Meaningful Writing with Group Project-Based Courses

Here is an example of how some courses may incorporate group writing projects that still allow for individual assessment (a frequent question in AA-008-223 GWAR meetings)

Evaluating individual component parts of group projects

- **Project application**: If students spend the semester working on a group project, individuals might be tasked with writing specific disciplinary documents (e.g., an email updating the team's boss on progress, a grant proposal based on the findings, a *Popular Science* article, a SCCUR or SRC symposium presentation)
- **Peer Assessment**: Students help design a rubric and then write feedback on other projects in the class; this can be done at multiple points in the project's development.
- **Assigned roles**: A group project using a "POGIL" (Process-Oriented Guided Inquiry Learning) method assigns roles to individuals: manager, recorder, spokesperson, analyst. Each individual in their role can be assigned unique writing tasks that reflect or advance the project (e.g. a manager produces a timeline, org chart, and clear job tasks; a recorder's notes, a spokesperson's presentation; an analyst's reflection)
- **Assigned portions**: A classic strategy, but a single group project might require individual students identify their specific contributions to the paper.

Process-oriented individual work:

- **Writing checkpoints**: At certain checkpoints during the project, students submit individual assessments of their project's progress: its strengths and weaknesses, the group's dynamic, and/or their own contributions.
- **Self-Reflection**: Students submit work evaluating their engagement in the project and what they've learned.
- **Planning documents**: before a group project begins, students write about their anticipated workload, project steps, and what results they anticipate. You can pair this with a self-reflection project to have them consider their progress.