

INTRODUCTION

- Covid 19's sudden arrival put a spin in the way how 紀 2020 teaching and learning was done which, was now mitigated through use of technology (Di Pietro, Biagi, Costa, Karpiński, & Mazza, 2020).
- Many studies have highlighted that one mobile technology that is popularly used by students at the university level is the WhatsApp application.

To observe whether students gained group work and communication skills via WhatsApp closed group to echo the nature of their future work and workplace environment that will be primarily team work based.

To share practical knowledge and recommendations to fellow educators on WhatsApp mobile platform as a learning tool.

LITERATURE REVIEW



- Free of charge (Bonsu, 2021)
- Easily available and downloadable (Gon & Rawekar, 2017)
- Straightforward & Simple (Gon & Rawekar, 2017)

PEDAGOGICAL

- Provides interactions between teacher and students (Ahmed, 2019: Chai & Basri, 2020)
- Encourage collaboration, share learning resources, obtain study content/material rapidly, and enhance learner-teacher engagement (Bonsu et al., 2021)
- Easily accessible (Karen & Joanna, 2020), used anytime and anywhere (Wahyuni et al., 2020)

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OVERALL OUTCOMES OF SOF USE IN TEAM-BASED LEARNING

- i. Good way to keep the entire team updated about the group assessment and necessary deadlines. ii. Facilitated the formation of an information-sharing platform, for/as:
 - Referencing plans/previous discussions
 - Detailing progress of the group assessment
 - Keeping track of member's progress and contribution
 - Reminders and notice of meeting (online)
 - ✓ Delegation of work
- iii. Helped them understand the group assessment better by clarifying uncertain information with their members immediately.
- iv. Able to communicate with their group members after class hours to discuss group assessment and to-do tasks.

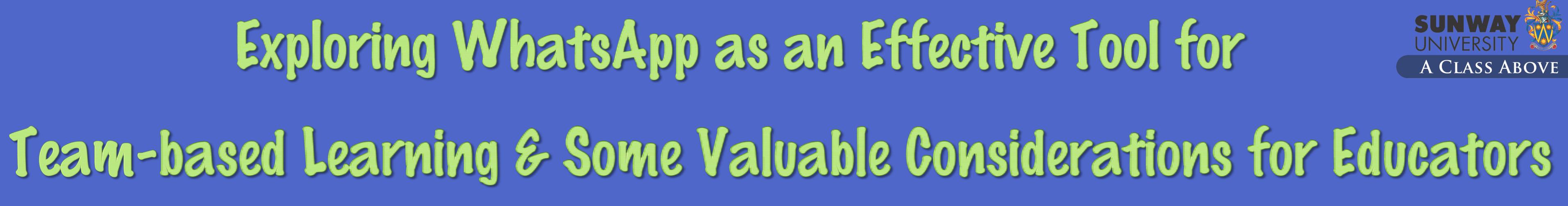
HOW USEFUL WAS

- Creates a sense of belonging which encouraged students to contribute and complete the group assessment productively.
- Allowed students to interact with the group members that they don't commonly interact with physically in the classroom (pre-pandemic).
- Students were not overshadowed by more extroverted classmates unlike in the traditional classroom setting.
- regulate and clarify the content of the discussion (Bonsu, 2021).
- Encouragement and feedback given by the lecturer motivated the students to complete the group assessment (Jaggars et al ,2013).
- The asynchronous feature created frustration in some as a few members kept giving delayed feedback & joined late for the discussions.

CHALLENGES FOR EDUCATORS

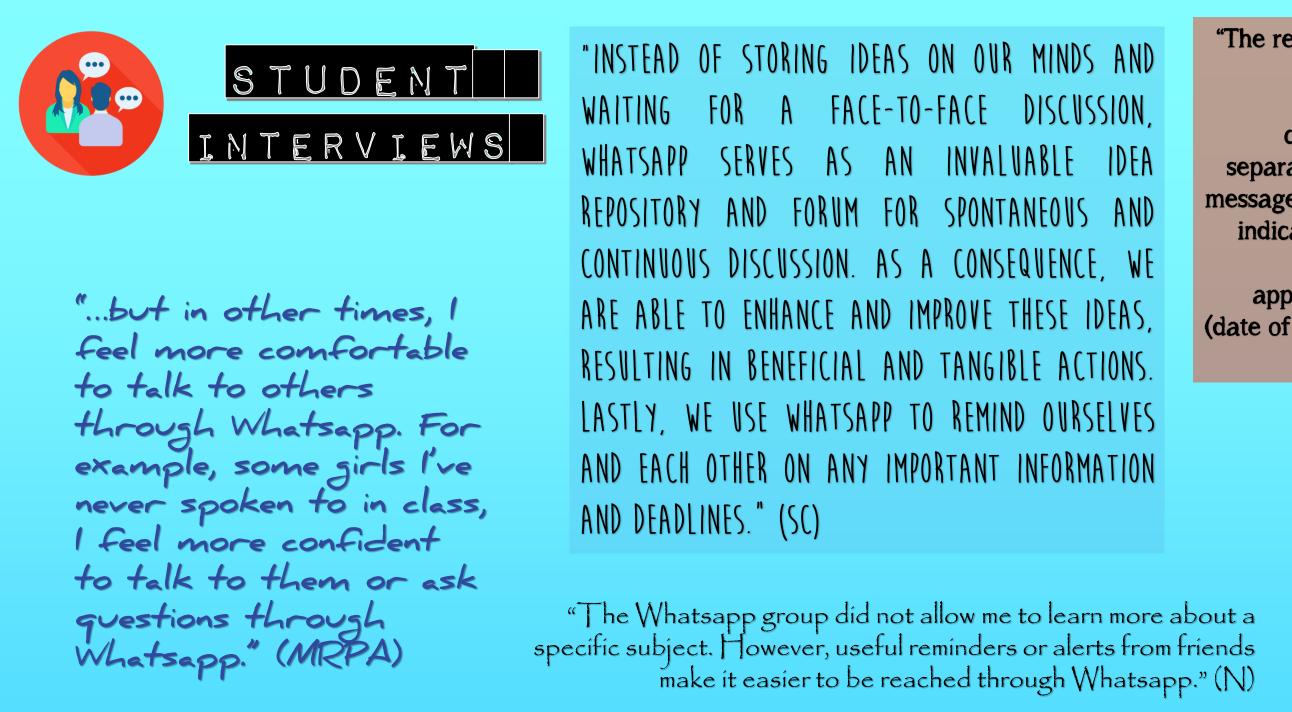
- Educators must allocate their quality time beyond their regular class hours.
- Educators may feel overwhelmed with incoming messages from numerous closed groups.
- Educators may need to be online constantly.

- advantages







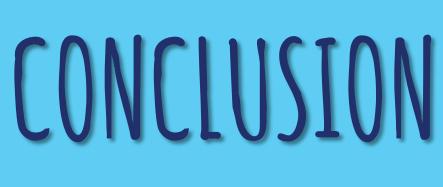




Considerations overlapping as strategies for educators that may ensure WhatsApp platform benefitting them as a learning tool :

Setting up of policie
Monitoring of discu withhold comments
Giving prompt feed given, yet getting st
Setting restrictions awareness of legal i
Educator's persona
Staying updated (in

novation changes on 🔛 , inclusion of other learning tools such as game-based apps, learning about durability of information stored primarily on third-party servers).

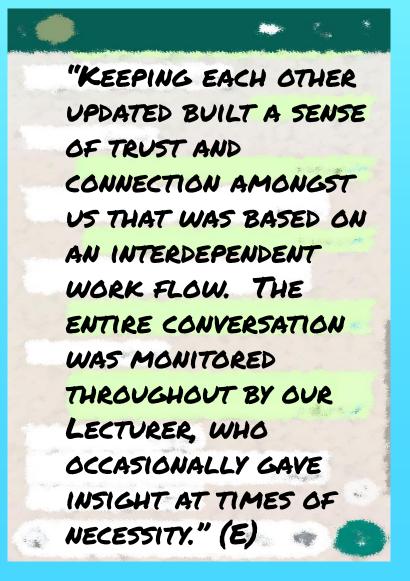






"Advantage using whatsapp was: the points that we discussed was in record especially the screenshots. Sharing of the posters, flyers etcetera was all there saved in the media gallery." (SMH)

"The results were as expected; meaning we had spontaneous and almost daily exchanges. WhatsApp allows us to communicate despite of distance that separate us. It also allowed us to send free essages. Among its advantages, WhatsApp indicates whether our contact is currently online, (i.e. If it is currently using the application), if he/she is recently logged (date of last seen) and if a sent message has been received and seen." (KML)



es (do's and don'ts as basic guidelines);

ussion (especially knowing when is it appropriate to give feedback, s and when to interfere in the discussion thread);

Iback (knowing how soon and how much formative feedback to be udents to learn independently);

(this primarily to address cyberbullying tendencies and creating mplications, data privacy and security aspects);

lity (the human touch required in the digital environment);

WhatsApp's simple, and accessible yet, multi-tasking features when explored and used appropriately can be immensely useful and advancing for team-based experiences.

However, if educators intend to encourage deep learning, then WhatsApp may not be the most suitable platform for that purpose and should seek other types of tech-based learning tools.