

**IMPROVING QUALITY OF GROUP WORK:
REFLECTIONS ON MODULE - COLOUR (AD 1030/DD1030)**

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Working in groups has been established to have multiple benefits in higher education. Yet, its effective execution to achieve the expected outcomes in terms of quality has always been a challenge. The mark received via assessing both the process and product of a group work is considered to represent its quality in the present study. Lack of cohesiveness, commitment, enthusiasm, uneven contribution of group members and uncertain learning outcomes, were found to affect the expected quality of a group activity carried out for colour module (AD 1030 / DD1030), shared by B. Arch and B. Des Level One in year 2009. Only 16% out of 104 students were able to produce good quality work, obtaining above 70 marks, meeting the expected learning outcomes.

To assure high quality group work in the subsequent academic year, several strategies were adopted. The students were free to form own groups to uphold interest throughout the process. Assessment criterion and expected outcomes were explicitly and transparently communicated beforehand and reviewed frequently. Prompt feedback for improvement was given at interim submissions where groups which met the outcomes were praised to create a sense of challenge and motivation. The group mark (80% of the final mark) was awarded to each member and adjusted for individual contributions via controlled peerassessment (20%). Ground rules were established at the onset to ensure quality, unleash creativity and to facilitate an enjoyable learning experience. Consequently, 99% of 104 students scored above 70 marks, witnessing a remarkable improvement in the quality of group work.

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