

Cooperative Learning Through BlackBoard: Students' Perceptions on Teamwork and Soft Skills Required to Manage an Event - A Case Study of The Edventure of Aladdin

Siti Hafizah Daud, Nurien Hidayu Muhamad Rusly

Centre of Liberal Arts and Languages, INTI International University,
Persiaran Perdana BBN, Putra Nilai, 71800, Negeri Sembilan, Malaysia.

Corresponding Author: hafizah.daud@newinti.edu.my¹, nurien.rusly@gmail.com²

Abstract

Event management education has emerged as an alternative to the related disciplines of business, tourism and hospitality. Numerous courses offered in the area of event management has raised questions on employability of graduates in requiring the students to be employed in the industry. This article explores a study offering a multifaceted perspective on the requisite skills and abilities students perceive to be associated with event management employment. By employing students' experiences and perspectives over the individual leadership and soft skills. This study employed 179 structured questionnaires and students' individual reflections. Based on the findings, the respondents agreed that positive feedback on teamwork and communication skill, project management, ability to perform and personal attitudes are significant in organizing an event. For soft skills, the study found that communication, teamwork, creative thinking, time management, event management and self-management are the skills needed to be improved in the future.

Keywords

Collaboration; problem solving; event management; soft skills; team skills; leadership skills

Introduction

The current focus of the employability of graduates will be on whether students will be able to perform and apply skills learnt in classroom to the real world. Main requirement of an employment market is for the graduates to be workplace competent, therefore students need to have knowledge on necessary soft skills. According to Yasmin and Najib (2012), The development of soft skills base on formal and informal activities at faculty levels is essential for students. The challenge today is to make sure students are provided with opportunities to develop their soft skills and preparing them with clear understanding of the future demands.

One of the criteria stated as important in the job market is a strong leadership skill – an essential element in positioning executives to make attentive decisions about an organization's missions and goals. It focuses on the ability to delegate, inspire and communicate effectively. The aim of the study is to gain an insight into the vital skills and abilities students perceived to be associated with planning and managing a successful event. The study concentrates on teamwork and soft skills required to manage an event – Edventure 3.0: The EDventure of Aladdin. The event

is a requirement for MPU2432 – Co-curriculum students to complete the course. The objective of the event is to assist 190 underprivileged primary school students from 13 schools in Negeri Sembilan to spur their interest in English and Science. From the event, students are able to demonstrate individual leadership and learn the soft skills required to get the job done. Students are required to work in small groups to develop segments that later will be combined to complete the event. It will be able to inspire learners and engage them as teammate in making sure that the event will be a successful event.

Using BlackBoard to assist Teaching and learning Process

The BlackBoard collaborative work environment could be characterized by several terms. Online learning and teaching process is clearly connected to the environment of distance or independent learning. Distance learning implies a distant and reciprocal interaction between student and teacher (Kearsley and Moore, 2012). On top of that, terms used to describe distance learning are online learning and e-learning – both terms signify a two-sided relationship concerning student and teacher. The online learning environment offers independence and freedom but it requires self-discipline and self-directed learning in making sure that it is a successful process. It will definitely inspire the success or failure of learners. The use of BlackBoard must be embraced by both – learners and instructors. According to Tapscott (2009), to meet the needs of this technologically dynamic population, instruction should be catered to facilitate student experiential learning with interactive elements, engaging varied learning styles, facilitating critical thinking, and encouraging collaborative learning experiences. Regardless of the formal role of the teacher, online learning creates an opportunity for flexibility and revision of content in situ that was not provided by older forms of mediated teaching and learning.

The online learning is affecting communication strategies in the education environment as a whole. It is moving towards the development of fresh concepts and advanced teaching techniques in teaching – learning process. It introduces new ways for teachers to teach and learners to learn. The combination of content and technology not only offers the teacher with a more effective way to transfer knowledge and information to students, but also enables students to learn productively and communicate with fellow course mates effectively. It is essential for the purpose of collaborative learning and teamwork.

Cooperative learning and Teamwork: The pedagogical perspective

Cooperative learning could be considered as one of the methods of instruction which students grouped in small learning teams -working together to solve problem or to perform tasks presented. Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team (Felder and Brent, 2018). Students later need to work with each other, praise and criticize each contribution made by each member in order to achieve goals and receive group performance score.

The backgrounds of the cooperative learning model can be drawn back to the works of Dewey (1916). According to Dewey (1916) in his book *Democracy and Education* conceived the idea that classroom should mirror the larger society, and function as a laboratory for real life learning, whereby students can participate in small groups and learn democratic principles and behaviour through daily interactions with each other (Dewey, 1916, as cited in Neo, 2004). The

work on cooperative learning method also being supported by Thelan (1954,1963) with regards to the idea that cooperative learning not only can develop and improve academic learning but it is also can support the development of cooperative behavior and processes.

Through cooperative learning, students will be able to expand their understanding on the concept of teamwork in order to communicate effectively in achieving their goals. Furthermore, discussing problem tasks with others helps students to clarify their understandings, negotiate meaning and co-construct new knowledge with such discussions having the potential to transform students' thinking (Wittrock,1990). Cooperative Learning can develop the sense of belonging on each student, where students are aware that their contribution is significant and each student or team member is equally important. Gaining soft skills from cooperative learning through teamwork would be essential for the students to develop confidence and assertiveness in completing tasks. In addition, the foremost argument is that cooperative learning increases cognitive achievement and nurture social and team building skills. According to Johnson & Johnson (2006), cooperative learning approaches lead to (a) higher academic achievement than competitive or individual approaches, (b) better interpersonal relationships among students, and (c) more positive attitudes towards the subject being studied and the overall classroom experience.

Event management: gaining soft skills

Plenty of courses are available for students to learn about the knowledge of event management for students to gain skills required to plan and manage an event. Courses associated with event management have been created in Malaysia which occurs mostly at higher education level. Similar growth has also occurred in the United Kingdom, United States, New Zealand, Europe and, increasingly in the last 5 years, in China and Korea (Hassanien & Dewhurst, 2005). Through event management courses, students are given opportunities to be involved in hands-on tasks; to learn and gain experiences in managing event(s). Gaining beneficial soft skills from the hands-on tasks and learning through experiences is essential for students. It is to prepare themselves for the high standard of students' qualification and skills required to enter workforce. Greater collaboration between academics and event practitioners is seen as necessary in order to produce graduates who have the necessary training and skills to work in industry (Lee et al., 2008 in Junek et al., 2009).

Methodology

This is a mixed method research and both quantitative and qualitative data are collected simultaneously. Since the focus of the research is experiential in nature with students working in small groups on a real event, this research will focus more on quantitative study. The target sample for the study Diploma students who are taking subject Co- Curriculum in INTI International University were given a survey to assesses their attitude towards working in cooperative learning environment. The aim is to explore students' experiences and insights from the start of this group project, the soft and leadership skills gained; the challenges faced. This will be done through a variety of methods which include questionnaire, group interviews, observations and document analyses.

The four-point likert scale design with 13 items will assess students' attitude and commitment towards the project. The Project Attitude Survey was administered at the end of January 2018 session by 179 students from various departments; Diploma in Business, Diploma in Quantity Survey, Diploma in Information Technology, Diploma in Mass Communication, Diploma in Accounting and Diploma in Engineering. The profile of respondents is given in Table 1.

The task

Students are required to plan and manage an event - The EDventure 3.0: The EDventure of Aladdin. Through the event, the students need to learn how to work together in making sure that the event will be successful.

The requirements for the task include

A. Portfolio: Project Proposal - 10 marks

Students are to work with group members (10 members per group) to write a project proposal using MPU Project Proposal Template in the Blackboard 'About the Course' folder.

B. Project Proposal Presentation - 10 marks

Each group is to pitch their project idea for their lecturer's approval. Students are encouraged to do *visual presentation* of data using point forms, *tables, diagrams, charts* or images.

C. Portfolio: Group Wiki - 40 marks

Each group is to update their Group Wiki weekly. Students are encouraged to present informative data in visual forms (e.g. tables, diagrams, charts, graphics or images).

D. Portfolio: Post-Mortem Report – 15 marks

Each group is to submit their project post-mortem report after the completion of their project event by using the MPU post-mortem report template in the Blackboard 'About the Course' folder.

E. Event Presentation - 10 marks

Each group is to present about the event day. The presentation should be about 10 minutes with powerpoint slides (no more than 8 slides), followed by Question & Answer session by the lecturer(s).

F. Individual Reflection – 15 marks

Each student is to write a reflective paragraph in 200 words. They are to reflect on the following:

1. What are your feeling
2. upon completion of the project?
2. What were the challenges you encountered while doing the project?
3. What are the areas you could improve on yourself?

Results

Table 1: Demographic Information of the respondents

Gender		
	Frequency	Percentage
Male	106	59.217877
Female	73	40.782123
Total	179	100
Year of Study		
	Frequency	Percentage
1st Year	61	34.078212
2nd Year	109	60.893855
3rd Year	9	5.027933
Total	179	100
Program		
	Frequency	Percentage
Diploma in Business	71	39.664804
Diploma in Quantity Survey	10	5.5865922
Diploma in IT	46	25.698324
Diploma in Mass Communication	10	5.5865922
Diploma in Accounting	29	16.201117
Diploma in Engineering	13	7.2625698
Total	179	100
Age		
	Frequency	Percentage
18-21 years old	159	88.826816
22-25 years old	20	11.173184

Total	179	100
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Table 1.2: The questionnaire items, means and standard deviation

Bil	Questions (Descriptive Statistics)	N	Minimum	Maximum	Mean	Std. Deviation
1	We were able to achieve our goals	179	2.00	4.00	3.3687	.50650
2	Our group leader was very effective.	179	1.00	4.00	3.4637	.65563
3	I enjoyed collaborating with team members.	179	1.00	4.00	3.3799	.57165
4	I was able to contribute well to the project.	179	2.00	4.00	3.2514	.52834
5	The collaboration enhanced my personal development	179	2.00	4.00	3.2570	.48678
6	My group members contributed well to the project.	179	2.00	4.00	3.4972	.53395
7	My collaboration was a challenge, but I enjoyed it.	179	1.00	4.00	3.3073	.56140
8	My group was able to work together effectively	179	2.00	4.00	3.4860	.60297
9	We were able to solve our challenges as a group.	179	1.00	4.00	3.4358	.59024
10	I found the collaboration very motivating	179	1.00	4.00	3.2291	.58832
11	My group communicated well with each other.	179	1.00	4.00	3.3575	.62314
12	I learn more from collaboration than on my own	179	1.00	4.00	3.2123	.64448
13	My group taught me some things I would not have learnt on my own	179	2.00	4.00	3.2905	.52410
	Valid N (list wise)	179				

In addition to the survey on students' perspectives towards cooperative learning environment, students are also required to share feedback upon the event and answer to a series of closed ended questions on soft skills required to complete the event (Table 1.4). This paper would be strengthened with data collected from students' feedback and the questionnaires answered by the students. The questionnaires are to identify set of soft skill variables that affect the students' perceptions in completing their task in organizing an event.

Questionnaire Result

Table 1.3: Percentage responses on cooperative survey items for this cooperative learning environment (N=179).

	Descriptive	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
1	We were able to achieve our goals			2	1.117 318	109	60.89 385	68	37.988 83
2	Our group leader was very effective.	2	1.1 173 18	10	5.586 592	70	39.10 615	97	54.189 94

3	I enjoyed collaborating with team members.	1	0.5 586 59	5	2.793 296	98	54.74 86	75	41.899 44
4	I was able to contribute well to the project.			8	4.469 274	118	65.92 179	53	29.608 94
5	The collaboration enhanced my personal development			4	2.234 637	125	69.83 24	50	27.932 96
6	My group members contributed well to the project.			3	1.675 978	84	46.92 737	92	51.396 65
7	My collaboration was a challenge, but I enjoyed it.	1	0.5 586 59	6	3.351 955	109	60.89 385	63	35.195 53
8	My group was able to work together effectively			10	5.586 592	72	40.22 346	97	54.189 94
9	We were able to solve our challenges as a group.	1	0.5 586 59	6	3.351 955	86	48.04 469	86	48.044 69
10	I found the collaboration very motivating	1	0.5 586 59	12	6.703 911	111	62.01 117	55	30.726 26
11	My group communicated well with each other.	1	0.5 586 59	11	6.145 251	90	50.27 933	70	39.106 15
12	I learn more from collaboration than on my own	1	0.5 586 59	19	10.61 453	100	55.86 592	59	32.960 89
13	My group taught me some things I would not have learnt on my own			6	3.351 955	115	64.24 581	58	32.402 23

As shown in the table 1.3, majority of the students shared positive attitudes and perceptions in the questionnaire. Therefore, within this cooperative constructs (and skills) can be analyzed.

Teamwork and communication skills

Items 4,6,8, 9 and 11 in the survey were used to measure students' teamwork, leadership and communication skills (refer to Table 1.3). These items reflect on how students responded on working together as a group, and solved their group problems. The study reported high means on these items. 95.529% of students responded positively that they individually contributed well to the project (item 4: $m= 3.25$). The students admitted that 98.29% their group members equally contributed well in their project (item 6: $m=3. 497$). When it comes to working together well and effectively, the result shows 94.4% of the students responded optimistically with overall teamwork shown by their group members (Item 8: $m= 3.486$). The result shown strong indication that group

members have the ability to solve their challenges as a group (Item 9, 96.08%, $m= 3.435$). Meanwhile, item 11 shows 89.37 % respondents said that the students can communicate with their group members ($m=3.357$).

Project Management

Moreover, in this study, the researchers intended to measure project management skills by measuring item 1 and 2 in the enquiry (refer to Table 1.3). The students were asked about their capability in completing their group tasks and respondents' perceptions on their leaders. The data shared the level of confidence that they can complete their tasks in timely manner 98.87% (Item 1: $m= 3.367$) while item 2 reflects that the group members were convinced with the effectiveness of their group leaders (93.7%, $m= 3.463$).

Ability to perform

Last but not least, item 5, 12 and 13 inquired to measure students' ability to perform within the cooperative setting (see table 1.3). These items examined how much students comprehended from the project and do they gained skills in the group environment rather than on their own. Individually, the respondents answered 97.764% felt that the collaboration was positive and they had enhanced their learning of the project (Item 5, $m=3.257$). Meanwhile, 88.25% of the respondents reported that they did learn more from the group than if they were to do the task on their own (Item 12, $m= 3.212$). For item 13 the respondents certainly agreed that their group as overall did teach them something which they would not have learnt on their own 96.67 %($m=3.290$).

Personal attitudes

Finally, the questionnaire tried to engage with students' personal attitudes towards the group project especially on the personal enjoyment and motivation. Items such 3, 7,10 are meant to measure this paradigm. Students reported positive reaction that they enjoyed cooperating with their team members for Item 3, (mean= 3.379 , % response = 96.647). Meanwhile, 96.088% agreed that the journey in organizing an event is challenging, but they enjoyed doing it ($m=3.307$). Finally, 92.737% of the respondents found that the project to be motivating by referring to Item 10 ($m=3.229$).

Soft skill variable

The students were asked to select five out of ten soft skills that you learnt and improve from the project event (Junek, Lockstone & Mairs, 2009) which are; communication, creative thinking, analytical skill and problem solving, teamwork, stress handling, leadership, commitment, time management, management and event management.

Table 1.4: Soft Skill

Soft Skill	Number	%
Communication	149	83.24022

Analytical Skill & Problem Solving	89	49.72067
Stress Handling	46	25.69832
Creative Thinking	101	56.42458
Teamwork	159	88.82682
Leadership	44	24.58101
Commitment	54	30.1676
Management	66	36.87151
Time Management	92	51.39665
Event Management	90	50.27933

By referring to the table above, communication (83.24%), teamwork (88.826%), creative thinking (56.424%), time management (51.396%) and event management (50.279%) are the top five soft skills needed in organizing an event. This data is supported with the students' feedback in answering the question below:

1) What are the area that you could improve on yourself in event management?

Analysis of the written comments revealed that the students, there are five soft skill variables that is needed in event management: communication (55 comments), time management (31 comments), creative thinking (17 comments), Management (15 comments) and teamwork (13 comments).

Table 1.5-Table 1.9 are list of selected comments for students' reflection on top five soft skill respectively (these comments are in the students' own words and not modified for grammatical errors).

Table 1.5: Students' comments for Communication

Number of students	Descriptions
1	"..that I could improve on myself is the way on how I communicate with the primary school students. This is because this is the first time I held this event with primary school students, so I was lacking with the experience on the communicate with the students. Maybe I was not polite enough when I talk with the students"
2	"I should improve on myself is communicating skills. I should use more English talking with my friend to improve my communicating skills."
3	"The area I could improve on myself communication skills. Communication is very important in a project. Good communication can prevent misunderstanding between each other."

4	“I think the areas I could improve on myself is communication skills”
5	“The area I could improve on myself communication skills. Communication is very important in a project. Good communication can prevent misunderstanding between each other.”
6	“ I could improve my communication skills. From the group project i learn how to improved the communication skills. It also gives important for group bounding. group bounding is very importance to finish the project successfully. Hence, i got improve on communication skills, which that is one of the reason of successful ending of the event...”
7	“ I think I can be improve in communication and be open up to everyone.”
8	“ The areas that I would like to improve on myself is the communication skills.”
9	“I could also improve myself on my communication skills. I am actually an introvert, but this project thought how to be an extrovert by communicating with people.”
10	“ I feel can improve myself I a lot of areas like communication between us and the children.”
11	“ It is a good experience to learn how to communicate with others.”
12	“I could improve my communication skills. I should express all my thoughts and ideas to my teammates to achieve consensus. Develop strong communication skills that would increase the chance for successful relationships.”
13	“...areas that I could improve myself is communicate well.”
14	“I need to improve my communication skill because sometimes i not good at explain my idea and my team member not really understand what I say.”
15	“I also hope can improve some communication skills, which can improve people-to-people communication.”
16	“The part that I can improve is the communication skills so I can communicate better with the members and make the job faster.”
17	“Lastly is improved the communication skill, it communication has been improved, a lot of thing will completed as fast as possible, because some time communication with team member easy to come out with different opinions. So, it will delay the project progress.”

18	“Second thing which is communication. Because that us really important to give and take a take from leader”
19	“I also wish to improve myself by communication skills so we can communicate better in future.”
20	“Improvement on myself would be trying on social intercourse skill.”
21	“In this project, I improved my communication skill and the leadership..”
22	“ The other area might be the communication skills.”
23	“ Better communication with my group member to ensure that they also aware to avoid miscommunication during the event. “
24	“ I also need to improve of how to communicate to children for fulfilling their requirement..”
25	“Area could I improve, for my mind is improve communicate with the children and teaching knowledge to the children.”
26	“I should improve is my interaction with children. Some of the children felt stress or uncomfortable when they met unfamiliar person or in unfamiliar places. Therefore, I should communicate with them more frequently in order to make a relax ambience.”
27	“...that I can improve myself such communicating to the team members.A good communication between group members is important because most of the time they won’t be facing a lot of issues. Otherwise members won’t understand each other.”
28	“ Because my English not good enough so when communicate with them I will stuck and hard to talk to them. So that I will try to improve my English as fast as possible.”
29	“ Last but not least, the areas that I could be improve is the communication skills as I am a bit shy when I meet my groupmate at the first time,I need some time to adapt with them.”
30	“I should improve my communication skills because when have meeting I afraid to give suggestion due to broken language issue.”

Table 1.6: Students’ comments for Time Management

Number of students	Descriptions
1	“I should improve my time management so that everything I do will be in effective and efficient.”
2	“I think what I need to improve is arrange time nicely”
3	“Next, the area I could improve myself is time management. I thought if I good in time management then I can tidy and clear the things faster.”
4	“I could improve myself is time management. I thought if I good in time management then I can tidy and clear the things faster.”
5	“I will be improving my time management skills to keep the things organized and Structure able so with that I will be capable to manage everything effectively.”
6	“The area that I can improve on myself is time management”
7	“The area that I can improve on myself is time management.”
8	“The area that I could improve on myself was to prepare more earlier before the event”
9	“I also need to improve my time management to efficient use of time.”
10	“I think I could improve myself at is better time management.”
11	“For the self-improvement, since time management is a big issue for me time management skill is the first area that I could improve.”
12	“I find out that I could improve myself in time management and workload handlings.”
13	“I could improve myself in few point. The most important is to have my time management well because we need to schedule our time for meeting”
14	“I able to plan and manage my time well, to complete every tasks and responsibilities that I have to do well.”
15	“I could improve my time management skills, so that I’m not late to any meetings”
16	“I can improve myself with more discipline in time management skills to sort and finish the work more faster and efficiency.”

17	“I could improve myself would be in the category of time management and cost management.”
18	“For time management, I hope that I can manage my schedule more properly so that I can finish the tasks ahead of the deadline and have extra time to make adjustment.”
19	“I can personally improve is punctuality, this is because we finished the decorations hours before the event and there were some rush jobs.”
20	“I will improve by managing my time well and keep myself more responsible because due to last minute work, everything turned haywire and the task could not be completed.”

Table 1.7: Students’ comments for Creative Thinking

Number of students	Descriptions
1	“The area that I could improve myself is I need to be more energetic and also initiative.”
2	“I think what I need to improve is more I need to create more game for children and let them play to more enjoyable.”
3	“I could improve myself on was designing. I am not really good when it comes to designing. However, when my group was designing the photo booth, I learned a lot of I didn’t know about designing”
4	“The areas I could improve myself on was designing.”
5	“I need to come out more creative ideas”
6	“If I really want to say, I think our design is not good enough, so we can improve this area.”
7	“I want to improve my area of painting and design skills, because we need a better design to decorate the classroom and make it look more attractive.”
8	“Through this project, the areas I would like to improve myself is the skills of drawing and coloring because we Need to create decoration make it attractive.”
9	“The area that I can improve on myself is the drawing skills and the colouring skills because most of our design can be design by hand drawing but we use printing to finish.”

10	“I want to improve my innovation. Innovation is significant in this era. If you are not creative enough you will be eliminated by this era. I should be more creative in designing our t-shirt and photo booth. “
11	“ The things that I could improve is my creativity. Because at first, we planned to a simple box and I was agreed too. Once one of member give some idea to colour the boz, then only I noticed that I have less of creativity”
12	“I feel that I could be more initiative to help other members in my group.
13	“ I wish could improve my t- shirt design since some of the group does not satisfy with the design and drawing skills to make a better photo booth”
14	“The areas I could improve on myself was the design of photo booth. Even the children like our photo booth but I was not really satisfied.”
15	“I guess I need to improve my drawing skill so that I can help my team member to do for the preparation put more effort to help them deco and give some ideas that can use for next coming event.”
16	“I should improve is to provide more ideas to my team members when I think we have prepared enough decorations, but on that day is not enough.”
17	“I think that the area that i can improve myself is how to have have more idea for the project or anything else because something i cant figure out what the group member talking about of the design.”
18	“The areas I should improve is I have to get more idea on the part for decorating the event venue, it is because that is so less of decoration in the venue.”

Table 1.8 : Students’ comments for Management

Number of students	Descriptions
1	“that I could improve on myself were that be more organize. Everything I do must be well planned and in more systematic in order not to messed up. I have to do checking before making a decision to have a better outcome.”
2	“I could improve is my confidence. I hope I can boost my confidence more in order to be more decisive when making decision and planning as I tend to have too many negative thoughts which are dragging me to complete a task.

3	“that I could improve on myself is managing expectations. In our society today, it is difficult to have low or no expectations. Much disappointment and depression in our society, I believe, is caused by misaligned expectations. Everyone has high goals, it could be as simple as wanting your baseball team to win the game you're going to, or for you to finish a marathon under 4 hours. There is a fine line between goals and expectations.”
4	“ I think I can improve my attitude. It is because I’m not always smile and don’t have a good communication with others. It is very not polite and not respect to others.”
5	“Improving my working under pressure skills to make sure in the future I work effectively I f I encountered that kind of situation.”
6	“The area that I could improve on myself is hard work. I think I should put even more effort hard work in order to achieve my objectives of life in future.”
7	“that I can improve the ability to complete any big task I’m doing in my life.”
8	“that I could improve is I think I will be more aggressive on doing event, challenge myself next time, and care more things that happens in my surroundings”
9	“I could improve on myself is let myself be more active than before.”
10	“The area that I can improve myself is to more open mind and willing to try new things that other bring. It minds can be very useful in our life.”
11	“I will surely improve on myself of being over nervousness”
12	“I want to improve myself is to be more confident on the stage, because I never dance before so I’m a little bit shy and we don’t have explain to the student what song is that, and they not even know about the song name”
13	“could improve is automatically to do my work without leader reminded, this is the most weakness that I should remove it, I often need someone to tell me what I need to do right now even though I have done all my work after leader reminded me”
14	“I should not be shy too. I should contact with students more and talk more with them”
15	“I think the areas I need to improve is self-confidence because I feel that my self-confidence is not enough.”

Table 1.9: Students' comments for Teamwork

Number of students	Descriptions
1	"I need to be more patient and explain to her about the importance of a teamwork's."
2	"This will improve the relationship between me and groupmate."
3	"I think that there are still some areas that I could improve such as giving support for my group"
4	"I could improve myself on team organization."
5	"I can improve myself such as trusting teammates, trust is crucial to teamwork, and it starts with people knowing each other."
6	"I realize need to improve my team work with my team member. This project has to work together because cannot done in alone. I also need to improve discuss problem with team member"
7	"I also need to improve discuss problem with team member. We meet many problems in this event, so we need to sit down and discuss to solve the problem together."
8	"We also improve our friendship by this event."
9	"I think I need to improve my time management and team spirit."
10	"What the areas that I could improve on myself is try to avoid getting all girls group cause they are very troublesome to understand."
11	"I think I could be more unity with my teammates throughout this event."
12	"I learned how to improve on how to communicate more with my team members and children and understand team communication can complete projects in a quicker and more efficient amount of time than others."
13	"The areas that I would like to improve on myself is needed to be more active and communicate more during the meetings and with the group members as well."

Discussions

In the discussion of group-based cooperative learning, students learned by cooperating and interacting with their peers. This kind of interactive new learning environment is different from traditional teacher-centred approach, where the teachers instruct and the students learn individually and compete between each other in learning. In cooperative learning, the paradigm shifted where students in cooperative learning are required to cooperate and collaborate among students in order to complete the group learning goals. In supporting of group learning objectives, it has to be supported with cooperative activities in the students' learning process where a set of soft skills such as communication, teamwork, creative thinking, time management, event management, analytical skill and problem solving, stress handling, leadership, commitment, management are essential in the learning process. This learning environment also was placed in an authentic learning situation where students had to brainstorm on suitable and appropriate games and decorations for the event, completing Need Analysis Program (NAP), budgeting for group tasks as part of the learning process. Such an authentic setting promotes highly engagement levels among students and facilitates their cooperative learning activities.

From the survey and the students' feedback, cooperative learning enhanced students' teamwork and communication skills, project management and improved their personal attitudes in learning, enabling the students to enjoy doing the project and increasing their motivational level in running an event. The project - The EDventure of Aladdin has helped the students to increase their team spirit and to learn through a complete process in order to enhance their understanding of the subject matter.

In this cooperative learning environment, an online interactive tool - Blackboard was used by the students to share ideas about the event, to construct their plan for the project which the students then deployed in running The EDventure of Aladdin. This process of learning is inclined towards constructivist learning perspective where students learn by constructing knowledge and participate actively in their learning process (Neo, 2006; Jonassen, Peck & Wilson, 1999). Therefore, the learning process become the focus point, not the content (Neo, 2006). In addition, the use of multimedia video presentation enables the students to be more engaged and motivated to complete their tasks (Neo, 2006). As a result, such kind activities provide students with a good platform to be involved in learner-centred activities where the students become the main focus in their learning experience, while the teacher becomes a facilitator of learning, acting as a consultant and guide to the students' learning experience. Meanwhile, the use of technology makes the learning process possible and practicable process. The requirement to create multimedia video presentation and the creation of online assignment such as Group Wiki and Blogs are where the students need to upload it inside the Blackboard. Course management system resulted in the students taking advantages of several web based technologies, not only for completing the task given, but for cultivating cooperative and collaborative activities such as conducting a meeting, discussion on the online platform such as the use of Group Wiki among the students which can be accessed by the teacher.

Feedback from the students found that the students have a positive impression on the cooperative activities where it brings benefits to their own individual learning process, as well as to group as a general. Many studies reported that the project allowed them to learn much more

from working in a group environment than working alone. In addition, it is encourageable to have small group of students compared to larger group number of students one of effective way in enabling students to consider the objectives of the class as a whole. Hence, engaging the students to work together cohesively towards the common goals, which is the essence of cooperative learning. As a result of The EDventure of Aladdin project and the usage of the Blackboard as a tool in online learning able to have positive impact towards students' learning environment which can seen on the completion of the event and online tasks which are student reflection, Group Wiki and the submission of the multimedia video presentation.

Conclusions

In conclusion, this study of group based, online cooperative learning in managing an event has revealed that its effect on student learning is extensive. It reflects on the fact that working with individuals in a group based on the same objectives is more reliable compared to work as a separate individual. It stresses on the importance of cooperation and collaboration rather than competing among each other. This study also has shown that it is also effective to have an online platform to communicate and to share ideas with the group members. It has shown that group-based online cooperative learning method has assisted students working effectively in groups. Helping students to learn to manage their time and plan of the event, enhance their communication and soft skills related to event management, apply proper leadership roles to manage group members, and increase students' motivations to learn new things. Some of the setbacks are related to internal issues within groups members, it is closely related to group management problems. The difficulty to meet up and disagreement upon certain decisions made. Certain remote situations, which certain members of the groups are passive and lack of cooperative skills. Despite all of these issues - through clear communications and online mediated learning, the students has successfully managed the event.

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