

Using Bongo Group Tools for Peer and Team Evaluation

This paper focuses on how Bongo can be used – in brightspace – to facilitate peer and team evaluation within group-work processes. To view an accompanying video, visit

<https://youtu.be/oFRRPIi1mAU>

Introduction

Bongo is a video assessment solution and virtual classroom platform. Its ‘group assignment’ tool enables learners to:

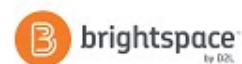
- communicate synchronously and asynchronously in teams
- set project milestones and schedule meetings
- submit and review draft documents and video assignments
- evaluate their own teamwork processes
- peer-assess the submission of other groups

This paper focuses on how Bongo can be used to facilitate peer and team evaluation within group work processes. First, we will present a case study which describes how Bongo group tools was used within one module/course to facilitate peer and team evaluations as part of online collaborative group work. This will be followed by a step-by-step guide on how to set up and customise Bongo group tools for peer-evaluation purposes.

An accompanying video for this paper can be viewed below - it provides an overview of bongo group project tools and a step-by-step guide on how to use them. This video has been developed for TU Dublin City Campus staff for use within the D2L Brightspace VLE.



bitesized brightspace (for staff) #9 ‘bongo group project tools’



<https://youtu.be/oFRRPIi1mAU>

Terminology

- **Peer evaluation** - in this chapter the term 'peer evaluation' refers specifically to the process by which learners make judgements about the *assignment submissions of other groups within their class* (thus focussing on the *product* of group work, as opposed to the process).
- **Team evaluation** - in this chapter, the term 'team evaluation' refers to the process by which learners make judgements about the *contributions of their fellow group members* to the *teamwork process*.

Case Study

In this case study, **Bongo's group project tools**, integrated into D2L's Brightspace VLE, were used to facilitate a two-week learning activity as part of a fully online module in [Technology-Enhanced Learning, Teaching and Assessment \(TELTA\)](#).

Specifically, the group project tool was used to enable groups of learners to

- collaborate online in the production of an artefact (a [Coggle](#) mindmap),
- independently coordinate their own teamwork over the course of two weeks,
- evaluate the final submissions of other groups within the class (**peer evaluation**)
- evaluate their fellow team member's contribution to the teamwork process (**team evaluation**)

Week 1: Role Allocation & Submission of Artefact

Learners were first divided into small groups, asked to log in to Bongo and to discuss how they would delegate responsibility for their work using an asynchronous chat-box. They were also encouraged to select one member to create a shared Coggle diagram for their collaborative mindmap. (Coggle is an online tool for collaborative mindmap creation, found at www.coggle.it). The purpose of using Bongo in this way was to (a) scaffold learners through key initial team-building stages i.e. goal setting and role clarification and (b) provide opportunities to engage in, and reflect on, processes and required competencies of effective collaboration (Klein et al. 2009).

In the first part of the activity, groups were asked to delegate reading responsibilities among team members, whereby each individual was required to review and synthesise key assigned readings from relevant literature. Learners were then asked to upload their synopses to the **Bongo group tools' 'work in progress' area**. The 'work in progress' area (see Figure 1) is a space where users can upload, review, and discuss pre-submission drafts, and other files, within their teams. In this way, preparation work within teams was evenly distributed and

each team had a repository of notes to guide the creation of their mindmaps. For this purpose, groups were also provided with access to a **rubric** that would also be used later as part of the peer evaluation process (see figure 2).

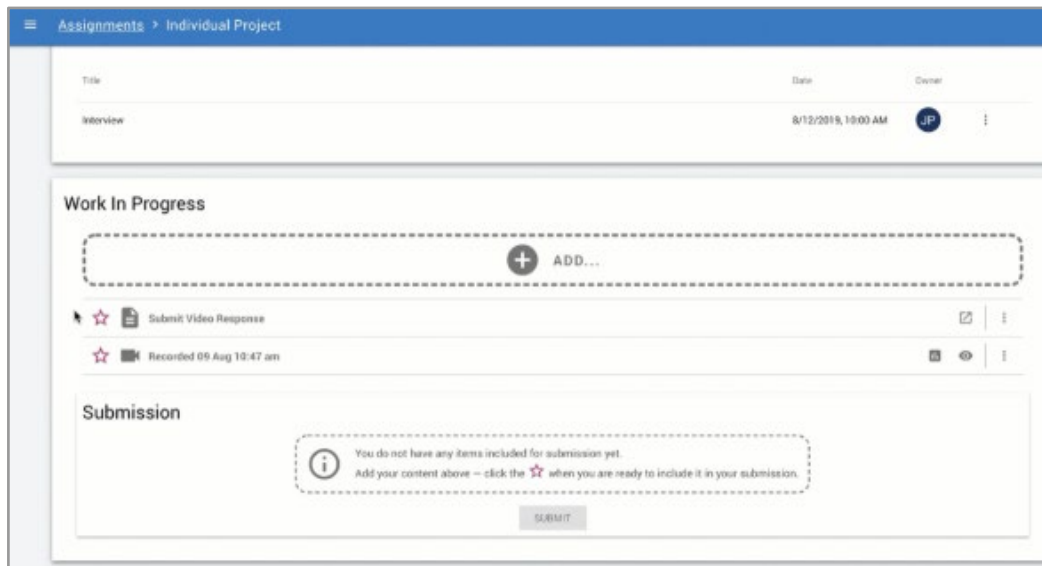


Figure 1: Bongo Work in Progress area

Rubric Points 0 / 48

	Excellent	Proficient	Basic	Unsatisfactory
Workload	Did a full share of the work—or more; knows what needs to be done a... 8	Did an equal share of the work; does work when asked; works hard most o... 6	Did almost as much work as others. 4	Did less work than others; doesn't catch up after absence. 2
Getting organised	Took the initiative in proposing meeting times and getting group organi... 8	Worked agreeably with partner(s) concerning times and places to meet. 6	Could be coaxed into meeting with other partner(s). 4	Did not meet partner(s) at agreed times and places. 2
Participation in discussions	Provided many good ideas for the mindman- inspired 8	Participated in discussions- shared ideas 6	Listened mainly; on some occasions made 4	Seemed bored with conversations about the 2

CLOSE

Figure 2: A rubric used within Bongo group tools for Team Evaluation

Using these resources, learners developed a mindmap using Coggle and submitted a link to their completed mindmap using Bongo group tools (the link was first added to the 'work in progress' area and, when the group was satisfied that it was completed, they could confirm it as their final 'submission'). In other circumstances, groups might upload a collaboratively produced document or 'video assignment' by combining individually recorded videos – see <https://bit.ly/2TLxz17> - or record a Powerpoint-based presentation in a team-scheduled virtual classroom meeting, see <https://bit.ly/3bpqBA6>.

Week 2: Peer and Team Evaluation

As part of the second stage of this two-week activity, learners were required to **peer-evaluate** the submitted mindmaps of other groups within the class. Learners were asked to use the rubric provided in week 1 for this purpose (see figure 1.) In this way, the peer evaluation process focused on **product**, i.e. the finished mindmap.

QUICK TIP: The system automatically assigns the least-reviewed mindmaps to individual users such that reviews are equally distributed among all submissions.

When peer evaluations were complete, learners could view evaluations of their own groups' mindmap. (See figure 3).

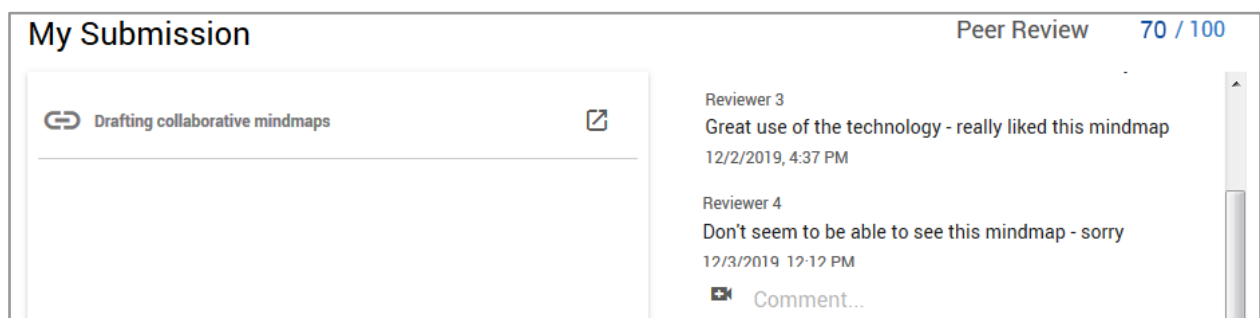


Figure 3. A peer evaluation of a group's submitted artefact, as viewed by the artefact creators.

Learners were then asked to evaluate one another's' contributions to the team-work *process* during the previous week (referred to by Bongo as **Team Evaluation** - see <https://bit.ly/2VGdtA4>). A second rubric was provided within Bongo for this task. (See figure 2.) Groups were advised that this rubric was designed to evaluate individual contributions to the *process* of preparing the mindmap, as opposed to evaluating the final product of their work.

Lastly, learners were asked to complete a **self-evaluation** of their own team's mindmap (i.e. *product*). Learners completed this self-evaluation using the same rubric as used for the peer evaluation process (see figure 2.), thus ensuring consistency in the product evaluation process.

Resources

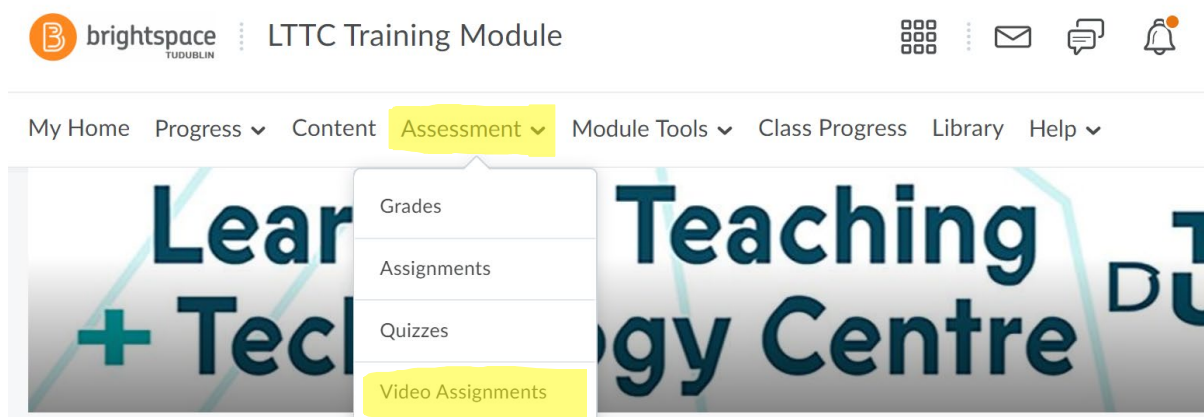
- This paper uses **Bongo Video Assignments**, and specifically the **Group Project** functionality. (Bongo offers a range of tools, focussing on video assessment solutions. Commonly integrated within virtual learning environments (for example, in the case study presented here it is used in conjunction with D2L's Brightspace), they also work directly with educational institutions. For further information see www.bongolearn.com.)
- The case study presented in this paper makes use of rubrics which should be defined before setting up the relevant activity in Bongo.
- The assessment in this case study also makes use of **Coggle** (www.coggle.it) - a free online mind-mapping tool).

Steps for Implementation

Step 1. Accessing Group Projects

Your first step is to create a group project in the Bongo 'assignments' page. In this case study, Bongo group project tools were accessed via the D2L Brightspace VLE – by navigating to 'assessment' and selecting 'video assignments' from the drop-down menu. On this page, you can create new individual and group assessments, and monitor, grade, and make changes to existing ones.

QUICK TIP: You can also create links to group projects in your Brightspace modules using the 'existing activities' button within the content area.



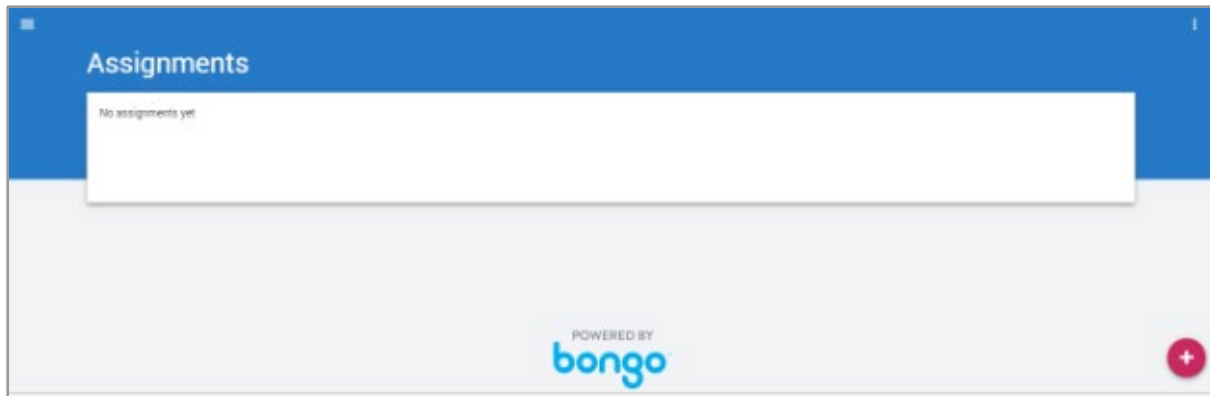



Figure 4. Bongo Assignments page

Step 2. Creating a Group Assignment


1. To create a new group assignment, click on the “+” sign  in the bottom right hand corner and select 'create group assignment'.
Next you need to give your assignment a name, an optional due date and time.
2. You'll also select your grading type (Percentage, Rubric, Pass/Fail, Five Star or Auto Pass - where learners automatically pass when they make a submission). In this instance, select 'Rubric'.
3. Add instructions for your group project, by text or by recording a video, or both.
4. Leave 'Peer Review' enabled so that groups can evaluate one another's' final submission. Then select the number of reviews that each learner will have to complete.

QUICK TIP: In Bongo, individual learners review the submissions of other groups, which is to say that groups cannot review other groups unless one group member is nominated to do so on behalf of the group.

5. Finally, click 'Advanced Options' to determine how you would like your groups to be formed: you may choose 'educator formed' (where you determine group membership), 'student formed' (where students self-enrol into groups) or 'system formed' (where Bongo automatically allocates students into groups).

QUICK TIP: Under 'Advanced Options', you can also disable or enable video and document-based submissions and group-formed meetings. You may also wish to provide a separate set of post-submission instructions to provide guidance to learners on the peer-review, team-evaluation, or self-assessment processes.

Step 3. Enabling Team Evaluation

1. To allow group members to evaluate each other's contribution to team working processes, under 'Advanced Options' you need to enable **Team Evaluation**. Choose a 'Five Star' or 'Rubric' scoring method, depending on your preference. In the case study above we used a rubric - see figure X.
2. If you select the Rubric scoring method, you will then need to select the Rubric to be used for this process. If you have already created the rubric it will automatically appear in a drop-down list under 'Rubric'. If you have not created the rubric yet, click on the ellipses menu to the right of the drop down and select 'Configure rubrics'.
3. Click the "+" sign  in the bottom right hand corner. You will be prompted to import or create a new rubric. Select your preferred option.

Step 4: Enabling Peer Review/Evaluation

Under 'Advanced Options', you will find settings for 'Peer review'.

1. You can determine whether the submissions which are made available to learners for peer evaluation are automatically **system selected** or **user selected**. If you choose system selected, Bongo will ensure that reviews are equally distributed among all submissions.
2. Select **Allow peer review before submission** to allow members of groups who have *not* submitted their own assignment to review the work of others. If you disable this option, learners will only be able to complete the peer review process AFTER their own group has submitted their work.
3. You may anonymise the peer review process (i.e. conceal the identities of submitters and reviewers by selecting '**Conceal reviewer/submitter identity**.')
4. Set the **Number of Required Reviews** - this is the number of reviews that each student is required to complete.
5. Set due dates and times for peer review (optional).
6. Select your preferred Review Type (i.e. Assignment **Rubric** or **Five Star** rating.) If you select the Rubric scoring method, you will then need to select the Rubric to be used for this process. If you have already created the rubric it will automatically appear in a drop-down list under 'Rubric'. If you have not created the rubric yet, click on the ellipses menu to the right of the drop down and select 'Configure rubrics'.
7. This will take you to the rubrics page where you will see a list of existing bongo rubrics

which you have created. Click the "+" sign  in the bottom right hand corner. You will be prompted to import or create a new rubric. Select your preferred option.

QUICK TIP: Rubrics can be imported here as CSV files for which bongo provides downloadable templates. (See Figure 5.) Alternatively, you can use the rubrics wizard within bongo to create a new one, giving your rubric a distinct name, and adding cells, rows, descriptions, and points as you see fit. When your rubric is ready, simply click 'Save'.

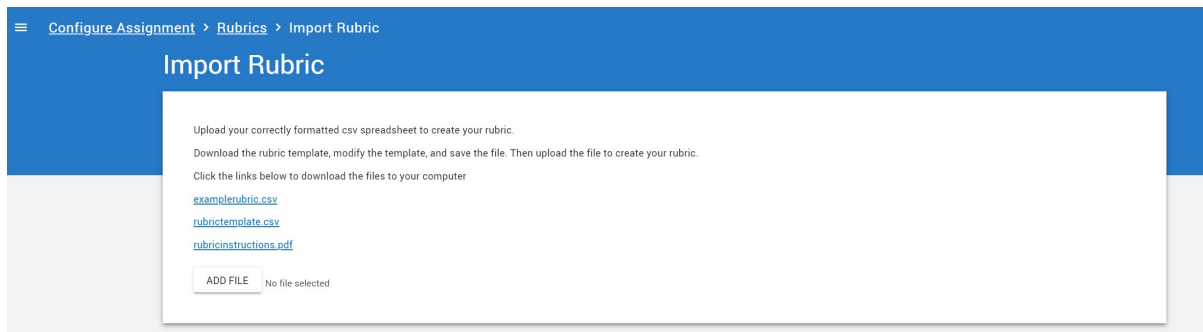
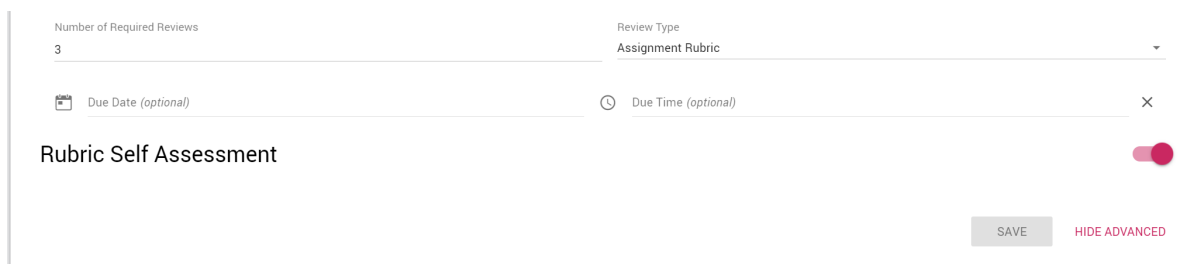


Figure 5: Bongo provides downloadable templates for creating and importing new rubrics.

Step 5: Enabling Self-Assessment

When you are using a rubric, you can also enable 'self-assessment'. By default, individuals will self-assess using the standard project rubric.

When you have configured all of your group project options, select 'Save' (see figure 6, below).



THE BONGO ASSIGNMENTS PAGE

Your newly created group project will now show in the bongo assignments page. Clicking on the ellipsis menu to the right of it will give you the following options:

- **'Gradebook'** - from where you can review the progress of each group, including milestones, chat messages and work in progress files, and grade final submissions.
- **'Manage groups'**, from where you can manually configure groups or copy them from a previous assignment. From the 'manage groups' page, you will select the number of groups you would like to create and then either randomise enrolment or drag and drop individual learners into each group.
- **'Configure'** where you can change group assignment settings.
- **'Copy'** and **'Delete'** options.

Depending on how you have set up your group project in terms of group formation (i.e. 'educator formed' as opposed to 'student formed' or 'system formed'), you may now need to assign students into groups. To do this, click on the ellipses menu to the right of the assignment

and select 'Manage groups'. Here you can manually configure groups or copy them from a previous assignment. Your assignment should now be ready for students to complete.

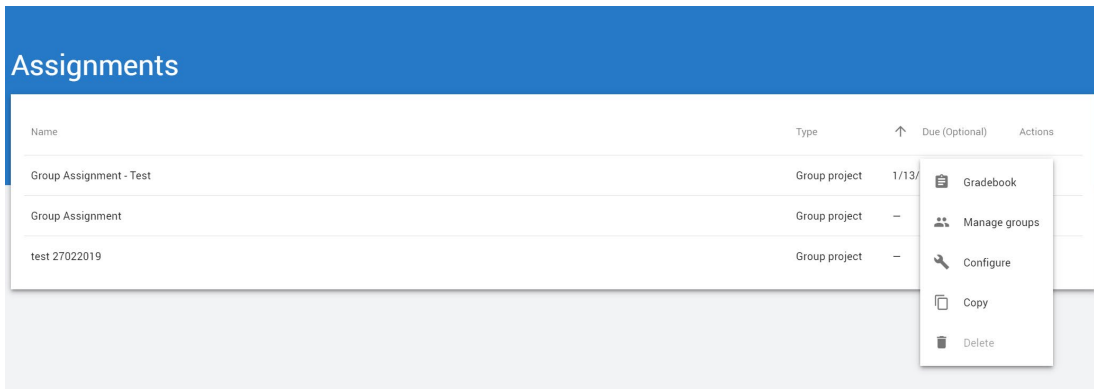
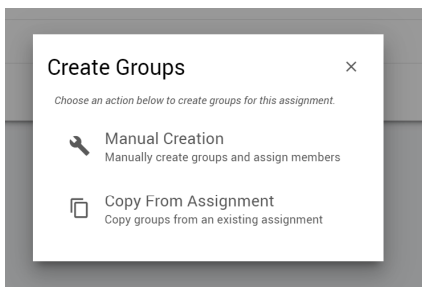


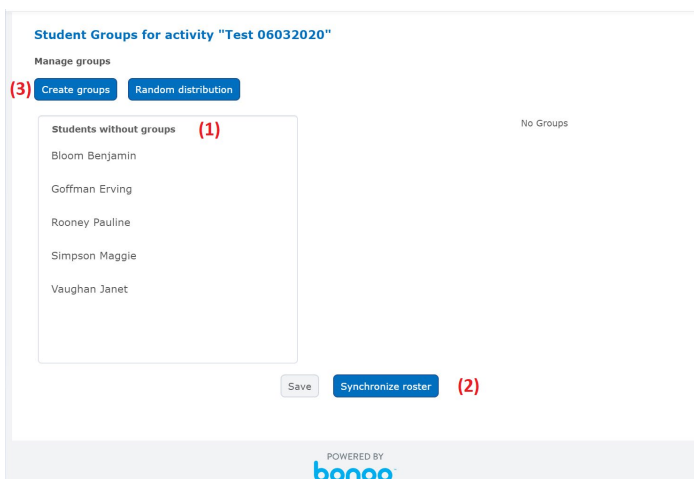
Figure 7: The bongo assignments page

Managing Student Groups

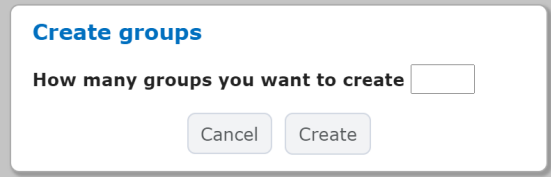
After selecting 'manage groups' (see figure seven, above) you will be presented with a pop-up giving you the option to manually create groups or copy them from an existing bongo assignment (these are separate from groups created using the native brightspace groups tool).



If you choose 'manual creation', you will be presented with the following page, where you will see all students enrolled in your module classlist in a frame titled 'students without groups' (1). If there are students missing, try clicking on the 'synchronize roster' button (2) - however, all users assigned the role of student in your module should be present here. To start, click on 'create groups' (3).



Bongo will then ask you to specify the number of groups you would like to create:



You add individual students to groups by manually dragging and dropping their names into each respective frame ('group 1', 'group 2' etc.) Group names can be edited by clicking on the pencil symbol next to their name. You can also add additional groups at any time by clicking on the 'create groups' button again (see figure 8).

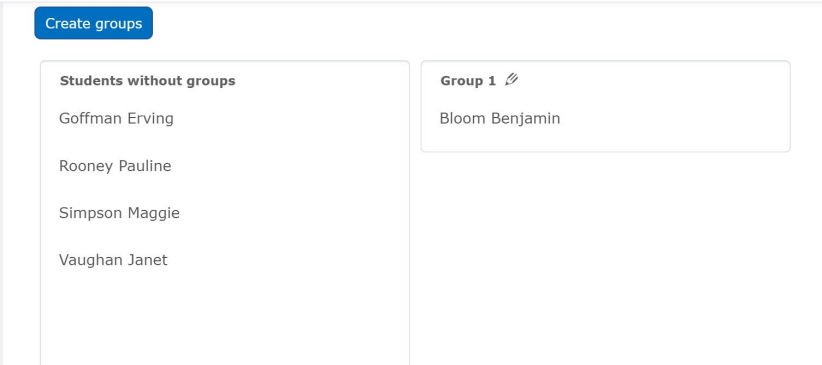
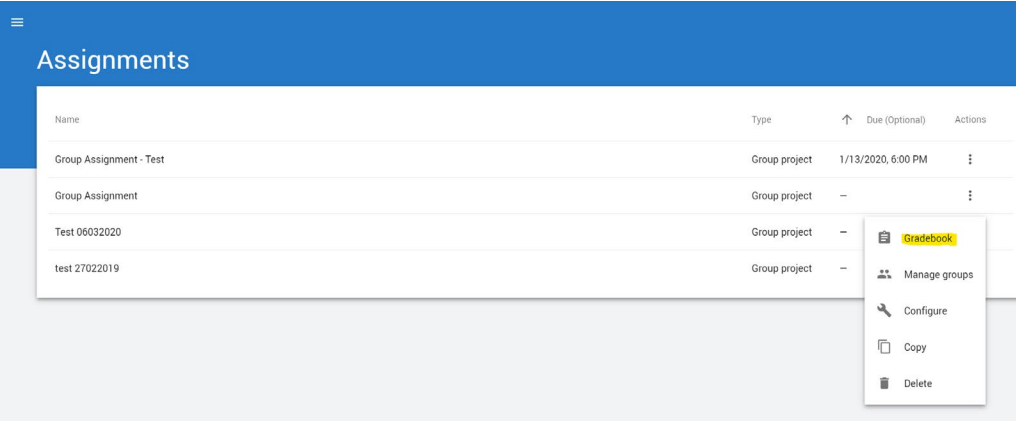


Figure 8: Creating groups in Bongo

Monitoring Group Progress and Grading

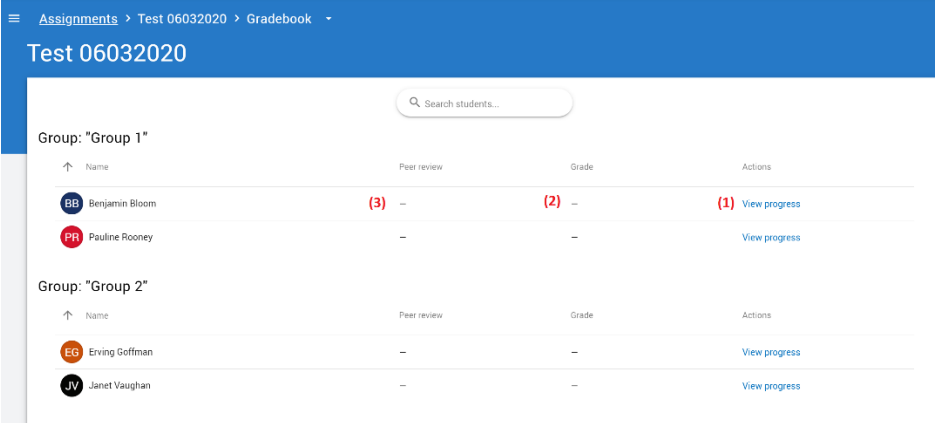
If you would like to monitor group progress, grade submissions and provide feedback, or release team feedback, click the ellipsis menu next to a group project on the Bongo 'assignments page and select 'gradebook' (see figure 9).



Name	Type	Due (Optional)	Actions
Group Assignment - Test	Group project	1/13/2020, 6:00 PM	⋮
Group Assignment	Group project	-	⋮
Test 06032020	Group project	-	⋮
test 27022019	Group project	-	⋮

Figure 9: Accessing Bongo Gradebook

Clicking on the 'view progress' (1) link next to a student will allow you to see any milestones or work in progress added for their group. When students have submitted their assignments, the 'view progress' link will read 'grade student submissions'. Any completed peer reviews can also access here (3).



Test 06032020				
Search students...				
Group: "Group 1"				
↑	Name	Peer review	Grade	Actions
	BB Benjamin Bloom	(3) -	(2) -	(1) View progress
	PR Pauline Rooney	-	-	View progress
Group: "Group 2"				
↑	Name	Peer review	Grade	Actions
	EG Erving Goffman	-	-	View progress
	JV Janet Vaughan	-	-	View progress

QUICK TIP: For more detailed instructions on grading assignments, using rubrics, monitoring group progress, and viewing and releasing team feedback, see the accompanying video here: <https://youtu.be/oFRRPli1mAU>

Top Tips for Success

1. Keep a copy of your rubric templates outside of Bongo - these may be useful for External examiners.
2. Ensure that all students are registered within your module before assigning them to groups (particularly if using the 'system-formed' option)
3. Ensure that students are fully briefed on how to complete peer and team evaluation processes: they are not necessarily intuitive!
4. Make clear to students that they must nominate one group member to submit their final assignment on the behalf of the group - and clarify the difference between uploading to the work-in-progress area and submitting the assignment!