



SoTL Grant Closure Report (2019 – 2020)

I. Basic Information

Title of Project: **High impact on student teams, low impact on educators:
Two simple interventions enhancing teamwork effectiveness**

Investigator(s) Information

Principal Investigator:

Name: **Joan N. Shapiro Beigh**
College: College of Business
Department: Management & Entrepreneurship
Phone Number: 312-719-0970
Email Address: joan.beigh@depaul.edu

II. Project Update

Research Questions

Does a one-page, simply written set of teamwork effectiveness guidelines given to student project teams make a difference in students' team experience or the teams' results? Does it make a difference when delivered as part of a 20-minute classroom facilitation with an extended, verbal team-chartering assignment?

Progress Report

My proposal was accepted to the 2020 Academy of Management conference, and I delivered it as a two-part virtual session. One part included the literature review and theoretical basis for the two interventions, and the other was an actual facilitation that I demonstrated, using family members as "students." My three children are college students, so this was not a stretch.

I have finished gathering data, and I still need to analyze it and write it up as an academic journal article to be submitted. This is on hold, as I am in the midst of working on my dissertation right now, teaching two classes at DePaul, and taking three doctoral classes. There is quite a bit of data-cleaning to do because I started gathering data several years before I joined DePaul as a doctoral student. (I had full IRB approval from the prior school.)

Impact

I use this process in the classes I teach, and am using a modified version in my online classes this quarter (fall quarter 2020). Thousands of people attend the

High Impacts on Student Teams with Team Effectiveness Interventions

AOM conference; however, I do not know how many watched my presentation. I can say that I have received very positive comments from DePaul students to the process of virtual team norms and a verbal team chartering process.

Dissemination

I disseminated this information at the Academy of Management annual conference this summer, which was virtual, and reached many thousands of educators around the world. I do not know how many watched my presentation. The video lectures are still open through October, 2020, so perhaps they will deliver this information to me.

I had been accepted at DePaul's teaching and learning conference, but during the pandemic, the organizers scrapped the portion that I was expected to teach, so I did not offer any presentation at DePaul. I certainly would be willing to offer this at a future event, such as after I finally understand the results of the study.

III. Expense Report

Expenditure	Amount Requested	Amount Spent	Notes
Camera, lights, monitor, microphone, various cords	Not included	1000	My requirements changed – since I could not travel to Vancouver to deliver the presentation, I had to deliver it virtually and purchase items like a camera, a microphone, and a monitor, all of which will be used for online teaching from home.
Attendance at the AOM conference; membership	Included	350	Note – I did not of course spend money on transportation, food, and lodging, which initially was budgeted for in a higher amount requested.
5 recording devices used with student teams	Not included	100	I used this to gather qualitative data. Each group had a recording device they used to capture their conversations.
DePaul business cards	Not included	35	I purchased these before the pandemic in order to have cards to hand out at the conference.
	Total 1500	Total 1485	