

Digitising a Learning Activity: Challenges and Opportunities

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As the world contemplates a new landscape in teaching and learning due to the COVID-19 pandemic, the strategies and approaches used for teaching and learning must ensure all students have access to digital resources. This paper explores the challenges and opportunities faced by the researcher and her students when a learning activity previously implemented in face-to-face sessions is transferred into an online learning environment. The learning activity, known as Work-the-Walk (WTW), is a transformative learning activity designed by the researcher, and the researcher owns the copyright of WTW. The objectives of this paper are to identify the challenges and opportunities raised by transferring WTW to a digital format and, ultimately, to suggest the best ways to make the transition from a physical learning activity to a digital format effectively. A qualitative approach was used to obtain data for analysis and discussion. Preliminary findings suggest that the Digital WTW (D-WTW) presents two main challenges and two main opportunities for both the researcher and the students.

Keywords: D-WTW, learning activity, online learning environment, teaching and learning, WTW

INTRODUCTION

The past year has seen massive changes in the ways students learn and the ways educators teach. Affected by COVID-19, education has been reported to be one of the disrupted sectors in the world (Demirbas, Bozkurt, & Yorgun, 2020). Due to the lack of physical schooling in 2020, educators have struggled to complete syllabi and students have struggled to learn fully online and score well in assessments. From physical classes to blended learning and now to fully online learning, education must continue to ensure all students gain access to relevant resources to improve their life and those dependent upon them in the future.

This paper attempts to explore the challenges and opportunities in using a learning activity designed for face-to-face sessions in an online learning environment. The learning activity, known as Work-the-Walk (WTW), was designed by the researcher, and has been used in her face-to-face sessions for eight semesters prior to its copyright application. With the pandemic cancelling physical classes and associated class activities, the researcher has applied WTW online using existing platforms. Therefore, data for this paper were collected at the National Defence University of Malaysia (NDUM), where the researcher teaches, and the users for her Digital WTW (D-WTW) were her students.

Given the paradigm shift in the process of teaching and learning, all education providers, including the NDUM, must prepare a suitable online teaching and learning environment. This can start with the teaching and learning activities that could be adapted and transferred into an online learning environment. As mentioned earlier, the aim of this paper is to explore the challenges and opportunities of using a learning

activity designed for face-to-face sessions in an online learning environment. Thus, there are two main objectives of this paper: 1) to identify the challenges and opportunities raised by transferring WTW to a digital format, and 2) to recommend the best ways to adapt and transfer physical learning activities to an online format.

This paper has two main research questions that will achieve the aim and objectives of the study:

1. What are the challenges and opportunities when transferring WTW to a digital format?
2. How best to transfer the existing learning approaches used in face-to-face sessions into an online learning environment?

AN OVERVIEW OF WTW

This section explains the learning activity for face-to-face sessions and WTW, including the philosophy and practices (implementation). Because WTW was designed by the researcher about four years ago and has been used in her physical classes, there are no formal documentation and citations about the activity available. Thus, this section concentrates on its philosophy, design and development, types of WTW, and how WTW is implemented.

Taking advantage of the flipped classroom strategy (see McCarthy, 2016), the researcher stopped conducting lectures about four years ago. Instead, she uses face-to-face sessions to conduct engaging activities to complement the notes uploaded in the Learning Management System of the NDUM. These activities arguably have been a form of transformative learning, which is active and collaborative. Students are required to understand the uploaded learning materials, which include videos, reading materials, and pictures or diagrams, before attending the face-to-face sessions. The classes start with questions to probe students' understanding of the previous lessons and to connect to the lessons of the day. Socratic dialogues, a method of questioning and probing for appropriate answers, are used to sharpen students' perspectives on previous learning and lessons they are about to explore. WTW begins when students have no more questions.

WTW requires activities to be conducted in small groups where students must brainstorm and discuss the lessons (the critical concepts) of the day. Then, they will go to the whiteboard, which is placed around the classroom (this arrangement of the classroom is inspired by the classrooms at the United States Military Academy, West Point, shown in Figure 1). At the whiteboard, they mind map the important concepts (see Figure 2 for an example of the mind mapping on a whiteboard). These brainstorming and mind mapping sessions encourage active, collaborative, and exploratory learning, and increase problem solving and communication skills.

FIGURE 1
CLASSROOM AT WEST POINT



The Researcher, 2006

FIGURE 2
WTW (CONCURRENT)



The Researcher, 2018

Over the four-year period, WTW has been expanded into four types of implementations. Each type is able to stand on its own or they can be used in a combination of any two. The types of WTW include (where mind mapping is already on the board):

- a. WTW (Free Flow) – One student from each small group presents the critical concepts to the rest of the class. The presentation is conducted at the whiteboard, where all students will gather. The researcher offers feedback on what has been explained and asks questions or adds, when appropriate. Students are encouraged to ask questions.
- b. WTW (Rotation) – All small groups move around the class, from one whiteboard to another. All groups are able to read the critical concepts mapped by the other groups. They are also encouraged to add any missing information on other groups' mind map. About five to seven minutes are spent per whiteboard before they rotate to other boards. The researcher visits randomly any board and listens to the discussions, adding where necessary and correcting when needed.
- c. WTW (Concurrent) – A representative from each group visits the whiteboards of other groups concurrently; if there are five groups, then that suggests that four group members will be visiting the other four groups' boards. Then, the host of the whiteboard explains to the 'visitors' the critical concepts of his/her group. After a question and answer sessions, the 'visiting' members return to their groups and explain what they learned from the other four boards. The researcher allows for a 10-minute discussion before inviting representatives from each group to explain other groups' critical concepts. Missing or incorrect information is added on the relevant whiteboards.
- d. WTW (Visual) – Working in small groups, students draw pictures or sketches to demonstrate their critical concepts. No text is allowed on the board. Similar to WTW (Rotation), students will shift from one whiteboard to the next and discuss the visual content. The researcher then asks questions when the groups have returned to their own whiteboards. Changes to the visuals will be done based on the discussions.

The rationale of using WTW is twofold. First, in order to prepare the future graduates to face Industrial Revolution 4.0, they need to be effective critical thinkers and problem solvers (Gray, 2016). It is argued that WTW could train students to be effective future leaders. Second, the Ministry of Higher Education, Malaysia, encourages all education providers to expose students to be more active and collaborative in their learning; therefore, students must be *developed* using heutagogy (self-determined learning) and paragogy (peer-oriented learning). Further, according to Higher Education 4.0 (*Amanat Menteri Pendidikan*, 2018), learning should be without lectures.

METHODOLOGY

This paper adopts a qualitative approach to research by means of observations and informal WhatsApp interviews. Because the researcher has only implemented D-WTW over the past two semesters during the emergency remote teaching phase, D-WTW can be considered in its infancy. There are two critical stages.

First, students were made aware of WTW as a learning activity from the face-to-face sessions and then informed of the similarity to D-WTW. D-WTW was used for eight hours in both courses taught by the researcher. During the execution of D-WTW, students were observed online regarding how they collaborated and how they presented ideas. Second, selected students were interviewed informally about D-WTW. Four questions were asked (see questions in Section 4.2). These questions were posted in the main WhatsApp groups of the two courses and students were invited to answer them voluntarily.

At the time of writing this paper, only the first WTW (Free Flow) was transferred to a digital format. The implementation of D-WTW (Free Flow) involves the use of Microsoft Teams (MS Teams), a platform for video conferencing, and Padlet, an online board where both educators and students can collaborate, reflect, and share videos, pictures, and/or links. Before the start of the lesson, the researcher prepared the link to the class on MS Teams and then prepared the board on Padlet; links to these were then shared with the students.

Sample Population

The researcher taught two different courses during Semester 1, Academic Session 2020/2021, which started in October 2020 and ended in the middle of February 2021. The total number of students in these two courses was 80. About 85 percent of the students were at home and the other 15 percent was on campus, including military cadets and students who did not have stable access to the Internet at home. For the informal interviews conducted through WhatsApp, students were selected based on convenience; questions were asked on WhatsApp groups for each course and all answers were documented based on themes.

Research Instruments

Two research instruments were used. For the observation strategy, a checklist was used to document students' online collaboration and presentation. The checklist consists of three items each for collaboration and presentation. The scale for the checklist includes Yes, No, and Not Observed. For the informal interviews, four questions were asked about the respondent's experience and preference for online learning activities including D-WTW.

FINDINGS AND DISCUSSIONS

The findings of this paper came from the observations and informal interviews conducted on WhatsApp. For the observations, six items were documented using the scale explained earlier. Meanwhile, four questions were asked during the informal interviews. Thus, this section begins with discussions on the observation checklist followed by the themes found during the informal interviews on the process and challenges of D-WTW (Free Flow).

Data From the Observation Checklist

Based on Table 1, it could be deduced that students using D-WTW were able to collaborate and present during online activities. However, during the first attempt for both courses, students were not able to collaborate effectively online (such as slow response rate and questions were asked personally through Direct Message to the researcher). For the final-year students, despite being exposed to WTW during their first year, the first attempt of D-WTW was a challenge for them too. For the other course, attended by first-year students, the challenge was different because they had never been exposed to WTW. Therefore, a briefing on how to participate in the learning activity was given and questions were entertained on the roles of each member during D-WTW.

What can be discerned further is that backchanneling *must* have happened. Backchanneling is argued to be a technique to monitor students' engagement and performance in learning (Reinders, 2014). The researcher defines backchanneling as discussions that happen during an online lesson on WhatsApp and not in the main WhatsApp group in which the researcher was added as a member; instead, these discussions took place on another WhatsApp group amongst the students only. In order to complete the tasks assigned to them, the researcher argues that backchanneling did occur; otherwise, students would not be able to

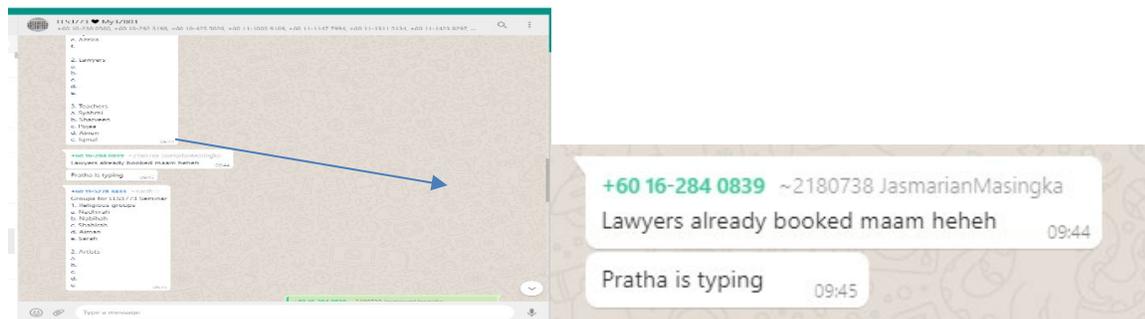
brainstorm, discuss, and later present critical concepts (these processes were not evident in the main WhatsApp group).

TABLE 1
OBSERVATION CHECKLIST FOR COLLABORATION AND PRESENTATION ONLINE

	Items	Yes	No	Not Observed
1	Students are collaborating on the tasks assigned – progress on Padlet is consistent	√		
2	Backchanneling happens			√
3	Members in groups are adding information when needed on Padlet	√		
4	Group members help the main presenter during the presentation	√		
5	Those who present do not take an active part on Padlet		√	
6	Presenters add more information not shared on Padlet	√		

* The results presented are the third and fourth D-WTW of two hours each

FIGURE 3
SCREENSHOT INDICATING THE USE OF BACKCHANNELING (FROM THE MAIN WHATSAPP GROUP OF ONE COURSE)



Although the researcher is unable to obtain the screenshot of the backchanneling activities on students' WhatsApp group, Figure 3 illustrates that backchanneling did happen when the students were required to discuss something amongst the students only. This screenshot is from the main WhatsApp group when the students were assigned to group themselves according to specific roles. Next, to further illustrate the use of MS Teams and Padlet for D-WTW, Figure 4 is an example of how D-WTW (Free Flow) is implemented online.

activities are mainly Internet connection and stability; otherwise, it becomes difficult for them to participate in D-WTW (Free Flow). Second, students with zero experience with WTW required more time to understand how to be engaged in D-WTW. There are also two opportunities of digitising physical activities. First, students who are used to physical activities can easily adapt whatever that they had experienced in face-to-face sessions into an online learning environment. Second, educators are able to use whatever appropriate physical learning activities and then digitise them to be implemented online accordingly.

In addition, educators may digitise their physical learning activities in two ways. First, educators must not be afraid to experiment and apply a 'trial and error' approach. They can use any existing learning activities and digitise those using existing online platforms and apps. Second, educators should choose learning activities with which they are familiar and comfortable, and choose easy-to-use online platforms or apps such as Padlet.

To conclude, much is still needed to be done in order to ensure that D-WTW benefits students to the fullest. At its infancy, only WTW (Free Flow) is effectively digitised, i.e. D-WTW (Free Flow). Other types of WTW may require different platforms and apps other than Padlet in order to achieve their potential to assist student learning. The researcher opines that with more experiments on digitising learning activities, an online learning environment could match the face-to-face session experience.

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