

## APPLICATION SUMMARY

# Concept: Learning to Learn Together: Promoting Self-Regulated Learning via Team Assessment

This summary provides guidance on designing and facilitating effective teamwork assignments to support student self-regulated learning, based on key principles of the EAT Framework (Evans, 2016). Many of the ideas are adapted from the Advance HE article 'Using group work for assessment – an academic's perspective' (Francis et al., 2022).

### Assessment Literacy

- It is critical to provide very clear instructions, expectations, rationales, and learning outcomes for teamwork projects so students fully understand the purpose and process. Teaching teamwork skills is key to the success of the task.
- Students should be instructed on essential teamwork competencies like communication, delegation of tasks, conflict resolution, positive critiquing, and time management. Training in these areas helps develop self-regulation.
- Involving students directly in establishing ground rules and responsibilities enhances their sense of ownership and provides a framework for self-monitoring behaviours that enhance self-regulated learning.
- Icebreaker activities at the start help new teams build connections. Preparatory individual or small team tasks allow students to acquire baseline knowledge to better regulate skill development.

### Assessment Feedback

- Frequent peer feedback opportunities should be built into team tasks at appropriate milestones. Giving and receiving feedback develops students' metacognitive skills to monitor and evaluate their progress.
- The instructor can monitor participation, engagement, and dynamics through observation, review of meeting minutes, and blogs or wikis. This allows them to provide timely guidance and support if needed.
- Implementing structured peer and self-assessment rubrics makes the evaluation process transparent and promotes student self-monitoring.
- To support self-regulation, students must receive frequent, specific feedback on the teamwork process, not just the quality of the end product.

### Assessment Design

- Team tasks should directly align with learning outcomes focusing on collaboration, teamwork, communication, and other interpersonal competencies to provide an authentic assessment.
- To enhance self-directed learning, individual accountability should be promoted through assigned roles, individual tasks, and transparent criteria that require each student's unique contribution to be acknowledged.

- Assessments should encompass both team outputs like presentations, reports, posters etc. as well as individual contributions to the process such as effort, participation, and leadership.
- Complex team assignments should be scaffolded, with preparatory stages and milestones. This allows instructors to provide guidance at key points to support self-monitoring skills.
- Fair assessment and reasonable accommodations should be ensured so all students can engage equitably. Self-selection and rotation of groups can help address diverse needs.
- Individual and team assessment components should align so students are motivated to instruct and support each other, building collaborative regulation skills.

## **Key Recommendations**

1. Provide very clear instructions, support, rationale, and defined outcomes when implementing teamwork.
2. Actively teach teamwork competencies and collaborate with students to set shared rules and goals.
3. Build in preparatory tasks and continuous structured peer feedback activities.
4. Assess both the end products produced by the team and individual processes or contributions.
5. Frequently monitor participation, dynamics, and milestones to guide key self-regulation points.
6. Establish peer and self-assessment methods to clarify expectations and make the evaluation process transparent.
7. Give specific, timely feedback focused on improving teamwork processes, in addition to final product quality.
8. Ensure the assessment approach is fair, aligns individual/group components, and provides needed accommodations.

## **Conclusion**

An integrated assessment approach is key to the success of team-based tasks, with deliberate instruction in teamwork skills, transparent design, tangible individual accountability, and ongoing process feedback all helping to promote self-regulation. Teamwork provides rich opportunities to develop collaboration, metacognitive evaluation, and self-regulatory abilities that transfer to graduate employment.

## **References**

- Evans, C. (2016). Enhancing assessment feedback practice in higher education: The EAT Framework.
- Francis, N.J., Allen, M. and Thomas, J. (2022). Using group work for assessment – an academic’s perspective. Open Educational Resource, Advance HE.



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