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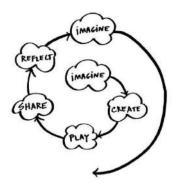
Peeragogy is a Shared Experience

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Peeragogy has gained its recognition in Malaysia after listed as one of the 21st century pedagogies in Malaysia Higher Education Blueprint that support lifelong learning. Emphasising learning experience that requires learners to collaborate in group. Joshi (2021) explained that peeragogy requires peer support and learners' support on peers in achieving an educational goal. This will leverage four C skills of learners; creative thinking, critical analysis, collaboration, and communication (Mohamad Anuar, Lee & Andika Bagus, 2024).

In educational discourse, peeragogy is often equated with collaborative learning. While there is overlap, this presumed equivalence overlooks critical distinctions. Collaborative learning typically involves learners working together under educator-designed tasks, sharing roles, cooperating, and producing joint outputs. Peeragogy, by contrast, goes further whereby it emphasises mutual agency among learners, in which not only the collaboration but also the learning design, monitoring, feedback, and even the goal-setting can be shared, negotiated, and owned by peers themselves. Choo, Embi and Hashim (2019) mentioned that peeragogy is to be conducted in a collaborative problem-solving learning environment as suggested by Corneli et al. (2012). So, the questions of 'What is learned, how, when, and among whom' are co-constructed by learners and peers, not only imposed or orchestrated by instructors. This difference becomes particularly meaningful in interactive learning environments, where real-time exchanges, feedback loops, and emergent pathways of knowledge matter.

Picture 1: Resnick's creative learning spiral

Recognising this distinction matters especially when we map peeragogy onto models like Resnick's Creative Learning Spiral (refer Picture 1). Peeragogy includes collaborative dimensions but must also accommodate imagination, iteration, reflection, and self-direction that does not just involve solving the tasks assigned by the educator (Resnick's model adds steps like imagine, play, share, reflect, etc.). Without these, peeragogy risks becoming just another variant of collaborative learning rather than a richer shared learning architecture.

Resnick's Creative Learning Spiral (2017) is a powerful lens for understanding how peeragogy can be more than

collaboration—it structures learning as an iterative process: **Imagine → Create → Play → Share → Reflect →** back to **Imagine** again. They argue that learners begin with imagining (generating ideas, conceiving what they might do), then move to creating (building or making something based on those ideas), followed by play (tinkering, experimenting, seeing what happens when variations are tried), then sharing (presenting to peers, getting feedback), then reflecting (considering what worked, what didn't, what could be improved). This cycle repeats, each turn deepening understanding and creativity.

In peeragogy, this spiral aligns well: peers imagine together (co-designing goals), create together or individually, experiment, share with each other, and reflect together. The interactive environment amplifies these stages, enabling peer feedback, remixing of ideas, rapid prototyping of one's understanding, and shared reflections. Thus, peeragogy, properly enacted, mirrors Resnick's spiral and allows learning to be dynamic, emergent, and socially involved (refer Picture 2).

Picture 2: Resnick's creative learning spiral in peeragogical context

In the context of Malaysian higher education, the application of peeragogy can be understood deeply through Resnick's Creative Learning Spiral, which highlights learning as a cycle of imagining, creating, playing, sharing, and reflecting. When learners collaborate on assignments or problem-solving tasks (Choo et al., 2019), they gain opportunities to refine and test their ideas through playful exploration, supported by the peer encouragement emphasised by Joshi (2021). To sustain this cycle, educators must design environments that foster low-risk experimentation and peer-to-peer evaluation (Resnick, 2017), while avoiding prescriptive assignments that reduce peeragogy to traditional collaborative learning (Arsad & Yee, 2023). Integrating the four Cs; creative thinking, critical analysis, collaboration, and communication within this spiral ensures that learners not only complete tasks but also co-create meaningful projects, as highlighted by Sabari, Roslan, Yazid and Ismail (2022). Thus, peeragogy should be able to transform learning experience in Malaysian context into a learner-driven and collaborative process that nurtures creativity, deepens critical engagement, and sustains lifelong learning.

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AKAL BUDI DALAM MENDEPANI ERA KECERDASAN BUATAN

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Menurut Kamus Dewan (Edisi Keempat), akal budi bermaksud fikiran yang sihat. Ia merujuk kepada kebolehan seseorang untuk berfikir secara rasional dan bijaksana, serta mempunyai budi pekerti yang baik. Secara asasnya, akal dapat didefinasikan sebagai fikiran, daya pemikiran, atau pertimbangan. Manakala, budi merujuk kepada budi pekerti, budi bahasa atau sifat-sifat yang baik. Justeru, akal budi merupakan gabungan pemikiran yang sihat dan amalan baik di mana kedua-duanya sama penting dalam mendepani era kemajuan teknologi berasaskan kecerdasan buatan.

Pembudayaan kecerdasan buatan atau *artificial intelligence (AI)* bukan lagi asing dalam kalangan masyarakat kini. Penggunaan teknologi ini telah digunapakai dalam pelbagai sektor seperti kesihatan, ekonomi, perkilangan, pertanian moden termasuklah sektor pendidikan (Masron, 2025). Secara asasnya, kecerdasan buatan ini merupakan teknologi yang telah dilatih untuk memiliki kebolehan berfikir seperti manusia. Teknologi ini mempunyai kelebihan untuk menyelesaikan masalah dan memberi input sedikit sebanyak telah