

Chapter 16

Transforming Learning Experience to Achieve Learning Outcome: Improving Students as Partners in Learning

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ABSTRACT

Active partnership between teachers and learners that requires curriculum change in terms of student's participation during lectures and tutorials have become increasingly popular in the current curriculum development for many universities. Kolb's and Argyris theories of learning were adapted for this study to establish the framework for the constructs developed. A total of 178 samples were collected for the study. The result from the study showed significant relationship between team dynamics and learning outcome, team dynamic and learning attitude and behavior, learning attitude and behavior with learning outcome. The result also indicated full mediation of learning attitude and behavior towards team dynamics and learning outcome. The finding from this study provided a transformed culture and direction with new partnership between facilitators and students in achieving the desired learning outcome.

INTRODUCTION

Achieving learning outcome appear to be the greatest challenge faced by educators, especially in the higher educational institutions. Traditionally higher education has evolved for many years to be teacher centered and the student's role has been traditionally known to be passive receiver. However, in the new millennium a shift toward student centered learning approach is more prominent to provide interactivity and motivation Group, collaborative and experiential learning becomes norm in achieving learning out-

DOI: 10.4018/978-1-7998-6445-5.ch016

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comes. In-fact the reason approach in higher educational institution's reform has become students being partners in learning approach. The collaborative approach between students and lecturer as partners has built greater knowledge transfer not only for the lecturers but for the entire institution.

Collaborative and team learning were vastly introduced in the medical institutions. Scholars from the medical education had witnessed major reform in the teaching and learning process focusing and promoting collaborated programs such as active learning compared to passive learning (Papa & Harasym 1999). This transformation moved to the formation of interactive learning which includes problem-based learning and more recently, team-based learning (Parmelee, 2008). The implementation of active learning from the medical universities and colleges has provided a benchmark for other universities to introduce active learning method to achieve desirable learning outcome (Bleske, Remington & Well, 2014).

Team based learning is still the core activity in most universities to achieve desired learning outcomes (Clark, Nguyen, Bray & Levine, 2008). An important point to note in terms of learning outcome is the consideration of attitude and behaviors of learning. University students in the developing countries postulates varying attitude and behavior towards learning in groups with the support of e-Learning (Gulati, 2008). As such forming partnerships and team-based learning approach does face challenges among students to work as teams especially when it comes to behavior and attitude in getting assignments accomplished in most institutions (Bleske, Remington & Well, 2014).

Positive attitude has shown impact on the current generation of students towards e-Learning, study by Nassoura (2012), pointed out that many students, had positive attitudes towards e-Learning due to its positive impact on their motivation and self – esteem, however there has been no concluding evidence to state if learning outcomes been achieved. Whatever the learning method deployed by universities for its undergraduate students, the key point is the achievement of learning outcomes. Learning outcomes are assessed or measured according to learning goals and educational approaches, this has be consistent with the industry needs where students graduating will not be left behind due to changes in the approaches of how industry work in the future (Shavelson & Huang, 2003).

The transformation of teaching and learning approaches toward collaborative and group learning approaches not only gather students and lecturers as partners but will result in significant changes in the way business programs are taught today. Students as partners will not only pave the way for better knowledge transfer but will enhance in achieving learning outcome and graduate capabilities to meet the industry requirement. This chapter aims to explore the possibilities of learning outcome based on students working in teams in an assignment project, related to learning behavior and attitude towards achieving learning assurance for the module in the business module program for undergraduates.

PROBLEM STATEMENT

The trend for teaching and learning has changed in the new millennium, teacher centric has become irrelevant. To accommodate the changing need of teaching and learning, students need to be transformed as partners in learning as well as change in the approach of learning is needed. The approach of collaborative and team learning is now considered to be student centric apart from the eLearning approach which has now become the trend. The understanding and absorption rate of the module at the undergraduate level depends on how the students work independently together with co-members, experiential, team base and collaboratives approach. The team or group learning among undergraduates does not guarantee learning outcome, leaving students to work in groups independently with no supportive partnership with

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