

Investigating Students' Teamwork Experiences in Collaborative Software Projects

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1. The Question

Collaborative projects simulate professional teamwork but can cause interpersonal friction [1]

Research relies heavily on quantitative metrics [2]

Question: *How do students perceive and resolve teamwork conflicts?*

Understanding subjective conflict experiences is critical to optimizing collaborative learning

2. Methodology

- Qualitative study of final-year Computer Science students
- Data collected via semi-structured interviews
- Analyzed using *Reflexive Thematic Analysis* (RTA)

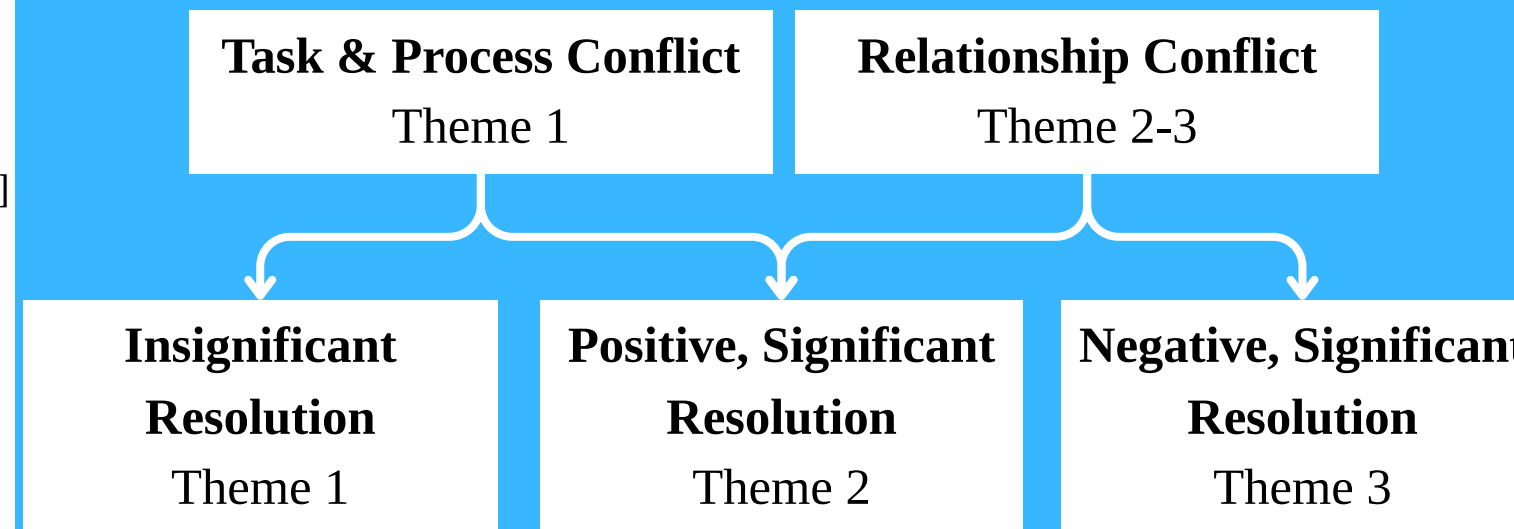
RTA captures detailed, context-dependent insights into student communication patterns [3]

[1] Marques & Ochoa, 2014

[2] Vanhanen et al., 2017

[3] Braun & Clarke, 2022

3. Results



Theme 1: Incidental and Constructive Conflict with Insignificant Resolution

→ *These frictions are resolved quickly via clear communication*

Theme 2: Prolonged Behavioral Conflict with Positive, Significant Resolution

→ *Prolonged absenteeism can lead to positive growth when managed well*

Theme 3: Escalating Conflict and Significant Negative Outcome

→ *Escalating relationship conflicts cause severe academic and emotional strain*

4. Limitations

- Sample size restricted to four students due to 10-week timeframe
- Researcher's '*insider*' status as a student introduces potential bias

A broader sample is needed to capture a wider array of teamwork dynamics

5. Conclusions

- Universities should provide accessible institutional mediation
- Curricula should integrate dedicated conflict management workshops
- Supervised conflict transforms friction into professional resilience

Equipping students with resolution strategies creates effective software industry professionals