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VIRTUAL SYMPOSIUM ON TEACHING & LEARNING (VSTL) 2020

Redefining the Practice of Teaching and Learning

E-PROCEEDING

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INTRODUCTION

The very first Virtual Symposium on Teaching and Learning 2020 has been organised by the Academy of Language Studies, UiTM Cawangan Johor Kampus Pasir Gudang in collaboration with Unit Penulisan dan Penerbitan, BPJIA UiTM Cawangan Johor Kampus Pasir Gudang.

This symposium has provided an opportunity for researchers and educators to share their ideas and insights in the name of education. This symposium has also provided a platform for the exchange of knowledge and expertise in relevant fields and promoted exploration of potential collaboration for future research.

This event has the goal to bring academicians and researchers in education together from across the globe.

Researchers and authors have been invited to submit original high-quality extended abstracts. Papers are solicited on, but not limited to:

a. E-Learning

b. Innovation and Creativity in Teaching and Learning

c. Assessment and Evaluation in Teaching and Learning

d. Best Practices in Teaching and Learning

e. Others (related to Teaching and Learning)

All accepted extended abstracts have been presented by participants on the symposium day via Google Meet.

All accepted, registered and presented extended abstracts have been published in this e-proceeding with e-ISBN. Authors of selected extended abstracts will be invited after the symposium to submit a full paper for Scopus-indexed Journals/ a special issue in the Insight Journal UiTM Cawangan Johor. Best Papers and Best Presentations have also been awarded in this event.

FOREWORD BY ASSISTANT RECTOR



Dr. Haryana binti Mohd Hairi

Assistant Rector, UiTM Pasir Gudang

Assalamualaikum wbt and good day everyone.

I am pleased to welcome all of you to the Virtual Symposium on Teaching and Learning, VSTL, 2020. Congratulations for your participation, fruitful sharing session and discussion for the symposium.

Today, we have witnessed educators across institutions, disciplines and expertise, coming together to share the insights, experience, and practices in teaching and learning. I bet that everyone has had your fair share of not only getting inputs and ideas from others, but also share your own perspectives in the field of teaching and learning.

Ladies and gentlemen,

VSTL 2020 is one of the many virtual academic get-togethers, which could have been organized in the conventional way, with face-to-face meetings and sessions. However, considering the many aspects in our current situation, with the seemingly unending COVID-19 fiasco, this symposium is successfully done on a virtual platform today without neglecting the ultimate purpose of such programs. I believe that all of us today have gained so many positive inputs for various aspects in teaching and learning even without physically meeting each other, which is no less than if the program is done conventionally.

It is high time that such an event took place to highlight the remarkable contribution, in which “the new norm” of teaching and learning took place in our current education situation. I am proud to know that, through a glance at the list of presentations planned for today, reveals the amazing diversity of these areas. Congratulations to all of you.

COVID-19 pandemic has not only changed our way of teaching and learning, but also forced us to become more creative and innovative. In some cases, we could not meet our students face to face, and had to use virtual methods, as how we met today to carry out our duty as teachers and educators. This can be easy for some of us, but a mounting task for others. However, the responsibility of educating our learners still needs to be carried out, in one way or the other, no matter how challenging it is. Thus, the purpose of this symposium is for us to

not only share the traditional practices but also new methods and techniques in online or distance learning.

I hope that VSTL 2020 has been a good platform to inspire us, the educators to try out new teaching techniques and the experts to share their insight and valuable knowledge in this area. This could also be the route to a unique opportunity to share and exchange with counterparts from different specialties the advancements in your field. I also hope that our meeting will not stop today and can promote exploration of potential collaboration for future research.

Ladies and gentlemen,

On behalf of the committees and UiTM Cawangan Johor, I would like to thank all of you for your support and I hope that you have had fruitful and rewarding exchanges from this program. I would like to also congratulate the Academy of Language Studies, UiTM Cawangan Johor, Kampus Pasir Gudang for organizing the symposium, together with Unit Penulisan dan Penerbitan of BPJIA, UiTM Cawangan Johor Kampus Pasir Gudang. It is my hope to see more programs such as this in the future.

Before I end my speech, I would like to share a quote by Phil Collins;

“In learning you will teach, and in teaching you will learn”. May all of us here never stop learning, and continue inspiring the learners, and each other in our jihad to share and value the knowledge that we have.

I hereby officiate the closing ceremony and announcement of awards of Virtual Symposium on Teaching and Learning 2020.

All the best to everyone, and may all our effort be blessed. Thank you.

VSTL21

The Use of Social Media in Teaching and Learning for Dance Education at Tertiary Level

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Abstract

Online learning emerges as the oft talked constraint among educators especially, at the Tertiary level. Most students are encountering hardships in accessing the internet without hiccups, especially during the movement control order/quarantine/self-isolation due to the ongoing pandemic caused by Covid-19. However, internet access for the use of social media is easily available and not limited. As a result, teaching and learning techniques focusing on students of higher learning institutions can be done using social media apps such as Facebook, TikTok, YouTube, and Instagram.The aforementioned social media apps served as a platform to raise interest and increase attraction in dealing with learning activities in 21st century.

Keywords: *Interdisciplinary, Constructivism, Dance Education, Performing Arts, Intracultural, Trans-education, Endragogy, Pedagogy*

Introduction

The use of social media is one of the platforms that inspire students to be more focused, especially in completing their assignments and practical tasks for selected classes. It is occasionally perceived as simple but has a wide impact and effect in terms of presenting and cultivating students' creativity. Generally, creativity is often paid lip service, but in reality, most schools are currently experiencing a "creativity gap" with significantly more creative activities are taking place outside schools. Numerous psychologists argue that creativity is not just an enrichment or add-on in the classroom - it is a definable, measurable set of psychological skills that enhances learning and will be required in the 21st-century workforce. In the field of dance, it does not only provide students with various information and practical tasks, but also giving opportunities for students to get closer to the industry. It is easier and more appropriate for this millennial generation so that they are ready to break into the industry once they graduated. Based on what the researcher went through in the field study directly through the teaching process during the ongoing pandemic caused by Covid-19, students often justified that their internet access has always been abysmal. Nevertheless, in general, they are more likely to interact and work more creatively through platforms such as Instagram, TikTok, Facebook, and YouTube due to easier availability as compared to extended live streaming.

Through this observation, the researcher delegated tasks to students, such as creating and recording dance moves for uploads onto TikTok and Instagram applications. Aspects of learning and teaching by using the aforesaid platform not only attract their interest to be closer to the world of education and excellence, but also provide opportunity for students to promote their work, talents, and creativity to the industry. It is aligned with the first objective of this research, which is to prepare students to be more independent in finding new ideas in exploring the 21st century dance art. All the information shared in the WhatsApp application has also been changed to group discussions via Instagram. The work and the practical assignments assigned by the lecturer not only provide opportunity for one-to-one feedback, but also provide opportunity to the public to provide feedback in the comments section. Hence, social media works well for research, offering useful audience and subject monitoring tools. Students may use polls, surveys, or even just post a simple question to gauge how people feel about a specific topic (Altounian, 2015).

The utilisation of Instagram Live is also one of the lecturer's creative initiatives in assigning tasks such as creating new movements, recording choreography and many more. Through Instagram Live created by students, they will be more proactive in providing response to the watching audience members and this indirectly improves their communication skills. In today's frenzied world, we rely heavily on sharing information, resulting in greater emphasis being placed on having good communication skills. The second objective in this study is to help students to be more confident in communicating with and accepting feedback from the public. Good verbal and written communication skills are essential in order to deliver and understand information quickly and accurately (Beqiri, 2017). Therefore, communication is imperative in introducing and "selling their products", which is their dance performance. Every work they produced should increase the probability of incoming inquiries and comments from the public. Owing to the virtual experience with the audience, it is expected that the confidence level of students performing live in front of the audience will increase drastically. Every performance performed virtually is equal to the actual live performance; in fact, it has more viewers than the actual performance in the real theatre space thanks to the accessibility.

Seven Functions of Performance is a theory used in all types or forms of performances, including live on stage and virtual performances. In the context of performing arts, any performance is related to the 7 main points in observing the relationship between the reason and the cause of performance. There are a few functions of a performance shown in table 1. Richard Schechner proclaims that *'performing onstage, performing in special social situations (public ceremonies, for example), and performing in everyday life are a continuum'* (Schechner, 2002, p. 143). His contention that each one of us is in some sense a 'performer' is difficult to dispute. Engaging in 'real-life' is often indistinguishable from 'role play' and in today's 'surveillance societies' of Western culture as CCTV cameras are seemingly available everywhere. Hence, the scope for performance as an extension of simply having never been wider. The evident logical development of this is the ubiquitous 'reality TV' shows, as well as the do-it-yourself webcams and personal websites on the internet, both of which have contributed a new dimension to 'the style of being'.

To entertain
To make something beautiful
To mark or change identity
To make or foster community
To heal
To teach persuade or convince
To deal with the sacred and/ or demonic

Table 1: Functions of Performance

Materials and Methods

Generations X, Y, and Z are among the generations that are so active in social media and by using a platform like this, it will make students more forward and always actively looking for content for their social media (A. Hamzah, 2010). Everyone engages with brands on social media differently. This is doubly true when it comes to different generations of consumers. Understanding your customers' social media habits is the key to reaching them where they're browsing and purchasing online, while memorable content caters to your audience's platforms of choice, and their behaviors on those platforms. 75% of millennials said a brand's social media presence impacts their purchase decisions. Gen Z, Millennials, and Gen X rated YouTube as the platform where they make purchase decisions. 60% of Gen Xers prefer video when learning about a new brand or product. 52% of Gen Xers and 41% of Boomers said video was most helpful when making a purchase decision online (Gonzales, 2019).

In this study, the methodology used is qualitative as the researcher conducted a field study this past semester with students for the following subjects: FF122 Traditional Dance and FF123 Physical Theater. The process was performed four times a week and each process took three to four hours. For clarity purpose, Table 2 was prepared, followed by implementation carried out to obtain the results of the study. Students are required to create their respective social media account on Facebook, Instagram, YouTube, and TikTok. Each student needed to ensure that the content uploaded is based on the art of dance performance. Students were given the option to upload all dance tasks given by the

lecturer and confirmed that each task has a theoretical continuity applied in *Seven Functions of Performance* (Schechner, 2006). Among the main things that students needed to focus on is how to produce the dance video that many people like as well as educating the audiences who were watching. Through these seven functions of performance, the researcher used four of the seven functions: To entertain, to make something beautiful, to make or foster community, and to heal.

Tasks	Activity by months from the start of the experiment				
	February-March 2020	April- May 2020	May- June 2020	July-August 2020	SEPT 2021
Content and introduction of the task to the students	Syllabus content	Rehearsal one and half hour Studio, one and half hour social media	Rehearsal one and half hour Studio, one and half hour social media	Rehearsal one and half hour Studio, one and half hour social media	
Conduct Classes, Reliability Analysis, Finalise Interview Schedule	- Studio rehearsal- live social media. - FFT122 Traditional Dance	Studio rehearsal- live social media. - FFT123 Physical Theatre	Studio rehearsal- live social media. - FFT122 Traditional Dance - FFT123 Physical Theatre	Showcase on social media	Final showing
Select Social Media (TikTOk, YouTube, Facebook, YouTube)	Group Work	Group work	Group Work	Group Work	
Transcribe Interviews. Analyse Transcriptions, Thematic Analysis					
Write-Up, and Documentation	Introduction	Development	Objective development	Methodology development	

Table 2: Gantt Chart of Research Activities

The selected four functions of performance worked closely with the research because the main reason in performing arts is to entertain, as most of the tasks given to the students are the point of entertainment. This phase is divided into 2 divisions as shown in Table 3. Every student in the studio or class is expected to attain and comprehend ideology, information and various techniques required to fulfill the tasks assigned by the lecturer. Therefore, every process that happens in the studio or classwill be shared on the social media. The comments gained by the netizen will help in order to know their weaknesses especially from the audience as viewers. Through those comments gained, unintentionally it will be ableto relate with one of the points of performance which is to entertain.

Studio	Social Media	Outcome
- Knowledge - Information - Technique - Performance Quality	- Showing - Receiving feed-back - Experimentation	- At this stage all students will get as much information and feedback from viewers

Table 3: Ongoing process

Result and Discussion

The function of social media as a tool helped students to be more interested in deepening the field of education at the higher learning level. They obtained the opportunity to utilise social media as part of their lessons due to the ongoing Covid-19 pandemic. At the same time, each student was asked to take note and read the responses from the audience who were watching their video. These responses were brought to the discussion session with their fellow classmates and lecturers who are teaching or supervising the subject. This allows each student to identify the needs and wants of each content they uploaded. Therefore, students are able to entertain the audience with their content.

In the lecture space, lecturers always provide input and techniques in the art of dance performance, such as the quality of performance, body techniques, facial expressions and so on. Students were expected to adhere the aforesaid input and techniques as they were performing not only to fulfil their tasks, but also showcasing their talent and abilities to master them even though they were only able to learn them from the online sessions and eventually delivering onto their social media. Through this system, the students are not only given the information they need being part of the institution of the higher learning, but they are also given the space to learn, entertain, find creative ideas, and learn to sell their art products, thus making them creating something beautiful.

As the students performed vigorously on their choice of social media apps, it is best to reinforce the notion that the watching audience were not only people related to the class or the faculty, but also virtuosos and practitioners from the industry. Previously, they were unable to secure wider audience due to unforeseen circumstances. Through communication via social media, it will indirectly bring students together with the performing arts industry and make them readily available to be in the local art industry, as well as abroad. Hence, the students successfully make or foster community from their performance that would benefit them in near future.

Through their social media, students' performance served as a catalyst of consolation in the times of uncertainty. At the time of the performances, Malaysians rarely left their home due to the strict regulation of Movement Control Order. Simultaneously, the students were facing their own challenges in participating the online classes as many of them were residing in areas where internet connection has been abysmal. As a result, the performances that they worked on and later shared on their respective social media served as "a remedy" for their predicaments in the time of pandemic. Simultaneously, their appreciative audience were able to enjoy the performances from the comfort of their home.

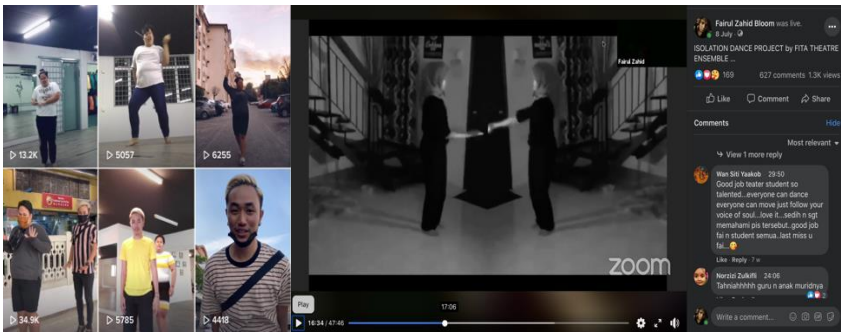


Figure 2: Students' final outcome from Social Media

Conclusion

Assessing students from a dance standpoint of view requires various aspects such as face-to-face comments, public performance appraisals as well as the production of creativity on an ongoing basis that requires constant monitoring. By using this social media platform, it converts the negative perception of the use of social media by these millennial teenagers into a form of inventive and interactive learning in the 21st century. Moreover, social media is also part of the tradition that depends on the diachronic process that happened to be the new norms for the dance education in Malaysia. In order for us to educate the students, we must know what they like to do, then we have to know the kind of tools that they want to study even more persistently and most importantly enjoy doing their assignment.

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