Forming High-Performance Student-Directed Teams for Learning

We consider the ability to collaborate and work on teams as important learning objectives of many programs in higher education. This poster reports on the structural changes made to and subsequent observations of methods used to create an educational environment that promotes the formation of high-performing student-directed learning teams for a class on management principles for computing students.

The class structure was flipped in a non-traditional manner that put student teams mostly in charge of how they choose to learn content and to demonstrate their mastery. Students were provided with detailed class objectives, basic self-assessment quizzes, and a limited set of content-related resources and were tasked to complete course work with both team and individual responsibilities. Class time usage was largely left to the freedom of the students on how to use with the instructor role mostly focused on consulting, mentoring, and coaching.

While much of the traditional class structure was transferred to the students and their teams to control as they wish, the class was highly structured in other intentional ways to create a climate where high-performing teams can form and thrive. A variety of methods and best practices from research and industry were applied in an attempt to get the highest performance from student teams in the short time available within the academic quarter.

The poster will report on both methods used and observations made from teaching two sections of the class using this student team centric format.

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