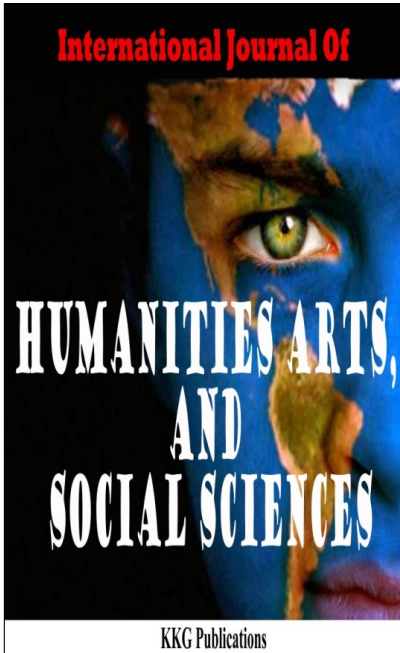
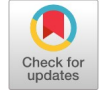


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Autonomy vs. Assessment: To What Extent the Audience Approval in a Gallery Game Helps Bring Pleasure, Pressure, and Progress

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AUTONOMY VS. ASSESSMENT: TO WHAT EXTENT THE AUDIENCE APPROVAL IN A GALLERY GAME HELPS BRING PLEASURE, PRESSURE, AND PROGRESS

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Abstract. This paper is intended to inspire a competitive incentive in classroom participants. In a class where the number of students is big and a flipped way is worth consideration, it is often presumed needful for participatory pedagogy. I would like to share a classroom experience according to my observation during the semester and a semester-end survey filled out. Intended to drill college students in English abilities through studying special topics on modern China, my class was characterized by the gallery game where the students were requested to display their learning results with sticky notes and wallpapers, on which all participants, including the teacher, used stickers to show their approval. Although the process appeared insufficient for student assessment, it was found useful to motivate learners. There were 88 students signing up for the class, where 86 of them were regular attendees. More than 10 students had come from abroad, whose mother tongues were non-Chinese languages, so the only language used in class was English. The 25 survey questions are raised to inquire whether and to what extent the learner autonomy was increased. The findings are that the students' attendance rate was high, the students were gradually used to either self-learning or teamwork learning, and they became a little more proactive than before when having to make their works creatively interesting enough to win as many sticker points as possible. In doing so, my students were metaphorically baptized market probationers who voluntarily confronted the hustle and bustle with each other's help.

INTRODUCTION

"The paramount aim of teaching is that students learn. Thus, the ultimate criterion of effective teaching is effective and successful learning" (Hativa, 2000, p. 1).

In the past two decades in my career, I once saw it a nightmare to teach a large class where most students, whose learning motivation is low, expect not much of the teacher. Except teaching the classes for drilling students in oral skills, I often chose to give lectures, no matter what their topics were about. However, my student's attention was found always incompatible to how hard I tried to teach and speak. That is the only reason why I felt like flipping the way I had been used to. About 3 years ago, I decided to swift my classes then the class of Conference English and those of English for Negotiation and American Culture to something upside down, for which I had to spend many times the class hours I had usually spent on preparations before class. The students were accordingly requested to preview my short self-cam videos prior to their attendance in class, where they should put into practice whatever guidance and questions were given in the pre-class videos. As a classroom manager and learning facilitator instead of a "teacher", I found not much learner autonomy aroused despite such classes

being flipped somehow (Nurnia, Kamaluddin, Milwan, Herman, Masmur & Sondeng, 2017).

Hativa (2000) indicated that "a student with low internal motivation is not committed to learning and adjusts his/her learning to the circumstances for example, to the teacher's requirements or to the daily events that affect him/her". Nevertheless, classroom failure often occurs when students choose not to prepare for beforehand announced requests. Supposedly, they tend to act passive when in class if no "sticks" are held to mobilize them. Things could change if a teacher behaved in the opposite direction. A learner-centered approach is thus worth being applied to such cases. It looks like a paradigm shift from the focus on teachers to that on learners (Huba & Freed, 2000). My attempt, however, is nothing unusual but to take flexible and incremental steps to motivate and thus mobilize the students to be responsible for themselves when they are engaged in learning. From this semester, I revised my way of teaching in a big class called Special Topics on Modern China, applying a couple of unconventional methods to its classroom management.

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For highlighting social connection, the class in a sense was managed through the World Cafe sessions, where the students played the role of and called each other the “guest” or “table host” on the basis that the teacher acted as the “host”. Since a welcoming environment was created, the power distance became shortened between all participants, who were devoted to information exploration and idea processing by themselves. The WC could change in different forms, but its components like setting “questions that matter” for further discussion, traveling to another table for idea pollination, visualizing insights with markers, tablecloths, doodling skills, etc., should be taken as indispensable (Gray, Brown & Macanfu, 2010, pp. 228-229). Prior to the midterm week, these components were regularly put into practice in my class. Nevertheless, all my students were found reluctant to be engaged in such a key session as cross-table exchanges. A post-midterm survey filled out by my students also showed their doubt about whether the session was conducive to learner autonomy. Thus, I simplified the WC and later became more focused on students’ effort to search and integrate information in class. The class then was vaguely divided between the input session and the output session, while the teacher’s brief guidance and face-to-face talks went on whenever necessary.

The output session was a gallery game underpinned by teamwork. Each table (group) should work on its own cloth (wallpaper) and give some contribution. The problems by which I had been haunted were how table members could be mobilized to get things done, how their performances would be reliably evaluated by peers, how such evaluation should be moderated by teacher’s intervention, and how much progress in terms of idea processing and learner autonomy would be made by students. Intrinsic motivation has been found more influential in the long term and more conducive to effective learning outcomes (Brown, 2014, pp. 160-162). In my class, to play down the reward, the students would have to earn to assess their own competence. The terms like grade, score, and evaluation were rarely used or mentioned to them. Instead, they ranked by the stickers given and pasted. According to the game rule, the students and the teacher owned and used different types of stickers whose points are differently valued, so there wouldn’t be a problem when a rank needs proportional conversion into certain grade. This measure was taken to help focus the learners on the tasks/games without being too much distracted by reward anticipation or achievement pressure from outside. By the end of each class, some blended or simplified sort of peer evaluation, which I called audience approval, was regularly conducted; all participants were then invited to the role of performance reviewer.

Being supported by a semester-long observation and the final survey conducted online, I found that the average attendance rate in this 3-hour class was higher than that in the same classes I had taught in the past. Partly because of my intentional avoidance of negative incentives or demanding attitudes, occasional French leaves from class during a break and unexpected class-time naps became two of the most alluring choices to my students, who also grew up alone or by teamwork in learner autonomy. Parasitism in my class occurred once in a while, but it never became a classroom epidemic. It was believed to have resulted from insufficient preparations or superficial participation, often undermining equal division of labor and collaboration with teammates. The free-rider phenomenon is worth later exploration because it not only discourages those honestly involved but also cools down the team-based enthusiasm just not easily budded. The last problem is about student coordinators or table hosts, who were found always lukewarm in their role. In another class, once adopting a rotation rule for team captains to take turns being in charge of their own group, I gave them according rewards and every student had a chance to be “put in another person’s shoes”.

LITERATURE REVIEW

As a form of “visual note-taking”, doodles are found useful in thought capture, strategy sketching, and solution search (Sanders, 2012). They have also been applied to group work through World Cafe sessions, where table cloths and sticky notes are often used (World Cafe Community Foundation, 2015). The World Cafe in essence is a role play game. All games are characterized by what to achieve, how to achieve it, how achievable it appears, and what the game means to its players (McGonigal, 2011, pp. 21-22). A game with proper levels of difficulty, namely “positive stress”, functions to positively affect gamers’ attention, memory, and motivation (pp. 28, 32) (McGonigal, 2011). According to McGonigal (2011) a gameplay activity could be of great help to “inspiring participation and motivating hard work” (p. 33). I cannot help think of my class as an arena where all participants had been at the crossroads between getting involved in a gameplay-like activity and being requested to do what has to be done. To flip a class does not necessarily exempt it from any criteria. It is true that a rubric helps to provide “key criteria that students can use in developing, revising, and judging their own work” (Huba & Freed, 2000, p. 155). Despite my effort to have my students put what was learned to use, it would be extremely hard to keep them on the right track if they had hardly been oriented toward the prescribed rubrics. An acceptable assessment for students in their performances should be composed of scoring rules and

rubrics (Suskie, 2004, p. 102). The rubrics are simply like the game rules that help them know and follow how to achieve the goal.

As below were the rubrics for my class, which all table members were expected to follow. First, the contents written on the sticky notes and the table cloth should be brief and clear either in one's own words or through one's own proper interpretation. Second, the contents written or doodled should make sense while being based on facts. That is to say, those directly cut or copy the collected information from anywhere without necessary absorption and digestion tend to give unnecessarily lengthy feedback, and they surely won't be favorably rewarded. Such easy, simple, and general rubrics were deliberately adopted to invite and encourage learners to engage themselves in information gathering, processing, and producing instead of fact memorization or examination preparation. Every week prior to the class time, I also regularly announced to my students the seriously-designed questions online aiming to extend their way of thinking.

Today, the younger generation has been more exposed to or stimulated by digital technologies that promise "pluralities, playfulness, possibilities, and participation" (Craft, 2011). A game in itself is fun, and it becomes more irresistible to players when supported by cybernetic gadgets. My students, many of whom were such potential or present players, had been found intuitively negligent of teacher's unilateral ways of instruction. I thus decided to have them do something for themselves during class. However, taking action to learn would neither feel like a gameplay nor facilitate learner autonomy unless contextual relevance and performance achievability are also made clear to learners. Whether the teaching materials are relevant to students' life or academic experiences matter to help trigger learner motivation, while whether the class task is conducted step by step from simplicity to sophistication and supported by problem solving are of equal importance (Jahangiri & Muciccolo, 2012, p. 65). Besides the questions raised for my students for classroom use, which mostly focused on practical scenarios in terms of how and why, the table cloth activity regularly held was simply like an in-class game catering to different learning needs from students with different capacities. The questions turned increasingly challenging over time to whet learners' appetite for advancement.

In a sense, my students were required to come to class for the aforementioned learning game. However, such a requirement was not announced in a demanding manner. Instead of making it feel coercive, I activated it by showing a desirable prize or honor worth my students' pursuit. As Lens and Vansteenkiste (2008) pointed out, "When people manage to concur with or

endorse the personal relevance of the behavior, they are more likely to engage in the activity with a sense of willingness and volition". The attempt to integrate learning activities and the assessments thereof is "powerful in aligning teacher and learner perceptions of the degree of engagement and attainment, and in moving the focus on responsibility from teacher to learner" (Robinson & Udall, 2006, p. 98). Like what is usually postulated in a game, in my class, proper barriers and promised bonuses were integrated to create certain incentives for learners. With the class-end "audience approval" during the gallery session, a learner-centered assessment was thus made possible.

My intention was to better manage a class characterized by English practice through special topics or purposes. It was believed to come up with possibilities beyond what had been taken for granted and hopefully facilitate learner-centered pedagogy. As Suskie (2004) asserted, "a broader range of assignments can stimulate student creativity, make plagiarism more difficult, and help students with diverse learning styles ... demonstrate what they've learned". Knowing that most of my Taiwanese students had been and would be continuously fed in most other classes on quizzes, tests, exams, essays, presentations or the like, I hope to bring an alternative to them and a supplement to their learning experience. Thus, the 3 general outcomes pleasure, pressure, and progress deemed dependent variables, were assumed and highly expected to reflect the effect caused by audience approval.

METHODOLOGY

Before this research, a post-midterm survey with another 25 questions had been conducted in the same class to verify the presumably increased learner autonomy (The form and the questions of the post-midterm survey can be retrieved from the web page as below. <https://goo.gl/ZiDUpt>). With the response rate of 59%, the post-midterm survey questions were equally asked about the three sessions information search, cross-pollination, and gallery display. For deepening the analysis of the findings, the other survey the final questionnaire was conducted later by the end of the semester for the same respondents. The biggest difference between the post-midterm survey and the final survey regarding how both were conducted is that the latter promised reward points to all potential respondents for a higher response rate while the former did not. Even so, the rate went up only 12%. This gives me a reason to believe that there must have been approximately a third of regular attendees who never bothered to share their feedback in whichever survey. In addition to learning motivation and learner autonomy, this paper laid more emphasis on how effective the

gallery display and its preparations proved in an ESP course like mine. The final survey, which I will call “the survey” from now on, involves all about what is to be discussed here as follows (The form and the questions can be retrieved from the web page as below. <https://goo.gl/AlqctP>).

The survey participants were the students taking my STOMC class. It was a required course in English at Ming Chuan University in Taiwan, accepting freshmen of the Department of Applied English, all of whom were Mandarin speakers, and students of the International College, most of whom were non-Mandarin speakers. The number of course takers is 88; except 2 students never present in class for unknown reasons, 86 students were the attendees frequently coming to class, who were invited to answer to the 25 questions raised in the online survey through Google. For motivating the students to access the survey and give their answers, the message I left to them stressed that the questions had been designed to help improve the same class to be taught next time. Out of regular attendees, 61 respondents exactly joined the survey, so the response rate is 71%. The response rate in a survey higher than 50 percent could be acceptable; the higher the better (Rubin & Babbie, 2011, p. 388). The key questions especially taken into account in the research paper are from Question 14 to Question 25, whose Cronbach’s alpha, according to the SPSS software, turns 0.936, a satisfactorily high reliability. Only Question 15 is found to have lowered the average reliability, which means, according to the question, why the students didn’t feel like conversing with the teacher during class must have been caused by a factor having not much to do with whether they could well-perform the assigned task.

Because of the paradigms of literature and history with which I have been familiar since graduation from my M.A. and Ph.D. studies, this research is a novel experience for me. Although a so-called qualitative method was applied to two of my most recent papers - one forthcoming in a college journal; the other already in print in the proceedings at a conference, numerical data have always seemed to be a challenge to a literature and history major like me. Such being the case, I tended to interpret the gained statistics through whatever theories, viewpoints or statements, especially those concerning motivation and learner autonomy, which had been established and found conducive to better understandings of them.

Being the teacher in charge of the class where the regular participants were also acting as the subjects in the selected context, I made the most of the role I was playing during class. For example, I not simply served as the instructor facilitating classroom management but also the participatory observer managing to remain neutral between judgments on students’

performances and personal dislikes for the chaos that occurred occasionally on the scene. To avoid the potential Hawthorne effect, I did not reveal any intention to my students about the class as a case under observation for doing research. As Jorgensen (1989) pointed out, “participant observation aims to generate practical and theoretical truths about human life grounded in the realities of daily existence”. Now that I was an “insider” of the classroom situation continually lasting about 4 months and that whatever observed was all concerning human behaviors to be culturally interpreted, my observation purpose was to find out what happened, including what went right and what went wrong, so that the findings would be informative and supportive to the data collected through the survey questionnaire and vice versa.

Except the first question addressing respondents’ gender difference and the second question, the survey questions applied the Likert Scale from point 1 to point 5 incrementally ranging from “strongly agree” to “strongly disagree”. All questions were not expressed in a question form but a statement, each in one sentence, centering on how information search, individual labor, team collaboration, and audience approval affected learning effects. From Question 4 to 12, the respondents were asked to re-assess how information search had worked in class. Question 13 was about whether the suspense of cross-pollination was acceptable because such a bridge activity was found helpless to learner autonomy. Questions 14 to 19 were concerning the table tasks considered preparations for the class-end gallery where audience approval was to be regularly put into practice. Questions 20 to 24 focused on the effects caused by audience approval. The 25th question was designed to see whether the tentative scoring measure based on ranking the moderator variable helped alleviate learners’ stress and bring hope to change for the better. The key questions (Q14 to 25, mean = 2.53) concerning the topic were based on my observation during the semester, which was ready to be verified or falsified by the survey responses.

RESULTS

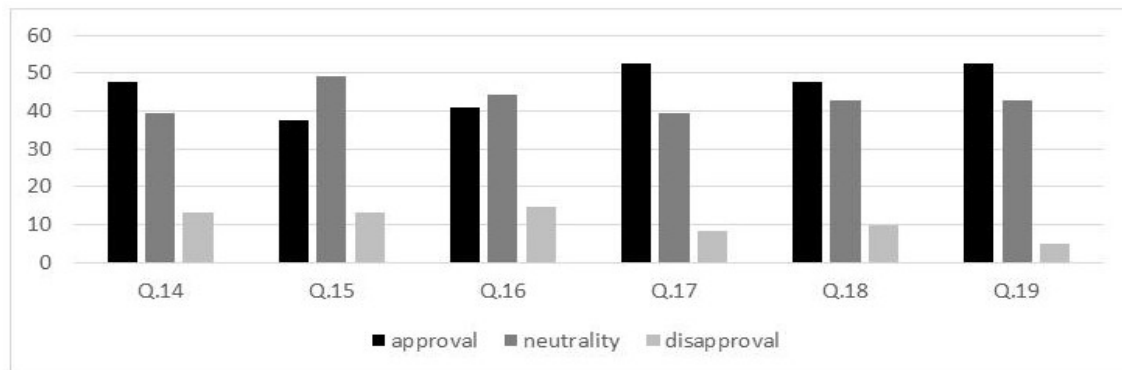
As Hativa (2000) remarked, higher education has been increasingly challenged and old-fashioned pedagogy became more likely to cause ineffective learning: “Faculty should be introduced to the new conceptions of teaching and learning and to new teaching modes and technologies, and learn to adapt to a student population that is much more diverse than it used to be”. In a sense, standardized statistics and quantitative criteria leave not much room for college learners to long-term growth, no matter how slowly it is achieved, and creative attempts, no matter how crazy they look. The step I took in the STOMC

class was nothing unusual, but it is surprisingly rare to see most other classes and teachers at universities in Taiwan make similar effort. My initial attempt must have come up with the cost or risk unexpectedly high. First, I would like to share some problems. Then I would like to help shed some promising lights based on this research. The unconventional grading process characterized by audience approval allowed extended fun, time, effort, patience, and creative expression from classroom participants. In doing so, metaphorically, my students were a group of probationers under baptism of market competition. The last session in my class started with a game-like activity and ended in a poll-like event. "No pain, no gain" is what has been firmly held. The new generations, instead, could be more identified with a learning context where mottoes like "No game, no change" and "No play, no gain" sound closer to reality.

Among the 61 respondents who exactly joined the survey, the number of female students is 47, while that of males is 14. Nearly 90% of the respondents are college freshmen. In regard to their mother tongue, most of the respondents (80.3%) are Mandarin speakers; non-Mandarin/non-English students take 13.1%; English native speakers take the smallest share (6.6%).

There are 47.5% of the respondents agreeing to my observation of their learning process that they best prepared the table task for the gallery display either alone or by teamwork (Q14). Those who disagreed take about 13.1%. When responding to the statement that they chose not to converse with the teacher often just because they could handle the table task alone or by teamwork (Q.15), 37.7% of the respondents gave an affirmative reply to it while 13.1% were against it. When the question changes into a statement that they prepared the task alone or with mates for the two incentives (Q16) sticker points and entertainability the number of the respondents who agreed increases by 3.3% and that of those who disagreed increases by 1.7%. When asked about whether their self-confidence in learning had got improved (Q17), 52.5% of the respondents said they had, while 8.2% said no they hadn't. When the question turns out to be a statement that such self-confidence means the students became more autonomous in learning (Q18), the approval rate goes down by 5% while the disapproval rate goes up by 1.6%. As to whether in general, the table task is joyful (Q19), 52.5% of the voices turned affirmative; only 4.9% showed disapproval (Figure 1).

FIGURE 1
The Survey Responses to the Variables Affecting In-class Pressure, Pleasure, and Progress (part 1 of the key questions)



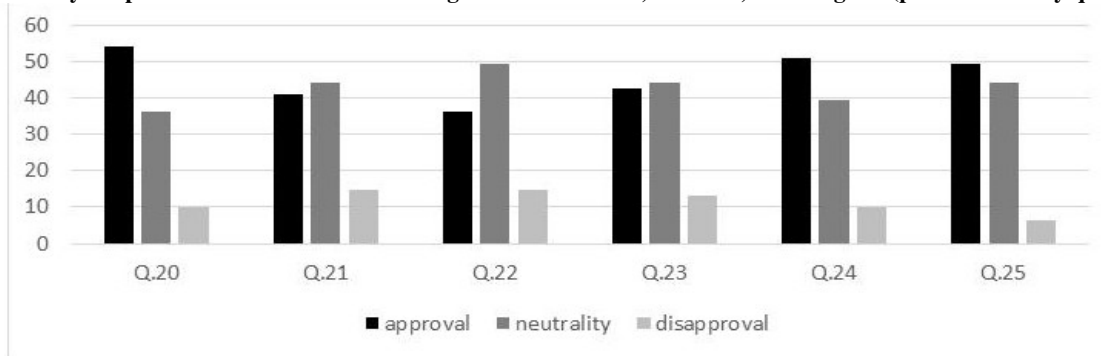
As to how audience approval affected the students' learning (Q20), 54.1% of the subjects responsive to the survey felt like making effort to win peers' and teachers' sticker points because this assessment form brought them pressure. Only 9.8% disagreed. When the statement shows that audience approval supported the class rule and made the students do their best in most cases (Q21), 41% of the respondents agreed, while 14.7% turned down the thumb. However, if the respondents preferred audience approval to summative assessments like quizzes or exams (Q22), 36.1% of them would agree to identify such preference with its being conducive to learner autonomy, and

the number of those showing disagreement remains the same as that in the previous statement. When such preference is identified with its guarantee of more pleasure and less pressure (Q23), 42.7% of the respondents tended to agree; 13.1% disagreed. Being asked about whether the students had learned and made progress especially when such progress is understood as better knowledge management than mere information absorption (Q24), those who said yes are the respondent majority, which takes 50.8%; those saying no are the minority, which takes 9.8%.

Ranking is the moderator variable selected, which served as a scoring buffer in my class (The grading policy of the STOMC class remained 70% for daily performance and 30% for midterm group project. In short, daily performance was directly priced at the daily grade, but the daily grade was decided by where the students separately rank). I had announced to my students at the start of the semester that they would rank up and down according to the sticker points earned, there would be no worry for most students because the points earned would be

favorably transformed into the daily grade, and only those who rank below top 80% would be located in the “danger zone”. Such scoring design was intended to avoid negative incentives and remind the students of what might deserve their pursuit. In the survey, 49.2% of the respondents agreed to the statement that ranking, instead of direct grading, alleviated their pressure and propelled them to achieve further results in learning. Only 6.5% were against it (Figure 2).

FIGURE 2
The Survey Responses to the Variables Affecting in-Class Pressure, Pleasure, and Progress (part 2 of the key questions)



DISCUSSION AND CONCLUSION

The largest group who took the class was freshmen in college. They were almost identical to native Mandarin speakers. On one hand, in terms of lingual background and status difference, either native English-speaking/non-Mandarin students or those senior to the freshmen could have taken advantage of the 80/20 principle. The principle postulates the contrast between the minority creating major outcomes and the majority producing minor outcomes (Koch, 2008). However, it hardly worked in my class with the fact that the foreign students had been equipped with insufficient knowledge of China issues before taking the class. This in part explains why these seemingly “elite” minorities from beginning to end appeared reluctant or showed no interest whenever and wherever they had a chance to lead their own team. This somewhat explains why more respondents either stayed neutral or remained affirmative when responding to the suspension of the cross-pollination session during the semester. On the other hand, the majorities in class were inexperienced learners in English whose mother tongue was Mandarin. Their supposedly better knowledge about China did not work, either, to motivate them to coordinate or lead a team. It was because the only language used among all participants was English. For them, English was certainly a goal to achieve, but it was also a barrier to many of them to further comprehension. Such self-contradictory situation all the more endorses

the necessity of a flexible and unconventional type of classroom management where students’ learning and individual differences are seriously taken into account.

Speaking of whether the students made their best preparations for session 3 table task, the survey shows, according to the number of them who agreed, that a half of the respondents experienced their progress in learner autonomy. This could result from an increased degree of work pleasure or/and a created need for progress. What seems confusing between my students’ autonomy and willingness to converse with the teacher is that oftentimes the students neither bothered to talk to me nor raised a question despite my passion for engagement and taken-for-granted presence in class. I also found that many native-English or non-Mandarin speaking minorities tended to maintain a low profile unless the teacher kept soliciting or inviting them to get involved in certain oral exchanges. Actually in week 17, when our last meeting was held with each other, I tried using a reciprocal favor, of no doubt an extrinsic incentive, by giving bonus points to whoever willing to share ideas, questions or problems with the teacher. Although the incentive worked well, most Mandarin-speaking students remained relatively passive.

In response to the aforementioned confusion, the 15th survey question has the answer. Over a third of the respondents agreed that they were just able to deal with the table task without hav-

ing to initiate discussion with the teacher. To follow up, the 16th question shows that 10% of the respondents, with the rest of the response shares unchanged, who were supposed to have given their affirmative reply, turned neutral then when asked to verify whether both extrinsic and intrinsic incentives - struggling for sticker points and having fun worked to affect their individual or joint efforts. When comparing this response and the previous one, I found that extrinsic motivation was not as negative as had been understood as. What has been widely asserted is that learners tend to see tests and grades as “a source of immense anxiety”, “the main result of their learning”, and “the main external motivator” (Hativa, 2000, p. 324). However, according to the case in my class, if properly inserted in a gameplay-like activity, extrinsic motivation could lead to learners’ self-mobilization. Conditioned and facilitated by varied incentives, internalization of learner autonomy takes time. Besides, whenever a table task was completed, over a half of the respondents felt their self-confidence in learning became increased. If the task had not been designed as controllable and achievable, they wouldn’t have felt that way. As their teacher, I could have reviewed and also requested the student peers to review the finished table cloths and the notes attached to them in a manner that left no room allowing errors, false comprehension, occasional unpreparedness, and unfaithfulness to the prescribed rules for doodles. During the class-end gallery display, whichever performances that won more audience approval stood out among the peer works as eye-catching prominences. This meant much to those potentially competitive and those left behind since no coercive power was imposed on the participants. When my students got improved at their will and pace, step by step, bit by bit, I didn’t have to act as a classroom superintendent but a senior partner or gameplay adviser. Such being the case, my students’ confidence in learning was thus believed to propel their autonomy, which is verified by the response to question 18.

As Tolman and Lee (2013) pointed out, faculty’s willingness and practice to share power with learners will help arouse the latter’s learning autonomy and co-create collaboration and partnership with each other in a class venue. The table task and the gallery display thereof session 3-not merely helped build up my students’ confidence and autonomy but also brought pleasure to whoever engaged. The response to question 19, asking about whether the session is fun, shows an equally high rate of approval as having been found in question 17, which concerns learners’ confidence. When it comes to the audience

approval, question 20 shows that over a half of the respondents felt under its pressure, the pressure was ascribed to their need for sticker points, and they had to work hard to earn the points. Nevertheless, 14.7% of the respondents who felt under pressure turned either neutral or opposed when answering to the next question about whether the game rule concerning audience approval in itself was an encouraging or motivational factor. This sign is an urge for me to elaborate the rubrics, design a screening mechanism for qualified peers, and create effective incentives that drive the students to engage in the class-end gallery display deeper and more substantively.

Over a third of the respondents agreed to the survey statement that audience approval helped increase their autonomy in learning. Despite one seventh expressed their disagreement, a lot more students - nearly a half of the respondents stayed neutral. As just mentioned above, I should have built a much better mechanism to motivate my students to take actions to facilitate and ultimately internalize their autonomy. The next survey question has an answer to the previous opinion from a different perspective. In terms of pleasure provision and pressure relief resulting from audience approval instead of conventional assessments like quizzes or exams, as compared to the response shares in the last question, the number of those who agreed increases by 6.6%, which mostly came from those who had expressed neutrality; the number of those showing disagreement slightly decreases. This means autonomy internalization could be a process that requires much longer time while how easy or hard the in-class activities appear is easier to feel and discern. Under certain circumstances, to develop a classroom context where all participants are welcome to acquire what they need in their own way and at their own pace seems compatible to average learners’ deep-rooted wishes.

No matter how devoted my students and I were to the class, it is down-to-earth to question, “Did my students learn?” and “What did they exactly learn?” According to the survey response to the statement that what the students learned is how to put to use the information searched rather than mere memorization of it, over a half of the respondents turned up the thumb, while less than 10% disagreed. This means my students made progress and learned, based on brevity and clarity, in their own words and through their interpretation of the facts and information collected. The extended ways of thinking that make sense also reflected on their learning outcomes (See Table 1, which is made to respond to what was expected of the learners in my STOMC class).

TABLE 1
The Rubrics used to Help Achieve and Assess Students' Outcomes

	Brief and Clear	In learners' own words / through learners' interpretation
Making sense	(sticker points) student peer's x 10 teacher's x 30 teacher's x 50	(sticker points) student peer's x 10 teacher's x 30 teacher's x 50
Based on Facts	(sticker points) student peer's x 10 teacher's x 30 teacher's x 50	(sticker points) student peer's x 10 teacher's x 30 teacher's x 50

Technically, the rubrics left much to be desired. The most obvious advantage they offered is verified by the response to the 25th survey question. Nearly a half of the respondents agreed to the statement that the sticker points as a scoring buffer facilitated pressure relief and progress making for learners. Such an opinion makes me find it worthwhile to put into practice the audience approval regularly with necessary revision and refinement of it. In all, my students became a little more autonomous and confident because the class was consummated by a gallery-like context where all participants were welcome

to observe and evaluate any other teams' table cloths. First, the context is fun enough to propel them to move on. Second, the whole process makes them feel having made progress in terms of memory retention and information management in a much easier manner. Thirdly, the chosen moderator variable ranking system as a scoring buffer was believed to leave more room for these students to take time and take it easy to get improved without having to worry much about competition impact or course survival.

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– This article does not have any appendix. –