



Faculty of Engineering and Built Environment



## Formative Feedback Initiating Reflective Practice

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Faculty of Engineering and Built Environment



*The* UNIVERSITY  
of NEWCASTLE  
AUSTRALIA



## Overview

The introduction of teamwork into the learning experiences of students provides an extra dimension to their learning.

The context of working collaboratively in a team is very difficult and challenging for students experiencing this for the first time.

When combining the new teamwork activity with the further dimension of reflective practice, which also is a desirable graduate attribute, which develops the skill in looking at their decision making and considering the implications of these decisions on the outcomes of their projects.



Through combining the acquisition these professional attributes in the one subject a new learning environment is introduced. The new learning environment creates the need to support students in engaging in new activities and in developing complex skills.

This poster describes an initiative developed to support students when collaborating in team activities.

It also describes an approach developed to support students in reflecting on their contribution to such activities.

The teamwork initiative was introduced into the Construction Management Program at the University of Newcastle, Australia.



Managers of construction projects require well-developed skills in team management in the workplace, they also require the skills to reflect on the effectiveness of their practice.

Students require a framework whereby they can consider not only their own development but also the contribution of the other participants of their team.

The assessment process developed for this construction subject focuses on the student's ability to contribute to a team whilst at the same time evaluating their personal contribution and that of their peer's.

At the conclusion of the course students are encouraged to document their achievement using a web based reflective journal.

The journal provides students with a means of documenting their achievement as well as supporting their claims.



## Peer and self assessment framework

	Never				Always
<i>Participation in group meetings/discussion.</i>	1	2	3	4	5
<i>Degree of preparation for group meetings/discussions</i>	1	2	3	4	5
<i>Fulfil responsibilities allocated at group meetings</i>	1	2	3	4	5
<i>Communicates well with the group</i>	1	2	3	4	5
<i>Makes a positive contribution to group dynamics</i>	1	2	3	4	5



## Peer and self assessment descriptors

1. **Participation in group meetings/discussion:** Ideally a student should participate in and contribute to group discussions. The contributions should reflect a familiarity with the issues at hand and be thoughtful and constructive.
2. **Degree of preparation for group meetings/discussions:** Ideally a student should have prepared for the group discussion by reading around the area for discussion in addition to their allotted task. They should be keeping abreast of where the group is in terms of discussion and direction.
3. **Fulfil responsibilities allocated at group meetings:** Ideally a student should responsibly fulfil any tasks assigned at group meetings and report on this activity at the next group meeting or date assigned by the group.
4. **Communicates well with the group:** Ideally a student should communicate their thoughts and ideas in a clear concise scientific manner. Communication can also take the form of diagrams small presentations handouts use of the white board or other aids.
5. **Makes a positive contribution to the group dynamics:** Ideally a student should contribute to the harmony of the group. They should encourage an atmosphere of intelligent discussion where all points of view are heard. They should not dominate the discussions or be argumentative; nor should they overly sidetrack the group by injecting issues not directly relevant to the task in hand.



## Process for addressing unsatisfactory performance (1)

- Where a student (A) is of the view that the contribution of another student (B) is unsatisfactory, A informs the lecturer in writing about: the nature of the circumstances causing dissatisfaction; how these circumstances prevent the team from producing the deliverables required of them; the nature of the improvement required of B; and a reasonable time within which reasonable improvement can be expected.
- The lecturer then inform B of A's dissatisfaction – but make no reference to A by name.
- B may then respond to the allegations made by A – directly to the lecturer, or B may acknowledge A's dissatisfaction and work to achieve the improvements required by the date specified.





## Process for addressing unsatisfactory performance(2)

- If B's new contribution is found to be satisfactory by the majority of the remaining team members, B is allowed to remain as part of the team.
- If B's contribution is found NOT to be satisfactory by the majority of the remaining team members, the mark B receives for the work in question will be reduced by a percentage determined by the lecturer (who is informed by the remaining team members).
- If B's contributions are found to be unsatisfactory on a second occasion, B is required to leave the team. S/he is then required to complete work to be determined by the lecturer, and the mark for this work is capped.





## The NURAPID skills development process

STAGES	ACTIVITIES INVOLVED
<b>Survey</b> 	a) Skills Audit b) Identify skill development needs c) Search for skill development opportunities
	a) Set skill development goals b) Identify appropriate tasks c) Produce action plan
	a) Carry out development activities b) Monitor progress c) Revise activities, as required
<b>Evaluate</b> <b>Document</b>	a) Review outcomes of skills development process b) Evaluate effectiveness of the process c) Reflect upon learning experience
	a) Record development of skill competence b) Store evidence of skill competence



## Assessment of core skills evidence

0 – 25%	26 – 49%	50 – 67%	68 – 84%	85 – 100%
Garbled explanation of how selected criterion has been met.	Limited explanation of how selected criterion has been met.	Good, clear explanation of how selected criterion has been met.	Articulate explanation of how selected criterion has been met.	Highly articulate explanation of how selected criterion has been met.
No examples provided.	All examples provided from course experience	Some variety of examples provided	Good variety of examples provided	Varied and interesting examples provided
Few components of selected criterion addressed.	Limited components of selected criterion addressed.	Most components of selected criterion addressed.	All components of selected criterion addressed.	All components of selected criterion addressed in detail.
No evidence provided	Limited evidence provided that is current	Adequate evidence provided that is current	Ample evidence provided that is current	Extensive evidence provided that is current
	Limited evidence provided that is relevant	Adequate evidence provided that is relevant	Ample evidence provided that is current relevant	Extensive evidence provided that is relevant
	Limited evidence provided that is verifiable	Adequate evidence provided that is verifiable	Ample evidence provided that is current verifiable	Extensive evidence provided that is verifiable
	Some indication of location of evidence	Adequate indication of location of evidence	Ample indication of location of evidence	Explicit indication of location of evidence

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 **NURAPID**  
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The NURAPID Progress File

"Recording Academic, Professional and Individual Development"

The NURAPID Progress File is a mechanism designed to enable and support students and graduates in monitoring, building and reflecting upon their personal and professional development.



Architecture and Built Environment



Nursing and Midwifery



Education

The University of Newcastle NURAPID was developed by Ian Clare: [Ian.Clare@newcastle.edu.au](mailto:Ian.Clare@newcastle.edu.au)

The RAPID Progress File was developed by Loughborough University, UK (c) all rights reserved.

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RECORD

DEVELOP

- Managing and applying knowledge

- Discipline and current affairs

### Skills of the Discipline


- Ethical Standards of the Discipline

- Reflecting

- Working towards identified targets

- Managing personal development

- Investigating problems

 Solving problems

- Acquiring information

- Organising information

- Producing written material

- Making presentations

- Critical reasoning

- Conceptualising ideas

- Applying creativity

- Utilising appropriate investigative and research methods

**Work autonomously and collaboratively.**



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Acquire, organise and present information.

Acquiring information

SAVE

Note that all skill statements are hierarchical. Students claiming competency at Level B must be competent at Level A; students claiming competency at Level C must be competent at Levels A and B; students claiming competency at Level D must be competent at Levels A, B, and C.

\* required

Indicate your competence in this skill :- \*

☐ A

I can appreciate the need for, and the value of, gathering, managing, and using information.

☐ B

I can collect information from a variety of sources<sup>1</sup> using techniques<sup>2</sup> I am familiar with.

☒ C

I can demonstrate competence with a range of information sources and information management techniques<sup>3</sup>.

☐ D

I can evaluate and select information from the most appropriate sources.

What evidence do you have to support your claim of competence?  
? \*

Where is this evidence located ?

Help on this term

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**Operate effectively with comprehensive and well-founded knowledge, skills and ethical standards appropriate to their fields of study.**

Skills of the Discipline

SAVE

DELETE

### Skill Development Opportunity

Have a look at what's available on 'Skill Builder'

### Action Plan

### Review, Reflection, Evaluation

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