

A PRACTICAL APPROACH FOR INCORPORATING INTEGRATED TEAMS INTO THE SURVEYING CURRICULUM



THE NEED FOR AN INTEGRATED APPROACH

- Conflict
- Fragmentation
- Professional bodies - RICS, RIBA, CIOB
- Government sponsored industry reports - Latham, Egan

THE APPROACH

- Reflective practitioner
 - learns from previous experience
 - problem-based learning
- Advantages
 - savings in delivery time
 - realistic Unit content
 - staff development

- Case study
 - interdisciplinary group working
 - co-ordinating
 - peer assessment
- Learning outcomes
 - critical self awareness
 - written and verbal communication and presentation skills
- communication
- reports (written presentations)
- meetings with senior staff

- Case study
 - analysis and evaluation of documentation
- Learning outcomes
 - management and commercial business functions

- Assessment
 - continuous
 - four elements equally weighted
 - formative advice and feedback and summative assessment and feedback on each element before the submission of each following element

PERCEIVED PROBLEMS AND SOLUTIONS

- | PROBLEM | SOLUTION |
|--|---|
| <ul style="list-style-type: none"> • mixed groups working together • demanding workload | <ul style="list-style-type: none"> • peer assessment • breakdown of workload • inter-linking • feedback • chance for improvement |

PEER ASSESSMENT

PEER APPRAISAL INTEGRATED PROJECT GROUPS

Group Number: _____
 Submission Number: _____
 Submission Date: _____
 BSc (Hons) Construction Management and
 BSc (Hons) Quantity Surveying

Your Name: _____

Grade the contribution each member of the group made to the submission.
 Also Note: For each submission a group statement of reflective practice of no more than one page of A4 should have been included to describe which members of the group contributed which parts and how you worked as a team.

Other Group Members (alphabetical order)	Contribution

PEER ASSESSMENT

A = A full contribution to the group effort.

B = A significant contribution to the group effort.

C = A marginal contribution and in your opinion should not gain the same mark as others in the group.

D = A very low level of commitment to group activities adding little to the group effort and in your opinion should not gain the same mark as others in the group.

E = No input to the group work.

Any Other Points

STUDENT FEEDBACK

- relating content to 'real-life' issues
- incorporation of student work experiences
 - mirroring of conflicts with 'real world' work environment
- reflective statements

LESSONS LEARNED

- Teamwork
 - demands of industry
 - reinforcement of necessity for group activities
- Reflective skills
 - encouragement to produce critical reflective statements
 - lack of critical 'edge'
- Student briefing
 - new approach of the inter-course aspect

CONCLUSIONS

- Group formation
 - student self-outline
 - Peer Review Proforma
- Successful 'Case Study' deployment
 - future involvement of other courses, e.g. architects, building surveyors

THANK YOU;
SHUKRAN; MERCI

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