TAYLOR'S | Centre for FUTURE LEARNING


# TAYLOR'S 13th Teaching & Learning e-Conference 2020

14th – 16th October 2020

## *Enhancing Graduate Capabilities: Learning From The Pandemic Experience*

***Conference Proceeding***

https://ttlc2020.taylors.edu.my/

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# Overview

Taylor's Teaching and Learning Conference (TTLC) is an annual international conference organised by Centre for Future Learning (CfL), Taylor's University. Every year, TTLC has brought together local and international experts, academics, researchers, and practitioners in promoting the sharing of knowledge, experiences & meaningful collaborations globally. For the first time this year, TTLC is organised via the virtual platform, and this has enabled about 400 participants to join this exciting international conference from 8 different countries across the globe.

"**Enhancing Graduate Capabilities: Learning from the Pandemic Experience**" is chosen as the theme this year, and will be delivered through three different subthemes:

- Enhancing Graduate Capabilities through Innovative Practices and Approaches
- Measuring Graduate Capabilities using Alternative Assessment
- Empowering First Year Experience with Educational Technologies

TAYLOR'S | Centre for FUTURE LEARNING

# Welcome Speech by TTLC2020 Chairperson

Dear Colleagues and Friends,

On behalf of Taylor's University, it is my pleasure to invite academics, young researchers, delegates, and students from around the world to attend Taylor's 13th Teaching and Learning e-Conference 2020 (TTLC2020) from Oct 14-16, 2020.

The COVID-19 Pandemic has undoubtedly changed the way we work, live, and communicate in both our professional and personal lives. We also see the significant shifts in how industries adapt to the "new normal" and how professionals changed the way they work. The role of universities in empowering our graduates to have adequate capabilities to meet modern challenges has become even more critical.

With the theme, "Enhancing Graduate Capabilities: Learning from the Pandemic Experience", Taylor's 13th Teaching and Learning Conference 2020 (TTLC2020) aims to showcase the attainment of graduate capabilities through innovative practices. It also celebrates success stories in teaching, learning and assessment during the Pandemic and showcases best practices in immersive learning and alternative assessments.

The Pandemic has accelerated the disruption to the higher education sector to be less reliant on traditional face-to-face teaching and learning methods and to utilize innovative learning technologies. You can look forward to a relevant, pro-active, and rewarding experience in hearing panel speakers and sessions related to how academics demonstrated resilience during the Pandemic and how we prepared our students for the future.

We are looking forward to an excellent e-Conference with educators and researchers from different countries from around the world as well as sharing new and exciting practices in teaching and learning.

Yours Sincerely,

**Professor Dr Michael James Keppell**
Pro Vice-Chancellor, Learning & Teaching
Centre for Future Learning,
Taylor's University

# Keynote Speakers


## Professor Mark Brown

*Director*
*National Institute for Digital Learning*
*Dublin City University, Ireland*


*Title:* **Unboxing Education 4.0: Digital in Part or Digital at Heart?**

This presentation considers the future of higher education in the context of the pandemic experience. It explores some of the challenges and opportunities facing us in efforts to unbox the disruptive potential of new digitally enhanced models of teaching, learning and assessment. An insider's story of digital learning leadership is shared from a unique international perspective through three brief case studies to help illustrate both the sharp and messy edge of educational change. More specifically, this talk offers a brief overview of three educational initiatives relevant to developing new graduate capabilities set against the wider context of the emergence of Education 4.

Firstly, the growth of new university alliances across international boundaries is illustrated in the context of new models of digital education, and through the rapidly evolving micro-credentialing movement. The underlying drivers behind this movement are described along with evidence of how the emergence of new micro-credentials are beginning to reshape graduate capabilities, learning pathways and traditional credentials. Unique insights are shared into on how Europe is responding to this movement and why.

Secondly, the relevance of blended learning is discussed in the context of our response to the Covid-19 crisis. Details of a recently developed Maturity Model for supporting a more strategic institutional approach to blending are presented, along with a number of problems and issues explored through the design of a Massive Open Online Course (MOOC) focussing on making blended education actually work. Drawing on this recent experience, important questions are asked about the value, future utility, and disruptive potential of blended learning in a post-digital world.

Lastly, a lot of attention has been placed on how educators around the world rapidly pivoted to online learning in response to the Covid-19 crisis. However, the role of students should not be overlooked either. After all, irrespective of the delivery mode, learning is not a spectator sport. Importantly, learning online is not the same as learning in a physical classroom; it requires a new set of skills and capabilities to master. Indeed, more than ever, learning how to learn online is now an important life skill. This final part of the presentation reports on the experience of designing and delivering a new MOOC intended to give students an edge for their learning and future study in the digital era. It describes the conceptual frameworks underlying this new course and how the curriculum was both co-designed and co-facilitated by learners for learners. Based on our initial experiences, we argue there is still much to understand about effective online learning and student engagement from a learners' perspective.

In conclusion, this talk demonstrates that designing Education 4.0 at all levels is not trivial work. In this respect, leadership for new models of digital education which promote transversal skills is not something for the faith hearted. It requires us to place digital at the heart of our thinking as we engage with different viewpoints and focus more attention on the why of Education 4.0 and the big ideas we are seeking to unbox. Thus, unboxing our learning futures to produce graduates with 21st Century skills is unavoidably linked to broader social imaginaries of the good society and what type of education system(s) we want new digital technologies to serve.

**Biography**

Mark Brown is Ireland's first Full Professor of Digital Learning and Director of the National Institute for Digital Learning (NIDL) at Dublin City University (DCU). He is an EDEN Fellow and serves on the Executive Committee of the European Distance and eLearning Network (EDEN). Mark also serves on the Supervisory Board of the European Association of Distance Teaching Universities (EADTU) and is a member of the Executive Committee of the Open, Distance Learning Association of Australia (ODLAA). In 2017, the Commonwealth of Learning (CoL) recognised Mark as a world leader in supporting new open and online models of higher education and last year Professor Brown was Chair of the ICDE World Conference on Online Learning hosted in Dublin.

For more information:

https://www.dcu.ie/nidl/director-nidl


## Professor Lim Cher Ping

*Chair Professor of Learning Technologies and Innovation*
*Curriculum and Instruction Department*
*Education University of Hong Kong*


*Title:* **Capacity Building of University Teachers at Scale Supported by a Professional Learning Community**


The COVID-19 pandemic has swung the predominant mode of teaching and learning in universities from face-to-face to online. It has created opportunities for universities to reflect upon the quality and inclusivity of teaching and learning, and the relevance of their curriculum and assessment as they cope and recover from the pandemic; but more important, it has provided a springboard to plan strategically ahead to enhance the equity, quality and efficiency of higher education. University teachers and their competencies play a pivotal role in these university strategic plans; hence, highlighting the need for their continual professional development. Based on the examination of teacher professional development at scale models implemented in China, India and the Philippines, this presentation examines how the capacity of university teachers could be built enabled by technologies and supported by professional learning communities. Key projects will be drawn upon as promising practices and lessons learnt – one at the local level of a university in Hong Kong and one at the international level by a UNESCO centre based in Shenzhen for developing countries in Africa and Asia.


**Biography**

LIM Cher Ping is a Chair Professor of Learning Technologies and Innovation at the Education University of Hong Kong and the Editor-in-Chief of The Internet and Higher Education. He was a Professor of Education, Director of International Partnerships and Director of the Asia-Pacific Centre of Excellence for Teacher Education and Innovations in Western Australia before moving to Hong Kong in July 2010. Over the last two decades, he has engaged major education stakeholders at the national and international levels – UNESCO, Asian Development Bank, Microsoft, World Bank, Inter-American Development Bank, Putera Sampoerna Foundation, International Development Research Centre and government agencies – as his research and development partners to take up the opportunities of digital technologies for the enhancement of education quality and equity.

Assoc. Prof. Dr Wan Zuhainis Saad
*Director*
*Academic Excellence Division*
*Department of Higher Education*
*Ministry of Higher Education Malaysia*

*Title:* **Embracing Challenge and Fostering Resilient and Change Ready Talents**

In the midst of this COVID-19 crisis, the educational community faces a universal challenge: to ensure equitable and quality education as well as effective and efficient evaluation of student learning. Fellow educators are also wondering what we need to be preparing our students for in the future. In fact, the global pandemic has accelerated the digital transformation of higher education. Curricula, delivery, assessment methods, resources, support materials, as well as technological tools to enable learner's virtual engagement, were all adapted. The circumstances we find ourselves in now might be the catalyst for change that education needed. This is the opportunity to reimagine what education might be like, redesign learning to produce resilient and change ready talents. Now is the time for bold learning at scale.

**Biography**

An associate professor in Microbiology. Research activities includes drug discoveries from thermophilic fungi and microbial enzymes technology in biopolymers and pulp and papers. Awarded patents on microbial research and copyrights on e-Learning products.

An Educational Technology enthusiast. Practices E-Learning and active learning approach in enhancing students' engagement for effective and meaningful learning. A strong advocate of empowering learners in experiential learning. Awarded:

- Excellent Educator 2017.
- Creative and Interactive E-Learning Award, International University Carnival on E-Learning (IUCEL) 2016.
- Best Trend Setter Award in IUCEL 2017
- Winner of the Reimagining and Redesigning Higher Education (Virtual Immersive Learning Experience Category) 2017
- Winner of the National Academic Award (Teaching Award – Pure Science Cluster) 2018

# List of Presented Papers

## Subtheme I: ENHANCING GRADUATE CAPABILITIES THROUGH INNOVATIVE PRACTICES AND APPROACHES

### CAN COMMUNITY SERVICE ONLINE LEARNING CONTRIBUTE TO EXPERIENTIAL LEARNING?

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Higher learning institutes are constantly striving to provide a holistic education to their students. These institutes embark on various teaching approaches using various teaching tools and platforms to ensure students have fantastic learning experiences. One such approaches is experiential learning which focuses on active learning from the "real world" through concrete experiences, observations, and reflections. During this Covid-19 pandemic, where tradition face-to-face teaching methods have been put on hold, online teaching practices made a surging rise to meet the demands of delivery of education. However, effectiveness of such online classes has been always questionable especially for the classes which are community projects based. Community Service Initiative module is essentially a hand-on community-based module made compulsory by Malaysian Ministry of Higher Education for undergraduates in all higher learning institutes. This module requires bachelor's degree and diploma students to venture out physically to partake in various community-based activities. Though, with the COVID-19 crisis in the air, students had to refocus their community projects to carry out online projects. This study has been aimed to explore the effectiveness of such online community -based projects and its impact on the students' experiential learning outcome. The study used quantitative method through online survey to find out from the Community service students about their perception about doing online projects and their learning outcome. The data obtained from this study will be significant for pedagogical decision-making in designing online modules in future.

# RE-THINKING STUDIO-BASED LEARNING (SBL): FROM PANDEMIC TO FUTURE LEARNING

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Design Studio is a central component of architecture curriculum, and studio culture is vital in the personal development of students and a place for crucial creative dialogue. Studio-based learning in America can be traced back to John Dewey's Laboratory School in Chicago in the late 1800's Studio-based learning (SBL) is an inquiry, apprenticeship model (Lackney, 1999). Commonly, in Universities around the globe, the studio is the place where students research, propose, test, develop, and present design propositions that synthesize material from a diverse range of sources, both inside and outside the curriculum. It is a place of collaboration, intellectual exchange and experimentation for students and faculty alike. The design studio is a place where students learn by doing; the School promotes creativity and celebrates the values of innovation and discovery. The studio is also a place to take responsibility for what a student has created, and to be able to present and defend a student's work in public. The studio learning is challenged due to the sudden COVID-19 crisis. The sudden transition from physical F2F studio-based learning to virtual/online studio learning did not emerge out of desire, but of necessity. So, what is studio-based teaching and learning like in the current pandemic situations due to the COVID-19? Taking the Studio programmes conducted in a private university as a case study, this paper explores the educator's perspective on the implementation of studio modules during the COVID-19 pandemic condition. The study adopts a qualitative approach by way of interview of 20-30 studio educators and thematically analysed to achieve the objective of the study. It emphasizes on the implementation model employed, and the challenges and limitations of such ad-hoc reactive model. The findings suggest that there is an increase in acceptance of virtual learning in the studio; however, as a long-term measure, this paper reinforces the need to analyse the reactive strategies to deliver design studios, and utilized it as a basis to proactively transpire an intentional blended learning studio model for the future. Also, educators need to be re-skilled so that the delivery of the programmes are effectively providing a new learning experience of highly blended learning and the likewise.

# LECTURERS' ONLINE TEACHING EXPERIENCE WHEN THE CAMERAS ARE NOT TURNED ON BY THE STUDENTS

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The traditional way of going to school for classes, physically meeting classmates and peers, and learning is slowly changing as schools from various educational levels has started to implement synchronous learning in their programmes, where the students get taught through online activities and lectures. However, the biggest difference between a traditional class and an online class would be the lack of physical presence, and not being able to see both students and lecturers, which might have an impact on the overall teaching experience. The research question for this study: What do lecturers experience when students do not turn on their face cameras during online classes? A total number of 16 lecturers were invited to be participants in the research. All these lecturers are currently working in Taylor's University, from different departments. An interpretative phenomenological analysis (IPA) was used to interpret data, and the collection of data was done through semi-structured interviews. The three superordinate themes that were identified are: attitude towards the absence of student's visuals on camera; quality of the teaching and learning relationship and building students-lecturer relationship. By researching on this matter, it gives a broader look into the lecturers' perspective toward online teaching, and further research into online teaching can be useful as a lot more learning institution are slowly transitioning to synchronous learning, or when students and lecturers would not be being able to attend class due to unforeseeable circumstances.

# A STOCHASTIC OPPORTUNITY TO ENGAGE THE PROBLEM-SOLVING SKILL THROUGH REINFORCED VIRTUAL LEARNING ENGAGEMENT

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Due to the COVID-19 situations, the Government of Malaysia comes with Movement Control Order in four phases and this pushed the energy demand characteristics a change over. In the Engineering curriculum, the key attributes towards graduate attributes lies in the problem-solving skill. This is aligned to the psychomotor outcome which is restricted due to the lockdown both operational, functional and evaluations. A number of factors includes the uncertainties in the opening of the school, the mobilization, the closure of entry port for the international students deliberate us to stochastically come with alternate approaches that does not compromise the quality of the attributes that are to be measured. The alternative component for the one presented here propose a reinforced continuous learning that map it back to the learning outcomes which could be the order of the approach for the rest of the year as still the conditions are not completely in normal. This is entirely a new model wherein the students need to apply the knowledge gained from the online lectures, module and apply them to the real data collected from online resources or from their own home data. The module presented here is Electrical Energy Utilisation which primarily focus on the energy consumption, which has assessment aligned to the Graduate Attributes of the problem-solving skills. The first assessment relies on capturing the data for system demand profile and system generation before lockdown (1st March 2020 – 17th March 2020) , the four phases of the lockdown (18th March 2020 till 12th May 2020) using the data available from (https://www.gso.org.my or https://www.singlebuyer.com.my/) analyse to come with intelligent algorithm between supply and demand (Objective: to understand energy utilisation at during unusual times). The second assessment is through demonstration in practical way virtually on a typical pump unit we designed and fabricated in 2012 (https://www.youtube.com/watch?v=GzOMPIju2pY) and the outcome rely on the analysis of the data taken during the demonstration (Objective: to understand energy utilisation at Industry). The third assessment invokes a more hands-on for the student to capture the data from their own home meter reading for a particular slab of period and create a lighting demand profile for a typical day (Objective: to understand energy utilisation at home). This presents a variable approach thereby the graduate capability is assessed through the approach of reinforced learning, where the application of knowledge is practical through the real-world data. This is highly feasible for subjects from engineering fraternity as most of them invoke data either through the databases available and right from the desktop.

# ONLINE REFLECTIVE WRITING TO ENHANCE CRITICAL THINKING SKILLS

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In the 21st-century learning environment, information is becoming easily available and evolving rapidly encouraging learners to adopt in their thinking process by changing their learning approaches to become problem-solvers. Thus, it is increasingly important to prompt reflective thinking during learning to help learners develop strategies to apply new knowledge to the complex situations in their classroom-related task. Reflective thinking guides learners to develop higher-order thinking skills by encouraging learners to: a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies in novel tasks, and d) understand their own thinking and learning strategies as cited by Hmelo and Ferrai (1997). Furthermore, as mentioned by Morrow (2014), reflective practice includes critical thinking with the capacity to empower students learning through self-awareness, self-motivation, and is professionally autonomous. This study concentrates on exploring the occurrence of critical thinking among foundation students at a public higher learning institution in Klang Valley. Data was gathered from students through a survey and a content analysis was carried out using Bloom's Taxonomy Model to measure the presence of critical thinking from the online posted messages. These findings affirmed that self-writing promotes critical thinking among foundation students. This study demonstrated that foundation students perceived guided reflective writing to be useful in facilitating reflective thinking and practice through a role-playing problem-based task in their English Language module. It has been recommended that reflective practice can favour learners in increasing their self-consciousness and as well as supports self-paced learning through a flipped classroom instructional approach.

# HUES AND BLUES OF ONLINE LEARNING: WHAT MEDICAL STUDENTS OPINE

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The current "Global Pandemic" has affected the world in more than many comprehensible ways. Professional and other educational institutes faced an enormous challenge, and many have had a rather sudden, chaotic shift to distant education stratagems. As the students adjust to this novel approach of distant learning via newer and extended online modalities; it is imperative to gauge their readiness, mindset, and views. The medical educators around the world would generally acknowledge the advantages of online learning at the same time we understand the human touch of clinical teaching is not replaceable. Thus, it is often demanded that student exasperation and contentment with *e*-Learning are to be investigated. There are many studies concerning fear and anxiety of students using technologies-based learning and we do not anticipate many technophobes in current generation of students. However, we believe that especially in this period of uncertainty due to COVID-19 crisis and the abrupt change in the conduct of teaching and learning additional stress and anxiety would be inevitable. Likewise, Loh et al., (2006) reminded the anxiety status among the medical students need to be addressed based on their finding during the spread of SARS epidemic in Malaysia 2003. Malaysia Ministry of Higher Education listed the challenges faced by students integrating *e*-Learning in the curriculum, succinctly lack of access, slow feedback, inadequate of content, uninteresting content (Ministry of Higher Education, 2011). Since the data represented all higher education and are collected during normal situation, we would like to identify the challenges faced by medical students in the present-day situation. To assess and to analyse the knowledge, attitude, and perception of our students about online teaching, a simple online questionnaire was used. The questionnaire was developed, vetted, and validated by our internal panel. Ethical and administrative approvals were duly obtained. The responses were recorded on a Likert type scale. This study was conducted on the students currently enrolled at the School of Medicine, Faculty of Health and Medical Sciences, Taylor's University, Malaysia. Demographical distribution and year-wise stratification of the students was recorded. The questionnaire was electronically distributed. The students' responses were analyzed using SPSS. The responses were scrutinized to assess the level of their digital literacy (Knowledge), attitude to the current application of online teaching, learning and assessment methods, to record the limitations that they identify and the experiences that they feel during this transition. The aim of this presentation is to share the students' opinion and views. A total of 192 students across Year 1 - 5 participated in the survey. The duration of exposure to *e*-Learning and relative seniority of the clinical students were factors that impacted on their conceptual knowledge of *e*-Learning, confidence, ease of access to resources, and perceived benefits of *e*-Learning. Higher motivation was associated with less anxiety about their learning. Students' ability to learn independently was felt to be an important prerequisite in maximizing the gains from *e*-Learning.

# ENGAGEMENT LEARNING FRENCH LANGUAGE THROUGH ONLINE AS A POSITIVE LEARNING EXPERIENCE FOR STUDENTS: THROUGH THE SUBMISSION OF SELF VIDEO RECORDING AND LEARNING POSTED VOCABULARIES ON SOCIAL MEDIAS

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During this unfortunate time of situation where the limitation on learning face to face is evidently under a serious control. Thereby, immersive learning, which is 100% fully online is being adapted and it is indeed a challenging task to accomplish. However, thanks to the availability of various social medias and other online platforms such as allowing us to hold "video conferencing" where learning online makes possible as a strong support needed by learners. Learning any languages need direct approach from an educator, face to face learning but during this moment, support learning is in demand, be accessible and that the learners can obtain the needed resources. There are positive responses and experiences from the students and even others who wants to learn, given the opportunity as the sharing of social medias are opened to public. As social media has taken a significant role for everyone in this modern society, it allows us to learn independently online either in person or in a group. At the same time, students needed to be given the opportunity to highlight themselves on their ideas and opinions, such as integrating technologies alike video and audio to inspire their experiences on learning. Students will absorb more and become more encouraged or motivated to learn at their own pace. Engagement learning between students and teachers is crucial as it determines their cognitive learning in an indirect approach. This also allows the students to implement and to develop their knowledge by motivating them in activities that interest them. Over the years, teaching pedagogy has been evolving to support and to accommodate the students' motivation the need to learn. Thereby, my method is to shift the memorizing mode to a critical thinking skill by applying effective communication between students and teachers. It is not a compulsory speed learning, but it is an engagement learning whereby it is most likely an indirect approach to assist the learners to acquire their learning objectives. The three Es [ Engage, Enrich and Embrace] are used as a strategy to motivate the learning process and to gain a positive experience for the learners. 'Engage' is to allow the learners to focus to a particular activity in order to motivate them and to encourage them on social learning. 'Embrace' is to what they are learning as it builds their skills in learning through technology as it is outside of classroom learning. 'Enrich' is to meet the learners' needs to have a better understanding through simple content in comparison to traditional learning in classroom. Once a positive engagement is established, students feel encouraged and become more motivated in learning. A French language club is founded to provide continuous learning outside of classroom, with the convenient access to Instagram and Facebook page where learning resources are provided.

# UNDERSTANDING ENTREPRENEURIALISM: BALANCING BETWEEN TEACHING AND ENABLING IN A MODULE THAT EMPHASIZES ON SOFT SKILLS

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Entrepreneurship, known for its impacts on both the society and the economy, has been steadily gaining traction in universities around the world. At undergraduate level, aside from the study of entrepreneurship as a subject, many universities also offer entrepreneurship as a minor. At Taylor's University, a module named Understanding Entrepreneurialism is offered by Taylor's Business School (TBS) for students across the university to understand the values underpinning entrepreneurialism and engender an entrepreneurial mind-set. Through the combination of different assessments and in-class activities, the module sought to inspire the students to adopt entrepreneurial behaviours, including creativity and innovation, problem-solving skills, manage risks, overcome challenges, and cope with failures. Prior to 2019, entrepreneurship related subjects were offered individually by each school under different disciplines in the university. For example, Technopreneurship was offered under School of Computer Science. As of January 2019, semester, following the direction from the management to push entrepreneurship further, entrepreneurship subjects are to be consolidated and offered by TBS, with the support of the Bizpod, incubation centre to guide aspiring student entrepreneurs. Under the influence of pandemic, the module has been conducted entirely online for both lecture and tutorial since the March 2020 semester. The unanticipated announcement of MCO in Malaysia back in March 2020 had not only caused the delay for the semester by two weeks, but also had forced us to switch to 100% online. Therefore, we improvised along the way as we observed the pitfalls. One of the major pitfalls was the "competition between modules". As we know, undergraduate programmes at Taylor's is very demanding, with tight deadlines. With all modules become 100% online, lecturers thought of ways to "engage" with the students to ensure accountability. As such, we noticed that students started to "prioritise" in terms of giving their attention and efforts to their studies. Meaning, since there were so many tasks in every module, and the students have limited resources in tackling each of the assignments, they tend to forego one subject in satisfying another subject. In other words, students only put efforts in modules where the lecturer is demanding and spend less efforts in modules that are perceived as less demanding. In this case, Understanding Entrepreneurialism, which is non-theoretical and emphasizes on soft skills, is perceived as less demanding. We observed that, on the one hand, module learning outcomes (MLOs) are for students to develop entrepreneurial traits, such as self-discipline, self-initiative, and self-management. On the other hand, such learning outcomes are difficult to attain, when students perceive it as non-demanding module in comparison to other modules. Through observations along the way, we changed, adapted, and improvised the assessments to ensure the attainment of MLOs. Thus, in this study, we explore the research question: How to balance between teaching and enabling in a module that emphasizes on soft skills - enabling students in developing entrepreneurial traits with less teaching.

# ENABLING MULTIDISCIPLINARY DESIGN COLLABORATIONS DURING LOCKDOWN BETWEEN FACULTIES AND INDUSTRY COLLABORATORS

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This multidisciplinary design collaboration project involved students from the BDes (Hons) in Creative Media, Bachelor of Computer Science, Bachelor (Hons) of Software Engineering and Bachelor (Hons) of Information Technology programmes. For 14-weeks, 35 students from the Creative Media degree collaborates with 26 other students from the computing school to design an interactive Virtual Science Gallery for Petrosains, The Discovery Centre; a web portal revamp for Cyberjaya Farmer's Market, an app for Feast-in and We Are Your Eyes. A total of eight groups were formed, comprising of students from various specialization skills such as graphic design, interactive design, animation, visual effects and concept art design, app and web development, game development and human-computer interaction. The collaboration is conducted fully online utilizing Google Document, Microsoft Team and Miro for synchronous design collaboration. The objectives of providing seamless integration between individual student design practices and communication were achieved with synchronous design collaboration that manages and evaluates competency developments online and in real-time.

# MANAGING EMOTIONS DURING COVID-19: THE EFFECTIVENESS OF USING THINK-FEEL-ACT TOOL TO PRACTICE EMOTIONAL INTELLIGENCE

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The early stages of COVID-19 pandemic caused sudden disruption to the life of university students due to the challenges related to online learning, psychological well-being, social isolation, relationship tensions and uncertainties about the future. In Malaysia, the Movement Control Order (MCO) was imposed in March 2020 with directive from the Ministry of Education that all university classes will be taught online until December 2020. This move has dashed the hopes of first year students who were eager for life on campus, with many of them feeling stuck at home both locally and abroad. Recent researches and media have reported that universities need to provide relevant support to students as the situation is likely to be long term and will heighten the levels of stress, anxiety, and depression. This study investigates the effectiveness of using a self-help tool called Think-Feel-Act (TFA) to help students in managing their emotions when they faced triggers or unpleasant situations. Prior to this, students were taught a lesson on managing emotions using TFA in their Life Skills classroom. They were then given a reflection assessment to apply the use of TFA in their own situation. TFA tool is based on Cognitive Behavioural Therapy (CBT) which has strong evidences for treating mood and anxiety disorders. The basic premise of CBT is that emotions are difficult to change directly, so CBT targets emotions by changing thoughts and behaviours that are contributing to the distressing emotions. The larger purpose is that students will be more aware of their own thoughts and emotions and choose actions which will result in desired outcomes. A quantitative self-assessment survey with 20-items was administered online to 1,300 students three months after completion of the module and the response received was 18.4% (n = 239). The central research questions which guided the study were: 1. How much have the students improved in their emotional management? 2. What is the effectiveness of TFA in helping students in managing their emotions? Our findings showed that 51.8% of the students improved their emotional management, 58.4% improved their behaviours, and 58.9% found the TFA tool effective. A primary implication is that TFA is an effective strategy to help students mediate stressors by adjusting their thoughts to yield better performance. The study informed that 48.1% of the students were unsure or did not improve in their emotional management. A secondary implication is that emotional management can be improved with intentional practice, by equipping students with deeper understanding and regular use of the tool. The authors concluded that basic emotional management strategies should be extended to students after the Life Skills module so that students will effectively cope with stressful situations encountered particularly during this pandemic.

# EXPLORING THE ARCHITECTURE STUDENTS ACCEPTANCE IN ADOPTING THE VIRTUAL AND AUGMENTED REALITY TECHNOLOGY IN TAYLOR'S UNIVERSITY

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The recent global pandemic has accelerated the digital transformation in the architecture industry. Many professional architecture practices are reinventing themselves to adapt to the aspects of technological, social and productive needs physically and mentally. One of the significant transformations is the application of immersive technologies that build on the foundation of BIM technology. Through Virtual/Augmented Reality (VR/AR) technology, architects can now see how a design comes together and how engineering comes into play. It improves the client experience and assists collaboration across projects and within organisations. Different stakeholders such as engineers, consultants and end users are able to collaborate and fully immerse themselves in a 1:1 scale 3D (BIM) model which can be manipulated and provides an incredibly accurate sense of presence in a space that's yet to be built. A recent survey by the Royal Institute of British Architects revealed the acceleration of the adoption of AR/VR technology in architectural practices (NBS Research, 2018). A number of architecture firms in Malaysia have been experimenting with using the VR technology for visualization and design. Keeping up with the industry, architecture education providers are slowly moving towards the adoption of the VR/AR technology. However, it is important to note that the student's acceptance and confidence in the technology are crucial for successful implementation and development of the technology. Therefore, this study aims to explore the student's perception of the adoption of VR/AR technology in the School of Architecture, Building and Design of Taylor's University. Based on Davis' Technology Acceptance Model (Davis, 1989), a quantitative survey has been conducted, including questions about the perceived usefulness and the perceived of ease of use of the technology in the classroom. A total of 268 architecture students, from both the undergraduate and postgraduate programmes participated in the study. The findings demonstrated that in spite of the fact that most of the students are familiar with many digital tools in architecture such as SketchUp, Revit, and AutoCAD, and that most of them understand the concept and advantages of VR/AR in architecture, their exposure to the VR/AR tools are still limited. Interestingly, compared to the undergraduate students, a higher percentage of the postgraduate students are familiar with the concept and usage of the technology, most probably because of the exposure of the technology during their professional work experience. In general, the architecture students perceived the VR/AR technology as useful and are willing to adopt the technology in their learning environment. However, they are still in doubt in terms of the ease of use of the technology as their knowledge and familiarity are still limited.

# EXAMINING VARIANTS IN ENTREPRENEURIAL INTENTION ACROSS UNIVERSITY

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The purpose of this research is to examine the relationship between entrepreneurial orientation and entrepreneurial intention, and the mediating role of emotional intelligence and self-efficacy. The research setting of sampling on undergraduate students from across different disciplines taking Understanding Entrepreneurialism at Taylor's University allows us to investigate the different variants in influencing entrepreneurial intention. We measured entrepreneurial intention using key entrepreneurial goal and implementation intentions identified in the literature (Botsaris & Vamvaka, 2016; Carsrud et al., 2017; Krueger, 2009; Liñán & Chen, 2009). In measuring entrepreneurial orientation, we used major indicators that are widely used in the extant literature: innovativeness, proactiveness, and risk-taking (Bolton and Lane 2012). We also use background information such as nationality, gender, and prior experience as control variables. This approach will allow us to identify the variations across disciplines, taking into considerations background information. The results of the study will contribute to providing recommendations in innovating educational delivery to enable students to develop entrepreneurial intention. This study adopted a 33-item questionnaire to measure entrepreneurial orientation, entrepreneurial intention, emotional intelligence, and self-efficacy, based on 7-point Likert scale. Another 10 items are used to obtain information on students' demographic and background information. A total of 167 students from an undergraduate module, Understanding Entrepreneurialism, are sampled during April 2020. This study is a work in progress.

# STRUCTURAL PLANNING WITH THE AID OF THE LATEST TOOLS, TECHNOLOGY, AND ONLINE PLATFORMS TO ENGAGE EFFECTIVELY WITH STUDENTS' E-LEARNING ON PHYSICS

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Over the past few years, online learning (a.k.a *e*-Learning) is gaining popularity due to the rise of intuitive learning software that offer holistic, engaging, and interactive learning experience. *E*-Learning becomes mandatory for schools and universities especially when physical classes are almost impossible during this COVID-19 pandemic. However, delivery of online classes or courses remains challenging especially for scientific module such as PHYSICS, if:

1. students are not fully engaged with the courses/classes (poor online attendance and low involvement of students),
2. students are not fully guided, monitored and properly assessed by the lecturers,
3. technical course content (such as scientific modules including physics, biology, chemistry, mathematics, statistics, etc) is not delivered efficiently,
4. lack of interaction between lecturers and students in virtual classroom as well as *e*-Learning platform (as compared to physical classroom),
5. lack of practical/ hands on experience especially for project-based assignment/activities,
6. lack of integrity during online test/examination.

Therefore, the objective of this work is to implement course content which:

1. promotes higher engagement rate,
2. provides systematic assessment structure,
3. produces fun, engaging, interactive, and effective delivery mode of application/calculation-based modules,
4. suggests the interaction methods and practical/hands-on experience out of physical classroom,
5. proposes the setting of examination/test question to avoid plagiarism.

# BRAVING THE PANDEMIC: GRADUATE CAPABILITIES IN REMOTE TEACHING INTERNSHIP

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This research explores the impact of remote teaching internship on the graduate capabilities of final year students in a teacher education programme. When schools were closed because of the COVID-19 pandemic, student teachers found themselves striving not only to complete their teaching internship, but also a remote one. The unique situation where student teachers were not present on site, in school and in the classroom, became the reality to adapt to for all. As schools transitioned from classroom learning to virtual engagement, digitising the teaching internship was one key strategy to provide student teachers with the opportunity to teach and at the same time develop the intended capabilities according to the learning outcomes of their teaching internship. Descriptive analyses of questionnaire and interview data from the student teachers showed that the remote teaching internship has generally provided a unique boost to professional attributes such as problem-solving skills, communication skills and digital literacy. Moving forward, challenges and suggestions for improvements and further opportunities in relation to this mode of teaching internship will be discussed in the context of teacher education.

# EMPOWERING PROJECT BASED LEARNING CAPABILITIES THROUGH INNOVATIVE PRACTICES AND APPROACHES IN ENERGY AND ARCHITECTURE MODULE

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By adopting the project-based learning methods and approaches, it has inspired and motivated students in optimising their limitations towards problem solving, engaging students in a complex inquiry, managing the challenges in a structured assimilating real-world issue and identifying more effective and innovative solutions. Due to the critical COVID-19 pandemic situation and challenges on online based learning environment, architectural students' programme is facing a critical challenge to participate in a field study or on-site audit exercise. The teaching team has modified the assignment of a new module entitled Energy and Architecture to a walkthrough audit exercise based on the project-based learning method. This assignment emphasizes the role of a walkthrough audit as a process used to establish an overall practice of the potential energy savings through visual observation on the HVAC, lighting, building maintenance and other factors affecting energy consumption of the building (in this context of students' own home). Simple calculation has been carried out to quantify the current and potential implementation of the identified Energy Conservation Measure (ECM). Usually the actual field on site audit exercise is carried out in 1-2 days with/without a team depending on the scale and complexity of the building with the usage of the tools (lux meter, thermometer, hygrometer) to achieve its sustainable objectives. However, for this exercise, students can accomplish a field measurement exercise to establish the incoming load profile, major energy usage (segmentation), HVAC and lighting system of their own home. Throughout the guided teaching and learning with weekly online tutorial sessions, students are able to strategically identify the principles of energy efficient systems and overall practice of potential energy savings through inspection and evaluate energy consumption. The implementation of its strategies to reduce energy usage which result in low energy architectural design practice are demonstrated in the audit energy report submitted by the students at the end of the semester.

# THE IMPACT OF COVID-19 PANDEMIC AND THE ROLE OF RESPONSIBLE LEADERSHIP IN ACADEMIA: MANAGING ONLINE TEACHING PERFORMANCE AND UNIVERSITY REPUTATION

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The unprecedented pandemic crisis of COVID-19 has caused an immense challenge for the higher education sector, particularly for the universities to find an effective leadership approach to deal with their online teaching performance and reputation. Currently, there is a lack of research regarding the conceptualization of COVID-19 pandemic and its impact on university faculty members' online teaching performance and institutional reputation. Extending the role of responsible leadership (RL), this paper develops a multilevel (e.g., individual and organizational) conceptual model highlighting the impact of COVID-19 pandemic on academia, faculty members' readiness for online education, teaching performance and university reputation. The concept of RL has evolved from the stakeholder theory and defined as a value-based leadership approach to achieve a meaningful and shared business vision. It has included 'responsibility' into organizational leadership practices. Recently, the increasing interest in RL has indicated a significant research area with theoretical and conceptual potential and moved into the mainstream of organizational leadership practices as a multilevel phenomenon. With a comprehensive literature review of the existing research, this paper develops and justifies five testable propositions and answers two specific questions. First, how the COVID-19 pandemic has impacted online teaching performance and institutional reputation? Second, how universities can overcome the COVID-19 pandemic crisis with their faculty readiness for online teaching, enabling RL? This model contributes to the need for a detailed understanding of the pandemic crisis of COVID-19 in academia in several ways. First, it helps to understand the challenges of COVID-19 pandemic and the need for RL for academia, particularly for the university sector. Second, this proposed model helps to clarify the interventions of RL into universities' future faculty readiness for online teaching to thrive further pandemic crisis from a leadership perspective. Third, it formulates five testable propositions for future empirical studies. This proposed model counsels that universities need to go beyond the simple application of their traditional online teaching practices and should enable RL to uphold faculty readiness to maintain their online teaching performance and reputation. In conclusion, this paper claims that RL should be incorporated into the university faculty management to overcome the ongoing and post COVID-19 pandemic crisis because of the following two justifications. First, from the individual-level, this paper claims that RL for the university faculty readiness may improve their online teaching performance because of its individual (e.g., employee-focused) perspective to overcome the crisis of COVID-19 pandemic. Second, from the organizational-level, RL can help universities to identify and respond according to the demand of the current and post-pandemic situations. Consequently, universities will be able to perform more effectively to be more reputed as well as will be capable of extending their support for other academic institutions (e.g., vocational or research institutes) to survive. Therefore, this model is a step forward to not only explore the future research avenue for the impact of COVID-19 pandemic on academia also will help the university policymakers to take responsible initiatives to increase faculty readiness for online teaching and uphold their overall teaching performance and institutional reputation.

# ACHIEVING GRADUATE CAPABILITIES THROUGH AN ONLINE MOOTING MODULE

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Mooting is a simulated court hearing in which law students argue the legal merits of a fictitious case before a panel of mock judges. In Taylor's Law School, Mooting is a compulsory module for all second-year law students. The objective of the module is to introduce the student to litigation by participating in a moot. The students will learn how to prepare for a court case and present it as if they were the actual legal counsels. The module also seeks to inculcate within the students the autonomy of independent learning with the exposure to the necessary skills required for the preparation and participation in a moot. As it is a simulated court hearing, students who moot will have to stand in front of a panel of judges and present his case just like how a lawyer will do so in a court. When the Movement Control Order came into force in March 2020 due to the COVID-19 world-wide pandemic, a decision was made to conduct the law modules fully online. This meant that the lectures, tutorials, and assessments will be carried out online without the need for students to be present on campus. There was a concern of whether the Mooting module can be conducted fully online – and if that was possible, there was the further concern as to whether the Module Learning Outcomes (MLO) will be achieved and the students obtain the benefits of the module. This paper will deal with both questions and the author will be sharing his experience how the module was carried out and how it benefitted the students. The first question is whether it can be conducted fully online. The lectures and tutorials were all conducted online using pre-recorded lectures, online submission of tutorial exercises as well as 'live' briefing sessions for the students including a workshop on advocacy conducted by an invited speaker who is a litigator by profession and a successful mooter as a student. Court hearings in Malaysia and other countries around the world have been conducted online too using a variety of online platforms. Students were able to 'visit' these courts and to observe the hearings virtually as a court visit is indeed part of the syllabus. As for the actual moot assessment, it was carried out online using Zoom as the platform. The second question is whether the students will benefit from it. The paper will show that all the MLOs were achieved. As the Malaysian courts were carrying out online hearings, students were able to experience how a real lawyer conducts an online hearing. The students' feedback will show that they found the module to be useful and that they have achieved to varying degrees some of the Taylor's Graduate Capabilities after taking this module. The conclusion is that the Mooting module can in fact be carried out fully online and that by doing so, the MLOs are still met, and the students were able to obtain the maximum benefit from it.

# FINANCE LIVE SHOW! A SOLUTION FOR LARGE ONLINE LECTURES

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Technology has always been integrated in every aspect of teaching and learning in many higher education institutions. Students have had the access to the online materials such as pre-recorded videos, online quizzes, notes, slides, podcasts, etc. at any time anywhere. In other words, online activities were a supplement support to the main delivery mode which was face-to-face. However, with the enforcement of Movement Control Orders (MCO), the online learning and usage of the technology immediately was upgraded to the main mode of delivery. So, simply, before the MCO, *e*-Learning was a complementary approach while now it is the main focus. There is a large body of research and numerous innovations on the effectiveness and success of online teaching and learning. Moreover, recent studies have highlighted the crucial role of interaction and engagement in the success of an online class. However, little is discussed about the implementation methods to engage students during a large synchronous lecture. The 'Finance Live Show' was designed to address the challenges and limitations of the new mode of teaching and learning such as engagement and technical issues which were more severe in a large class of 350-500 students from various schools with different backgrounds and interests. Moreover, 'Finance Live Show' aimed to help students apply what they have learned or new knowledge in their life. To do so, the 'Finance Live Show' was designed to achieve the module learning outcomes by preparing the content in a way to be informative, interactive, entertaining, and accessible. More specifically, the finance lecture was conducted like a live 'reality show' combined with some professionally made items. The high participation rate in online activities, students' posts on social media, weekly feedback, and the results of teaching engagement scale indicated that students were engaged in learning effectively. Further, a moderated mediation model was developed to investigate the role of interaction in the mechanism that explains students' satisfaction with online class, their preference for online classes, and their performance.

# STUDENTS' ACADEMIC CAPABILITIES DURING COVID-19 PANDEMIC OUTBREAK IN THE CONTEXT OF SENSE OF BELONGING

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During COVID-19 pandemic outbreak, the lessons for higher learning education are conducted virtually using both synchronous and asynchronous modes. Almost all universities and colleges have converted their physical classes to online learning immediately after the announcement of Movement Control Order (MCO) by the government and local authority. Such changes are necessary to ensure the learning outcomes to be achieved successfully for the on-going semester. However, students' sense of belongings and academic achievements might be affected due to the switching of classroom settings. Therefore, the objectives of this study are to explore factors which may contribute to the students' sense of belongings, and the effect of sense of belongings to their academic capabilities in different teaching and learning modes. A group of students from American Degree Transfer Program in Taylor's University who are taking Calculus I module is selected as sample study group for this research. An online questionnaire which is used to measure the students' sense of belongings to Calculus I class is distributed to the students for data collection. The collected data is analysed using the Person's correlation coefficient. The study is investigated based on the fully face-to-face, mix mode and fully online classroom settings. Results showed the relationships exist between students' sense of belongings to the Calculus I class and their academic capabilities. Students' ages and semester numbers show positively and negatively linear in relation to their sense of belongings respectively while students' pre-requisite module results did not show implication to their sense of belonging to the study class.

# TEACHING FRENCH ONLINE DURING PANDEMIC

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Teaching and learning via online is largely seen across the world now due to the COVID-19 outbreak. The implementation of lockdown and social distancing brought upon online teaching and learning. As it is vital now to ensure the learning is continued despite being restricted to different geographical locations. This project was conducted to provide a fully immersive online learning opportunity for registered Taylor's students (FSLM only) during the pandemic. About 100 students took this module online as it is a compulsory module in their program. This online French module was structured and implemented by adapting Gagne's Nine Event of Instruction Model. The module was conducted through a simple yet systematic approach that enabled students to learn through online methods at their own pace with some conditions to complete the module within a semester. The project uses a combination of pre-recorded lessons, online exercises, synchronous live sessions, and chat to conduct lessons and to provide feedback. This project shows that preparedness and simple planning could be a constructive approach to teaching a foreign language.

# ARCHITECTURAL DESIGN V: THE TYPOLOGIES OF DESIGN THINKING EMBEDDED INTO THE STUDIO PEDAGOGY

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The Architectural Design V is a studio-based learning module in the Bachelor of Science (Hons) Architecture program. The studio focuses on the project on Architecture for Place-making. The site context is the area covering Jalan Tukang and Jalan Sulaiman, Old Town Kajang. The urban issue being the city that is 'displaced' in its spatial character and social quality. The idea of 'research informing teaching' was employed. Architectural design study is subjective. In order to aid new pedagogy that welcomes the diversity of design approaches, the research project entitled 'Typologies of Design Thinking', funded by Taylor's University, incorporates Teacher-Learner Partnerships in Curriculum Design. The research aimed to offer learner-led pedagogy through engaging students as partners (SaP). The findings from the research project are employed in the teaching pedagogy and mapped into domains of exploration in urban design, mapped towards the Program Learning Outcome (PLO) and Module Learning Outcome's (MLO) of an architecture program, to design varied learner-led tools and pedagogies. Three clusters of platforms were established. Cluster 1 was on Positivistic design thinking, in which hard typologies pertinent to the elements of design such as form, function, circulation. The Cluster 2 was on interpretative design thinking, in which soft typologies pertinent to the intangible aspects of design such as concepts, principles and qualities. The Cluster 3 one was on critical design thinking which are the in-between or the hard/soft typologies pertinent to the articulation of things to form a concept, scale, proportion etc. Student's Involvement: The pedagogy is collaborative with the students themselves through SaP. The contribution of the research is a learner-led new pedagogy, on *e*-Learning, for the emerging young learners. The learning experience is meaningful in three folds; the multiplicity of design approaches offering an unwavering learning environment, perfect flexibility offers a freedom of thinking and due to the pandemic situation, the clustered teaching materials posted in online platforms. The project involved in learning engagement at multiple levels cognitive, behavioural and affective evidences. online platform for the 6 dimensions in urban studies. Positive reinforcement or rewards during the class sessions on Formative feedbacks, workshops offered the behavioural engagement. There is mostly a positive feeling in the students' minds that are affectively reflected through their TES evaluation of the Module. Project Impact: Also, given the validity of the module itself, THE DESIGN in architecture is multi-faceted and integrated. As such within the module the students integrated to Environment and Technological domains of architecture, real world collaboration, to the SDGs. The project involved in teamwork, time management and effective communication, offering the students the life-long skills. The passing rate (96.3%) is very high as compared to the previous semesters. There is a clarity of outcome in a specific direction of exploration. Therefore, the final design boards are stronger and effective towards the MLO, PLO and the relevant assessment criteria.

The project has led to significant publications of 1 journal paper and 2 book chapters. For more info: https://drive.google.com/drive/folders/19qqvAR4iGYzl8BI04qohlVRSM24opedF?usp=sharing

# VIRTUAL LESSONS: BEST PRACTICES FOR SUSTENANCE OF STUDENT MOTIVATION AND IMPROVEMENT OF STUDENT ACHIEVEMENT MEETING MODULE LEARNING OUTCOMES DURING COVID-19

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Employees with technical expertise are in demand as the world transitions into the new economy. Nevertheless, the recent 2019 Emerging Jobs in Malaysia report by global professional network LinkedIn highlighted the labour market values talent with soft skills that complements the technical skills. In addressing this, Taylor's University provides students with a holistic and experiential learning experience through its Life Skills modules to promote personal and social competencies, based on Emotional Intelligence Model by Daniel Goleman. Despite general positive reviews from past graduates on the structured experiential learning module, COVID-19 posed a novel challenge to the university in transferring the experiential learning module to virtual mode. The aim of this case study presentation is for the presenters to share their reflection of their teaching strategies used in delivering the Life Skills for Success and Wellbeing University Core Module to first year Degree students in times of COVID-19 pandemic. The context of this presentation comes from the fact that, owing to the COVID-19 epidemic, all students at Taylor's University had to undergo virtual learning. In order to ensure that the learning motivation of students and the results of the modules are not influenced by the Movement Control Order (MCO), two specific dimensions i.e. D2 and D4 in the Teaching Engagement Scores (TES) were focused upon on ensuring the learning motivation and academic achievements of students were not compromised in times of MCO. The case study presentation is based on the presenters' reflection of their best practices i.e. personalized attention for students during and after class, providing timely specific feedback for improvement during and after class, sharing personal stories, facilitating active breakout sessions, contextualization of topic for different majors etc. carried out in the lessons conducted fully online. The notion of the good practice is based on results derived from their average TES i.e.D2: 4.7 (Aug'19 and Mar '20) and D4: 4.8 (Aug '19) and 4.7 (Mar '20) are rated by students, self and student testimonials. The respondents involved in evaluation of TES comprises of 190 (80% of total students for both lecturers) Year 1 students who have whom have studied Life Skills for Success and Wellbeing module for the March 2020 semester. The action research found that the students experienced a supportive learning environment, feedback provided was appropriate whereby the overall passing rate of students were maintained while the students who achieved an A grade improved from 69.5% (August 2019 results) to 83% (March 2020 results). The average failure rate for both semesters are negligible as it is attributed to missing students. In conclusion, the TES scores of the presenters, and results of the students demonstrates that the adoption of the strategies mentioned above would be effective in creating a supportive learning environment and ensure provision of adequate feedback for students in order to effectively achieve the module learning outcomes. This case study presentation would be beneficial to academicians and educational institutions in finding possible alternatives to cater to students' learning experience and outcomes in the virtual learning space.

# ONLINE EXPERIENTIAL LEARNING: ABNORMAL PSYCHOLOGY

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Kolb's Experiential Learning Style Theory has been widely implemented in teaching and learning amongst adults. This study aimed to explore the suitability of an innovative immersive learning project for Abnormal Psychology module using online experiential learning approach. This study employed Classroom Action Research (CAR) among 74 students. This project was designed to utilize *e*-Learning strategies, to apply student-directed learning for Abnormal Psychology, and to create an online experiential learning opportunity for students. Three rounds of quantitative and qualitative teaching evaluations were carried out at the beginning, middle and end phases of the semester. Results showed that the mean ratings of students' enjoyableness of the class on week 3 and 7 were 4.56 and 4.01 over 5. The total score for Teaching Engagement Assessment Scale was 80%, classified as above average teaching engagement. In terms of academic achievement, a total of 17% of the students scored A and A-, whereas 70% of them were under the category of B results (B+, B, and B-). In conclusion, this innovative immersive learning project is deemed suitable and can be implemented for Abnormal Psychology and also for other Psychology-related modules in future.

# VIDEO AIDED INNOVATIVE TEACHING DELIVERY IN MANUFACTURING PROCESSES COURSE INCORPORATING LIBRARY FACILITY

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Digital disruptions and job competition demand the industry-readiness of graduates in institutions of higher learning. Future Job demands more emphasizing on Psychomotor Domain as compared to Cognitive Domain of learning from the fresh graduates where mastery of competencies has increased importance over focused academic grades. Therefore, teaching delivery as well as curriculum structure need to adapt such trends. Structuring curriculum towards emphasizing psychomotor domain appears to be achievable. However, delivery towards psychomotor domain of learning still remains a challenge. This parameter serves as an important indicator of the quality of university education as well as the extent of Outcome Based Education (OBE). Being forefront of advocating innovative teaching pedagogy, Department of Mechanical Engineering of Curtin University Malaysia has implemented Video Aided Pedagogy for enhancing future employability skills. In this initiative, a carefully designed video module of the lecture part with required scientific data base management hands-on training attributes has been infused in the established mechanical engineering core conventional course titled Manufacturing Processes for 1.5 hours fortnightly. Effective learning outcomes and impact of the program with positive feedback from the students also have been observed. This pedagogical program has contributed towards facilitating future employability skills enhancement which is very helpful aspects for the engineering graduates in current challenging world.

# BRINGING REAL WORLD EXPERIENCE THROUGH PROJECT BASED LEARNING FOR HUBUNGAN ETNIK

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Project-Based Learning for the Hubungan Etnik module was adopted from Constructivism Learning Theory and Kolb's Learning Cycle. The process of learning is strongly based on Constructivism Learning Theory and innovated according to Kolb's Learning Cycle. The entire project/assignment has been structured systematically with detailed instruction, interactive content, activities, and reflective corner. This is to assess the students' ability to transfer their knowledge into real-life applications while deepening their critical skills. Moreover, this pedagogy helps Gen-Z to maintain a longer attention span, interest, and engagement. This project started in March 2019 and involved Taylor's University students, government secondary schools, and Tadika Perpaduan in Selangor state. This project is supported by Jabatan Perpaduan Negara dan Integrasi Nasional, Sekretariat Rukun Negara Taylor's University, and School of Liberal Arts and Sciences. This innovation is conducted 100% online while students must conduct their projects by their own initiatives under instructors' supervision. Through this project we are able to expose students to real-world problems and issues by working with the community, embedded the latest teaching and learning technologies and social media, provided immediate feedback during the students' assessment, and encouraged self-pace learning environment.

# IMMERSIVE LEARNING WITH ONLINE CLASSROOM BROADCASTS WITH GAMIFIED ASSESSMENT STRATEGIES FOR THE NEW CLASSROOM DESIGN

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Our reality in education has changed with the emergence of online classroom innovations. New approaches in emergency remote teaching and online teaching/learning are redefining educational technology and online pedagogies around the world. It has been almost a year since the pandemic broke out and the education industry has witnessed the transformation of classrooms of emergency mode or crisis mode to a new classroom design. During the time of crisis, emergency remote teaching and learning had taken precedence in addressing the global classroom disruption. Much experimentation with e-Learning approaches were considered and was carried out long before the breakout of the global pandemic. Experiments with Online Module Broadcasts became more frequently to almost on a weekly basis and was beginning to take shape in 2019 when news of the pandemic broke out in early 2020, causing a global interruption for educators world-wide. Emergency Remote Online Teaching became the measure for all educators to adapt to during the crisis. However, as an educator, the Outbreak of the Covid-19 pandemic allowed a seamless transition from an Online Module Broadcasts which was a novel out of classroom strategy experiment to an Online Classroom Broadcasts, signifying an emergence of a new classroom design. This paper is an attempt to describe this transition in the context of my own online teaching and learning innovation. In crisis mode, innovation was about adapting to emergency measures and many have done so successfully and as teaching and learning practice, the seamless transition to Online Classroom Broadcasts represents a how online module broadcasts which had partial applications of online and face to face sessions had become a fully online session, indicating a classroom which is an interactive online package which includes online formative assessment, online discussion, feedback, and online assignment submissions as well as online multiplayer sessions. Perceiving the classroom as an online module broadcast used to represent novel online strategies and during the crisis, it was perceived as an emergency remote teaching and learning (ERTL). However, now it is an emergent neo-classroom design. Prior to the crisis, gamified assessment strategies and interactive sessions, were experimental. Now, these have become an essential part of the new classroom design. This is the Online Classroom Broadcasts. This paper highlights the process which contributes to the Online Classroom Broadcast as an emergent classroom design. This paper also highlights problem-solving aspects based on internet connectivity at various student locations, student screen-time, online interactivity and how does the gamified strategies which was used in my own classroom have contributed to engagement and assessment prior to the crisis and how it has become more important and visible.

## Subtheme II: MEASURING GRADUATE CAPABILITIES USING ALTERNATIVE ASSESSMENT

# EMPOWERING FIRST YEAR STUDENTS IN TIMES OF COVID-19 PANDEMIC AND IN A RUPT WORLD VIA IMMERSIVE C.M.M.A LEARNING EXPERIENCE

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The aim of this project is to empower first year law students to learn law in times of COVID-19 pandemic with the use of Custom-Made Augmented Reality Mobile Application (C.M.M.A). The background of this study arises from the fact that the law students at Taylor's University had to experience virtual learning as a result of the COVID-19 outbreak. In order to ensure that first year students' learning motivation are not affected by the movement control order, two custom-made mobile applications were developed to increase students' learning motivation in these current times of adversity. This project was carefully designed taking into account the programme learning outcomes, module learning outcomes and Taylor's Graduate Capabilities assigned to LAW60704 English Legal System, a first-year core module under the Bachelor of Laws programme. This project also incorporated activities targeted to develop future skills as identified by the World Economic Forum to ensure that the students are equipped with enhanced skill set despite learning law virtually. This project found that students' cognitive aspect increased with the adoption of new technological innovation to learn law. Similarly, students' behavioural and affective aspects were also heightened as they felt motivated to learn law, more confident, and able to improve their communication skills, interpersonal skills, collaboration skills, creative thinking and imagination despite never having met the module leader or their classmates in person. This project is proven to be effective as the students' overall performance in the March 2020 cohort performed significantly better as compared to the overall performance of students in August 2019. It prepares students to be mentally and emotionally resilient for the R.U.P.T world (Rapid, Unpredictable, Paradoxical and Tangled) although in times of pandemic.

# ASSESSING LEARNERS' SENSE OF PLACE ATTAINMENT THROUGH VIRTUAL PLACE EXPERIENCE SPATIAL KNOWLEDGE INQUIRY IN ARCHITECTURAL EDUCATION

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Site visit is traditionally adopted in spatial knowledge inquiry of architectural education. Learners' place experience facilitates their understanding of place characteristics, expressed through contexts and meanings known as sense of place. In the past months, the COVID-19 pandemic has caused heavy disruptions to the teaching and learning activities of many architectural education institutions. This has led to the urgent need of an alternative spatial knowledge inquiry method to replace conventional physical site visit. This research perceives place as phenomenology where the experience of place may be affected by contexts and meanings demonstrated through characteristics of place. It assesses the potential of Virtual Place Experience (VPE) in helping learners to attain a sense of place by studying learners' experience and attitude in the virtual setting of spatial knowledge inquiry. The inquiry method of Theories of Asian Architecture module was used to assess learners' sense of place acquisition based on virtual site visits to the selected streets in Kuala Lumpur and Malacca using 360° images in Google Street View. Interpretive phenomenological analysis (IPA) was adopted to examine learners' cognitive learning of place identity, learners' interpretation of place meanings and learners' attitude towards the place, in a virtual setting of place phenomenon experience. Semi-structured interview was conducted with students who went through the VPE spatial knowledge inquiry. Findings from the study provides an insight to understand how learners' experience with the virtual place phenomenon may contribute to constructing their sense of place, which shall guide their design cognitive in future design exercise. It also offers references in guiding the place-based education pedagogical design in virtual learning.

# PRO-BONO VIRTUAL LEGAL CLINIC FOR COMMUNITIES AFFECTED BY COVID-19

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The right to legal advice is an essential entitlement and an imperative step toward effective enjoyment of other fundamental rights, especially to the communities which have limited access to legal opinions due to scarce financial means. In the current pandemic, global communities are adversely affected, particularly in relation to employment, domestic violence, and financial hardships by SMEs. This student community project via pro-bono virtual legal clinics is to ensure that communities would continuously have better access to quality legal advice and information during the COVID-19 Movement Control Order, even in the absence of physical contact or physical face to face interaction. The approaches of teaching and learning are largely on experiential problem-based, self-directed, and reflective learnings. These approaches are considered a highly effective means of adult learning where students can learn and retain a vast amount of what is taught. The objectives of this virtual legal clinic are in line with the module objectives of Community Service Initiatives which are to:

1) Inculcate a sense of Social Responsibility in the students.

2) Promote the culture of caring and respect towards all members of society

3) Make them responsible citizens of this country.

4) Understand the community around them.

5) Understand themselves in relation to their community and beyond

This alternative assessment is adapted from an existing model, in which the legal clinics are usually provided in a face-to-face setting by experienced legal practitioners/academics and law students. Clinical legal education is a process whereby students learn by doing. It is an experiential problem-solving based model, in which students actively involve themselves in either real client/personal interaction or simulation lessons set up to mirror real client/personal scenarios. Through this virtual legal clinic, an increase in cognitive, behavioural and affective aspects of learners is demonstrated. Cognitive skills in legal reasoning, problem solving, and interdisciplinary skills clearly developed as learners are faced with clients who would like to be informed of the law as well as other advices on possible practical non-law-related recourse. It also trains students to consider more extensively the actual process of developing a strategy to resolve a legal issue or a conflict. They need not to rely on their own knowledge of legal doctrine but to treat every case as one that needs research, using more humanistic approach in problem solving for the communities. Through these virtual legal clinics, behavioural learnings in pro bono spirit and professional ethics are being inculcated within the learners. The habits of mindfulness to the community, work ethic, behaviours and professional identity as future legal practitioners are positively linked to this alternative assessment. Elements of intelligence, collaborations and active learning are also achieved. Specific elements of intelligence such as interpersonal, intrapersonal, linguistic, logical-mathematical, active learning, spatial and collaborations are clearly being enhanced. This model of virtual legal clinic could be applied in the settings such as personal tax consultation, mental health counselling, and nutrition counselling.

# TAYLOR'S CLINICAL SCHOOL, FIRST EXPERIENCE ON HIGH STAKES MBBS PROFESSIONAL EXAMINATION II DURING COVID-19 PANDEMIC

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The COVID-19 pandemic has had a critical impact on medical education worldwide. Hospital-based attachments and practical teaching sessions for medical students comprise the bulk of learning and assessments in the senior years of undergraduate training. From March to August 2020, in line the local movement control order (MCO) and to reduce the strain on healthcare facilities, all face-to-face preclinical and clinical teaching and learning activities in Malaysia were required to convert to online platforms, creating significant challenges for medical educators and their students. Although all medical students from years 1-5 were affected, the biggest disruption was faced by final year students who were due to sit for their Phase II final professional examination (PE II), a requisite to graduating as a medical doctor. Our PE II examination consists of both theory and practical (clinical) components, using several forms of assessments, normally conducted face-to-face in our clinical school campus. While we were able to run the examination as planned as the country entered its recovery movement control order (RMCO) phase in August this year, there remained an urgent need to establish novel methods of assessments in accordance with the strict social distancing measures required of all institutions of higher education during this time. We made several crucial modifications that allowed both components of the examination to proceed without compromising its integrity or risk deviating from the conditions set by the Malaysian Qualifications Agency (MQA). The aim of this paper is to share our experience of our first closed book, fully monitored, fully online examination, along with its pros and cons, from students' as well as examiners' perspectives. In addition, we also discuss how we conducted our face-to-face practical (clinical) component. A total of 25 candidates sat for the recent PE II examination. Our Moodle-based teaching and learning platform, Taylor's Integrated Moodle *e*-Learning System (TIMeS) was used to conduct the theory component of the examination, which comprised of multiple-choice questions (MCQs), modified essay questions (MEQ), and Objective Structured Practical Questions (OSPEs). Based on the feedback from both parties, we observed that online assessments conducted in the students' own homes generated significantly less paper waste, carried a lower administrative burden, avoided the need for travel, achieved instantaneous results for MCQs (with implementation of automatic marking), and provided much overall convenience for the examiners in terms of marking and compiling of results. Out of the few limitations that we encountered; a recurring concern was the stability of the students' internet connection. While we were able to conduct the clinical component of the examination face-to-face, the main modifications involved restricting the number of clinical cases and staff and using medical stimulators in place of patients where possible. Recruitment of patients for the clinical examination remained challenging, as many would be in the high-risk group. Nonetheless we managed to overcome all major difficulties with careful planning, well-organized implementation, and excellent teamwork. In conclusion, we acquired valuable learning experience in conducting a high-stakes examination during a pandemic, should the need arise again in the future.

# EYE-POSTERS: E-ASSIGNMENTS LEVERAGING AS AN AUGMENTED ALTERNATIVE

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The ongoing global health crisis adversely affected clinical educational activities across all medical varsities. Pandemic induced restrictions limited patient access during the clinical rotations. While teaching-learning activities were conducted online; assessments needed a prudent and comparable remodelling. An authentic and creative assessment alternate in the form of an "*e*-Poster" was hence envisaged. The purpose was to capitalize on digital resources while not just transforming but also enhancing the assessment process. Electronic communication skills are essential for the 21st-Century Health Professionals. Integral to this, is the communication through *e*-Posters (Electronic posters). Over the past few years *e*-Posters have been a valuable form of presentations at all International and National scientific gatherings. As a part of the revised assessment stratagem, the students were asked to prepare *e*-Posters as individual assignments. Conducting an online research to gather relevant and constructive information and subsequently assimilate and contextualize it in a presentable fashion was the prime task. This initiative to use an *e*-Poster as an assessment mode was in perfect alliance to comprehensive pedagogical principles and the module learning outcomes. The judiciously selected main theme for the project "Evidence Based Eye Care" required an extensive use of digital resources for gathering, integrating, and presenting the project work. This not just improved their digital literacy but also critical thinking and problem-solving resolve. Creating great online content was a novel challenge. This active process of synthesizing and presenting the collected information made the whole learning experience active, authentic, and meaningful. A detailed rubric that delineated the assessment components (75% of the total assessment) for the *e*-Poster helped as vital guide. Elements included the creative aspects of the presentation and the logical progression, depth, and extent of the subject matter. Evaluation, analysis and referencing of the research material was given appropriate importance in the scientific work. The live presentations were a perfect culmination- an opportunity to display, defend and effectively showcase their work. A separate rubric (15% of the total assessment) defined the assessment scheme during this live interactive session; where adequate stress was laid on intonation, elocution, and non-verbal presentation skills as well. The tone, style, length, and platform of the presentations were all suitably and exclusively assessed. Peer evaluation and a reflective writing, each contributing 5% to the assessment, were components that added to the intrinsic value. This new initiative in its entirety was based on adult learning principles – a completely self-driven, learner centered assignment that was to be done in a flexible and asynchronous fashion. A comparative effectiveness research centered around evidence-based eye care trained them to read, discern and reflect on extensive discipline-based knowledge pertaining to Ophthalmic sciences and thereby ensure substantial cognitive gain. The reflective writing ensured that they recognized, compared, and assessed the consistency and uniqueness of their internal value system. In turn, they were building on the highest level of the behavioral and affective domain. The need of the hour was to create new ways of assessment under the current limitations and to capitalize distant engagement. This novel assessment strategy contributed to student empowerment. An approach that has demonstrated agility, distinct validity, and the ability to discriminate learners' competences.

# VIDEO MONOLOGUES- ADAPTING PRACTICAL SKILLS TRAINING ONLINE VIA DRAMA TECHNIQUES

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The Video Monologue is an online assessment where the student writes/selects, performs, and records a monologue on video. The Video Monologue in an innovation that came about from the need to adapt the monologue assessment where the student performs individually/as a duo to a live audience, into a fully online platform when the student creates the monologue from scratch to perform to an online audience. The innovation came about during the start of the COVID-19 pandemic when face to face classes were replaced with online classes. The challenge was then to successfully translate the learning objectives of the monologue assignment; which are to demonstrate basic acting skills in a solo performance, and creativity in presentation to an audience, to an online platform, without the original face to face lectures and practical. The objectives of this innovation are: a) to ensure that the students are able to demonstrate the main learning objective of the module, which is to demonstrate basic acting skills, and b) to develop online pedagogy in assessing solo performance. The Video Monologue Project is based on the principles of Dramatic Inquiry (a series of drama learning modules that are based on problem solving to create) and Bloom's Taxonomy. Using Dramatic Inquiry, the students were presented the idea of the pandemic, and the isolation it presents in the March/ July period of the semester. With this problem/ issue as parameter, they were set the task of creating a story via video.

# QUALITATIVE ANALYSIS: OF PANDEMIC, ONLINE LEARNING AND GRADUATE CAPABILITIES, HOW DO THEY BLEND IN?

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Teaching a scientific module, especially chemistry that consist of lectures and practical class is quite challenging especially during this unforeseen pandemic situation. Educators have been automatically forced to gain the knowledge in using technology to communicate and deliver the content of the modules. Also, alternative assessments have been created to make sure that students' understanding is assessed, taking consideration of the students that also having difficulty in study at their home environment. The alternative assessments are structured based on the learning outcomes that have mapped based on the university's graduate capabilities. This research will focus on *e*-Learning adopted in American Degree Transfer Program, ADP, especially for chemistry module. The structural planning using technology such as tablet, google document, online quiz and online submission are required to provide a borderless discussion platform that can be assessed by the students from different places. Alternative assessments replacing the practical laboratory involve in scientific writing based on stimulation from pre-recorded experiment videos and using stimulation from Laster software. All assessments are well-designed making sure that the graduate capabilities skills and techniques retained, maintaining the quality of graduates regardless the method of delivering the content.

# THE ONLINE PERFORMANCE ASSESSMENT: AN ALTERNATIVE FORM OF ASSESSMENT DURING COVID-19 PANDEMIC

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The Online Performance Assessment (OPA) is a closed book, fixed-time period examination conducted with remote proctoring. It was designed to replace the conventional face to face examinations during the movement control order (MCO) following the cancellation of final exam in May/June 2020 by Cambridge International Examination board (CAIE) amid COVID-19 outbreak. A subsequent update from CAIE indicated that students could either choose to defer their examination to a later series (Oct/Nov 2020) or go ahead with the evidence-based grading system in which the college has to determine students' predicted grade and place them within a rank order, which then would be submitted to CAIE to decide the final grade for students. While some students chose to defer the examination to a later series, many others had to proceed with the evidence-based grading system since they had received conditional offers from various universities overseas and needed a final grade to proceed with their tertiary studies. This situation pressed the leadership team of the CAL programme to come up with an alternative online assessment that was objective, unbiased, cost-effective and could be done with high integrity in order to evaluate the students' academic potential, within a short time frame to comply with the stringent deadlines by CAIE. The design of the OPA requires two devices from the student, a laptop or tablet to view the question paper via Microsoft Teams and a mobile phone with built in camera for online proctoring via Cisco Webex Meetings and scanning the answer scripts at the end of the exam using Microsoft Office Lens or CamScanner applications. All the applications mentioned are downloaded prior to the examination into the respective devices. Prior to the OPA, guidelines on the examination were shared, examination briefing were conducted, brief videos on details of the OPA were created and shared, for both students and invigilators. Special clinics were conducted for students and teachers who had difficulties understanding the process flow. Two trial runs were conducted to simulate the actual examination. An invigilation schedule containing the invigilators' Webex meeting room ID were shared with the students. Each invigilator was assigned a maximum of 25 students to be monitored on screen. The invigilation sessions were recorded and uploaded into OneDrive for future reference. A Google sheet was created to record any misshape during the examinations. The OPA allowed almost 500 students to be assessed objectively and unbiased predicted grades could be awarded to the candidates. The evidence of the assessment submitted to CIE were well accepted and a total of 451 graduates were produced in the May/June 2020 series successfully. It allowed CAL candidates to graduate according to the original timeline and further their tertiary education, regardless of the COVID-19 pandemic. The assessment model was later shared in a webinar organized by Taylor's Centre of Future Learning and has been adapted by the *e*-Learning Academy to assist various schools to conduct a reliable final assessment via online platform.

# BEST PRACTICES IN ALTERNATIVE ASSESSMENT: USE OF FACEBOOK GROUP AND PERSONALIZED CONSULTATION VIDEO COLLABORATION

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This research "Best Practices in Alternative Assessment: Use of Facebook Group and Personalized Consultation Video Collaboration" carried out to develop a better understanding about use of different mediums of study during and before pandemic but mainly focuses on use of Facebook group and personalized video consultation in supporting student assignment which focuses on formative assessment. The study was conducted to know the benefits of using Facebook group for personalized video consultation during the time of pandemic. The Facebook group will act like *e*-library where students will be able to find video of their study interest like topics they want to learn. This research basically conducted to compare the students' performance before and after pandemic. In this research, quantitative method of study was used. A survey was conducted to collect data for analysis and data interpretation. The questionnaires were surveyed to 100 respondents to collect data who are from Interactive Media module, Taylor's University. This survey concluded that, the initiative of personalized consultation video in Facebook group is great which enables lecturer to help and to assist students in troubleshooting their coding issues. It also summed up that student were highly confident towards their learning independently and gained a stronger cultivation commitment. The students also agreed on better understanding after watching personalized videos in Facebook group. Survey also gathered the data about learning engagement increased and students were more independent and focused on learning new things. So, survey results showed that engagement level of student learning increased while using personalized video collaboration. These methods should be used in advancement of learning and improving skills of students and to bring more opportunities like this to improve education system during this time of pandemic.

# ACCOUNTING ASSESSMENT IN THE TIME OF COVID-19

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The higher education sector has been impacted profoundly by the pandemic. The objectives of this study are: 1) To assess the knowledge and critical thinking skills of the students through online open book test, and 2) To explore the students' experience on online learning during the COVID-19 crisis. Students took the course examination at the end of the scheduled semester as an online open book test. The 40 multiple questions were designed to assess the students' knowledge and their critical thinking skills. Then, the results of the students whose learning affected by the COVID-19 pandemic were compared to the students' results from the previous semester. Primary outcomes included online open book test scores. Secondary outcomes included students' experience on online learning during the COVID-19 crisis. The findings from this study highlighted that students' score for the previous semester on average is grade C+ (96 students) and C (107 students) only. Nevertheless, the online open book test during the pandemic COVID-19 indicates an improvement in the students' score. The result showed that an average score is grade B+ and B. Then, most of the students emphasized that the online open book test enhances their critical thinking skills and time management. The study found that an online open book test was a reasonable option during the initial outbreak of COVID-19.

# GAMING THE GOALS

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The module, Sustainable Design Policies and Regulations is a technical module in the undergraduate architecture programme. The module is often taught using lectures, site visits and tutorials. However, these methods fail to engage and entice students. Furthermore, the current pandemic situation of (COVID19) affects the students' out of classroom learning opportunity such as site visits. The continuous assessment in this module was developed to ensure students understand the 17 Sustainable Development Goals (SDG) and its 169 targets and how architecture and its activities are associated with the goals. Therefore, considering the fully online learning and student's engagement the instructors decided to use the "Serious Game Design" project as an innovative solution. The serious game is defined as a game that can be used in a serious context such as education. The instructors developed a project for the students to design an 'educational game' to create awareness of the 17 Sustainable Development Goals (SDG) and its 169 targets among the public. The developed game must be interactive, interesting, and impactful. "Serious Game Design" engages the student in learning and at the same time provides a better understanding of the module content through creative experimentation and designing process. It imparts skills, knowledge and attitude or delivers information using fun elements to engage learners. Serious game (SG) for educational purpose works in addressing the engagement issue by using the fun factors to immerse learners in an active learning environment and pushing learners to compete and overcome challenges by actions with immediate feedback (Lameras et. al., 2017). The intrinsic approach ensures that domain content and game are naturally embedded or tied. The game design and learning are grounded in constructionism. Constructionism highlights the importance of learning to learn and to make things. In other words, the situated nature of constructionism lets "individuals develop their own ways of thinking in given situations and nonetheless remain excellent at what they do" (Papert & Harel, 1991). As a result of the innovative intervention, students participated actively in all the activities e.g. from the beginning to the end of the project for instance brainstorming of design ideas, solving issues, including exploring digital game design platforms which is new to them (self-directed learning), creating QR codes, publishing of the games and the manuals on websites (their own effort not part of requirement). In the qualitative comments section of the survey, the students recorded positive and encouraging responses such as "I understood the content, had fun, motivated, interesting project, should have more projects of the same kind, gained a lot of knowledge, fun and integrated project, most fun module, strengthen friendship despite online learning as meetings" and etc. Designing games for learning not only increased students' knowledge and perspectives of sustainability goals but also, equally important, changes students' attitudes toward the goals of learning. The game design approach revealed many rich and engaging learning activities and provides freedom in content learning.

## Subtheme III: EMPOWERING FIRST YEAR EXPERIENCE WITH EDUCATIONAL TECHNOLOGIES

# CATERING FOR STUDENT LEARNING NEEDS: "POKEMON: I CHOOSE YOU"

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One of the challenges in teaching tertiary education is to cater the learning needs for student cohort who has diverse pre-university qualifications and academic performances. This is especially real for basic core modules offering in Year 1. It is also generally agreed that a particular student cohort would have different multiple intelligence (MI) profiles (spatial, linguistic, kinaesthetic, intrapersonal etc.). Thus, student expectation and preference in learning a content could be very different. This project was designed based on the concept that "no one learning approach fit all" and students were given choices how to learn a particular content. A fundamental topic "Introduction to Organic Chemistry" in the module CHM61104 Fundamental of Chemistry was chosen to implement the learning innovation. A series of guided online activities covering content learning, assessment (formative and summative) and recognition of activity completion was designed in Taylor's Intergrated Moodle *e*-learning System (TIMeS) *e*-Learning platform. In general, three learning packages (beginner, intermediate and advanced) have been designed for content learning. Beginner package comprises lecture recordings and students would have similar experience as face-to-face lectures. Intermediate package consists of self-explore reference materials (containing mixture of text-based and audio-visual to satisfy the need to explore the content in different perspectives). Advanced package consists of case study analysis. Students may choose one or combination of the packages for content learning and subsequently required to complete an online quiz and virtual lab simulation as self-assessment. The students were then submitted a case-study assignment as summative assessment. The students have also learnt chemical structure drawing using software (e.g. ChemSketch, Marvinsketch) through the online activity and apply the drawing skill in completing the summative assessment. The students were rewarded with digital badge as recognition upon completing all online activities. High student's participant rate (70-100%) in TIMeS during the project implementation period was noted. A survey (n=41) outcome supports the hypothesis that students have different learning need judging from their choice of learning packages. 52% of the choices reflected the use of beginner package (resembling lecture-centered learning), while 34% choices of intermediate package (exploratory) while 10% choices on advance package (case study analysis). Noteworthy, 84% of the respondents wish to see more similar learning approach in their future study. Students' score for the summative assessment indicates an excellent attainment of the learning outcome of the topic. Averagely, students scored (80±12) % for assignment which tested their analysis skill in their choice of real-life case study. Overall, a guided learning platform which catering student learning needs based on their prior knowledge has been developed. This enabled students who were new to the knowledge can learn by their own pace, while keeping other students who have mastered the content motivated with online activities which different from their normal learning routine. The activities varied from text reading, 3-D spatial visualisation, virtual simulation, chemical structure drawing and were highly engaging and would possibly satisfy different MI profile of the students. This approach has empowered students to choose their learning approach and pave the way in training them in becoming an active learner.

# IMPACT OF AUGMENTED VIRTUAL REALITY APPLICATION ON CHEMICAL ENGINEERING STUDENTS' LEARNING

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The main aim of study was to investigate the impact of Augmented and Virtual Reality (AVR) app implementation on Chemical Engineering (CHE) students' self-directed learning motivation and performance. In this study, two interactive modules on industrial equipment learning (i.e. shell and tube heat exchanger (STHE) and centrifugal pump) were developed using the Creator AVR platform. A sample size of 25 undergraduate CHE students were invited to attempt the AVR-based lessons and evaluate its effectiveness as remote learning materials. The level of student experience and satisfaction on both interactive lessons were measured using an evaluation survey. The survey results with test validity showed that the AVR application usability and its remote learning effectiveness received high satisfaction scores with positive feedback from student respondents. The findings of this study demonstrated that the AVR platform is a powerful tool for increasing student motivation and improve their self-directed learning efficacy. Further research is however required on exploring and expanding the unique capability of AVR technologies to be synchronized with innovative pedagogical advancements in higher education.

# CLASSPOINT AS AN ENGAGEMENT TOOL IN BORDERLESS LEARNING AMONGST LAW STUDENTS

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Legal education in universities is always one of the hardest courses for the students, who always find it dry and challenging. With the introduction of technology-enabled learning, it has brought significant changes to the teaching and learning activities in the legal education since it was introduced in classroom in larger scale back in the 1980s (Han, Byun & Shin, 2018). Nevertheless, over the past years, there have been a considerable number of online educational tools such as Kahoot! Socrative, Quizziz and Nearpod that have been developed to supplement legal education in the classroom. The purpose of this study is to understand and to analyse the effectiveness of a new online engagement tool namely ClassPoint, a new plug-in in Microsoft PowerPoint for borderless learning amongst law students. Since ClassPoint was only developed in 2015, there is absence of literature on its effectiveness as an engaging tool in borderless settings particularly on the law students. This research shows that ClassPoint features can foster and support law students learning process in borderless environment setting. This research used an online survey (accessed via Google Form link) on 58 law students at a university in Malaysia. The sample size comprised Year 2 students, who has experienced the use of ClassPoint in virtual class. This research found that the application of ClassPoint improves their analytical thinking skills, creative skills, and critical thinking skills. The students also felt that ClassPoint also improves their abilities to be innovative and it also enables them to use their imagination. This research also revealed that ClassPoint develops their evaluation and reasoning skills. Overall, the students enjoyed the use of ClassPoint as it does increase their engagements within the borderless learning environment.

# ENRICHING ARCHITECTURE STUDENTS ONLINE LEARNING EXPERIENCE THROUGH ENHANCED 5-E FRAMEWORK

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This project highlights the use of LMS application and online learning in the ARC62404 Design Communication Module, which improves the student's learning experience by transforming hands-on and technical exercises into an engaging learning activity. Guided by the 5-E framework, the LMS activities have been created based on the structure set by the 5-E Framework: Engage, Enhance, Extend, Evaluate, and Earn. The 5-E framework has been proven its success due to the Bronze Award won in Anugerah Khas Menteri Pendidikan 2019 (AKRI). Previously, the award was won for the module of Architecture History and Theory. Hence the same framework is applied, and some adjustments and improvements being made to suit the Design Communication module. In the Design Communication module, students are being exposed to the technical and online technology applications that will be able to help them to achieve the learning goals. Using this online application, the 5-E framework makes sure to consider that while a tool may be "drill and practice", the educator can create structures around the tool to help meet the five different components of the framework. Apart from that, the students are awarded badges that act as a micro-credentials. Micro-credentials are mini certifications that help recognize the student's skills in a specific area of studies awarded through digital badges. This alternative credential will provide students with the opportunity to demonstrate their knowledge and skills earned by submitting learning pieces of evidence that are aligned to the specific and timely needs of the modules and the workforce. The implementation of these technologies is expected to amplify learning experiences. The learning model enables students to reflect more quickly on the learning process and enhance their learning. The 5-E Framework approach requires the students to access the online electronic resources in Taylor's Integrated Moodle e-Learning System (TIMeS) before the face to face (F2F) class begins. This includes the attempt of an entrance survey, project brief, and tutorial videos. The results will be reviewed, and this helps the instructor to plan teaching strategies by focusing more on knowledge and skills gaps. The advantages are it forces students to come prepared to the classroom, allows the design of more efficient classroom activities that are tailored to the specific needs of students, and reduces the total time in the classroom, which reduces costs. In this model, students' progress is assessed at three stages: before each chapter starts, at a certain point in the chapter (with the use of Student Response System during the virtual class), and after completing the chapter. This ensures that the students achieve the learning objectives. The feedback from the student's survey has shown that this approach has much helped them in understanding the concept and theory of design communication. Majority of the students agreed that the module helps their performance by assessing online learning applied. Overall, the students decided that the approach of the 5-E Framework in the blended learning module relevant and enabled them to improve their interpersonal skills.

# COVID-19: TRANSITIONING SERVICE-LEARNING INTO THE ONLINE ENVIRONMENTS

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COVID-19 or the Coronavirus which was found in 2019 has brought various intense disturbances to the global community. The pandemic outbreak has not only caused the loss of life, but it has also changed the way we live. One of the major changes caused by the pandemic is on the teaching and learning mode among educational institutions. In order to break the chain of COVID-19 infection, educational institutions are forced to shut down its schools or campuses and opt for online teaching and learning. Under such circumstances, educators are compelled to combine online pedagogies with traditional teaching approaches for the process of teaching and learning to take place in an online environment. Higher learning institution is no exception to this. Due to the mushrooming of online teaching and learning, faculty members are urged to offer innovative pedagogical methods in ensuring effective teaching and learning process. In view of the extant pedagogies, service-learning pedagogy seems to be the most challenging one. Service-learning by definition is an experiential learning. It is a teaching approach that promotes the application of theoretical knowledge in addressing community needs through service provision among students. In other words, this pedagogy requires the learners to learn in a real-life setting that emphasizes the interaction with community members. Then again, the outbreak of COVID-19 pandemic has imposed restrictions for individuals to move freely in the community. Hence, the present study provides a conceptual review of the adaption of service-learning pedagogy for online environments. Key aspects of transitioning service-learning into the online classroom will be discussed.

# EXAMINING LEARNERS' PERCEPTION ON LEVEL OF ANXIETY AND MOTIVATION IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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This study aims to examine the learners' perception on level of anxiety and motivation in the abrupt change from face-to face (F2F) learning mode to online learning mode for all modules in the American Degree Transfer Program (ADTP) during the COVID-19 Pandemic. American Degree Transfer Program (ADTP) at Taylor's University practices face-to-face learning mode for all modules all this while. However, the announcement of lockdown in Malaysia to fight against the COVID-19 pandemic has created an opportunity for the program to switch from F2F to online learning for all modules without alternatives. Due to this abrupt change in their learning environment, many students suffer certain level of anxiety. Hence, this warrants a study to examine the relationship between anxiety level and motivation level in the online learning environment for all students studying in the ADTP. A convenient sample of all students in the ADTP was used for this study. An online survey questionnaire was used to capture the learners' perception of anxiety level and motivation level in the online learning environment after switching from F2F. A total of 296 ADTP students participated in this study. One-way ANOVA is used to analyse and to compare the anxiety level and motivation level of different groups of students while Pearson Product Moment Correlation analysis is used to determine the association between anxiety level and motivation level in online learning. Despite the fact that most students claimed to be IT savvy and digitally literate, the abrupt change of learning mode due to this highly infectious virus has created some anxiety among students which impacted their normal way of learning. On the other hand, the anxiety faced by students due to COVID-19, will motivate them to learn in an online learning environment. This study of anxiety and motivation factors which drive online learning, will hopefully contribute to the body of knowledge. ADTP students seem to experience high level of anxiety due to COVID-19, while their anxiety level with online learning is moderate. First semester students are more anxious about remote learning compared to their seniors. Through this analysis of the source of anxiety and measurement of the motivation level, the causes of anxiety and reasons that motivate online learning can be identified. This will help lecturers design online learning modules as well as assignments with greater flexibility in terms of material preparations and choice of delivery platforms.

# HUMANIZING ONLINE LEARNING IN HIGHER EDUCATION INSTITUTIONS - THE PANDEMIC EXPERIENCE

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Humanism, setting aside theism, is typically defined as a philosophy that affirms the dignity of human beings, and focuses on compassion and in building a participatory democratic society. It is a philosophy that meets people where they are, and a humanistic education would therefore mean meeting the learners where they are. The COVID-19 pandemic is unprecedented and has caused many uncertainties and insecurities for people and institutions. Amid this scenario, teaching and learning in higher education still proceeds albeit in a new normal manner. The move to online learning, while necessary to ensure the safety of learners and educators, is not without its challenges and weaknesses. The narratives on online learning tend to be more focused on technical issues and access. This paper argues that online learning especially during the pandemic must be first and foremost based on the philosophy of humanism so as to meet the learners' needs. Students are vulnerable to the negative effects of COVID-19 which include both physical and mental health. The transition from a traditional classroom to online has not been an easy one for both learners and educators. For first year students in a higher education institution, the transition has especially been dicey. They have yet to fully participate in campus activities, which collectively build their experiences of tertiary education. This paper, through a collection of narratives from academics and first year students, explores how online learning can be humanized to create a sense of being seen, heard, and engaged. It discusses how a sense of shared enterprise can be established between academics and students in a virtual environment. The study shows empowering first year students can be done firstly, by incorporating their experiences in the pedagogy, and secondly, by creating space in the virtual classroom to talk about their fears, to ask questions, and to attempt to make meaning of unfortunate trauma and tragedy.

# EMPOWERING MEDICAL GRADUATE TEACHING AND LEARNING EXPERIENCES DURING PANDEMIC WITH EDUCATIONAL TECHNOLOGIES

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The current pandemic not only disrupts the healthcare system but had deliberate implications for the educational institutions, particularly medical schools. Movement control order (MCO) have made teaching and learning in the hospital, clinical skills laboratory and tutorial suspended. So, at Faculty of Medicine, Universiti Sultan Zainal Abidin, novel virtual teaching using synchronous and asynchronous methods were used to replace conventional medical teaching during the COVID-19 pandemic. We organized webinars via Webex for synchronous learning. For asynchronous, we used Moodle learning management system (LMS), called Knowledge and *e*-learning Integrated Platform (KeLIP) UniSZA. Medical webinars were recorded and uploaded to Telegram group. Lecture notes, short videos on clinical procedures and clinical scenario discussions were uploaded in Moodle LMS. To promote student engagement, we create quiz gamification using Kahoot! to assess their understanding, and integrated augmented reality application via image provided in LMS. At the end of the posting, the *e*-assessment done via LMS platform. Based on quantitative and qualitative feedback, the students appreciated technologies in our teaching and learning activities. Majority of the students stated that they were given the opportunity to ask question and able to interact with the lecturer. The advantages of virtual classroom when using technologies; attendees can watch anywhere, easily recorded for later viewing, no room bookings, and no need for social distancing. While appreciate the platform, nearly half of the students still believed that physical classroom was better than virtual classroom in term for practical skills. Among disadvantages of virtual teaching, confidentiality concerns with recognizable case details for clinical base discussions, security concerns with hijacking and attendance verification difficult if attendee webcams off. For activities involve gamification and augmented reality, they increase student's participation and engagement, and enhance memory retention. For *e*-assessment, it is paperless, and faster marking for objective assessment. The COVID-19 pandemic provides a real opportunity for an advancement of digital technologies to empower medical graduate teaching and learning experiences.

# ENHANCING FIRST YEAR EXPERIENCE BY FLIPPING THE FLIPPED LEARNING: LEARNING FROM THE PANDEMIC

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Due to the COVID-19, in March 2020 the UK universities had to close their campuses. As an emergency adaption to the "new normal" and to maintain teaching and learning activities, all universities went through a rapid transition to online provision and early 'entry-level' use of digital pedagogies, which consisted of an unstructured combination of a wide range of technology-driven applications (such as Zoom, Skype, Microsoft Teams, and Blackboard Collaborate). This online migration has clearly engendered significant dysfunctionality and disturbance to teaching pedagogies and assessment strategies of academic curricula worldwide. During the lock-down period, universities have had the possibility to strategically revised their options and designed and adopted tailor-made *e*-instruction models that would best suit their specific needs. For the 2020/21 academic year, at the University of West London (UWL), the face-to-face traditional teaching pedagogy for all departments and all levels was smartly transformed into distance teaching by launching its so called UWL Flex Model which primarily relies on Blackboard® interface. The UWL Flex is a 3-component (Investigate, Apply and Consolidate) model for organising content on Blackboard, and teaching and learning online. This *e*-learning model is deeply rooted in flipped classroom model, a modern instructional strategy that has gained popularity in business education in recent years (Morin, Tamberelli & Buhagiar, 2020). In opposition to a teacher-centric traditional model where students are considered as empty vessels which would passively absorb information, flipped approach offers a student-centric and peer-assisted learning (Akcayir & Akçayır, 2018), where the teacher is a facilitator and learning is constructed collaboratively (Garrison, 2016). The proponents of this instructional strategy claim that it encourages discussions and active learning (Cheng, Hwang, & Lai, 2020; Lindeiner-Stráský, Stickler & Winchester, 2020; Talbert, 2017), as students could avoid the risk of being embarrassed for wrong answers which is a common problem for BAME and non-traditional students (Francis, Broughan, Foster & Wilson, 2020). Furthermore, according to UWL Flex, the students were given pre-session, during, and post-session exercises for small group discussions, and their learning process is tutored via live chats, discussion boards, blogs and journals. In summary, one topic is visited three times with increasing breadth and depth and substantial student engagement under the direct guidance of the instructor using a real-time response system (van Alten, Phielix, Janssen, and Kester, 2019). For this qualitative research, the author has chosen action research as the natural method for this research because it bridges action and reflection; theory and practice and collaboratively does this. Furthermore, action research allows the researcher to produce practical solutions to problems faced by persons and their communities. The UWL has a student population which consists of 59 % BAME and 41% White ethnic backgrounds. Based on the age group statistics, 60% of the UWL's student population can be classified as non-traditional learners. These statistics make UWL a perfect place to undertake this research. This work-in-progress research will include student populations across the 3 BA (Hon) degree courses offered by the Fashion Business cohort namely, Fashion Branding and Marketing, Fashion Buying and Management, and Fashion Imaging and Promotion. The research aims to extend current understandings of student engagement for First Year Students (FYE) and document the role of this innovative pedagogical strategy can play in shaping meaningful learning experiences that facilitate FYE's transition to university. The study will also present findings with implications for policy and practice at the institutional and classroom levels.

# PERSONALISING ONLINE LEARNING DURING COVID-19

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The ongoing challenges as a result of the global pandemic due to the COVID-19 disease has forced the education sector to quickly adapt. To curb the spread of the infectious COVID-19, many countries took to implementing a lockdown period, where people are confined to their homes. Many higher learning institutions, therefore, had to convert to conducting lessons online to ensure that students' education continue progressively with minimum interruptions. While technology could offer solutions to overcome constraints of home confinement, the numerous virtual modes of learning without the usual face-to-face assurance can be overwhelming for many students. On the other hand, academicians may encounter constraints in gauging students' learning through online learning technology and new delivery methods. A quantitative study was conducted using online survey with 107 respondents from undergraduate programs of a private university in Malaysia. The objective was to assess the effectiveness of students' adaptation to virtual lessons. Results showed that the online lessons delivery was well-received, despite the short period of adjustment. Respondents were more receptive towards synchronous than asynchronous delivery, and learning progressed despite the restrictive circumstances. Analysis also revealed students' preferences, behavioural challenges and technical issues faced during online lessons as well as online assessments. The findings can be concluded that online lessons delivered synchronously were well received by the undergraduate students, which signifies significant and encouraging potential for the future of higher education. Opportunities would also be available for online learning models to be monitored and evaluated regularly to achieve personalized engagement with higher effectiveness.

# IMMERSIVE LEARNING TOTALLY ONLINE: THE NEW NORMAL AND EMERGING DIGITAL TECHNOLOGIES

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This project showcases an innovative techno-pedagogy known as R.A.S.A model in creating an immersive online experience and engage the students remotely, especially during this pandemic. It highlights the use of emerging technologies and flipped classroom approach in designing an effective online learning. Engaging and interactive *e*-Learning contents are designed using Taylor's Integrated Moodle *e*-Learning System (TIMeS), a Moodle-based learning management system. This techno-pedagogy amplifies the social constructionist pedagogy of Moodle, where it promotes collaboration and activity-based learning. The *e*-resources are supplemented with active participation of students in a variety of online synchronous and asynchronous learning activities. For online asynchronous session, students perform self-directed learning by exploring and evaluating learning contents such as pre-recorded videos, interactive slides, lecture notes, mind map and flash cards. These contents are presented virtually using interactive tools instead of traditional PowerPoint. In the virtual world, students are actively immersed and engaged in interactive learning activities such as games and quizzes. Simulation helps students in visualizing and interacting with complex 3D bonding/structure, while virtual lab enables students to perform step by step hands-on experiments. Altogether they explain difficult concepts more clearly than a printed textbook or PowerPoint. Virtual lab also enables students to perform many experiments that are difficult to perform in real laboratories because of the risks. Real life scenario-based simulation engages the student's intellect and imagination, promoting meaningful learning instead of memorization. Asynchronous online participation can be measured through data analytics in TIMeS such as online attendance, activities completion progress bar, activity log and number of posts in discussion forum. As a result, students need to log in to the course frequently, and frequent logins help keep students on track and aware of assignment/quiz due dates. Instead of traditional online lecture, synchronous virtual class is made fun, active, and engaging by giving Question and Answer (Q & A) discussion, polling, and quizzing. In addition, emerging mobile applications are used as communication tool for sharing of information with the students. They are low bandwidth and useful for micro learning so that student's focus is sustained. Students' progress is assessed pre- and post-virtual class. Self-assessment allows students to recap their prior knowledge. This forces them to come prepared to the virtual class. A variety of online activities and assessments were designed to support diversity by considering students' multiple intelligence. Students are encouraged to generate some contents themselves, such as posting in discussion forum, contributing to glossary, and creating video. Overall, this project created positive impacts on students' engagement, attendance, and performance.

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