Using conceptual models in the assessment of collaborative creativity

Vicki Thorpe

This seminar presents an aspect of my doctoral research into assessment of group composing for NCEA music achievement standard AS91092. The research addressed the problem of how to assess an individual’s contribution to a collaborative creative process. When assessing composing by individuals, the composition (product) itself is usually deemed sufficient and valid evidence of the student’s achievement. For group-composed music however, a music teacher must reconcile the assessment of compositional process as well as product, including individual group members’ contribution to both. The presentation explains how I and the two secondary music teachers with whom I collaborated, and 26 group-composing Year 11 music students used conceptual models to interpret and assess group composing.

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Karori Campus, GR 311

Vicki teaches in initial teacher education programmes at VUUW, with a specialisation in music education. Her masters research investigated group composing in Rockquest bands. Current research interests include collaborative and informal music learning, the assessment of peer mediated learning in creative ensembles, NCEA music and curriculum development.