TCX
TUTOR CONNEXXIONS

ISSUE 19/OCTOBER 2008

PROMOTING LEARNING THROUGH EXAMS

Exams are an assessment tool to measure the knowledge and skills gained by learners over the semester. We know that they are a cause of much anxiety for many learners. Yet they are necessary not only because they provide proof of competency but also because they yield data which allows policymakers to monitor the quality of education provided, identify programme strengths and weaknesses, and so on. Within this context, what effective strategies have OUM tutors adopted to prepare their learners? What are their views on exams? Do they see exams as a promoter or detractor of meaningful learning?

REGULARS

FEATURES

TCX
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EDITOR'S NOTE

A lot of compliments came our way from various quarters when we released TCX 18. Some of you wrote in to say that you liked the new look and that the newsletter was interesting, professional, a welcome change and a source of information on tutors' views and activities. This pat on the back means a lot to us. We are now even more driven to make each issue of TCX a fulfilling treat for you.

Of course, the fact remains that we did not accomplish this success on our own. A lot of work by many people went into the publication of this newsletter. We don't believe that too many cooks spoil the broth. We believe this makes it a whole lot better! One person could accomplish a lot if he or she is tenacious but a group could accomplish much more. So, please do contribute to TCX. Drop us a line at tcx@oum.edu.my.

This issue of TCX focuses on exams. It touches on both traditional and alternative forms of assessment. This is relevant because in 2010, the Education Ministry plans to introduce a new curriculum for primary schools that emphasises school-based assessment. Such a radical shift from exam-oriented education at the primary school level warrants similar change in higher levels of study as well. This is especially so in the case of our University, which strives to produce holistic graduates who will excel in both traditional and alternative forms of assessment. Currently, part of the marks are given for examinations while the remainder come from assignments and online participation. OUM is also embarking on the move to introduce recognition of prior learning as a way of assessing potential learners.

Some learners might respond to the idea of exams with a tinge of anxiety, similar to that of the figure in the Edvard Munch painting, "Scream," featured on the cover. In contrast, there are learners who are actually motivated by exams and look forward to performing well in them. Consequently, they come out with flying colours.

Exams are neither good nor bad. Whether they are viewed positively depends on the learners. The key concern is to help learners to derive more meaningful learning from exams. But how do we achieve this?

This is a question which may receive diverse answers. We will need to assess the current situation, the resources available, the challenges, obstacles, gains and benefits before we can make up our minds on which way to go. This issue of the TCX aims to initiate dialogue on some of these concerns.

We hope what we present here will get you thinking out of the box about assessments, whether they be traditional or alternative.

Regards,
Azeezah Jameelah
Editor

Please help me to resolve this problem as soon as possible, so that I could wish them all a belated warm welcome and get into the business of posting messages and uploading materials for future tutorials, etc. Your prompt action is very much appreciated.

Hjh Falilnesa Hj Mohamed Arfan
PPT Serdang Raya

The problem has been promptly resolved.

The Editors

ENCOURAGING WORDS

Hello. Thanks for e-mailing me this newsletter. The contents are so useful. Thanks once again.

Nueh Kimon
Institut Perguruan Keningau

Thanks a lot. I'm quite surprised by this personal approach. Keep it up.

Lai Choo Heng
Seberang Perai Learning Centre

Bravo! I wish all the best to Tutor Connexxions for this value-adding initiative.

Dr Stevens Lahamin Wasibin
Keningau Learning Centre

MYLMS FORUM FOR TUTOR NOT ACTIVATED

I have already started teaching my subject, Sejarah Perkembangan Negara, but am exasperated that I am still unable to get into the forum and communicate with my learners. This is because the course / quick links in the myLMS have not been activated.

Ironically, all my learners told me that they had no such problems and could easily download the assignment question.

TEACHING PERMIT APPLICATION

With reference to the Tutor Reminder column in TCX Issue 18, I have two questions about the Teaching Permit application: Where can I obtain a copy of this form? What are the attachments required when submitting this form? Thank you.

Lee Yuan Chiang
PPT Miri

You can either obtain the application form from the administration office of the learning centre or download it from http://www.phed.gov.my/v2/borangE.html.

Among the attachments required are:
- *Two reference letters*
- *Medical report*
- *Copies of educational certificates and transcripts*
- *Two passport-size photos of the applicant with the name and IC number of the applicant to be written on the back of each photo.*
- *A RM20 Money Order payable to Universiti Terbuka Malaysia*

The Editors

We welcome letters from our readers on any issue that may be of concern to you. Please e-mail us at tcx@oum.edu.my.

CHANGE AT THE HELM

We at TCX would like to welcome Associate Professor Dr Santhi Raghavan as the new director of the Centre for Tutor Management and Development (CTMD). Previously, she was the Deputy Director of the Centre for Graduate Studies. Nik Azlina, who was the senior manager of CTMD, is now a senior lecturer in the Faculty of Business and Management. We wish them both well in their new posts and hope that they will continue to contribute to TCX.

CTMD is responsible for the overall management of tutors. So, if you have any queries or comments, you are most welcome to contact the centre. Below are some CTMD phone numbers which could be of use to you:

Assoc Prof Dr Santhi Raghavan   03-2773 2789
santhi@oum.edu.my

Mohamad bin Sulaiman   03-2616 8843
mohamad_sulaiman@oum.edu.my

IMPORTANT DATES

OMES Deadlines

PROGRAMME	ACTIVITY	DATE (2008)
Undergraduate	Key in marks for assignment and quizzes	27 October – 9 November
	Key in marks for online participation	24 – 30 November
Postgraduate	Key in marks for Assignment 1	13 – 26 October
	Key in marks for Assignment 2	10 – 23 November
	Key in marks for online participation	22 – 28 December

Upcoming Activities

ACTIVITY	DATE	REMARKS
Tutors/ Facilitators Monitoring	Tutorials 2, 3 & 4	Class observations will be done by Lead Tutors and OUM academic staff Observations will be made based on the training programme conducted in August 2008
Teaching Permit Application	Tutorial 5	Tutors who have not applied for a teaching permit must submit their application forms to the Administrator at your learning centre

ASSESSING PRIOR LEARNING

By Harvinder Kaur Dharam Singh

Recently, OUM initiated an assessment strategy called Recognition of Prior Learning (RPL). This strategy evaluates the learning which had been achieved earlier against the learning outcomes of a course.

Under this assessment strategy, learners are required to have a portfolio comprising documents, pictures and others to validate the knowledge they acquired through formal and informal training as well as their past experience. A successful portfolio would be awarded credits.

RPL is an innovative form of assessment which is different from fundamental assessment practices. It would be of particular significance to OUM learners as they are mostly working adults with a lot of learning and experience.

The introduction of RPL serves several purposes. It could help in personal development and career advancement. This is because it could be used to give professional recognition or certification to individuals working in various fields such as management, IT and nursing / health. In the context of OUM, it could be used by learners to enter the University via the Open Entry system in order to further their studies.

There are many benefits to be gained from implementing RPL. It could:

• Serve as an alternative assessment method;

• Lessen the duplication of learning;

• Enable the completion of formal studies within a shorter time;

• Reduce cost;

• Act as a means to measure admission qualifications (for Open Entry);

• Increase opportunities for further learning;

• Identify gaps in a learner's competence in a particular course; and

• Instil self-confidence and self-worth in learners as well as give more insight into their level of competence.

OUM stands to gain as well from the introduction of RPL as this strategy would address its learners' needs. The University views it as an academically sound assessment strategy which could provide opportunities to validate employees' value and experience in the industry.

Nonetheless, RPL is not a substitute for the present assessment system at OUM. It is, in fact, part of the University's efforts to provide an assortment of assessment options. This is in line with the University's belief that there is diversity in the needs of its learners and this diversity needs to be encouraged and catered to. TCX

WRITE FOR TCX AND WIN RM50!

Are you currently a tutor at OUM? Looking for an outlet to share your thoughts about any aspect of teaching and learning?

If so, we'd love to hear from you.

Send us your completed articles. Or, if you prefer, chat with the Editors about story ideas you're thinking of developing. E-mail us at tcx@oum.edu.my.

If your article is published, you'll receive a token sum of RM50. (Internal and full-time staff are not eligible).

TRADITIONAL OR ALTERNATIVE?
WEIGHING OUR OPTIONS

By Richard Ng

Assessment is an effective way of gathering critical information about the performance of students in a course. It could measure their learning in relation to the aims, objectives and learning outcomes stated in a module. The assessment tools chosen must suit the knowledge and skills the students are learning.

Assessments give different types of feedback to different people. Students get feedback on their learning while teachers get feedback on their teaching. Curriculum designers get feedback on the curriculum and administrators get feedback on the use of resources.

Employers, meanwhile, get feedback on the quality of job applicants and on the results of work-based training. Therefore, when designing and selecting assessment methods, we need to ensure that it is as meaningful, useful and honest as possible.

Assessment could be formative or summative. Formative assessment provides feedback to students which could be used to highlight areas for further study and improvement. Summative assessment is for external purposes and usually does not provide extensive feedback to students.

Formative assessment aims to advance teaching and learning. Summative assessment involves assigning grades to quantify a student's learning. Whether formative or summative, an assessment can be used to motivate students and lecturers.

Learning effectiveness is at the core of education but it is difficult to measure learning in a traditional classroom and even more so in a virtual classroom.

Assessment of students' understanding could be direct or indirect. For example, assessing students' work would be indirect while asking them if they understood the contents of a course would be direct.

There are two types of assessment – traditional and alternative. Traditional assessment involves answering questions correctly. Some examples are true or false, fill in the blanks and multiple choice questions. These are often found in the traditional face-to-face classroom which employs teacher-centred strategies.

Alternative assessment seeks to develop higher-order thinking skills such as problem-solving, intellectual curiosity and critical analysis. It includes social learning and collaboration such as team activities, peer assessment and self evaluation. The outcomes are more difficult to measure and require a number of assessment tools.

For many, examination is still the best method of assessing a person's ability to acquire sufficient knowledge. This traditional assessment method is universally accepted and widely used by most universities.

In addition, it is accepted by the Malaysian Qualifications Agency and the industry as a yardstick to measure a person's aptitude.

Although alternative assessment could build up students' higher-order thinking skills, it may be challenging for students to adapt to it.

But is this a fair assessment method when one is put under pressure to recall what was learnt and regurgitate it within a time frame of two to three hours? What about adult learners who have poor memory but aspire to get a degree through lifelong learning? Are there alternative assessment methods?

Of course there are but unfortunately, most of the alternative methods which have been tried over the years such as constant assessment through coursework have produced results that are just skewed as examinations. An examination tests the person as much as the knowledge, and for that reason, despite the pain it sometimes causes, it is probably still the best method of assessing ability available.

The advent of technology has brought about new methods to assess students' performance before, during and after a course. One example is the online open entry test conducted at OUM. This is a placement test which gauges students' ability before they are admitted into a programme.

After they become students, they are evaluated via the traditional assessment tools of mid-year and final exams and via the alternative assessment tools of online participation and assignment.

Online participation refers to discussions in forums which may involve making connections, interpreting facts, devising arguments and responding to questions. These require critical thinking and problem-solving skills, collaboration and real-life application.

Although alternative assessment could build up students' higher-order thinking skills, it may be challenging for students to adapt to it. Therefore, it needs to be introduced with care and consideration in order to ensure that students could develop the pre-requisite skills and confidence. TCX

ONLINE POLL

In my opinion, in order to evaluate adult learners effectively, exam questions should be …

1. Interesting, by including many real-life application questions

2. Factual, based entirely on module contents

3. Stimulating, based on relevant industrial needs

4. Simple, touching on the main aspects of a subject

Please cast your votes online!

SUCCESS STORIES
HOW DO TUTORS AND LEARNERS SYNERGISE EFFORTS TO PROMOTE SUCCESSFUL LEARNING?

By Christine Ling Bee Fong

Motivating learners is a challenge, regardless of what level you are tutoring. As a tutor, I motivate my learners by following three steps – spark, create and react. These refer to sparking their interest in the subject, creating a great learning environment and reacting to them. Besides these, there are other ways to motivate our learners to learn successfully. The following are what some of our tutors from our learning centre in Sibu have to say.

"Tutors and learners could have effective interactions and discussions in tutorials. Tutors could provide consistent motivation and reminders and always be ready to help."

Nicholas Bamphield

"Tutors have to consider the actual needs of their learners. For example, a civil engineering subject should help learners who are engineers to understand structural stability in terms of resources available and future maintenance for the structure to be built and not only test the learners on theories."

Lim Yew Leong

"I often use myself as an example whenever learners seem de-motivated, as I was a mature student doing my degree at the age of 29. I did my Masters at 38 and PhD at 41. I achieved excellent results not because of my cleverness but hard work."

Dr Lau Hieng Soon

"Active participation and interaction should be the essence of learning. Encourage discussions, like throwing debatable questions, to help learners to participate.

Call the learners individually to present their views and perceptions on the questions. Appreciate what they say, never belittle them and give everyone a chance to talk."

Anna Mary Perumal

"Tutors and learners should be alert of and discuss new information from journals and the Internet. Tutors should provide encouragement to learners so that they could overcome their exam fears."

Johnadi Tang King Kai

"Tutors and learners should cooperate more, contribute more ideas and share more of their knowledge.

For my tutorials, I divide the class into groups to hold discussions and then they present their views. This way, I get the whole class to participate."

Ngang Tuong Kiet

"Both tutors and learners need to be committed. For example, they should visit their forums at least three times a week. Tutors should not postpone classes and learners should not fail to attend them.

In my six years as a tutor at OUM, I have never once failed to go to my tutorials. I log into the forum almost daily. Queries are answered with care. Some learners participate enthusiastically in the forum as they see it as another platform for learning."

Joseph Sia Kee Ming

EXAMS – A NECESSARY EVIL?

By Soo Hoo Soon Teng

Education is about teaching learners to think and solve problems using the tools available to them. They need to be educated in such a way that they could figure out their own problem-solving methods and not just be taught a specific method.

Examinations at university are a totally different experience from exams at school. At school, teachers train students for exams with sample questions and revision sheets. At university, that does not happen. Learners must take charge of their own learning. University exams generally aim to test how well learners understand their subject areas.

Tutors are more interested in the ways learners could apply the knowledge they have gained, rather than in how many facts they have learned. Therefore, learners need to be able to think analytically. In return, tutors must give credit to students who provide technically correct answers to exam questions, even if these are not the expected answers.

A proper system of assessment should be tied as closely as possible to the activities that learners would one day perform.

Tutors need to see themselves as co-learners. By providing handouts, emphasising key points and generating a list of possible questions, they could help to reduce exam misery and fears for learners.

The days of studying for an exam after the last tutorial are over. Learners need to draw up a revision timetable to allocate more time for difficult subjects. Having the Learning Management System (myLMS) is a bonus, and reviewing materials online to get a complete overview of the subject content is an added bonus.

How much time the learners need depends on how much work they have done so far and how much weighting is given to each question.

Review tools designed by tutors such as study checklists help learners to break their study patterns into organised, manageable chunks of information and can help them to tide over difficult times.

Summary notes and content mapping project hierarchies of ideas help learners to see the relationships between ideas. Tutors could create hierarchical outlines for each topic. Topics could be presented in a "tree-view" style hyperlinked with an easy-to-understand outline.

Do examinations measure what they are supposed to measure?

Reconstructing notes into charts, lists and diagrams will really help learners to be highly interactive. Revising means thinking analytically, that is, thinking around and about their topics and asking themselves questions.

Brainstorming over similarities, differences, problems, advantages and disadvantages help to strengthen their mental capabilities. Combined with confidence and self-discipline, these could help them to excel in their exams.

It might be good to allow learners to have access to marked exam scripts. This is being practised in other universities such as at the Department of Maths and Statistics at the Queen's University in Canada.

There, students could have supervised access to their marked exam papers and read the examiner's comments. Returning scripts to learners could make the exam system more transparent and examiners more accountable.

So, are exams a necessary evil? It may be evil to some but to others, it may be a boon. But whatever is the answer, there is always room for improvement. TCX

Soo Hoo Soon Teng is a tutor at Institut Perguruan Tuanku Bainun in Penang. We are pleased to present Soo with RM50 as a token of appreciation for contributing this article.

HOW TO PREPARE LEARNERS FOR EXAMS

By Lilian Kek Siew Yick

"I prepare my learners for exams by posting questions in the myLMS forum. Going through past semester exam questions also helps. Everyone can get an A, it is just a matter of whether they want to work for it or not."

Harvinder Kaur
Petaling Jaya Learning Centre

"From the first tutorial, I remind and motivate my learners to focus on their final exams. Tutors should also provide additional and relevant knowledge in the field."

Cheah Kee Sam
OUM Main Campus

"Before the final exams, I would have revisions and discussions with my learners."

Chiam Choi Chea
Seremban Learning Centre

"I encourage discussions in the forum. Although getting learners to participate may be challenging, it would be very rewarding in preparing for exams."

Loo Sze Wei
OUM Main Campus

"I remind my learners to read the whole module and complete all the exercises and do online tests. During the fifth tutorial, we would do a quick revision of questions or areas which they find difficult."

Khatijah Omar
Kuala Terengganu Learning Centre

"I ask questions in tutorials and in the online forum and guide learners in doing their study plan."

Law Sze Yung
Sibu Learning Centre

"I advise my learners to start revising as early as possible. Only then would they be mentally and physically prepared to face their exams."

Abd Kadir Othman
OUM Main Campus

"We go through the important points of each topic."

Siti Farina
OUM Main Campus

"Helping learners to master the learning outcomes of each topic really helps."

Wei Wen Shyang
Shah Alam U1 Learning Centre

"In order to motivate learners, we must try to develop their interest in the subject. I would try to at least go through one set of a recent exam paper with them, do an overview of the content in the module during revision and conduct online discussions."

P. Rajesh Kumar
Politeknik Shah Alam Learning Centre

"During tutorials, I would discuss questions, highlight issues and get my learners to practise solving problems."

Danny Ch'ng
Seremban Learning Centre

LIFE BETWEEN SEMESTERS

By Majmin Hanum Abdul Samad

When I was a college student years ago, semester break was the time for me to unwind by hanging out with friends and catching up on some serious sleep. It may be the same for OUM learners. Some may use the break to catch up with family and friends while others may use it to engage in their favourite activities. This made me wonder – What do tutors do during semester breaks? I decided to ask several tutors.

"I continue to keep in touch with my learners after a semester has ended. I usually receive news from them about how they did in the final exam.

It is always a pleasure to hear them say that they have answered the questions accordingly. Some may cite minor mistakes they made due to exam phobia. I would advise them to relax and recharge their energy for the following semester.

Between semesters, I would analyse the exam questions and compare them with previous ones to build my understanding of the exam trend. I would then incorporate this knowledge into my teaching in the following semester.

Tutoring is my passion. I truly enjoy teaching and interacting with learners and look forward to meeting existing and new learners in the coming semesters."

J. Wong
Shah Alam Learning Centre

"I usually don't do anything extraordinary during semester breaks. Normally, learners stop communicating with me after their exam. During the breaks, I would sort out assignments and e-mails and hang out with friends.

I would also start reviewing my presentation slides and prepare supporting slides and documents or the assignment a week before the start of the first tutorial class for each semester. It might sound a bit boring but that's what I do during the breaks."

Rames Mariapan
Shah Alam / Petaling Jaya Learning Centres

"As tutors, there is not much we can do after the final exam. We are not involved in the marking of the papers. Learners seldom call to discuss their performance in the exam. I believe most of them would be busy registering for the next semester.

Most of us would be notified about the course we would be teaching about a week before the semester starts. If we are offered the old subject, we would check to see whether there has been any change in the course content and assessment.

If we are offered something new, then we would be busy going through the course content and assessment and then preparing the tutoring materials."

Dr Chai Bui Khiun
Sarawak Learning Centre

"As a new tutor, the first semester has been quite an adventure for me, one which I enjoyed tremendously despite the many challenges I faced. You see, although I'm a full-time lecturer in a college in the Klang Valley, teaching in OUM needed some getting used to. This is the first time my students are mostly older than me!

But I'm getting the hang of it as they are friendly and I treat them as adults and friends. It is a refreshing change from teaching SPM school-leavers at my college.

I use different teaching approaches but I love all my students the same. I'm still getting used to OMES and myLMS. Hopefully, I won't be late in keying marks in OMES.

Currently, I am teaching a course that is different from the one I taught during the May semester. So during the recent break, I went through the modules and prepared some notes and slides. This semester, I am better prepared and looking forward to tutoring my learners."

Ruby
Kuala Lumpur Learning Centre

GROOMING EXAM-SAVVY LEARNERS

By Sharifah Rosfashida Bt Syed Abd Latif and Ir Dr Kanesan Muthusamy

Tutors in OUM could be role models for their learners. Tutors are highly visible and are the frontliners in open and distance learning. When tutors enter a tutorial class, learners expect them to come with strong commitment and high motivation. More importantly, learners expect them to come with expertise and preparedness for the tutorial. It is crucial for tutors to fulfil these expectations as their goal should be to help learners to become independent and effective learners.

The job of tutors does not end with tutoring alone. They also need to help prepare their learners for examinations. Here are some tips which could help tutors with this task:

Give an overview of the entire course in the first tutorial. Explanation on the course assessment is very important from the beginning of the semester. Consult the faculty on any information regarding the course or check for updates in the myLMS Course "Announcement" section. During the first tutorial, inform the learners about the tutorial session planning from the first to the fifth tutorial.

If possible, suggest additional textbooks to complement the module. Some textbooks specialise in providing practical illustrations and detailed explanations. In addition, encourage learners to explore OUM's Digital Library for e-books and e-journals that could assist them in doing their assignments.

Take the initiative to find out what additional learning materials could be useful to the learners and share these with them via the myLMS forum or tutorials. Provide some real-world applications to help learners in understanding the theories. Guide learners in understanding the subject matter and not merely memorising facts and formulas.

Hold discussions in which learners are asked to give more examples on how to use the relevant formulas. Usually, learners will understand a lesson better by looking at diagrams, sketches or graphs instead of reading long paragraphs.

It is important to motivate and encourage learners to ask many questions in the tutorial session. This will clear their minds of any ambiguity on the subject matter.

In engineering or other technical courses, encourage learners to try solving questions on their own. Advise them to prepare the problem formulation by applying tools such as free body diagrams, flow charts, equation derivations, etc and discuss these in the forum or tutorials.

For quantitative-based courses, the following could be done to help the learners:

- Teach difficult concepts rather than just processes or procedures in the tutorials. If learners understand the concepts, they could remember the procedures easily.

- Check on learners' understanding of key concepts. Ask them to explain and apply the procedures in solving real-world problems.

- Reinforce correct procedures by providing hints and letting learners do the thinking in solving problems. Let the learners come up with the solutions instead of giving the answers beforehand.
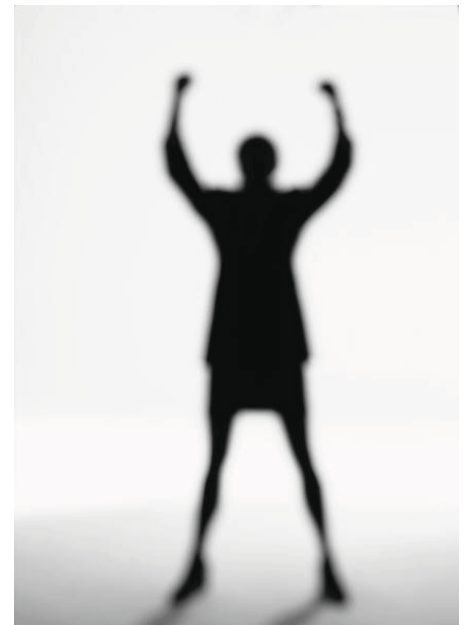
Discuss past-year examination questions in tutorials or the myLMS forum. The discussions could be confined to small groups in the tutorials or forum. Each group could seek solutions for selected questions and then share them with other groups.

Lastly, guide learners on how to answer questions based on the marks and time given. Tips on reducing exam anxiety and choosing the right questions to answer could also be provided during the last tutorial. TCX

THE STRUGGLE OF THE EMPEROR MOTH

The emperor moth is the most majestic species of all moths. It has wide wings which span out majestically when it flies. Before it becomes a full-grown moth, it is a pupa in a cocoon. The moth's cocoon has a very narrow neck. In order to become a moth, the pupa must squeeze its way out of the neck.

One day, a man found the cocoon of an emperor moth. He took it home to watch the moth come out of the cocoon. He sat and watched the moth struggle to get through the little hole. Then, it stopped. It seemed as if it had got as far as it could and could go no further.

The man decided to help the moth. He took a pair of scissors and snipped off the remaining bit of the cocoon. The moth emerged easily. But its body was swollen and its wings were small and shrivelled.

The moth's wings never enlarged and expanded to support its body which was to contract in time. It could not fly. In fact, the moth crawled around with a swollen body and shrivelled wings before it died a few days later.

What the man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for the moth to get through the tiny opening was a way of forcing fluid from its body into its wings so that it could fly once it left the cocoon. Freedom and flight would only come after the struggle.

Just as the butterfly died because it wasn't allowed to struggle on its own, learners would eventually suffer if they were consistently spoonfed.

The culture of spoonfeeding learners so that they could score in exams has produced generations of individuals who cannot probe, analyse, question and reason things out for themselves.

Systematic spoonfeeding slowly and steadily turns inquisitive youngsters into unthinking adults. Helping a butterfly get out of its cocoon resulted in its death. Similarly, spoonfeeding learners results in the death of their minds.

At OUM, we are not in the business of grooming expert memorisers. Rather, we want to groom individuals who know where and how to use information well throughout their lives.

So instead of spoonfeeding our learners, we need to raise the bar of expectations – we must encourage and motivate our learners to actively participate in tutorials and online discussions, question what they read and find out more about a topic by reading printed and online materials.

We must get our learners to actively engage in their own learning process. In short, we must help these "butterflies" break out of their cocoons by making them struggle. After all, they don't just have to score in exams. They need to score in life too. TCX