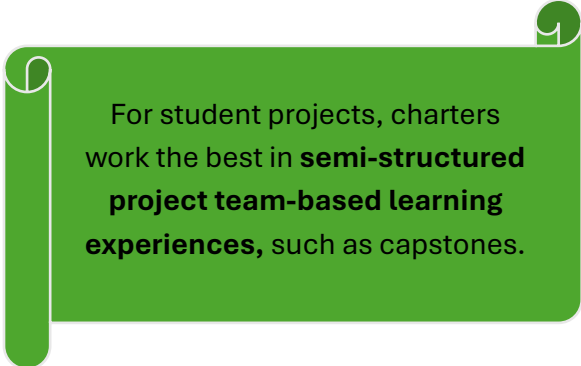


Evidence-based Guidelines¹ for Successful Use of Charters in Project Team-Based Teaching/ Learning Experiences

Charters are useful tools for any type of project team in any discipline.

They are especially good for projects with-

- evolving scopes, and/or
- high number of stakeholders, and/or
- team members that do not have prior work relationship, especially within the same type of project.



For student projects, charters work the best in **semi-structured project team-based learning experiences**, such as capstones.

Criteria:

For optimal results, instructors/coaches should consider integrating charters in their assignments for team projects:

- not shorter than 4-weeks in duration and
- with teams of 4 or more members.

Tips for Success:

Instructors should consider the following for improved chances of student implementation of the tool and success:

- Integration of the tool's use in project assignment rubric and/or deliverables that takes the following into account:
 - Project assignment kick-off session for team training and co-creation of the charter by members in each project team.
 - Systematic use and updates of the charter within teams.

¹ Jain, A., Shafique, F., Mollaoglu, S., Dong, X., Zhang, H., Dai, S., Frank, K.A., Carter, D., Argyris, A.Y., Anctil, A., Cetin, K. (2024). "Iterative Development of Dynamic Student Project Team Interventions." Construction Research Congress 2024. <https://doi.org/10.1061/9780784485293.0>

- Class time devoted for teams to:
 - Complete the charter training together with their team members and co-create the charter early in the assignment / project timeline.
 - Work together in teams.
- An online, shared drive for teams:
 - to access their own project charters
 - with editing permission to each team member

This is so that members can individually and/or collectively update their charters as the project assignment progresses.

! Teams can set this up themselves. However, empirical evidence shows that students mostly lack a shared baseline and the skillset to facilitate team processes in an efficient manner. Even minimal guidance from the instructor's end to catalyze the effort goes a long way in helping students gain those skills.

Final Words:

Educators should consider an end-of- year survey to evaluate the benefits of using charters for the students and/or compare student learning outcomes across the years.

Project grades can depend on many different factors; while improved team processes and student engagement and learning are what we strive for as educators.

This toolbox can help with those elements in addition to improving teamwork and project management as key skillsets for work readiness.

Benefits of using a charter might not be as high in repeat projects where team members are already well-versed with each other & the work context.

Please let us know about your reflections about this toolbox and lessons learned via sinemm@msu.edu

Instructor guidance to catalyze Charter Use can include:

- Instructions/ guidelines incorporated in project assignments as they fit student learning objectives. Here are some examples:
 - Set up a shared drive for all team members to have editing access to the charter.
 - At your first team meeting, fill out your charter together as you are watching the training video.
 - Revisit the charter at the beginning of each team meeting and update as needed.
 - Add your updated charter to your reports/deliverables.
 - Present lessons learned relating to team processes.
- Assignment rubric and points incorporated to incentivize the use of project charter by the team and possibly each individual.
- Devoted time during class for:
 - Project kick-off session for training and co-creating charter
 - This helps teams reach a shared understanding of team processes faster.
 - Teamwork while individuals can access their charters on their shared drive.