Appendix I

Mid-semester Survey Questions Analyzed

The questions asked on the mid-semester survey during the online semester were:

1. What is one aspect of the course is going well for you?
2. What is one aspect of the course that maybe isn't going so well?
3. What is one thing that we could do to further support your success?
4. What is one thing you can do to increase your success?
5. Beyond the course, are there any resources or support that you need while learning remotely?

End-of-Semester Evaluation Questions Analyzed

1. My favorite thing about this class was (Open-ended):
2. One thing I would change about this class in the future is (open-ended):
3. Please use this space to tell us anything else you feel is important about your experience in this class (Open-ended):
4. Comments about the ONLINE ENVIRONMENT (Open-ended)
Codebook used for descriptive coding

The following list includes the four types of experiences we looked for within student comments, the characteristics we looked for, and examples of when the code was applied.

| Code | Description |
|------|-------------|
| **TBL Structure** | Positive: Students identify components of TBL have been helpful or useful to them.  
Negative: Students describe how TBL components may have been unhelpful.  
Components of TBL include: pre-class readings, iRAT, tRAT, team exercises  
Note: Comments merely about types/wording of questions, content, calculations, progression of material are not coded. Comments purely related to performance and not utility/anxiety are not coded.  
“The iRATs are helpful because they require students to look over the material to be covered prior to the class period that the tRAT will be given on the same material. This helps keep people engaged with the topics and more people in the group contribute than would if no iRATs were given.”  
“For me, staying on top of the readings and being proactive for online classes has not been easy, this isn't a problem with this specific course though. I think that the iRATS twice a week isn't my preferred method of being tested on the material, I understand the point but it can be a little much.” |
| **Anxiety/Motivation** | Positive: Students feel that an aspect of the course helped motivate or reduce their stress.  
Negative: Students feel anxious, pressured, stressed, or unmotivated by an aspect of the course.  
“Although there were A LOT of iRATs, tRATs, team exercises, and quizzes, it was reassuring knowing that they were not worth very many points individually. I felt that it made the class a lot less stressful and gave me many opportunities to practice what I learned.”  
“On the flipside of the team groups, I just have a constant feeling of dread and anxiety before each class period that I won't be good enough and able to perform my duties as a member of the team. Especially because I've taken up the role of our team's scribe as I'm best equipped to do it on a desktop computer and I like being able to lessen the burden on my teammates. However, because of this I'm always particularly worried about running into written response questions, since I'm the one who has to sort of aggregate the groups thinking into a concise statement that |
| Group Dynamics | makes sense. I'm always worried that I might not understand the content well enough to do that.” |
|----------------|--------------------------------------------------------------------------------------------------|
|                | Positive: Students mention their group has been working well or describe constructive group behaviors. |
|                | Negative: Students describe difficulties, conflicts, or destructive behaviors occurring in their groups, or suggest that the instructor intervene in some way to fix/prevent problems. |
|                | “The group work is going well, seems like were almost always on the same page and its been very helpful in learning the material. So far extremely happy with my groups dynamic and work ethic.” |
|                | “I feel as if the team exercises are often taken over by a couple of group members rather than having the whole group as a whole.” |
| Instructor Immediacy | Positive: Students describe aspects of immediacy or feeling supported by their instructors in their response. |
|                | Negative: Students comment that instructors are not making efforts to support them. |
|                | Aspects of immediacy include: welcoming verbal and nonverbal behaviors, availability of the instructors, and the adaptations made to the course space (emphasizing a tolerant and curious environment, introducing themselves, using appropriate humor during class meetings, and playing music before class). |
|                | Note: Code does not apply if students simply say they liked an instructor or if an instructor was knowledgeable/well-prepared. |
|                | “I like having many practice for questions and get immediate feedback and correct answers, so that I can think through materials later before exams. I also like having professors open for making an appointment with students.” |
|                | “I can't think of anything! Dr. Offerdahl and Dr. Arneson are both stellar professors that obviously like teaching their students. All I would ask would be to continue the supportive demeanor for all the students, it's really making this class a fun experience!” |