

## Effect of Redesigned Classroom on Secondary Students' Learning Behaviour

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### Abstract

The objective of this paper is to illustrate how the redesigned classroom has affected student learning behavior in terms of the learner centered environment, self-directed and independent learning, improved 21<sup>st</sup> century skills, and better peer interaction. Data were collected through questionnaires, observations and focus group discussions from four secondary schools in Selangor, Malaysia which had redesigned classrooms. The findings show that the classrooms allow students to enjoy more learner centered activities with easy access to technology and learning is more individualized. Having access to materials online allowed students to view them as many times as they wanted to help internalize their understanding. Students are also encouraged to be self-directed and practice self-learning by discussing and sharing ideas with one another which helped build their confidence. Students reported developing better information skills, communication skills, negotiation skills and other 21<sup>st</sup> century skills. The redesigned classrooms provide a safe environment for better peer interaction and participation in learning among students. It is clear that students are comfortable to engage in better learning and understanding in the redesigned classroom with improved levels of motivation and interest.

**Keywords:** ICT, learning behavior, learning outcome, redesigned classroom, VLE-FROG

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