Assessing the personal and co-operative social skills of students

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Introduction

- Construction Science 253 Methods and Materials
- Students and their backgrounds
- Employees and their expectations
- Results of a poor mismatch
- Why I did what I did: how I measured it
Construction Science 253

- Introductory Course
- 260+ students
- Teaching the fundamentals of the materials they will use in later professional practice
The development of an architectural and construction science graduate

- must balance the ingenuity of the individually engaged and learnt tasks,

- and the social and cooperative skills to work as part of a large cohort.
Group Work

- **Building Assessment**
  - Objective to teach to look at a building and to talk to the occupants
  - Objective to teach students to write a single report as a group to their own style sheet

- **Model Building**
  - Develop two models to specific size guidelines but vague objective constraints
  - Judge the models to select 4
Group Objectives and Assessment

- Develop the Groups of 3 to 5 into one of two companies of 120 to 130 with a Management Group
- Organize the build day and raise the funds
- Assessment as to:
  - Co-operative effort on the build organization
  - Were all students engaged on the build in a co-ordinated fashion.
The Big Build Day

Group Work in Action

All build objectives achieved on the day. Except one.
Student Assessments

- Individual Work
  - Edited Essay in the form of a letter

Firstly, I want to express my heartfelt thanks at requiring students to write, and to then pay attention to what they've written. American higher education has strayed so far from the path of reading and writing that we may be generations in repairing the damage.

Peter England
Blinn College, Jan 2003
Objectives and Assessment

- To show relationship to an editor:
  - Each student found an individual editor (thanks to the Writing Center for the help)
- To make them follow an exact style sheet:
  - The essays returned until they followed the style sheet
  - The students were not assessed against time but against instructions
Pedagogical Comments

- The individual work is assessed against the group work marks to ensure fairness.
  - 3 students identified by teams as not doing a fair share of the work - the peer pressure was significant.
- Cohort Approach demonstrates the issues of group work and the old psychological issue shown in the earlier Boy Scout work.
Conclusion

- But students developed groups and pulled together to solve the problems.
- But is the ethical issue of grades as the profit reward for the performance the same as a monetary profit reward in the outside world.