Goal: Create an evidence-based, locally effective, shared teamwork pedagogy
Step 1: Archival data analysis of students’ open-ended responses to teamwork prompts

- BADM 310 Introduction to Management and Organizations (n=345)
- BUS 201 Business Dynamics (n=211)
Measure students’ mental models of teams

“Imagine you must explain, step by step, what happens in a student project team, to someone who has never been on one or observed one. You start with "First...." and continue with "and then....." statements until your description about the team is finished.”

n = 211 business majors enrolled in BUS 201
Students’ mental models of teams

“First, team members will determine their shared goals, and then we need to get closer to better understand each other such as the weakness and strengths or personal interests, and then we might want to come up with a plan regarding how to achieve the goals, and then we would like to design workflow and assign tasks based on individual preferences and capabilities, and then we will communicate during the project to keep each other updated, and then we support each other.”

“First everyone does nothing and then one person realizes nothing is getting done so they start doing the project and then they ask the other members to do a specific task and then only a couple will actually do what was asked and then the person who took the initiative has to finish all the extra work.”
"The values/benefits of being on a student project team is/are...."
"The downsides/costs of being on a student project team is/are...."
We expected negative expectations of group projects, yet students’ overall tone was positive.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

n = 345 BADM 310 students
Initial impression of our students’ mental models of student project teams

- Students have explicit knowledge of how teams work
- This does not match our observations of how they behave
  - Task-focused, time-efficient
- Students’ mental models contain
  - Emphasis on individual contributions to team decisions
  - Recognition of potential benefits (to individual) of teams:
    Diversity, creativity, professional skills, networking
  - Discomfort with collective responsibility for outcome
  - No evidence of trust in teammates
Next steps

- Continue to analyze archival data with LIWC-22
- Survey faculty on group project assignments
- Create handbook of evidence-based experiential pedagogy for facilitating effective student project groups