

OARS Research for Assessment
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Introduction:

The purpose of this OARS grant project is to look at what the best ways to assess teamwork are in the CAIL/LAS sophomore level courses.

Specifically, I explored the following questions: Is the new CAIL student team e-portfolio a useful tool for both student learning and team assessment? How can this portfolio be of use to both students and faculty members and how can it be revised for future use?

Background:

I have been teaching the CAIL courses at Otis since we began them a number of years ago, so I am very familiar with the way they are taught, what their learning outcomes are and what kinds of common assignments we have had in them. The CAIL courses are quite idiosyncratic in many ways but there are two things in particular that make them unique and special – all classes require teamwork and all classes work with an outside site partner. Therefore, those are things that should be highlighted in any Signature Assignment for those courses.

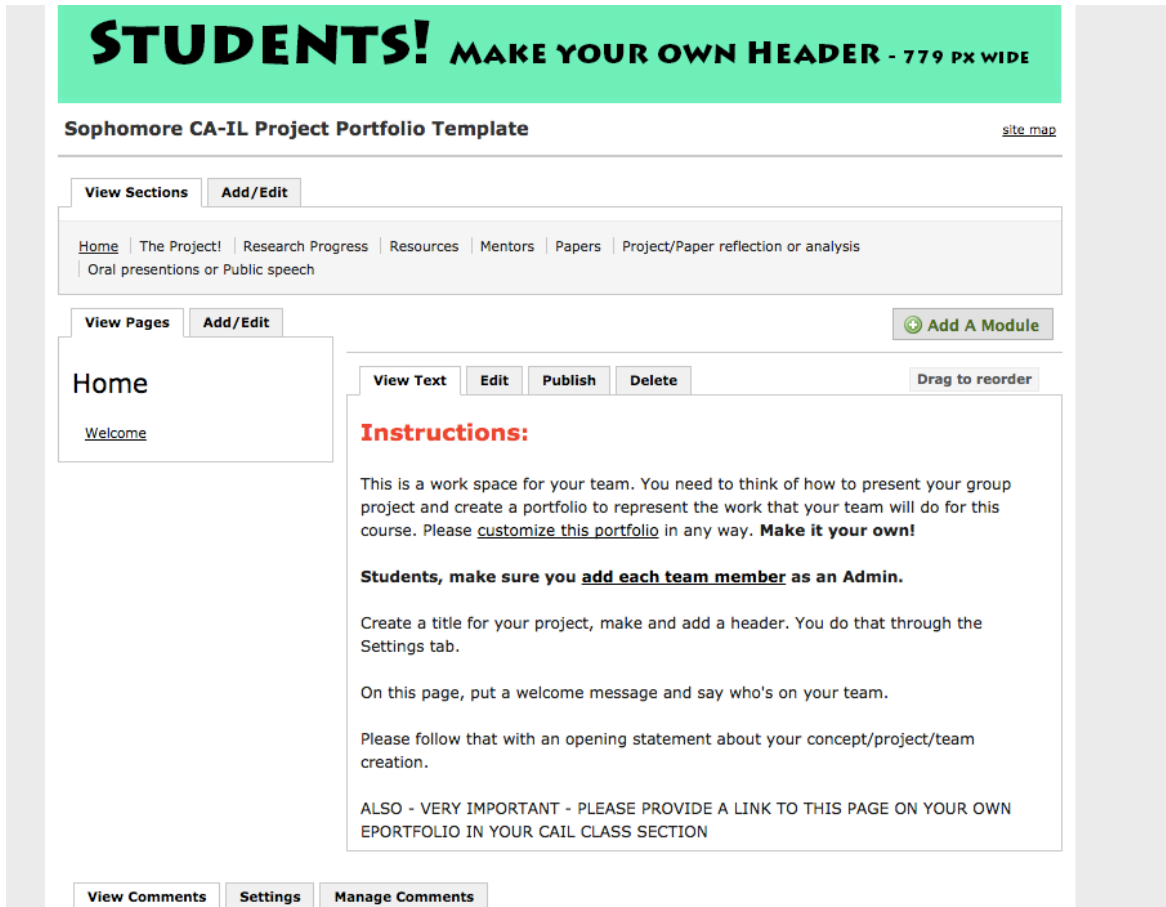
During the 2014/2015 school year, I was the temporarily the coordinator of those courses (due to the sabbatical of the normal coordinator) for the LAS Dept., which means basically that I scheduled classes, held meetings with faculty members and revised curriculum. At that point, the CAIL courses had a common Signature Assignment – the I-Search paper, which is a paper regarding a student's research journey. That paper moved to become a Signature Assignment for a foundation Art History course instead, allowing us to change the Signature Assignment for CAIL. I wanted to have an assignment that demonstrated the special activities of CAIL, teamwork and the collaboration with the outside site partner. I saw this as necessary for my own teaching as one of the weaknesses I identified that year was that it was difficult for me, as an instructor, to see what team members did separately and together, what the role of each person was in the project, how the students helped one another and what the process was like. I believe that I predominantly graded students on the end product of their teamwork. However, one student can make a great team project – so this approach is problematic. I wanted to be able to view both the product and the process and assess them.

The Team E-Portfolio:

After identifying my difficulties with team assessment, I added a new requirement for the CAIL LAS classes to be utilized beginning fall 2015. It is a team e-portfolio in which each student in a team is an administrator on their team e-portfolio. The initial e-portfolio template was created by our librarian, Sue Maberry and is the template still in predominant usage. A template can be made for each class, so there is a general one for all classes, and I altered mine for my own CAIL courses. The team portfolio should include all of the work by the team that collectively makes up the Signature Assignment and addresses collaboration with the site partner and the teamwork done by that particular team.

The general template has headings for: The Project, Research Progress, Resources, Mentors, Papers, Project/Paper Reflection and Analysis, and, Oral Presentations or Public Speech. Under each of these headings, students will make their own pages to upload their work. All members of a team will share this particular e-portfolio and work within it for whatever their teamwork project is. The link to the team e-portfolio template is here and you may need to copy this link and paste it into your browser:

https://ospace.otis.edu/sophomore_cail_project/Welcome/



Screen shot of the student e-portfolio template. Students can make a copy of this and then personalize it however they want.

My hope is that the portfolio will:

1. Help students with their teamwork process by making everything public, apparent and open.
2. It will help with assessment of both the teamwork process and product.

Instructors should revise this template to be most effective for their own classes and to highlight teamwork and collaboration with their site partner.

For example, my fall CAIL course is called Modern Mysticism and the Afterlife. Students have many assignments, including reading responses that they will post in their individual e-portfolios. However, anything that has to do with research, reflections, papers or outcomes for the team project with

our site partner gets posted in the team e-portfolio. All of this makes up the Signature Assignment for the course. In the team portfolio for this class students are asked to post a paper with research and annotations about their project. It asks them to post 4 journal entries regarding the process (for me it involves conceiving and building an altar for the annual Dia de los Muertos festival at Hollywood Forever Cemetery). It asks them to post the project itself along with a reflective assessment on the project. In that segment they must address these issues regarding their team project: What did you do, how did you do it and why did you make the choices you made?

How did you work as a member of this team?

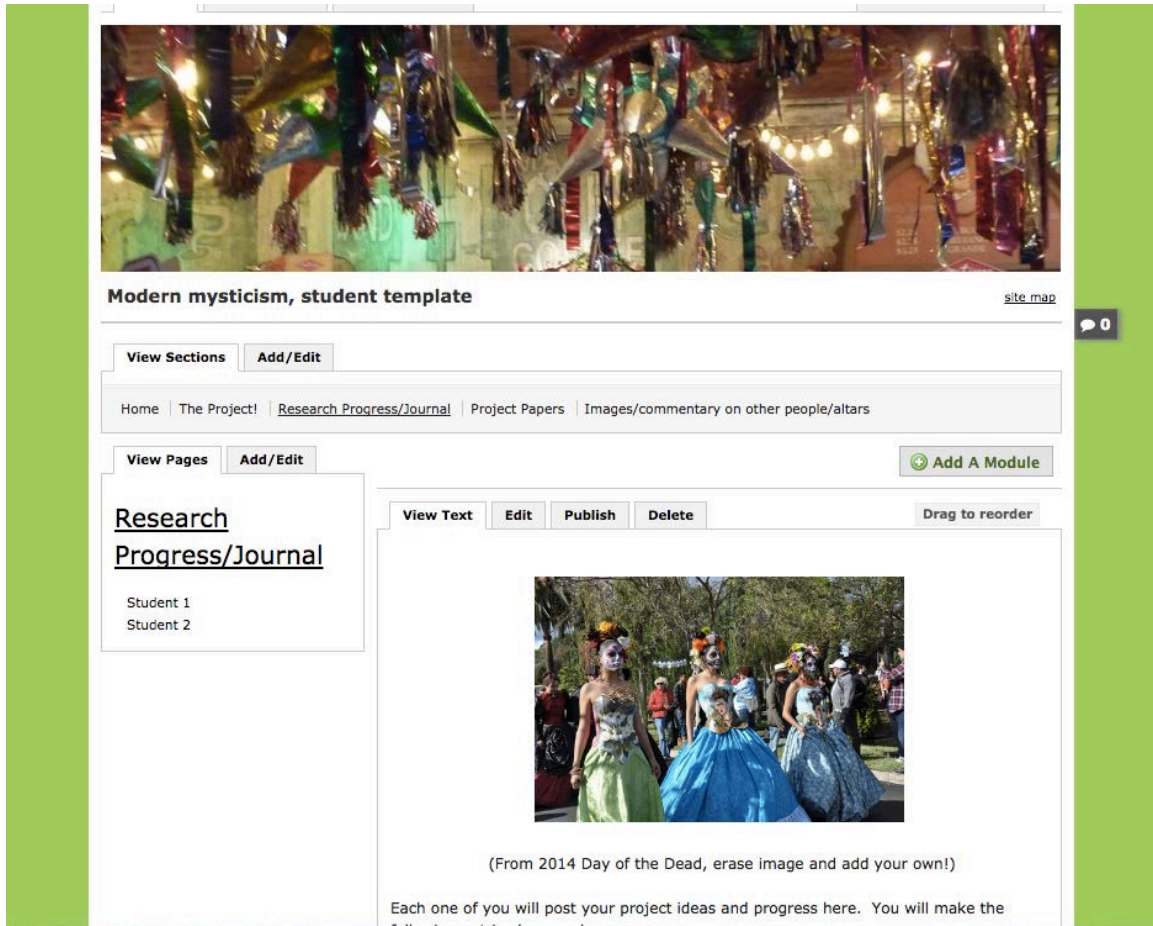
What is your perspective on this type of teamwork and how do you think that the lessons learned working in a team are useful for your art/design career?

How did your paper or research contribute to the project?

Was the end result effective or not, why or why not?

What would you have changed and why?

Finally, students must post commentary on at least one other altar.



Screen shot of template for Modern Mysticism. You can compare the headings to the general student template above. It has been revised to work best for this particular course.

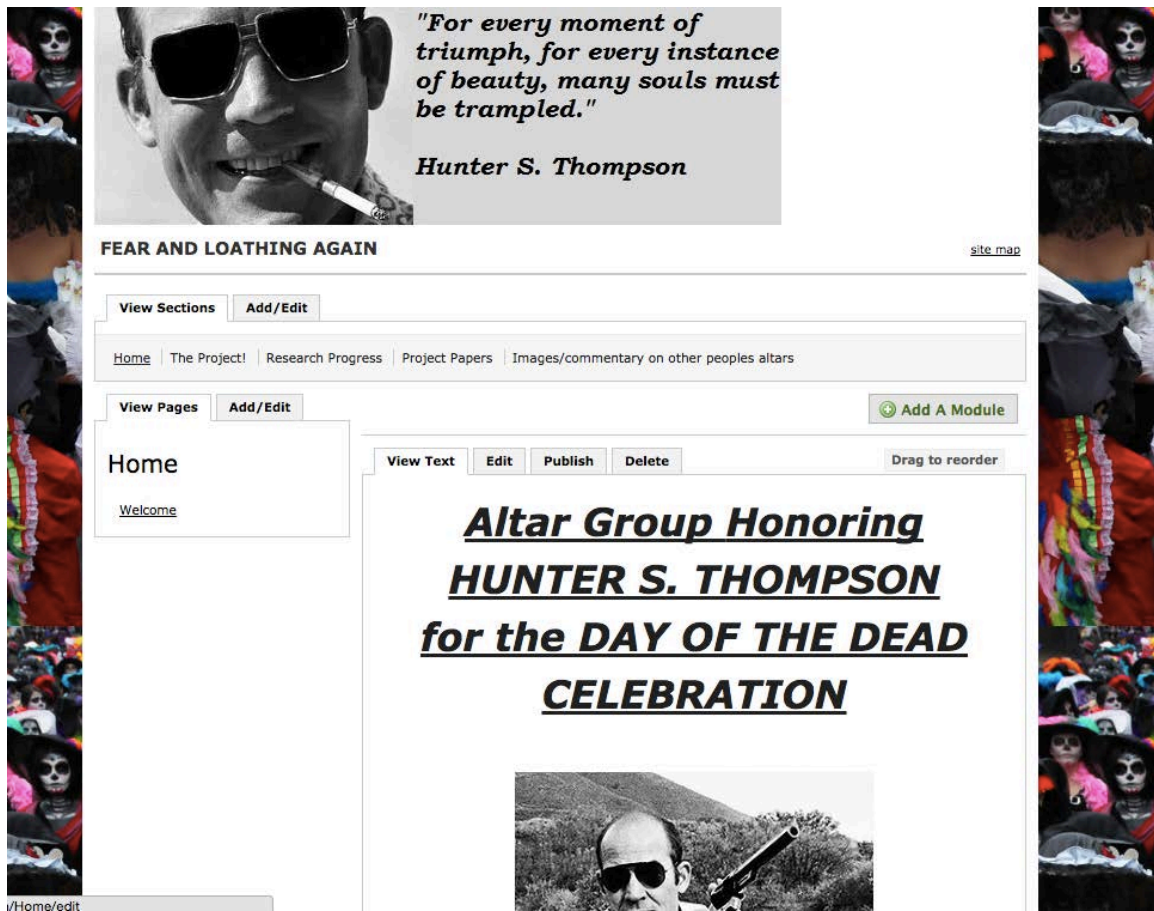
In order to give you a fuller picture of the possibilities of this kind of team e-portfolio, I will provide examples. Here are completed student team portfolios from fall 2015, Modern Mysticism and the Afterlife:

https://ospace.otis.edu/fear_and_loathing_again/Welcome/

https://ospace.otis.edu/mm_a_altar_jasmine_ying_and_joanne_hung/Welcome/published

https://ospace.otis.edu/team_visuals/Welcome/

https://ospace.otis.edu/team_silverstein/Student_1



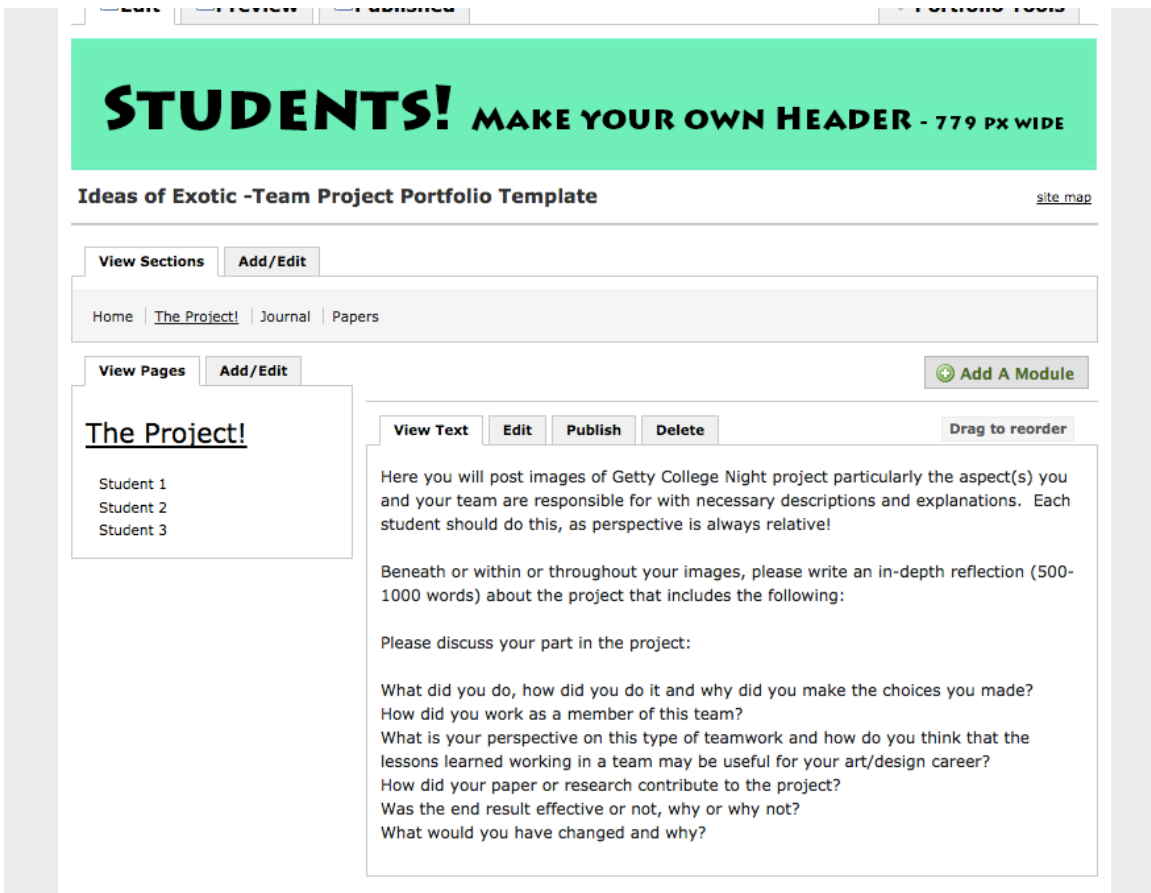
Screen shot of a completed team portfolio. This team created a part of an altar honoring Hunter S. Thompson at the Day of the Dead celebration at Hollywood Forever cemetery. About 25,000 people attend and visit the altars.

Here are completed student team portfolios from Spring 2016, Images of the Exotic, the Getty is the partner for this class and the team project is to create something connected to specific exhibits we study that illuminates the exhibits for the visitors to the annual Getty College Night:

https://ospace.otis.edu/quiz_team/The_Project

https://ospace.otis.edu/Aleali-Joseph-Witham-sophomore_cail_project-Jan-2016-Feb-2016/Welcome/published

https://ospace.otis.edu/La-Joseph-Witham-sophomore_cail_project-Jan-2016-Feb-2016/Student_2



Screen shot of e-portfolio template

Team Manuscript + Weaving [site map](#)

Home | The Project! | Journal | Papers

Journal

- Student 2
 - ▼ **Habini Bae**
 - Getty Trip 01
 - Journal Entry 01
 - Journal Entry 02
 - Journal Entry 03
 - ▶ **Chuntu Ekaterina**
 - ▶ **Tiffany La**
 - ▶ **Maggie Gilbert**
 - Jackie Wong**
 - Journal Entry
 - Entry 1
 - Entry 2
 - Entry 3
 - Entry 4
 - ▶ **Sean Hern**
 - ▶ **Stephanie Hernandez**
 - ▶ **Gabriel Araujo**

Journal Entry 03

- Final progress and results of College Night project-

Screen shot of a completed e-portfolio from Ideas About the Exotic course

Here is a link to my template, which students copy and personalize for use:

<https://ospace.otis.edu/templateJW/Welcome/?&>

Claudia Hernandez has also personalized her team template for her Spring 2016 Food Politics course. Her instructions to students are as follows:

The Project Portfolio must include:

- **The Group Project Proposal (use the template provided below)**
 - **You will have to add this to your e-portfolio as it is not included in the template**
- **Individual Work**
 - Individual Journal of Process and Analysis of Result
 - Each week you will write at least 1 paragraph discussing your personal undertakings. What tasks are you taking

on and what is your timeline for completion? Discuss challenges that arise.

- Individual Research Papers (3 pages+3 sources, two of which must be annotated)
 - Individual Reflection regarding your role, teamwork and the learning outcomes addressed in your research and your group project
 - **Group goals:** What is your intention as a group?
 - **Plan of Action for Completion:** The plan of action will list the names of everyone in the group with a brief description of what you will do to advance the group project by week 9 (in other words, what homework are you and your group mates assigning each other)
 - **Communication/Collaboration Methods:** What means of communication will you use? Facebook group? Text, email, etc.? Please determine which way will be the most inclusive and accessible to you all. You might find this article useful: [The 20 Best Tools for Online Collaboration](#)
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- **GROUP PROJECT PROPOSAL GUIDELINES (2-3 pages)**
 - Below is a template that each group must copy and paste into their group e-portfolio. This is the template for the **collaborative** research-based (fieldwork + library investigation) paper that provides the rationale for your group project.
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 - **Introduction:** The introduction will provide a clear description of the issue you are addressing, your intended audience/community and the reasons why you chose this issue. Your introduction will be 1-2 paragraphs long and it a) states the question that guides the research and b) contains a clear **argumentative** or **analytical** thesis statement.
 -
 - **Project Proposal:** Describe the project you planned. Tell the reader how this project addresses your thesis or research-based question. How it responds to a specific community's needs (e.g., the Otis student community) and what affect you think this project will have on your intended audience.
 -
 - **Fieldwork Methods:** In this section you will discuss what methods you undertook to support your thesis or answer your question. Did

you employ participant observation (determining the insider's perspective by engaging in their practices with them)? Did you simply observe (e.g., you sat in a corner of the cafeteria and simply took notes on what people were eating as well as their reactions to their food and/or the food of others)? Did you conduct interviews and quantify data? What methods did you use and why? Discuss. **Do not include the actual questions or questionnaires here just discuss what you did and why and put the questions and questionnaires under the Appendix section.**

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- **Discussion of Findings:** What did you learn from the fieldwork you conducted? This section should be straight forward and to the point. **You can add images that exemplify your work in this section.**
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- *****All borrowed materials (even if it is your own photos) must be accompanied by appropriate citation and source information.**
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- **Concluding Thoughts:** Did you create your project? Why or why not? If you did it, how did it work out? What did not work? If you did not undertake your project discuss how your findings change the project proposal and why. Summarize your main points.
- Perhaps offer thoughts for future application.
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- **Appendix:**
- Include list of questions you asked during formal interviews
- Include transcripts of interviews
- Include the questionnaire you gave people.

Claudia's above assignment is put into the team e-portfolio and allows both the students and the instructor to obtain a fairly comprehensive view of the teamwork process, collaboration with the site partner as well as research and results.

Research:

There are a number of points in various articles that I believe apply to the manner in which we assess teamwork through the teamwork e-portfolios.

There is a lot of research that suggests that one of the most important things to assess is the process that the students follow during their project or work. In an article called, *Developing and Assessing College Student Teamwork Skills* the authors discuss the fact that colleges now place a high value on teamwork and teamwork skills and must come to terms with how to assess it. They suggest rubrics, teamwork tests and also the idea that the process of teamwork must be assessed. They state:

“...a team’s success or failure can occur independently of the teamwork skill of its members. This suggests that a meaningful assessment of students’ teamwork skills needs to focus on the teamwork process, rather than on the end product. It is not sufficient to give students a team assignment and then score their final project (or paper, or lab report, or whatever) for its accuracy. The quality of the team process ...must also be assessed.” (Hughes and Jones, pg. 61)

The AAC&U has also written about teamwork and assessment. They make a number of recommendations. Use a rubric, and they offer one, and assess process as well. They state, “... this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual’s interactions within the team. The final product of the team’s work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.” (AAC&U)

They additionally request, “(1) students’ own reflections about their contribution to a team’s functioning; (2) evaluation or feedback from fellow team members about students’ contribution to the team’s functioning; or (3) the evaluation of an outside observer regarding students’ contributions to a team’s functioning.” Our team portfolio does ask for the reflections, we can add feedback to the portfolio and I think the outside observer idea does not necessarily apply to all of our CAIL projects, nor would it be easy to obtain, however, it is worth exploring with some site partners.

The Career Services Dept. at the University of Kent likewise asks students to be aware of their own teamwork skills set and has students fill out a

questionnaire asking about their own teamwork skills and processes. I think this would also be a valuable addition to a teamwork e-portfolio.

Another helpful article comes from Carnegie Mellon University. On their website they discuss how to assess team work and mention that both the final product and the group processes may be important. Likewise, individual contribution and group processes must be apparent. They suggest having individual components or assignments to a group project, and they also suggest assessing process through team, peer and self-evaluations. (Carnegie Mellon)

Additional Research Steps to Assess the Team E-portfolios:

1. With the help of Jean Marie Venturini, I created a survey on Formstack for the CAIL LAS students (all of them, not just mine) to fill out at the end of the course. The form asked about teamwork, the process, product, the use of the team e-portfolio and their perspective on fair grading and assessment.
2. Jean Marie and I also created a survey on Formstack for the CAIL LAS faculty regarding teamwork, the e-portfolio use, grading and assessment.
3. I followed up with conversations with several of the CAIL LAS faculty.

Results of the Formstack Survey

Faculty Responses:

All but two of the CAIL/LAS instructors completed the survey.

Instructors for the following courses used the teamwork e-portfolio: Human Ecology (Fall and Spring), Homeboy histories (Fall and Spring), Food Politics (Fall and Spring), Modern Mysticism (Fall), Ideas About the Exotic (Spring).

Those that did not use the team e-portfolio: Comic Books and Social Issues, Movies that Matter, and Life Stages.

Movies that Matter instructor says she is open to using it in future as:

Yes. In a single team e-portfolio it will provide a vehicle where all the participants can each participate in documenting their efforts towards completion of the final group project.

Comic Books instructor doesn't want to use it as: Probably not because of the extra time involved. I've looked through it and believe some of the material is redundant to what I am already doing.

Life Stages instructor says she didn't understand how to use it so didn't but is somewhat open to the idea: I would try it. But the way that my class is structured I feel that I can easily tell who is working well in a group.

Human Ecology: the instructor said that she found the team e-portfolio useful, liked the section headings to help her organize and review collective efforts of her teams. She used it as it replaced the I-Search paper and it was her Signature Assignment. She also uses 2 team rubrics to assess student work.

Homeboy Histories: The instructor uses the team e-portfolio also and the instructor finds that it is useful as it is easier to grade and have a better look at a group's work. He does not use a teamwork rubric.

Viewing the different work done by the team at once gives a coherent view of the collaborations and each team member's responsibility. " Also helps as "Schedule, objectives, and resources are all in on place.

Food Politics uses it and finds it useful: Yes, because I get to see everyone's individual contributions and also read their teamwork reflections, the journals and the concluding reflection.

Food politics instructor does not use a teamwork rubric.

She will continue to use the team e-portfolio as: Yes. I like the Team e-Portfolio because it requires each person to enter individual contributions to the group effort ,which I can look at and consider when grading, but more importantly, it makes each student accountable and unable to ride on the efforts of the rest of the group. While useful to have everyone post their work I still value teamwork evaluations that are turned in to me rather than posted because I find that students are more honest about the challenges of collaborating with cohorts if their response will not be seem by a wider audience.

Student Responses to the Formstack Survey:

Was the team portfolio useful: 46 students said yes, 8 said no.

Was it clear who was doing what on your teams when viewing the team portfolio?: 46 yes, 8 no.

Was it easier to be transparent in terms of ensuring a fair workload using the team portfolio: 46 yes, 8 no.

Do you think your instructor was able to assess your individual work as a team member by viewing it through the team portfolio: 52 yes, 2 no.

How was the team e-portfolio helpful? Here are some student responses:

Personally I enjoyed this group project. Group projects are often hit or miss at school. This was definitely one of the better groups. We were able to get along and complete our project with no issues, so having shared resources was beneficial rather than a burden. It was helpful to have one designated spot for our group project because we could use it as a gateway for all our content, instead of trying to stitch together a Frankenstein project from too many sources, mediums, websites, etc.

It was helpful because you could see everyone's progress in the group project.

It was helpful because it allowed us to see what the rest of the group was doing

It helped us keep in touch and up to date on the project

It helped share information through the group and have all of our resources accessible and editable for everyone participating.

It was helpful because everyone had their process and my group had great teamwork.

it was helpful because you could see your team members work, so you could see how they whole presentation was coming together.

We brainstormed ideas amongst each other

Can see everyone's working progress and participation for the team project

Having a place to document and organize our research easily. All of our work was sourced in one place to make everything really convenient.

The portfolio was well used to organize and see what other students were doing.

It was a good way to compile all our different points of view and I was able to hear what my teammates also thought during the process that they didn't always voice during class time.

It gave me a sense of what everyone was doing and how our project came together throughout the semester.

I was able to see the work of my peers to be able to gauge where my work should be or how it should be formatted and so on.

Good way to communicate with other students

Working as a group can be hard because we're not together 24/7 so it's nice to see what the others are doing for this project through the e-portfolio.

Interaction took a big part of the e-portfolio.

All the group materials and notes were in one place, very easy to access and discuss.

Improve the teamwork

Great tool for collaborating

It was a means of communication and a way to monitor progress as well.

Everything was clear to understand and it was easy to access all of our information we needed to do our work. Great for communication too.

Which aspects of the portfolio helped in showing how the team worked? Here are some student responses:

The journal section for our team/group project probably shows insight on who did what task, how we communicated, and if we were on the same page. My group did a lot of communication in person and through message chats separate from the e-p in addition to setting up individual and shared tabs on the e-p. Another way to tell how we worked is some tabs are specifically set up for individual members, but others were more collaborative where we would place links, images, etc. for each other to utilize.

Everything.

It helped us to keep track of the process.

Being able to see other people's portfolios allowed us to see where everyone was with their research

The separate areas for showing our process and progress from the beginning ideas and research to the final product.

The process of everything.

it allowed us to see where everyone else in the group was at in the project.

Sharing different ideas

Journals of each steps till the completion

It made it so that all the information was organized, and really showed who did what work.

It was easy to organize and assemble the page. Easy for all the team members to access and edit information

The portfolio was organized in a way we can see each other's work and thoughts for the next assignment. That way if there was a topic I wished to discuss but another teammate has already written about it, I can change my topic so that there isn't a repeat during class time.

Like I said, it was a great way to hear what people were really thinking the whole way through. Everyone has their own way of thinking and conceptualizing the project ideas that it was cool to hear what they didn't say.

Our journal entries and photographs were nice to see

Where we shared all of our papers and responses. I made me understand how mine should look/be.

It made it so that all of our work was very clearly organized, as well as who had done what work.

The way it was organized

Like i said above, it helped us see if the other group members are working. But the only down side is that, since everyone can see each other's work, there's a high chance that someone in the group can be copying what the other group members are saying.

We were publicly able to show our works so that we can give positive feedback.

Journals and field trip notes worked very well to show progress.

One aspect of the portfolio that helped in showing how the team worked was in the "Project" section of the e-portfolio. We were each able to see what we are were doing and in what way we were approaching the project assignments.

We could all post all of our stuff in the same area and see where everyone was at in the group.

Findings that are based on the Formstack evaluations and discussions with instructors.

1. Half of the classes used the team e-portfolios and those instructors who used them found them to be effective.
2. Instructors who use them need to spend time in class explaining them and giving students time to work on them in class.
3. Most instructors are not using a teamwork rubric. They have a paper or project rubric on which the teamwork process may or may not be specifically addressed.
4. The vast majority of the students who used the team e-portfolio found it useful.
5. Students appreciated the transparency of the teamwork on the team e-portfolio, its ability to help organize the group, the ability to communicate through it, and the ability to keep track of the progress of individuals within the group.

Recommendations Based on this Research:

1. Continue to use the student team e-portfolio and request that non-participating faculty test its use in their CAIL classes for possible adoption. If they do not want to use it then the CAIL coordinator should look at what they are using to demonstrate and assess the process and outcomes of teamwork and collaboration with the site partner to make sure that whatever they are using to assess this works for this common Signature Assignment.
2. Encourage faculty to personalize the team e-portfolio for specific usage that applies to their courses. My feeling is that keeping things relatively simple and clear is best.
3. Give instructors both the student e-portfolio template and successful and complete examples of team portfolios from different courses that

they can use to show the students how they look and how they can function. This should also help with reluctant faculty. They can see that it isn't really complicated and can be a useful tool.

4. Whenever possible, obtain feedback from the site partners to add to the team e-portfolio for the students benefit.
5. Follow recommendations from Kent University to have students evaluate their own teamwork roles and skills.
6. Follow recommendations from AAC&U to evaluate other team members.

We can add a form for each member to evaluate the team and individual members. It can be done as a posted link in the team e-portfolio that would take students to a Formstack form that only the instructor would see. The form can actually have questions re: #5 as well as #6.

7. Actually place the rubric for teamwork into the team portfolio so that it is obvious and connected.
8. Use of the below rubric should be a requirement in the CAIL classes. Many of us are evaluating the work and final product and if we use this rubric, it would help us organize our own assessments so that we also look at the process of the teamwork.

This rubric was created by the Otis Assessment Committee 2014-15.

	A	B	C	D
IDEAS – Constructively share ideas	Helps the team move forward by making proposals or articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
COMMUNICATION –	Supports a	Supports a	Supports a	Supports a

<p>Work effectively in teams</p>	<p>constructive team climate by doing all of the following: - treats team members respectfully by being polite and constructive in communication; uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it - Provides</p>	<p>constructive team climate by doing three of the following: - treats team members respectfully by being polite and constructive in communication; uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it -</p>	<p>constructive team climate by doing two of the following: - treats team members respectfully by being polite and constructive in communication; uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it -</p>	<p>constructive team climate by doing one of the following: treats team members respectfully by being polite and constructive in communication; uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provi</p>
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	assistance and/or encouragement to team members	Provides assistance and/or encouragement to team members	Provides assistance and/or encouragement to team members	des assistance and/or encouragement to team members
MAKING – Collectively creates with others	Exceeds requirements of roles and responsibilities assigned by the team. Completes all tasks on time and shows up to all meetings	Successfully fulfilled all requirements.	Met minimum requirements.	Has not met minimum requirements.

Conclusion:

My experience utilizing the team e-portfolio has been largely positive. It does take extra time to set up and students need a bit of training with it and they need time in class to put it together. I think it has a positive effect and lets them more easily keep track of their team’s work. It is more difficult for students to ignore teamwork as everything is rather transparent. I think the e-portfolio should be revised for each class and made as simple as possible. The team e-portfolio also provides a clear and easy to see snapshot of the teamwork process and created products for instructors and assessors. It is a useful tool for student learning and team assessment.

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