Embedding low-stakes group work throughout the curriculum

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The Idea

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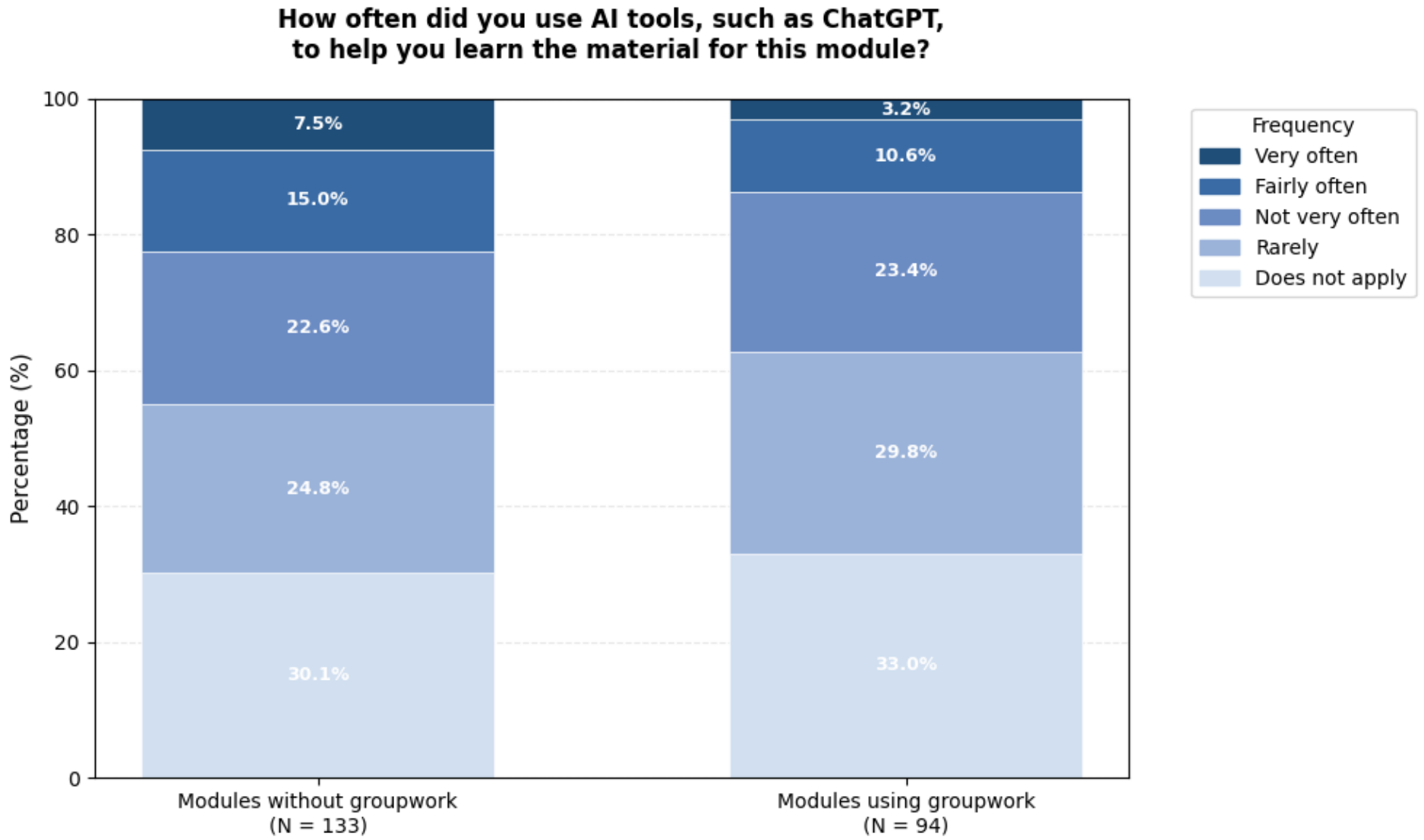
Group-based assessments:

- encourage / facilitate peer learning

- develop important non-maths skills

- create peer pressure for academic integrity
(cheating puts the whole group at risk)

Evidence that groupwork is negatively correlated to AI usage



Groupwork journey at Lancaster

Year of study	Assessment	Value within module	Student sentiment
Y1, Term 1	Small piece of coursework	2%	Mostly positive *"Doing the group assessment has aided building relationships with fellow students"*
Y1, Term 2	Small project and presentation	5%	Mostly negative *"Group project would have been good but my group left it to the last minute so not much collaboration."*
Y2, Term 1	Medium project and presentation	10%	Mostly positive *"the group projects were very useful"*
Y2, Term 2	Big project and presentation	60%	Neutral *"Group project is a double edged sword, at once you develop skills to work with other people, but also certain people absolutely do not contribute."*
Y3, Terms 1 + 2	5 optional modules; various project types	10-20%	Almost all positive *"The group work was the best part of the module."*

Groupwork challenges

1) Group allocation – Random vs. Student Choice vs. Deliberate?
2) Policy and procedure for dealing with low-contributing students
3) Procedures for when students want / need to change groups
4) Designing genuine groupwork assessments in mathematics
5) Tension between maintaining harmony and providing honest peer feedback

Final thoughts

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- With well-designed tasks, peer accountability can encourage students to engage authentically with the learning process.
- Group-based assessments have **gained** in pedagogical value
- So departments should re-evaluate their groupwork curriculum