A Comparison of Workshop Student Body Composition's Effect on Performance, and Additional Findings

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Overview & Methods
We hypothesize that groups who have greater homogeneity of personality types will be more cohesive and work together better, earning better grades and enjoying the class more.

We used the Myers-Briggs personality type indicator survey to gather information about student personalities. These surveys were used to quantify the similarity or diversity inherently present in each workshop.

In addition to using the similarity between personalities, we looked at the effect of outside-workshop interaction on grade, below.

We then asked a series of questions to gauge the students’ expected grade and enjoyment of the material.

For our project, we sought to investigate the correlation between workshop homogeneity and success.

Hypothesis
Does a workshop work better if it has a variety of strengths represented, or will collaboration be fostered by similarity of personalities?

We anticipate that groups will work better if the members have similar personalities, so that they can relate to each other.

Group Cohesiveness vs. Expected Grade

Conclusion
As expected, groups with more similar personality types will be more inclined to talk outside of class.

High variance in personality types is correlated with higher grades, as is outside interaction.

This suggests a connection that might be useful in understanding workshop dynamics an in workshop planning.

This should all be taken with a grain of salt though; we don't have quite enough data.

Further Research
Further research should focus first on greater accumulation of data.

It would be interesting different personality metrics.

The conclusions we present here demonstrate that there is very likely a more precise connection to be discovered via future research.

Further Reading