

# ART / INNOVATION

## PART II



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Anthony M., 2018). One of the m  
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COVID-19 pandemic. This worldwide health crisis  
has resulted in an unacceptably high number of deaths  
and a significant economic impact.

Securitization theory, which is employed as a frame-  
work analysis, is the basic theory that underpins the  
analysis in this study. Securitization developed from  
Copenhagen School (COPRI – Copenhagen Peace  
Research Institute) of security studies pioneered by  
Barry Buzan, Ole Weaver and Jean De Wilde (1998).

issue. The ins...  
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that is existentially threatened. The government,  
represented by high-ranking officials, lobbyists, and  
even pressure from a group are all examples of securi-  
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ly brings harmful effects towards peace and stability  
of the country and lastly is the reference object or who

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Presents

# **ART** / *INNOVATION*

PART II



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UiTM CAWANGAN PERAK

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## INTRODUCTION

**ARTE: Art and Expression** is a biannual book monograph series, published under the collaboration of the Program of Fine Arts, College of Creative Arts, UiTM Perak Branch with Galeri Al-Biruni under the supervision of Universiti Teknologi MARA, Malaysia. 'ARTE' is an amalgamation of the English word 'Art', and Malay word, specifically Perak slang 'Ate' which translate as conversation starter. 'ARTE' uses the concept of book chapter that platforms art enthusiasts to express their inner-creativity in the form of literal conjectures.

## VISION

To promote art and expression as aspirations towards stylistic and artistic practices.

## MISSION

- To enhance the culture of research and academic publication among academic and artists for international recognition.
- To promote intellectual, cultural and knowledge sharing through artistic expression.
- To celebrate the diversity and differences in arts practices thus, creating an intellectual platform for artist, to express their interest, in art

## PUBLICATION FREQUENCY

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# ICE BREAKER GAME DURING THE FIRST F2F PROBLEM-BASED LEARNING CLASSROOM

*Enhancing Student Interaction & Teamwork*

*a chapter by*

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## **Problem-Based Learning and Its Challenges in Hybrid Learning.**

Problem-based learning (PBL) is a teaching method that focusses on student-centred learning (Ali, 2019). The educational goal of PBL is to enable students to develop their analytical, reasoning, problem-solving, and self-learning skills. The PBL in the medical faculty has the potential to help structure basic scientific knowledge in a clinical context and promote generic skills.

An effective PBL requires student engagement and interest (Song et al., 2022). A crucial element of PBL is teamwork. Students must work in teams and collaborate to solve the problem and apply knowledge (Fontejin & Dolman, 2019). Due to the Covid-19 pandemic, the Faculty of Medicine at UiTM had implemented hybrid learning for all classes, including PBL. Hybrid learning means students need to join their classes virtually from home at the beginning of the semester, and attend these class in person in the mid- semester.

Since PBL is a student learning approach, students might face difficulties in creating engagement and teamwork among group members for the first time in a face-to-face (F2F) class after a few sessions of online classes from home. Therefore, a creative and unique approach needs to be implemented by the facilitators of PBL during the initial F2F class sessions. In short, we need to break the ice!!!

### **Ice Breaker Games**

To foster trust among students and to help them get to know each other as well as to foster a secure and engaging learning environment where everyone feels comfortable, educators

must look for a creative approach. At this point, icebreakers can be used as an educational tool in the classroom. The use of icebreakers in the classroom have been demonstrated to potentially boost student engagement, interaction, rapport and ultimately student learning (Chlup & Collins, 2010).

Therefore, we attempted to introduce an icebreaker game during the first F2F PBL for Year 1 medical students after few PBL classes had been conducted virtually from home. We introduced the game Color Block Codes to a group of PBL class consisting of 10 students during their first meeting. These students have not met in person before and have only interacted virtually for four sessions of PBL. The facilitator asked the students to sort the blocks according to colour and shape in three minutes and they needed to ensure that all team members were involved in the activities. Students needed to collaborate among themselves to sort the blocks in three minutes times.

Once the game started, it was observed that all 10 students automatically interacted with each other and each of them announced that they would sort a certain colour (Figure 1). For example, one student shouted: I choose a rectangle block of yellow colour. The students needed to ensure there was consistent interaction and teamwork among them so that the game could be completed on time. The students were able to sort the blocks in 1.5 minutes and looked happy and enthusiastic (Figure 2). It was also observed that each student sorted one specific colour. The facilitator purposely chose 10 different colours and blocks to allow the students to act individually but required teamwork collaboratively.



Figure 1: Color Block Code Game as Icebreaker Game

The game today could break the ice between you.

9 responses

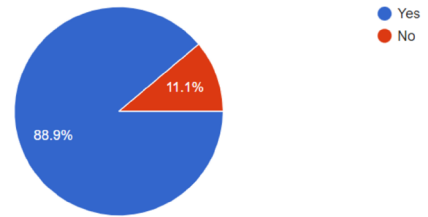


Figure 3: Students' Feedback Regarding The Implementation of Icebreaker Game



Figure 2: Students Sorted the Blocks in 1.5 Minutes!

Game applied today prior to PBL commencement prepare you for a better interaction during PBL

9 responses

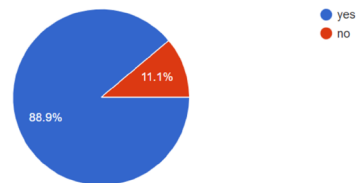


Figure 4: Students' Feedback Regarding The Influence of Icebreaker Game on Their Interaction

### Feedback from the Icebreaker Game

After the PBL, questions were distributed to collect feedback from these 10 students. The feedback form comprised close-ended questions on the implementation of the icebreaker game prior to their F2F PBL classes. To obtain this data, an email link to the Google Form survey was provided to the students. The anonymous online feedback form was completed with a 90% return rate. Based on their responses shown in Figure 3, eight students agreed with the notion that the game could break the ice between them and could enhance their interaction for PBL classes (Figure 4).

Do you think the teamwork component is important in PBL

9 responses

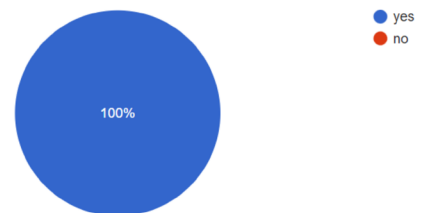


Figure 5: Students' Feedback Regarding The Importance of Teamwork in PBL

In addition to that, most of them agreed that teamwork is a core component of PBL (Figure 5).

## Conclusion

In conclusion, the facilitator or educator should be proactive and creative in creating and building rapport between students during their first F2F classes after being involved in the virtual class for so long. This is important especially for the PBL classes since PBL is a teaching method focussing on student-centred learning which requires 100% of students' interaction and teamwork skills.

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