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PROGRAMME ABSTRACT

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INVENTION

"Bridging Gaps with Creativity for Future Sustainability"

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"Bridging the Gaps with Creativity for Future Sustainability"

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AN INTERACTIVE ONLINE LEARNING OF ELEMENTARY OF MATHEMATICS USING MOOC

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UITM KAMPUS SEREMBAN

Abstract

Massive Open Online Course (MOOC) is an online-based course offered worldwide where any person can freely enroll it. MOOCs Malaysia has become the Ministry Prioritization Agenda under Leap 9: Globalized Online Learning under Malaysia's Education Development Plan 2015-2025. In line with that, UITM is bringing this idea as another tool in its educational system to improve the effectiveness of teaching and learning process. Online learning approach has the power to attract the involvement of current generations in learning activities as student and technology are a constant companion. Consequently, we design an online course known as Elementary of Mathematics through the website openlearning.com. This course consists of five modules which covered the topic on set, system of equations and inequalities, differentiation, integration and business mathematics. The developed course is appropriate for anyone especially who are interested or experienced difficulties in studying basic and business mathematics. The open learning offers users to be more flexible concerning time, place and method of learning. Each student of the course entitles a certificate of completion once they completed all the modules and activities. We expect that this medium helps the student to develop understanding through interactive learning and acquire more fruitful learning experience in mathematics.

COMACC CARD

Nur Syafiqah Hussin, Naqiah Awang, Nurul Afzan Najid, & Suria Fadhillah Md Pauzi

UITM RAUB

Abstract

This study is directed towards the effectiveness of gamification intervention to the traditional teaching and learning methods among non-accounting students in higher education. This study is not rather to support a single approach in teaching and learning process but to study the effectiveness of the gamification as an intervention to the traditional method among non-accounting student in higher education. Gamification is expected to make students hooked by the idea of the game and make them engaged in the game's idea and activity, which eventually allowing the possibility of learning. The features of the game encourage curiosity and exploration to enhance engagement and improving content comprehension. At the end of the process the students will be rewarded with knowledge and skills that the game offered. The game called as ComAcc Card is triggered by the importance of students' ability to memorize items for each component in accounting. Failure to do so will affect the process of preparation of financial statements, which is part of the course requirements. The game is expected to strengthen the students' ability to classify items according to its components in accounting. Thus, the study will compare performance of the students before and after the gamification intervention following the execution of traditional method in classroom.