

## The Large Class Experience: Teacher's Instructional Role in Collaborative Management for a Sustainable Personalised Learning Environment (PLE)

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Educators must seek to create a classroom environment in which students' inquisitiveness can come again come to the fore. Hence, the application of personalized learning environment is relevant for it is seen as empowering the learner to actively engage in learning while at the same time acknowledging the empowerment within a facilitated environment. It is also further added that personalisation through participation enables the learners having a far greater say in writing the scripts for how their education should be delivered, so that they have some say about the order in which things happen, how the story might branch, take different routes and end. As a result, the learners are not only more involved but also more committed and more likely to take their share of responsibility for ensuring success. Needless to say, it was a challenge to sustain personalized learning environment in a large class of seventy-five (75) university students. This paper narrates a teacher's experience in these two parts. **Part One:** Acclimatizing the elements of personalized learning in a large class within a blended learning environment. Personalised learning among the students was set and nurtured on GOOGLESITES platform. Googlesites became the student eportfolio for the course. To ensure a smooth process of personalised learning, the teacher needs to iron out the kinks as foreseen while implementing a technology tool. Despite guiding and facilitating the students towards personalize learning, it is noted that the teacher's role is crucial in preventing a dormant personalized learning. The teacher's role includes implementing instructional strategies in ensuring a non-chaotic learning in the virtual space without sacrificing the students' chance to be creative. The teacher's presence began heavily at the start of the semester. It does not dwindled but the teachers' approach to facilitating and guiding changed as the semester

progressed. **Part Two:** In order to compliment the process which occurred in **Part One**, the students were divided to bundles or simply known as communities. Amidst the bundles, these students would be distributed to groups of five. Jean Piaget (1976) and his notion of active learning believed that students perform better when they think together in groups, record their thinking and explain it by presenting an exhibit to the class. As they actively engage with others to think together, they become more interested in learning. This is further justified as Vygotsky (1986) introduced the notion that learning is a social experience. Individuals thinking alone first make personal meaning. Then they test their thinking in dialogue with others to construct shared meaning. Finally, they construct collective meaning by reviewing shared meaning in a larger community. In another words, learning becomes deeper, yet personally relevant, and becomes a part of the student's identity, not just something the student has. Therefore, this paper intends to highlight possible prescriptions in managing personalized learning in a large class which also constitute the aspects of communities of practice.