

Padlet Online Discussion in Enhancing Students' macro Critical Thinking Skills

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Abstract: Online discussion has become one of the important strategies for the teacher to teach the students to think critically in conveying their ideas and become more proactive and creative. Although there are two types of critical thinking skills: macro and micro critical thinking but in this paper, padlet online discussion communication (PODBC) was conducted to examine its effectiveness in enhancing students macro critical thinking. A total of 70 Universiti Utara Malaysia Management Foundation Programme students involved in this experimental research design. The students in treatment class are divided to few groups. Every group uses back channel padlet online discussion to discuss the topic given. All the group members discuss and write their ideas in padlet. Ideas that are posted in padlet will be displayed in front of the class so that the entire group in the treatment class could see the given ideas. Paul's model was used to analyze student's macro critical thinking in padlet online discussion backchannel communication. The finding shows that students who used padlet online discussion backchannel communication have greater macrocritical thinking level than students who do not use back channel.

Keywords: Padlet, Backchannel Communication, Macro Critical Thinking,

Introduction

In National Education Blueprint, 2015-2025, online learning and learning strategies towards students-centered learning has become an important collaborative learning. The Malaysian Education Minister believes that by using online, the gap between the rural and urban areas in term of achievement in education among the students from all levels could be reduced. Management Foundation Programme students are a group of students who further their studies after finishes their SPM exam (government exam). Promoting critical thinking skill among these students help them to apply cognitive presence and control their knowledge input as an aid to meaningful learning. In Malaysia, education departments hope that teachers will use strategies of teaching critical thinking skills (CT) and use some problems base questions in exams that test students' critical thinking skills (National Education Blueprint 2006-2010, 2007). Schafersman (1991) documented that the purpose of specifically teaching critical thinking in the sciences or any other discipline is to improve the thinking skills of students and prepare them to be succeed and face the world challenges. In this paper, online discussion among foundation students using padlet as tool was used to analyze their critical thinking skills and the ability to convey their ideas in given issues.

Problem Statements

Implementing CT skills in University studies faced some challenges as universities often have many lectures. It is challenging to monitor and enhance every students critical thinking abilities. One of the ways to tackle these problems is to adopt online discussion in the class. Discussing online is a complementary channel for interactions and collaborations among students and instructors usually in the form of synchronous chat like Hotseat, TodaysMeet, Padlet and other related tools. Some of these tools allow learner to be anonymous when posting and discussing their ideas. According to the existing research, there are several studies demonstrating the benefits of having online discussion in the classroom or lectures. Among the positive benefits documented are the convenience of asking questions and getting responses from the instructors, learn new information from