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# Student attitudes towards group examination in HE

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The Danish government has decided to re-introduce group examinations as assessment form. From an alignment perspective (Biggs and Tang, 2007) this is considered good news in a group based problem oriented university such as Aalborg University, and preparations at all levels are made in order to re-instate group examinations. However, not all involved stakeholders share the enthusiasm for this change. In a small survey among university students in 4 master programs we found that the majority of the students today seem to resent the idea of group examination: they prefer to work alone, or to be only responsible for their own work during the examination; they want to be sure that the examination gives them the opportunity to ‘shine’ without having to be considerate towards other students etc. They do not necessarily experience breach in the ‘alignment’ between the group work process and the individual examination and they feel that the individual examination is a better and more trustworthy foundation for a valid assessment of their individual knowledge, skills and competences. Based on the results from a larger questionnaire survey among students at different levels (BA and MA) this paper will investigate the reasons for the students’ unfavorable attitude – is it for instance due to individuality (Illeris et al, 2009) or lack of confidence in the educational system - and discuss what measures can be taken to relieve this, as well as examine the positive attitudes and expectations. In this connection the role of the educational system and group’s supervisor will also be discussed.

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