Team size

1

A distinction is made between the following team sizes:

- ❑ 2 students
- ❑ 3 students
- ❑ 4 students

Please assume that the average workload per student is the same for each team size. This means that, in general, a student in a team of two students does not have to do more work than a student in a team of three or four students.

Team formation approach

2

A distinction is made between the following three approaches for the formation of teams:

- Self-selection: Students have to select the members of their team themselves.
- Random assignment: Students are randomly assigned to a team.
- Assignment based on schedule availability and motivation: Students with similar schedules and motivation levels are assigned to a team. For this approach, students have to complete questions about their schedule availability and motivation at the beginning of the course via a short (online) survey.

peer process evaluations

3

In some group projects students have to give their team members feedback via a short (online) survey in which they rate all their team members on aspects like preparation, attendance of group meetings, communication, cooperation, and exerted effort. These so-called 'peer process-evaluations', which will be shared within the team, offer students insights on how they can improve their teamwork skills. A distinction is made between the following number of peer process evaluations students need to complete:

- ❑ 0 peer process evaluations
- ❑ 1 peer process evaluation
- ❑ 2 peer process evaluations

If applicable, the peer process evaluations take place when they are most useful. This means somewhere at the beginning (evaluation 1) and middle of the block (evaluation 2). Note that the peer process evaluations do not count for a grade.

Type of grade

4

A distinction is made between the following types of grades:

- Common grade: Each team member receives the common group assignment grade given by the tutor.

- Divided grade: Each team member receives an individual group assignment grade based on the common group assignment grade given by the tutor and the student's relative contribution to the group assignment. This approach works as follows:

Suppose the common group assignment grade given by the tutor is 75 out of 100. Then, in case of a team of three, the team members have to divide 225 points (3 x 75) among each other. If the team members collectively decide that they all contributed equally, each student should receive 75 points. If they collectively decide that two students contributed more, these students should receive more points (e.g., both 80) and the other student less (e.g., 65). Note that a student cannot receive less than 0 or more than 100 points.

Method to handle free-riding

5

Teams who experience free-riding problems must request the offending student to amend his or her ways. If this request does not help, the team needs to make a case to the tutor. Then, a meeting will be planned with the tutor and agreements are made to improve the collaboration. It is possible that the tutor gives an official warning to the offending student to amend his or her ways by an agreed date. If the offending student did not successfully improve his or her contribution before this date, a method will be used to handle free-riding. In this survey, a distinction is made between the following three methods:

- Conversation with the coordinator: There will be a team conversation with the course coordinator to improve the collaboration. Note that this method does not impose a sanction on the free-rider.

- Member expulsion: The free-rider will be directly expelled from the team – if the other team member(s) agree with this. In that case, the offending student must complete the remaining group assignments alone.

- Two-card system: The free-rider will get a lower grade (yellow card). In case of repeated free-riding, the free-rider will be expelled from the team (red card) – if the other team member(s) agree with this. In that case, the offending student must complete the remaining group assignments alone.