



Faculty of Cognitive Sciences and Human Development

**PEDAGOGICAL PARTNERSHIP IN AN ONLINE LEARNING
ENVIRONMENT**

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Masters

PhD

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**PEDAGOGICAL PARTNERSHIP IN AN ONLINE LEARNING
ENVIRONMENT**

CHANG SZE THING

This project is submitted
in partial fulfilment of the requirements for a
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Date:

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A-

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ABSTRACT

Pedagogical partnership is a process that encourages collaboration between the lecturer and students to investigate the teaching and learning method or practice. This study is generally purposed to examine the online pedagogical practices in University Technology MARA (UiTM), Kota Samarahan during the pandemic of COVID-19. It involved the cooperation of a lecturer and a student partner who did not enrol in the focal course, to enhance the online learning environment for 42 university students enrolled in a course. A qualitative research method was conducted to observe the students' online learning behaviour and experience during the online learning. The findings show that both positive and negative students' experience as well as their behaviour during online learning. The findings were then explained through the reliable sense of presence and community, technology, and students' personalities. The study also provides valuable information on the role as a student partner and the challenges faced in the partnership. Some research ideas and suggestions to provide more understanding were also provided about his pedagogical partnership approach.

Keywords: pedagogical partnership, online learning environment, online pedagogical approach

ABSTRAK

Perkongsian pedagogi adalah proses yang mendorong kerjasama antara pensyarah dan pelajar untuk mengkaji kaedah atau amalan pengajaran dan pembelajaran. Kajian ini umumnya bertujuan untuk mengkaji amalan pedagogi dalam talian di Universiti Teknologi MARA (UiTM), Kota Samarahan semasa wabak COVID-19. Ia melibatkan kerjasama pensyarah dan rakan pelajar yang tidak mendaftar dalam kursus fokus, untuk meningkatkan situasi pembelajaran dalam talian untuk 42 pelajar universiti yang mendaftar dalam kursus ini. Kaedah penyelidikan kualitatif dilakukan untuk memerhati tingkah laku dan mengkaji pengalaman pembelajaran pelajar semasa pembelajaran dalam talian. Hasil kajian menunjukkan bahawa pengalaman pelajar positif dan negatif serta tingkah laku mereka semasa pembelajaran dalam talian. Penemuan kemudian dijelaskan melalui kepentingan rasa kehadiran dan komuniti, teknologi, dan keperibadian pelajar yang boleh dipercayai. Kajian ini juga menyediakan maklumat berharga mengenai peranan sebagai rakan pelajar dan cabaran yang dihadapi dalam perkongsian pedagogi. Beberapa idea dan cadangan penyelidikan juga disediakan untuk memberi lebih banyak pemahaman dan mengenai pendekatan perkongsian pedagogi ini.

Kata Kunci: perkongsian pedagogi, situasi pembelajaran dalam talian, pendekatan pedagogi dalam talian

CHAPTER 1

INTRODUCTION

1.1 Introduction

This study is generally purposed to examine the online pedagogical practices during the pandemic of COVID-19. The project proposal had separated into three chapter which are Introduction, Literature Review and Methodology. In Chapter 1, the background of study was explained, and the problem statement is stated. A general objective is stated together with four specific objectives of this study and the research questions. In research framework, the whole process of the study is explained. Significance of study will explain about why this study is interested to be carry out and the scope of study is explaining about the how will the participants involved in the study, the duration of the study and the location of the study conducted. Limitations of study is explained about the limitation that will faced during the pedagogical partnership after discussing and get some information from the lecturer partner. In Chapter 2, the further explanation about the literature review is explained. The explanation had separate into five small parts which include pedagogical partnership, benefits of pedagogical partnership, the pandemic of COVID-19, online learning, and previous studies. In Chapter 3, the methodology of the study is explained. The parts that involved in methodology are description of setting, role of researcher in data collection process, data collection method, consent or ethical issues in research, description of participants selection, description of type of data collected and analysed, and research timeline. In Chapter 4, the findings of the results are listed and categorised. All the findings of the objectives are listed down with some support of diagrams. In Chapter 5, the results are discussed in detail with the support of

research. The explanation is according to the findings in Chapter 4. In Chapter 6, the conclusion of the study is concluded with the significant finding, recommendations and suggestions provided.

1.2 Background/Context

Pedagogy is defined as the method and practice of teaching (What is pedagogy, 2018). When talking about the pedagogy of teaching, it refers to the ways' teachers deliver the content of the curriculum to their students. Pedagogical Partnership can be defined as the collaboration of students and academic staffs in the teaching and learning process. According to Lorna, Susan, Hilary, and Pamela (2018), students who involved in pedagogical partnership will as the course consultants engaged in the process of teaching and learning. Students are allowed to give feedbacks and positive approaches or strategies to enhance the teaching and learning process.

Different ways of Pedagogical Partnership had implemented in western countries and studies showed that it brings benefits not only for the academic staffs, faculty and the students (Cook-Sather, 2016, 2017; Bovill, Felten & Cook-Sather, 2014). Throughout the Pedagogical Partnership, students were able to create brave space (Cook-Sather, 2016), build a sense of belonging and create a trusting classroom community (Cook-Sather, 2017), enhance learning experience and positive wellbeing (Jennifer & Harry, 2019). According to Bovill, Felten and Cook-Sather (2014), partnerships tend to make both students and faculty more thoughtful, engaged, and collegial. They had identified three clusters of outcomes from this partnership which included engagement, awareness, and enhancement. Hence, pedagogical partnerships able to increase engaged learning and reframe the traditionally hierarchical structure of teacher-student relationships (Cook-Sather, Melanie & Anita, 2014).

Online learning is education that takes place over the Internet and its often referred to e-learning (Joshua & Ph, 2020). Unlike physical classroom teaching and learning, online learning will encounter resources such as e-books, videos, lecture recording, discussion forums, live class session and so on. Online learning is a new pedagogy for new generation (Gabi et al., 2015). However, not every Higher Education implemented online learning for their universities. Because lack of the experiences in online learning, extra stresses and workloads will be effects students, teachers, and faculty (Chrysi et al., 2020; Ida, 2020). According to a study, three main things that lecturer and faculty have to contribute to have a better experience on online learning are the learning design, teacher presence and assessment (Chrysi et al., 2020). Students who just experienced online learning will worried that universities are not able to provide support that they need. Unlike physical classroom learning, students can direct ask questions or solve their problems face-to-face with the teachers. When going through online learning, everything can only use technology like video call, email, or WhatsApp to get helps and advice from the teachers. to avoid students feeling worried and helpless, a support team has to be built to support the students (educations.com, 2020).

During the pandemic of COVID-19, pedagogy activities which forced to be move fully online had brings extra stresses and workloads for the academic staff and faculty in university (Chrysi et al., 2020). As during this periods, online learning is the best platform to keep learners engaged and safe by maintaining the social distancing. In India, government India has initiated different online learning platforms to ensure the pedagogy able to continue (Pravat, 2020). The online learning platforms that the government of India initiated can be recognised by UNESCO and World Bank. Same as some of the other countries, the most important challenge that Malaysia faced on

online learning is the internet access problem. Many strategies had implemented by The Education Ministry Malaysia such as improve the internet access for schools, implement a pilot project for mobile device ownership which involved 150,000 students in 500 schools, digital textbooks, and educational videos (Rahimy, Tarrence, & Martin, 2020).

1.3 Problem Statement

Pedagogical Partnership was started in 2007. Many studies about this Pedagogical Partnership only studied about the classroom-based (Cook-Sather, 2016, 2017; Ana, 2017; Victoria & Kirsten, 2017), not about the online learning which can also know as e-learning. However, a challenge happened and forced all the pedagogy activities must move online.

The outbreak of pandemic COVID-19 in Malaysia with the first COVID-19 positive case on January 25, 2020 (Ain et al., 2020). The continuous increase of positive cases cause the Malaysia Government enforced a Movement Control Order started on March 18, 2020. The enforced of Movement Control Order (MCO) related to the restriction of movement of people into or out of an area and this affected the normal daily life.

During the pandemic of COVID-19, pedagogy activities are forced to move online. Students and teachers must undergo online learning. As students in Malaysia are mostly not use of leaning online, hence a lot of challenges will faced by the students and teacher. Unlike the learning and teaching through the physical classroom, students and teachers are now forced to learn and teach through the online platforms. Many challenges and uncertainties such as communication and interactions

between students and teachers, exams and assignment, and internet connection problem will be faced during online learning.

1.4 Objectives & Research Questions

1.4.1 General Objective

The main objective of this study is to examine the online pedagogical practices employed in course ELC 121 Integrated Language Skill which was implemented in UiTM, Kota Samarahan during the Covid-19 pandemic.

1.4.2 Specific Objectives

1. To examine students' behaviour in their online learning.
2. To examine students' experiences in their online learning.
3. To reflect on appropriate strategies to improve the students' online learning experiences.
4. To identify the challenges faced during the partnership.

1.4.3 Research Questions

1. What are the students' behaviours in their online learning?
2. What are the students' experiences in their online learning?
3. What are the appropriate strategies to improve the students' online learning?
4. What are the challenges faced during the partnership?

1.5 Research Framework

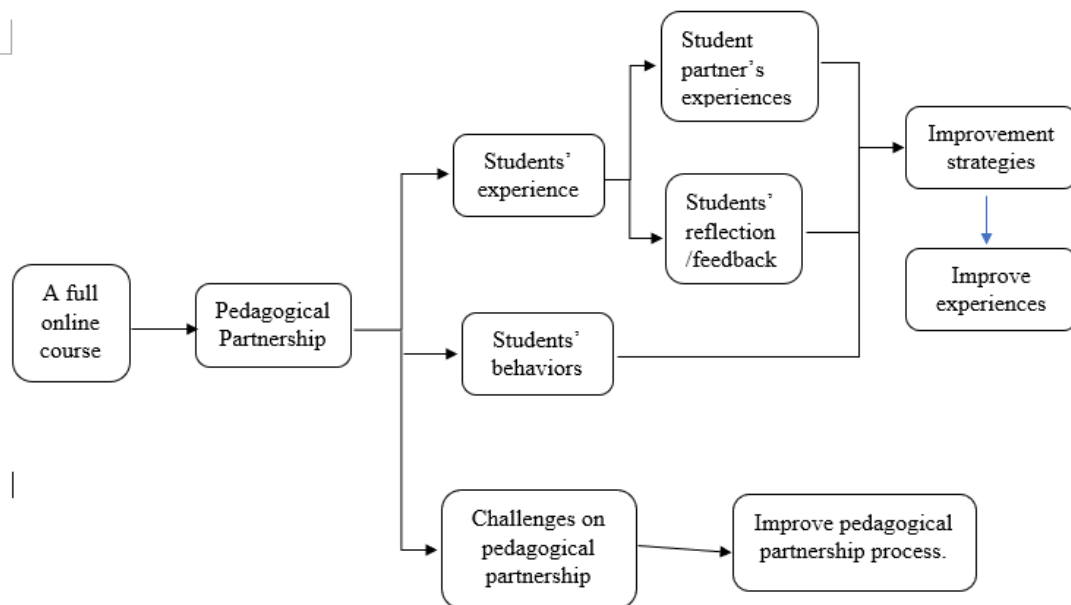


Figure 1. Research framework

This study was conducted on a full online course implement in UiTM, Kota Samarahan. Pedagogical Partnership between researcher (student partner) and a lecturer partner from UiTM, Kota Samarahan. This study is carrying out to examine the students' behaviours and experiences during the online learning. The data was collected through observation during and after the online learning class. Reflection has done after every class and appropriate strategies were suggested and commented to the lecturer partner to improve the students' experience during the online learning. Besides, the challenges that faced during the pedagogical partnership have been recorded by the researcher for further references to improve the pedagogical partnership in online learning.

1.6 Significance and Scope of the study

From this study, students or educators especially lectures in UNIMAS will get practical information about how the pedagogical partnership able to implement in online learning environment. The findings from this research also can be used to

facilitate students and lecturers who would like to implement pedagogical partnership for certain online course and propose a feasible pedagogical partnership practices for future replication. The findings of this study will be obtaining the students' perspective which can be used for future implement pedagogical partnership to improve the online pedagogy.

The course that chosen for this study is ELC 121 Integrated Language Skill which implemented in UiTM, Kota Samarahan during the pandemic of COVID-19. This is the first level of English language courses that requested students in UiTM, Kota Samarahan to take. The objectives of this course are to provide students a basic of English language. Students who enrolled this course learn about the grammar, vocabulary, comprehension, reading and speaking skills. The study with the chosen class was implemented for one semester which is around 7 weeks not including semester break and exam weeks. The number of students who involved estimated were 40 of them in a class.

1.7 Limitations of the study

There are some of the limitations of the study after researcher have discussing and understanding the teaching and learning methods in UiTM, Kota Samarahan with the lecturer partner. First, the learning system in UiTM, Kota Samarahan is totally different from what in researcher's university. In UiTM Kota Samarahan, the lecturer is using Google Meet as their live classroom session, and they used Google Classroom as the platform for them to upload their lecturer notes and slides. Second, they do have an actual online platform, U Future to allow lecturer to upload their notes and slides. U Future is a platform which functioning somehow like the online platform, eLEAP in University Malaysia Sarawak. However, this system is not

functioning well and causes the lecturers seldom use this platform for the teaching process. Third, it is difficult to track the students' activities. Unlike the online platform used in University Malaysia Sarawak, UiTM does not have any platform to be use and able to track the online activities of their students. The only way that lecturer able to know the students' activities are from the attendance lists, the live session class and through the WhatsApp group chat.

1.8 Operational Definitions

1. Pedagogical Partnership - A collaboration of students and academic staffs in the teaching and learning process.

CHAPTER 2

LITERATURE REVIEW

2.1 Pedagogical Partnership

What is Pedagogy? According to Tes (2018), pedagogy is defined as the method and practice of teaching, including the teaching styles, theories, feedback, and assessment. Another word, it refers to the ways that teacher's deliver the content of course to their students. Teachers have to identify the best ways that they able to use to deliver the content of course. The pedagogical approaches can be break into four different categories which are behaviourism, constructivism, social constructivism, and liberationist. Teachers have to identify and choose the pedagogical approaches that they want to use during the pedagogy process.

Pedagogical Partnership is a large and complex area which both teaching and learning are conceptually and in practice (Mick, Abbi, & Kathy, 2014). According to Mick, Abbi, and Kathy (2014), pedagogical partnership is highly contextual and influenced by many factors, such as the experiences, the culture and history, the social and political context between students and staff, and faculty. Three different examples were given as to compare the differences of understanding 'partnership'. First example, in UK Quality Code for Higher Education, the Quality Assurance Agency (QAA) defined that partnership as students and staff work together, able to communicate openly and shared goals and values. It is a mature relationship between students and staffs who implemented this partnership. Second example, The National Union of Student's (NUS) defined that partnership not only investigates students with the knowledge and learning, but also the power of co-create. According to them, partnership means students and staffs are able to share their responsibility to identify and solve problems. Third example, Student Participation in Quality Scotland

(Sparqs) defined partnership as a relationship between students and staffs which is equally work together. They able to respect each other, not only sharing their own knowledge and skills but also able to joint their knowledge and skills together to enhance works.

2.2 Benefits of Pedagogical Partnership

First, Student-Faculty pedagogical partnership able to create brave spaces (Cook-Sather, 2016). “Safe space” was defined as a space which no danger, risk or harm will be able to get into it. Rather than “Safe space”, Cook-Sather introduce another term which is “Brave space”. Brave space implies that, although the space might to be safe and it might consist of danger, risk or harm, those who enter that space will have courage to face those danger, risk or harm. This is because during the pedagogical partnership, students will be able to work together with the academic staff, discuss and share the problems or experiences. Students in this pedagogical partnership are advised to share anything they faced with their academic staff to solve their problems and improve their learning experiences. Hence, brave space will be created within and through the student-faculty pedagogical partnership.

Next, pedagogical partnership can build a sense of belonging, create a trusting classroom community and spark hope (Cook-Sather, 2017). According to Cook-Sather, every each of us need these three things to inspire us in our life which are belonging, trust and hope. These feelings will affect the ability of a person to be meaningfully present and engaged. Students who feel that they are not belong, feel distrustful or even hopeless will cause them not able to perform well in their learning and teaching process. They might be not able to integrate themselves into small

groups or even the social life. Hence, pedagogical partnership enables students to create the feeling of belonging, trust and hope.

Moreover, pedagogical partnerships able to enhance learning experience and positive wellbeing (Jennifer & Harry, 2019). Students' emotions will be able to foreground when pedagogical partnerships implemented. This is because student's emotional realm of learning is important if wants to enhance students' positive wellbeing for the learning and teaching process. From the results of the study, the feedback most of the students have said that pedagogical partnerships enhance their learning experiences because they will be able to ask questions or get some comments for the things that they are not really understand. This is because sometimes some of the students are not able to understand clearly or get the information that teachers gave and these make them confuse, hence they are not able to perform well. Some of the feedback also said that, with the discussion on the part that they did wrong or confuse will be able to make them feel motivate, able to enhance their learning experience and cultivate positive wellbeing.

According to Felten, Bovill, and Cook-Sather (2014), pedagogical partnerships tend to produce similar outcomes for both students and faculty. They had identified three clusters of outcomes from the student-faculty partnerships which are engagement, awareness, and enhancement. Engagement can be explained as to enhance the motivation and learning of students; awareness is to develop the meta-cognitive awareness and a stronger sense of identity; enhancement is to improve the teaching and learning of classroom experience (Mick, Abbi, & Kathy, 2014, p. 20). Not only students, but faculty will also get benefits when pedagogical partnerships implemented. For example, students will be able to increase their motivation and confidence on learning while faculty able to enhance their ways of teaching to helps

students to improve. Pedagogical partnership is just like a collaboration between students and faculty, they will work together to enhance the learning and teaching process.

2.3 Pandemic of COVID-19

According to Ain Umaira Md Shah (2020), Coronavirus disease 2019 (COVID-19) is a disease that originally found in Wuhan, China and was confirmed by the World Health Organization on January 12, 2020. This disease has spread in a high speed until almost the whole world affected. The WHO is then defined this disease had an incubation period of 14 days and it can be transmitted within this period. Malaysians were not prepared well to fight this pandemic and when the positive cases started to increase rapidly, Malaysian began to panic. As to control this situation, Malaysia government implemented a Movement Control Order (MCO) on March 18, 2020. This MCO restricted the movement of Malaysians into or out of an area and affects normal daily life. Recently, the Minister of Education had announced that students will be back to school on January 20, 2021 and the higher education students will estimate back to University in March. However, the increasing of positive cases forced the government to enforce the Movement Control Order (MCO) again to reduce the number of positive cases. This causes the original plan that announced by the Minister of Education cannot implement and students still have to continue their studies through online learning.

2.4 Online Learning

Online learning is education that takes place over the Internet, and it becomes the newest and most popular form of distance learning during the pandemic of COVID-19 (Joshua, & Ph, 2020). Online education or online learning had

implemented in many countries to allow students from other countries able to learn and study course online. According to ICEF Monitor (2012), online education become a major phenomenon around the world to offer ease and convenience learners appeal to people about everywhere especially those who wants to complete degree or certification programme at the same time have to balance their work and family. The countries that had implemented online education included United States, India, China, South Korea, United Kingdom, Australia, South Africa, and Malaysia. Nevertheless, most of the students in Malaysia does not use to the online learning model as we are all learn in physical class since kindergarten school. Online learning seems that will be bringing more benefits for students and teachers but is this true?

When moving the physical teaching to online teaching, the learning design, teacher presence and assessment have to be changed to fulfil the online learning requirements. The four main components of a learning activity through online included the context such as the learner's goals, the tools and resources used such as the communication channels use between students and teachers, the concrete tasks such as encourage peer collaboration between students, and the relationship between the above three components (Chrysi, 2020). For the teacher presence, teachers have to redesign the ways they deliver the content of course. The ways to deliver the content of course will be different from the physical classroom learning as the students are now learning through online. There are no face-to-face interactions between teachers and students, so the relationship between students and teachers is also important. Three of the teaching presences involved cognitive presence, social presence and facilitator presence which focused how teachers able to consider the preparation of students in online learning, how teachers able to maintain the social communication with the students well, and how teachers able to facilitate and monitor students.