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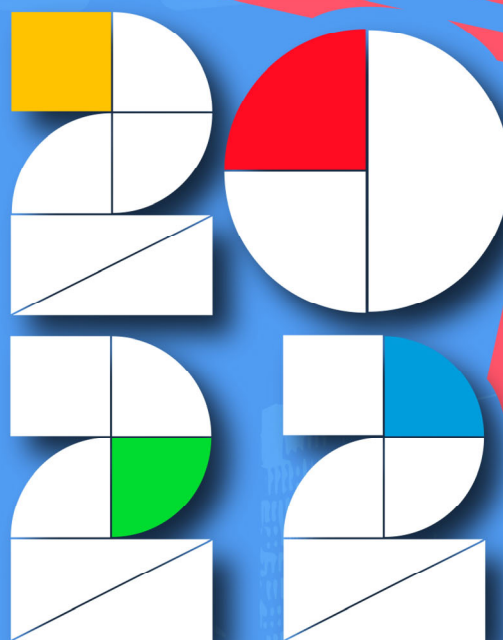
Technology, Science, Social Science & Humanities  
**International Conference 2022**

# Tesshi



Reengineering  
Knowledge &  
Creativity for  
Global Excellence

30  
June



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TECHNOLOGY, SCIENCE, SOCIAL SCIENCES AND  
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TeSSH 2022***

**Reengineering Knowledge and Creativity  
for Global Excellence**

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**UNIVERSITI TEKNOLOGI MARA CAWANGAN KEDAH**

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## Foreword

The papers compiled in these e-proceedings are papers presented online at Technology, Science, Social Sciences and Humanities International Conference 2022 (TeSSH I 2022) held on 30 June 2022 at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kedah, Malaysia. With the theme, ***Reengineering Knowledge and Creativity for Global Excellence***, the conference has brought together presenters of diverse background who shared their conceptual and empirical papers in broad areas that are subsumed under the fields of Technology, Science, Social Sciences and Humanities. These e-proceedings comprise current researches that were undertaken with the rigorous endeavour of knowledge enhancement to ensure that the world of academia will continue to flourish. It is thus hoped that readers will significantly benefit from knowledge contained in these proceedings.

TeSSH I 2022 and these e-proceedings would not have been possible without the great efforts from the presenters, and the generous support from the TeSSH I 2022 committee members and the Rector of UiTM Cawangan Kedah, Prof. Dr. Mohamad Abdullah Hemdi. A heartfelt gratitude is extended to all involved. It is hoped that these e-proceedings will be an impetus to stimulate further studies and research that benefit the society at large.

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## Digital Literacy: Presentation Made Easy with ACE

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### ABSTRACT

The Open and Distance Learning (ODL) approach was adopted in Malaysia for teaching and learning when Covid -19 pandemic hit the world. The speed at which students shifted from physical lessons to online classes created problems for some, particularly those who were not computer savvy. The ACE website was formed to help those less computer savvy adapts to online learning. ACE is a compilation of freely available tools and applications and step-by-step guidance for using the tools and apps to create attractive and interactive presentations. A study was carried out to explore university students' perceptions of ACE; how helpful was the website's content in assisting them in completing their English course assignments. Non-probability and quota sampling techniques were used to collect pre-and post- responses to ACE using an online questionnaire. The overall sample size was 186 participants who filled out pre-and post-surveys. The data set covers students' perceptions of utilising ACE's various tools and applications to complete their English course assignments. The results show that most respondents claimed that ACE has helped them prepare more attractive and engaging presentations that include embedded video and audio. When recording student presentations, students still prefer to use their cellphone cameras when it is an individual presentation. However, the results show a shift in using ZOOM to record group presentations after adopting ACE. This study concludes that the ACE website has helped students prepare a better presentation for successful English teaching and learning during ODL.

**Key Words:** Digital literacy, Open and Distance Learning

### INTRODUCTION

The COVID-19 pandemic has altered the academic landscape and presented many challenges to how undergraduates approach their classes (Chung et al., 2020; Juhary, 2020). Students are compelled to study remotely at home, aided by many digital technologies. Students proficient with digital tools moved swiftly to the online learning mode. However, a group of students also needed help using generic digital skills, such as preparing presentations and submitting their

work in a more engaging and interactive mode. Merely preparing presentations using basic PowerPoint slides was not sufficient. For example, undergraduates needed to learn to embed their voice or video in their presentations. Those with high digital competence followed online learning easily and performed well in Open Distance Learning (ODL) (Shanthi et al., 2021; Chung et al., 2020). Digital skills become part of being successful in ODL. However, undergraduates who lacked digital skills found themselves struggling to cope with online learning, consequently leading to academic burnout, which could eventually lead to the intention of quitting online learning (Al-Kumaim et al., 2021; Nalini Arumugam et al., 2021). To further add to the stress of learning online was completing assignments that now had to be interactive with video and audio embedded in their presentations. Evidence points out that students were falling behind in their academic performance because they lacked computer literacy skills (Jandric, 2020; Fernando et al., 2020). To help and guide students who lacked the computer literacy skill needed to complete their English coursework, the web "ACE: Apps to Ace Assignments" was developed by a group of lecturers from UiTM Cawangan Negeri Sembilan. This paper will report on students' perceptions of the usefulness of the ACE website.

Specifically, this study aims to answer the following research question:

1. Has students' digital competence improved with ACE to complete presentations required in ODL?

## LITERATURE REVIEW

Many academic institutions worldwide adopted the ODL teaching approach during the Covid-19 pandemic. ODL seems to provide learning empowerment for teachers and students as they can now communicate in a virtual classroom from any part of the world using technology and the Internet. There has been a scarcity of research on university students' digital competency in online learning (Harris et al., 2020; Maderick et al., 2016; López-Meneses et al., 2020). This might be due to a misunderstanding about university students' digital competency, who are frequently thought to be tech-savvy due to growing up with the widespread presence of digital technology (Jena, 2015). Nonetheless, this viewpoint may apply to their use of technology for recreation or personal interests (Qi, 2019). When digital technologies are utilised actively for educational reasons, a distinct situation emerges, one that requires ongoing cognitive and affective engagement and, as a result, may be less enticing to students than utilising technology for recreational purposes (Maderick et al., 2016; Qi, 2019).

While technology was already being utilised in the classroom before the pandemic, having no face-to-face meeting with the lecturer or facilitator was deemed challenging for most students (Krishnan et al., 2020). This is made more difficult as the expectations of assignments and projects standard have risen. Students must show creativity and utilise various tools and technology to complete their assignments. As students are the generation X, Y and Z of this millennium, it is assumed that they possess the knowledge and skills to produce quality work using various learning platforms, apps and technology to produce quality assignments and projects. However, in reality, many students grapple with producing quality assignments that meet the benchmark set by their lecturers (Arumugam et al., 2021).

According to Bloom's Taxonomy, the act of creating needs a higher degree of thinking than other tasks such as remembering, comprehending, and applying. (Aheisibwe, 2021) Students learn and remember more information when they utilise different online tools to produce presentations, infographics, animations, or ePortfolios for their assignments. As a result, they can articulate their ideas, findings, and arguments more creatively, often exceeding expectations in classes across all disciplines (Beghetto, 2021).

## METHODOLOGY

The sample of this study comprised students enrolled in a public university in Malaysia. This study was conducted at the end of the semester when they finished online courses at home, using ACE to complete their English course assignments. This quantitative study was conducted using a survey approach to determine students' acceptance of ACE. The data was primarily collected through online questionnaires using the Google Form platform. In week 1, prior to the commencement of the semester, students were asked to complete the pre-ACE questionnaire. Then a three-hour workshop was conducted to teach the students how to use ACE for their classroom activities and assessments at the start of the course. Finally, students took the post-ACE questionnaire in week 14 after completing English course assignments. The questionnaire was divided into Part A, Part B, and Part C. Part A consisted of the demographic profile items formulated using multiple-choice questions. Part B consisted of ACE items on students' experience in completing their online assignments, especially during ODL, using the seven point-Likert Scale type of questions. Part C consisted of students' preferences for video editing tools, recording presentations, and uploading to a learning platform. The online questionnaire was administered using nonprobability sampling. Students filled out a survey in google form, which was then screened and transferred to SPSS version 26 for analysis. The total sample size is 186 respondents based on the online feedback post-survey. The results from this study provided summaries and conclusions about the sample involved, but the results cannot be used to infer the population.

## RESULTS AND DISCUSSION

### Descriptive analysis

A needs analysis was carried out before the students were introduced to the ACE app. An online questionnaire was distributed to students. The result of the needs analysis is portrayed in Table 1.

**Table 1: Tools/apps guidance to prepare a better assignment**

| Preference                                                                                         |       | Preference (%) |
|----------------------------------------------------------------------------------------------------|-------|----------------|
| Do you think you need more guidance/knowledge on using digital tools to enhance your presentation? | Maybe | 33.3           |
|                                                                                                    | No    | 5.4            |
|                                                                                                    | Yes   | 61.3           |
| Do you think these tools/apps would help you prepare better assignments?                           | Maybe | 12.9           |
|                                                                                                    | No    | 1.1            |
|                                                                                                    | Yes   | 86.0           |
| Would you be willing to take a short course (3-4 hours) on using the tools mentioned above?        | No    | 28.0           |
|                                                                                                    | Yes   | 72.0           |

Students indicated they needed more guidance on preparing a presentation, with 61.3% indicating 'Yes' and only 5.5% saying 'No'. When asked if the tools introduced in the ACE app would help them prepare a better assignment, a significant percentage of 86.0% indicated 'Yes', revealing an early indication that the students believed that ACE is a helpful tool to help them prepare assignments for their English courses. Finally, 72.0% of respondents indicated they were willing to take a short course on the tools necessary to prepare presentations for their English courses. Overall, students were keen to learn and incorporate various digital tools with different skills to support their learning process.

## Demographic profile

A pre-test and post-test study were carried out to ensure that this research has a directionality; to find out if the knowledge to use the different apps in ACE before and after intervention with the training conducted to use ACE and after that the students' use of ACE in learning. The post-test questionnaire was emailed to 361 students who attended and used ACE in class. One hundred eighty-six forms were returned.

**Table 2: Demographic profile analysis**

| Demographic     |         | Frequency | Percentage |
|-----------------|---------|-----------|------------|
| Gender          | Male    | 30        | 16.1       |
|                 | Female  | 156       | 83.9       |
| Education level | Diploma | 86        | 46.2       |
|                 | Degree  | 100       | 53.8       |

Table 2 shows the demographic profile of the respondents of this study. A total of 186 students completed both the pre-and post-survey questionnaire, with 46.2% of students pursuing their studies at the diploma level and 53.8% pursuing their degree.

## Students' experience in completing their online assignments using PowerPoint, Canva and Flipbook.

This section briefly focuses on the shifting trends in students' experience completing their English online assignments, especially during ODL using Microsoft PowerPoint, Canva and Flipping book. Students' self-reported data from the pre-and post-survey provided a critical outlook on how ACE has helped them complete the English course presentations. Additionally, this test allowed assessing students emerging proficiency before and after using ACE. Overall, the results showed that students fared better during the post-test.

**Table 3: Skills in Microsoft PowerPoint**

| PowerPoint                                                             | Rate           | Pre (%) | Post (%) |
|------------------------------------------------------------------------|----------------|---------|----------|
| Ability to prepare a presentation                                      | Extremely poor | 0.0     | 0.0      |
|                                                                        | Very poor      | 2.2     | 0.0      |
|                                                                        | Poor           | 0.0     | 0.0      |
|                                                                        | Average        | 22.6    | 10.8     |
|                                                                        | Good           | 43.0    | 47.4     |
|                                                                        | Very good      | 23.7    | 35.5     |
|                                                                        | Excellent      | 8.6     | 6.5      |
| Ability to prepare a presentation combining slides with audio embedded | Extremely poor | 0.0     | 0.0      |
|                                                                        | Very poor      | 1.1     | 1.1      |
|                                                                        | Poor           | 11.8    | 4.3      |
|                                                                        | Average        | 17.2    | 17.2     |
|                                                                        | Good           | 36.6    | 31.2     |
|                                                                        | Very good      | 24.7    | 34.4     |
|                                                                        | Excellent      | 8.6     | 11.8     |
| Ability to prepare presentation combining slides and video             | Extremely poor | 0.0     | 0.0      |
|                                                                        | Very poor      | 3.2     | 6.5      |
|                                                                        | Poor           | 6.5     | 11.8     |
|                                                                        | Average        | 23.7    | 5.4      |
|                                                                        | Good           | 31.2    | 29.0     |
|                                                                        | Very good      | 28.0    | 36.6     |
|                                                                        | Excellent      | 7.5     | 10.8     |
| Ability to convert PowerPoint presentations to MP4 format              | Extremely poor | 3.2     | 1.1      |
|                                                                        | Very poor      | 3.2     | 0.0      |
|                                                                        | Poor           | 15.1    | 3.2      |
|                                                                        | Average        | 21.5    | 16.1     |

|           |      |      |
|-----------|------|------|
| Good      | 23.7 | 37.6 |
| Very good | 18.3 | 25.8 |
| Excellent | 15.1 | 16.1 |

Table 3 presents students' ability to use PowerPoint for presentations. The results indicate an improvement as the percentage of students who rated themselves as average to poor (extremely poor, very poor and poor) for preparing PowerPoint presentations reduced from 24.8% (pre-test) to 10.8 % (post-test). The same pattern of improvement can be seen in students' ability to prepare PowerPoint slides embedded with audio (pre-test 30.1%, post-test 22.6%) and ability to prepare presentations combining slides and video (pre-test 33.4%, post-test 23.7%). Table 3 also indicates a shift in the students' ability from 'Good' to 'Very good' to prepare a presentation combining slides with audio embedded and a shift from 'Good' to 'Very good' to prepare a presentation combining slides and video. Finally, the highest rate of improvement can be seen in their ability to convert PowerPoint presentations to MP4 format (pre-test 43.0%, post-test 20.4%). Although results of students' ability to convert PowerPoint presentations into MP4 format remained in the 'Good' category, the percentage has increased from 23.7% in the pre-test and 37.6% in the post-test. Therefore, it can be concluded that after using the ACE app, students were able to prepare better presentations using PowerPoint.

**Table 4: Skills in CANVA**

| Canva                                                                | Rate           | Pre (%) | Post (%) |
|----------------------------------------------------------------------|----------------|---------|----------|
| Ability to prepare a presentation                                    | Extremely poor | 2.2     | 1.1      |
|                                                                      | Very poor      | 9.7     | 8.6      |
|                                                                      | Poor           | 11.8    | 15.1     |
|                                                                      | Average        | 22.6    | 16.1     |
|                                                                      | Good           | 30.1    | 26.9     |
|                                                                      | Very good      | 17.2    | 25.8     |
|                                                                      | Excellent      | 6.5     | 6.5      |
| Ability to prepare presentation combining slides with audio embedded | Extremely poor | 3.2     | 1.1      |
|                                                                      | Very poor      | 11.8    | 9.7      |
|                                                                      | Poor           | 17.2    | 17.2     |
|                                                                      | Average        | 29.0    | 14.0     |
|                                                                      | Good           | 19.4    | 24.7     |
|                                                                      | Very good      | 15.1    | 26.9     |
|                                                                      | Excellent      | 4.3     | 6.5      |
| Ability to prepare presentation combining sides and video            | Extremely poor | 4.3     | 2.2      |
|                                                                      | Very poor      | 14.0    | 8.6      |
|                                                                      | Poor           | 17.2    | 19.4     |
|                                                                      | Average        | 24.7    | 12.9     |
|                                                                      | Good           | 18.3    | 26.9     |
|                                                                      | Very good      | 16.1    | 24.7     |
|                                                                      | Excellent      | 5.4     | 5.4      |

Table 4 presents students' ability to use Canva for presentations. The results indicate an improvement, as the percentage of students who rated themselves as average to poor (extremely poor, very poor and poor) for preparing the Canva slide presentation reduced from 46.3% (pre-test) to 40.9 % (post-test). The same pattern of improvement can be seen in students' ability to prepare Canva slides embedded with audio (pre-test 61.2%, post-test 42.0%), as well as the ability to prepare presentations combining slides and video (pre-test 60.2%, post-test 43.1%). Therefore, it can be concluded that after using the ACE app, students could prepare better presentations using Canva.

Tables 3 and 4 show that students can prepare slides using PowerPoint and Canva, but they lack the skills to embed the slides with audio and video in the presentation. Comparing the data in Tables 3 and 4 shows that ACE has improved students' ability to prepare interactive slides using PowerPoint compared to Canva.

Table 5 shows students' ability to prepare Flipbook presentations. Digital flipbooks are an excellent format for presenting interactive digital portfolios required for some classwork.

**Table 5: Skills in Flipping Book**

| Flipping Book                                                          | Rate           | Pre (%) | Post (%) |
|------------------------------------------------------------------------|----------------|---------|----------|
| How do you rate your ability to prepare a presentation using Flipbook? | Extremely poor | 19.4    | 8.6      |
|                                                                        | Very poor      | 23.7    | 14.0     |
|                                                                        | Poor           | 26.9    | 31.2     |
|                                                                        | Average        | 21.5    | 22.6     |
|                                                                        | Good           | 6.5     | 18.3     |
|                                                                        | Very good      | 1.1     | 3.2      |
|                                                                        | Excellent      | 1.1     | 2.2      |

Table 5 shows students' ability to prepare Flipbook presentations. Though the data shows that before and after using the ACE app, students remained in the 'Poor' category, the percentage has increased from 26.9 % (Pre-test) to 31.2 % (Post-test). Also, the number of students rated their ability to prepare a Flipbook presentation as average to excellent improved from 30.2% (pre-test) to 47.3% (post-test). This indicates that the ACE app has helped students learn new digital skills in preparing classroom presentations using Flipbook.

### Students' preference for video editing tools.

This section discusses the student's digital skills in editing video and audio. It is sometimes necessary to edit the recorded video with some unnecessary parts removed, thus making the audio or video clip usable and allowing it to be embedded into their slide presentations.

**Table 6: Video editing tools**

| Tools               | Pre (%) | Post (%) |
|---------------------|---------|----------|
| Apple iMovie        | 7.5     | 6.4      |
| Filmora             | 25.8    | 15.1     |
| InShot              | 32.3    | 33.3     |
| VN editing video    | 26.9    | 35.5     |
| Windows Movie Maker | 7.5     | 9.7      |

Students were given a chance to work on a few video editing tools in the ACE app, as shown in Table 6. The three most preferred video editing tools before using ACE were InShot (32.3%), VN editing video (26.9%) and Filmora (25.8%); however, after using the tools for the classwork, there is a shift to VN editing tool (35.5%), and a considerable reduction on the students' preference for Filmora (15.1%).

### Students prefer recording presentations and uploading them to a learning platform.

In ODL, students must also create and share group or individual presentations with their lecturers. This section follows a discussion of the student's preference for recording and uploading a presentation on a learning platform.

**Table 7: Record presentation and upload to a learning platform**

| Recording/ Upload | Pre (%) | Post (%) |
|-------------------|---------|----------|
| Google meet       | 29.0    | 23.7     |
| Handphone camera  | 57.0    | 58.1     |
| Laptop camera     | 12.9    | 5.4      |
| Webex             | 0.0     | 1.0      |
| Zoom              | 1.1     | 11.8     |

Table 7 shows students' preferred tool to record their presentation before uploading it to the learning platform for their lecturer to evaluate. The results show that the most preferred choice was recording using the handphones before using ACE is 57%, while after using ACE, it was 58.1%. There is a significant increase in the number of students opting for Zoom (11.8%) as a recording tool after using ACE and a decline in the percentage of students using laptops to record their presentations (pre 12.9%, post 5.4%).

## Pre and Post analysis

The following sections will discuss the pre and post-test to assess the change in students' self-reported ability scores after using the ACE. The Shapiro-Wilk test is more appropriate for small sample sizes of less than 50 but can also handle sizes as large as 2000. For this reason, this study uses the Shapiro-Wilk test for assessing normality.

**Table 8. Normality test**

|      | Shapiro-Wilk |     |         |
|------|--------------|-----|---------|
|      | Statistic    | df  | p-value |
| Pre  | .984         | 186 | .032    |
| Post | .964         | 186 | .000    |

The distribution of pre-test score  $SW(186) = 0.984$ ,  $p = 0.032$  and post-test score  $SW(186) = 0.964$ ,  $p = 0.000$  are significantly not normally distributed. Since both groups' data is not normally distributed, therefore nonparametric Wilcoxon test was used. Next, the Ranks table (Table 9) provides some interesting data on the comparison of students' ability scores before (Pre) and after (Post) use of ACE.

**Table 9. Ranks**

| Ranks                      | No of students |     | Interpretation |
|----------------------------|----------------|-----|----------------|
| Positive Ranks             | Post > Pre     | 130 | Improve        |
| Negative Ranks             | Post < Pre     | 50  | Not improve    |
| Ties                       | Post = Pre     | 6   | No change      |
| $Z = -5.295$ , $p = 0.000$ |                |     |                |

The results indicate that 130 students had a higher ability score after using ACE. This suggests an improvement in the students' ability after using the ACE, as most of them completed their English assessments. The negative ranks for 50 students indicate that the pre-test score is greater than the post-test. However, there were no changes in scores for six students after using ACE. A Wilcoxon signed ranks test showed that a 14-week ACE elicited a statistically significant difference between pre-and post-test ( $Z = -5.295$ ,  $p = 0.000$ ). This indicates that the ACE is an effective app and can facilitate and guide students to complete their English assignments.

## CONCLUSION

Despite the challenges faced in ODL implementation, the opportunity to innovate learning was made available for the students via the ACE app. Findings reveal that undergraduates have shown positive results using the ACE app to complete their presentations, assignments, and classwork for their English courses during ODL. Students' digital skills while using the ACE app were explored in creating videos, digital portfolios, and digital presentations. Students' tools and apps for these tasks include PowerPoint, Canva, Flipbook, and editing tools such as Snapshot, VL, and VLLO. These are the essential digital tools that students need to utilise to prepare attractive and interactive digital presentations. Based on the results, it can be concluded that ACE has achieved the objectives of providing a platform that can be a reference point for students, especially those who lack computer

literacy. More students rated themselves better after using ACE to imbed slide presentations with video and audio. PowerPoint was preferred more than Canva, even though the post-test revealed that students have become better at preparing presentations using PowerPoint and Canva. After using ACE, many students seem to have shifted to the VN video editing app from previously using Filmora. Where recording student presentation is concerned, students still prefer to record using their handphone cameras, but after using ACE, there is a shift in using ZOOM meetings to record.

In conclusion, the findings of this study demonstrate that the ACE is a handy app where students have learnt to use new digital applications to assist and guide them in preparing an attractive and interactive presentation. The contributing elements to ACE's success could be because it is a comprehensive guide and offers an easy-to-follow step-by-step guide from downloading attractive slides, preparing their presentations, and uploading them to the teaching and learning platform commonly used by their lecturers as Microsoft Teams and Google classrooms. Besides helping students to gain confidence in preparing quality assignments, the ACE website and apps are very much a beneficial learning tool in preparing students for the workforce while at the same time possessing good ICT skills. As mentioned by research such as (Beghetto, 2021; Shanthi et al., 2021; Aheisibwe, 2021), the academic world entails students to possess both academic literacies as well as creativity and critical thinking skills. This is also in line with the National Education policy IR 5.0, where humans and technology are integrated, thus enabling the creation of new knowledge, and learning in education. As such, ACE is seen as an enabler towards achieving this goal.

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