

## Implementation of Group Work on Web-Based Distance Learning Courses

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### Context

**Discipline/Course/Subject area:** Facilities Management, Building Surveying

**Impact:** The practice was introduced within a course unit/module and across degree programme/s

**Length of time project has been running:** three years

**No. of students:** 40 approx

**Level/Year of students:** Postgraduate

**No. of staff involved:** three

### Summary of Case Study

Group work projects are used on web-based distance learning MSc courses. These are scenario-based collaborative projects involving international students collaborating at a distance. Students have discrete tasks and have to reflect on the experience. The assessments are marked using a prescriptive pro-forma which provides feedback to the students.

**Key Words:** Group Work, Distance Learning, Collaborative Work, Role Play

### Key Points of Good Practice

- Collaborative work not combined work.
- Clearly defined tasks within the overall project.
- Achievable and interesting tasks.
- Careful selection of groups.

## Description of Implementation

### Background

Leeds Metropolitan University, School of The Built Environment has a suite of MSc programmes; MSc Facilities Management, MSc Building Surveying, and MSc Quantity Surveying. These are web-based distance learning courses delivered via the Blackboard Vista Virtual Learning Environment (VLE).

The MSc Facilities Management has been so delivered for approximately 10 years; the other MScs are relatively recent additions.

Some modules are common between MScs. The module "Managing the Property Asset" is common to the MSc Facilities Management and the MSc Building Surveying. There are two intakes per year onto the MSc Facilities Management; thus for each delivery there will be two cohorts of Facilities Management students and one cohort of Building Surveying students taking this module. Group work was first introduced onto one module on the MSc Facilities Management. This has now been extended to a second module, including students on the MSc Building Surveying. In due course, group work will be further extended.

### Assessment Learning and Teaching (ALT) Strategy and Distance Learning

The ALT strategy for these courses is ultimately guided by the University ALT strategy. Formative assessment occurs throughout the course to enable students to check on their own progress. There is possibly more summative assessment than would be expected in a traditional face-to-face course. Summative assessment is particularly important in distance learning courses; for many students; feedback from assessment is the most meaningful contact they have with the tutor.

There are a number of students located overseas, particularly on the MSc Facilities Management. Different cultures have different expectations of assessment; unseen exams are the expected form of assessment in some cultures. Where there is no face-to-face contact with students, unseen examinations may provide additional rigour.

### Group work on the module "Facilities Information and Operations Management"

The assessment comprises three pieces of coursework: an individual project involving two detailed analyses of operations in the students' workplace, plus a group project concerned with Business Continuity Planning (BCP).

This module is from the MSc Facilities Management. Students from two different cohorts (September and February starters) take this module.

For the BCP project students are given a scenario, they are Facilities Managers for a Local Authority. The same scenario is used in the assessment of a separate module, "Managing the Property Asset". Using the same scenario in different modules gives coherence and continuity to the course.

Students are allocated into groups of four by the tutor. Working as a leaderless task, groups:

- Identify five potential risks (8 Marks).
- Agree a risk assessment methodology (8 Marks).
- Select one risk and prepare a contingency plan and Standard Operating Procedures (8 Marks).
- Carry out a financial appraisal of the contingency plan (8 Marks).

One single report is submitted, clearly identifying who had responsibility for each task. Students decide amongst themselves responsibility for each task and a method of collating and submitting the work.

Additionally, individually, each student has to:

- a) Submit at least one message to the group discussion board (2 Marks).
- b) Reflect on the experience of working at a distance in a group (5 Marks).

### **Group work on the module "Managing the Property Asset"**

This module is assessed by two individual projects, one group project and an unseen examination.

This module is taken by students on the MSc Facilities Management and the MSc Building Surveying; three different cohorts of students. The group assignment is conceptually similar to the assignment for "Facilities Information and Operations Management". Students are allocated into groups of four by the tutor. They are given a scenario in which they are property managers for a large financial services organisation. This is the same scenario as is used for another module "FM Strategy & Procurement". Scenarios are deliberately chosen to give a balance between Private and Public Sector organisations. In this scenario, the property managers have to research and compare two cities with a view to opening an office in one of those cities.

Cities used include:

- Nairobi or Dar es Salaam
- Saint Petersburg or Moscow
- Tallinn or Riga

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- Cork or Limerick
- Mumbai or Delhi
- Boston or Houston
- Beijing or Shanghai
- Prague or Bratislava
- São Paulo or Rio de Janeiro
- Toronto or Ottawa
- Wellington or Auckland
- Los Angeles or San Francisco

The tutor allocates one pair of cities to each group.

For each city, the group has to research and report on:

- Office Rents and the Office Market
- Residential Rents and the Residential Property Market
- Services and Transport
- Quality of Life

Again, students decide who will undertake each task and how to collate and submit the final report.

Additionally, individually, each student has to:

- a) Submit at least one message to the group discussion board.
- b) Reflect on the experience of communicating at a distance.

## **Perceived Benefits**

### **For Students...**

Participating in group work overcomes some of the perceived isolation of distance learning.

Working with students from different countries/cultures broadens their experiences of working with others.

The prescriptive marking scheme and pro-forma provides a detailed breakdown of their marks.

Researching countries alien to the group provides a common experience to the group, the subject cities are equally alien to all participants; and provides a further international dimension with an insight into the cities concerned.

The students reported that the process enabled them to practice modern workplace skills. These include undertaking a “webquest” to find reliable evidence from the web; and the ability to collaborate on a project at a distance. Feedback suggests distance collaboration will be an increasingly important skill in the future.

## Perceived Benefits

### For Teaching/Support Staff...

Students support each other; particularly weaker students who may be reluctant to approach the tutor for advice, but may approach other students.

Group work acts as an unofficial tracking system, alongside the official tracking system. If a group feels that a member is not delivering as they should, then the group can encourage that member, whilst the tutor may not be aware of any problems.

Utilising a very prescriptive marking scheme speeds the marking time.

## Issues/Challenges

### For Students...

Potential problems that were anticipated were:

Students being disadvantaged if other members of their group failed to deliver their part of the group work; or being unfairly advantaged and getting a “free ride”. There are discrete tasks to be undertaken. As a group, students allocate these tasks amongst themselves. If any student then fails to deliver on their agreed task, it does not disadvantage the remainder of the group.

Unfair distribution of groups. There are introductory workshops held for each module. Whilst attendance at these workshops is optional, it would unfairly advantage some students if they were in groups where the members had all met face to face. Group membership has to be carefully allocated by tutors.

Cultural issues. The MSc Facilities Management attracts students worldwide, with significant numbers of students in certain countries. As part of the assessment, students provide a reflective study of their experiences on the module. Although overwhelmingly favourable, some students would not disclose their feelings about the experience, even though prompted to describe if they felt nervous, isolated, supported, comradely etc. A significant number of students from one culture would

not explore or express these feelings, even though it was confidential between the tutor and the individual student.

There was confusion about whether the reflection was solely about the technical aspects of communicating by the VLE discussion Board compared to email or MSN Messenger etc. One module was meant to include reflection on participating in a distance project; the other module was meant to include reflection on the technical merits of communicating by Discussion Board or other means. Significantly, nearly all of the students from one particular culture would only reflect on the technical aspects.

### **For Teaching/Support Staff...**

The main issues are:

- Group Allocation
- Identification of Tasks
- Realistic Scenarios
- Use of clear and transparent marking criteria.

These are considered in more detail below.

### **Enablers that Helped the Project to Work**

The whole suite of courses is delivered entirely via the Blackboard VLE.

Each group is given its own exclusive bulletin board.

Students are encouraged to communicate via the bulletin board. Two marks are awarded for posting a message on the board.

### **Details of Project Evaluation**

Project evaluation and student feedback is provided by:

- The self reflection aspect of the assessment
- Formal module evaluations undertaken for all modules.

In addition, for "Managing the Property Asset" students were invited to complete an on-line questionnaire evaluating the group work aspect of the module.

The results of the survey are provided in Appendix C.

The group work was specifically commended by the External Examiners who commented on the novel use of the technology, and the provision of self reflection.

## **Possible Improvements/Enhancements**

Consideration may be given to the quantity of marks awarded for this project. Currently the group work component is worth 15 marks

The timing of the project may be reviewed. On the first delivery, the group project was to be submitted towards the end of the module as the last piece of work. At the students' suggestion, this was changed to the first submission. Students felt that becoming part of a group early on in the module helped them with subsequent work.

## **Points of Advice for Others Who May Wish to Replicate the Techniques Used**

### **Group allocation**

Allocation of students to groups is an important and challenging task. There are several factors to be considered when trying to achieve balance between the groups. These factors include:

- Gender, avoid isolating one gender in a group
- Mix of home and overseas students
- Students who have attended on-site workshops and may have met face-to-face; and students who have not met face-to-face
- Students who are new to the course and students who have previously taken modules on the course
- Physical proximity of the students; avoid local students getting together face-to-face and excluding a more distant students
- The groups are given names to inculcate corporate identity. Avoiding any sense of ranking, groups are not numbered. To avoid any possible cultural misunderstandings, don't use names of animals. For one module groups were named after planets.

### **Identification of tasks**

Tasks are clearly identified. As far as possible avoid students being dependant on another student to complete their task.

The assessment for "Facilities Information and Operations Management" requires some linear progression of the overall task, but if a student drops out of the course or fails to complete his or her task, the remaining students can still complete their tasks.

## Realistic scenarios

For "Managing the Property Asset" students are given a scenario relating to a commercial organisation (details are provided in Appendix A).

For "Facilities Information and Operations Management" the scenario is that of a Local Authority (see Appendix B).

This allows students to consider both commercial and non-commercial organisations.

The two scenarios "Abacus Accounting" and "Casterbridge Council" are utilised again on other modules, providing some continuity across the courses.

Allocation of Cities ("Managing the Property Asset").

To achieve balance, cities from differently developed parts of the world are selected. Cities in the student's own locations are avoided. Thus a group may comprise members from Tanzania, Canada, and the UK researching cities in Brazil. This was an enriching experience; students appreciated the opportunity to consider property conditions and the quality of life in different countries. The use of possibly contentious countries/cities was avoided.

## Further Reading

### Relevant publications by those conducting the case-study

Garbett, C. (2004) *Value from information systems. Return on investment e-learning compared to campus-based learning*. Society of Applied Learning Technologies Interactive Technologies Conference, Arlington Va, 19 August 2004.

### Publications in the research literature

Brown, R. E. (2001) The process of community building in distance learning classes. *Journal of Asynchronous Learning Networks*, 5 (2), 18-35.

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Howell, S. L., Williams, P. B., Lindsay, N. K. (2003) Thirty-two trends affecting distance education: An informed foundation for strategic planning *Online Journal of Distance Learning Administration*, 6 (3) available from <http://www.westga.edu/~distance/ojdla/fall63/howell63.html> [accessed 19 September 2008].

Thorpe, M. (2002) Rethinking learner support: the challenge of collaborative online learning. *Open Learning*, 17 (2) available from <http://www.uni-oldenburg.de/zef/cde/support/readings/thorpe02.pdf> [accessed 23 October 2008].

#### **Cross references to other materials/resources in the topic area**

Assessment, Learning and Teaching Reflections published on the Leeds Metropolitan University web-site <http://www.leedsmet.ac.uk/alt/>

## Appendix A

### MANAGING THE PROPERTY ASSET ASSIGNMENT ONE

There is a group assignment and a small individual assignment.

#### GROUP ASSIGNMENT

##### **Scenario**

You are part of the Group Property Team for Abacus Accounting, a large accountancy organisation. The practice is now looking to expand its operations overseas.

This involves renting space in a major city.

You have been instructed to undertake desk research into the property markets in order to compare two cities; and recommend one or other of the cities.

The practice will require approximately 2,000 square metres (20,000 square feet) of prestige office accommodation in the "best part of town". Senior management will, at least initially, be staff sent out from the head office and temporarily located in the country. Other staff will be recruited locally. There will, therefore, be a need to rent residential accommodation as well as office accommodation. This will be staff for senior management; therefore, we are looking for prestige houses or apartments. It is likely that the senior management will move their families out there so we are looking for three bedroomed accommodation.

##### **Group Deliverables**

Each group will be allocated a pair of cities from the following list;

- Nairobi or Dar es Salaam
- Saint Petersburg or Moscow
- Tallinn or Riga
- Cork or Limerick
- Mumbai or Delhi
- Boston or Houston
- Sydney or Melbourne
- Beijing or Shanghai
- Prague or Bratislava
- São Paulo or Rio de Janeiro
- Toronto or Ottawa.

I shall allocate the cities.

Each group will produce one report to the board. The report will compare the two cities allocated and make a recommendation as to which city should be considered further. The group will compare the cities, based on the following criteria; they should form headings for the report.

### ***Office Rents and the Office Market***

How much are the offices? What is the best part of the city? Is there property available? Other comments?

### ***Residential Rents and the Residential Property Market***

How much are houses and apartments to rent? What is the best part of the city in which to live? Is there property available? Other comments?

### ***Services and Transport***

Comment on both local and international transport links. Comment on other services including availability and reliability of Internet access.

### ***Quality of Life***

What would it be like to live and to work in the city? Comment on aspects such as security, local workforce, climate. You may come up with salient facts which I have not considered which should be reported.

## **Presentation**

The report needs to be presented, in electronic format, to include:

- introduction
- contents
- sections, as above, **CLEARLY IDENTIFY WHO IS RESPONSIBLE FOR EACH SECTION**
- Maps and illustrations, as appropriate. Tables comparing the two cities would be very useful
- References and bibliography
  - For example, the report could be like this:
  - Report Contents and Introduction. (Prepared by all the team)
  - Section One Office Market (prepared by Colonel Mustard)
  - Section Two Residential Market (prepared by Miss Scarlett).
  - Section Three Services and Transport (prepared by Mrs White)
  - Section Four Quality of Life (prepared by Reverend Green)
  - Conclusion and Recommendations (prepared by all the team)
  - Bibliography (prepared by all the team)

Use numbered paragraphs and subparagraphs.

### **Word count**

I expect between 100 and 300 words FOR EACH section.

### **Tasks**

There are four identifiable tasks. Divide the tasks among yourselves and agree on timescales. If any member of the group drops out, the rest of the group can still continue with the project.

### **If there are only three members of your group, ignore the reference to residential property**

If your group drops to just two of you, continue with the topics you have selected.

If you find yourself on your own, contact the tutor.

Please note; this is desk research only. All of the information can be trawled from the Internet. I do not expect you to visit the cities! (If you do, then I'm not paying for it.)

### **Discussion board**

A discussion board will be made available on the website. You should use this, at least initially, for your discussions. There are two marks available for making a posting to the discussion board.

### **Marks**

Marks are available for:

- Evidence of research for each section - as shown by the references. These should be from authoritative sites.
- Depth of research. This is only an initial trawl, yet should be of sufficient depth to be meaningful.
- Appropriate presentation of facts - draw out the key issues from your research for each section, and put them across concisely.
- Sensible conclusion.

## INDIVIDUAL DELIVERABLE

In **NO MORE THAN 500** words, write a reflection on how you found the experience of communicating at a distance.

Were there any technical problems?

Did you prefer using the bulletin board, or did you use e-mail or any other means?

What were the advantages and disadvantages of the means of communication?

### Marking Scheme

*Your part of the report.* 10 marks.

*Posting to the bulletin board.* 2 marks

*Reflection on the means of communication.* 3 marks

**Total 15 marks**

## MANAGING THE PROPERTY ASSET

<b>STUDENT NAME:</b>		<b>DATE:</b>	
<p><b>LEARNING OUTCOMES</b></p> <p>This module is intended to enable students to synthesise theoretical, financial, and legal knowledge in order to formulate and evaluate strategies for Corporate Real Estate management. The module encompasses property as an operational and a strategic asset.</p> <p>Students will be empowered to direct the property life-cycle, from feasibility study to commissioning and evaluating designs, to occupation, to post-occupation evaluation, through to disposal strategies.</p> <p>On satisfactory completion of the module students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and critically evaluate appropriate strategies to undertake the effective management of the organisation's built assets.</li> <li>Undertake or commission financial, technical and human appraisals of corporate property.</li> <li>Make informed decisions regarding design and design solutions.</li> </ul>			
<b>ASSIGNMENT ONE</b>	<ul style="list-style-type: none"> <li>Undertake or commission financial, technical and human appraisals of corporate property.</li> </ul>		
<p>A good answer will clearly demonstrate the student's ability to think strategically about and research into property values and property acquisition. Students will demonstrate the ability to manipulate practical knowledge in order to contribute to a viable strategy.</p>			

<b>Note to tutors: May award half marks. Award half marks if only one city considered.</b>			
<b>Individual part of Group Task:</b>			
	<b>Marks Available</b>	<b>Marks Awarded</b>	
Depth and appropriateness of research.			
Evidence of research - correct referencing	1	1	
Use of authoritative sites	1	1	
Depth of research, not too detailed, yet sufficient for purpose	1	1	
Appropriate presentation of facts. Clear and readable	1	1	
Conclusion (shared)	2	2	
Maps, illustrations	1	1	
Tables	1	6	
Other	2	2	
<b>TOTAL</b>	10	10	
<b>Comments:</b>			
<b>Communication:</b>			
	<b>Marks Available</b>	<b>Marks Awarded</b>	
Students should demonstrate the ability to work collaboratively			
<b>Reflection</b>	2	2	
Posting made			
Advantages /Problems encountered	2	2	
Means used	1	1	
<b>TOTAL</b>	5	5	
<b>Comments :</b>			
<b>TOTAL THIS ASIGNMENT</b>			15/15
<b>Overall Comments:</b>			

## **Appendix B**

### **INFORMATION & OPERATION MANAGEMENT**

#### **ASSIGNMENT**

##### **SCENARIO**

You are providing Facilities Management for Casterbridge Council, a Local Authority in a major regional city.

You are responsible for all FM services for Thomas House, an office block, in the city centre.

Thomas House is a five-storey office block, built in 1969, situated in the main shopping area of the city centre.

The ground floor of Thomas House is mostly rented out to retail tenants.

The first floor is used partly as a general reception area, and partly by the Council Finance department. The general public visits this office to make Council Tax payments. Occupied by the Council Planning Department.

The second, third, fourth and fifth floors are occupied by the Council Leisure Services Department, the Council Highways Department, and the Council Education Department. There is public access to all Departments.

All main services are supplied to Thomas House. It has an oil-fired boiler, which supplies heating and hot water to the whole building and, on meter, to the retail tenants on the ground floor.

You manage the following services.

- Portering, and security, provided in-house.
- Building maintenance, equipment maintenance, telecommunications, and cleaning; outsourced on four different contracts to four different suppliers.

Casterbridge is a major regional centre in a Northern European country. The area is geologically stable. Thomas House is located well away from the flood plain.

The climate is temperate, though an extreme snowfall may occur on average every 15 years.

Crime levels are about average for a European City, though there has been a recent increase in gun-related crime. The population is relatively affluent, though neighbouring, less affluent cities have had recent incidents of serious disturbance from disaffected youths.

You are to consider disruption to the Council activities in Thomas House, from a Facilities Management point of view.

NB the effect of a disruption; say in Planning, to the wider Community, is not your prime concern. Your job is to keep the Planners (and others) able to carry on working.

## **BCP Group Assignment**

### ***Learning outcomes***

On completion of the module, students will be able to:

- Develop in-depth techniques for analysis of facilities operations and support within an organisation.
- Evaluate facilities operations systems and design and propose improvements to current practice.
- Analyse and evaluate information and information flows within operations.

### ***Rationale***

This exercise is intended to give students practice in:

- Emergency Preparedness and Disaster Preparedness; identifying and assessing risks and Business Continuity Plans.
- Working collaboratively in groups and conducting group meetings.
- Electronic communications media.
- Establishing and developing personal and professional networks.

### ***Tasks***

Working in groups, you need to undertake the following tasks:

#### ***GROUP TASKS***

1. From the case study, identify five potential risks to the enterprise (8 Marks).
2. Agree a methodology for assessing the risks, to include likelihood, consequences etc. (8 Marks).
3. Select one of the risks and prepare a contingency plan for that risk: to include a simple set of Standard Operating Procedures (8 Marks).
4. Carry out a financial appraisal of the contingency plan. NB detailed costs are not required. It will be sufficient just to identify the cost headings (8 Marks).

One single report is to be submitted, clearly identifying who had responsibility for each task.

### **INDIVIDUAL TASKS**

Individually, each student is to:

- a) Submit at least ONE message to the group discussion board (2 Marks).
- b) Reflect on the experience of working at a distance in a group and, in no more than 500 words, submit a statement on that experience (5 Marks).

### **Points to Note**

The risks must be realistic. For example, I do not think that an Alien invasion is very likely (though I may be proved wrong.)

The consequences and the plan must also be realistic and achievable. For example, I do not think that the average Facilities Manager would be expected to prepare for an asteroid hitting the Earth (though you may know better).

You will need to undertake additional research. I suggest that you use the Internet. There are lots of references to Business Continuity Planning, Disaster Planning etc. You may also be able to use your own resources from work, and from your Professional Bodies and associations.

The Group Tasks assume a group size of four members. If a member drops out and the group falls to three members, omit Task 4, the financial appraisal.

### **Allocation of Marks**

This is intended to be a group exercise but each student will be expected to take responsibility for one of the above tasks, and will be allocated **all** of the marks for that task. If any student fails to complete his/her task, the rest of the group will still be able to continue with their task.

Total marks for this assignment:

Task	8 marks
Message	2 marks
Reflection	5 marks
Total	15 marks

You are advised to carefully plan the workload and the allocation of tasks. Allow all the members of the group sufficient time to complete their task, bearing in mind the workload and deadlines from the rest of the course.

You are required to use the discussion tool on the web site. This will give a record of the discussions and any agreements. Each student should make at least one posting to the discussion board.

When you submit the final report, **clearly indicate in the report, which student is responsible for which task.**

The final completed report should be no more than 3,000 words.

The reflective assessments should be submitted individually to the tutor.

### ***Hand-In Dates***

See "Calendar" for details.

### ***Marking Scheme***

Marks will be awarded for:

Clear identification of the task

- Reasoned approach
- Spelling and grammar
- Report structure and presentation, including references and a bibliography.
- Reflection, to include what worked well and suggestions for improvement. Evidence of contribution to discussion. Personal reflection – how you felt about group working.

If you need any further information or clarification of any points, contact the tutor.

Good luck and have fun.

Chris

### FACILITIES OPERATIONS MANAGEMENT

<b>STUDENT NAME:</b>			<b>DATE:</b>	
<b>LEARNING OUTCOMES</b>				
On completion of the module, students will be able to:				
<ul style="list-style-type: none"> <li>• Develop in-depth techniques for analysis of facilities operations and support within an organisation.</li> <li>• Evaluate facilities operations systems and design and propose improvements to current practice.</li> <li>• Analyse and evaluate information and information flows within operations.</li> </ul>				
<b>Business Continuity Groupwork</b>	<ul style="list-style-type: none"> <li>• Develop in-depth understanding of the scope of facilities operations management and support within an organisation</li> <li>• Analyse and evaluate information and information flows within operations.</li> </ul>			
Working within groups, there are sufficient tasks for each student to be allocated sole responsibility for a task. A good answer will enable a student to demonstrate his/her understanding of facilities operations, in the sphere of Business Continuity. Students should clearly identify a task and use a reasoned approach to that task.				
		<i>Insert task</i>		
	<b>Marks Available</b>	<b>Marks Awarded</b>		
Clear identification of the task	2	0		
Reasoned approach to the task in hand (e.g. assessment of the risk, use of methodology, etc)	2	0		
Grammar and Spelling	2	0		
Other	4	0		
<b>TOTAL</b> <i>Highlight shaded area &amp; press F9</i>	10	0		
<b>Comments:</b>				

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<b>Reflection:</b>			
<i>Within the reflection, students should reflect on the experience of working as part of a distant group. This will include evidence of group work, as shown by entries on the discussion board. A consideration of what was good and what was not so good about the exercise, how it could be improved, and how they felt about the exercise.</i>	<b>Marks Available</b>	<b>Marks Awarded</b>	
Clear identification of the good and bad points of the exercise	1	0	
Personal reflection, how it felt	1	0	
Recommendations for improvement	2	0	
Evidence of participation (from discussion board)	1	0	
<b>TOTAL</b> <i>Highlight shaded area &amp; press F9</i>	5	0	
<b>Comments :</b>			
<b>TOTAL THIS SECTION</b>			0
<b>Overall Comments:</b>			

## Appendix C

### 1. Group Assignment Content Meaningful and Applicable

The content of the exercise, researching the property market in different countries, was intended to be meaningful and applicable to the role of a Building Manager.

Please respond below

- 1. The content of the exercise was not all at meaningful or relevant to the role of a Building Manager
- 2. The content of the exercise has little meaning or relevance to the role of a Building Manager
- 3. Undecided
- 4. The content of the exercise is meaningful and relevant to the role of a Building Manager
- 5. The content of the exercise is very meaningful and relevant to the role of a Building Manager

### 2. Group Assignment Process

The process of collaborating on a project at a distance is intended to be meaningful and relevant to current or future work patterns.

Please indicate your response below

- 1. The process is not relevant or meaningful to work patterns. I do not envisage working like this.
- 2. The process has little relevance or meaning to work patterns.
- 3. Undecided
- 4. The process is relevant or meaningful to work patterns. I do not work like this at present but expect to work like this in the future.
- 5. The process is very relevant and meaningful to current work patterns. I work like this at present

### 3. Personal Experience Enjoyable

The process was intended to be fun for students.

Indicate your response below

- 1. The process was not at all enjoyable. I did not like participating in this exercise
- 2. The process had some negative and positive aspects. On the whole, the negative aspects outweighed the positive and it was not an enjoyable experience
- 3. Undecided
- 4. The process had some negative and positive aspects. On the whole, the positive aspects outweighed the negative and it was an enjoyable experience
- 5. The process was quite enjoyable. I liked participating in this exercise

### 4. Personal Inclusivity

The exercise was intended to bring students together, especially distance learning students who might not meet face to face

Indicate your response below

- 1. I felt quite isolated and excluded by the exercise at all times
- 2. I felt quite isolated and excluded by the exercise most of the time
- 3. Undecided
- 4. I felt included and part of a group by the end of the exercise
- 5. I felt included and part of a group all of the time

## 5. Internationalisation

The exercise was intended to help develop international and global perspectives, in the research and in the groups.

Indicate your response below

- 1. The exercise did nothing to further my global knowledge or perspectives
- 2. The exercise did little to further my global knowledge or perspectives
- 3. Undecided
- 4. On the whole, the exercise furthered my global knowledge or perspectives
- 5. The exercise certainly increased my global knowledge or perspectives

## 6. Recommend

Please indicate your response below

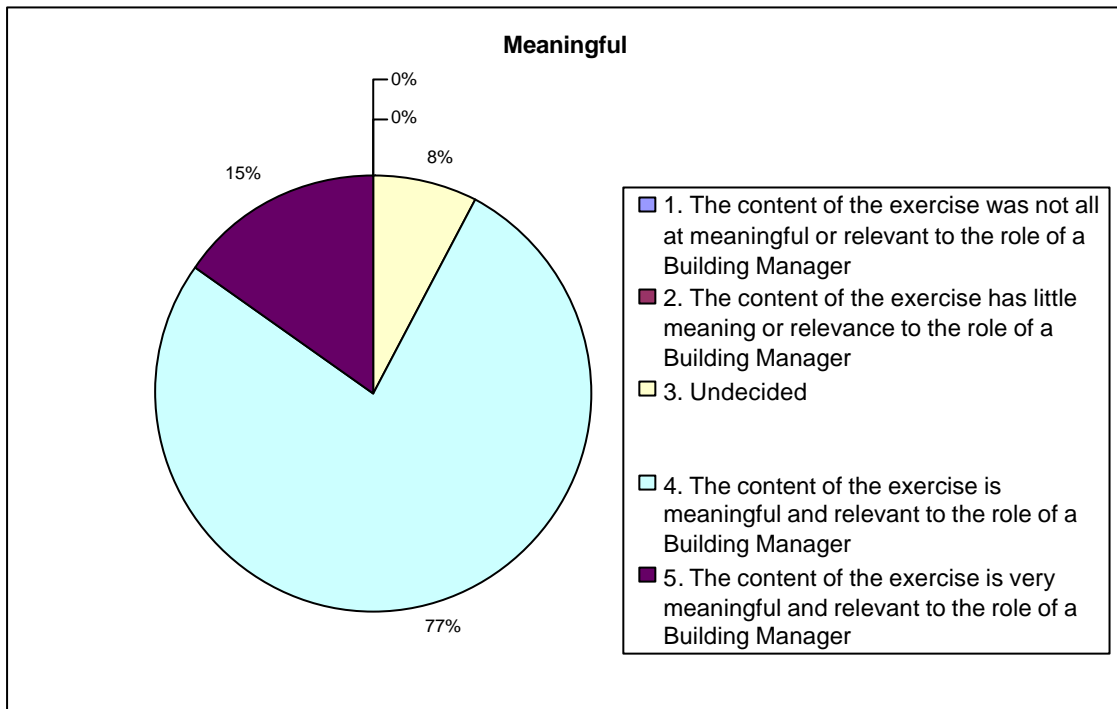
- 1. I would not recommend this type of assignment at all
- 2. On the whole, I would prefer not to encounter this type of assignment again
- 3. Undecided
- 4. On the whole, I would not object to encountering this type of assignment again
- 5. I would welcome this type of assignment again

Feedback from the students is provided by the reflection built into the assessment. Anecdotally a majority of students found the exercise challenging but rewarding. The module as a whole is reviewed by the end of delivery module evaluation. Again, anecdotally, most of the students found the module enjoyable and useful.

A more formal evaluation of the group work in “Managing the Property Asset” was undertaken using the on-line survey tool in Vista. Thirteen students responded. The responses are detailed below.

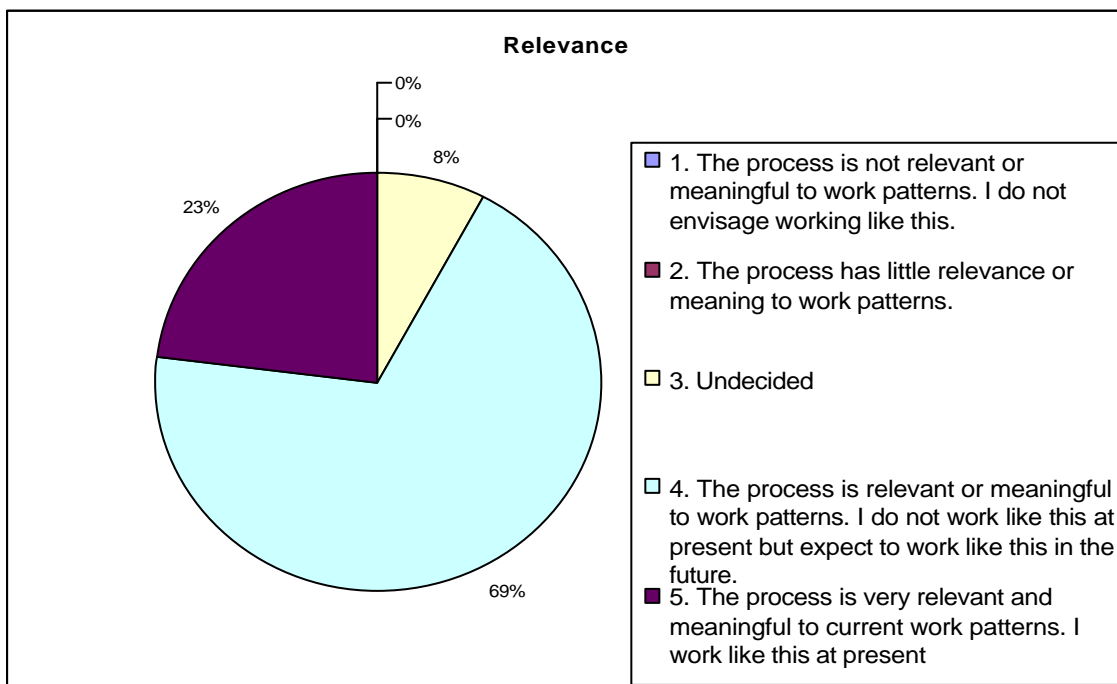
### Question One

Students overwhelmingly felt that the exercise was very meaningful to their role as a building manager (77%) or meaningful (15%)



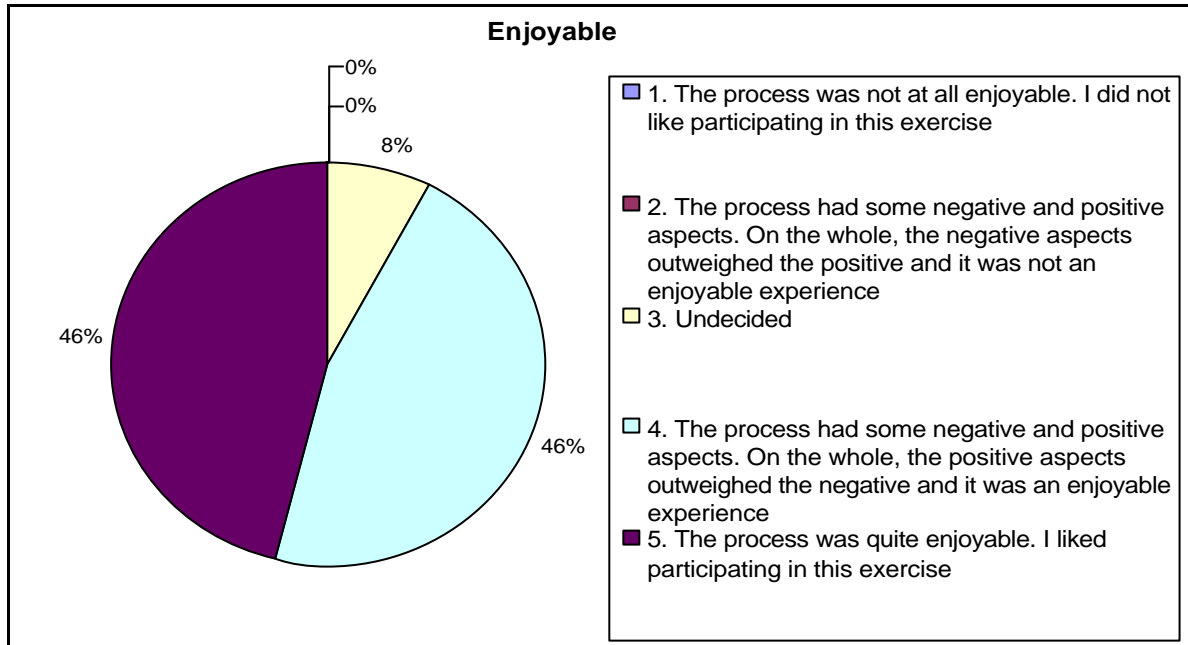
### Question Two

69% of respondents expected to work like this in the future. 23% of respondents already work like this



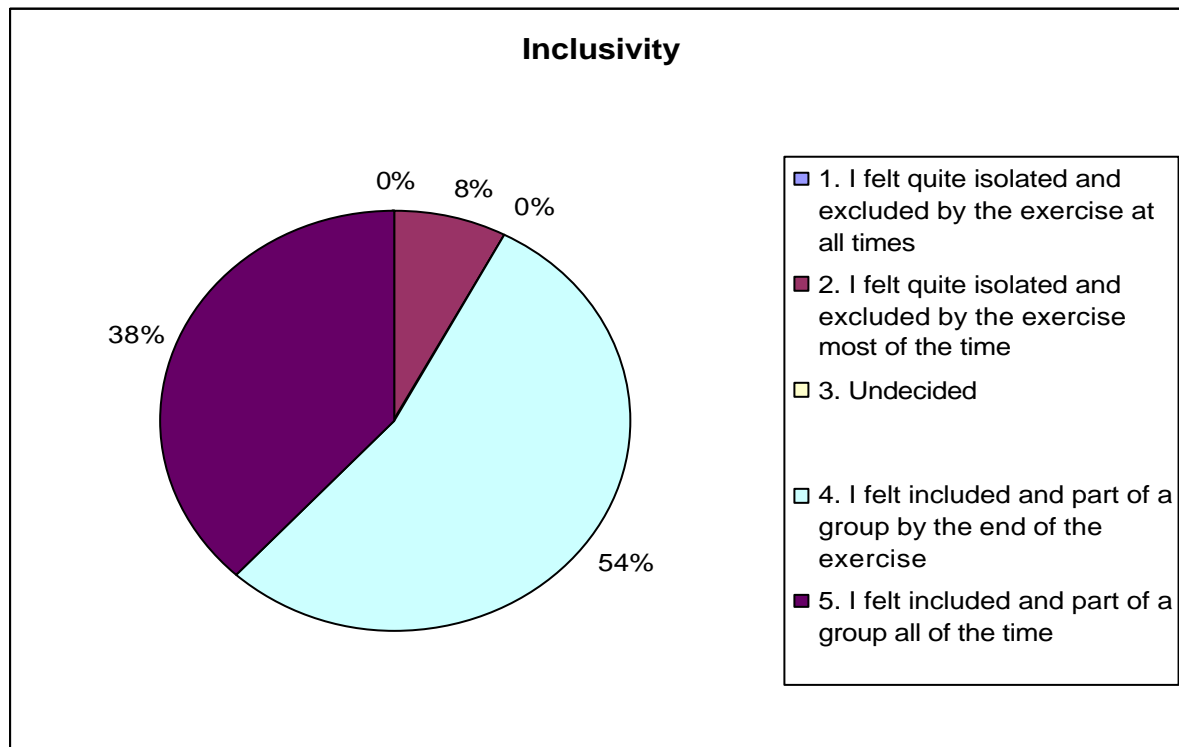
### Question Three

46% of respondents found the experience enjoyable. A further 46% of respondents acknowledged negative aspects of the experience but felt that overall it was a positive experience



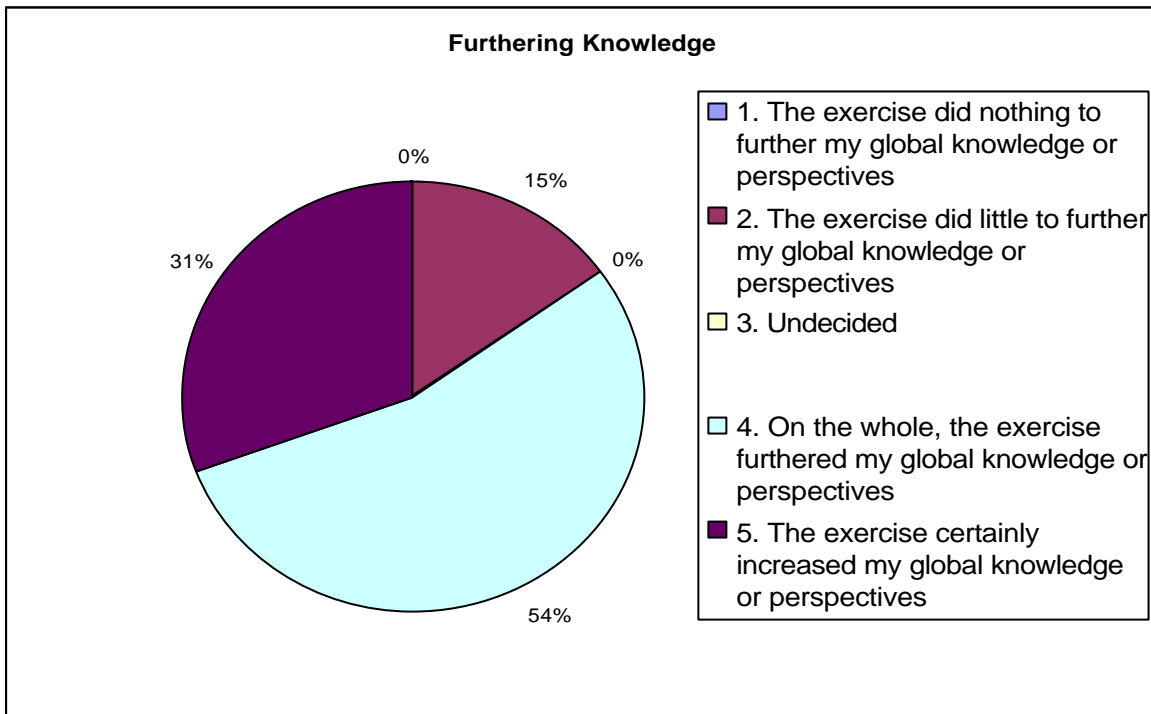
### Question Four

The majority of students felt included in the group.



### Question Five

85% of respondents felt that the exercise had furthered their global knowledge or perspectives, though 15% felt that it had not so done.



### Question Six

A majority of students would welcome this type of assignment again.

