

# Online Learning Is Most Effective in Teams

Stanford study shows group collaboration and mentorship in virtual learning programs are the key to engagement

Research conducted by Stanford Professor Chuck Eesley shows that virtual learners who work in teams are significantly more engaged than those who learn on their own. When teams have a designated mentor, the benefits are even more significant.

## Learners on teams are more engaged

Compared to individuals learning online on their own, those who are part of a team are much more active on the learning platform, participate in group discussions more frequently, and are more likely to persevere with the work.

Activity	Learners on a team vs. individual learners
Sign on – frequency	↑ 5X
Remain active on the site	↑ 2X
Contribute to discussion	↑ 3X

Team-based learners also valued the course more than individual learners. Learners on teams were:

- 79% more likely to say they would take another course on the platform
- 81% more likely to recommend the course to others

## Teams with mentors perform better

When mentors are incorporated into online learning teams, learners are even more engaged and perform better.

In the context of online learning, a mentor is a facilitator who has expertise in the area of study. Mentors keep learners on track and serve as both a coach and a source of support throughout the learning experience (and sometimes beyond).

Learner activity	Teams with mentor vs. teams without a mentor
Sign on – frequency	↑ 26%
Remain active on the site	↑ 50%
Contribute to discussion	↑ 36%
Score as a team (avg.)	↑ 37%

## Accountability and belonging are powerful motivators

Accountability and a sense of belonging are powerful intrinsic motivators for learners: Virtual learning programs that incorporate teams and mentor support are more engaging and more likely to lead to sustained behavior change and measurable impact.

As global work environments transform, organizations that implement online learning platforms that include social and collaboration tools, virtual coaching and mentorship, and purposeful practice and application—as NovoEd offers—will maximize their investment and be more competitive than their counterparts.

### RESEARCH AND METHODOLOGY



This study was conducted by **Chuck Eesley**, Associate Professor of Management Science and Engineering at Stanford University. The data are from 26,248 students in Technology Entrepreneurship, a free eight-week course. The analysis utilizes a multivariate regression format, with dependent variables of various engagement and satisfaction measures, independent variables including collaboration type, and control variables for demographics and engagement level, among others (2014).

### ABOUT NOVOED

NovoEd's collaborative learning platform empowers organizations to design and deliver experiential learning that accelerates business performance on a global scale.

Since the company's founding at Stanford's social algorithm laboratory in 2012, global corporations, executive education providers, and training firms have relied on NovoEd to develop high-value capabilities through purposeful practice and application, coaching and mentorship, and group collaboration. NovoEd's proven approach to learning connects diverse groups of learners, mentors, and leaders in a high-impact online environment which unlocks an organization's collective knowledge and drives measurable outcomes.