**APPENDIX A – Supplementary materials with Dijkstra et al. Assessing the “I” in group work assessment: state of the art and recommendations for practice**

**Questionnaire on Assessment of Group Work**

Types of group work assignments

Which type of group work assignments are being used in your institution? Group work assignments that result in: (select all that apply)

A a written rapport on work being done/experience

B an essay, paper, poster, brochure or any other written product

C an oral presentation

D another product, i.e...…...

E a demonstration of practical skills

F another activity, i.e..……

An assessment programme can contain both formative and summative elements. What kind of group work assignment tasks are being used in your institution?

A Only formative

B Only summative

C Varied: some assignments only formative, other only summative

D A combination: in one assignment both formative and summative assessment is applied

Comments:

What type of group work assessment is used most frequently in your institution?

A Formative group assignments

B Summative group assignments

C Combined formative/summative group assignments

Comments:

*The next questions focus on summative group work assignment/assessment.*

How are group work assignments summatively assessed in you institution?

* What is being assessed? (Only the product, or also the process leading to it?)
* Who assesses? (Assessed by teacher who monitor the group, other teachers, students (self or peer assessment), patients, other stakeholders?)
* Grading: (Do all students in a group receive the same grade, or are group members graded distinctively?)

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| --- | --- | --- | --- |
| Short description of assignment | What is assessed? | Who assesses? | Same grade or individually distinct? |
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When group members are evaluated/assessed individually: how is this individual component of the evaluation performed?

A common objection to group work assessment is the risk of social loafing and free-riding.

Is free-riding considered a problem in your institution and if so: by whom?

And what is the main drawback?

Could you give examples of methods to prevent free-riding?

After group work is assessed, students can receive feedback. What kind of feedback is used in your institution for group work?

1. Grades only (numeral, pass/fail etc)
2. Narrative feedback only
3. A combination of the two
4. Other, i.e.: ……….

Group work can serve reasons both practical (less teacher time to assess and evaluate the product) as educational (learning to cooperate; process is more important than the product)

How are these two reasons balanced in your institution? Group work is used:

A mostly for practical reasons

B mostly for educational reasons

C about as often for both reasons

Comments:

Evaluation

What in your experience are the main keys of success for using group work in the right way? And more specifically: for assessing group work?

General:

Assessing:

What in your experience are the main risks/limitations for using group work in a useful manner? And more specifically: for assessing them?

General:

Assessing:

Which tips would you like to give teachers concerning the assessment of group work?

General comments: