

An Analysis of the Impact of Task-Based Learning on Peer Interaction, Peer Learning and Presentation: SLTC Research University

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Task-Based Learning (TBL) is a popular teaching method that encourages students to apply their learning practically to real-life situations. TBL- inspired small group activities compel students to interact, converse with their peers and achieve a common goal. The current study investigated the impact of TBL on peer interactions and peer learning in small groups. Three classes of first-year undergraduates who varied in proficiency levels at the SLTC Research University were given a task to complete as a follow-up activity integrated into a lesson. Each class consisted of nearly 15-25 students who were further divided into small groups. At the end of the activity, the undergraduates had to present their progress to the class through group presentations. At the end of the presentation, students were given a questionnaire. The study is ongoing, and the findings from the pilot study suggested that peer interactions helped students to complete the task successfully. However, peer interactions and peer learning did not help with other important aspects of learning such as the importance of observing communication ethics within groups and when executing the given task. The students majorly paid attention to completing the task and most of them succeeded.

Keywords: Task Based Learning, Peer interaction, Peer learning, small group activities