

# ★ Advancing Creativity Together ★



## ABOUT ACT

An authentic collaborative learning project

## UTILISE

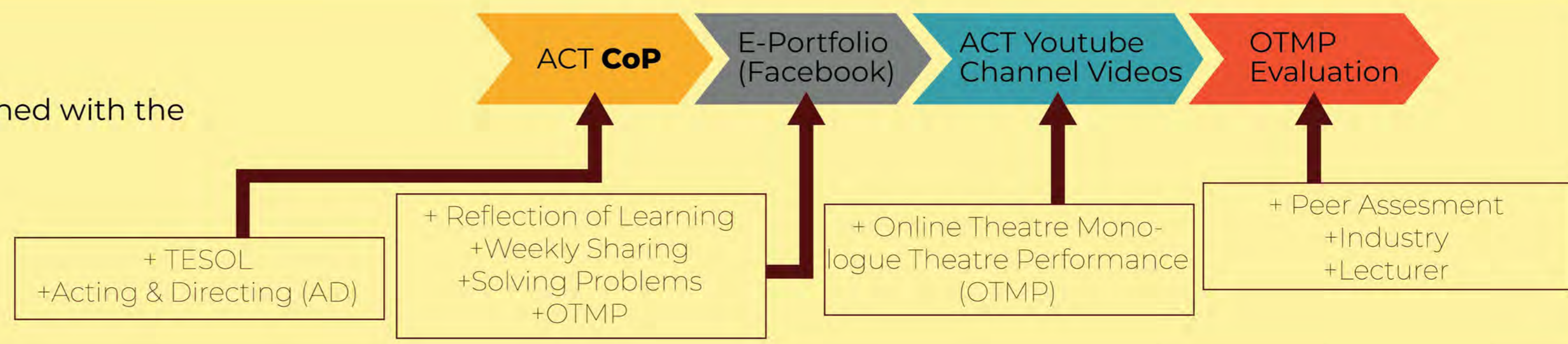
Project-based learning (PjBL), Authentic Learning (AL), Collaborative Learning (CL), and Peer Assessment (PA) as an alternative evaluation strategy

## INVOLVED

Two main groups of students (n=106) from 2 different academic programmes:  
Teaching English to Speakers of Other Languages (TESOL) Acting and Directing (AD)

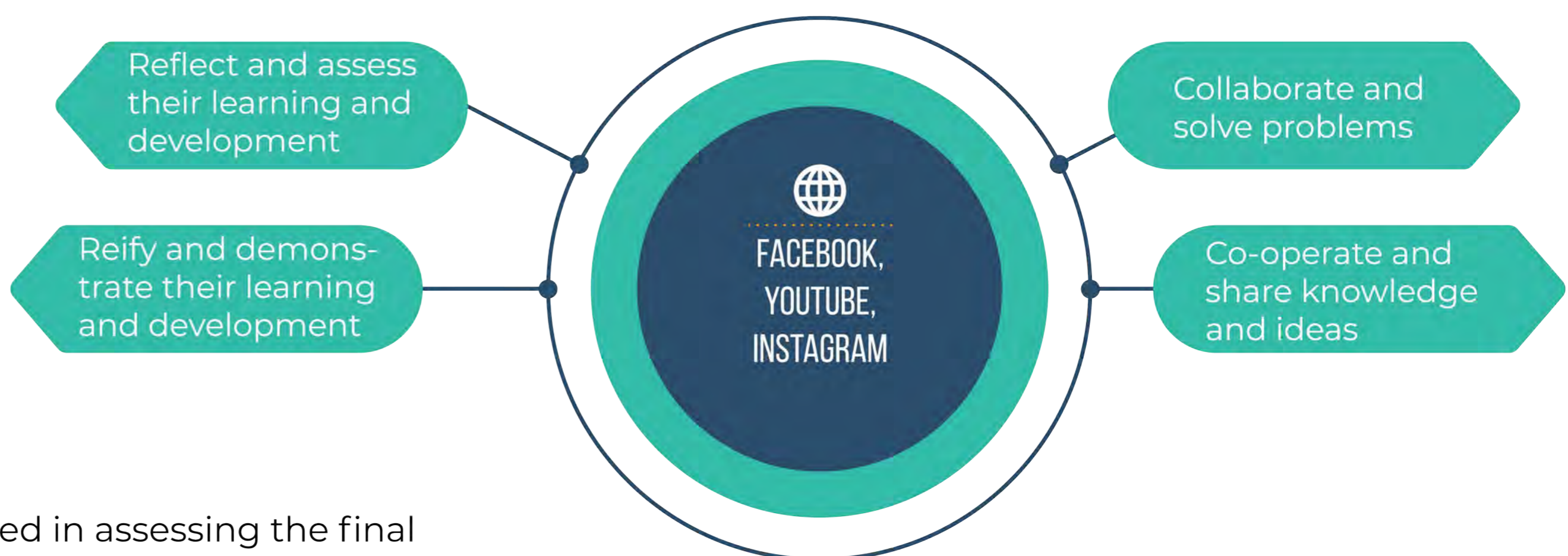
## THE APPROACH

The assessment was structured to be aligned with the learning outcomes of the two courses.

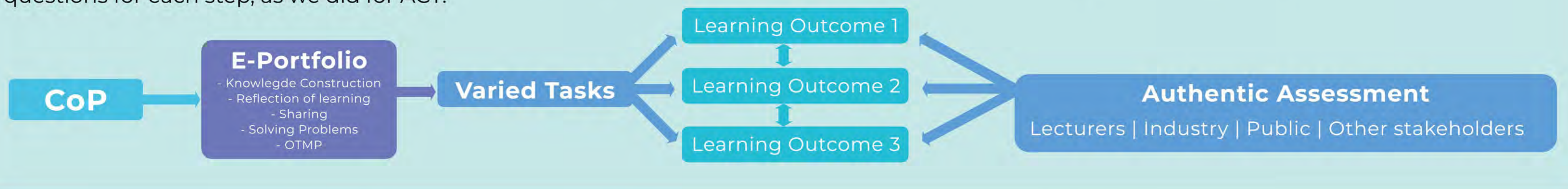


## Authentic Alternative Assessment:

- Feedback from experts - professional arts, director and actor were invited to assess the OTMP **(20%)**. Their feedback helps students understand the real-world practice theatre performances.
- Feedback from classmates - Students were actively involved in other groups' creative process as they gave input and ideas during the discussion of the development of each 91 OTMP's **(10%)**.
- Peer Assessment – Students in the class were involved in assessing the final OTMPs at the end of semester based on a standard rubric that had been provided **(40%)**.
- e-Portfolio on Facebook-Using Reflective Learning (RL) as the basis, the students are required to reflect on their experiences during the collaboration. Their reflections are written and shared In the Facebook Group (FBG), ACT Advancing Creativity Together **(10%)**.



The framework (based on ACT) could adapted/adopted by following these simple steps and addressing the corresponding questions for each step, as we did for ACT:



## THE OUTCOME

**PET102**  
Oral skills for TESOL

- Listen and speak in various public settings and situations
- Plan, act out and carry out an English language drama

**VTP212E**  
Intermediate Directing

- Demonstrate appropriate directing techniques to the script of the performance

AD students gained six meaningful experiences:

- constructing, sharing and utilising knowledge;
- understanding roles as directors;
- identifying and solving problems
- creating and building teamwork;
- developing creativity in directing and;
- practising professionalism in directing.

TESOL students gained abilities and skills that are needed to become an effective English language teacher.

- constructed knowledge collaboratively,
- solved problems,
- performed creative cognitive tasks and,
- developed self and project management skills.



Professor Dr. Muhammad Kamarul Kabilan Bin Abdullah  
Pusat Pengajian Ilmu Pendidikan



Nur Hilyati Ramli  
Pusat Pengajian Seni