

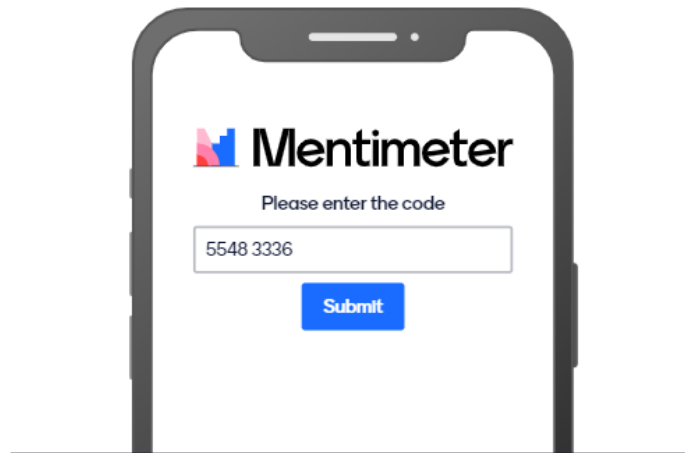
# Peer assessment of groupwork – “PAG”

This will be a flipped talk- mostly looking at lessons learned – and allowing time for questions. Two supporting videos have been made available and links are on the invite to this session and at the end of the presentation

Please submit your questions here if you haven't already – they are anonymous

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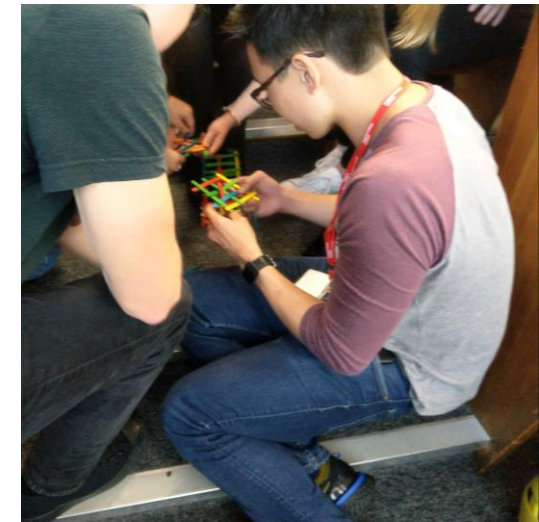
The **Centre for Environmental Policy** provides a unique interface between science and engineering, and the economic, legal and policy context in which they are developed and applied.

CEP is home to a pioneering **MSc in Environmental technology** which has been running for 40+ years. In 2020-21 we have **161 enrolled students**.

We completed the Curriculum Review in Jan 2019; we have **no more exams**, instead emphasising **groupwork** and **individual work**.

**All significant groupwork projects are now PAG weighted**

We are now teaching the second MSc cohort affected by COVID -19.



At CEP we designed **the PAG process** to:

1. teach students how to work effectively in groups
2. let them practice, and get peer feedback so they can improve
3. assess them on their ability to do it



The background of the page is decorated with hand-drawn elements. At the top, there are several hearts in purple, pink, and teal. In the center, the word 'PAG' is written in large, stylized letters filled with diagonal hatching in teal, pink, and purple. At the bottom, there are three horizontal bands of hatching in teal, pink, and purple. The text is overlaid on the left side of the page.

## Summary of decision points –

1. the process is non-anonymous
2. all PAG grades require justification by written feedback
3. emphasise deep learning of group-working skills over assignment grades
4. students will fail the assignment if they don't engage with PAG
5. Support PAG process with coaching/pastoral care and link to mit circs. process

# PAG: what students see

1 students do groupwork



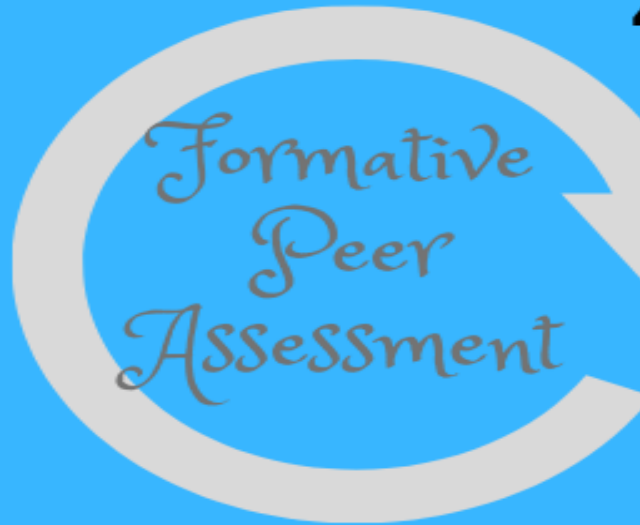
2 students complete qualtrics survey on mobiles using emailed link



4 students discuss feedback with peers and in their group as needed



3 students receive email containing formative feedback from peers



5 students rcomplete groupwork and this is marked by staff



6 students recieve grades for groupwork and their individual PAG modified grade via BB



# The PAG process sits in ENVI70004 - Becoming an Independent Learner 2020-2021

## Learning Objectives

All students should be able to articulate

- what PAG is and how it works,
- the reasons behind it,
- what they will be assessed on, and
- what they need to do to succeed.

## We teach key group working skills

101 - Feedback

102 - Check-in

102 - Debrief

102 - Check-out

103 - leadership and followership

## And for COVID 19 we set

Clear expectations for online working and learning within the CEP

Including how to disagree online



@CEP "Netiquette"  
poster

*First summarise the other person's point in your own words. Then they know you are trying to understand them and will be more likely to take your view seriously.*

*CEP is a learning community so try to learn from one another by also exploring differences.*

*If you feel your temperature rising as you write, save your message, take a break or sleep on it - don't hit 'Send'.*



**@ CEP we all**

**1. show up,  
2. have camera on,  
3. speak.**

@CEP “How to disagree effectively online” poster

# How to Disagree:

Move discussion up the debate pyramid and fine-tune your critical thinking by using counter-argument; refutation and central point refutation.





# Growing leaders

We tell them our aim ->

...and that no one, however brilliant, can do sustainability by themselves

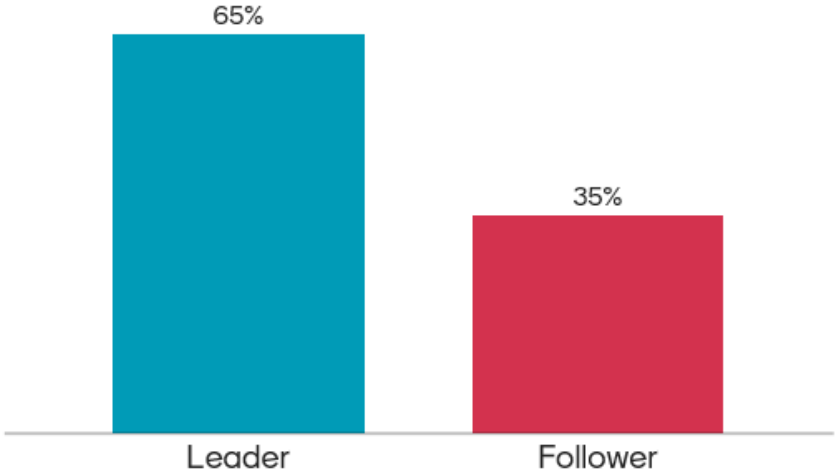


And we teach them that leadership is less a title on a business card – and more a way of thinking, behaving and communicating that enables a group of people to perform as an effective team.

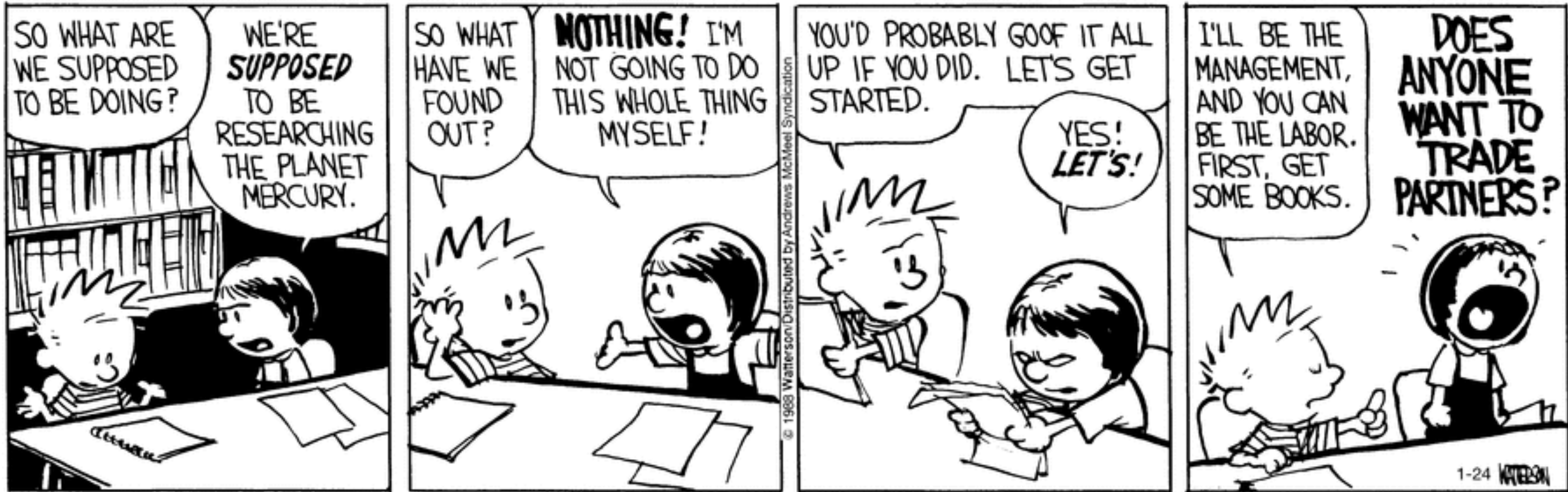


...and that most leaders are also followers ... most of the time.... So we also teach followership

(n=170, start of the year, cohort 19-20)→

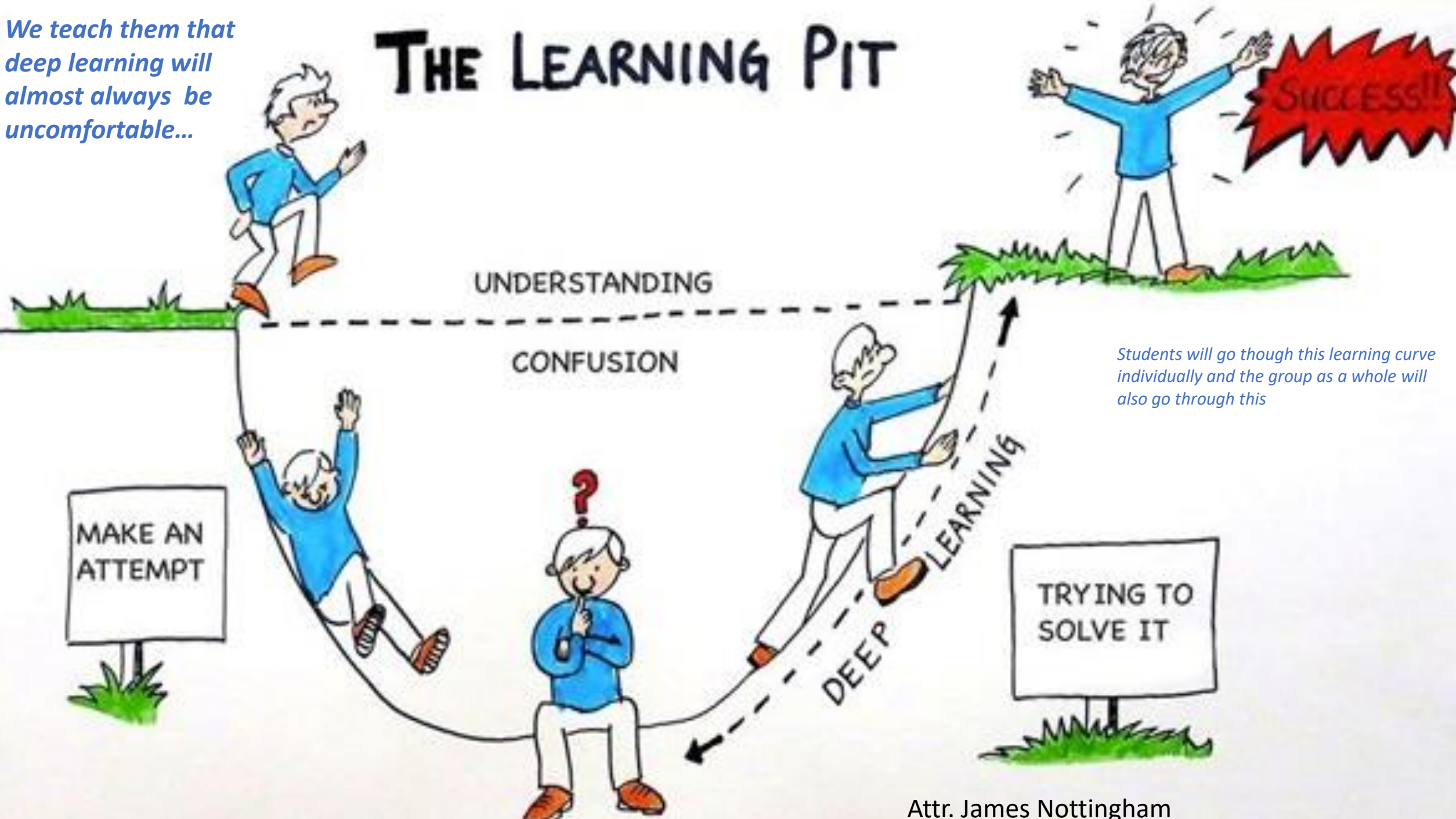


...we warn them that this will probably be the normal state of affairs as the first group project deadline approaches



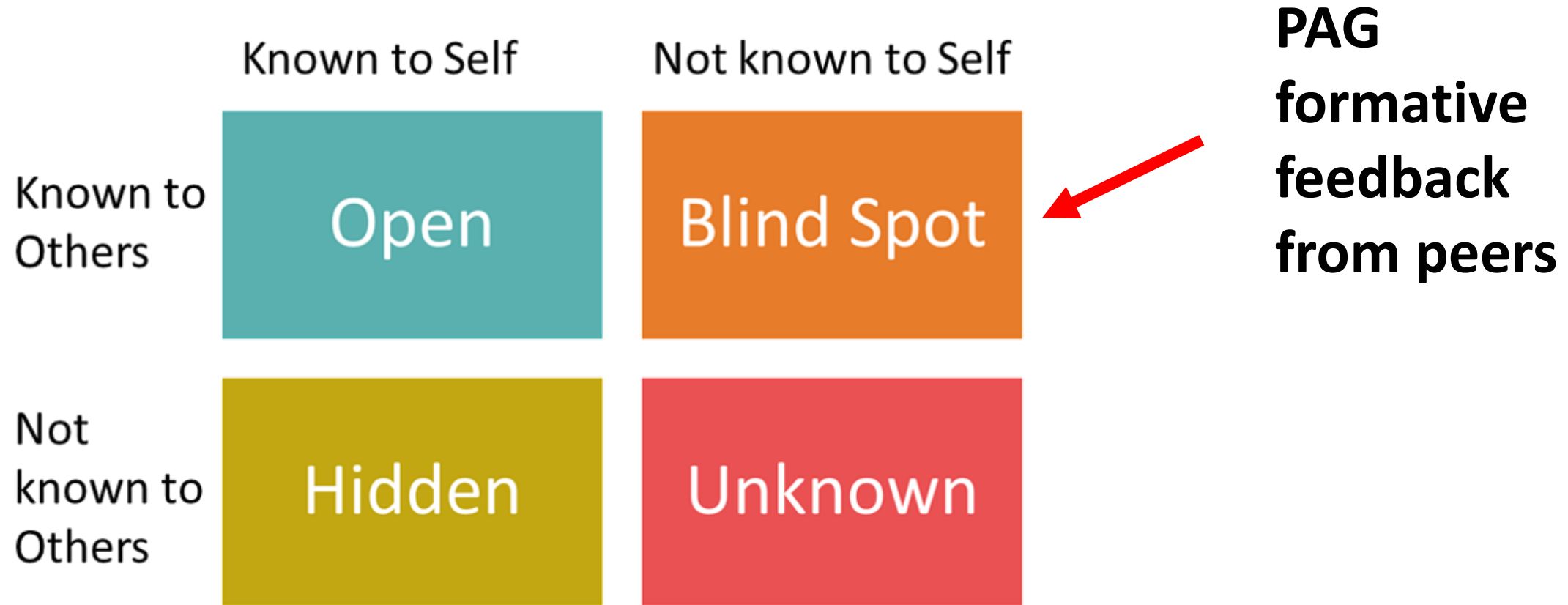
We teach them that deep learning will almost always be uncomfortable...

# THE LEARNING PIT



Students will go through this learning curve individually and the group as a whole will also go through this

*We tell them that PAG provides the peer feedback they need to learn to work better in groups*



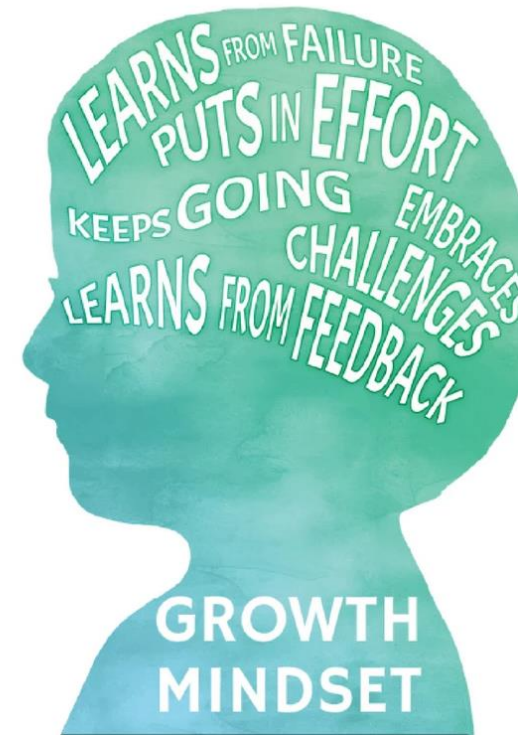
The Johari Window (Luft, 1969)

*We teach them to adopt a growth mindset also for groupwork skills:*

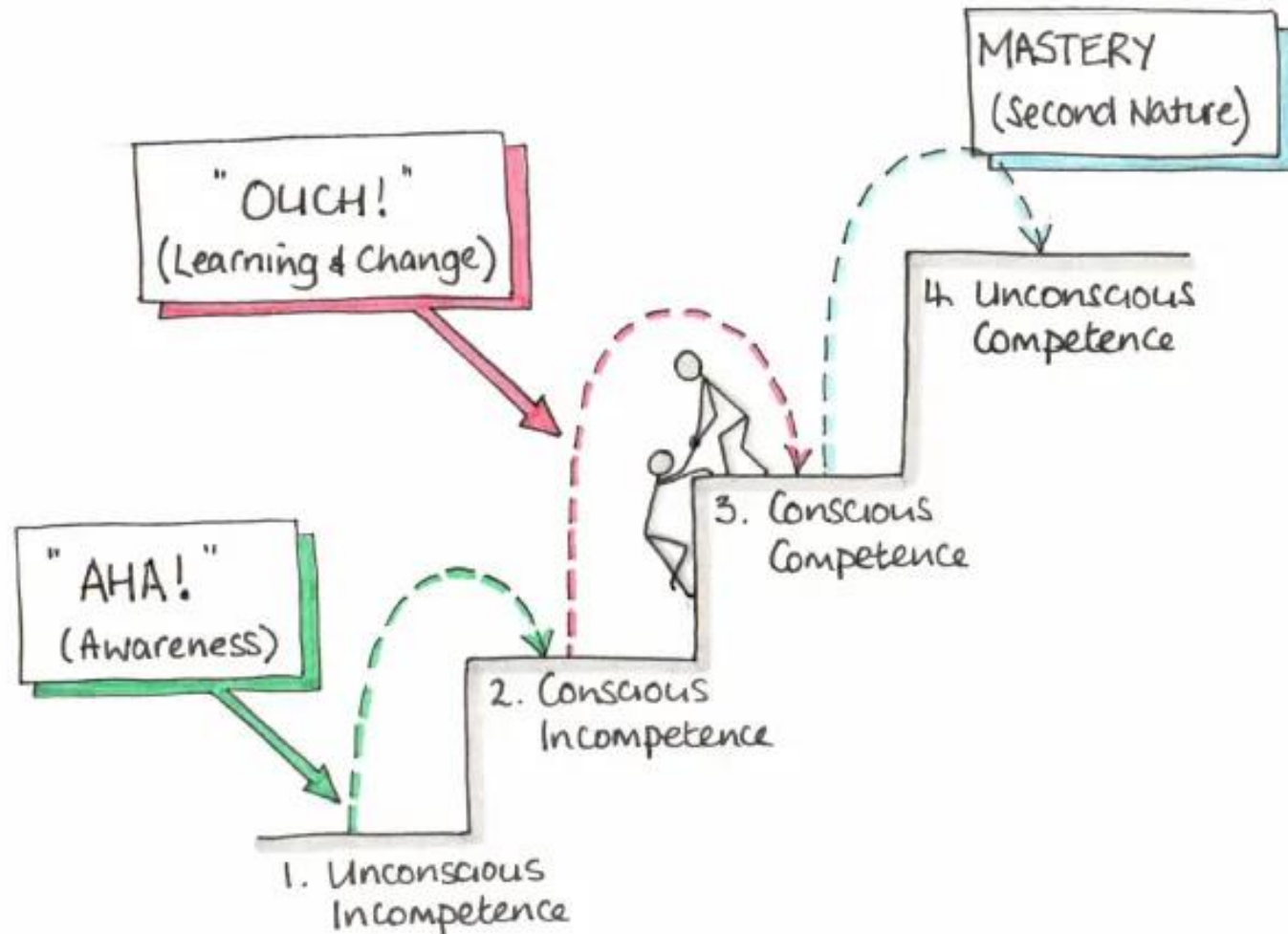
Effective group working means learning and becoming proficient at a range of skills.

Becoming proficient means practicing those skills

University provides a rare supported safe space in which to do that



*We teach them that there are predictable stages that they will go through to learn group working skills and that those stages focus on the interplay between awareness and competence*



1- Unconsciously incompetent – we don't know that we don't have this skill, or that we need to learn it.

2- Consciously incompetent – we know that we don't have this skill.

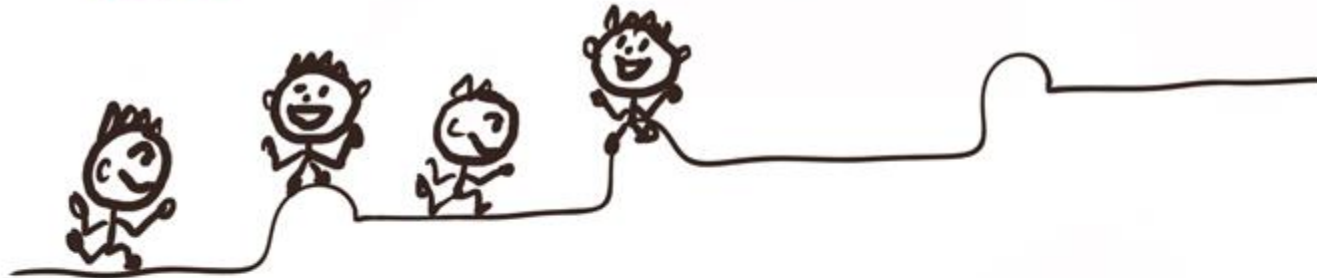
3 - Consciously competent – we know that we have this skill.

4- Unconsciously competent – we don't know that we have this skill (it just seems easy).

*... And we tell them that if they persevere over the year*



# Mastery



*gradual consistent improvement*



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## Lessons learned -

1. PAG is a highly successful process for teaching group-working skills
2. Students appreciate the process and are positive about skills learned
3. Teaching faculty and research staff will need on-boarding with PAG
4. With PAG we know about groupwork problems- and therefore need to work with students to resolve it fairly so they can learn from the experience. This does require an investment of time for pastoral/coaching input
5. Students who are insecure in themselves (or have mental health issues) cause serious problems for other group members – “reverse bullying”
6. Absolutely limit the number of hours they can spend on groupwork, ideally by setting other deadlines at the same time, or requiring timesheets to be submitted.
7. The cultural angle is a big one – be sensitive to unconsciously held norms around expectations of groupwork and leadership.



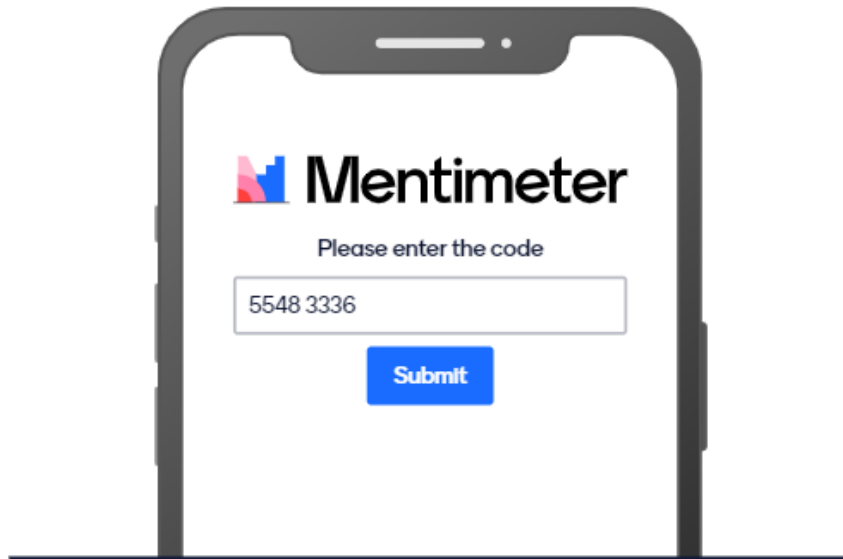
**Tips for practitioners considering a similar approach -**

1. integrate PAG into your wider philosophy of learning for the department
2. you can't assess what hasn't been taught so teach group working, feedback and leadership/followership skills
3. ensure the group assessments are challenging and marked to high standards – excellent individual students working in groups will synergistically and almost automatically produce outstanding work, especially once they learn to work well in groups.

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## Supporting material can be found here

<https://www.youtube.com/watch?v=PAzLesppQNE>: *This video gives an overview of the rationale behind developing PAG, some of the thinking behind the design, how it fits into the wider MSc Environmental technology programme at Imperial College and what we hope students will learn from it, both for the course and for life.*

<https://www.youtube.com/watch?v=x8KcnYZHKtQ>: *This video captures the thoughts and feelings about the PAG process from three students from the MSc cohort 19-20. These students went through the scaffolded groupwork learning process that the PAG is designed to support across the two teaching terms, each completing five different assessed groupwork projects with different constellations of groups. Each of these students is now in sustainability jobs that involve teamwork and leadership.*

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