

problem and there is no (or limited) redundancy across students

never engaged in any pairwise bid

demonstration of specific behavioral traits that promote the learning goals. Importantly, the checklist is used to record grades and so the behavioral traits will be graded and valued in the same way that student content and skills products are valued. Thus, there will be a grade incentive to display specific behaviors in class. Additionally, feedback to students in the experimental treatment will include comments on their behavior. Behavioral feedback will not be provided in the control.

Assessment

References

- Sirum and Humburg. 2011. The experimental design ability test. *Bioscience Education* 47: 8
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- Springer, L., M E. Stanne, and S. S. Donovan. 1999. Effects of small group learning on undergraduates in science, mathematics, engineering and technology: A meta-analysis. *Review of Educational Research* 69: 251.
- Damon, W. 1984. Peer education: the untapped potential. *J. Applied Developmental Psychology* 5: 331-343.

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