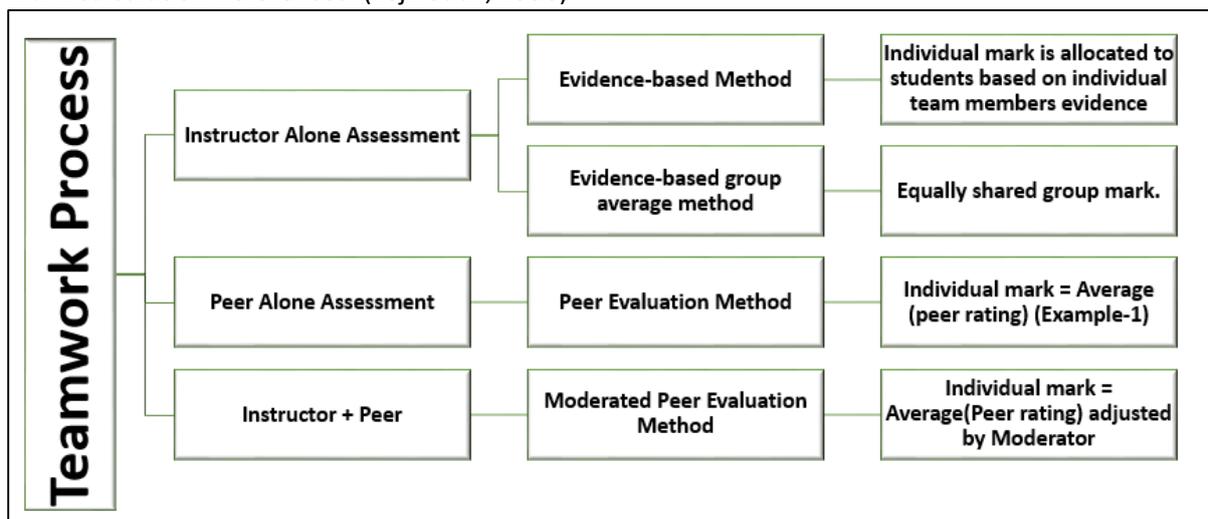
- All students work collaboratively contributing to all aspects of the assessment task and submit one final product
- Each groups product is assessed by one or more peer groups
- Group 1 assessed by group 2, 3 and 4.
- Individual mark = Group Mark

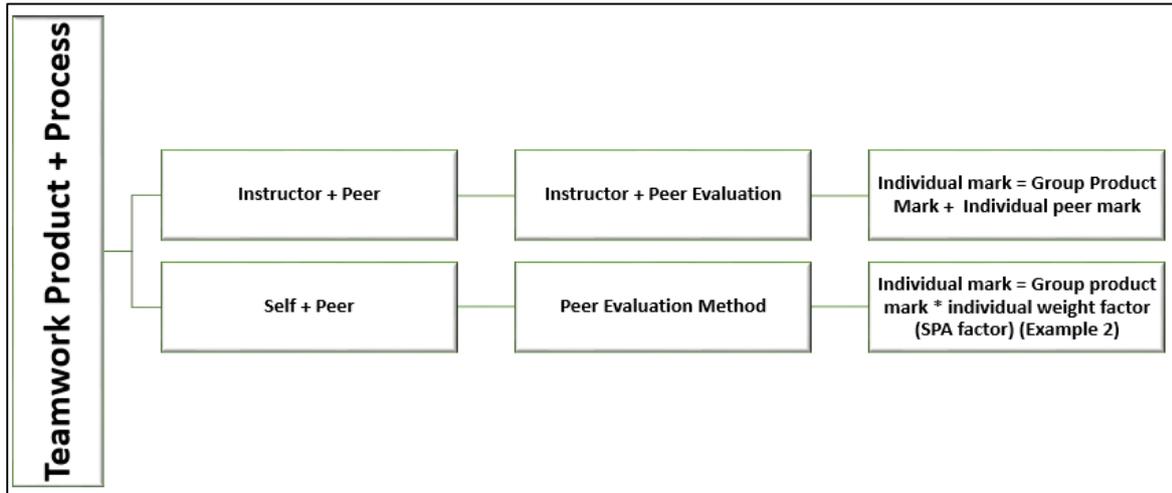
Assesse Group	Assessor Group	Peer Mark
Group 1	Group 2	60%
Group 1	Group 3	50%
Group 1	Group 4	70%
Group 1 Average Mark	60%	

Technology support: SparkPLUS/PRAZE

Section B: Assessing Teamwork Process – Methods and Options

Mark Calculation References: (Lejk et al., 1996)





1. Example 1: Individual Mark = Average peer rating

- Each team member gives rating for their peers based on a list of pre-defined criteria
- Rating for each criteria based on Likert scale e.g.: (5- outstanding; 4- good; 3-average; 2- tried but not enough; 1- not contributed)
- Individual mark = Average of peer rating from the team members

Criteria	Student B rating of student A	Student C rating of student A	Student D rating of student A
Criteria 1 (e.g. Contribution to ideas)	5	1	4
Criteria 2 (e.g. Leadership)	4	2	3
Criteria 3 (e.g. Attending meetings)	3	3	4
Criteria 4 (e.g. Feedback)	2	4	1
Student A total rating from each team member	14	10	12
Student A Mark	$((14+10+12)/60)*100 = 60\%$		

2. Example 2: Individual Mark = (Group product mark)* Individual weight factor (SPA factor)

- Each team member completes both self-assessment and peer assessment based on a list of pre-defined criteria
- SPA factor is calculated based on this self and peer assessment to calculate individual weight

$$\text{SPA Factor} \approx \frac{\text{Total ratings for individual team member}}{\text{Average of total ratings for all team members}}$$

- Individual mark = (Individual Group mark)* SPA factor

Student	Group Mark	SPA factor	Student Mark
Student A	50	0.8	(50)*0.8
Student B	50	0.9	(50)*0.9
Student C	50	1.1	(50)*1.1

Section C: Teamwork Templates

(Adapted from ((Barkley et al., 2005; Breslow, 2005; Ebooks, 2014; G. Gibbs, 1988; Millis & Cottell, 1998; Race, 2005; Rolfe, 2002; K. A. Smith, 1996; Tuckman & Jensen, 1977)

1. Team Roles Template

Student teams often function most effectively when members have designated roles. These can be instructor-determined or established by the groups themselves, e.g., by giving teams a list such as the one below and asking them to decide on and delegate appropriate roles within their group.

The roles you – or your students – assign will depend on the goals of the assignment, the size of the team, etc. They can be fixed or rotating. Here are some possible group roles, but the list is not exhaustive. Think creatively and come up with your own!

Role	Description	Student Name
Facilitator:	Moderates team discussion, keeps the group on task, and distributes work.	
Recorder:	Takes notes summarizing team discussions and decisions, and keeps all necessary records.	
Reporter	Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.	
Timekeeper	Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.	
Devil's Advocate	Raises counter-arguments and (constructive) objections, introduces alternative explanations and solutions.	
Harmonizer	Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas.)	
Prioritizer	Makes sure group focuses on most important issues and does not get caught up in details.	
Explorer	Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.	
Innovator	Encourages imagination and	

	contributes new and alternative perspectives and ideas.	
Checker	Checks to make sure all group members understand the concepts and the group's conclusions.	
Runner	Gets needed materials and is the liaison between groups and between their group and the instructor.	
Wildcard	Assumes the role of any missing member and fills in wherever needed.	

2. Teamwork assessment template-1

Group Process Evaluation Form						
Reflect on your group's dynamics overall and rate you group according to each of the following variables (using a scale from 1 to 5) <u>Highlight your choice below or type X into the appropriate column.</u>						
Goals						
Goals were unclear or poorly understood, resulting in little commitment to them.	1	2	3	4	5	Goals were clear, understood, and had the full commitment of team members.
Openness						
Members were guarded or cautious in discussions.	1	2	3	4	5	Members expressed thoughts, feelings, and ideas freely.
Mutual Trust						
Members were suspicious of one another's motives.	1	2	3	4	5	Members trusted one another and did not fear ridicule or reprisal.
Attitudes Toward Difference						
Members smoothed over differences and suppressed or avoided conflict.	1	2	3	4	5	Members felt free to voice differences and work through them.
Support						
Members were reluctant to ask for or give help.	1	2	3	4	5	Members were comfortable giving and receiving help.
Participation						

Discussions and decisions were generally dominated by a few members.	1	2	3	4	5	All members were involved in discussions and decisions.
Commitment						
There seemed to be minimum commitment to the group as a whole.	1	2	3	4	5	All members were totally committed to the team
Flexibility						
The group is locked into established rules and procedures that members find difficult to change.	1	2	3	4	5	Members readily changed procedures in response to new situations.
Use of Member Resources						
Individuals' abilities, knowledge and experience were not well utilized.	1	2	3	4	5	Each member's abilities, knowledge, and experience were fully utilized.

3. Teamwork assessment template-2

Name: Name of group members: Name of project: Check the box with the appropriate rating for each aspect of your team's work. 1 is excellent; 2 is good; 3 is adequate; 4 is poor; 5 is absent					
	Rating				
Aspect	1	2	3	4	5
1. The group cooperated. Everyone played a role and carried it out.					
2. Everyone contributed to the discussion.					
3. Everyone's opinion was valued.					
4. The group was organized.					
5. Problems were addressed as a group.					
6. All parts of the assignment were completed within the time assigned.					
Comments: What do you think your team could do to be more effective?					

4. Assessment on rating and feedback

Assessor Name: _____; Assessor ID: _____				
Assessee Name: _____; Assessor ID: _____				
Criteria	Strongly Disagree	Disagree	Agree	Strongly Agree
The assessor provided fair assessment of criteria 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessor provided fair assessment of criteria 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessor provided fair assessment of criteria 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessor provided fair assessment of criteria 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessor provided fair assessment of criteria 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessor provided constructive feedback to help me learn from mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessor's feedback are clear to help me learn from mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Teamwork Effectiveness Evaluation Template Adapted from (Waterloo, 2004)

Group No: Team Members Names:					
Criteria	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Sense of Purpose					
We agree about the grade we wish to obtain for our group assignment					
Team Process					
We have a fair and clear division of labour					
We have clear timelines and deadlines for delivery					
We have effective problem-solving processes					
We have effective communication processes					
We have effective decision-making processes					
Team members contribute equally					
Group Members					
Group members respect and listen to each other					
Group members deal with conflict, if any, constructively					
All group members actively participate in the work that needs to be done					
Creativity					
We encourage divergent ideas					
Satisfaction					
We enjoy working as members of this group					

7. Peer review pro-forma Example

Student Name: Feedback given date: Feedback responded date:		
Questions	Instructor (or Peer) Comment	Student's Response
What are the main strengths of this work?		
What areas needs improvement in this work?		
What areas need focus to improve grade in the next submission?		
Provide at least 3 constructive feedback or areas for improvement	1. 2. 3.	

8. Teamwork Assessment Possible Criteria List (Ohland, et al., 2012; Christianson, 2007; Freeman, 2011)

1. Contributing to the Team's Work

- Did a fair share of the team's work.
- Fulfilled responsibilities to the team.
- Completed work in a timely manner.
- Came to team meetings prepared.
- Did work that was complete and accurate.
- Made important contributions to the team's final product.
- Kept trying when faced with difficult situations.
- Offered to help teammates when it was appropriate.

2. Interacting With Teammates

- Communicated effectively.
- Facilitated effective communication in the team
- Exchanged information with teammates in a timely manner.
- Provided encouragement to other team members.
- Expressed enthusiasm about working as a team.
- Heard what teammates had to say about issues that affected the team.
- Got team input on important matters before going ahead.
- Accepted feedback about strengths and weaknesses from teammates.
- Used teammates' feedback to improve performance.
- Let other team members' help when it was necessary.

3. Keeping the Team on Track

- Keeping the Team on Track
- Stayed aware of fellow team members' progress.

- Assessed whether the team was making progress as expected.
- Stayed aware of external factors that influenced team performance.
- Provided constructive feedback to others on the team.
- Motivated others on the team to do their best.
- Made sure that everyone on the team understood important information.
- Helped the team to plan and organize its work.

4. Quality Expectations

- Expected the team to succeed.
- Believed that the team could produce high-quality work.
- Believed that the team should achieve high standards.
- Cared that the team produced high-quality work.

4. Having Relevant Knowledge, Skills, and Abilities (KSAs)

- Had the skills and expertise to do excellent work.
- Had the skills and abilities that were necessary to do a good job.
- Had enough knowledge of teammates' jobs to be able to fill in if necessary.
- Knew how to do the jobs of other team members.

5. Cooperation and Time Management

- Able to listen
- Shared information
- Provided leadership
- Organised and efficient
- Made contribution according to agreed group schedule

6. Conflict Resolution

- Managed conflict effectively and constructively
- Worked towards positive resolutions to group issues

7. Leveraging Group Member Skills

- Respected each group member's skills and strengths
- Balanced own skills and strengths with overall group to achieve best possible group outcomes

8. Values and Equity

- Respectful of diversity of group member values, knowledge and experience
- Made a fair contribution to the overall workload

9. Miscellaneous

- Had full commitment to team work with clear understanding of goals
- Attended meetings and comes on time.
- Team members express thoughts, feeling and ideas freely and openly
- Team members trust one another and do not fear ridicule or reprisal
- Team members feel free to voice differences and work through them.
- Team members are comfortable giving and receiving help.
- Team members are involved in discussion.
- Team members readily change procedures in response to new situations.
- Team members are involved in decision-making.

V Global Citizenship: Example Cases

1. Corporate Social Responsibility (CSR) Example Case (G. S. Smith & Bonk, 1992)

MINICASE: MGMT - 02

BUSINESS ETHICS PROGRAM

Safety? What Safety?

Topic: Corporate Social Responsibility

Characters: Bob, President
John, Chemical Engineer
Henry, Controller
Kirk, Assistant Controller

Kirk was a bright individual who was being groomed for the Controller's position in a medium-sized manufacturing firm. After his first year as Assistant Controller, the officers of the firm were starting to include him in major company functions. For instance, today he was attending the monthly financial statement summary given at a prestigious consulting firm. During the meeting, Kirk was intrigued at how all the financial data he had been accumulating was transformed by the consultant into revealing charts and graphs.

Kirk was generally optimistic about the session and the company's future until the consultant started talking about the new manufacturing plant the company was adding to the current location and the costs per unit of the chemically plated products it produced. At that time, Bob (the President) and John (the chemical engineer) started talking about waste treatment and disposal problems. John mentioned that the current waste facilities were not adequate to handle the waste products that would be created by the "ultramodern" new plant in a manner that would meet the industry's fairly high standards, although they could still comply with federal standards. Kirk's boss, Henry, noted that the estimated cost per unit would be increased if the waste treatment facilities were upgraded according to recent industry standards. While industry standards were presently more stringent than federal regulations, environmentalists were pressuring strongly for improving regulations at the federal level. Bob mentioned that since their closest competitor did not have the waste treatment facilities that already existed at their firm, he was not in favor of any more expenditures in this area. Most managers at this meeting resoundingly agreed with Bob, and business continued on to another topic.

Kirk did not hear a word during the rest of the meeting. He kept wondering how the company could possibly have such a casual attitude toward the environment. Yet he did not know if, how, or when he could share his opinion. Soon he started reflecting on whether this was the right firm for him.

Author: G. Stevenson Smith, Ph.D., CPA, CMA, Professor of Accounting, West Virginia University

Co-author: Curtis Jay Bonk, Ph.D., CPA, Assistant Professor of Educational Psychology, West Virginia University

2. White Collar Crime Example Case (McGoun, 1992)

MINICASE: MGMT - 12

BUSINESS ETHICS PROGRAM

Check Kiting

Topic: White Collar Crime

Characters: Scott, operations manager at a small bank
Kathy, Scott's coworker

"I found another check kiter," said Kathy as she showed the checking account statement to Scott. "It's not a big one, though. Just a few hundred dollars."

Check kiting increased when the local economy was bad. Customers took advantage of the bank's generous policy of not waiting until deposited checks had cleared before allowing the customers to have access to the money. A check kiter deposited a bad check from another bank in Scott's bank. Then he or she wrote a check from Scott's bank to cover the check from the other bank, and so on. In effect, customers were able to withdraw money that they didn't have and cover it up with a series of bad checks back and forth between banks. Kiting wasn't easy—once it started, it required a steady stream of precisely timed checks—and it was easy to spot the frequent identical deposits and withdrawals when you looked at the statements.

Scott recognized the name on the statement as that of a close personal friend of his wife. He certainly hadn't thought she was dishonest, but she was a single mother, and it didn't surprise him that she might be having financial difficulties. It was tough when a friend put you in this situation. What made it tougher, though, was that she was involved in an off again, on-again personal relationship with Scott's boss, and Scott wasn't sure whether this was an off-week or an on week. She was also the chief financial officer of the bank on which she was writing checks, which explained how she was able to time her checks so well.

In a situation like this, Scott normally documented the case and gave the information to his boss. Then Scott closed the account at his bank, called the customer, and notified the other bank that bad checks were being returned. Whoever caught the kiter first was able to pass the losses on to someone else. Check kiting was illegal, but when Scott used to call the local police, they had always told him they weren't interested. He hadn't informed them about a check kiter in over a year. But this case was different. It wasn't obvious what Scott should do or to whom he should talk.

Author: Elton G. McGoun, Assistant Professor of Finance, Bucknell University

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3. Additional samples cases and examples

Case Topic	Examples – as PDF attachments
1. Computing Ethics (Zubairi, 2002)	 computing_ethics.pdf
2. White Collar Crime (McGoun, 1992)	 WhiteCollarCrime.pdf
3. Ethical Decision Making (Heist & Bilgert, 1992)	 EthicalDecisionMakin g.pdf