Chapter 4
Learning Through Collaborating: An X–Space Experience

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ABSTRACT
Blended learning technologies have created opportunities to diversify teaching and enrich learning experiences for Malaysian university students. At Taylor’s University, the establishment of the X-Space as a “living” classroom offered students an engaging experience beyond digital learning to support “TiMeS” a Moodle-based courseware at the university. The X-Space rooms are equipped with modern designs that divide students in clusters yet encourage mobility among its users and allow course instructors to experiment and apply innovative tools to fully utilize this collaborative learning environment. This chapter examines the experiences of integrating the TiMeS platform with the physical environment of X-Space. The pedagogy intends to fulfill the university’s mission in creating industry-ready graduates and the expectations Gen-Y students to propel forward to twenty-first century learning.

BACKGROUND OF STUDY
There is an increasing need for the revamp of learning spaces to accommodate the changing trends in teaching and learning at tertiary level. The correlation between learning environments and student performance were significantly highlighted in several studies on Malaysian education (Shoba, 2007; Razak, 2006). Reviews by Han et al. (2014) and Yau et al. (2003) found that aesthetics such as shape, arrangement and technology in learning spaces are emphasized to increase engagement between instructors and students, consequently encouraging responsiveness and inculcating a sense of heterogeneity among young learners.

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At present, there is a major change in the delivery of lessons as instructors sought to enhance their teaching abilities at hand and continuously captivate students’ interests in the capacity of technological advances. Traditionally passive teaching methods are rapidly being superseded by sophisticated instructional techniques and digital teaching aids in tertiary education.

In the process of embracing technology-inclined pedagogies, Taylor’s Integrated Moodle e-Learning System (TiMeS) was established as a platform to interact with students through a series of online activities that are relevant to their course modules at Taylor’s University, Malaysia. The Moodle-based platform was designed for existing courses and allowed instructors to customize learning materials within the scope of each module’s outline. The courseware is in line with the university’s blended learning initiative where these unique learning methods are intended to meet the expectation of the present students’ generation that comprise mainly of technologically-savvy millennials. Similar to the implementation of MOOCs or Massive Open Online Courses, instructors would guide students with content and tasks that would increase opportunities of self-study on TiMeS. The primary aim is to narrow the gap of time and space during instantaneous exchange of knowledge and new ideas in various fields of study. Most importantly, TiMeS is customized to fulfill Taylor’s Graduate Capabilities (TGC) where students and academics are expected to achieve eight tandems of industry-ready competencies; where emphasis is placed on acquiring and applying knowledge relevant to the study discipline, cognitive capabilities and soft skills of their respective fields.

It can be summarized that the aptitude of today’s learners relies on their exposure to real-world settings and the ability to communicate as well as expand ideas efficiently with others. However, the use of TiMeS alone is insufficient in piquing the interest of young tertiary students as they increasingly seek new avenues to validate their undertakings. Bolton et al. (2013) established the advent of technology as agency that govern emotions, cognition and social patterns of this content-inclined segment of media

<table>
<thead>
<tr>
<th>TGC Values</th>
<th>Graduate Capabilities</th>
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| 1. Discipline-specific knowledge | • Able to put theories into practice.  
• Understand ethical issues in the context of the field of study.  
• Understand professional practice within the field of study. |
| 2. Lifelong Learning        | • Learn Independently.  
• Locate, extract, synthesize and utilize information effectively.  
• Be intellectually engaged. |
| 3. Thinking and Problem Solving skills | • Think critically and creatively.  
• Define and analyze problems to arrive at effective solutions |
| 4. Communication skills     | • Communicate appropriately in various settings and modes.  
• Conversation (chat) rooms/instant messaging. |
| 5. Interpersonal skills     | • Understand team dynamics and mobilize the power of teams.  
• Understand and assume leadership. |
| 6. Intrapersonal skills     | • Manage oneself and be self-reliant.  
• Reflect on one’s actions and learning.  
• Embody Taylor’s core values. |
| 7. Citizenship and Global Perspectives | • Be aware of and form opinions from diverse perspectives.  
• Understand the value of civic responsibility and community engagement. |
| 8. Digital Literacy         | Effective use of Information and Communications Technology (ICT) and related technologies. |

(Taylor’s University, 2017)
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users. From the TGC perspective, sufficient attention needs to be drawn to the cognitive skills of thinking and problem solving. Moreover, students need to hone soft skills such as interpersonal and communication skills that are vital to their future careers upon entering the work force. Scholars have argued that the desires of Gen-Ys to appear as independent thinkers or “post-subculturally progressive” still needs forms of mediation in knowledge-sharing (Williams, 2017; Muggleton, 2000). Further studies found that millennial learners are addicted to technology that correspond with their conceptual personalities which are modern, active and prone to experimenting in their media consumption (Williams, 2011: 29-35). In addition, Gen-Y learners feel a sense of entitlement as many of them belong to affluent social classes that allowed them to explore globalized trends that increase their literacy and dependency upon communication advancements, thus increasing their expectations in the outcomes of their content consumption (Park & Gursoy, 2012, Alch, 2000).

With that said, instructors are challenged with the experimenting and manipulating teaching methods that are flexible and easily manipulated by the aforementioned youth audience while maintaining the instructor’s facilitative role in the classroom (Mason & Rennie, 2008). The student-centred approach would empower learners whilst instructors validate their achievements in the study process through incentives and rewards. This flow is less intrusive yet invaluable to the learners who are concerned about justifying of their participation in the activities provided. Among the initiatives of Taylor’s University to overcome this gap is through the installation of physical classrooms called the “X-Space” that embed interactive technologies through a comprehensive communications infrastructure to support the use of TiMeS during classroom contact hours, rather than merely accessing the platform on a remote basis or during a learner’s self-study period.

According to Han et al. (2014), the embodiment of the X-Space at Taylor’s University was to provide a wholesome teaching and learning environment for academicians as well as learners by utilizing the physical space to bring together discussions and reflections of the course module. The unorthodox learning space redefines the concepts of traditional and online learning by integrating both ideals to suit the growing needs of instructors and students alike whilst narrowing the gap between different learning generations. Apart from using technology to reach out to learners, the X-Space becomes a collaborative ground that allow learners to step out of their comfort zones and can be managed closely by the facilitator.

This transformative teaching aim by Taylor’s University saw the collaborative classroom as an essential step in shaping human learning and producing enhanced learning outcomes and experiences beyond the classroom walls. This was agreed upon in a study by Jayasainan & Rekhraj (2014) that observed students’ attitudes towards collaborative learning that is imperative to its implementation. It was further discussed in the study that millennials are driven towards visual and aural stimuli that could be generated from these learning spaces. Student gratifications from collaborative learning is triangulated from the availability of team dynamics, acquaintance and the proximity of the instructor within this environment (Ku et al., 2013). In addition, the study observed that the success of activities implemented in the X-Space will enhance positive perceptions of students in regard to its use, and in doing so this innovative learning strategy would position Taylor’s University as a frontrunner of blended learning in Malaysia.

In its five-year mission, Taylor’s University included the X-Space as a transformational teaching and learning environment to avail a cohesive educational infrastructure. While this is the case, the X-Space culture needs to be optimized by both instructors and learners in Taylor’s University through management of learning outcomes on and lesson delivery (Han et al., 2014). This chapter focuses on the implementation of collaborative learning through the integration of TiMeS technology and X-Space to encourage student engagement in a meaningful learning experience. The study examined methods
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that were applied for entry-level university students and found significant impact upon the students’ performances and feedback.

X-SPACE IN ACHIEVING LEARNING GRATIFICATIONS

The foundation of this collaborative learning experience is derived from the work of Katz, Blumler and Gurevitch (1974) that developed the *uses-and-gratification model* (U&G) in assuming media users are active in selecting media content to satisfy specific needs. In the decades of U&G research, the central theme of this theory has consistently accentuated on the limited effect of media upon certain aspects of users’ personal and social lives, where they are able to exercise choice and control to accomplish personal goals (Dominick, 2011, p.39). The U&G were among the earliest paradigms that considered the active role of the media consumers in their information-seeking behavior where individuals identify with and employ specific platforms to fulfill personal gratification. Aside from entertainment, content on information and knowledge is an important factor in the participation of media users (Raacke & Bonds-Raacke, 2008).

U&G also saw information-seeking behaviors positively affecting users in their emotional state and saw social integrative needs that motivated interactions among media users, hence tension release is achieved through their media use (Katz, Blumler, & Gurevitch, 1973). While initial studies of U&G were limited to broadcast media, Ruggiero (2000) had asserted the emergence of computer-mediated communication deemed U&G relevant more than ever in modern times. The U&G perspectives have extended from traditional media such as broadcast and print media onto online platforms at present. In so doing, the U&G viewpoint on active media users can now be applied in the context of blended learning where interactive avenues on the web create valuable opportunities for users to connect and bond with other learners (Brodie et al., 2013). Baird & Parasnis (2011) argued that contributions of online media users will in turn generate responses from other users; and these engaging behaviors generate new content that is relevant to the blended learning perspective. On the other hand, Lee & Ma, (2012) found that information-seeking is a significant factor that affects users’ intention to share information. Park et al. (2009) also suggested that knowledge acquisition and sharing needs are met through the use of new media.

Further to this, a study on digital engagement and user participation found that nature of content, as well as the vividness and interactivity of online platforms would encourage user participation (Cvijikj & Michahelles, 2013). Considering the many means for self-expression available on the Internet, research on media U&G are now focusing on the benefits of the web’s interactivity; namely demassification, hypertextuality, and asynchronicity. Considering the paradigms of U&G in relations to the X-Space, it can be said that the innovation of this learning space is a way of articulating ideas through team dynamics managed within the available digital infrastructure. The network of learning aids would fulfil students with scholarly connection among each other as well as continuous motivation to access such learning platforms for self-development and lifelong learning. Subsequently, their consistent input encourages the engagement and interaction of other members that seek the same goals. This can be correlated with the aspect of U&G discussed by Dominick (2011, p.445) that emphasized on “agencies of socialization”; namely family upbringing and use of various media in shaping beliefs and their disposition with new experiences.
West & Turner (2010) further elaborated that information-seeking behaviour and media usage are driven by personal motivations of users to achieve self-gratification. These motivations include “cognitive needs”; where acquiring information, knowledge and understanding of a phenomenon was relative to the enhancement of intellect and can become a resolution to the TGC of thinking and problem solving skills among Taylor’s University students. Secondly, media users are susceptible to “affective needs”, where they require media content that suit their emotions, feelings and to which they would obtain pleasure from using. The varied platforms of expression and meaning-making through multitudes of communication modes enabled by TiMeS and X-Space facilities would provide the students with this TGC aspect. Finally, motivations to fulfil a user’s social integrative needs create a sense of belonging among peers in the X-space and collaborative tasks on TiMeS thus attaining the TGC component of interpersonal communication.

The X-Space Framework in Nurturing Student-Centric Learning and Performance

The course module of Introduction to Media Workshop (IMW) from the Foundation in Communication programme at Taylor’s University is a hands-on module that encouraged collaborative learning to enhance writing skills, reflective thinking and foster teamwork that can be applied within the fast-paced media industry. The students are expected to differentiate mediums used for mass communication and also write feature articles for print, broadcast, advertising and public relations. Writing is perceived as dry subject by many students therefore blended learning intended to maximize learning experience and develop their interest in the module.

Aside from the existing TiMeS platform, additional e-learning tools available online were incorporated into the lessons, namely Google Drive Drawings, Popplet and StoryboardThat. These supporting online softwares and apps were useful in generating creative writing in both individual and collaborative modes. The activities were conducted within the classroom through detailed briefing and as a form of “exit ticket” where the student’s physical participation is required to complete the lesson. In brief, this would help students to step out of their comfort zones and put on an immediate thinking hat. First-year students usually struggle with blended learning on TiMeS due to their unfamiliarity with its features as compared to the common social media platforms that youths are accustomed with. Additionally, it was observed from general feedback received after several semesters teaching the subject that students noted their preference for more frequent interactions with the instructor to ensure that they are on track with their studies. To address these concerns, the instructor preloaded activities on TiMeS that are integrated with various learning tools and fully utilized the X-Space as a hands-on facilitator. Apart from improving class participation, the learning dynamics were established to create engagement and to provide students with positive reinforcements upon completion of tasks.

In the first two semesters of implementation, the passing rate for the subject had risen to 100% for two consecutive semesters of January and August 2015. In addition, the percentage for A-scorers rose from 5.1% to 28% in August 2015. The collaborative classroom is part of Bloom’s Taxonomy where learning is also inspiring students to achieve the desired levels of skills through continuous support and motivation from the instructor. To examine the outcomes of X-Space learning in support of TiMeS, key ideas from the U&G theory gathered from the literature and students’ academic performance is illustrated in the following framework that was derived from the U&G theory.
Enhancing Thinking and Problem-Solving Skills Through Google Drawings

In the initial phase of the semester, Google Drawings played an important role in fulfilling cognitive needs of the students. In predetermined groups, students in the X-Space classroom were given links to different Drawings canvases on TiMeS. Upon their access, each group will be provided several keywords to reflect upon writing styles that they have learnt in selected topics. All members of the group are enabled access to the link, where they can all discuss and refer to lecture notes that are available on TiMeS in order to complete the task. This knowledge-acquiring aspect of U&G was demonstrated by identifying principles and themes in media writing and applying them through relevant examples.

In addition, Drawings provided students with basic graphic stimuli that is movable and editable. Drawings also served as an excellent icebreaker as each user will appear as a unique avatars during their simultaneous access to the collaborative canvas. This personification and customized feature created a lot of excitement in the initial implementation of Drawings in the classrooms. Subsequently, their personal avatars are linked realtime to the document while they fulfill their roles and responsibilities during the exercise. Finally, the tasks are presented within the X-Space classroom using connectivity from the interactive screens that enhanced the flow of classroom discussions. These facilities assisted the instructors in giving clearer feedback by accessing each Drawings canvases and digitally highlight areas of improvement whilst giving immediate feedback, illustrating the full-circle engagement between instructor and students.
Fostering Interpersonal Skills Through Popplet

The students proceeded to work on ideas for their final group project that required scriptwriting for a themed video production. Another interactive canvas was utilized at Popplet.com, a Flash-based application that allows users to create a collaborative mind-map for brainstorming ideas, apart from also enabling the expansion of individual ideas. The students are able to lead and manage their group while the instructor is able to view their progress from the interactive screens of the X-Space to provide immediate feedback. Furthermore, students can zoom in and out of the canvas during their presentation of the Popplet mindmap at the X-Space for a clearer illustration of their ideas. From doing so, the students attained empowerment and accountability for nurturing this mindmap, fulfilling their affective needs under the U&G paradigm. This will be reinforced from constructive feedback received from the instructor as well as their peers.

At the end of each exercise, the students are required to export Popplet screenshots and share them on a pre-established forum on TiMeS. This is useful for archiving and enables a community-like discussion between peers on a weekly basis. This would help the students improve and enhance their materials by crowdsourcing the suggestions from the TiMeS platform. The continuous and weekly growth of the students’ Popplet canvas created a sense of stability and credibility to the project where students were reassured of its outcomes through their steady progress and diligent planning.

Using Communication Skills on Physical and Virtual Space With StoryboardThat

Later in the semester, students were introduced to StoryboardThat that offers a user-friendly online storyboard generator. The drag-and-drop features of the website assisted the students in producing a video based on the Popplet they had expanded in the earlier weeks. The execution focused on documentary-style visuals to illustrate the Popplet ideas in line with learning outcomes determined by the module. To do so, treatment ideas were proposed, and once it is approved by the instructor, the online storyboard will
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be created. This storyboard is used to clearly visualize the scenes the students will be shooting. Further to this, the storyboard is used as a guide in both shooting and editing the video assignment.

Although StoryboardThat is not an application that allows tandem editing like Drawings and Popplet, X-Space facilities allowed groups to project their storyboards and discuss the ideas within the collabora-

Figure 3. The use of Popplet to facilitate and manage students’ group discussions

Figure 4. Popplet integration on TiMeS for monitoring and crowdsourcing opinions
tte classroom through its interactive screens. This would mean members of the group would need to manage and coordinate their discussions actively, nominating a designer to work on the storyboard and a leader to guide the group in their creative discussion. Using X-Space interactive screens to project the storyboards, the group voices became more visible and dynamic. Through this method, the instructor could also facilitate and contribute to the task outcomes. The nature of StoryboardThat in X-Space also created immersion in the design process of the storyboards students are working on. The user-friendly features in creating the storyboard is very stimulating and incites camaraderie among the student, thus delivering the U&G social integrative function in terms of the students’ learning gratifications. The briefs on the tasks required for StoryboardThat are first uploaded on TiMeS and the exported formats of the said storyboards are uploaded to their forum.

Students’ Feedback on Collaborative Learning

A brief survey was conducted the Foundation in Communication students at Taylor’s University to examine the integrated use of X-Space and TiMeS as a collaborative learning space. The survey intended to ascertain the relatability of the X-Space with the student’s learning gratifications after its first implementation. The following results were gathered from the survey:

*Figure 5. Use of StoryboardThat in the X-Space for group discussions*

*Table 2. Students’ perception on X-space activities conducted between August – December 2015*

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activities were interesting and worthwhile</td>
<td>36%</td>
<td>48%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I learned something new for each activity</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>I enjoyed myself and enhanced relationship with my peers with the activities organized</td>
<td>40%</td>
<td>36%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The activities conducted were relevant to module thought</td>
<td>48%</td>
<td>44%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The activities conducted was well organized</td>
<td>36%</td>
<td>48%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
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In summary, the integration of the X-Space with suitable online applications and softwares complemented the student use of the TiMeS platform significantly. The choice of activities was considered interesting and worthwhile as well as relevant to the module taught, thus putting emphasis on academics to provide a variety of activities that suit the needs and gratifications of a media-active generation students in the classroom. Instructors should look into seamlessly integrating the said applications in the weekly learning outcomes so that it would be anticipated by the students who are primarily millennials. Multitudes of exposure to various online media gave the students an advantage to be connected to technology more frequently whilst also benefiting from physical contact hours with the instructor. In so doing, the students feel validated in this socialization process and a sense of belonging within the collaborative classroom. Emotional wellbeing of the students plays a major role in determining their willingness to participate in the collaborative classroom of the X-Space and the TiMeS activity entasked to them. In this aspect, the respondents of the questionnaire stated that entertainment and elements of playfulness are the characteristics that would help tune their focus in the classroom.

Blended learning should be for fun and exciting while we can learn at the same time – Respondent 1

I always look forward to your classes as your style of conducting a lesson is very interesting and entertaining:) - Respondent 2

Among others, the innovation in teaching and learning at the X-Space with the platform of TiMeS for Introduction to Media Workshop (IMW) was highlighted as a less burdensome method of gaining knowledge and revising for module exams. While the methods were rigorously applied at the X-Space, the practice became the learner’s most convenient study platform where the activities immediately embed information during tutorial hours and is easily absorbed by the students.

The teaching style made the sem(ester) so much more bearable since it gives us less stress compared to our other modules, yet has just the right amount of stress for us to still want to ace our assignments/exams. - Respondent 3

The efficiency of the apps and softwares coordinated within the given tasks have also contributed to the satisfaction of the students due to their collaboration with peers and the relatability of the activities to their module outline. Based on the multiple selection of tools and apps used on the platforms, 50% of the responses saw that activities on X-Space is still relevant to their learning process within the X-Space and is a good decision by the instructors. In addition, 52.6% of the respondents had preferred Popplet as a collaborative activity in the X-Space. The feedback showed that the tool had increased their interests in brainstorming with others to produce meaning to their learning process. It can be said that Popplet provided the students with an avenue to lead as well as manage their peers while also feeling a sense of achievement and credibility of their learning process. In the meantime, the role of the facilitator also plays a role to ensure that the group is moving towards the right track despite the being managed by their peers.

It’s quite challenging to present our work during every lecture on Friday. It also provides a critical thinking and research learning throughout the module. - Respondent 4

Using interactive apps for learning was a great idea. - Respondent 5
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I appreciated the engagement with classmates in doing the activities. - Respondent 6

47.4% of students agreed that while it lacks multiple accessibility, StoryboardThat was regarded as one of the most suited activities to be conducted in the X-Space, considering its storytelling capabilities that allow the student users to feel at ease and in sync within their group dynamics. It can be said that the X-Space facilities complement the functions of the online storyboarding app and increased the likelihood of interpersonal communication among the group members.

RECOMMENDATIONS

While many instructors could adopt similar methods of teaching in an interactive learning space, the success and positive feedback from students rely mainly on the creativity of the instructor to achieve the outcomes anticipated for the learning module. The target audience plays a major role for instructors to choose the right activity for the lesson, considering that the generation gap between teacher and learner is often overlooked. Learners today are no longer passive as they now identify themselves as the digital generation. As such, the instructor needs to first assess the functionality of the learning space and its benefits for learners. Next, the instructor should be able to match the right learning objectives with the right learning pedagogy that involve sufficient physical and digital infrastructure.

Assessing the Functionality of the Learning Space and its Benefits for Learners

The Theory of Multiple Intelligences derived by Gardner (1987) argued that educators should approach the learning space by first evaluating personal characteristics of learners that include their physical, social, emotional, and intellectual capacities. Gathering targeted students’ worldviews is a valuable strategy for the instructor in establishing classroom dynamics, where the approach would open multitudes of opportunities to engage with learners less pervasively. Implementation of classroom activities that are dependent on the learners’ personalities provides subtle and impactful impression upon them when they are eased into familiar territories, yet they are simultaneously exploring new methods of blended learning. Therefore, understanding Multiple Intelligences among students becomes a major influence in planning, organization, and delivery of lessons for instructors, as students may have one or more aspects of the eight “intelligences” that belong to either of the following categories:

Applying of Gardner’s theory would mean overseeing the potentials of the learning space, such as the X-Space or other similar interactive spaces in educational institutions to work in favour of students that will channel their attitudes and behaviours developed during their physical and emotional growth during the classroom experience. In the X-Space classrooms, paradigms of the multiple intelligences (MI) that surfaced displayed linguistic, logical-mathematical and interpersonal approaches to problem-solving. It would be best to first observe as well as conduct a quick survey on MI to draw up the diversities in the intelligences of learners. While not all students have the same habitus, it is safe to average the majority of students in terms of preparing the technical requirements of the learning space for a smooth execution of a lesson.
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Table 4. Gardner’s Multiple Intelligences (Davis, Christodoulou, Seider, & Gardner, 2011)

<table>
<thead>
<tr>
<th>Intelligences</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Linguistic</td>
<td>An ability to analyze information and create products involving oral and written language such as speeches, books, and memos.</td>
</tr>
<tr>
<td>2. Logical Mathematical</td>
<td>An ability to develop equations and proofs, make calculations, and solve abstract problems.</td>
</tr>
<tr>
<td>3. Spatial</td>
<td>An ability to recognize and manipulate large-scale and fine-grained spatial images.</td>
</tr>
<tr>
<td>4. Musical</td>
<td>An ability to produce, remember, and make meaning of different patterns of sound.</td>
</tr>
<tr>
<td>5. Naturalist</td>
<td>An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.</td>
</tr>
<tr>
<td>6. Bodily-Kinesthetic</td>
<td>An ability to use one’s own body to create products or solve problems.</td>
</tr>
<tr>
<td>7. Interpersonal</td>
<td>An ability to recognize and understand other people’s moods, desires, motivations.</td>
</tr>
<tr>
<td>8. Intrapersonal</td>
<td>An ability to recognize and understand his or her own moods, desires, motivations, and intentions.</td>
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</tbody>
</table>

Match the Right Learning Objectives With the Right Learning Pedagogy

To implement this teaching style, the instructor should identify and evaluate lesson plans that are most suited for collaborative work in the X-Space, or a similar interactive teaching environment. It may not be fair to assume that one size fits all, but while this small case study concerned students majoring in arts and social sciences, there can be much improvisation with students with background of the sciences and other emerging fields. In many situations, instructors could look at problem-solutions, analytical, or descriptive outputs that can be done as a group. Google Drawings is the most ideal app to table numerical equations as well as illustrate narratives of scientific phenomena through its flexible text-ready and image functions. Meanwhile, Popplet can be used to detail mechanisms of work processes and flows of systems for the sciences as its functions offer mapping of ideas and connecting stems that are handy to expand. StoryboardThat would also benefit in describing or applying real-life scenarios to various disciplines and case studies, particularly in the areas of history, psychology, culture, hospitality, business administration et cetera. This is due to its visual nature that is useful in explaining events in chronological order and to provide sharper clarity to the relevant audiences. Most importantly, in preparing a lesson in the X-Space the following routine should be established based on the weekly plans:

1. Preload activities on TiMeS / Brief students beforehand
2. Integrate it with various learning tools
3. Become a facilitator
4. Encourage and support their learning
5. Reward their efforts

The X-Space in Enhancing Student-Teacher Relationships

The U&G is frequently deliberated in the studies of hermeneutics and media affordances where the practice of utilizing technology is adjustable and expendable in a play-like reflection of meaning by media users (Bower, 2008; Wilson, 2016). This means that the user continuously shapes technological determinism where their needs to fulfil a personal goal creates room for more communication opportunities
in both physical and digital realms. Relating this to the practice of X-Space among Taylor’s University students who are also active media consumers, today’s learners are easily distracted by ample access and influences of online communication. Therefore, the role of the instructor is to nurture and guide the student with the right tools for the right learning outcomes. As further explained by Wilson (2016, p.2) learners of today are goal-directed, in which intelligibility or knowledge expansion is anticipated at the end of a selected media use. By offering this incentive in the X-Space usage, instructors would benefit from both physical and digital engagement with the students. This is due to the subconscious desires of millennial learners that seek attain empowerment from authoring and constructing meaning from their access and advent of technology.

There is a strong relationship between the students’ media use and their learning gratifications. It can be said that their personal backgrounds and exposure to cultural trends affects their views on the X-Space experience. Power relations also come to play in the negotiation of activities at the X-Space where students and instructors are equally balanced in their distribution of voice. Student dispositions are based on the team-playing aspect where all group members are accountable and responsible for the outcomes of the activity, simulating real-world experiences in the work force. While there is a delegation of tasks among all group members, there is also the role of the instructor that moderates the pace of the activity. The course design needs to be superficial enough to cut across all levels of aptitudes within the classroom, yet niche enough to reflect upon the learning outcomes. Instructors for 21st century learning must fully equip themselves with training and become updated with trends in blended learning and technical knowledge of future education in order to keep up with the growing number of millennials who require guidance and motivation.

FUTURE RESEARCH DIRECTIONS

After analyzing student-learning gratifications derived from the X-Space framework at Taylor’s University, there is a significant connection of technological determinism that mediated the teacher-learner relationship through a construct of empowerment and accountability that imbued elements of leadership and autonomy among students. Observations on the learning environment of the X-Space found that there are power relations that exist in expanding the potential of learners and their perspectives on constructing their own learning paradigms in the activities they are engaged with. For future research, a recommended perspective is to determine the effect of learning spaces and technology upon their preparation towards the working environment and future decision making and group dynamics at the workplace.

CONCLUSION

The positive outlook of the students on collaborative classrooms have accentuated the role of X-Space classrooms at Taylor’s University. Aside from providing a progressive step towards 21st century learning, the increased participation and engagement of students would prepare them with the right mindset and industry-ready attitude. This context of increased graduate capability stemming from the TGC is applied to the students’ development of both hard skills and soft skills while utilizing their technologysavviness. Being a team player increases the likelihood of a students to interact and engage with peers while creating a web of knowledge that is shareable, beneficial and ultimately adaptable for the generations of future learners.
REFERENCES


