

## Interpreting Learning through Journal Entries

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**Task #1:** Read the journal entries and rank order them in terms of the quality of learning demonstrated.

**Task #2:** Offer feedback to each student on how they might have improved their responses

**Task #3:** Discuss your reasoning with a colleague

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### Journal Entry - Student # 1

We covered a lot of material in today's class! Now I know about member inter-dependence (the amount of interaction and reliance between group members) and that inter-dependence can be positive, negative or neutral. Positive inter-dependence is when there is co-operation among group members that helps them reach their work goals. Negative inter-dependence is when group members actually work independently or even end up competing with each other and that usually results in a poorer end product. We also covered several ways that teachers can structure working groups so that group members are more likely to co-operate.

### Journal Entry – Student #2

In tonight's class, I finally realized why things often go so badly for so many of the project-teams at work! It makes sense that people use information about the rewards that are being offered to make decisions about how best to approach work to maximize their chances of getting the reward. I now see what had been happening: Management had been creating negative interdependence by offering individual bonuses as rewards but they were expecting us to work collaboratively (positive interdependence). If we're going to have bonuses of any kind, they need to be GROUP bonuses, not INDIVIDUAL bonuses. The promise of an individual bonus is likely what caused secrecy and competition among group members – the last thing you'd want to happen in a project-team! WOW! It's now so obvious why those groups weren't working! There were too many conflicting messages!

### Journal Entry – Student #3

The topic of inter-dependence and the effects of reward-structures really became clear when I had a look at the grading scheme for this course and compared it to some others I've been in. It's pretty clear to me now that the teacher set up the grading scheme so that we would work as a group and not individualistically. We'll actually end up getting higher grades for helping other people in the class do better! I can see how we would probably work more on our own if the grades (rewards!) were given in the usual way. Hmm.

Adapted from:  
**Assessment and Learning: the ICE approach**  
Fostaty Young and Wilson (2000)  
Portage and Main Press