

Collaborative Online Assessment experience

Kelly, D., Baxter, J. S., & Anderson, A. (2010). Engaging first-year students through online collaborative assessments. *Journal of Computer Assisted Learning*, 26(6), 535-548.89-93.

13 items

Dimension are not defined.

Items:

Lack of inhibition

I didn't post all I knew in case lazier members of the group benefited unfairly from my own hard work

I was reluctant to suggest improvements to other group members' work even when I believed improvements could be made

Positive feedback

I read more about psychology and read it earlier in each semester than I would have done without the online projects

I learned more about psychology as a result of the online projects than I did in other disciplines

It would be better to scrap the online scheme and return to the traditional system

I found that reading other people's contributions helped me to understand psychology

The feedback, based on other students' work helped me to understand how to improve my own answers

The online projects made me feel that I was more interested in psychology

I have had to work harder in Psychology than I expected to

Neutral experiences

I made friends as a direct result of the online project scheme

I only did as much reading as I had to make my contribution to the projects and didn't bother with the rest of the recommended material

The online projects helped me to feel more positively about the university.

Negative experiences

The online projects were stressful

Cronbachs α = na