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## **GC 2012-5606: STUDENT'S TEAMWORK EVALUATION: AN EFFECTIVE MODEL**

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Dr. Sabah Abro is an internationally educated math professor and program Director at Lawrence Technological University. He graduated with a Bachelor degree from the University of Baghdad, pursued a post graduate diploma in planning from the United Nations institute in the middle east, Went to Wales in the United kingdom to get his Master's degree and then to Belgium for his Ph.D. He has also international work experience; he served as Faculty at Al Mustansiria University in Baghdad, a regional consultant at the Arab Institute for Statistics, a position that enabled him to lecture in a number Arab countries. Sabah has over 25 years of experience in higher education including more than 15 years in education management across different parts of the world. Concentration in the last 15 years was on development of career, Art & Science, technology and engineering programs.

Leading positions in educational institutions including chair of department, acting Dean, university board member, University assessment committee member, consultant and team leader.

A unique experience in coordination between educational institution and industrial partners to build new paradigm in education through an NSF sponsored program.

Many years of in-depth experience in curriculum development. Extensive knowledge in academic programs, professional development programs and on the job training plans. Motivated, fluent in English with multi-lingual capability, internationally educated professional, with work experience in different countries and international organizations. Highly diversified, personable and outreaching communication skills.

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## **Student's Teamwork Evaluation: An Effective Model**

Developing teamwork skills among students in engineering educational programs is a high-priority common goal.

A serious problem facing instructors trying to achieve this goal is to evaluate individual team member's roles on the team, and to create a team spirit and sense of responsibility among all members.

In most team projects, the instructor uses a model that evaluates the final product and probably a final presentation. The current model does not address the individual team member's roles in the preparation stages or in the ability to present their work. The project grade goes equally to each member of the team in most cases. Furthermore, the students who need more training on teamwork skills can be in the shadow of their peers and miss the opportunity of acquiring these skills. Therefore, the instructor will not be able to distinguish between the individual skills of the team.

In this paper, we will present a two-phase model that has proven effective in evaluating individual team member's roles and overall teamwork. The model focuses on peer-to-peer evaluation within a team and between different student teams.

Phase one: The project selection process determines the team, not the other way around. This process maximizes the interest of the team members in the project. This phase reduces the "buddy" team, and strengthens the project-focus team. This is essential to achieve interest in the work of the team and to perform like in real-world situations.

Phase two: The evaluation forms used were designed to evaluate individuals within a team and between other teams. The model consists of five to six presentations per project, with all team members participating in each presentation. The individual student's grade may be different than members of the same team. This will minimize dependency of some team members on others.

This paper introduces evaluation tools that were designed to maximize teamwork skills. The rigorous and comprehensive effort required to follow this model is discussed that benefits the team members and promotes teamwork skills desired by most educational programs.

Analysis will be supported by statistical data gathered through this team evaluation process for several semesters.

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