Developing Student’s Teamwork Skills in a Group Project: A Study of Mainland China Students

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Where is Hong Kong Baptist University?

China

Hong Kong
• Established in 1956 with a **Christian heritage**
• 3 Faculties, 4 Schools & an Academy
  – Academy of Visual Arts
  – Faculty of Arts
  – Faculty of Science
  – Faculty of Social Sciences
  – School of Business
  – School of Chinese Medicine
  – School of Communication
  – School of Continuing Education
• **Programmes from Associate Degree to PhD**
• ~10,000 FTE students
• ~2,400 staff
• First tertiary institution in Hong Kong to focus on the **Whole Person Education ethos**
Our Vision

By the year 2020, Hong Kong Baptist University will be the regional leader in whole person education that delivers academic excellence and innovation.

- **公民** (Citizenship) Be responsible citizens with an international outlook and a sense of ethics and civility;

- **知識** (Knowledge) Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;

- **學習** (Learning) Be independent, lifelong learners with an open mind and an inquiring spirit;

- **技能** (Skills) Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;

- **創意** (Creativity) Be able to think critically and creatively;

- **溝通** (Communication) Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;

- **群體** (Teamwork) Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.
Perspectives of the Stakeholders on Teamwork Skills

• **Employers**
  “very-to-extremely important”
  (Facts On File Incorporation, 2009, p. 3)

• **Institutions/teachers**
  one of the essential learning outcomes in UG program
  (AACU; HKBU)

• **Students**
  believed that teamwork-based activities help to learn new things and improve on various soft skills
  (Sundrum and Kanasan, 2013)
What is Teamwork skills?

- Teamwork refers to the process by which a **number of individuals** share their skills, knowledge, resources to work together in a cooperative environment for achieving **better result** for **common goals** as well as **individual development**.

  (Katzenbach and Smith, 1993, Luca and Tarricone, 2002; Salas et al., 1992)
Possible to assess students’ teamwork skill?

- Student individual contribution
- Team members interaction (or communication)
- Awareness of the common goals
- High expectation
- Learn new things or not

Yes!

Using the **Comprehensive Assessment of Team Member Effectiveness (CATME)**
CATME

• Developed by Loughry M.L., Ohland M.W. and Moore D.D. in 2007 (Full ver. 87 items; short ver. 33 items)
• Designed for student self/peer-evaluation on the team member effectiveness
• Five Categories:
  – Contributing to the Team’s Work (8 items)
  – Interacting with Teammates (10 items)
  – Keeping the Team on Track (7 items)
  – Expecting Quality (4 items)
  – Having Relevant Knowledge, Skills and Abilities (4 items)
Research Design

• Mixed methods approach

• Quantitative phase:
  – Collected quantitative information about Mainland students’ teamwork experience in high school
  – Pre- and post-survey using CATME (33 items)

• Qualitative phase:
  – Follow-up individual interview
## Pre- and Post- results

<table>
<thead>
<tr>
<th>Categories</th>
<th>Average score (Pre)</th>
<th>Average score (Post)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Contributing to the Team’s Work (8 items)</td>
<td>5.21</td>
<td>5.13</td>
</tr>
<tr>
<td>Category 2: Interacting with Teammates (10 items)</td>
<td>5.08</td>
<td>5.03</td>
</tr>
<tr>
<td>Category 3: Keeping the Team on Track (7 items)</td>
<td>5.03</td>
<td>5.02</td>
</tr>
<tr>
<td>Category 4: Expecting Quality (4 items)</td>
<td>5.22</td>
<td>5.17</td>
</tr>
<tr>
<td>Category 5: Having Relevant Knowledge, Skills and Abilities (4 items)</td>
<td>4.83</td>
<td>4.98</td>
</tr>
</tbody>
</table>

* 1 = Strongly Disagree; 6 = Strongly Agree

N = 90
## Comparison of Learning Experience

<table>
<thead>
<tr>
<th></th>
<th>High school in Mainland China</th>
<th>University in HK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping or team member relationship</td>
<td>• Known friends&lt;br&gt;• Highly dominated by the leader</td>
<td>• New friends&lt;br&gt;• Trust among team members&lt;br&gt;• Collaboration</td>
</tr>
<tr>
<td>Ownership</td>
<td>• Usually owned by leader&lt;br&gt;• Credit to the leader</td>
<td>• Owned by everyone&lt;br&gt;• Credit to the team</td>
</tr>
<tr>
<td>Decision making</td>
<td>• Usually by voting or leader’s choice</td>
<td>• Combination of consensus, compromise and voting</td>
</tr>
<tr>
<td>Nature of activities</td>
<td>• Mainly co-curricular activities (no credit)</td>
<td>• Curricular assessment (credit bearing)</td>
</tr>
<tr>
<td>Learning culture</td>
<td>• Competition</td>
<td>• Collaboration&lt;br&gt;• Sharing of resources</td>
</tr>
<tr>
<td>Others</td>
<td>• Selectively offer or accept help&lt;br&gt;• No pre-training</td>
<td>• Always be aware of other’s needs&lt;br&gt;• No pre-training</td>
</tr>
</tbody>
</table>
Developing a good teamwork skill is **not easy**!

What we can do?

To formulate a more effective and constructive teamwork-based teaching strategy
Before the teamwork-based activity

1. Setting and communicating the **expectation** with students

**CATME survey**

http://info.catme.org/

**VALUE Rubrics**

https://www.aacu.org/value/rubrics/teamwork
Before the teamwork-based activity

2. Introducing some teamwork theories

Before the teamwork-based activity

3. Setting goals for the team
4. Warm-up with interesting teamwork-based exercise

Lost on the Moon (from NASA)

http://www.kathimitchell.com/lost.htm
After the teamwork-based activity

5. Building a learning journal or reflective journal

Help students realize their changes of behaviors.
Summary

• Teamwork-based tasks in university are more challenging than what we expected.

• Supports and pre-training are required to help students develop teamwork skills.

• Make use of the criteria of rubrics or survey would help students realize the expectation of active team players.
References


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Q & A