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Akademi
Pengajian Bahasa

VIRTUAL SYMPOSIUM ON TEACHING & LEARNING (VSTL) 2020

Redefining the Practice of Teaching and Learning

E-PROCEEDING

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INTRODUCTION

The very first Virtual Symposium on Teaching and Learning 2020 has been organised by the Academy of Language Studies, UiTM Cawangan Johor Kampus Pasir Gudang in collaboration with Unit Penulisan dan Penerbitan, BPJIA UiTM Cawangan Johor Kampus Pasir Gudang.

This symposium has provided an opportunity for researchers and educators to share their ideas and insights in the name of education. This symposium has also provided a platform for the exchange of knowledge and expertise in relevant fields and promoted exploration of potential collaboration for future research.

This event has the goal to bring academicians and researchers in education together from across the globe.

Researchers and authors have been invited to submit original high-quality extended abstracts. Papers are solicited on, but not limited to:

a. E-Learning

b. Innovation and Creativity in Teaching and Learning

c. Assessment and Evaluation in Teaching and Learning

d. Best Practices in Teaching and Learning

e. Others (related to Teaching and Learning)

All accepted extended abstracts have been presented by participants on the symposium day via Google Meet.

All accepted, registered and presented extended abstracts have been published in this e-proceeding with e-ISBN. Authors of selected extended abstracts will be invited after the symposium to submit a full paper for Scopus-indexed Journals/ a special issue in the Insight Journal UiTM Cawangan Johor. Best Papers and Best Presentations have also been awarded in this event.

FOREWORD BY ASSISTANT RECTOR



Dr. Haryana binti Mohd Hairi

Assistant Rector, UiTM Pasir Gudang

Assalamualaikum wbt and good day everyone.

I am pleased to welcome all of you to the Virtual Symposium on Teaching and Learning, VSTL, 2020. Congratulations for your participation, fruitful sharing session and discussion for the symposium.

Today, we have witnessed educators across institutions, disciplines and expertise, coming together to share the insights, experience, and practices in teaching and learning. I bet that everyone has had your fair share of not only getting inputs and ideas from others, but also share your own perspectives in the field of teaching and learning.

Ladies and gentlemen,

VSTL 2020 is one of the many virtual academic get-togethers, which could have been organized in the conventional way, with face-to-face meetings and sessions. However, considering the many aspects in our current situation, with the seemingly unending COVID-19 fiasco, this symposium is successfully done on a virtual platform today without neglecting the ultimate purpose of such programs. I believe that all of us today have gained so many positive inputs for various aspects in teaching and learning even without physically meeting each other, which is no less than if the program is done conventionally.

It is high time that such an event took place to highlight the remarkable contribution, in which “the new norm” of teaching and learning took place in our current education situation. I am proud to know that, through a glance at the list of presentations planned for today, reveals the amazing diversity of these areas. Congratulations to all of you.

COVID-19 pandemic has not only changed our way of teaching and learning, but also forced us to become more creative and innovative. In some cases, we could not meet our students face to face, and had to use virtual methods, as how we met today to carry out our duty as teachers and educators. This can be easy for some of us, but a mounting task for others. However, the responsibility of educating our learners still needs to be carried out, in one way or the other, no matter how challenging it is. Thus, the purpose of this symposium is for us to

not only share the traditional practices but also new methods and techniques in online or distance learning.

I hope that VSTL 2020 has been a good platform to inspire us, the educators to try out new teaching techniques and the experts to share their insight and valuable knowledge in this area. This could also be the route to a unique opportunity to share and exchange with counterparts from different specialties the advancements in your field. I also hope that our meeting will not stop today and can promote exploration of potential collaboration for future research.

Ladies and gentlemen,

On behalf of the committees and UiTM Cawangan Johor, I would like to thank all of you for your support and I hope that you have had fruitful and rewarding exchanges from this program. I would like to also congratulate the Academy of Language Studies, UiTM Cawangan Johor, Kampus Pasir Gudang for organizing the symposium, together with Unit Penulisan dan Penerbitan of BPJIA, UiTM Cawangan Johor Kampus Pasir Gudang. It is my hope to see more programs such as this in the future.

Before I end my speech, I would like to share a quote by Phil Collins;

“In learning you will teach, and in teaching you will learn”. May all of us here never stop learning, and continue inspiring the learners, and each other in our jihad to share and value the knowledge that we have.

I hereby officiate the closing ceremony and announcement of awards of Virtual Symposium on Teaching and Learning 2020.

All the best to everyone, and may all our effort be blessed. Thank you.

VSTL19

Distance Learning for Design Students: An Analysis of Student Performance in Independent Landscape Design

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Abstract

Independent Landscape Design (LDA350) is the final semester course that requires a full landscape design proposal. This design-based syllabus is more acquainted with face to face or physical teaching-learning process. However, in order to pursuit the IR 4.0 education, this course has adopted MOOCLAA350 to engage and equip these design students with significant understanding, graphic presentation skills as well as technical aspect related to design developments and constructions. The teaching and learning environment have subsequently expanded. With the outbreak of the Covid-19 pandemic that started early this year, this course is easily adaptable to this educational change with ODL (Open Distance Learning) being the new strategy that was put forth for teaching and learning. This paper analyses student performance in adopting MOOC and ODL during the Covid-19 outbreak. An online survey supported by a comparative analysis in between the semester was conducted to evaluate the student's readiness, challenges, and performance throughout the semester. Some tools and techniques to ensure the continuity of learning during the current pandemic are described. The findings revealed factors contributing to student performance and the reality behind the success of this new teaching strategy.

Introduction

Distance learning in education has significantly witnessed the growth in changing the pedagogical conventional learning environment. According to Schneider (2020), distance or open learning has become a new norm and will continue to embrace the teaching strategy. However, the delivery methods and effectiveness of distance learning for the design-based students have always been doubtful and remained irrelevant. Therefore, when the Covid-19 pandemic struck and started disconnecting people physically, the open learning method was the only solution to keep people connected and continue working in distance (Adnan M., & Anwar K. (2020) and Agarwal S., & Kaushik J. S. (2020)). Adnan (2020) added that educational institutions have to adapt, design appropriate and effective content, arrange an effective delivery system, and provide digital literacy training to pursuit the current situation and achieve better learning outcomes. The prompt changes in the learning environment due to the outbreak of the Covid-19 pandemic have uplifted the open distance learning (ODL) method to another level (Montebello (2017)). This further seeing the transformation of conventional learning through face to face as a significant challenge for landscape architecture design-based courses applied by University Teknologi MARA Perak Branch (UiTM). From April to August 2020, this unique semester has further demonstrated the challenges faced by both academicians and students in making sure that online learning is deliverable especially for the Independent Landscape Design course, a compulsory course offered for the final year students of Diploma in Landscape Architecture, UiTM Perak Branch.

Distance Learning for Design students

In line with this ODL application, an online survey was carried out in March 2020 to understand student's readiness and their challenges for ODL implementation. A total of 102 students registered for the Independent Landscape Design course are the respondents for this survey. They are the final year students in semester 6 that were involved fully in ODL during the COVID pandemic semester from February to July 2020. Within the comfort of their home, the majority of the students with 84.3% informed that they owned a laptop, while 82.4% noted to have smartphones that enable them to participate

effectively in the ODL process (see Figure 1). Equipped with personal electronic devices, these findings further denote that students are ready to get involved in the open distance learning procedure directly from home.

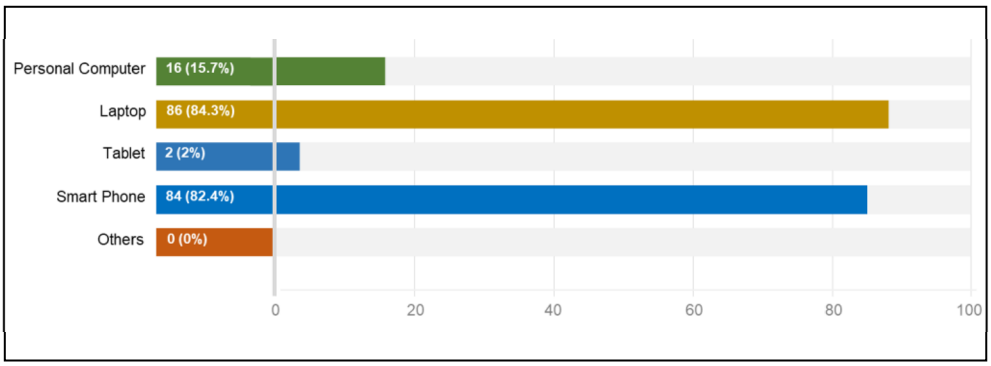


Fig 1 Electronic devices owned by students

Since this online survey was focused on the Independent Landscape Design online application, the students were required to highlight the online platform preferences that aid them in their learning process. As the respondents were allowed to select multiple choice of answers, the result in Figure 2 illustrates that the majority of the respondents with 86.3% prefer WhatsApp application as their main platform. This Whatsapp application is the most accessible, affordable and allowing quick responses which is aligned with Cook and Dupras (2004) and Gewin (2020) research that acknowledged the most effective online platform is the one that enables learners to interact with the material, pursue the information at their speed and engage in the course through feedbacks and commentaries.

The preferences result is further followed with ZOOM application (61.8%), Telegram (54.9%), i-Learn V3 UiTM (52.9%), MOOC Open Learning platform (51%), and Google Classroom (46.1%). These findings further aid the academicians in setting up the right learning platform in line with the students' preferences in making sure that the online delivery is successful and at the same time able to attain the course learning outcome as stated in the syllabus. Due to students' familiarity with these online platforms, it is hoped that the ODL application is able to uplift the student's learning experience and boost their result for this semester.

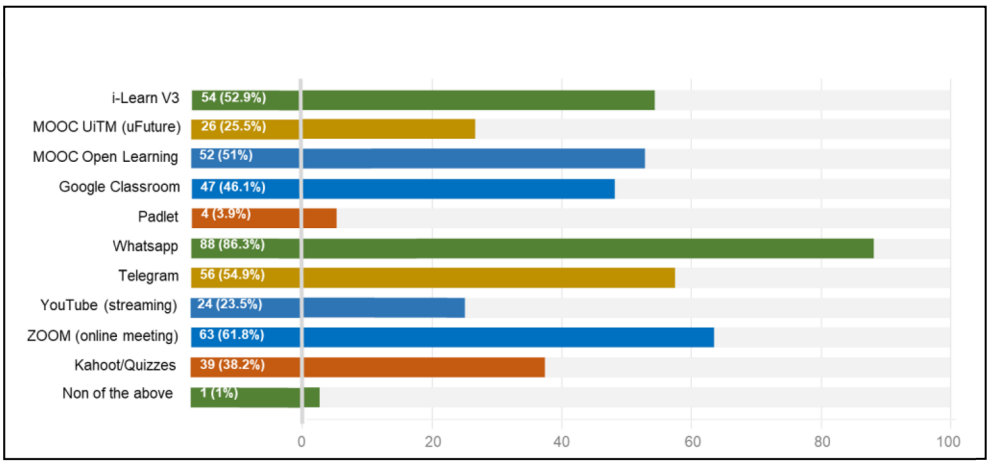


Fig 2 Selected online platforms

Analysis of Student Performance during ODL

According to Paul (2019), to measure the effectiveness in conducting ODL during the COVID pandemic, a study could analyze student performance based on the results by several semesters. Therefore, this study analyses the student performance within the three recent semesters (refer Figure 3). This survey sample size is based on the registered students for each semester. The performance is based on final grades achieved by the students. Students are evaluated by their ability in performing landscape design

proposals consisting of design solutions, ideas, technical requirements and final documentation. This study conducted a comparative analysis between the semesters to measure the differences and the trends of how the grades performed. Based on the analysis, it is surprising to discover that the result for this semester depicted an incensement of students getting Grade A for this course (see Figure 3). Despite the challenges faced by both academicians and students throughout this ODL implementation, the student's results for this semester are satisfactory. The delivery process even to the academicians is quite challenging for this semester knowing the subjective demand of landscape design and at the same time to make sure that all 102 students are able to grasp the critical knowledge related to design development and processes, construction drawings, and documentation as well as a technical report. As the proverb says, all hard work pays off, comparative results for the three semesters depicted in Figure 3 demonstrated that regardless of the limitation[1] throughout the ODL implementation, the results for this (COVID 19) semester have surpassed the percentage of the students getting grade A cluster (grade A+, grade A, and grade A-) with an increase of 11%.

This Independent Landscape Design requires students to venture into different project scope and demand (with various design strands that include waterfront landscape design, urban landscape, parks, and community design, institutional landscape design, cultural landscape, urban heritage, and landscape, etc.), therefore, considering this complexity and to attain to each project's aim, this result reveals the successful implementation of the online learning for the landscape architecture program. The increased percentage of grade A cluster has also evidenced in the decrease of the percentage of the students getting grade B (11%) and grade C (1%) as compared to the previous semester March 2019-August 2019 results. [3]

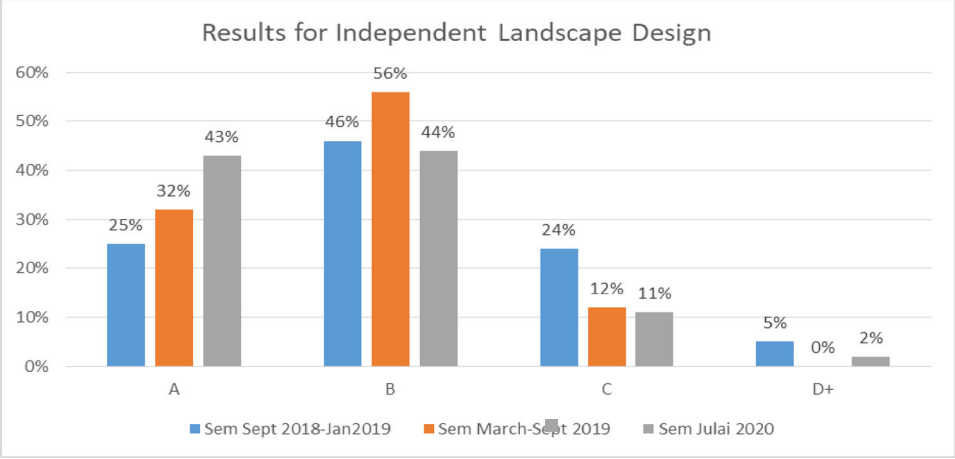


Fig 3 Results by percentage for three 3 Semester for Independent Landscape Design

Through student preferences of the online learning platforms based on the survey conducted in March 2020 (see Figure 2), it is, therefore, evident that i-Learn v3 and MOOC Open Learning platform have sufficiently aided the students undertaking Independent Landscape Design. Given WhatsApp, ZOOM, and Telegram as the intermediate platforms that sufficiently stand as the communication platforms between students and academicians, MOOC Independent Landscape Design serves as the core reference platform that aided students with four development modules - Module 1 (Introduction of Independent Study); Module 2 (Site Planning & Design Development); Module 3 (Construction & Documentation); and Module 4 (Portfolio and Design Samples). Through consistent online critique session via Google Classroom, Padlet, together with sufficient references uploaded through i-Learn v3 and updated samples in MOOC Independent Landscape Design, challenges faced through ODL implementation is tackled successfully. Besides, these successful students in distance learning contexts showed the ability to study independently, highly motivated and able to absorb the communicated information on their own. Hence, the excellent results depicted in Figure 3 have verified

[3] Due to MCO (Movement Control Order) imposed by the Malaysian Government from 18 March 2020, some students were affected financially due to parents loss of jobs, and some of them are doing part-time online work to support the family financial problems (data were based on the online survey for Independent Landscape Design that was conducted in March 2020). These difficulties have indirectly impacted the work progress of the related students.

that an online learning platform is another teaching method for landscape architecture students.

Conclusion

Based on the e-survey findings and student performance analysis, this paper demonstrated that distance learning is significant in safeguarding the teaching and learning strategy amid the Covid-19 pandemic. The student performance, for instance, showed an overwhelming contribution of the online learning platforms replacing the conventional teaching methods. These findings also represent the student's survival strategy and how they have been able to overcome the situation as part of the lifelong learning experience. This adds a new dimension to the field of online learning evaluation that enables the comparison of different modalities besides proposing a methodological shift for the future. Furthermore, this online learning for design-based students evident desired findings, where the majority of students are still able to achieve good grades although they are facing various challenges and difficulties. The educator's efforts in exploring various teaching strategies, together with the student's initiatives and motivation are the self-driven factors that have made this online teaching and learning successful. Therefore, this paper highlighted the reliability of teaching strategy, learning initiatives, online platforms, and electronic devices as the important factors assisting the effectiveness of this pedagogical changes. In conclusion, this paper evidences that the practicality and the reliability of conducting open distance learning to design-based courses are no more in doubt and sufficiently competent towards enhancing the teaching methodology during a pandemic and accommodating the trends of Education IR 4.0.

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