

Glossary

Term	Description
Assessment (Diagnostic, Formative, Summative and Hurdle)	Formative assessment is used throughout semester – it gives feedback to the student that allows them to improve and learn from mistakes; it may or may not contribute to final marks. Summative assessment is the assessment at the end of a course or module; it is designed to evaluate what students have learnt and not specifically to aid their learning. Hurdle assessment is that which must be achieved to pass the course (e.g. a Pass/ Fail quiz).
Course	A subject or unit of learning.
Learning Management System (LMS)	A website where all team resources and forms can be electronically stored for access by students, mentors, and instructors. If possible, this site should also contain a discussion board, and individual team pages that allow team members to contact each other and to post project work files. Blackboard and Moodle are LMS examples.
Deliverables	Pieces of assessment which have a due date and a specified form (e.g. report, oral presentation, poster, web site etc.). Good practice requires that there also be a rubric supplied to students to allow them to understand what is required and for grading purposes.
Dysfunctional team	A dysfunctional team is a group in which the members do not work effectively together towards a common goal. (Foundation Coalition, 2001).
ESL or NESB	English as a Second Language (ESL) – those international students for whom English is not their first language. ESL students may also have a different learning culture. Also known as NESB (Non English Speaking Background).
Free riding	See ‘Social loafing’.
Gantt chart	A project management tool which shows task timing and resource allocation.
GPA (UQ Group Peer Assessment)	An online peer assessment tool that manages the collection of student evaluation and the calculation of PAFs. GPA is based on WebPA the open source program generated by The University of Loughborough. If you would like to use GPA for summative or formative peer assessment, and team diagnosis, contact the UQ eLearning team on help@elearning.uq.edu.au or go to: https://elearning.uq.edu.au/guides/group-peer-assessment#1 .
Graduate attributes	Generic and discipline-specific skills that all students graduating should have. Each teaching establishment is likely to have its own list of graduate attributes. Also known as graduate capabilities.
Group vs. team	The use of “group” and “team” indicates the difference between individuals working independently on the same task (group) and individuals working inter-dependently on the same task respectively (team). (Pimmel, 2003)

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Individual review for mentor meetings	Feedback completed by each student prior to each mentor meeting which allows mentor to facilitate meetings based on team needs. Other students do not view this feedback.
Learning Objectives	What we want students to be able to do when they have completed the course. This list of newly learned knowledge, capacities and capabilities are the learning objectives. A statement of learning objectives is always the starting point for any curriculum – whether at course (i.e. unit or subject) or program (i.e. degree) level, learning activities are then structured around the required knowledge, attributes, and skills.
Looping (or Looped knowledge)	Looping is the process of using student information, feedback or assessment from previous courses and lecturers.
Mentor meeting	A formal session to provide technical, team and time management input. Sessions can last 30 – 60 minutes and can be accompanied by some form of team assessment.
MOOC	Massive Online Open Course which includes videos, activities, readings and problems sets.
TEAMS101x	A free MOOC from UQx/ EDx containing information on team work. It includes the reasoning behind students working in teams, a trouble-shooter for dysfunctional teams, and templates for good team practice. It can be used as part of course assessment (as a SPOC) or as a student resource (as a MOOC).
Peer assessment factor (PAF)	A factor derived from peer assessment that may be applied to the team mark to calculate an individual mark. The PAF provides an instantaneous assessment of a student's input into the team and hence can also be used as a diagnostic tool. Students complete electronic forms anonymously to record their perceptions of the comparative input of their team mates.
Social loafing	Social loafers are also called free-riders. "Free riding is a form of social loafing seen in a group when one or more members slacks off and 'rides' on the extra efforts of their co-workers." (Walker and Angelo, 1998). There are many reasons for social loafing and not all perpetrators are trying to get a 'free-ride'.
SPOC	Small Private Online Course that can be offered within a course with assessment and learning analytics made available to the instructor.
Team assessment mark (TAM)	A mark that can be applied by the mentor to each of the teams based on their communication, resolution of differences and conflicts and overall performance as a team.
Teams101x	A free online MOOC (Massive Open Online Course) providing teamwork training, resources, and various activities available at: https://www.edx.org/course/working-teams-practical-guide-uqx-teams101x-2 . The UQx team can make this a SPOC (contact https://uqx.uq.edu.au/ or uqx@uq.edu.au)