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EVERY JOURNEY HAS
ITS OWN BEGINNING

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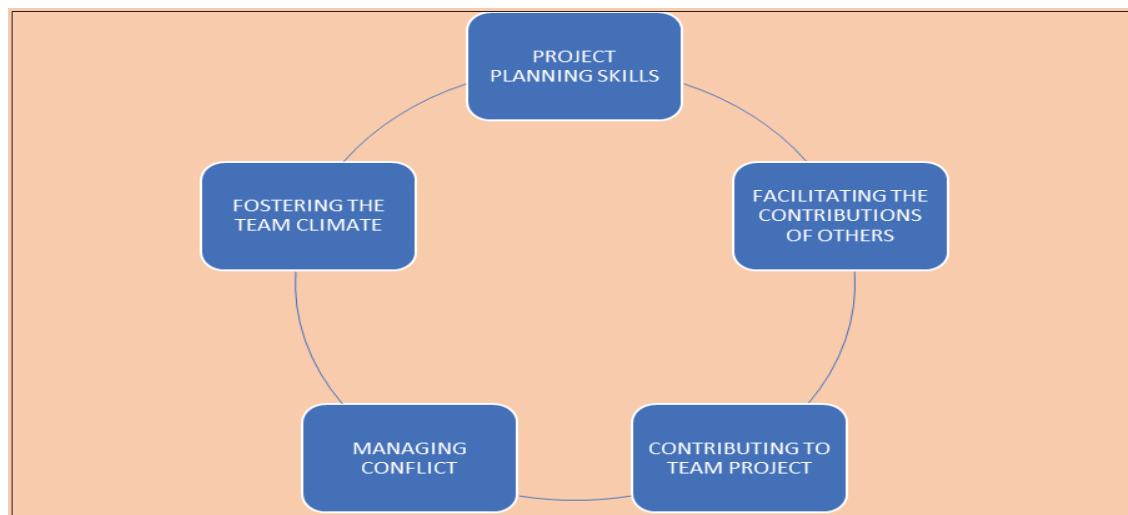
FPN KAMPUS SEREMBAN

Self, Peer, and Teamwork Assessment

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Many of the assessments conducted for diploma or degree courses at faculty or university incorporate self-evaluation, teamwork, or group project evaluation. These methods of assessments allow students to be more effective, responsive, and responsible in terms of their contribution, roles, and performance in any task or project given by their lecturer or supervisor. According to Capan Melser et al., (2020), in peer assessment, students are directly engaged in training self-monitoring, self-evaluation, and task selection skills, in all of which the students have much control over the learning tasks they are engaged in. Previous studies also revealed that the self-regulation of the learners who practice both self- and peer-assessment practices improves significantly. Stančić (2021) showed that the students' sense of active engagement in the process and interconnectedness also facilitated the learning process as they were involved not only in completing the assignment, as well participating in the grading process. Indirectly this will also lead them to be responsible for their group decision making.

Generally, to help the student in evaluation process, standard form of rubric which has been endorsed by faculty or programmed will be used. There are many teamwork skill rubrics that can be used for assessment. For an introductory level course such as financial accounting and reporting, for example, the following element included in teamwork rubrics is being used:



Example of detail measurement for each teamwork skills element may cover the following:

PROJECT PLANNING SKILLS:

- a. Electing and supporting a project leader.
- b. Defining and agreeing on team goals, objectives, and quality standards of the project.
- c. Contributing to the development of the plan.
- d. Setting and agreeing realistic timeframes for each part of the plan.
- e. Agreeing to undertake a team role/s, to meet agreed quality standards and to complete on time.

FOSTERING THE TEAM CLIMATE:

- a. Exhibiting an open, polite, and friendly manner.
- b. Actively contributing to team discussions.
- c. Cooperating with others to achieve project goals.
- d. Following up with others when there is concern about their feelings or contribution.
- e. Showing respect for the contributions of others (even if challenging or expressing disagreement)

FACILITATING THE CONTRIBUTIONS OF OTHERS:

- a. Exchanging accurate, relevant information that can be understood and used by all team members.
- b. Ensuring that decisions are made in a timely manner.
- c. Participating in consensus-building decision-making.
- d. Inviting other team members to contribute
- e. Assisting team members if they are struggling to meet their requirements.

MANAGING CONFLICT:

- a. Being appropriately assertive: neither dominating, submissive, nor passive aggressive.
- b. Minimising unnecessary conflict by complying to project planning and management.
- c. Approaching conflict with the aim to resolve it and maintain relationships.
- d. Giving timely and constructive feedback on the behaviour of others.
- e. Being open to receiving, reflecting, and acting on constructive feedback of own behaviour.

CONTRIBUTING TO TEAM PROJECT:

- a. Submitting assigned work at the agreed quality standard within the agreed timeframe.
- b. Demonstrating sufficient technological skills.
- c. Demonstrating relevant content knowledge.
- d. Adhering to appropriate academic standards (i.e., writing, intellectual property, confidentiality, research ethics, social networking)
- e. Evaluating the quality of the whole project and making needed changes.

Despite the benefits of using teamwork or peer assessment in evaluation process for academic grading, we should also concern about the issues or drawback embedding this method of assessment on students. Research done by Brown (2021) asserted that only half of the students felt that the self and peer evaluation tool implemented provide a fair distributed group marks amongst individual and the remaining felt that it did not. Furthermore, the main disputes which were discovered were that marks were not adjusted enough, it was difficult to judge people's contribution, people may not be honest, and students don't like to take marks off each other. Others also showed that students found peer feedback acceptable in a positive way, however they do not take peer-marking seriously due to the lack of objectivity of peer-assessment and the perception that assessment by a teacher is more reliable and more valid than the assessment by the peer may lead students to regard peer feedback, as well as peer marking (Capan Melsner et al., 2020). Hence, the role of lecturer or supervisor in giving guidance, instruction, and explanation of the objective of using this kind of assessment to student is crucial to ensure that outcome is reliable and acceptable. Student should be foster to be more trustworthy, uphold professionalism, integrity and accountable in any given task related to their courses as this will also require later when they work in real working environment.

References:

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