

Poster presentation

Team Contribution Tracking System (TeCTra) for assessment of individual contributions in groupwork

Andrew Litchfield, Ryszard (Richard) Raban

University of Technology Sydney

The purpose of the poster is to present a self and peer assessment tool (Team Contribution Tracking system – TeCTra) that has been used in a software development capstone project in 2004 and 2005. TeCTra allows peer assessment and review – both quantitative and qualitative comment – throughout the duration of the project and thus it can formatively and positively influence individual contributions and behaviours within the team. The tool also calculates summative peer assessment outcomes that guide the student's final mark and grade. The capacity for peer review facilitates diagnostic attributes and thus influences the project management process and outcomes. The poster will present key elements of the tool and results achieved through using it in self and peer assessment of individual contribution in groupwork.

Keywords: self-assessment, peer-assessment, assessment tools, collaborative learning

Author contact details

Andrew Litchfield, Faculty of Information Technology, University of Technology Sydney, PO Box 123, Broadway, NSW 2007, Australia. Email: ajl@it.uts.edu.au.

Richard Rabin, Faculty of Information Technology, University of Technology, Sydney, PO Box 123, Broadway, NSW 2007, Australia. Email: richard@it.uts.edu.au.

Please cite as: Litchfield, A. & Raban, R. (2006). Team Contribution Tracking System (TeCTra) for assessment of individual contributions in groupwork. In L. Markauskaite, P. Goodyear, & P. Reimann (Eds.) *Proceedings of the 23rd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education: Who's Learning? Whose Technology?* (p. 984). Sydney: Sydney University Press. <https://doi.org/10.65106/apubs.2006.3006>

The author(s) assign to ascilite and educational non-profit institutions a non-exclusive licence to use this document for personal use and in courses of instruction provided that the article is used in full and this copyright statement is reproduced. The author(s) also grant a non-exclusive licence to ascilite to publish this document on the ascilite web site (including any mirror or archival sites that may be developed) and in electronic and printed form within the *ascilite Conference Proceedings*. Any other usage is prohibited without the express permission of the author(s). For the appropriate way of citing this article, please see the frontmatter of the *Conference Proceedings*.