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# PIONEERING EDUCATIONAL PERSPECTIVES

Series 2025

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## Series 2025


Chief Editors:
Nur Alyani binti Khairol Anuar
Muhammad Irfan bin Mokhtar

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# Preface

Pioneering Educational Perspectives: Series 2025 is a collection of thought-provoking insights and research contributions exploring contemporary educational trends and practices. This eBook presents a diverse range of perspectives on innovative teaching methodologies, digital learning strategies, and transformative approaches in education. Designed to serve as a resource for educators, researchers, and practitioners, it aims to inspire meaningful discussions and advancements in the field. Through carefully curated chapters, this publication offers fresh ideas and practical solutions to enhance learning experiences in an ever-evolving educational landscape.

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# *REACT, RESPOND, AND REFLECT*: ENHANCING REFLECTIVE WRITING USING THE PSYCHOGEOGRAPHICAL WALKING THROUGH METAVERSE PLATFORM

Mohd Fadhli Shah Khaidzir[1] & Mafarhanatul Akmal Ahmad Kamal[2*]

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## ABSTRACT

Reflective writing is an effective learning tool for promoting lifelong learning as it fosters both internal and external self-evaluation in students' lives. Using Psychogeography which is an approach coined by Debord (1955) that encourages the exploration of surroundings by walking, individuals undergo authentic and creative learning experiences that are translated into reflective writings, thereby promoting critical thinking and improving self-regulated learning among students. With the advancement of current technology, the use of the metaverse in teaching and learning further enhances the learning experience by integrating digital exploration with the principles of Psychogeographical walking. This study aims to integrate the use of Psychogeography and metaverse digital platforms to enhance the quality of students' reflective writing. Questionnaires were also distributed to gather their perceptions and feedback on the use of the metaverse in classroom learning. The findings show that students became more creative and reflective in their writing, showcasing a more personal attachment to their exploration in the metaverse, and that the Psychogeographical walking steps helped them become more aware of their surroundings. Thus, integrating the Psychogeographical walking approach with metaverse platforms not only creates an impactful and inclusive learning experience but also helps to enhance students' reflective writing skills.

**KEYWORDS:** Psychogeography, Metaverse, Reflective writing, Digital platform, Inclusive.

## PROBLEM AND OBJECTIVE

In this advanced technological landscape, everything is accessible, from information to technology, making students' lives easier as they walk through their life journey. However, despite these benefits, students are exposed to many challenges living in a borderless world, allowing them to explore things that could affect their lives. The overwhelming amount of information available online makes it difficult for students to differentiate between credible and unreliable sources, while digital distractions such as social media and gaming reduce attention spans and hinder critical thinking. Furthermore, short videos, exposure to affluent lifestyles, and the prospect of earning money as influencers can diminish students' interest in learning too, as they may not see the importance of education. This, in turn, can make them less critical in their decision-making. Additionally, rote learning and exam-oriented education in Malaysia have shifted students from being critical and creative thinkers to focusing on following prescribed answer schemes. Aizan et al. (2021) noted that reflective activities enable students to take charge of their learning and become self-directed, which is essential for

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developing their ability to monitor, evaluate, and regulate their own learning. Thus, there is a need to expose students to a more interactive and engaging environment that allows them to explore and interpret based on their creative and imaginative lenses, theory enhancing their ability to produce meaningful reflections.

## DESIGN DESCRIPTION

A metaverse digital platform is designed as a virtual classroom, where students can enter through a provided link and explore at their own pace, wandering around according to their preferences and interests. The metaverse platform offers several portals that transport students to various environments and landscapes, allowing them to experience meaningful journeys. In the virtual classroom, several notes and lecture references are displayed on the walls, and students can study independently by clicking on interactive notes.

In order to achieve a meaningful experience through their exploration, students are introduced to the concepts of the Psychogeographical walking method, coined by Debord (1955). This method involves six steps: move, observe, notice, collect, analyse, and reflect, allowing students to maximise their use of the five senses and be attentive to their surroundings. While exploring the metaverse landscapes, students take time to wander and interpret their surroundings. After completing the virtual walking exploration, they are required to write a reflection on their experiences engaging with the virtual environment. The metaverse platform provides prompts, helping them produce more cohesive and structured reflective writing.

The use of Psychogeographical walking approach allows not just students but any individuals in general to engage with their surroundings and environment on a more personal and in-depth level, impacting their cognitive and action skills. This aligns with Mohd Fadhli Shah et al. (2022), who contended that understanding psychogeography enables individuals to explore places more meaningfully and embark on a process of self-discovery. Consequently, this approach provides a valuable means for students to produce reflective writing based on their virtual walking explorations.

## VISUALS

These are some visuals of psychogeographical walking explorations available on the metaverse platform, which students can use to embark on their journey.

**Figure 1**

Lecture Notes and Reading Materials Provided on the Metaverse Platform

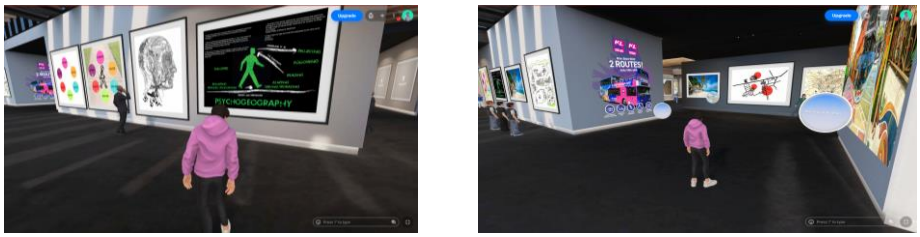
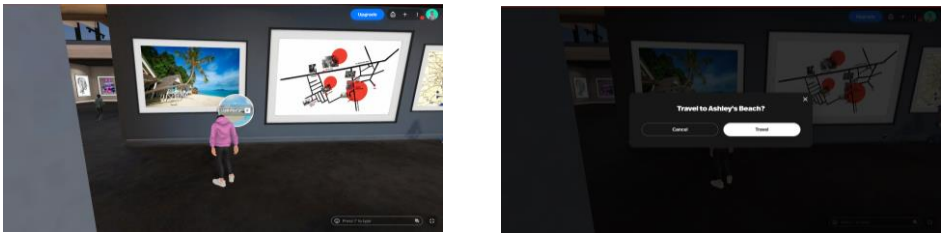



**Figure 2**

Metaverse Portals Enabling Student Exploration Based on Preferences, Pace, and Interests



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## NOVELTY AND UNIQUENESS

This project integrates the approach of Psychogeography, a relatively new method in the Malaysian academic landscape, with the application of the digital platform metaverse, making it a relevant and unique innovation towards achieving excellence in education and beyond. Through these metaverse portals of different geographical settings, students are able to go through a wide range of multi-sensory experiences of emotions, thoughts, and perspectives that are unique and different from traditional settings. Thus, this project encourages a more authentic and deeper self-reflection as they connect their virtual exploration with their own personal experiences and insights. The platform of the metaverse, therefore, adds a layer of creativity and freedom, allowing students to explore spaces unconstrained by physical limitations. This innovative method not only enriches reflective writing but also fosters a more profound understanding of self and environment, making it a distinctive educational tool.

## BENEFITS TO MANKIND

This project introduces Psychoeographical walking methods through the use of a metaverse platform, which results in enhancing engagement and deepening the understanding of culture, geography, and environment. Also, it addresses the challenge of limited real-world exploration opportunities, especially in rural and urban settings. This project improves the quality of life by removing physical barriers and highlighting individuals' mental well-being through virtual explorations, thus lowering carbon emissions and waste of money. In short, using the metaverse to promote walking experiences offers an innovative and sustainable approach to enrich inclusive education while fostering important environmental awareness.

## COMMERCIAL POTENTIAL

This novel approach leverages immersive and inclusive learning environments to foster students' creative and critical thinking, preparing them for reflective writing. Additionally, metaverse platforms allow educational technology businesses to create and market customisable learning environments for schools, colleges, and institutions seeking to improve student outcomes through experiential learning. Virtual Psychogeographical excursions can be licensed to universities through subscription-based or tiered pricing models, offering personalised and adaptable learning experiences that generate additional revenue. Analytics and real-time feedback mechanisms within these platforms help educators monitor and enhance students' introspective depth and engagement, thereby improving learning effectiveness. The cost-efficiency and sustainability of metaverse-based learning, compared to traditional field trips, also add to its commercial appeal by reducing logistical costs and promoting an environmentally responsible alternative.

## CONCLUSION

Utilising the metaverse platform to integrate Psychogeographical walking in order to enhance students' ability to produce reflective writing aligns with cutting-edge technology in the present day, offering significant commercial value across several domains. This value emerges from the ability of metaverse-based experiences to foster deeper engagement, interactive learning,

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and enhanced critical thinking, all of which are crucial components of reflective writing. These qualities make metaverse-based Psychogeographical walking a financially feasible and unique educational solution that meets the growing demand for engaging, effective, and scalable digital learning tools.

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