CLASSROOM GROUP WORK

FINDINGS FROM THE BIG TEN MSL COALITION
REPORT CREATED BY: BETH HOAG, PH.D.

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

OVERVIEW

The Multi-Institutional Study of Leadership (MSL) examines student leadership values at institutional and national levels with specific attention to campus experience factors that influence leadership development in college students. The MSL survey questionnaire was adapted from the Socially Responsible Leadership Scale (SRLS; Tyree, 1998), which used the eight core values of the social change model (HERI, 1996). The instrument consists of over 400 variables, scales representing students' demographics, collegiate experiences, and key outcome measures. In 2017, 9 of the 14 institutions in the Big 10 established a coalition as part of the data collection for the 2018 MSL. Participation in the coalition provided the opportunity for the creation of 10 custom questions. The coalition added two custom questions about classroom group/team work. This included a question that asked students to estimate the number of courses they had that required a group project (Q8) and the amount of time instructors spent teaching the class to work successfully in groups (Q9).

SAMPLE & METHODOLOGY

Nine Big Ten institutions participated in the MSL coalition; each school provided a random sample of n = 4,000 undergraduate students for data collection*. The final data set contained 7,298 respondents. Only participants from the random sample were analyzed and included in this report. SoundRocket compiled the data and analyzed frequencies. Additional analysis was conducted by Beth Hoag, Ph.D. (Illinois).

Big Ten Coalition Members

KEY QUESTIONS & FINDINGS: DESCRIPTIVES

On average, Big Ten students estimated that **50 – 75%** of their classes required a group project. However of the courses that had group projects, only **18%** of instructors spent a class session or more teaching students how to work successfully in a project team.

Q8. Estimate the percentage of classes you have taken that requires a group project.

Percent of Classes that Require a Group Project	n	%
100%	124	2%
75-99%	1171	24%
50-74%	1418	29%
25-49%	1208	24%
1-24%	926	19%
0	117	2%
Total Respondents	**4964**	**100%**

Q9.How much time, ON AVERAGE, does your professor/instructor spend on teaching the class how to work successfully with your project team.

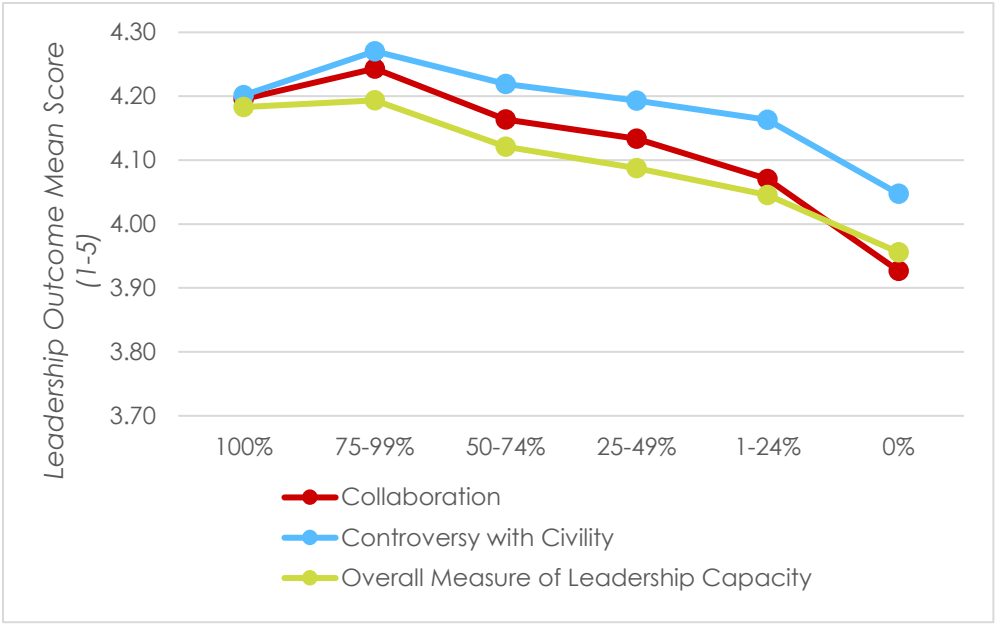
Time Spent Teaching Teams	n	%
Multiple Class Sessions	527	11%
Entire Class Session	339	7%
Part of Class Sessions	2344	47%
No Time	1585	32%
NA	152	3%
Total Respondents	**4947**	**100%**

IS CLASSROOM GROUP WORK CORRELATED WITH CAREER READINESS?

In order to answer this question, we calculated a Career Readiness Mean Score. The scale range of scores was between 0, indicating no reported career readiness growth, to a maximum of 16, signifying maximum career readiness. There was a significant but small correlation between classroom group work and career readiness ($r = .178$, $p < .001$). The graph to the right indicates group work is positively correlated with career readiness until students have group work in 100% of their courses, where there is a decline. This indicates that although largely beneficial, too much group work may have adverse effect on career readiness.

IS CLASSROOM GROUP WORK CORRELATED WITH LEADERSHIP OUTCOMES?

Classroom group was significantly correlated with leadership outcomes, although minimally (all measures $r < .12$, $p < .001$). The figure to the left shows the means of the Social Change Model's group measures (collaboration and controversy with civility)and omnibus based on amount of group work. Similar to career readiness, the more group work students engage in, the higher leadership outcomes, until all classes have a group project component.



WHAT MAJORS HAVE THE HIGHEST REPORTED LEVELS OF GROUP WORK?

Majors that report the most group work

1. Parks, Rec, Leisure's Studies/Sport Management
2. Education
3. Business
4. Public Administration
5. Foreign Languages and Literature

Majors that reported the least group work

1. Mathematics
2. Undecided
3. Physical Sciences
4. Social Sciences
5. Computer and Information Sciences