

# ART / INNOVATION

## PART II



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Anthony M., 2018). One of the m  
global Non-Traditional Security risks is the  
COVID-19 pandemic. This worldwide health crisis  
has resulted in an unacceptably high number of deaths  
and a significant economic impact.

Securitization theory, which is employed as a frame-  
work analysis, is the basic theory that underpins the  
analysis in this study. Securitization developed from  
Copenhagen School (COPRI – Copenhagen Peace  
Research Institute) of security studies pioneered by  
Barry Buzan, Ole Weaver and Jean De Wilde (1998).

issue. The ins...  
ing actors who play a role in declaring something  
that is existentially threatened. The government,  
represented by high-ranking officials, lobbyists, and  
even pressure from a group are all examples of securi-  
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the country and lastly is the reference object or who

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# ART / *INNOVATION*

PART II



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Art and Expression



JABATAN SENI HALUS  
FAKULTI SENI LUKIS & SENI REKA  
UiTM CAWANGAN PERAK

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## INTRODUCTION

**ARTE: Art and Expression** is a biannual book monograph series, published under the collaboration of the Program of Fine Arts, College of Creative Arts, UiTM Perak Branch with Galeri Al-Biruni under the supervision of Universiti Teknologi MARA, Malaysia. 'ARTE' is an amalgamation of the English word 'Art', and Malay word, specifically Perak slang 'Ate' which translate as conversation starter. 'ARTE' uses the concept of book chapter that platforms art enthusiasts to express their inner-creativity in the form of literal conjectures.

## VISION

To promote art and expression as aspirations towards stylistic and artistic practices.

## MISSION

- To enhance the culture of research and academic publication among academic and artists for international recognition.
- To promote intellectual, cultural and knowledge sharing through artistic expression.
- To celebrate the diversity and differences in arts practices thus, creating an intellectual platform for artist, to express their interest, in art

## PUBLICATION FREQUENCY

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# QUIZIZZ AND QUIZWHIZZER

*Gamification Elements In Teaching Macroeconomics*

*a chapter by*

**NIK SURIATI NIK HASSAN, NOR ZURIATI AMANI AB RANI & FADHILAH MOHD ISHAK@ZAINUDIN**

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## Abstract

Game-based learning in education helps students learn and have fun in the classroom. Scoring, peer competition and teamwork are all used in game-based learning to keep students engaged, help them integrate new information and assess their knowledge. Quizizz and Quizwhizzer are two online assessment tools that have been highlighted in this innovation that allows students to engage and engage in the online classroom. Questions related to previously learned concepts in the macroeconomics class have already been prepared to ask the students to prevent them from feeling tired, sleepy, or bored in the online class. Therefore, this study focuses on the advantages of using Quizizz and QuizWhizzer in macroeconomics subjects in addition to preparing teaching staff to be proficient in using online-based learning. This implementation has increased the number of students involved in class, and game-based learning is becoming more widespread at the higher education level.

## Introduction

The COVID-19 and the Malaysian Movement Control Order (MCO) have challenged schools and institutions of higher learning in various circumstances. Due to the closure of all schools and universities, it was very difficult for the education system to maintain the continuity of learning at that time. Online classrooms have replaced traditional classroom structures in many schools and universities. This is a new revolution in education, for both students and educators. Teachers must adapt to new pedagogical paradigms through online learning and the use of educational technology. To place students in online classes, an engaging and instructive online learning environment is required. Game

elements are a new type of interactive content worth exploring for educational reasons (Zaina et al., 2019). The use of game elements and game techniques for learning at the higher education level aims to make complex theoretical knowledge more approachable (Gachkova & Somova, 2020).

## Tools of Gamification

According to Jackson (2016), gamification is the application of game elements to other types of activities including points, timers, badges and leaderboards. Then, online learning can be made more interesting and interactive by using educational games such as Kahoot, Quizlet, Quizzes, and QuizWhizzer (Yan Mei et al., 2019). This study focuses on the advantages of using Quizizz and QuizWhizzer in macroeconomics subjects.

## Quiziz

Quizizz is an Indian education software company headquartered in Bengaluru, India, that creates and sells a gamified student engagement platform. Figure 1 show the features of the Quiziz.



*Figure 1 : Quiziz*

Quiz software is used in the classroom, group assignments, pre-test reviews, formative assessments, and pop quiz. Quizizz can show the questions and students must answer questions properly to get the higher score. Figure 2 shows examples of questions in macroeconomics subjects. So, students will choose the answer to the questions. If they got the answer correctly so they can get the score referred to in figure 3. Students can check their score after answering all the questions. Figure 4 show the score of students after answer the Quizizz.

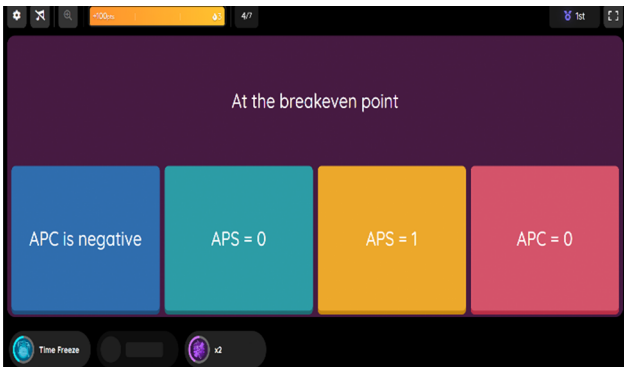


Figure 2 : Question in Quizizz

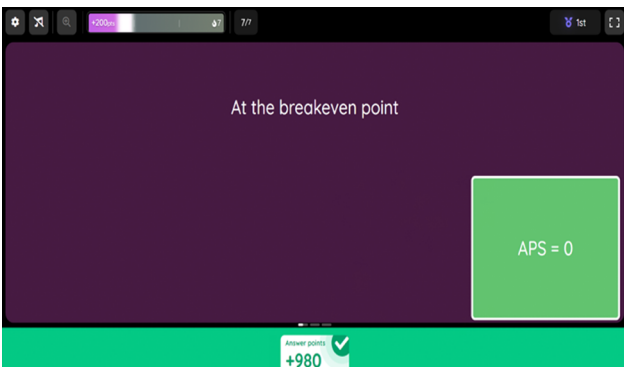


Figure 3 : Correct answer and score got from Quizizz

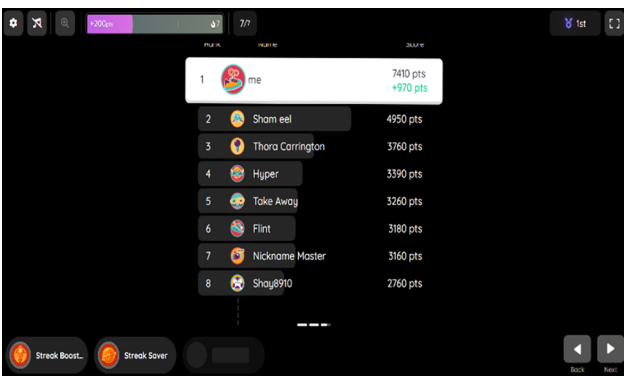


Figure 4 : Score by students

Quizizz is cost-free and a lot of fun to take part. Quizizz enables educators to design quizzes with a variety of question forms and response choices. This tool flexibility helps create engagement between lecturer and student with challenging questions and receiving immediate feedback after each quiz question.

### QuizWhizzer

QuizWhizzer is a tool designed to enhance the classroom experience through gamification, without reducing learning. Figure 5 shows features of Quiz Whizzer.



Figure 5 : Quiz Whizzer

QuizWhizzer is a tools friendly competition to do quiz games and a race to the finish, by answering questions. Figure 6 shows a map of race to answer questions by students in QuizWhizzer. If the student got the answer correctly, they could move to the next questions. Figure 7 shows the icon when students answer correctly. Students must finish the race to get a score. Higher score shows the winner. QuizWhizzer can be customized in every way. It enables you to make self-paced, gamified tests that resemble classic board games.



Figure 6 : Map of QuizWhizzer

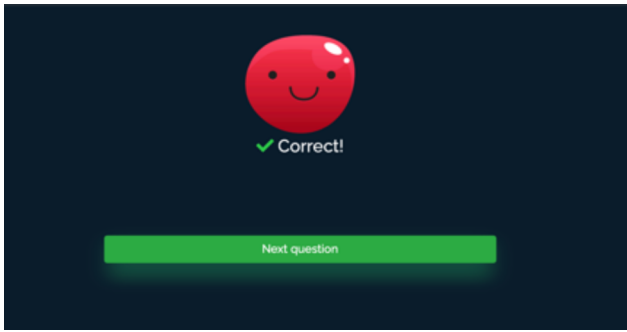


Figure 7: Icon Correct Answer

## Materials and Method

This study used two online game learning tools such as Quizizz and Quizwhizzer. These two games are anticipated to help students understand the fundamentals of economics more thoroughly and boost their knowledge because they are accompanied by engaging games. Respondents comprised 41 students who were enrolled in the Diploma in Business Studies and the Diploma in Accountancy during the semester of March 2022–August 2022. The sample sizes greater than 30 and less than 500 are appropriate for most research (Roscoe, 1975). Macroeconomics test questions was used as the research instruments.

## Results and Discussions

As a result, more than 80 percent of students agree that the implementation of Quizizz and Quizwhizzer is effective and helpful in teaching Macroeconomics subjects. Students also agree that Quizizz and Quizwhizzer enable visual collaboration during learning sessions, encouraging visual participation in teaching and learning activities. Both games can also help increase engagement for teaching and learning purposes and are able to develop an interactive learning environment.

In addition, Quizizz and Quizwhizzer are fun and enjoyable, easy to participate in, and can help students understand the topic effectively. Students also agreed that Quizizz and Quizwhizzer should be used by lecturers or educators in their teaching and learning process. According to Yan Mei et al. (2019), with a high percentage of positive points, the use of online games during class is significant in higher education institutes as a teaching tool to make students more interested and focused on class.

## Conclusion and Recommendation

Quizizz and Quizwhizzer can enhance student learning by attracting their interest in the material and preventing them from losing interest in class. Educators should make significant use of game elements in the teaching and learning process since it can enhance students' learning outcomes. Additional online evaluation methods that promote student commitment to and participation in an online classroom should be the subject of future research. Besides, there are another set of tools that can be used by future researchers, such as Kahoot, Archy Learning, Gimkit, and Quizlet.

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