

## The Use of Pinterest-Based Mood Boards in Illustration Instruction at Panongan 2 Public Junior High School in Tangerang

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### Abstract

One of the problems that often arises in illustration learning in junior high schools is that students' work tends to be uniform and lacks originality, especially when they do not have sufficient visual references before they begin drawing. The purpose of this study was to analyze whether the use of Pinterest-based mood boards could serve as a solution for encouraging visual exploration, creativity, and learning motivation among eighth-grade students at *SMP Negeri 2 Panongan, Tangerang*. This qualitative case study involved 35 students divided into five groups. Data were collected using an illustration assessment rubric (covering visual and technical aspects) and a 25-item Likert-scale self-assessment questionnaire addressing Pinterest experience, creativity, motivation, mood board effectiveness, and collaboration. The use of Pinterest-based mood boards effectively supported students' visual exploration, creativity, and learning motivation. Four out of five groups achieved an average score of 78.6 out of 100, exceeding the minimum passing grade of 70. Theme and mood board suitability received the highest scores, while image neatness required improvement. Questionnaire results showed that 82.8% of students responded positively, with no negative responses recorded. These findings indicate that Pinterest, as a digital mood board medium, is quite effective in helping students develop more diverse and focused visual ideas in cultural arts learning. The conclusion of the study emphasizes that the use of mood boards based on the Pinterest application can function both as a method and as a learning resource to inspire works of art.

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### Keywords:

*Mood Board;*

*Pinterest;*

*Illustration Learning;*

*Creativity;*

*Junior High School Cultural Arts*

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## INTRODUCTION

The implementation of arts and culture learning at the junior high school (SMP) level does not always meet the expected curriculum outcomes. One reason is the lack of optimal initial stimulus or guidance provided by teachers to students in developing ideas independently. In the practice of learning to draw illustrations, the works produced by students often show similarities to each other. Themes, compositions, and even color choices tend to be uniform. This observation is also in line with the findings of Haryanto et al., who stated that the low originality of students' work is related to minimal visual experience and a lack of courage in developing ideas (Qonita, 2025). This condition is reinforced by the opinion of other research results that show that better artistic understanding is positively correlated with academic achievement in art education, which can influence the motivation and quality of their work (Duh, 2014; Lekue-Rodríguez, 2014). In other words, the problem that arises is not only in drawing ability, but in how students find and construct ideas, understand and have motivation before starting to create.

On the other hand, today's daily lives of students cannot be separated from digital

technology. They are used to looking for visual references through social media or image-based platforms. This condition actually opens up new opportunities in learning cultural arts. Several studies have shown that the use of digital technology in arts and culture education can encourage creativity and learning independence (González-Zamar & Abad-Segura, 2021a; Xiao, 2025). Nevertheless, (Alexieva, 2025) reminding that technology is often only used as a complement, not yet integrated as part of a planned learning strategy.

An independent curriculum allows teachers to create more adaptive and student-centered learning. Contextual learning practices invite students to be active in learning activities such as discussions, group work, and exploration (Susanto, 2024). This is very important to develop the creativity needed in this rapidly changing educational environment (Kalogeratos et al., 2023). This proves that in the context of illustration students should be facilitated to learn concepts rather than simply imitate available examples.

One way to improve students' ability to draw illustrations is through the use of Pinterest-based mood boards. The statement was strengthened Bestari & Ishartiwi (2016) Which explains that mood boards help organize various visual elements such as colors, textures, and atmospheres into one more directed concept, especially when used in the preparation of the concept design of illustration images. In the design process, this part is known as the stage *ideation*, a process of seeking and filtering possible ideas before they are created into works (Anggarini, 2020).

The development of platforms such as the Pinterest application offers a new dimension to the preparation of mood boards. Students can collect visual references more easily and organized. Thematic organizing is further supported by the platform's ability to analyze user behavior and preferences, allowing for personalized recommendations and increased user engagement (Luo, 2020; Rogers, 2016). While its algorithmic system helps to show relevant images (Kasakowskij, 2020). This potential can help students enrich their visual viewpoint in finding image elements that match the theme of the chosen illustration. Low digital literacy and technology use skills in students can hinder their ability to understand visual-digital information and complete computer-based tasks, so strengthening digital competencies is important to support the development of creative skills such as drawing illustrations in art learning (Nurbekova, 2025).

In particular, the results of learning observations at SMP Negeri 2 Panongan found that the ability to draw illustrations still tended to be monotonous and there were similarities with their classmates. This tendency is caused by a lack of visual literacy before creating a concept of a picture work which results in less creativity, motivation, and effectiveness of learning than digital-based learning methods through the use of student learning resources. School policy factors are also related to the use of gadgets for digital free learning in the school environment are still not optimal. Therefore, it is necessary to combine conventional and digital methods, namely through the use of mood boards based on the Pinterest application.

The objectives of this research are to analyze the initial picture of student illustration learning in grade VIII of SMP Negeri 2 Panongan, to analyze the implementation of student illustration learning through the use of Pinterest-based mood boards, and to determine the learning outcomes of student illustrations regarding the effects on students' visual exploration, creativity, and learning motivation. This research is expected to provide both theoretical and

practical benefits. Theoretically, it contributes to the development of art education literature, particularly regarding the integration of digital technology in visual literacy and creative learning processes. Practically, it offers an alternative learning strategy for teachers to enhance students' creativity and motivation through Pinterest-based mood boards, serves as a reference for schools in developing technology-based art learning methods, and provides insights for future researchers in exploring digital media applications in art education.

## RESEARCH METHOD

This study used a qualitative approach with a case study method to examine the application of mood board Pinterest-based learning illustrations. A qualitative approach was chosen to gain an in-depth understanding of students' creative processes and the effectiveness of methods in the context of real classrooms in the field (Nurrisa & Hermina, 2025). The case study method was chosen because the research focuses on one specific learning context that is intensively observed to find the peculiarities and uniqueness of the discussion being researched (Elva & Murhayati, 2025). The research aims to explore how the use of mood board powered by the Pinterest platform helps students find visual references, organize creative ideas, and improve the quality of their illustrations.

The research was carried out at SMP Negeri 2 Panongan, Tangerang Regency for the 2025 - 2026 school year. The subjects of the study were 35 students of class VIII.3 who were selected using the purposive sampling based on the level of active participation in cultural arts learning (Sugiyono, 2019). Students are divided into five collaborative working groups, each consisting of seven people.

The research was carried out through four stages of continuous learning activities as summarized in Table 1.

**Table 1.** Stages of Research Implementation

Stages	Activities	Description
1	Initial Observations	Free drawing to identify students' initial creativity as the basis for the formation of a balanced group.
2	Material Provision	Introduction to illustrations, mood boards, and Pinterest search features as visual reference sources.
3	Practical Activities	Each group collected references via Pinterest, created a mood board, and then collaboratively designed the final illustration.
4	Evaluation of Work	The assessment of illustration works uses rubrics that include visual aspects and group cooperation.

Source: Research Data, 2026

This study used two main instruments: an illustration assessment rubric and a student response questionnaire.

### *a. Illustration Work Assessment Rubric*

Illustration works are assessed using rubrics developed based on the 5W+1H approach and visual aspects of illustration (Stuart, 2020). The assessment indicators are presented in Table 2.

**Table 2.** Illustration Work Assessment Rubric

No.	Activities	Description
1	Theme Compatibility	Compatibility of the content of the illustration with the theme
2	MB Suitability	Consistency of the work with the concept of mood board
3	Proposal	...?
4	Perspective	Truth of depth of space and angle of view
5	Gesture	Naturalness of character movements and posture
6	Express	Clarity of the character's facial expressions
7	Composition	Balance of structuring visual elements
8	Neatness	Finishing quality and neatness of images
9	Cooperation	Quality of group member collaboration

*Note: MB = Mood Board*

Source: Research Data, 2026

### b. Student Response Questionnaire

The self-assessment questionnaire consisted of 25 statements divided into five dimensions (Table 3) using a Likert scale of 1- 5 (1 = *Not helping*, 5 = *very helpful*). The preparation of the instrument refers to the latest theory of compositional creativity theory and Self-Determination Theory, which combines the dimensions of expertise, creative thinking processes, intrinsic motivation for creativity, competition, and interdependence that form the foundation of learning (Fischer et al., 2019; Ryan & Deci, 2020).

**Table 3.** Questionnaire Dimensions

Dimensions	Focus Statement	Number of Questions
A	Pinterest Experience	5
B	Student Creativity	5
C	Learning Motivation	5
D	Effectiveness of Mood Board	5
E	Group Collaboration	5
	Total	125

Source: Research Data, 2026

**Table 4.** Category Score Interpretation

Score	Category	Range
5	Very helpful	101-125
4	Helpful	76-100
3	Neutral	51-75
2	Quite Helpful	26-50
1	Not Helpful	1-25

Source: Research Data, 2026

### Data Analysis Techniques

Data analysis is carried out through two stages according to the instrument used.

#### a. Analysis of Illustration Works

Illustration works were analyzed based on nine rubric indicators (Table 2) to evaluate the visual quality and suitability of the work with the mood board concept that had been prepared.

*b. Questionnaire Data Analysis*

Questionnaire data was analyzed descriptively including mean score, frequency distribution, and percentage of response. The average value per dimension is calculated using the formula:

$$\bar{X} = \sum (f_i \times x_i) / n \quad (1)$$

where  $f_i$  = frequency of response to the  $i$ th value,  $X_i$  = the value of the scale of the  $i$  (1–5), and  $n$  = total respondents. The percentage of response categories is calculated by:

$$P(\%) = (f/n) \times 100\% \quad (2)$$

where  $f$  = frequency of responses in a given category and  $n$  = total respondents. The results of the analysis were used to illustrate the level of effectiveness of using Pinterest-based mood boards in supporting students' learning of illustrations and the development of creative ideas.

## RESULTS AND DISCUSSION

This section presents the research findings based on two main data sources, namely the assessment of group illustration works and the student self-assessment questionnaire. All findings were discussed sequentially according to three formulations of research problems, namely: (1) the initial condition of illustration learning in grade VIII of SMP Negeri 2 Panongan; (2) the process of using Pinterest-based mood boards in illustration learning; and (3) the extent to which these methods affect students' creativity and learning outcomes.

### 1. Initial Overview of Learning Conditions Illustration

Before the research began, initial observations were made on the illustration learning process in class VIII.3. The results of the observation show that students generally have difficulty in finding and developing visual ideas independently. Most students tend to repeat the same drawing patterns or imitate the visual references of their classmates, so the resulting work is less diverse and less reflective of personal expression. This condition is in line with the statement that students' limited experience and skills in processing lines, colors, and compositions tend to encourage them to imitate the images available around them (Qonita, 2025).

In addition to the limitations of ideas, the learning method used by teachers so far is still conventional, where students receive instruction directly without the encouragement to actively and independently explore visual references. This condition results in a low variation in concept and originality of the illustration works produced. Nurmansayah, (2025) emphasized that conventional approaches need to be adjusted to the cognitive demands of the digital generation through strategies that are integrated with technology, so that the learning process becomes more relevant and effective. Based on the results of the initial observation, students were divided into five working groups with diverse compositions of abilities. This division aims to encourage complementary collaboration during the drafting process mood board and

the creation of illustration works (Omwami, 2024).

## **2. Implementation of Illustration Learning through the Use of Pinterest-Based Mood Boards**

### **a. Stages of Learning Implementation**

Usage process mood board Pinterest-based research in this study went through three main stages, namely: platform introduction, collaborative exploration of references, and execution of works based on mood board that has been compiled. In the first stage, the researcher introduced the concept of illustration and function mood board as a visual pre-production tool. This is in line with the opinion that students are given an understanding mood board serves as a visual guide that helps transform abstract ideas into more concrete and structured concepts before the drawing process begins (Tanaya, 2022)

In the second stage, the researcher introduced the search and recommendation on the Pinterest app. Through the keyword-based search feature, students can find thousands of relevant visual references in just a short amount of time. Pinterest's recommendation algorithm then adjusts the appearance of the content based on the student's search activity, making the references appear more relevant to the theme at hand (Kasakowskij, 2020; Uddin, 2024).

In the third stage, each group obtained a different illustration theme: Festival, Folklore, and Indonesian Culture. Students collect references through Pinterest and organize them into mood board before drawing. This activity encourages active discussion and trains students' ability to critically select and organize visual references (Fandiya et al., 2022). Features Search and recommendation Pinterest makes it easy to find references that match the theme. This is supported by obtaining the highest score in dimension A through a questionnaire ( $\bar{X} = 3.80$ ) which shows the ease of use of the platform. The findings are in line with previous research that stated that the use of Pinterest expands students' access to diverse creative references (Fandiya, 2022; Pratiwinindya, 2022).

During the process, the researcher acts as a facilitator who guides the group in interpreting the mood board reference in students' visual literacy, which is used as a foothold to develop a more personalized and varied concept of work. The results of doing this visual literacy will make students able to create compositional, communicative works and their creativity is more developed (Catubig, 2024).

### **2. Results of Illustration Work Assessment**

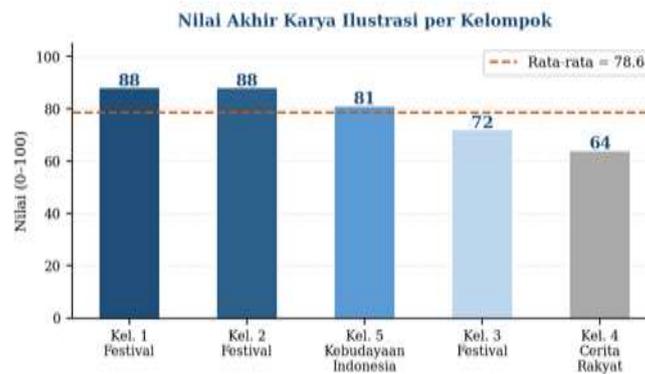
The assessment of the work was carried out using a rubric that contained five aspects, namely conformity with 5W+1H, conformity with the mood board, proportions/perspectives/gestures/expressions/compositions, image neatness, and group collaboration. Each aspect is rated in a score range of 1–5. The final score of each group is calculated by the supervisor based on all these aspects. A recap of the assessment is presented in Table 5 and Figure 1.

**Table 5.** Recapitulation of Illustration Work Assessment by Group

Groups	Theme	Self-Esteem 5W+1H	Mood board compatibility	I proposed dll.	Neatness	Collaborati on	Final Score
Kel. 1	Festival	5	5	3	4	5	88
Kel. 2	Imagination	5	5	4	4	4	88
Kel. 5	Culture Indonesia	4	4	5	4	4	81
Kel. 3	Childhood	3	4	4	4	3	72
Kel. 4	Folklore	5	3	3	1	4	64
<b>Average</b>		<b>4.4</b>	<b>4.2</b>	<b>3.8</b>	<b>3.4</b>	<b>4.0</b>	<b>78.6</b>

Kel. = Group; Proportions etc. = Proportions, perspectives, gestures, expressions, compositions.

Source: Research Data, 2026

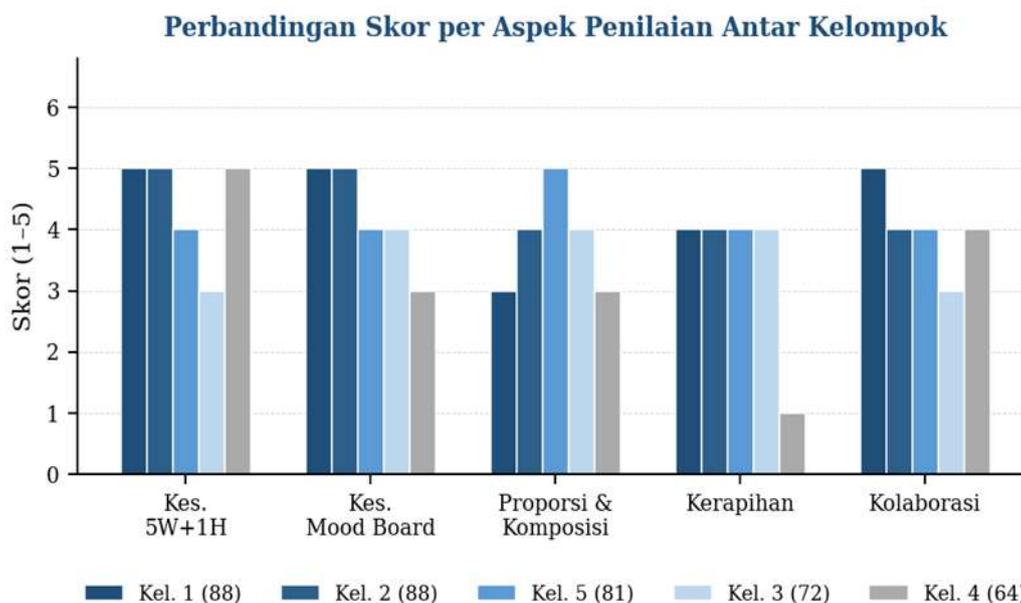


**Fig. 1:** Final score of the illustration work per group. Dotted line = average (78.6).

Source: Research Data, 2026

Based on Table 1 and Figure 1, the average score of the five groups was 78.6. Groups 1 and 2 achieved the highest score (88), followed by Group 5 (81), Group 3 (72), and Group 4 (64). In general, four of the five groups managed to achieve a score above 70, indicating that the Pinterest-based mood board method helped most students produce conceptually structured work.

a. Theme and Mood Board Suitability



**Fig. 2:** Comparison of scores per aspect of assessment between groups.  
 Source: Research Data, 2026

Figure 2 shows that the aspects of conformity with 5W+1H and conformity with *mood board* Overall scored high (4.4 and 4.2 on average). This means that most groups manage to convey an illustrated narrative that is thematically appropriate and uses *mood board* as an effective guide in the process of working. These findings reinforce the statement Aryati, (2024) that the use of mood boards can expand students' visual exploration and produce more conceptually organized work.

b. Technical Aspects: Proportions and Neatness

Technical aspects (proportions, perspectives, *gesture*, expression, composition) and image neatness recorded lower averages, namely 3.8 and 3.4. Group 4 was the group with the lowest overall score (64) mainly because of the very low neatness score (1), indicating that the image execution process did not run optimally even though the theme concept was appropriate (score 5W+1H = 5). This is in line with the view Syamsul & Ernawati (2024) that the technical ability of drawing requires long-term practice that cannot be completely replaced by the availability of visual references.

c. Group Collaboration

The collaboration aspect got the third highest average (4.0). The process of agreeing on references, selecting elements mood board together, and dividing roles in drawing has been shown to encourage productive interaction between group members. Omwami, (2024) in his research on mood board in the student team found a similar thing that the collaborative process in compiling mood board encourage the sharing of perspectives and complement each other, especially when group members have diverse abilities.

The implementation of illustration learning through Pinterest-based mood boards ran systematically and produced positive results, with an average score of 78.6 works. The three stages of implementation, namely platform introduction, collaborative reference exploration,

and work execution, have proven to be mutually supportive in forming a more structured student creative process. Conceptual aspects such as theme suitability and mood board were well achieved by most groups, while technical aspects and image neatness were challenges that still required further learning intervention. As such, the Pinterest-based mood board approach is most effective as a strategy for reinforcing conceptualization and exploration of ideas, and needs to be combined with programmed technical exercises to produce optimal illustration work overall.

### 3. Junior High School Students' Illustration Learning Outcomes through the Utilization of Pinterest-Based Mood Boards

#### a. Student Responses Regarding the Benefits of Pinterest-based Mood Boards

To find out the picture of the students' response after the entire learning series was completed, 35 students filled out a self-assessment questionnaire consisting of 25 statements on a Likert scale of 1–5. This questionnaire is designed to measure students' responses to using Pinterest-based mood boards on five dimensions: (A) Pinterest experience, (B) student creativity, (C) learning motivation, (D) the effectiveness of mood boards, and (E) group collaboration. Descriptive statistics and distribution of questionnaire result categories are presented in Table 6 and Table 7.

**Table 6. Descriptive Statistics of Questionnaire Scores (n = 35)**

Statistics	Value
Average (X)	89.83
Median	89.00
Standard Deviation (SD)	14.17
Highest Score	124 Syifa N.A.
Lowest Score	65 Iden F. & Nazinda N.S.
Theoretical Maximum Score	125 (25 items × score 5)

Source: Research Data, 2026

**Table 7. Distribution of Student Response Categories**

Category	Score Range	n	Percentage	Cumulative
Very helpful	101-125	9	25.7%	25.7%
Help	76-100	20	57.1%	82.8%
Neutral	51-75	6	17.1%	100.0%
Quite Helpful	26-50	0	0.0%	100.0%
Not Helpful	1-25	0	0.0%	100.0%
<b>Total</b>	-	<b>35</b>	<b>100.0%</b>	-

Source: Research Data, 2026

Based on Table 6, the average value of the questionnaire is  $\bar{X} = 89.83$  with a standard deviation of 14.17. Furthermore, in Table 3, it is known that the average student response is in the category of 20 students (82.8%) giving positive responses to help, even 9 students (25.7%) stated that the use of Pinterest-free mood boards is very helpful. The most significant finding was the absence of a single student (0%) who responded to the category Not Helpful or Quite Helpful. This means that to varying degrees, all students benefit from the application of this

method. In particular, it was found that six students (17.1%) responded Neutral. This group is suspected to be students who are not used to actively using internet-based applications, so the adaptation time to Pinterest is longer than other students. Chipambwa & Chikwanya (2022) reminded that readiness in the use of technology for students is a factor that needs to be considered in the implementation mood board Digital-based, especially for students who have been more accustomed to the manual approach.

The influence of this method on creativity and learning outcomes is positive but not uniform between groups. Groups 1 and 2 successfully took advantage of mood board optimally, while Group 4 experienced difficulties in the technical execution aspect even though it was conceptually directed. This difference in results can be attributed to the heterogeneity of students' technical drawing abilities, which do not necessarily improve only through the availability of richer visual references. González-Zamar & Abad-Segura (2021) emphasized that the success of digital technology integration in art learning does not solely depend on access to technology, but also on the quality of teacher assistance in guiding students to use technology critically and in a directed manner.

#### b. Analysis by Pinterest-based Mood Board Benefits Dimension

To understand which aspects of learning are most beneficial, a dimensional analysis is carried out. The average score and percentage of positive responses (scores 4 and 5) per dimension are presented in Table 8 and Figure 4.

**Table 8. Average Score per Questionnaire Dimension**

Dimensions	Focus Dimension	Average ( $\bar{X}$ )	Positive Response (%)	Rank
A	Pinterest Experience	3.80	60.3%	1
D	Effectiveness of Mood Board	3.61	57.7%	2
B	Student Creativity	3.56	52.6%	3
C	Learning Motivation	3.53	51.4%	4
E	Group Collaboration	3.50	51.4%	5
<b>Average</b>	-	<b>3.60</b>	<b>54.7%</b>	-

Source: Research Data, 2026

Based on Table 8 above, it is known that the average proportion of scores is based on five dimensions, namely: Experience Using Pinterest, Mood Board Effectiveness, Student Creativity, Learning Motivation, and Group Collaboration. Dimension A (Pinterest Experience Use) got the highest average ( $\bar{X} = 3.80$ ) with 60.3% positive responses. This means that the majority of students find it easy to operate Pinterest and successfully take advantage of the search and recommendations feature to find references that match the theme. Pratiwinindya et al., (2022) found something similar in his research, that the use of Pinterest can significantly improve students' visual literacy because it allows them to interact with diverse visual content from a variety of sources. Dimension B (Student Creativity) was third ( $\bar{X} = 3.56$ , 52.6% positive response). Students provide development to their creativity, because they have received visual literacy from mood board based. This condition is strengthened by the results of research which explains that the use of mood boards through the ADDIE model in the

fashion design learning process can help students find ideas and increase creativity (Tanaya et al., 2022). Dimension C (Learning Motivation) got  $\bar{X} = 3.53$  with 51.4% positive responses. More than half of the students stated that they were more enthusiastic about working on illustration assignments using this method. The process of exploring free visual references through Pinterest provides a fun and non-stressful learning experience, encouraging more active student involvement in the learning process (Xiao et al., 2025). Dimension D (Effectiveness Mood Board) came in second with  $\bar{X} = 3.61$  and 57.7% positive responses. Students feel that mood board compiled through Pinterest helps them understand the theme more clearly and speeds up the formation of ideas before drawing. Janah et al., (2021) in research on mood board digital in fashion learning also found that mood board Digital has proven to be effective in helping students organize creative ideas more systematically. Dimension E (Group Collaboration) got the lowest score of  $\bar{X} = 3.50$  with 51.4% of positive responses. However, this value is still above the midpoint of the scale (3.00), so overall it can still be interpreted as a response that tends to be positive.

Lower results in this dimension need attention, the findings in the assessment of the work where the collaboration aspect scored an average of 3.50 showed that the process of compiling mood board Together with the actual facts after the questionnaire was carried out, it showed that it was not effective in building positive group work dynamics. According to Hussein (2021), group appointments alone do not guarantee effective cooperation, student groups must develop their own framework for how collaboration is realized, and there are often various difficulties. Therefore, in its execution, the student group needs emotional assistance more from the researcher and the teacher in detail, so that in the group students learn more honestly during the assessment of assignments and about their respective personalities and finally form positive learning dynamics. Detailed student assistance and emotional support from teachers create self-regulated which is useful here to be able to set goals, monitor yourself, reflect, and have a sense of responsibility and ownership behavior in the work process, so that there are no more free riders (Scager et al., 2016).

The use of Pinterest-based mood boards in learning illustrations for junior high school students as a whole has a positive and meaningful impact. All students (100%) benefited from this method to varying degrees, with the majority (82.8%) giving a positive response in the category Help up to Very helpful. From a dimensional analysis, Pinterest's user experience and mood board effectiveness were the most benefited aspects, while group collaboration was a dimension that still needed further attention and strengthening. These findings confirm that Pinterest-based mood boards have the potential to be an effective learning medium to support students' creativity, motivation, and visual literacy. However, its effectiveness is not automatic, the success of the implementation is largely determined by the readiness of the students' technology (Chipambwa & Chikwanya, 2022), quality of teacher assistance (González-Zamar & Abad-Segura, 2021), as well as adequate emotional support to foster positive and responsible collaborative dynamics in each student (Scager et al., 2016). Thus, this Pinterest-based mood board approach deserves to be further developed as part of the innovation of fine arts learning in high schools, while still paying attention to the aspect of mentoring that is more structured and responsive to the individual needs of students (Kovalova et al., 2025; Xiao et al., 2025).

## CONCLUSION

Eighth-grade students at SMP Negeri 2 Panongan initially experienced difficulties in developing independent and original visual ideas, resulting in uniform work that often imitated peers due to limited visual literacy and conventional teaching methods. The implementation of Pinterest-based mood boards through three structured stages—platform introduction, collaborative reference exploration, and artwork execution—proved effective in fostering a more organized and purposeful creative process, particularly in theme conceptualization, although technical skills and image neatness still require further reinforcement. Overall, this approach had a positive impact on students' visual exploration, creativity, and learning motivation, as reflected in 82.8% positive responses and no negative feedback; however, its success depends on students' digital readiness, the quality of teacher guidance, and stronger support for group collaboration. Thus, Pinterest-based mood boards show strong potential as an innovative strategy in junior high school art education, and future research is recommended to integrate this method with more systematic technical instruction and enhanced collaboration strategies to ensure more evenly distributed learning outcomes at the individual level rather than primarily at the group level.

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