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A Case Study of Collaborative Learning within a Digitalization Learning Environment

Xiaoxia Wang
School of Traffic and Transportation, Beijing Jiaotong University, Beijing, 100044, P.R. China,
xxwang@bjtu.edu.cn

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xxwang@bjtu.edu.cn(Xiaoxia Wang,corresponding author)

1. INTRODUCTION AND RESEARCH QUESTIONS

After the Covid-19 pandemic, hybrid learning across a variety of platforms, a new compensatory routine, has permitted the resilience to carry out various academic activities. Given that it is the "postdigital", technology-related constructs should be updated and devoted to creating a lifelong learning environment(LE). Outcome-based education(OBE), namely the construction concept of the curriculum system is built on results-oriented, student-oriented, and reverse thinking. The research question is the way to manage collaborative learning(CL) activities to better serve OBE.

2. THEORY AND RESEARCH FRAMEWORK

The review focused on online digital learning from 2020 to 2022, specifically in the field of digital transformation advancement in learning management systems[1]. Fig. 1 introduces a conceptual framework to illustrate the general idea of student-centered[2] learning within a digitalization LE.
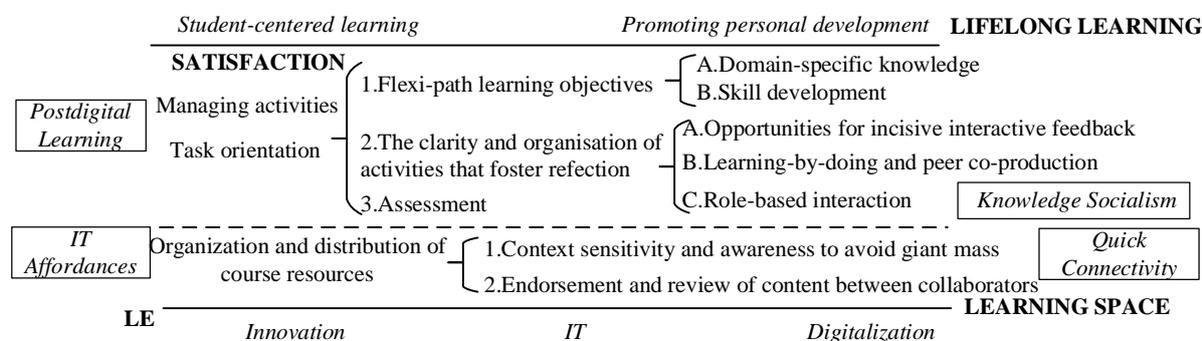

Fig. 1. Student-centered learning within digitalization LE

First, when information technology(IT) is already becoming "affordance", it's possible to well organize and distribute course resources[3]. As a result, a digitalization LE is emerging, which will breed postdigital learning. Then, built on the core concept of OBE, the essential issue of teaching is to foster people and promote personal development[4], which relies on managing CL activities and carry out knowledge socialism[5].

3. RESULTS AND MAJOR FINDINGS

Feishu is an advanced enterprise collaboration and management platform developed by ByteDance. Fig. 2 presents the endorsement and review of content between collaborators via *Feishu*. On the left side, the learning space well organizes following materials: (1) the course description; (2) a course handbook containing aims or intended learning outcomes; (3) group assessment requirements. All these scripts are context sensitive and ready for searching. When unfold the specific script, it looks like on the right side. (1) A teaching calendar is filled with interactive lecture scripts and a schedule of assignments. (2) Each lecture script organizes each teaching section. (3) Group worksheets are developed to conduct collective writing. (4) A formative assessment is to evaluate process quality, supplementing a self-reporting questionnaire that assesses reflective thinking in solving problems.

4. CONTRIBUTIONS

This may involve learning in less structured environments and prompts creative and innovative approaches to uncertainty and change. Teachers need to ensure students continue to understand the importance of disjunction as a component of finding both their will and their own creative and exploratory ways to lifelong learning.[6]
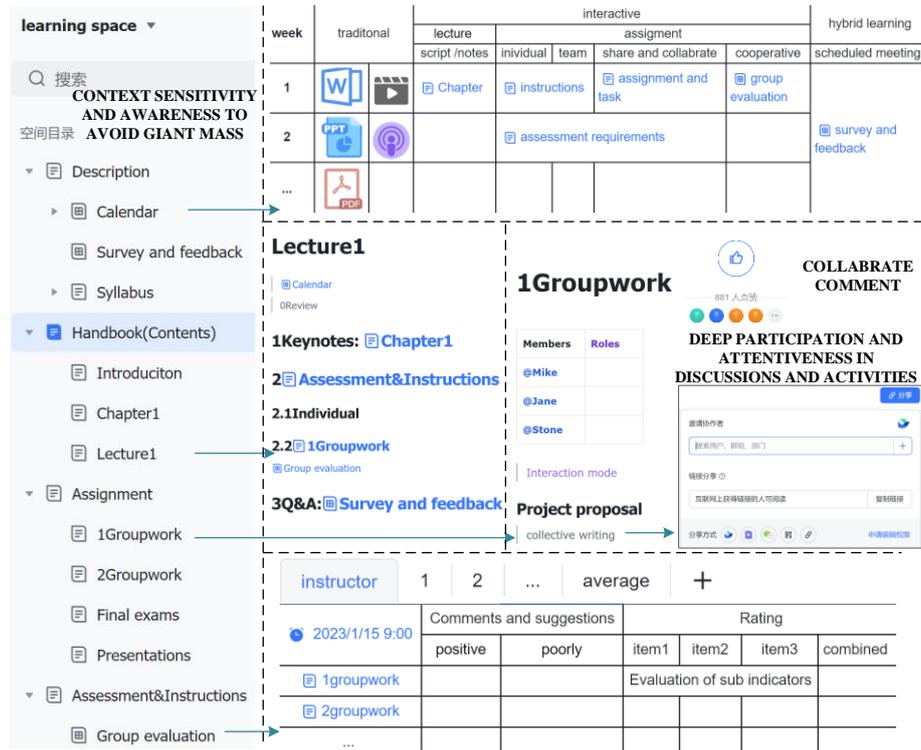
Fig. 2. Endorsement and review of content between collaborators

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