

## TABLE OF CONTENTS

INTRODUCTION (p. 13)

CHAPTER 1. GRADES AS ASSESSMENT TOOLS (p. 15)

1.1 The double-edged effect of grades (p. 15)

1.2. Disentangling different types of visibility elicited by grades (p. 16)

*Visibility due to public handing out of grades (p. 16)*

*Social visibility (p. 18)*

1.3 Disentangling accountability from grades (p. 23)

*Accountability beneficial for cognitive variables (p. 24)*

*Accountability, a socially pressuring factor (p. 25)*

1.4 Social comparison and grades (p. 28)

*Social comparison theory: two major types of comparison (p. 28)*

*Self-enhancing downward social comparison (p. 29)*

*Self-enhancing upward social comparison (p. 29)*

*Deleterious effects of upward social comparison (p. 30)*

1.5 A threat to competence beneath deleterious social comparison?(p. 30)

*Effects of social comparison in conflicting situations: the importance of competence or perceived competence in aptitude tasks (p. 31)*

*Threat manipulation through social comparison (p. 35)*

*Threat measurement in peer learning situations (p. 37)*

CHAPTER 2. GROUPS AND ASSESSMENT (p. 41)

2.1 Groups, masters in decision-making and information sharing: an illusion?  
(p. 41)

2.2 Using social interdependence to give cooperative impulses to group work  
(p. 43)

2.3 Cooperation vs. competition: the benefits of cooperation (p. 46)

2.4 When cooperation is hybrid: the case of mixed-motives situations (p. 47)

*Groups as motivated processors of information, a presentation of the MIP-G model (De Dreu et al., 2008) (p. 48)*

2.5 Discussing the link between socio-cognitive and mixed-motive conflicts  
(p.51)

CHAPTER 3. THE PRESENT WORK: PARADIGMS AND TASKS USED TO  
EXPERIMENTALLY OBSERVE COOPERATIVE BEHAVIOURS (p. 55)

3.1 Making use of Hidden profile tasks to observe an inter-individual  
cooperation on group information exchange (p. 55)

*The road accident investigation case (Toma & Butera, 2009): a hidden  
profile task to test motivated information sharing in groups (p. 58)*

*Two main task features of the road accident Hidden Profile-task (p. 59)*

3.2 Making use of Hidden profile tasks to observe the intra-individual  
preference for consistent information effect (p. 62)

*Intra-individual preference for consistent information (p. 63)*

*Description of the task (p. 64)*

3.3 Making use of The Cooperative Game to investigate cooperation on inter-  
individual coordination (p. 66)

*Cooperation and inter-individual coordination (p. 67)*

*The Cooperative Game (p. 69)*

*Social dominance, pro-social vs. coercive behaviours, and grades  
(p.75)*

OVERVIEW OF HYPOTHESES (p. 77)

OVERVIEW OF EXPERIMENTAL CHAPTERS (p. 79)

CHAPTER 4. THE EFFECT OF GRADES ON THE PREFERENCE EFFECT (p. 83)

**Experiment 1 (p. 88)**

4.1 Method (p. 88)

4.2 Results (p. 90)

4.3 Discussion (p. 91)

**Experiment 2 (p. 92)**

4.4 Method (p. 93)

4.5 Results (p. 94)

4.6 Discussion (p. 96)

**General Discussion** (p. 96)

**CHAPTER 5. GRADES HAMPER INFORMATION SHARING: GRADING HAMPERS  
COOPERATIVE INFORMATION SHARING IN GROUP PROBLEM SOLVING** (p. 99)

**Experiment 1** (p. 103)

5.1 Method (p. 103)

5.2 Results (p. 107)

5.3 Discussion (p. 109)

**Experiment 2** (p. 109)

5.4 Method (p. 110)

5.5 Results (p. 111)

5.6 Discussion (p. 113)

**General Discussion** (p. 113)

**CHAPTER 6. GRADES DEGRADE GROUP COORDINATION: PERFORMANCE AND  
INTERACTIONS DETERIORATED IN A COOPERATIVE MOTOR-TASK** (p. 117)

6.1 Method (p. 122)

6.2 Results (p. 126)

6.3 Discussion (p. 130)

**CHAPTER 7. DISCUSSION** (p. 135)

7.1 Main results (p. 136)

7.2 Overall limitations (p. 144)

7.3 Contributions (p. 149)

7.4 Future research perspectives (p. 157)

7.5 Implications (p. 160)

**CONCLUSION** (p. 163)

**REFERENCES** (p. 167)

**APPENDICES** (*p. 195*)

**APPENDIX I** – Material used in Chapter 4 (*p. 195*)

**APPENDIX II** – Material used in Chapter 5 (*p. 202*)

**APPENDIX III** – Material used in Chapter 6 (*p. 206*)