



Student Perceptions of Team-Based Projects

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Introduction

Purpose:
To evaluate student perceptions of team-based learning in an online course

Overarching questions to be answered:
What is the student perspective of what it means to be part of a team?
Does that perspective change in any way after students complete the team-based project in this course?

Methods

I implemented a part-individual and part-collaborative project in my online ECON 3301 **Economics of Health** course, with **70 students**.

Before the collaborative, team-based portion of the project began, students answered an **anonymous survey** about their perceptions of team-based projects.

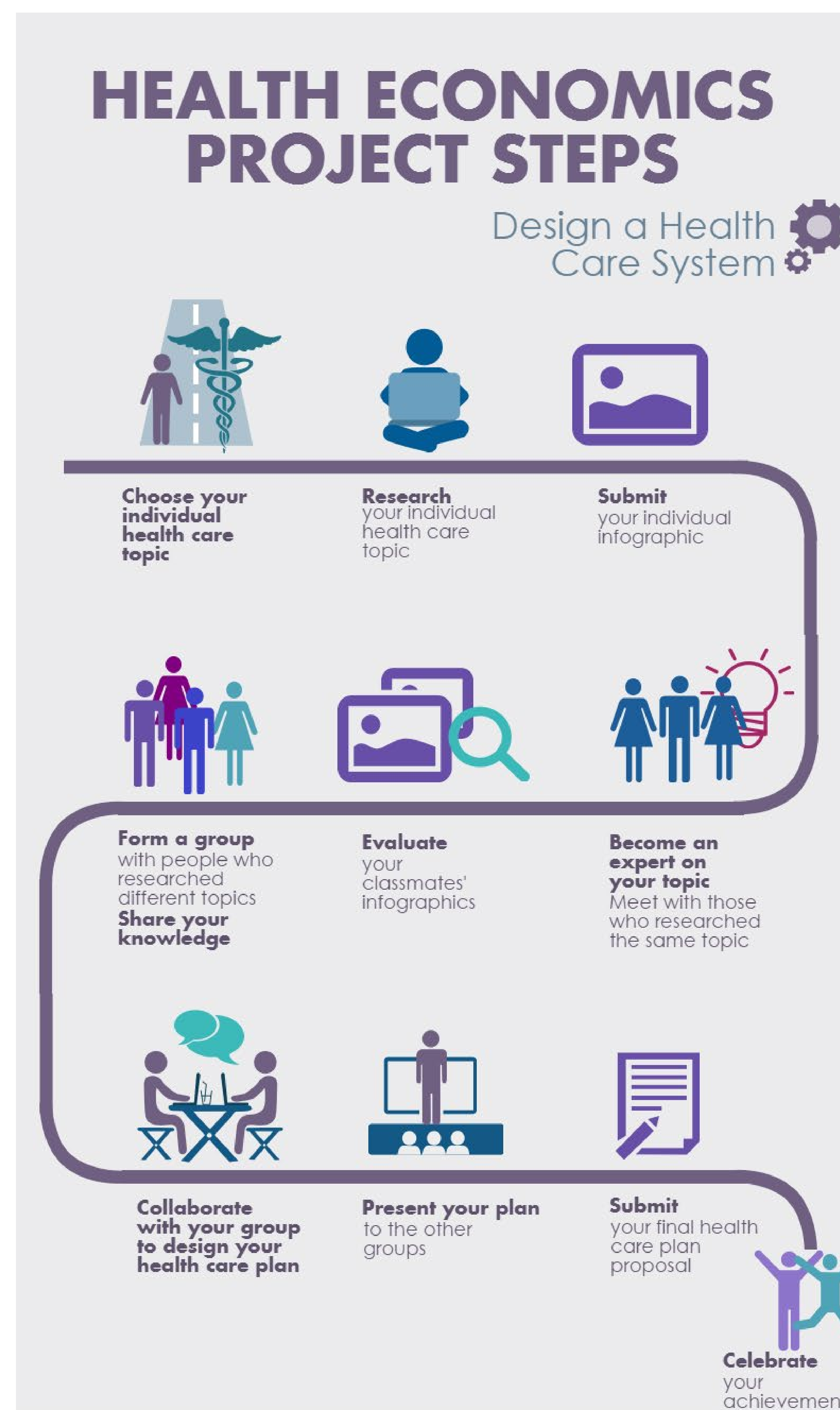
When the project completes at the end of this semester, a follow-up survey will be administered to get feedback and determine if perceptions changed.

About the Project

In Part 1 of the project, students choose one of 8 broad health care topics to research. They form a research question related to the topic, and answer the question by doing research using various sources. The findings are presented in an **infographic**, which students post on a discussion board to get feedback.

In Part 2 of the project, students form a team to **design a health-care system**. Each member of a group should have studied a different topic in Part 1 of the project, so that each member brings a different expertise to the group. Students use resources from the course, their own research, and an instructor-provided worksheet template to design the system, provide justifications for their proposed policies, and ensure that all policies work together cohesively.

The final product is a **video**, usually a PowerPoint with voiceover. Students vote on which healthcare system they would most like to live under.



Selected Survey Questions	Strongly Agree	Agree	Nether Agree nor Disagree	Disagree	Strongly Disagree
My teams have generally worked well together.	15.7%	50%	20%	14.3%	0%
Team members learn from one another.	31.4%	50%	10%	7.1%	1.4%
I have always contributed meaningfully to team-based projects.	44.3%	54.3%	1.43%	0%	0%
There is almost always one or two team members who do not contribute meaningfully to team-based projects.	28.6%	45.7%	15.7%	8.6%	1.4%
The ability to collaborate with my peers is necessary if I am to be successful in my career.	42.9%	44.3%	4.7%	5.7%	1.4%
In team-based projects, students who normally get good grades will get lower grades.	7.1%	15.7%	32.9%	31.4%	12.9%
In team-based projects, students who normally get low grades will get higher grades.	10%	30%	30%	27.1%	2.9%

Have participated in a team-based project in....	No. of observations	Percentage
a face-to-face course	34	48.6%
an online course	3	4.3%
BOTH a face-to-face course AND an online course	29	41.4%
no courses to date	4	5.7%

Attitude about Team-Based Projects	Mean
At this point in the class, what is your attitude toward team-based projects in face-to-face courses ? (Where 0=absolutely none and 100=the most I can imagine)	72.1
At this point in the class, what is your attitude toward team-based projects in online courses ? (Where 0=absolutely none and 100=the most I can imagine)	52.9

Summary

Students have a better attitude about team-based work in face-to-face courses than in online courses. Most students do not like to rely on other people when it comes to their work, but they recognize the importance of team-based work for their careers.

Students feel strongly that they always contribute to team-based projects, but also feel that there's almost at least one team member that does not pull their weight. Many believe that these members get higher grades than they deserve.

This survey highlights that students do value team-based work, but most have some conflicting feelings.