



Case study CQU – Advanced Public Relations unit

- Conducted in teams
- Teams implement a PR campaign

Creating the assessment



Authenticity



Team Selection



Grading



BEFORE

Group task chosen for sake of it

Group powerpoint or report

Did not reflect discipline or industry requirements

Advantaged face-to-face cohorts

No team management skills provided

NOW

Real world task

Actual format

Process of the teamwork becomes an outcome of the assessment

Can be achieved online – no advantage to mode of study. Meetings conducted online.

Team management skills provided

Authenticity

Team selection

Grading

BEFORE

Students choose own groups

- Friends chose groups with friends
- Those without networks were disadvantaged

Random groups

- High levels of conflict
- Lack of contact with team members

NOW

Groups selected by topic

- Provide a number of different topics
- The 'Pitch' and 'Poll'

Team members already have buy in – linked by interest to topic

Can have multiple groups of the same topic depending on enrolment numbers

The Pitch and Poll engages students early in the term. All discussions are shared on the Forum.



BEFORE

One grade per group

Did not recognise individual effort

Some students left carrying the load

NOW

Both an individual and team grade. Part of grade provided by peers.

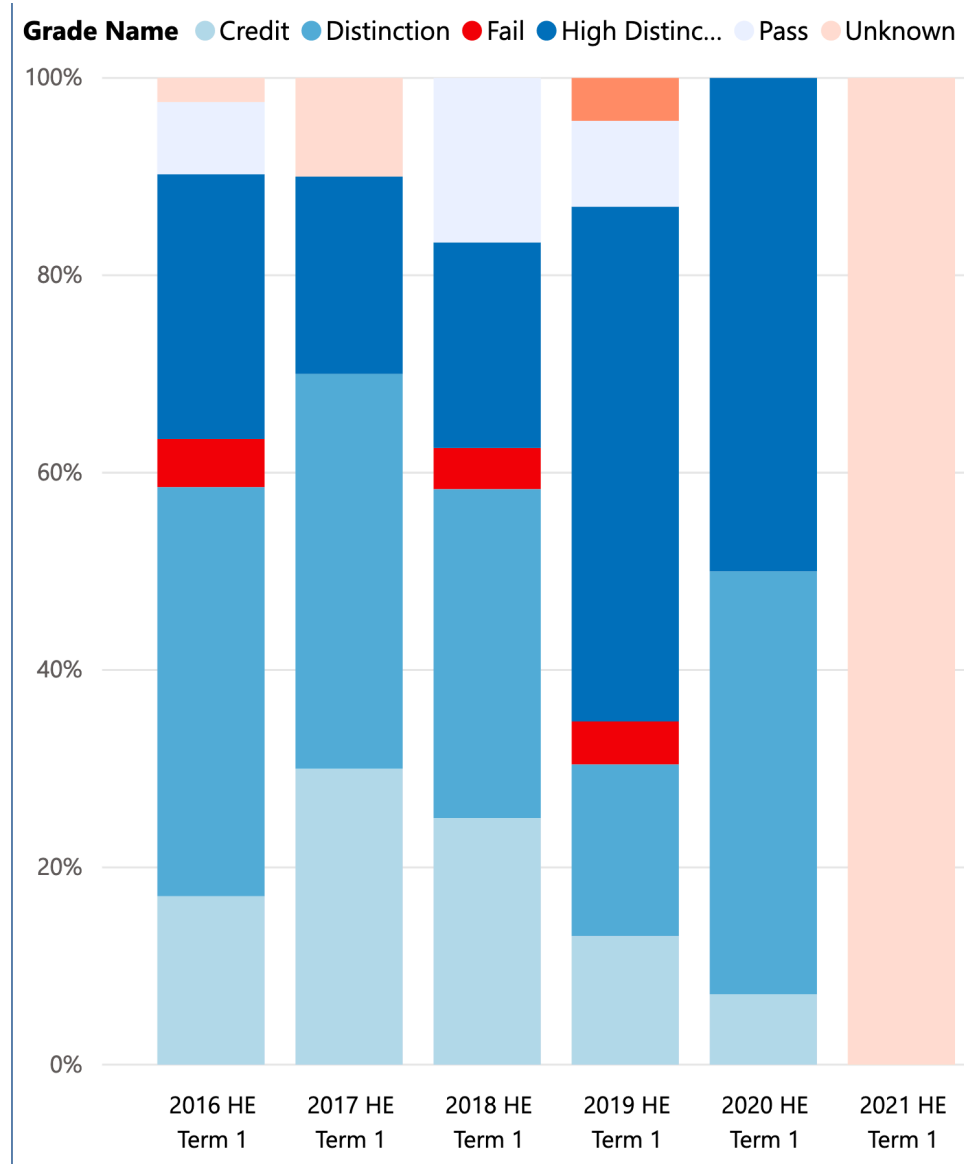
If students do the work, they get the grade

Grade is allocated by amount of effort, as recognised by their peers and themselves



RESULTS	BEFORE	NOW
Student satisfaction	2012: 50% negative, 0% positive, 3.6 out of 5 rating	2015: 12.5% negative, 33% positive 2016: 0% negative, teamwork assessment explicitly nominated as best part of unit. 4.6 out of 5 rating 2017: 4.8 out of 5 2018: 4.5 out of 5 2020: 4.5 out of 5 Comments stating that the unit would not have been possible UNLESS the teamwork assessment was online!
Attrition	2012: 20.7%	2015: 2.2% 2017: 0% 2018: 0% 2020: 0%
Transferability	Student satisfaction 2.2 out of 5	Student satisfaction 4.3 out of 5

Pass rates and spread of grades



Pass rates 2016-2020

The concept of allowing students to have a real client is amazing! It puts all of our learning into practice.

Student

It was incredible to think that none of the students were in Cairns, and we achieved such a positive outcome.

Client

[CQU students] are able to work confidently and in collaboration with colleagues across our virtual communities... Students manage the challenges of this environment and process particularly well.

Employer

The term 2 delivery of [unit] received a student satisfaction of 2.2 with negative feedback largely around the group work assessment... I researched support strategies and found (Dr Celeste Lawson's TAA) guides. I tried [TAA] in term 3 and it worked for me. I received a 4.3 with largely positive feedback around the group work assessment.

Academic