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“Optimizing Innovation in Knowledge, Education and Design”

EXTENDED ABSTRACT



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Assalamualaikum warahmatullahi wabarakatuh,



First and foremost, I would like to express my gratitude to the organizing committee of i-Spike 2023 for their tremendous efforts in bringing this online competition a reality. I must extend my congratulations to the committee for successfully delivering on their promise to make i-Spike 2023 a meaningful event for academics worldwide.

The theme for this event, 'Optimizing Innovation in Knowledge, Education, and Design,' is both timely and highly relevant in today's world, especially at the tertiary level. Innovation plays a central role in our daily lives, offering new solutions for products, processes, and services. By adopting a strategic approach to 'Optimizing Innovation in Knowledge, Education, and Design,' we have the potential to enhance support for learners and educators, while also expanding opportunities for learner engagement, interactivity, and access to education.

I am awed by the magnitude and multitude of participants in this competition. I am also confident that all the innovations presented have provided valuable insights into the significance of innovative and advanced teaching materials in promoting sustainable development for the betterment of teaching and learning. Hopefully, this will mark the beginning of a long series of i-Spike events in the future.

It is also my hope that you find i-Spike 2023 to be an excellent platform for learning, sharing, and collaboration. Once again, I want to thank all the committee members of i-Spike 2023 for their hard work in making this event a reality. I would also like to extend my congratulations to all the winners, and I hope that each of you will successfully achieve your intended goals through your participation in this competition.

Professor Dr. Roshima Haji Said
RECTOR
UiTM KEDAH BRANCH



WELCOME MESSAGE (i-SPIKE 2023 CHAIR)



We are looking forward to welcoming you to the 3rd International Exhibition & Symposium on Productivity, Innovation, Knowledge, and Education 2023 (i-SPIKE 2023). Your presence here is a clear, crystal-clear testimony to the importance you place on the research and innovation arena. The theme of this year's Innovation is "*Optimizing Innovation in Knowledge, Education, & Design*". We believe that the presentations by the distinguished innovators will contribute immensely to a deeper understanding of the current issues in relation to the theme.

i-SPIKE 2023 offers a platform for nurturing the next generation of innovators and fostering cutting-edge innovations at the crossroads of collaboration, creativity, and enthusiasm. We enthusiastically welcome junior and young inventors from schools and universities, as well as local and foreign academicians and industry professionals, to showcase their innovative products and engage in knowledge sharing. All submissions have been rigorously evaluated by expert juries comprising professionals from both industry and academia.

On behalf of the conference organisers, I would like to extend our sincere thanks for your participation, and we hope you enjoy the event. A special note of appreciation goes out to all the committee members of i-SPIKE 2023; your dedication and hard work are greatly appreciated.

Dr. Junaida Ismail

Chair

3rd International Exhibition & Symposium Productivity, Innovation, Knowledge, and Education 2023 (i-SPIKE 2023)

HI-PURLEX FACILIS: LEARNING HIRE-PURCHASE LAW EFFECTIVELY IN THE NEW AGE

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ABSTRACT

Students usually find it taxing to learn a subject which is distinct from the core subjects in their course. Non-law students who are required to pass a law paper often find it difficult to comprehend the legal provisions in the statutes and the cases decided by the courts. While there are books which cater for non-law students, most law books are written in the traditional structure with citation of cases and statutory provisions which are essential sources of the law. However, the traditional structure of reading materials would impede a non-law student's ability in understanding the lessons as they are not accustomed to the legal writings. As students have different abilities, teaching non-law students require a varied approach to make learning the law less daunting and dreary. Bulky law books can be intimidating and dull, lacking attractive images to sustain a student's interest. The legal language in law books can be arduous for some students. Inability to understand the lessons delivered would affect students' performance in the assessments. Students have been found to respond positively to interactive teaching using assorted teaching tools and techniques. Image-based teaching and learning tools increase students' learning abilities. Brunner's Scaffolding techniques have been used in legal education for improving the transfer of knowledge. Hi-PurLex Facilis was designed, utilizing the Scaffolding Theory and Retrieval Practice Theory, to facilitate effective learning of law for non-law students. Hi-PurLex Facilis is an imaged-based teaching and learning portal which provides a one-stop centre for students to retrieve interactive teaching and learning materials on Hire- Purchase Law. Creative and interesting formative assessment techniques in Hi-PurLex Facilis with reinforce learning activities, enable learners to retain the knowledge learned. Hi-PurLex Facilis is beneficial for students, lecturers and the public as it facilitates the effective transfer of legal knowledge to non-law students and layman.

Keywords: hire-purchase, non-law students, statutes, legislation, cases

INTRODUCTION

Tertiary academic programs have diversified courses within a program to produce holistic graduates with versatile knowledge to increase their marketability. Students are required to enroll in elective courses or compulsory courses cross-discipline. These courses are often of a distinct nature from the core courses of their program, and usually taught by lecturers from different faculties or disciplines. Courses in law are among the commonly required courses as almost every aspect of the industry would involve some input on law and regulations. A good example of a common course in law is Business Law which is required for students enrolled in Business-based academic programs offered in most institutions of higher learning, the difference being the content or scope of the syllabus of the business law course. Non-law students, especially those studying law for the first time, usually associate learning law as a tedious reading course requiring them to memorize various provisions of the statutes and lengthy cases decided by the courts. However, learning law for non-law students can be eased with suitable method and approach. With the advancement of technology, there are creative ways to overcome the difficulties faced by non-law students in learning the law. The aim of this paper is to showcase an innovation for teaching and learning law for non-law students to facilitate their learning through a stimulating way.

TEACHING AND LEARNING LAW FOR NON-LAW STUDENTS

In teaching and learning law for non-law students, it is essential that the teaching methods are in tandem with the course outcomes and objectives. While law is an integral part of knowledge necessary for doing business, the aim of teaching law to non-law students is not to make them become lawyers but to equip them with sufficient legal knowledge to prevent them from litigations or any obstacles as a result of not complying with the law. Earlier studies have found that a law-based lecturing approach focusing on legislation can be boring and confusing for non-law students (Rahim, 2015). Law lecturers have been accustomed to learning through the traditional Socratic method which includes guided discovery by asking the right questions and making the learner think. Typically, in a law school, law students learn through case laws, understanding the statutes and legislation in a particular area (Shalini, 2021). Students learning the law are taught to use the ILAC methodology – which stands for issue-law-application-conclusion (which is also known as IRAC (issue-rule of law-application-conclusion) in some jurisdictions) in legal writing to solve legal problems based on a set of facts, which is a method of critical thinking (Kraal & Coleman, 2019). This problem-based methodology provides good learning opportunities for students and can be applied effectively in legal education (Shalini, 2021). For non-law students, however, the teaching and learning approach needs to be varied.

While problem-based learning is useful for non-law students, they would benefit more from repetitive engagement learning process in daily teaching (Reems, 2021). The setting for learning has to be attractive to capture students' attention and relate to the field of interest as students have variety level of intelligence – some may learn better when they are exposed to images instead of words (Liebenberg, 2012). Learning the law merely through cases and legislation would not achieve the objectives of the course if the students do not understand the significance of the cases and legislation, let alone memorize them blindly. According to Kariyawasam & Low (2014), lecturers teaching non-law students need to develop multiple learning resources, ensure interaction and student engagement, integrate repetition, prepare multiple examples to illustrate the points, change the methodology in teaching and produce

innovative lectures. The use of lecture capture technology has been found to be effective in teaching law to non-law students resulting in positive learning outcomes (Esguerra, 2022). Lecture capture also supports the Retrieval Practice Theory as it enables students to revisit the lessons for revision to supplement and substitute live lectures, and thus, increase the students' understanding of the lessons (Dommet et al., 2019). In addition, game-based learning is an important alternative to traditional teaching methods (Tavares, 2022). Incorporating games into learning is found to be an effective strategy that can lower students' stress, improve their learning, increase motivation levels, and create a fun learning environment (Ahmad et al., 2022).

THE SIGNIFICANCE OF THE LEGAL TOPIC FOR NON-LAW STUDENTS

In order for non-law students to appreciate the law that they are learning, they must be able to relate to the lessons taught. For students of business programs studying Business Law, one of the areas of law which is very relevant to them is the law on Hire-Purchase. A study by the Federation of Malaysian Consumers Associations (FOMCA) found that one of the causes for young Malaysians to become bankrupt is their inability to pay their debts for hire-purchase, where they are committing to higher debt levels beyond their means (Adzis et al., 2017). Buying a car is a priority for young consumers in Malaysia as most of them need a mode of transport as soon as they secure a job. However, their inability to comprehend the long-term legal liability in a hire-purchase agreement usually results in them getting a car beyond their means. Previous studies have found that the public must get consumer education on Hire- Purchase apart from other types of contracts commonly entered into by consumers which result in bankruptcy (Norhafifah et al., 2018). Ong et al., (2021) also found that the youth need to consumer education programs in financial literacy, personal financial planning and consumer credit issues which should be included in the university curriculum to strengthen healthy money attitudes among youths. Hence, it is essential that non-law students, particularly business program students, be well-versed with the law on hire-purchase as this would educate them with the liabilities of a hirer in a hire-purchase agreement and enable them to make appropriate personal financial planning to prevent bankruptcy. The law on hire-purchase in Malaysia is strictly regulated by the Hire-Purchase Act 1967 and non-law students need to understand the statutory provisions under this legislation, the consequences of non-compliance as well as the rights and liabilities of the contracting parties. However, the topic can be very dreary and dry if the lecture conducted merely focused on the statutory provisions. The statutory provisions and cases need to be presented and delivered in an attractive manner and the legal explanation given must be of the level that non-law students would be able to grasp. Realizing the challenges encountered by non-law students in learning the law, the authors have collaborated in producing *Hi-PurLex Facili*.

HI-PURLEX FACILI: LEARNING THE LAW ON HIRE-PURCHASE CREATIVELY

Hi-PurLex is an abbreviation for Hire-Purchase Law and '*Facili*' means to make it easy or to facilitate learning. In sum, *Hi-PurLex Facili* is an innovation for teaching and learning the law on Hire-Purchase in a simplified way. The advantage of *Hi-PurLex Facili* is that it provides an easily accessible platform for students to learn the law using image-based teaching and learning tools. Using Scaffolding Theory, where dynamic scaffolding occurs when there is interactive communication between learners and teachers or peers (Suwastini et al., 2021),

Hi-PurLex Facili supports students' learning process with the navigation by the lecturers through the accessible resources. In addition, based on Retrieval Practice Theory, one of the most effective strategies to support knowledge retention is through online learning settings where retrieving knowledge is accessible (Davis et al., 2018). *Hi-PurLex Facili* enable students to retrieve videos or lecture capture, creative notes which demonstrate the law on hire-purchase in a comprehensible manner, and interactive exercises for students to test their knowledge on the law. It supports lessons conducted physically and strengthens the students' comprehension and retention of knowledge. Usage of *Hi-PurLex Facili* has the ability to enhance the students' performance in this area of the law.

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