

Monitoring and Improving Student Team Experiences

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Abstract

There are many reasons to put students in teams – teaching them to work in teams, the learning benefits of collaboration, the diversity benefits of finding out other students’ perspectives, and the ability to provide a deeper level of feedback on the smaller number of assignments submitted by student teams are among them. For all these benefits, having students work in teams introduces other issues for faculty to manage – from forming teams to dealing with teams in crisis to evaluating how much each student contributed to assignments submitted as a team. CATME has helped many faculty form and manage teams, and has also enabled research suggesting better methods of managing student teams – research that has implications for the workforce as well. The talk will include a discussion of the challenges of managing virtual teams.

Biography

Matthew W. Ohland is Professor and Associate Head of Engineering Education at Purdue University. He has degrees from Swarthmore College, Rensselaer Polytechnic Institute, and the University of Florida. His research on the longitudinal study of engineering students, team assignment, peer evaluation, and active and collaborative teaching methods has been supported by the National Science Foundation and the Sloan Foundation and his team received Best Paper awards from the Journal of Engineering Education in 2008, 2011, and 2019 and from the IEEE Transactions on Education in 2011 and 2015. Dr. Ohland is an ABET Program Evaluator for ASEE. He was the 2002–2006 President of Tau Beta Pi and is a Fellow of the ASEE, IEEE, and AAAS.