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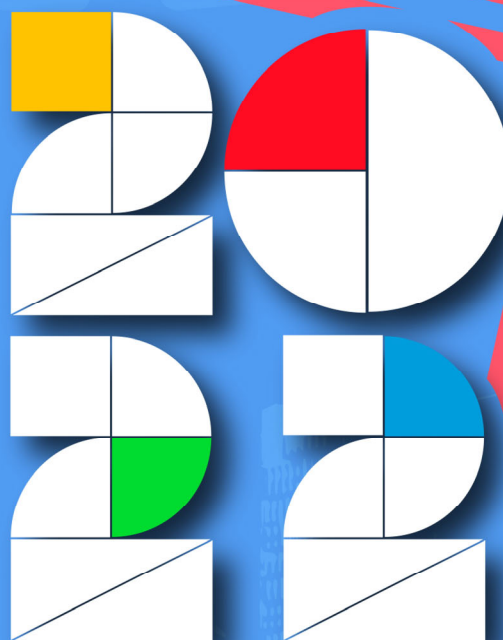
Technology, Science, Social Science & Humanities
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Tesshi



Reengineering
Knowledge &
Creativity for
Global Excellence

30
June



***E-PROCEEDINGS
TECHNOLOGY, SCIENCE, SOCIAL SCIENCES AND
HUMANITIES INTERNATIONAL CONFERENCE
TeSSH 2022***

**Reengineering Knowledge and Creativity
for Global Excellence**

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**Papers presented online at
Technology, Science, Social Sciences and Humanities
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30 June 2022
UiTM Cawangan Kedah, Merbok
Kedah, Malaysia**

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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LEVs As an Assessment Tool for Affective Domain in Laboratory Courses for Diploma in Civil Engineering

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ABSTRACT

Evaluation of Program Outcomes among technical programs in Institution of Higher Learning (IHL) is vital due to requirements from the accreditation body such as Engineering Technology Accreditation Council (ETAC) for undergraduate study. Those outputs should be well documented as accreditation documents based for the student attainment upon completion of the courses or program. It is to acquire hard work and effort from academics for the data entry during evaluation process especially for grouping work (measuring effective domain). All evaluations must follow an explicit rubric to address relevant domains. Therefore, LEVs are developed using simple excel templates to eliminate repetition of data entry for group marks, reduce mistakes and simple to use. This template was developed for ECW 341 as pilot study to measure affective domain through assignment and laboratory report for Diploma in Civil Engineering (EC 110 & CEEC 110) in UiTM Pasir Gudang. In addition, output from LEVs can be used for e-Res data entry and it is ready to save as accreditation document evidence for accreditation phase for IHL.

Key Words: excel template, assessment evaluation tool, effective domain, laboratory courses

INTRODUCTION

Program Outcomes (PO) evaluation and measurement is vital for accreditation for Institution Higher Learning (IHL) especially for technical programs. Those PO should be mapped to generic skill upon completion of 3 years Diploma in Civil Engineering (EC110 & CEEC 110). This program was offered for 4 different UiTM branches in Malaysia which measured students on three main domains which is cognitive, psychomotor, and effective domain (Nikolic et al., 2015; Zaghloul; 2001; Mohaiyedin et al., 2018; Nur Asmaliza et al., 2020). Each domain should be evaluated and measured

explicitly using detail and sufficient rubric to address related domains as in Table 1. It is certain that data entry for fulfilling those criteria in Table 1 will take longer time for the evaluation period. Since UiTM implements Open Ended Laboratory (OEL), assessment difficulties should reflect the level of openness for the laboratory activities (Awang Nasrizal et al.,2016). Hence, assessment rubric is no longer the same for each level. Thus, create hiccups among academics during data entry for evaluation marks.

Table 1: Criteria for COPO assessment for effective domain for laboratory report

Level 0		Level 1		Level 2		Marks
Domain	Element	Domain	Element	Domain	Element	
A1 (Receiving)	Punctuality (Submission)	A2 (Responding)	Knowledge on the open- ended laboratory	A2 (Responding)	Knowledge on the open-ended laboratory	10
A2 (Responding)	Knowledge on the open- ended laboratory	A2 (Responding)	Leadership skill	A4 (Organiza- tion)	Organization	10
A2 (Responding)	Leadership skill	A4 (Organization)	Organization	A4 (Organizing)	Summary of procedures/met hods	10
A4 (Organization)	Organization	A4 (Organizing)	Result and analysis	A4 (Organizing)	Result and analysis	10
A4 (Organizing)	Discussion	A4 (Organizing)	Discussion	A4 (Organiza- tion)	Discussion	10
A5 (Characterization)	Conclusion	A5 (Characteriza- tion)	Conclusion	A5 (Characteri- zation)	Conclusion	10

Evaluation on effectiveness of the program offered in any IHL should be carried out to measure student performance and attainment (Namasivam et al.,2013; Nur Asmliza et al.,2020; Mazlina et al.,2021; Mohd Samsudin et al.,2020) for certain skill and knowledge profile. This exercise can be done through COPO analysis at the course level and program level that prove graduates have achieved at least minimum 12 PO according to Engineering Technology Accreditation Council (ETAC) requirement. A systematic evaluation process on COPO collection data, analysis and interpretation should be carried out as an indicator for key performance of the course level and program level is achievable (McNeil., 2011). Past research has shown the innovation on Course Outcomes and Program Outcome (COPO) templates at the course level and program level has been done and required funding from IHL and other sources (Mazlina et al.,2021; Mohd Samsudin et al.,2020; Mohaiyedin et al.,2018; Shamsul et al.,2012).

The initial stage of the OBE online system introduces complex webpages using HTML, PHP, and SQL coding (Shamsul et al.,2012). Author found out there is weakness in coping with massive data and various parameters should be included in the system. Later, OBE-ANAS system is invented to analyse PO for Bachelor of Chemical Engineering (Environment) incorporate with graphical user interface (GUI) with Microsoft Visual C#. This programme was improved with their database system

using Microsoft SQL Server 2012 (Mohaiyedin et al; 2018). Meanwhile MyCOPO has been developed to measure student attainment for degree student (Mazlina et al.,2021) and I-RAS is mean for diploma student in civil engineering at Universiti Teknologi Mara (Mohd Samsudin et al., 2020). However, current innovation on the COPO template did not cater for repetition of data entry for grouping work.

Hence, a simple template using excel called Lecturer Evaluation System (LEVs) was developed to simplify the data entry process for grouping work in addressing effective domains for laboratory courses. This template works as an offline platform and can be shared among lecturers using one drive (UiTM domain) as a security measure of the assessment mark. LEVs provide lecturer with shorter time for assessment data entry and minimise mistakes during key in the mark. Lectures are required to insert a student's name and UiTM identification number from System Information Management System (SIMS) to assign students according to their group number in the designation group interface. Then, the lecturer is required to key in mark for the group instead of individual mark in mark template. All data will be automatically filled in the COPO template, and it is ready to save for document evidence for accreditation. Final value in the COPO template can be copied to the UiTM e-Result Exam System (e-Res) template for student grading. However, this template was developed using laboratory course (ECW 341) as pilot study which assesses affective domain using laboratory report and assignment in small groups which address PO6(affective domain). It is hoped, LEVs can reduce lecturer hustle in assessment period and improve assessment practice among academics in Civil Engineering.

AFFECTIVE DOMAIN MEASUREMENT THROUGH LABORATORY REPORT AND MINI PROJECT

Laboratory courses offered at diploma level in Civil Engineering should assess on psychomotor domain (practical test) and affective domain (assignment and laboratory report) in ensuring development of technical competency and skills throughout the courses (ECW 341) as in Table 2. For the laboratory report and mini project, students are assigned in small groups with not more than 4 students in one group as stipulated by ETAC. Hence, marks for the assessment should be group based. Marks should be the same for the entire group member. Hence simplification of data entry for evaluation marks should be done.

Table 2: Domain evaluation for ECW 341

Outcomes	Assessment instrument	Domain	Task oriented
Construct the experiment, data analysis and interpretation method related to relevant topic	Practical test	Psychomotor	Individual
Demonstrate leadership skills in task related to water engineering	Laboratory report/ mini project	Affective	Grouping work

Since this paper only measured on affective domain therefore, the discussion will reflect on the assessment of laboratory report and mini project. Affective domain always being related toward manners which deal with emotion, feeling, values and attitude. Krathwohl, Bloom, and Masia (1973) define effective domains that can be assessed based on 5 levels of complexity as in Table 3.

Table 3: level of complexity for effective domain.

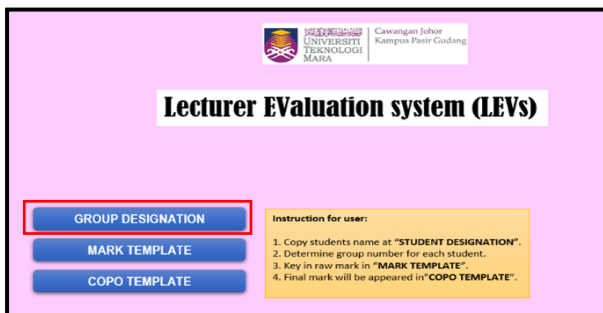
Receiving (A1)	Student aware on the subject matter
Responding (A2)	Student attend to react and participate
Valuing (A3)	Student being able to internalise the values
Organization (A4)	Student being able to compare and know how to prioritise the task
Characterization (A5)	Students can control their behaviour in a positive way.

This assessment should be analysed in ensuring graduates would be able to possess and develop competency skills based on effective domain. Proper system or platform should be available in IHL in assisting academics during the evaluation process. It hoped that LEVs would reduce the workload of the academicians and simplify the work. Output from LEVs can be used for betterment of teaching and learning processes in future.

METHODOLOGY

Throughout the course, students are required to work in groups, maximum 4 members in each group and perform the laboratory activities. After finishing the laboratory activities, students must submit laboratory reports for each activity by group. All evaluations must follow an explicit rubric to address relevant domains. It is sure that the rubric should be detailed and sufficient to evaluate student performance. Hence, key in the marks become a headache for the lecturer due to long items written in the rubrics, especially for group work where lecturers need to key in marks for students one by one even though their mark will be the same for all group members. Lecturer Evaluation system (LEVs) is a template that works as an offline system to minimise the process of data entry specifically for group assessment. This template can help the lecturer to key in marks for each group and then it will automatically generate marks for all the group members. Table 4 shows the procedure on how to use LEVs.

Table 4: Procedure of LEVs

LEVs interface


This is the main page of LEVs. Click 'GROUP DESIGNATION' button to fill in the student's information and to assign a group for students.

SCHOOL OF CIVIL ENGINEERING
UiTM CAWANGAN JOHOR KAMPUS PASIR GUDANG
GROUP DESIGNATION

SUBJECT : ECW341	
LECTURER : NOOR RAIFANA AB RAHIM	
GROUP : MUHAMAD FUAD BIN SHUKOR (IR.) MUHAMMAD FARID BIN MUHAMMAD FATHULLAH NOOR RAIFANA AB RAHIM	

BIL	STUDEN	GROUP NO
1	20191	2
2	20193	1
3	2019905347	3
4	2019572147	2
5	2018406498	3
6	2019131173	2
7	2019989927	3
8	2019389443	3
9	2018212014	1
10	2019772521	1
11	2019120489	1

BACK

Fill in information for the group and select the lecturer's name from the drop-down button.

SCHOOL OF CIVIL ENGINEERING
UiTM CAWANGAN JOHOR KAMPUS PASIR GUDANG
GROUP DESIGNATION

SUBJECT : ECW341	
LECTURER : NOOR RAIFANA AB RAHIM	
GROUP : J4EC1105A1	

BIL	STUDENT ID	NAME	GROUP NO
1	2019153365	AHMAD IMRAN BIN ISMAIL	2
2	2019379693	AIN SHAKIRA BINTI ROSLI	1
3	2019905347	MOHAMAD SYAHMI BIN HASSIM	3
4	2019572147	MOHD DNAREEN BIN ZAIDIN	2
5	2018406498	MUHAMMAD AMIRUL ZIKRI BIN MOHAMAD ZULKIFLI	3
6	2019131173	MUHAMMAD ISYRAQ BIN MOHD ZAMRI	2
7	2019989927	MUHAMMAD NAJHAN HILMI BIN HARIRI	3
8	2019389443	MUHAMMAD NAQIB BIN KAMARUZAMAN	3
9	2018212014	NUR FARAH'IZZAH BINTI JAMAT OMAR	1
10	2019772521	NURUL FAZATOL AKMA BINTI RAMLI	1
11	2019120489	WALLACE ALAN ANAK JEFFERY	1

BACK

- Copy student's ID and name according to Student Information Management System (SIMS).
- Fill in the student's group. Maximum four students per group.
- Click 'BACK' to return to main page



Cawangan Johor
Kampus Pasir Gudang

Lecturer Evaluation system (LEVs)

GROUP DESIGNATION

MARK TEMPLATE

COPO TEMPLATE

Instruction for user:

1. Copy students name at "STUDENT DESIGNATION".
2. Determine group number for each student.
3. Key in raw mark in "MARK TEMPLATE".
4. Final mark will be appeared in "COPO TEMPLATE".

Click 'MARK TEMPLATE' to key in marks for each group.

Lecturer Evaluation system (LEVs)

School of Civil Engineering, UiTM Cawangan Johor

Developed by : Narita Noh, Noor Raifana Ab Rahim, Nur Zaidani Wati Darwis, Juwita Asfar, Azida Abd Razak

SUBJECT :	ECW341
LECTURER :	NOOR RAIFANA AB RAHIM
GROUP :	J4EC1105A1

		LABORATORY REPORT																				ASSIGNMENT								
		Level 0						Level 1						Level 2						TOTAL		TOTAL MARKS		Lab Report		Rainfall-runoff		CONTINUOUS ASSESSEMENT T MARK		
		RECEIVING	RESPONDING	RESPONDING	ORGANIZATION	ORGANIZATION	CHARACTERIZATION	TOTAL	10%	RESPONDING	RESPONDING	ORGANIZATION	ORGANIZATION	CHARACTERIZATION	TOTAL	10%	RESPONDING	ORGANIZATION	ORGANIZATION	ORGANIZATION	CHARACTERIZATION	TOTAL	10%	180	30%	10%	40%			
NO	GROUP DESIGNATION	10	10	10	10	10	10	60	10	10	10	10	10	10	60	10	10	10	10	10	10	60	10	180	30	10	10	40		
1	1	10.0	10.0	10.0	8.0	10.0	6.0	54.0	9	10.0	10.0	8.0	8.0	###	8.0	54.0	9	10.0	8.0	6.0	10.0	10.0	6.0	50.0	8.33	158.00	26.33	8.0	8.0	34.33
2	2	10.0	10.0	8.0	10.0	8.0	8.0	54.0	9	8.0	8.0	10.0	10.0	8.0	6.0	48.0	8	10.0	6.0	8.0	8.0	6.0	46.0	7.67	148.00	24.67	8.5	8.5	33.17	
3	3	2.0	8.0	8.0	8.0	0.0	4.0	30.0	5	8.0	8.0	8.0	8.0	4.0	40.0	6.6667	6.0	6.0	0.0	4.0	2.0	4.0	22.0	3.67	92.00	15.33	6.5	6.5	21.83	
BACK																														

BACK

- Key in student's mark here for each assessment in the course. Lecturer will only need to key in marks for each designation group. Marks for each student will be automatically generated according to their group.
- Click 'BACK' to return to main page


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Cawangan Johor
Kampus Pasir Gudang

Lecturer Evaluation system (LEVs)

GROUP DESIGNATION

MARK TEMPLATE

COPO TEMPLATE

Instruction for user:

1. Copy students name at "STUDENT DESIGNATION".
2. Determine group number for each student.
3. Key in raw mark in "MARK TEMPLATE".
4. Final mark will be appeared in "COPO TEMPLATE".

Click 'COPO TEMPLATE' to view marks for each student.


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Cawangan Johor
Kampus Pasir Gudang

Lecturer Evaluation system (LEVs)

School of Civil Engineering, UTM Cawangan Johor
Joh, Noor Rafana Ab Rahim, Nur Zaidani Wati Darwis, Juwita

SUBJECT : ECV341

COURSE : INOOR RAUFANA AB RAHIM

GROUP : JAECL105A1

		LABORATORY REPORT																				ASSIGNMENT					
		70%										30%															
		Level 0					Level 1					Level 2					Level 3					Lab Report		Self-reflection		TOTAL MARKS	
		RECEIVING	RESPONDING	ORGANIZATION	CHARACTERIZATION	TOTAL	RECEIVING	RESPONDING	ORGANIZATION	CHARACTERIZATION	TOTAL	RECEIVING	RESPONDING	ORGANIZATION	CHARACTERIZATION	TOTAL	RECEIVING	RESPONDING	ORGANIZATION	CHARACTERIZATION	TOTAL	TOTAL	10%	10%	40%		
STUDENT ID	NAME	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67	
2019151395	HAJIMAD IMRAN BIN ISMAIL	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		
2019190939	AJIN SHAKIRA BINTI ROSLI	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		
2019050347	MUHAMMAD SYAHMI BIN HASSIM	2.00	8.00	8.00	0.00	4.00	30.00	8.00	8.00	8.00	8.00	4.00	40.00	6.67	6.00	6.00	0.00	4.00	2.00	4.00	22.00	5.67	92.00	15.33	6.50	21.83	
2019072147	MUHAMMAD SYAHMI BIN HASSIM	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		
2019060406	MUHAMMAD AMIRUL ZIKRI BIN MUHAMMAD ZUKRI	2.00	8.00	8.00	0.00	4.00	30.00	8.00	8.00	8.00	8.00	4.00	40.00	6.67	6.00	6.00	0.00	4.00	2.00	4.00	22.00	5.67	92.00	15.33	6.50	21.83	
2019121273	MUHAMMAD ISYRAQ BIN MOHD ZAMRI	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		
2019090922	MUHAMMAD NAJHAN HILMI BIN HARIRI	2.00	8.00	8.00	0.00	4.00	30.00	8.00	8.00	8.00	8.00	4.00	40.00	6.67	6.00	6.00	0.00	4.00	2.00	4.00	22.00	5.67	92.00	15.33	6.50	21.83	
2019090443	MUHAMMAD NAQIB BIN KAMARUZAMAN	2.00	8.00	8.00	0.00	4.00	30.00	8.00	8.00	8.00	8.00	4.00	40.00	6.67	6.00	6.00	0.00	4.00	2.00	4.00	22.00	5.67	92.00	15.33	6.50	21.83	
2019121014	NUR FARAHIZAT BINTI JAMAT OMAR	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		
2019072023	NURUL FATATOL AKMA BINTI RAMLI	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		
2019120409	NURUL FATHA ALAN ANAK JEFFERY	10.00	10.00	8.00	10.00	8.00	54.00	8.00	8.00	10.00	8.00	8.00	48.00	8.00	10.00	8.00	8.00	8.00	8.00	40.00	7.07	148.00	24.67	8.00	32.67		

BACK

- Marks for each student will be automatically generated here. Lecturers can copy these marks to 'UiTM e-Result Exam System' to produce results for this course.
- Click 'BACK' to return to main page

This whole process can reduce the time taken for the lecturer to key in marks for each student as it can be done according to the student's group as the mark will automatically fill in the COPO template. It will also minimise mistakes during the key in process.

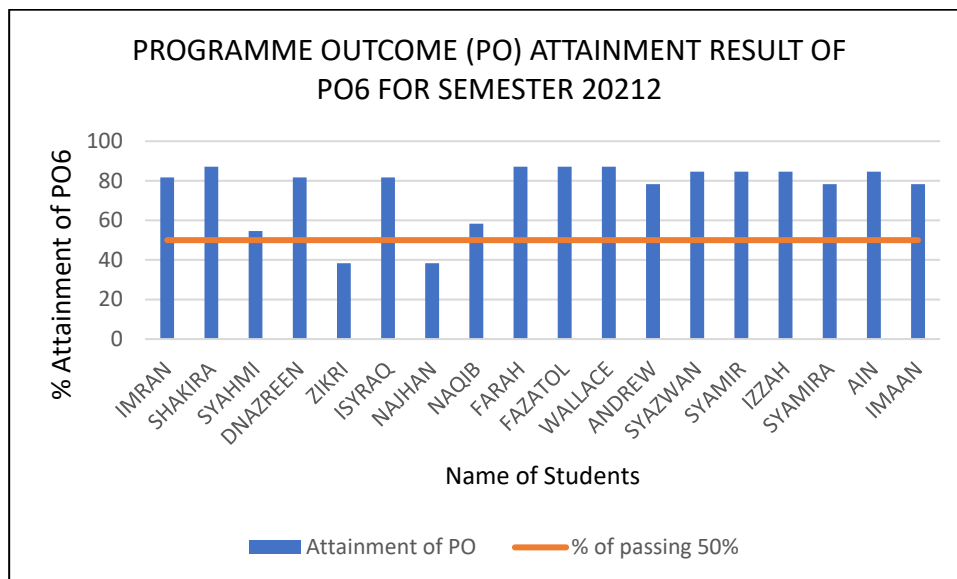


Figure 2: Output Generation from LEVs on the Affective Domain for Each Student

CONCLUSION

LEVs are viewed to be assessment tools that reduce academic hustle during data entry for the evaluation process. It eliminates the repetition of data entry and output from LEVs is ready for accreditation document evidence. However, there is room for improvement to betterment of the system and it might be used for other courses. Surveys among lecturers should be conducted for the feedback and to evaluate the effectiveness of LEVs during the assessment period.

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