Team Composition, Recomposition, and Role Selection in Long-term Educational Programs: A Theoretical Framework using Multiple Criteria Approach

Krissada Chalermsook[a,1] and Chutiporn Anutariya[a]

[a] *Computer Science and Information Management*
School of Engineering and Technology
Asian Institute of Technology, Thailand

Abstract. The topic of team composition, recomposition, and role selection in long-term educational programs that comprise of multiple smaller courses, such as coding bootcamps, has received limited attention in the literature, despite its importance. However, the rise of large-scale online learning environments such as MOOCs has highlighted the need for effective strategies to address the high drop-out rates and low quality graduates observed in these contexts. In this paper, we propose to build a theoretical framework by using a multiple-criteria technique that incorporates personalities, agile, and gamification to address this problem. This framework will be used to better understand the dynamics of team composition, recomposition, and role selection in virtual teams within such educational programs.

Keywords. Team composition, Team recomposition, Role selection, Long-term educational programs, MOOCs, Team performance

[1] Corresponding Author, Mail: . krissada.chalermsook@ait.asia