

# Students, teachers, and other stakeholders concerns regarding group issues in the group work-based exams

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**Abstract:** Group project that count as final exam has many implications for students and teachers and each of them have their concerns and issues regarding this. To manage the issues our research focus on collecting data related to each stakeholders' concerns in this context and match them with the goals and objectives of the stakeholders involved.

**Background:** As group project counted as exam relates to final grades, students are more concerned about group members' skills, commitment, and communication. A student who aims for good grades would like to join in a good group and would not like to have less committed, less active, and less ambitious or low-grade ambitious members in the group. On the other hand, a student who is not committed can use the group work as a free ride to pass the course leaving more workloads to the rest of the members in the group. In this context, it creates many issues for students from the selection or formation of the group until the delivery of the project [1]. These issues include how to form a group, who selects the group, how to allocate new members to a group, how to deal with a non-active member, when to split a group, how to manage conflicts, what happens after a split etc.

All these issues are of concern to the teachers as well since they are propagated to the teachers for solutions and continuation of the course. The more the issues raised, the more difficult and time consuming it becomes for the teacher to conduct the course successfully. Study coordinators and course coordinators are also connected with the issues as they affect the students' satisfaction and learning from the course which affects students' evaluation for the course and the study program.

According to Tuckman group development includes several stages such as forming, storming, norming, performing and adjourning. We have identified the tasks related to group project can be divided as: forming group, defining problem or assignment, assigning problem to the groups, conducting group work and supervision, evaluating group work. Issues and concerns both from teachers and students may evolve around all these stages and activities. The objective of our research is to find out these issues and concerns for all relevant stakeholders.

**Method:** We will be using the following methods to collect data related to stakeholder concerns.

*Case Study:* A first set of students' concerns is collected from our experience of different courses conducted. *Literature Review:* The understanding of group issues and basis of questions are aligned with the literature. *Survey:* Survey questions are designed to collect both quantitative and qualitative data. It will allow stakeholders to add new aspects which will increase value of the dataset. To get a realistic idea, survey is designed to be conducted for all stakeholders: Students, Teachers and Course Coordinators or admins.

**Expected Outcome:** The outcome can help stakeholders to form groups and conduct group activities better, reduce problems and achieve better group output and satisfaction. It will help to better understand the group work concerns in context of Norwegian higher studies and add to a knowledge base leading to identifying guidelines for effective group work by students in the universities.

**References:** 1. Ahmed, S. U.; Sundbø, I.; Kvisli, J; Gulla, J. A.; Jaccheri, L.; Nguyen, A. (2018) Evaluation of team dynamics in Norwegian projects for IT students. NIKT:2018.

2. Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399.