Institutional policies on assessing group work: cautions, caveats and constraints

Peter Donnan

Teaching and Learning Centre, University of Canberra, Peter.Donnan@canberra.edu.au

This study investigates whether assessment policies in Australian universities promote sustainable and innovative group assessment practice. There is an acceptance of the critical importance of teamwork and collaborative learning, as well as of the need to conduct assessment in this area with validity and reliability. The study is based on an analysis of 39 assessment policies from Australian universities. Despite occasional policies presenting a positive rationale and valuing collaboration among students, proactive teaching with respect to group dynamics, appropriate assessment design, institutional resources and staff support of group assessment, the overwhelming perspective shows a preoccupation with the negative aspects of group assessment rather than its possibilities. In the process of policy analysis, positive drivers of sustainable and innovative assessment have been identified.

Keywords: collaboration; group assessment; peer assessment.

Introduction: assessment of group work and university policies

The value of teamwork is widely recognised in many disciplines but, in practice, the assessment of group work can be problematic. Themes in contemporary assessment reform agendas (Boud & Associates, 2010; Herrington, 2009; Price, O'Donovan, Rust, & Carroll, 2008) include authentic assessment, holistic assessment, standards, lifelong learning and interaction with students with respect to assessment processes, and clearly group work is a natural fit within this spectrum. Being able to judge the quality of one's own work, as well as the contributions of one's peers, are worthwhile attributes from a sustainable, lifelong learning perspective. Group work features prominently in institutional projects regarding graduate attributes (The National Graduate Attributes Project [GAP], 2009).

There are many influences on the assessment of group work. Figure 1 represents some of the more significant factors. Disciplinary practice and paradigms are more complex than commonly realised, and James, McInnis and Devlin (2002) argue that these are deeply embedded in academic culture and that to challenge them is tantamount to challenging fundamental and often competing assumptions about the nature of teaching and learning within the university. Team projects in software engineering and in humanities and social sciences, for instance, would be underpinned by different assumptions, although terms such as 'process' and 'product' may have shared meaning. While there are recurring issues in all group assessment, Crossley (2006) argues that in the performing arts, controversy and drama represent positive opportunities: students need to engage with conflict constructively rather than attempt to avoid it, and controversy in fact allows for the entry of new ideas that may have been suppressed in an environment of 'groupthink'.

ATN Assessment Conference 2010 University of Technology Sydney
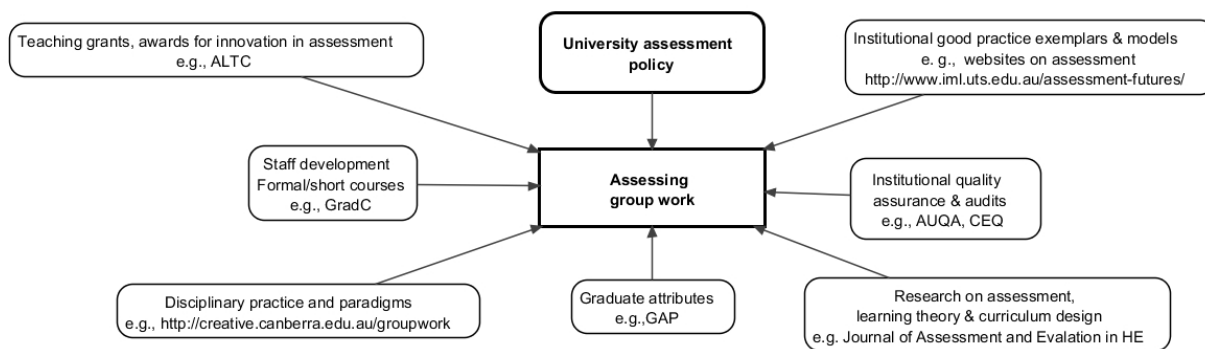
Figure 1: Multiple influences upon assessment of group work

It has been noted (Price, Carroll, O'Donovan, & Rust, 2010; Rust, 2007) that there is a growing body of case study evidence of change in assessment practice and that a scholarship of assessment needs to be asserted, especially among policy and decision makers. Hughes (2009) has observed that university assessment policies have been extended beyond roles and procedures relating to exams to focus on effective practice guidelines relating to learning. Assessment practice in higher education has, nevertheless, consistently been one of the poorest performing areas identified in quality audits. Rust (2007) refers to the UK's Quality Assurance Agency's discouraging findings in this area, and Goos and Hughes (2010, p. 317) refer to evidence of variability in the ways in which faculties' and schools' assessment practices are aligned with their policies, noting the example of an AUQA audit that failed to find convincing evidence of the implementation and understanding of assessment policy issues at a particular Australian university. While the influences on assessment are often dynamic and complex, the scope of this paper is confined to how Australian university assessment policies address group assessment.

The purpose of this study was to investigate how group assessment is treated in the assessment policies of Australian universities. The two central questions it considers are:

1 Do Australian universities' assessment policies promote sustainable group assessment practices?

2 Do Australian universities' assessment policies encourage staff to adopt innovative assessment opportunities with respect to group assessment?

The intersection of assessment policies and group assessment

Assessing group work has been extensively researched. Gielen, Dochy and Onghena (2010) present an inventory of peer-assessment activity divided into five clusters with 20 variables, based on more than 400 studies. The value of teamwork – of collaborating with other learners and working creatively and constructively with peers, even when difficult group dynamics are operative – also feature prominently in the graduate attributes promoted by many universities. Naylor (2009) shows assessment as driving the curriculum at James Cook University, meeting industry expectations and promoting the social skills required to work in teams. Brewer (2009) argues that "Current and future graduates need to have far greater attention paid to the development of their professional and communication skills so that they are able to work effectively and efficiently in teams of health professionals." Boud (2010) believes that "Being able to collaborate, get feedback and contribute to peer learning is probably the most vital skill in learning today." The fact is, however, that all university marks are converted into individual grades; how this process occurs is explained within individual institutional assessment policies.

Leathwood (2005) observes that departmental cultures are riddled with individualism and competitiveness, that assessment systems are commonly rooted in academic culture and that it is important to consider wider policy and social questions that inform assessment practice. In this broader perspective, Sadler (2007) refers to "fine-grained", "atomised" assessment preoccupied with short-term objectives; similarly, Boud and Falchikov (2006) conclude that

"the fragmentation of assessment tasks … inhibits some holistic approaches to assessment" (p. 403). They argue that higher education must prepare students for lifelong learning when "the infrastructure of teachers, courses and formal assessment is no longer available" (p. 399).

While group work is clearly valued as a graduate attribute, there are many issues involved in its assessment. Strauss and U (2007) describe how lecturers are increasingly required to implement group assessment but lack formal training and so question its value. The tendency of particular students to dominate groups and manipulate tasks has also been recognised (Kennedy, 2005), and Pieterse and Thompson (2010) conclude that "social loafers" may be willing to contribute but are sometimes denied the opportunity by their more competent group mates. Orr (2010) describes conflicting concepts of fairness among students. For some consistency means all members receiving the same mark, while for others it means rewarding different individual contributions. Roberts and McInnerney (2007, p. 257) list the top seven issues reported in the literature about group assessment as being "student antipathy towards group work", "the selection of the groups", "a lack of essential group-work skills", "the free-rider", "possible inequalities of student abilities", "the withdrawal of group members" and "the assessment of individuals within the groups". James et al., (2002) argue that there is value in spending some time promoting group cohesiveness so that group time and effort is focused on the task rather than on dealing with unproductive conflict. Isaacs (2002) agrees with this approach, noting that while the logistics of group formation and group working are not, strictly speaking, an assessment issue, if groups do not function effectively – or at all – this will quite obviously affect learning and assessment outcomes.

A general interpretation that emerges from the literature is that there are many forms of group assessment in different disciplines, which, when managed well, produce demonstrable learning benefits. Harris et al. (2007) summarised the most important considerations in planning group assessment in terms of the following four steps.

- Deciding what is to be assessed – the process, the product or both

- Selecting criteria, particularly if the group process is to be directly assessed

- Deciding who is to 'do' the assessing – staff, students or both

- Deciding how grades are to be assigned – collectively, individually or a mixture

There has been negligible research done into the intersection of assessment policy and group work. James et al., (2002) noted that it is not simply "about redrafting policy statements and regulations". In fact, the focus of research has been on all of the other influences represented in Figure 1 (except assessment policy analysis). Finally, there are even warnings about research in this area: Harvey and Kamvounias (2008, p. 40) have identified implementation gaps when teaching innovation is imposed from above, arguing that the shift should be away from "what teaching and learning policy makers, committees and academic developers do, towards what teachers do".

Rationale and design of study

A project that investigates how group assessment is treated in assessment policies is significant because it promotes an understanding of institutional perspectives about group assessment. Furthermore, it lays the groundwork for engagement with policymakers and other members of the university who hold such views. In proposing their assessment reform agenda for higher education, Boud and Associates (2010) identify, as focal points, program directors of new courses, teaching and learning committees, associate deans (education) and directors of teaching and learning centres. Institutional assessment policies are relevant in this spectrum because they engender debate and action on assessment issues at institutional level.

Given that every university in Australia has developed policy statements on assessment, it is clearly worthwhile analysing policymakers' and top-level institutional thinking about such a challenging area as group work. Despite the extensive research (for example, Gielen, et al., 2010) undertaken on the assessment of group work, no studies have been conducted that systematically investigate Australian university assessment policies in this area, especially in terms of innovation and sustainability. Contemporary assessment reform agendas in Australia require alignment with the policy domain, because this provides a positive climate rather than one in which espoused theory and theory-in-use are discordant. Price et al., (2010) indicate that institutional differences have significant effects on the nature of assessment regimes, in that different universities are complicit in either supporting or challenging the prevailing assessment culture through a range of mechanisms including official assessment policy.

Data was derived from the assessment policies of 39 universities available through the Universities Australia (2010) website of member universities. (The universities cited here are identified only by number, based on the list on the Universities Australia website.) Policies were downloaded and converted into searchable text, uploaded into Nvivo and then coded into nodes. The following themes were derived from the nodes, and these formed the basis of analysis and interpretation.

- Assessment of group work: an overview

- Support and resources

- Policy constraints

- Problems and issues

There are multiple drivers of assessment policy development in Australian universities: policies are regularly reviewed through committee processes; clauses are introduced to tighten procedures relating to appeals, remarks, grievances and standards; the transition from norm-based to criterion-referenced assessment has been a significant factor for some institutions [29, 37]; assessment leaders who have been involved in nationally recognised projects or with assessment publications or websites may influence policy development [19, 21, 24]; internal student feedback, Course Evaluation Questionnaire (CEQ) data and AUQA audits may lead to changes in policy; the structuring of assessment policy and procedures in separate documents [18, 23] has been a catalyst for change in some institutions; and there would be many Australian equivalents of the University of Glamorgan (JISC, 2010), which has embedded an institutional vision of assessment and feedback in policy and practice. Given these different drivers of assessment in institutions, there are clear constraints in assessment policy analysis, and the limitations of the methodology need to be recognised.

Discussion and analysis

In this section the four major themes are outlined and in each case related to the two central questions of this study: Do the policies promote sustainable practice? Do the policies encourage the adoption of innovative assessment practice?

Assessment of group work: an overview

Very few assessment policies contained a positive rationale for the value of group work, in contrast to sections on group work within graduate attributes in other parts of institutional websites. The following statement [16] was an exception:

> The skills developed in group projects, however, are vital in work and community life since many tasks are performed by teams, not separate individuals. Learning to be part of a team also involves accepting that a collective judgement will often be made of the whole project.

University degrees are conferred only on individuals – in contrast to the Nobel Prize, for instance, which also recognises teams and groups in its award categories. An important consideration of this study was whether group work can be considered the sum of individual inputs that can be differentiated and assessed, or whether the collective judgment of the whole requires rethinking elements of traditional assessment practice. Some policy statements justified or excluded group work less directly: "Minimising administrative workload associated with marking is not a rationale for the use of teamwork" [17]. Others addressed the gaps in students' skill bases in areas "such as time, group, workload and stress management" [1].

Types of group assessment activities were identified clearly enough in the policies and included oral presentations (individual or group) and posters [17], as well as requirements that group assessments "meet the criteria of rigour, validity, fairness and appropriateness to the unit objectives" [16]. There was little evidence of group work being differentiated at policy level in terms of different disciplines and courses, but occasional terminology such as "for certain subjects, and particularly within postgraduate learning" [24] or "appropriateness to the unit objectives" [16] suggested sensitivity to disciplinary paradigms.

Sustainable group assessment promotes the enduring value of collaborative activities beyond university assessment regimes, but rarely was this evident in any of the policies. The fact that teamwork and collaboration are included in many of the statements of graduate attributes that appear on university websites (GAP, 2009) suggests a need for closer integration with assessment policies. Similarly, in terms of innovation, there was scant evidence in the policies of encouragement for staff to adopt emerging and creative forms of group assessment. In contrast, there was significant evidence of innovative assessment projects supported by the Australian Learning and Teaching Council (2010) in a broad cross-section of institutions and disciplines, suggesting that innovation is much more driven by teaching grants and awards for innovation in assessment (Figure 1) than by institutional policy.

Support and resources

Policy guidelines about how staff should prepare students for group assessment were expressed in the following terms:

- "Scheduled class times must be dedicated to group meetings. In-class supervision and discussion of group assignments must be built into the schedule of lectures or tutorials." [12]

- Unit conveners "must anticipate the challenges in assessing group work and be familiar with approaches which can be used to address them". [14]

- Explicit requirements were provided about the formation and management of the group and the timely notification and resolution of disputes. [15]

- "Rules governing the formation and function of groups where used for assessment" were required to be specified. [16]

- Similarly, "detail about what needs to be done by the group and what is individual work" was required to be provided. [18]

- Staff were to ensure that "students are adequately prepared for the skills necessary to complete assessment items, including group assignment". [23]

Two universities [2, 21] referred staff to seminars presented by a central learning and teaching unit, while others [19, 24, 37] had developed guides such as *Assessing group work* or other resources that specifically supported group assessment.

Sustainable group assessment is much more likely to occur when there is preparation and proactive support for teaching students how to successfully engage in collaborative activities. This was strongly supported in the supplemental policy resources cited above, as it is in the literature. Roberts and McInnerney (2007) refer to essential skills for group work, but argue that overcrowded curricula and prioritising by teaching staff of subject matter over dealing with group dynamics are common pitfalls. Some of the resources on group assessment that supporting institutional policies [19, 24, 37] were funded by the Australian Learning and Teaching Council and the Australian Universities Teaching Committee, and represented innovative approaches based on staff development and institutional good-practice exemplars (Figure 1). Again, this suggests that it is external funding from the Australian Learning and Teaching Council or its predecessor institutions that is the driver of innovation, rather than policy.

Policy constraints

What figured prominently in the assessment policies of many institutions was the concept that individual inputs into collaborative assessment should be clearly assessed against explicit criteria. This was expressed in statements such as:

- "The responsibilities of each individual group member in completing each such assessment task and the degree of collaboration required should be clearly stated in the unit outline." [1]

- "Group activities must be assessed by means which allow the real contribution of each member of the group to be determined." [12, 38]

- "Work prepared and presented as a single entity and in which contributions of individuals cannot be identified should: be graded only on a pass/fail basis … Unit Convenors must be aware of, and anticipate the challenges in assessing individual contributions to group work." [14]

- "Recognise and differentiate the performance of each individual group member from the performance of the group as a whole." [24]

- "Group work can be assessed individually for each group member, collectively for the group, or by a weighted mark allocation comprising both a whole group and individual component." [34]

The policy effect of these regulations is to shift practice away from collaborative core interactions – certainly away from awarding a common mark – and there is clear evidence, as noted by Gielen et al. (2010), that students contribute unequally in groups and that there is resentment from some students about non-contributors. The dilemma for staff is that they are not always in a position to verify the dynamics of group activities, even if they are present in the classroom. Additionally, interactions and discussions in group contexts can be complex: quantitative analysis is often deficient because single ideas may have significant impacts on group outcomes, as ideas evolve and intermesh through discussion so that the individual strand is difficult to recognise. Group outcomes are often more than the sum of the individual inputs, as a result of group interactions. The final policy extract above [34] presents a series of distinctions that recognise more complex assessment design to address these issues.

If it is accepted that staff are unable to verify the contributions of all group process and discussions, a further dilemma is to what extent they can rely on peer assessment by the students working within these groups. This is a

quandary for policymakers, and generally the response has been to constrain assessment involving group work, as well as to limit peer review weightings. There was occasional policy recognition of the theoretical value of peer assessment but generally it is restricted in terms of marks. Examples of such policy statements were:

- "Group and/or collaborative work should account for no more than 30 percent of the total assessment in a unit." [1,14, 16, 21,27, 34, 37]

- "Group work may not constitute more than 50 percent of assessment." [12]

- "At least one assessment item must be of a type that provides an assessment of each individual student's performance." [9]

- "Students must be provided with opportunities to peer assess in order to equip them to function as discerning professionals with a commitment to life-long learning." [12]

- "Collaborative tasks must give students the opportunity to learn from each other." [15]

- "In subjects where fellow students participate in the assessment of another student's work, a maximum weighting of ten per cent is permitted for such assessment." [12]

- "Peer assessment shall not account for more than 15% of the final unit mark." [16]

The policy segments in this section relating to individual, peer and group assessment components do little to advance either sustainable or innovative assessment. Assessment reform that promotes student involvement in learning communities and engagement with feedback (Price et al., 2010) is more likely to achieve these objectives, but this perspective is lacking altogether in policy terms. Traditional assessment, strongly grounded in individual assessment, is challenged by the complexities of collaborative learning and the general policy focus is cautionary, expressed in terms of caveats and constraints.

Problems and issues

Group assessment, which may incorporate problem-based learning, is clearly established within many disciplines, such as engineering and the creative arts (University of Canberra & The Carrick Institute for Learning and Teaching in Higher Education, 2008)). Policymakers necessarily focus on risk-management issues arising from grievances, appeals and complaints, and this was a clear theme that emerged in the policies, as illustrated by such statements as:

- "Students should not be penalised or disadvantaged by the actions of other group members over whom they have no control." [1]

- "Subject Co-ordinators must provide, in advance, plans for alternative individual assessment for students whose groups disband." [12]

- "Procedures for the resolution of disputes or for dealing with defaulting group members must be in place and described to students in writing." [16]

- "Provide guidance for groups that are not functioning effectively." [18]

- "In the case of group assessment tasks, each member of the group is required to complete and sign the cover sheet." [30]

The general theme that emerges here is that group assessment is problematic: groups may become dysfunctional, control may be lost within groups and how the dynamics of group conflicts are managed is a critical issue. So while such policy regulations address appeals that are likely to occur from breakdowns in group dynamics, the general tenor of this cautionary approach is unlikely to promote sustainable or innovative forms of group assessment. The problem-focused regulatory framework is based on resolving conflicts in the short term rather than on lifelong learning; innovation, too, is curtailed by a preoccupation with the negative aspects of group work rather than with its possibilities.

ATN Assessment Conference 2010 University of Technology Sydney

Conclusion

The most obvious aspects of effective policy on group assessment noted in this study arise from a positive rationale and valuing of collaboration among students, proactive teaching with respect to group dynamics, appropriate assessment design, institutional resources and staff support. These elements promote sustainable as well as innovative assessment, but overwhelmingly the policies are cautionary and constraining.

The implications for policy development are that institutional policy can be integral to innovative practice with respect to assessing group work (see Figure 2). However, assessment policy is currently represented as being detached from the dynamics of assessment of group work (see Figure 1), and this is more likely to be the case if it is legalistic, top-down and disengaged from the multiple influences that enrich assessment, and based on constrained thinking.
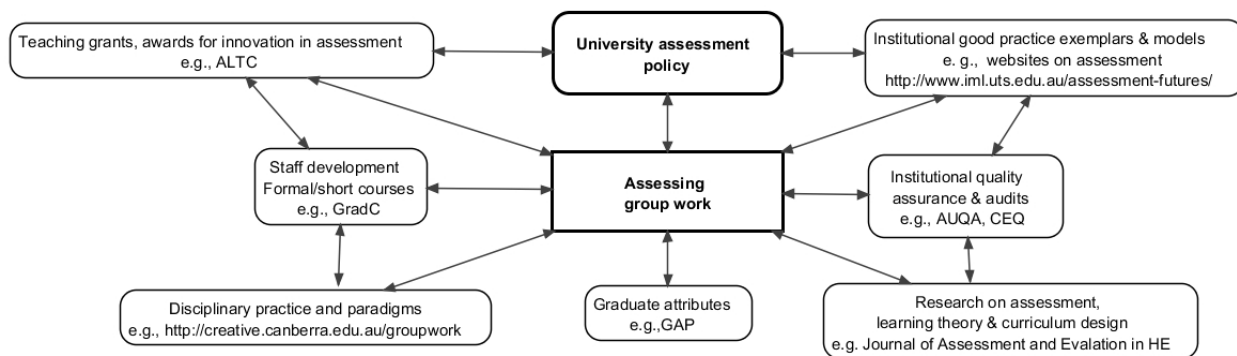
Figure 2: Multiple and synergistic influences on assessment of group work

Finally, this study incidentally confirms a finding by Price et al. (2010) that institutions are complicit in either supporting or challenging the culture of assessment through a range of mechanisms including formal assessment policy, leadership commitment, organisational structures and other critical elements. In their words, "institutional differences have a significant effect on the nature of the reigning assessment regime" (Price et al., 2010, p. 10). Supplementary resources on group assessment, Australian Learning and Teaching Council awards, underpinning by assessment research and reform agendas are all indicators of institutional synergies. Figure 2 advances on Figure 1 in recognising that assessment policy needs to be working in unison with a range of other institutional drivers. Policy in itself is insufficient, but sustainable and innovative group assessment practice is more assured when there is a strategic synergy between all of the elements, as outlined in Figure 2. Where institutional assessment policies are informed by research on assessment, supportive of staff development and grounded in good-practice exemplars and models, the momentum for innovation is more assured. Contemporary assessment reform agendas (Boud & Associates, 2010; Herrington, 2009; Price et al., 2008) based on the possibilities and scholarship of assessment require a repositioning of institutional assessment policy, as presented in Figure 2.

References

Australian Learning and Teaching Council (2010). What's happening in assessment? 2009 Resource Information. Retrieved July 29, 2010, from http://www.altc.edu.au/resource-whats-happening-assessment-2009-altc-2010.

Boud, D. (2010). Working with peers. Retrieved July 4, 2010, from http://www.iml.uts.edu.au/assessment-futures/elements/peers.html.

Boud, D., & Associates (2010). Assessment 2020: Seven propositions for assessment reform in higher education. Retrieved July 4, 2010, from http://www.iml.uts.edu.au/assessment-futures.

Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education, 31*(4), 399-413.

Brewer, M. (2009). Interprofessional education to meet changing health and social care demands. *The National Graduate Attributes Project (GAP). National GAP 3rd Symposium Posters.* Retrieved July 7, 2010, from http://www.itl.usyd.edu.au/projects/nationalgap/resources/thumbs.cfm.

Crossley, T. (2006). Letting the drama into groupwork: Using conflict constructively in collaborative performance projects. Retrieved July 5, 2010, from http://www.lancs.ac.uk/palatine/AGP/paper7.html.

Gielen, S., Dochy, F., & Onghena, P. (2010). An inventory of peer assessment diversity. *Assessment & Evaluation in Higher Education.* First published on January 25, 2010 (iFirst). 1-19.

Goos, M., & Hughes, C. (2010). An investigation of the confidence levels of course/subject coordinators in undertaking aspects of their assessment responsibilities. *Assessment & Evaluation in Higher Education, 35*(3), 315-324.

Harris, K.-L., Krause, K., Gleeson, D., Peat, M., Taylor, C., & Garnett, R. (2007). Enhancing assessment in the biological sciences: Ideas and resources for university educators. Retrieved October 27, 2010, from http://www.bioassess.edu.au/assessment-types/groupwork.

Harvey, A., & Kamvounias, P. (2008). Bridging the implementation gap: A teacher-as-learner approach to teaching and learning policy. *Higher Education Research & Development, 27*(1), 31-41.

Herrington, J. (2009). Website to accompany ATN Keynote: Authentic assessment of authentic tasks. Links and resources. Retrieved July 7, 2010, from http://web.me.com/janherrington/AuthenticAssessment/Authentic_Assessment.html.

Hughes, C. (2009). Framing the activities of institutions and academic development units in support of assessment. *Innovations in Education and Teaching International, 46*(2), 123-133.

Isaacs, G. (2002). Assessing group tasks. http://www.tedi.uq.edu.au/downloads/T&L_Assess_group_tasks.pdf.

James, R., McInnis, C., & Devlin, M. (2002). Renewing policy and practice: Frameworks for institutional, faculty and department action (pp. 1-4). http://www.cshe.unimelb.edu.au/assessinglearning.

JISC (2010). Effective assessment in a digital age. A guide to technology-enhanced assessment and feedback. http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx.

Kennedy, G. (2005). Peer-assessment in group projects: Is it worth it? Paper presented at the Conference in Research and Practice in Information Technology. Retrieved September 20, 2010, from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.59.4744&rep=rep1&type=pdf.

Leathwood, C. (2005). Assessment policy and practice in higher education: Purpose, standards and equity. *Assessment & Evaluation in Higher Education, 30*(3), 307-324.

Naylor, S. (2009). Assessment driving curriculum. The National Graduate Attributes Project (GAP). Retrieved July 7, 2010, from http://www.itl.usyd.edu.au/projects/nationalgap/resources/thumbs.cfm.

Orr, S. (2010). Collaborating or fighting for the marks? Students' experience of group work assessment in the creative arts. *Assessment & Evaluation in Higher Education, 35*(3), 310-313.

Pieterse, V., & Thompson, L. (2010). Academic alignment to reduce the presence of 'social loafers' and 'diligent isolates' in student teams. *Assessment & Evaluation in Higher Education, 15*(4), 355-367.

Price, M., Carroll, J., O'Donovan, B., & Rust, C. (2010). If I was going there I wouldn't start from here: A critical commentary on current assessment practice. *Assessment & Evaluation in Higher Education*. First published on April 20, 2010 (iFirst).

Price, M., O'Donovan, B., Rust, C., & Carroll, J. (2008). Assessment standards: A manifesto for change. *Brookes eJournal of Learning and Teaching, 2*(3). http://bejlt.brookes.ac.uk/article/assessment_standards_a_manifesto_for_change.

Roberts, T., & McInnerney, J. (2007). Seven problems of online group learning (and their solutions). *Educational Technology and Society, 10*(4), 257-268.

Rust, C. (2007). Towards a scholarship of assessment. *Assessment & Evaluation in Higher Education, 32*(2), 229-237.

Sadler, R. (2007). Perils in the meticulous specification of goals and assessment criteria. *Assessment & Evaluation in Higher Education, 14*(3), 387-392.

Strauss, P., & U, A. (2007). Group assessments: Dilemmas facing lecturers in multicultural tertiary classrooms. *Higher Education Research & Development, 26*(2), 147-161.

The National Graduate Attributes Project (GAP) (2009). National GAP 3rd Symposium Posters. Retrieved 7 July, 2010, from http://www.itl.usyd.edu.au/projects/nationalgap/resources/thumbs.cfm.

Universities Australia (2010). Member universities. Retrieved July 8, 2010, from http://www.universitiesaustralia.edu.au/database/report.asp?a=memberunis.

University of Canberra & The Carrick Institute for Learning and Teaching in Higher Education (2008). Doing group assessment in media and communication. Retrieved July 26, 2010, from http://creative.canberra.edu.au/groupwork.