



What decides students' group project success?

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Research Needs

- One of the **main didactical methods** in Dutch UAS
- Bring business students to **real problem**
- **Joint effort** is needed to accomplish the task
- High drop-out rate, partly because of group projects
- Students' complaints of intercultural group communication
- **Key to individual study success** (Ding et al., 2015).

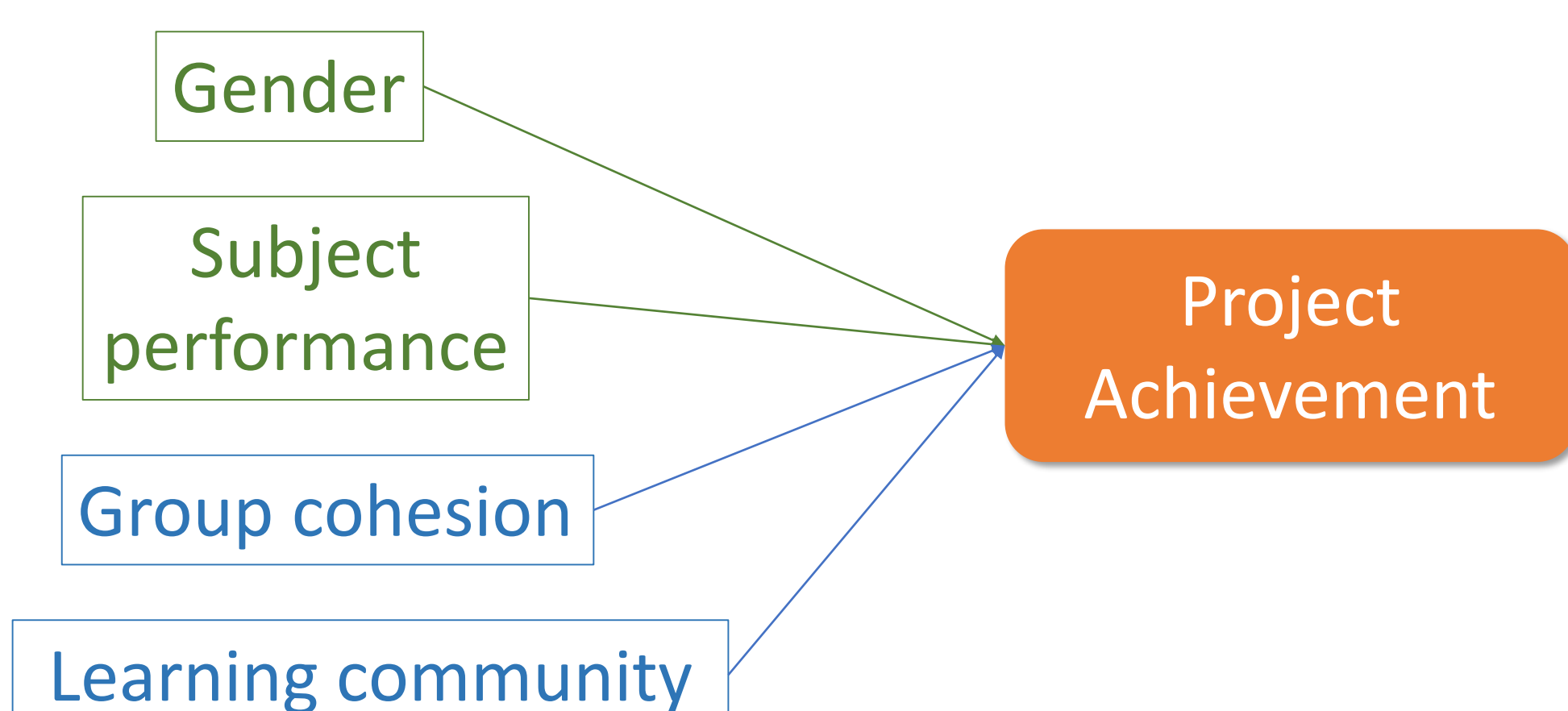
Theoretical Background

- A high level of perceived connectedness with group members may result in active task participation and positive group performance (Daniel, Agarwal, & Stewart, 2013)
- Group size is not significantly related to students' performance.
- Culturally diverse groups need extra attention. (Ding, Bosker, Xu, Rugers & van Heugten, 2015).

Study 1 - 2018

RQ & Conceptual Model

1. Is students' **subject performance** related with their project performance?
2. Is students' **gender** related with their project performance?



3. Is students' perception of **group cohesion** related with their **group project performance**?
4. Is students' perception of **learning community** related with their **group project performance**?

Methodology

- 92 Year 1 students
- 38 groups
- Group size: 4-<6
- Paper-based questionnaire
- Administered on the final defense day

Findings

- Hierarchical Regression Analysis

Variable	β	t	s^2	R	R^2	ΔR^2
Step 1				0.325	0.106	0.106*
Constant	4.124	6.327**	--			
Subject Scores	0.330	3.217**	0.324			
Gender	0.148	0.976	0.103			
Step 2				0.783	0.614	0.508**
Constant	3.176	6.811**	--			
Subject Scores	0.069	0.949	0.102			
Gender	0.073	0.703	0.076			
Perception of Connectedness	-0.128	-1.365	-0.146			
Perception of Learning Community	0.908	8.915**	0.693			

* Ms. Betsy Mather presented this study at EAPRIL Slovenia Conference Nov, 2018.

Study 2 - 2019

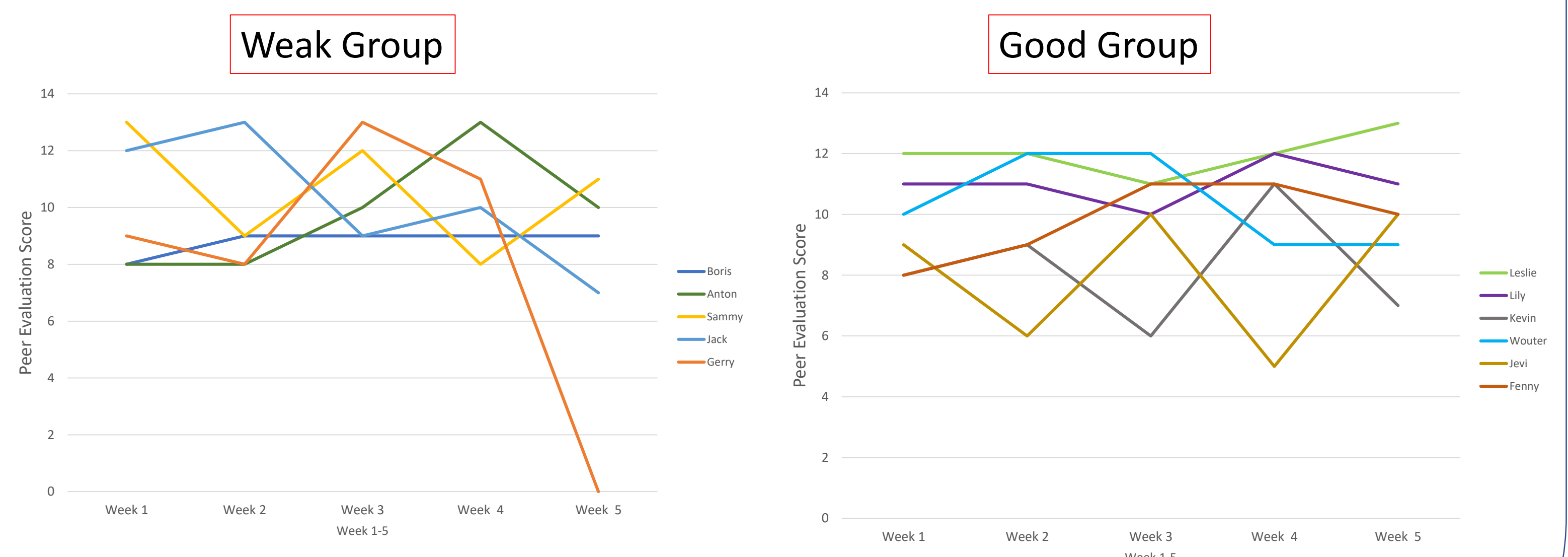
RQ & Conceptual Model

1. Does students' perception of group cohesion and learning community **vary throughout** the group project work?
2. Does students' **within-group peer evaluation** reflect their contribution to the group success?

Methodology

- 175 Year 1 students
- 31 groups
- Group size: 4-<6
- Weekly peer evaluation on each other's work
- Pre and Post questionnaire survey

Preliminary Findings



* Research proposal was submitted to the EARLI Conference 2019.

Conclusion

- Students' gender is not a significant factor.
- Students' achievement in subjects is significantly related to their group performance.
- Perception of group cohesion is not significantly related to the group success, but learning community is.

Being a family is not as important as being a learning community.