Gauging Student and Staff Perceptions of Online Team-Based Learning

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Introduction
This study looked at the experiences of students and staff in the Readiness Assurance Process (RAP) in Team-Based Learning (TBL) with the changes that occurred from being in-person to moving online due to the COVID-19 pandemic.

TBL is a form of active learning which is highly structured, and this is a major advantage during an online session.

Methodology
Ethical approval was sought, and mixed methods were used, including anonymous questionnaires and semi-structured interviews.

- Anonymous questionnaires (33 participants):
  - Used to discover student opinions of online vs in-person TBL sessions
  - Likert scale questions for quantitative analysis
  - Open-ended questions analysed through thematic analysis, allows students to express views openly
  - Advantage: can be answered by students in their own time and takes less time than an interview

- Semi-structured interviews (5 interviews):
  - Pseudonyms were used upon transcription
  - Eligible people: Chemistry staff members who taught online TBL at Keele University during the 2020-21 academic year
  - Advantage: more detailed information than a standard questionnaire

Key Results
- Communication was harder online than in-person, especially in terms of peer-to-peer communication
- TBL is the best online learning teaching method experienced by both students and staff

Recommendations
- Expand the study pool?
- Can communication be improved?
- Is there a difference between academic results from in-person and online TBL?