

FORMATION, DIVERSITY, AND PERFORMANCE OF STUDENT TEAMS: SOME EXPERIMENTAL EVIDENCE

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Abstract

Does socio-demographic diversity within student teams affect learning outcomes? Based on an experiment among undergraduate student teams of two, we find that while there is some evidence that the personal characteristics of its members drive the performance of the team, homogeneity across these characteristics bears no relationship with performance. Remarkably, though, the greater degree of familiarity among the team members in self-selected as opposed to randomly assigned teams is associated with lower performance. This result may be worth bearing in mind for students and instructors alike, not least in the context of peer instruction.

Keywords

team formation, team composition, diversity, team performance, peer instruction