


CASE EXAMPLES FROM HKU




Everyday Computing and the Internet (CCST 9003); Electronic Technologies in Everyday Life (CCST 9015)

In these two courses, students work in groups of 3-4 on a project. The project report is collaboratively compiled by students using a Wiki, which gives the teacher access to individual contributions. Both courses employ some mechanisms to monitor the groupwork process. If there is any suspected free-riding, a meeting will normally be held with all students in the group to clarify and resolve the matter. The Wiki which students use for report writing can also be used to seek supplementary evidence. Intra-group feedback and inter-group feedback are collected and distributed electronically through the Moodle.

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Feeding the World (CCGL 9016); Food: Technology, Trade and Culture (CCGL 9017)


In these two courses, students work in groups of 3 to complete a project (40% of the course grade). The group project requires in-depth research on a food issue and a comparative study between the situations in two countries. Arguments must be backed up with quantitative data. Throughout the semester, students are provided with continuous guidance. In particular, they need to submit an outline once the topic is formulated to seek comments from the teacher. Students from different academic disciplines are found to have synergy when they work together. To minimise free-riding, final class test questions may refer to issues raised in the project work.

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Biomedical Breakthroughs in a Pluralistic World (CCST 9006)


In this course, groupwork takes the form of poster presentation, which counts for 30% of the course grade. The groupwork assessment involves some individual assessment elements. In groups of 3-4, students not only

need to deliver a poster presentation on a biomedical breakthrough, but also have to listen to others' presentations and write comments or critiques. The latter will be assessed individually. Among the 30% of the course grade allocated to groupwork, half will be on the group poster presentation, and the other half will be on individual comments or critiques.

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Property Rights, Built Heritage and Sustainable Development in Hong Kong (CCHU 9031)

This course assigns a weighting of 60% to groupwork assessment in the overall course grade. The final output of the groupwork is a ten-minute video demonstrating students' comprehension of a topic. During the process, students are provided with continuous support and feedback through a number of intermediate group tasks. They are required to attend three field trips and after each trip each student submits a worksheet containing questions relevant for the final group task. Students are also asked to express their opinions and share photos on Moodle.

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Blood, Beliefs, Biology (CCST 9024)

In this course, groupwork takes the form of field trip presentation and tutorial participation. To communicate expectations to students, rubrics for all the assessment components are made available on Moodle. A peer assessment form has been designed for students to assess the contribution of one another, including of themselves. The teacher may adjust students' grades based on the results. Students who contribute more may get a bonus whereas students who contribute less may get marks deducted.

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 **Sex and Intimacy in Modern Times (CCHU 9015); Hong Kong: Becoming a Chinese Global City (CCHU 9016)**

Each of these two courses involves a group project which counts for 40% of the course grade. The group size ranges from 4 to 6. The groupwork assessment contains individual components. Students are required to attend other students' presentations and complete a reflective exercise, which is assessed individually. To facilitate better groupwork, the teacher explains to students the value of groupwork and also takes opportunities to encourage interactions among group members. In one case where students complained about free-riders, the teacher was able to resolve the issue in discussion with group members.

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 **Energy Futures, Globalisation and Sustainability (CCGL 9040)**

In this course, students need to work in groups of 4-5 to produce a video to show their understanding of the topic. Group members are assigned by the tutor who intentionally mixes students from different backgrounds. This method has been found beneficial since students from different cultural and academic backgrounds can help and support each other in comprehending the complexities of energy, globalisation, and sustainability. All students in the same group receive the same grade for the groupwork component.

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 **Criminal Organisations, Clandestine Globalisation and the Illicit World Political Economy (CCGL 9027)**

In this course, students are required to work in a group of 4 to deliver a presentation and write a research essay. These two components count for 60% of the overall course grade. It is emphasised that everyone in the group should make a contribution. To ensure this, each student has to express their point of view during the presentation as well as stipulate the section they are responsible for within the group work assignment.

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 **Street Sense: The City and Its Environments (CCHU 9037)**

In this course, students work in groups of 3 on a project, which counts for 30% of the overall course grade. During one offering of the course, students were asked to form groups by themselves; in another, the groups were formed by the teacher. In both, the teacher tries to get students working with others from different academic disciplines. All students in the same group receive the same grade for the group project.

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 **Science and Technology: Facts and Fallacies (CCST 9028)**

In this course, groupwork takes the form of group presentations and debates, which count for 25% of the overall course grade. In tutorials, one group of six students argues for and another against an issue, supported by research findings. There are altogether nine debates on topics specified by the teacher. Students are graded individually according to their performance in the debates.

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 **Hong Kong and China's Economic Development (CCCH 9028); China in the Global Economy (CCCH 9007); Economic Globalisation: Issues and Challenges (CCGL 9019)**

In each of these three courses, groupwork assessment takes around 20% to 25% of the overall grade. The teacher incorporates individual assessment elements in the groupwork assessment. Students in the same group receive the same grade for their group report while each individual gets a different score for his or her performance in the group presentation. If there is any suspected free-riding, the teacher may ask the students in that group to allocate a fixed amount of points to one another, including themselves, according to their contributions to the group's collective work. The teacher may then decide if there is any need for grade adjustment.

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