

Investigating The Effect of Non-Verbal Communication as An Engaging Didactic Approach to Learning Applicative Origami

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Abstract

Involuntarily generating origami structures from prior knowledge and experience creates a feeling of being omnificent. This state at first creates overconfidence and later diffidence in a student. There is a resentment towards instructions both printed and digital that are laborious, challenging and new, where prior knowledge does not aid the completion of tasks swiftly.

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The methodology used is a mixed methods of both qualitative and quantitative study by conducting a set of exploratory and confirmatory experiments to elucidate the usefulness of the 3-Dimensional aids which were not instruction driven; and no verbal instructions were given. once the task was completed three researchers interviewed students and found out from them their experience of learning. However, references to printed instruction sheets and digital medium were provided to all students participating in the experiments. Student attitudes were compared in both scenarios. Students in this scenario were independently created origami faster leaving more room for relating it to concepts and felt a sense of freedom and self-worth.

The paper discusses how these distinctions in student attitudes support the necessity of nonverbal engaging activity as opposed to a pure didactic approach to teaching and learning, the necessity of viewing pedagogy through the lens of students to make learning more effective.

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Key words: origami, instructible, instructions, school