NovoEd

Study shows effectiveness of team-based online learning

According to Eesley (2014), learners in teams are 16x more successful

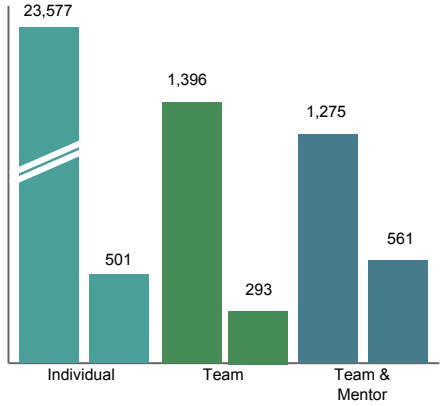
Learners in teams are more engaged and committed

Research by Stanford Professor Chuck Eesley shows that collaboration in online classes significantly improves learner engagement and course completion. The key finding is that students who participate in virtual teams are 16x more likely to complete online courses.

Eesley points to the performance of students enrolled in *Technology Entrepreneurship*, an eight-week MOOC offered in 2013 on NovoEd. Of the 23,577 students who worked individually, only 2% finished the course. By contrast, of the 2,671 students in teams, 32% graduated. Completion rates were greater for teams with mentors, which achieved 44% completion (see Figure 1).

Figure 1. Course Graduation by Collaboration Type

Count of students of each collaboration type (first bar) and count who passed the course (second bar).

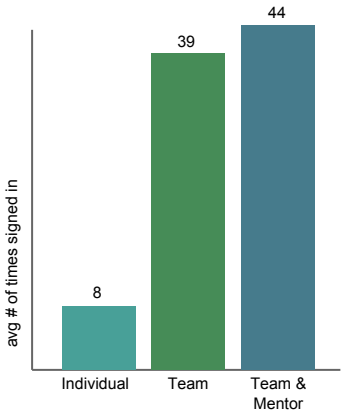


Community drives engagement

The completion rate of individuals in *Technology Entrepreneurship* resembles that of most MOOCs. This suggests that, in the absence of teams, basic social features such as discussion boards, messaging, and chat are insufficient for driving engagement.

The benefit of team-based learning comes when students feel part of a community. NovoEd achieves this with unique features that include team assignments, mentorship, reputation systems, transparent identity, and community moderation. The resulting felt accountability is a powerful motivator. That's why students in teams sign in between 5 times more often than students without teams (see Figure 2).

Figure 2. Engagement by Collaboration Type



Context and research methodology

This research was conducted by Chuck Eesley, Assistant Professor of Management Science & Engineering at Stanford University. The analysis utilizes a multivariate regression model, with dependent variables of various engagement and satisfaction measures, independent variables including collaboration type, and control variables for demographics, engagement level, and more.

16x
Students on teams were 16x more likely to pass the course

5x
Students on teams signed in 5x more often than individuals

44%
of all enrolled students with mentors passed the course

13%
Adding a mentor increased logins by 13%