

UNDERGRADUATE STUDENT'S PERCEPTION OF COLLABORATIVE GROUP LEARNING (CGL) IN UNIVERSITY CLASSROOMS

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ABSTRACT

The effectiveness of collaborative group work programs in the development of collaboration abilities among learners at educational institutions is still up for debate, given the abundance of research on collaborative group learning (CGL) and the ability to improve student participation and learning. Previous research has tended to gauge the effectiveness of collaboration and group projects based on test scores, which appears to be incorrect as more researchers concentrate on the views of students as a more sensible way to gauge the effectiveness of group projects. The paper will give the findings of a study conducted in Pakistan that sought to analyze the perception of students towards technology enhanced group work assessment in as far as student learning outcome is concerned i.e. the skills of teamwork and self-evaluation judgement. The initial half of the year 2020 was rocked due to an unforeseen event, which was the world-wide COVID-19 pandemic, because all students had to learn online, it unavoidably had an impact on the method of instruction and learning in a variety of ways, including their experience with this collaborative group work assignment. According to the findings of the qualitative inductive research methods, group work is well rated by students in a variety of aspects; but it is not without challenges, such as a global epidemic and its impacts on online learning, separation, and the difficult nature of group work. The context of the cooperative team action in the online setting, this unanticipated event and its consequences for teaching learning had produced creative findings. The findings can guide the subsequent advancement and incorporation of collaborative work in groups in the realms of higher education, particularly in a virtual course.

Keywords: Collaborative Group Learning, Higher Education, Teamwork skills, Students perceptions.

Introduction:

Group work Collaborative group Learning (CGL) has been viewed as a successful method of educating students to facilitate student interest and learning. When it comes to higher education, group projects where students collaborate to accomplish a shared objective are thought to be invaluable.

Certain soft abilities, such as interpersonal skills, compassion, working together, conflict resolution, direction, and self-control all of which are highly valued by workers, interviewers, and other key stakeholders have been demonstrated to be developed through collaboration. Higher education institutions, for instance, are seen to be attentive to grading institutions' requests to

improve the relevance and responsiveness of their curricula in relation to the context of learning. Additionally, in today's global workplace, peer collaboration and learning have become an integral aspect of several enterprises. CGL has an opportunity to polish the students not only in their capabilities of team work, but also in different and multicultural environments.

Such skills are deemed as being more applicable in the contemporary world of work that is globalized and has been grown with technology. A number of years ago, working together was suggested as a means of acquiring a wide range of essential abilities. Enhancing self-confidence, reducing stress, fostering interactions, fostering a sense of unity, and fostering creative thinking are just a few of the learning, social, and personal benefits that Indeed highlighted. The notion of sharing knowledge in this research is based on Vygotsky's (1978) theory of social development of the causal learning connections between social relationships and learning for oneself. Additionally, it is based on the constructivist idea that creative cognitive growth and interactive education are intertwined. According to Bruner, learning is an active, social procedure that allows pupils to apply their prior knowledge to acquire new concepts.

The process is sustained by the constructivist theory, which presupposes that learners are the information constructionist and become the active agents in their learning. In order to meet the demands of the society of investigation model, the networked learning concept, the and socially interrelated theory, new theories of cognitive and learning processes have been introduced in the current digital age. Such forward-thinking advancements not only facilitate the transformation of education into real-world applications, but they also align with the teaching of highly sought-after softer abilities like civic ideals and socially conscious citizens.

Literature Review:

The use of Collaborative Group Learning (CGL) is a common teaching strategy, which has been adopted in institutions of higher learning as an alternative to teacher-centered teaching to student-

centered learning. Colleges are increasingly resorting to group learning as an effective method of promoting the facilitation of active learning and critical thinking and development of real-life skills. CGL relies on the social constructivism theories, which presuppose that learning occurs in the form of an interactive, dialogic, meaning-making process between students (Johnson and Johnson, 2004; Gillies, 2016).

Despite the fact that its popularity is on the rise, CGL is viewed ambivalently by students. Although the benefits of the system are identified by numerous students in regard to both the academic and social impacts, some of them refer to challenges associated with such factors as fairness and workload and also group dynamics. One should know how students perceive CGL because such perceptions define motivation, engagement and general outcomes of learning. It is also claimed that effective group tasks may be inefficient in case the students do not feel that it is fair and effective (McKay and Sridharan, 2024). Consequently, the literature review critically analyzes the available research on student perception towards CGL in higher learning concerning perceived benefits, challenges, contextual challenges, online and face to face environment and implication on teaching practice.

Collaborative Group Learning also is similar to social interdependence theory which posits that people will learn better when they work together to accomplish shared goals (Johnson and Johnson, 2004). In this regard, teamwork will arouse the need to elaborate and justify ideas and negotiating meaning. The constructivist learning theories also hold that the knowledge is constructed through the social interaction rather than being delivered by the instructor (Gillies, 2016). Recent studies also claim that CGL does not concern the division of tasks among members of a group but it assumes an intentional interaction, joint responsibility and solving problems as a community (Chakyar kandiyl & Prakasha, 2023). There is a growing argument by researchers that student perceptions present a good source of information on the actual working of CGW because the perceptions are emotional, social and motivational, and such

working cannot be begged by traditional measures of performance (McKay and Sridharan, 2024).

Higher education institutions have introduced CGL as a particular learning technique of professional growth to provide tertiary students in a more efficient way to lead their future careers. The direction of research over the last decade was therefore not fruitless and focused on determining the main factors that precondition group effectiveness and the relationships between them (Qureshi et al. 2021). The body of research shows how collaboration can improve students' academic achievement (Sridharan, Tai, and Boud 2019), their discovery of information across disciplines (Currey et al. 2015), and many other important abilities (Lau et al. 2014). Although CGL has many advantages, including the capacity to help students acquire critical soft skills and prepare them for the workforce, it is not without its difficulties (Sridharan and Boud 2019). In reality, it is revealed that a number of aspects can make the integrating CGL process difficult and undesirable.

Second, group work can be an irritating and disappointing experience among most students (Medaille and Usinger 2020). According to the past literature, there have been complaints of dissatisfaction and lack of satisfaction towards group work by the students based on various reasons. However, group work is frequently not rated at an individual level in final examinations (Sridharan, Tai, and Boud 2019), and students have expressed dissatisfaction over the lack of group work in a fair individual student achievement evaluation (Glenn 2009). The issues that students typically encounter, such as engaging in social cheating, and the so-called sucker impacts, are the basis for their concerns with group scoring (El Massah 2018).

Studies have also shown that many students who have completed CGL also worry about the manner in which marks allocated on results that are working together with students specifically since students have contributed more than others, students also feel that offering equal marks to students in the group is unfair. To eliminate this issue, peer assessment is a more reasonable approach employed by the majority of individuals

to assign group marks to other people in a more equal manner. The researchers have also been not pleased with the reality that CGL are not realistic in reproducing real life practice; a notion which the employer's support.

Groupwork-related problems include effort and task difficulty (Bravo, Catalan, and Pina 2019). Additionally, it has been demonstrated that effort is a major predictor of group work attitudes, meaning that the participants' experiences would be more difficult the more work they have to do (Bhardwaj 2020). According to study results, a surface-level method to learning may be influenced by the feeling of an overwhelming effort. whereas perceived complicated work can result in overload among students. The importance of establishing the perception of students with regards to the complexity emphasized.

Perceived Benefits of Collaborative Group Learning

Academic learning is considered to be one of the most prevalent gains of CGL. The group work is perceived by many students as a beneficial practice that helps them to explain hard concepts, exchange different views and have more profound discussion. Students can explain to peers and find solutions to problems collaboratively, which allows them to gain a better overview of course content.

Research indicates that students tend to learn better when they have to justify what they have learned to other students because the mental process helps strengthen the conceptual learning. The learning environment in which students engage in collaboration facilitates critical thinking by exposing them to the existence of alternative perspectives and problem-solving approaches. The fact that students find their own assumptions and clarify their ideas more readily.

In addition to academic performance, students often find CGL worthwhile in acquisition of transferable skills that they will be capable of using in future work. These are communication, teamwork, leadership, conflict management and time management skill (Accounting Students' Perceptions, 2025). Most students are aware of the

fact that group work is a reflection of the real-world work-related situation, where collaboration and teamwork are paramount. Consequently, CGL has tendencies to be considered as an effective strategy in equipping students with what is needed in the workplace.

The other influential factor that shapes the perception of students about CGL is positive social interaction. Numerous learners claim that they are more motivated and engaged when collaborating with other students, especially when the members of the group encourage and support each other (Vogel and Wood, 2023). Isolation can also be addressed through group work particularly when in a large classroom or online learning setting. The students under investigation highlighted the significance of friendship building and support of a peer in group work during the COVID-19 pandemic despite more and more academic difficulties in the online environment (Vogel and Wood, 2023). Such social benefits tend to create better perceptions about Collaborative Group Learning, especially when students feel accepted into their group.

Coordination Problems and Time Management

The other issue that is common is associated with time management. Effective communication and making deadlines may prove difficult especially among students who have conflicting academic, employment or family duties. Consequently, certain students find CGL to be worse than individual tasks in terms of time and stress-inducing (Springer Handbook, 2023). These difficulties may have been aggravated by the fact that group roles are not coherent or the instructors offer little direction of how to go about collaborative work.

Interpersonal Conflict and Group Dynamics

The other factor that has a negative effect on the student perceptions of CGL is interpersonal conflict. Personalities, work ethic or communication differences can also cause tension among groups lowering the levels of satisfaction and productivity (Springer, 2025). According to the reports provided by students, unresolved conflict may make it impossible to build trust and

to engage in successful collaboration, which results in negative learning experience.

Contextual Factors which affect Student Perceptions

Collaborative tasks design has a considerable influence on the way students view CGL. Tasks with interdependence and substantial cooperation are better received than those that can be split into independent parts. The support of instructors is also crucial. When instructors give clear instructions, assigned roles and continuous feedback during the group process, students will have a more positive attitude towards CGL.

Student perceptions also depend on group formation ways. Certain researchers indicate that self-selected groups tend to be more comfortable and cohesive whereas randomly selected groups can more likely promote diversity yet result in reduced satisfaction (Springer, 2025). These perceptions are also informed by students on their experience of group working activities and cultural anticipations about group work.

There are a number of strategies, proposed in the literature on how to enhance student perceptions of CGL. The collaborative tasks designed by instructors must have objectives, roles and expectations. Peer and self-assessment can also be included to improve the perception of fairness and accountability (Frontiers in Education, 2025). Training the students in collaboration skills, including communication and conflict management can also enhance the quality of collaboration.

Measuring and defining successful CGL

Although the nomenclature can vary according to the studies and nations, the research is replete with the different benefits and drawbacks of what we describe as Collaborative Group Learning in this paper that may also be called group work and teamwork. According to the recent studies, the difficulties continue to exist as far as how to evaluate the effectiveness of collaborative group work are concerned.

The task measuring team effectiveness is understandably complicated considering that the range of teams under investigation and discussion

usually varies. The majority of team and group working studies in the education field are inclined to assess team efficiency in terms of accomplishment based on student ranking (Pinter and Cisar 2018).

Nevertheless, according to other scholars, the application of grades as an indicator of learning can also be a problem. Besides, they propose that grades do not necessarily mean pure learning but rather are a combination of other factors, including classroom participation and attendance. More researchers argue that the perception of learning outcomes by students can be a better method to gauge the learning outcomes. In this way, pupil reviews of learning, happiness with group work, and estimated high-quality outcomes are taken into consideration while evaluating the CGL performance in the study covered in this work.

Conclusion

As a whole, the literature shows that students tend to appreciate the importance of CGL in higher education especially in improving learning, attaining professional skills, and promoting social interaction. Their perceptions however are influenced by a variety of aspects such as assessment practices, group dynamics, task design and learning context. Although CGL can bring more enriching experiences in the learning process of students, the negative perception associated with fairness, workload and conflict still pose a major concern. These issues can be overcome by planning, teaching and evaluation measures that are aimed at ensuring the maximum efficacy of group work in higher education.

Research Question

The research question to be discussed in this paper is as follows: how the effectiveness of building teamwork and other skills can be measured with references to how students perceive their consequential learning after having accomplished a particular group work?

Methodology

Methods of the research:

As will be covered below, the study used a unique digitally enhanced collaboration evaluation paradigm with delayed reversed feedback as a higher learning organization. Twenty students' opinions about their experiences, the importance of group projects, their own and their peers' evaluations, and their suggestions for how to get better were all included in the qualitative analysis of the data.

Sample:

Research Design:

To help the educators with the following moderation of the evaluation, the responses teacher provided open-ended analytical confidential remarks. Students were given both quantitative as well as qualitative evaluations of four of the five elements of the built-in devices.

The fifth dimension of possession of knowledge is skills and abilities and this was not included to rule out this aspect in this research of this focus which is teamwork skills. The qualitative data was summed up and content analyzed in this study. After completing a task on collective work and self and peer review, they were given an assessment and a final survey at the end of the semester.

Population:

Students enrolling in a particular higher education course and using the latest teaching and learning method requiring them to give each other, their peers, and their instructors reversed feedback made up the study's target audience. This approach is based on a paper that explains how feedback from others can improve collaboration conduct and self-evaluation ability, the two skills that employers are most interested in. The study was specifically aimed to ascertain the direct impact of the formative evaluation and the intermediary influence of encouragement and critical on the peer feedback messages on self-evaluation skills and teamwork success.

Group work assessment design and activities:

The group tasks and design project comprised completing the collaborative method task and the

group final product task to a scale of 10% and 20%, appropriately.

It was an exercise where the team members rated each other against agreed criteria in a selfless, peerless manner on their behavior in relation to team work. Such criteria are: (1) engaging to the work; 2) interacting with partners; 3) maintaining team focus; and 4) anticipating quality (on a scale of 1 to 5, with 1 being the lowest and 5 being the highest). Additionally, participants assessed peer impact, cohesion, and collaboration interaction as additional aspects of overall team efficiency.

Available resources and tools provided to the students were as follows: (a) collectively brainstorming group work behavior issues; (b) receive and provide feedback at the same time; (c) the important self-assessment; d) a collaborative agreement form; and e) the form for group meetings. Following five steps have been incorporated in a bid to perform the functions of teamwork process.

1. Group Formation:

The step one was addressed by the facilitate an effective plan for student preference on how he or she wanted to be grouped under. The online platform that allows collecting the information about the students and forming teams according to the predestined criteria.

2. Skill development activity:

As a framework for organizing the group project, the students were provided with forms that included meeting schedules, roles, and policy statements. Teams were given an instructional reading on coping mechanisms and cough potatoes, which they were asked to evaluate, discuss, and write a short paper about themselves on a discussion board. The kids learned how to deal with collecting and control, among other things, via this learning process.

3. Calibration practice:

In order to align the expectations of the students on quality, standards and subsidiarity, students have the chance to practice evaluating themselves and their peers.

4. During learning assessment:

The students did a formative self-assessment and feedback of teamwork behavior that gave the student an opportunity to learn through the mistakes they commit themselves.

5. Final examination and comments:

The learners were given the summative assessment which was similar to step-4 except that they would answer how they responded to the peer feedback that they received.

This assignment offered a relative performance mark that was used to award individual students a team work mark. The intended purpose of the work was to determine the perceived collaborative group work learning experience, the satisfaction and teamwork results (teamwork skills, self-evaluative judgment skills) of the students by the content analysis of the student opinions that were provided to their peers and themselves. Little by little, researchers are starting to understand that alternative modes of assessing learning outcomes can be founded on the perception of student rather than grades. In this regard, our investigation examined the success of collaborative group work in terms of pupil's views of learning, happiness with their group work environment, and reported high-quality products, all of which are supported by earlier research.

Data analysis:

Using the overall inference method designed by Thomas, one of the senior researchers used Nvivo 19 to review the qualitative evaluations that the student had given to his fellow students and instructors, as well as his general suggestions for how investigators could improve the collaborative group work activity and process. In order to enhance the review process and find themes, the second researcher conducted repetitive study and examination to guarantee validity and dependability. The four major themes were developed based on this and were strategically formulated by taking the dimensions that were already identified as communicated in the following section.

Results

Four important aspects of the collaborative Group Learning process and task are connected to the prominent points of focus that need to be created. The detailed data learners can provide when providing review is related to: (1) engaging to the work; 2) interacting with partners; 3) maintaining team focus; and 4) Authentic quality

- (1) engaging to the work
- 2) Interesting with Partners
- 3) maintaining team focus
- 4) Authentic quality

It will indicate the most prominent themes that will be brought up through the data, and further on the most prominent themes, it will be examined with the thought of the overall performance of the CGL experience.

Engaging to the work:

The majority of participants said that their contribution to the work was a difficulty, and the qualitative research indicated that this had a major effect on their CGL perspective. These results are consistent with other studies showing that students' perceptions of the method and the overall outcome are significantly influenced by the extent to which the other participants participate (or do not engage) to the work.

The results show that pupils were auditory in their praises regarding the CGL experience in the situation that all students were supposed to have made equal and equal contributions. One of the students in their feedback to the instructor stated that they were very happy with the functionality of their group. The load was shared; each had his or her portion and was happy to take on more responsibility... My group members collaborated effectively and in the same direction. Though this student has attested that this balance of work was balanced to ensure efficiency and a good experience, he or she has also indicated that they need to have a common purpose.

As another student expressed, it was observed that where there were equal distributions of work load and sections delivered were all met on time, the results were team working well and there were no dramas and tussles between teammates. She could do so much with the assistance of this assessment.

She would set up all the things in this evaluation to ensure that they were completed within the right time. This is regardless of the fact that it might force her to be aggressive on some individuals in the group.

They discussed the other group members who have no direction, drive and academic capacity whose input of starting it at the last minute negatively affected the group performance. Others predicted the challenges of ongoing communication with each other and the situation where team members were not assigned the roles they desired but nevertheless believed itself to be important contributors to the task. One of them put it simply: "It was difficult to distribute the work evenly, but my team was collaborative and each task given to them was done right." The other students also cited the difficulties they experience in carrying out their obligation in regards to the assigned tasks as a result of the minor errands they perform in the undertaking of the work and studies reconciliation. One of the students said that a colleague of mine had plagiarized one of my pieces since she wanted to do some work faster and I was unable to accomplish it in the same time in which she could otherwise have finished the work still left me in a hurry.

The impression of the students indicates that to make collaborative group work be effective; there must be balance in work distribution and contribution to work. It was established that students were critical about the experience of collaborative group work when they felt that the work was distributed unfairly, and equally. The fact that it involved a backward-feedback mechanism did offer the students a way to vent their frustrations to them with both the two educators as well as their peers. An instance of this is in the students who were not bashful in their remarks on both corrections and compliments: I think it is unfortunate that we had slow replying on your part. We were constantly expecting you to reply and tell us about the progress that you were making and yet we had to wait at least 5 days before we could see your reply.

The input of others made it possible for students to offer helpful criticism and guidance to their peers in the future, which increased their pleasure

of the CGL work. They may have been able to improve their interpersonal communication and dispute management skills since they were able to voice their dissatisfaction with one another or their disappointment, as seen by the phrases above. Through reflection and interaction on the problems found during the group work process, the students were able to develop relationships and cooperative learning abilities.

Interesting with Partners:

The important aspects of interaction of a student with his or her peers is associated with the effectiveness of CGL. This aspect was problematized had no option but to complete the task remotely and online and did not engage face-to-face. The fact that the CGL task was imposed was easy to integrate among many students through the assistance of social media sites to communicate and share the experience.

Another obstacle that affected others who were already involved in group work was the inability to socialize with the teammates as they like to meet in person. The research studies have explored both of these techniques and determined that each among them. Students' attitudes have also been assessed. While certain students find collaborative online tasks to be easy and convenient for managing their time, others believe that the lack of personal connection is a major barrier to engaging and communicating. However, those tastes are established by factors related to their age, gender, and knowledge of technology.

It is studied that the number of educators bettering their online instruction and practice is increasing, which has a positive impact on collaboration and roadblocks to students in a new norm in which online learning is emerging the norm in most institutions and programs. In reality, it is important to note that the institution where this study was conducted frequently uses the method of blended learning, thus students are probably used to some kind of online education. However, it is evident from the CGL task and evaluation based on qualitative results that the majority of students found the learning process under the impact of emergency online learning to be isolating, unsuitable for those who lacked

digital skills, or unpleasant for those who struggled with communication or relationships.

Students reported that working on a collaborative task alone was challenging, and interacting was occasionally tough, that we don't visit the teaching environment once a week, and that it did not feel like a collaborative project at all because everything was done via Zoom. In the situation of having to interact socially and build chemistry and cohesiveness with other individuals in a complete online environment, students frequently used the word "difficult." While one student claimed that it would be very difficult to work together or meet in person, another student claimed that it was difficult to effectively establish rapport with each member of the opposing group and foster cohesiveness.

The students that took part in this research had one meeting and then they were supposed to carry on with their group work exercise to online services and as one of the students narrated, Speaking with folks you've just met once was difficult. According to one learner, "working online eliminates the choice for participants interacting in person, connecting with one another," and the review task was not as valuable as it would have been with a team work task, which was a personal task. This was perceived as losing them of what may have been an improved learning opportunity. Students were unequivocal and clear in their belief that if they had had more time in class to come together as a group prior to COVID-19, the teams would have proven more effective. One of the students considered it as the biggest challenge during the exercise due to the fact that we had never met physically and were communicating using the internet. Another one stated that it was a highly demanding group work project since everyone was not in the campus, but was learning remotely. I guess that in the face-to-face contact, it would have been easier to get to the assessment task. Though it was apparent that there were people who strongly believed that the online CGL activity was a challenge, there were other people who could internalize online mode of learning and online learning tools that were available to them better. A group of students

according to one of them, worked very well, on the whole.

There were two zoom meetings when we planned our assignment and a group discussion in Facebook where we were all chatting all the time, sharing and polishing ideas on what had to be done, what we had to do. Some of the learners were also able to accept the digital aspect of the work and take advantage of the new experience of coordination and collaboration with other team members thanks to their organizational skills. Another person said, "We utilized Google Doc and Google Slides as tools to distribute our work and stay in touch with some of the other contributors who helped us have an order of our program." These students were seen to be able to utilize the resources at their disposal to not only take pleasure in the experience of learning through the internet, but also remove the challenges of collaborating in a group during the pandemic and lockdown. As one of the students wrote, the possibility of holding zoom meetings three times a week in isolation decreased the loneliness of the lockdown since it was possible to communicate with various people.

Another has stated that, even though in the case of the pandemic, their group was actually functioning well, they experienced these barriers as a team and they could manage it as a team. The encounter with the colleagues was thought to be rather pleasant, aside from the variations in responses regarding the virtual and in-person method and performance of the CGL assignment. Students reported they had cooperated, communicated, and worked effectively as one, which made the evaluation fun and educational. The experience was also tied to good relationships with teammates, in instances where there was neither a conflict nor misunderstanding, and each of them respected one another. It was also noted that it has the possibility to effective exchange logical things can be increased and sustain the highest quality. The good perceived relationship with the teammates was seen when students had synergy and communication that was good. However, the adverse perception of CGL among the students was not very surprising in the occasion.

In another stated, one of their team members had rendered the experience negative, saying that they had given minimal responses, had no communication and participation and this was viewed as having influenced the overall quality of the work which was seriously affected. The attitude and participation of all team members were not favorable, some of the team members could not attend scheduled meetings, and others could not do the task due to this fact, according to one of the students. Students who had a positive experience in their interactions with their teammates were probably to have a positive rate of the overall CGL experience. The lack of confidence that comes with attitude is because of online learning during the pandemic period, since it depended on attitude, communication and overcoming the absence of such in online communication.

Process/task acquired competencies:

Numerous students commented on how beneficial the job and procedure were in helping them acquire some of life's basic abilities that might be considered priceless. These included ability to research, practical collaboration abilities that would be relevant in the real world of work, and an opportunity that may be beneficial for a student's future study as well as how they view managing and creative thinking in the workplace. Another student completed a simple, enjoyable evaluation exercise that aided in the acquisition of numerous abilities. Particularly the reversed reviews was seen to be capable of enabling the students to take into account their own role in team interaction where students were taught the skills of self-judgement and self-evaluation. The students reflected this in their comments to the instructors as one out of them commented: I believe that the individual who was most planned throughout the entire task took control of the issue when it was under a lot of anxiety. According to each other, it was an important experience that prepared them for potential collaborations. Other students said, the ability to establish partnership in that fruitful way towards meeting a to goal with put me in an almost competitive position not only in university but also in career.

The students' perceptions of the advantages of working in teams in terms of career prospects, connections, interaction, and self-analysis abilities are defined by the qualitative results.

Evidence of independent judgment

The information that will be included in the teachers' comments demonstrates that learners were honing their capacity to assess their own contributions to the CGL work. One of the students noted: I must admit that I should have taken more of a personal responsibility in getting acquainted with the person I was in a group with and getting down to the task of the assignment sooner, despite my very negative commentary about my group.

The results, in the mind of one of the students, were that he was asking himself whether their coercing conversations had not met with a controlling: sometimes I sensed I must open out the floor about my group to talk but the thing was that once I did so all the rest of the party would chip in and to high caliber. Additionally, since we were all quite busy and engaged to the work, I had preferred that my teammates did not perceive my starting the conversations as an attempt to control the evaluation. For learners, the job seemed to be analytical and, in other cases, proactive, which is undoubtedly relevant in the modern workplace.

Perceptions of the task and the peer assessment tool:

The peer review instrument (in this example, CATME) was one of the other problems noted in the qualitative findings. The kids were likewise perplexed; an individual claimed that it was difficult to grasp what meant on the evaluation. A few of them expressed that they had preferred more concrete instructions or data regarding the tasks involved in the review task.

please can I get more advice on what first years are expected to do in assessment exercise. This was the initial university semester to most. Another concern that was raised by many students was that there ought to have been clearer guidelines on the peer evaluation process legitimate and also which would have allowed a student to have his/her contribution in the group in terms of work

checked by other members of the group in a reliable manner.

The assumption that someone's function in an educational setting was to research and succeed on the assigned topics, which would not translate to another phase of judging another work of classmates, was fully refuted by the student comments regarding this particular element of the review. Based on the perceptions, teachers ought not only to provide adequate instructions, but also discuss pedagogical backgrounds and rationale of peer assessment in a way that students may cognize the worth in the process.

Discussion:

The fact that the areas where the attempt was evaluated had to be supplied entirely online due to the current COVID-19 epidemic was one of the surprise revelations that emerged after performing this study. Every student enrolled in courses on campus during the course of the semester were abruptly required to complete the CGL assignment out of campus. These papers show that a number of concerns are present in online participation; they are likely to add to the many difficulties that have already been identified in the study on collaborative efforts in educational institutions as the cause of a large number of people's discontent and anger.

The success of CGL is heavily placed on one of the students in the way he/she relates with the other teammates. This element has been complicated by the global COVID-19 epidemic of 2020, which required students to finish the assignment on their own virtually without the opportunity to meet in person. Using social media platforms and information and communication technologies have made it simple for pupils to use the latest tools for interaction and exchange of information while also assisting them in quickly adjusting to the assigned CGL job.

The failure to be able to socialize with team mates was a major hindrance to others who preferred face-to-face mode. The entire distance learning brought about by the global crisis had an immediate effect on the experience of learners and participation in the CGL activity and method, even though the students included in the

approach of the study were comfortable with the blended education structure. This is demonstrated by the qualitative findings, which showed that most learners felt displaced by the method of learning, particularly those who were not proficient in technology or were evaluated not well in their social and communication abilities.

These findings show an incongruent outcome. The sense of isolation in the fully online delivery was a major savior of some students with the help of group work that was followed in the post-pandemic literature. There is a problem since the experiment's people, who were still unknown with online models of studying, were persuaded that it is unable to do research that is novel to global models for education in global cooperation. These results provide as important justifications for the CGL assignments in fully online classroom environments.

In contrast to the current structure of the expanding career context, where borderless working has become a common phenomenon in the decade following COVID, students should be able find additional instances of function within a digital space, collaboration as a group, and conversing successfully rather than getting to use boundary elements. It is a ready-to-use upcoming capability. The development of a Community of Practice within learners is one of the advantages that can be attained as a way to offer their strategies for resolving these obstacles to teamwork and to be allowed to learn from different groups. Benefits to put in so much effort will improve output and involvement.

Findings

Findings from the research and the students' views suggest that CGL is an effective way to cultivate a variety of soft abilities such as managing a team, interaction, resolution of disputes, and self-control, each of which are viewed as advantageous by potential job seekers, among other participants. When flipped-feedback approach was introduced, students were in a position to further develop these skills, since they learned how to curate and professionally present feedbacks to others, which required a student to use his or her interpersonal,

critical thinking, problem solving and communication abilities.

Since they were required to provide group and self-analysis in addition to reflecting on how they contributed to team relationships, the alternate review system also helped students strengthen their analysis skills. The inclusion of the collaborative task and the alternate comments allowed learners to view that they had learned intrinsically important skills, such as reasoning and evaluating abilities, as well as collaborative abilities that they thought would be helpful in their actual place of work. Recent studies revealed that CGL has drawbacks given all of its advantages in terms of its ability to help students acquire important soft abilities and get ready for the workplace.

Many learners were concerned of the CGL procedure when they were unable to split the tasks in an even or even way. According to learner views, the value of balance in the distribution of workload and contribution to work in CGL is a practical theory. This feature of the alternate review approach was perceived as providing learners with a way to vent their grievances on their teachers as well as, to a limited point, on their peers.

Colleague input allowed students to provide constructive comments and suggestions to their colleagues, which seemed to improve the task process for many of them. Additionally, it gave learners the opportunity to develop their relationship and collaboration abilities by thinking on and discussing problems they experienced. Students also experienced overall misunderstanding on the assignment or tool. Though there were adequate video materials to inform the students on how the processes of peer evaluations can be conducted using the CATME tool, it appears that this was not undertaken, hence this confusion. The work of CGL in the future might be performed in the way that such a confusion could be avoided by demonstrating the usage of the tool in the classroom and facilitating the resources with frequent reminders to increase the overall engagement rates and uptake rates.

Limitations:

The fact that most of the respondents in our study had access to the ability to initiate the CGL task in an on-campus scenario, is one of the weaknesses of this research, as the emergent COVID-19 situation preconditioned the forced transition to online-based learning, this implies the work had to be done fully internet. The entire process and perspective toward the CGL work might have been impacted by this. The next flaw is the tiny student collection; further research should preferably look at CGL on a larger group of learners.

Conclusion:

The outcome which will be obtained at the end of the conduction of this research is likely to suggest that students consider group work to be a positive experience in most ways but it is not devoid of difficulties. As a reflection of the work available in the sources, CGL had been found to have some essential issues, which need to be considered by the teachers and the assessors. Unnecessarily to mention, A worldwide epidemic, the following consequences of distant academic exclusion, the ability to interact with others, and the difficulties of online cooperation were the primary factors and limitations that impacted the pupil experiences with CGL in this research. This unanticipated circumstance and its impact on the delivery of the learning experience offer some curious outcomes of CGL in the fully online setting with an interpersonal issue that indicates the team participant's interaction and comprehension of the assessment work. The outcomes can be used to develop the study and application of CGL in higher education, particularly in the online learning platform.

Some of the lessons to be taken home and progress that can be made in this study are as follows:

- 1) Information exchange with teams, perhaps through a community of practice activity, to exchange all the groups' experiences in overcoming the obstacles to online interaction.
- 2) Strategies to improve the involvement of pupils and lessen overload of knowledge (e.g., brief summary boot camp sessions before students begin evaluative tasks)
- 3) The significance of before work (the

improvement of making decisions concerning every participant's part and potentially through a pro-forma of roles and responsibilities that may be provided with a review activities);

- 4) As well as additional instruction and awareness on the significance of teamwork (students also need to be made aware of the value of CGL and how it will prepare them for later employment).

A better level of knowledge about the pedagogical underpinnings could also achieve more positive attitude towards group work. Hopefully, the findings and recommendations in relation to CGL that have been achieved in the present research would benefit other researchers with varying thoughts on the matters and knowledge on the group work in university.

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