

LECTURERS' ELECTRONIC BRIEFCASE: AN ELEVATION OF ELECTRONIC TEACHING PORTFOLIO (E-TP)

Tengku Intan Suzila T.S., Jelani, A.N., Mohd Yusri, M.N. and Yusob, K.F.

Academy of Language Studies, Universiti Teknologi MARA Cawangan Pahang, MALAYSIA

E-mail: intansuzila@uitm.edu.my

ABSTRACT

Digital document management system (DDMS) has been promoted as a part of the green movement. DDMS can also be adapted to suit the education field. A digital based standardized digital teaching portfolio is highly anticipated to suit safe-keeping, auditing and promotional purposes thus Electronic Teaching Portfolio (e-TP) was materialized in 2019. At present, Lecturers' Electronic Briefcase (LEB) is an improved product of e-TP. It is a boost to DDM among lecturers. The problems that lead to LEB innovation was e-TP could not allow ease of access to lecturers without requesting permission from the developers, huge cloud management and auditors' accessibility issues. The objective of LEB is to simplify developers' accountabilities, hand over the responsibility of safe-keeping teaching evidences (TE) to the lecturers, allow private access to auditors. Findings suggest that e-TP can be improved by promoting the use of LEB.

Keywords: digital document management system, electronic teaching portfolio, lecturers' electronic briefcase, teaching evidences (TE)

1. INTRODUCTION

A systematic model has to be employed before adopting DDMS [1]. e-TP as part of DDMS was implemented during the September 2019 semester. It served as an effort for a collective act to ensure consistencies in education based DDMS as suggested by Asiah, et. al [2]. For a secured DDMS, [3] has suggested NPC. Yet, e-TP adopted the google form platform to encourage lecturers to save their TE to cloud storage for audit and promotion purposes. While being systematic, this paperless effort was executed for 1 semester due to some drawbacks. Despite all, any DDMS for educational professional development exceeds its weaknesses [4]. The objective of the present paper is to present the drawbacks of e-TP that has led to LEB. Secondly, LEB will then be described in detail.

2. MATERIAL AND METHOD

The present study adopts a targeted questionnaire survey specifically to gain feedback on the use of e-TP. The survey has 8 questions. Because the population sample is only 33 lecturers in a local university who has experienced using e-TP; a 70% confidence level, 10% margin of error, 33% population proportion was set. Therefore, the required sample size is 15. Returned questionnaire was 18. Demographic data output suggests 22.2 % has worked more than 20 years, 0% 15 -20 years, 5.6% 10-15 years, 22.2% 10-5 years, 27.8% 5-1 year and 22.2% less than 1 year. 55.6% are female while 44.4% are male.

3. FINDINGS AND DISCUSSION

100% supported e-TP as a paperless effort and 88.9% agreed with the self-reporting feature in e-TP. The best person to audit e-TP is in-house faculty auditors and university internal auditors (72.2%). 22.2% prefers eliminating the faculty auditors as they can perform self-auditing before sending it to the internal university auditors. 5.6% said self-review auditing is enough. The weaknesses of e-TP include 61.1% having difficulties to scan documents, 38.9% difficulties to upload documents, 33.3% need training while 27.8% claimed not familiar with the platform used. The strength includes 83.3% e-TP removes heavy files, 72.2% ease of physical storage and organization; 72.2% easy to conduct self-monitoring due to the self-reporting mechanism. Open-ended suggestions to e-TP included that e-TP should have its own site under the university or faculty as it will be easier, more neat and that creating a real system would be an elevation. Lecturers should also be given time to complete the e-TP processes with ample training and workshops to help with the understanding of how to complete e-TP. Reminders should also be made at the end of each semester. Other added value would be allowing multiple download and upload of files simultaneously. One suggested a scanner to be provided.

4. LECTURERS' ELECTRONIC BRIEFCASE (LEB)

From this feedback, LEB was innovated as an elevation to e-TP. LEB adopted the Google Drive cloud system to manage lecturers' TE. This is an improvement from using developers' cloud space to lecturers' own space using the universities allocation. Next, LEB content is systematically standardized in accordance to career promotion requirements. There are 9 steps to LEB. From accessing the university google drive space, folders creation and labelling, how to scan using google drive scan button on smartphones, arranging TE sub-topics based on lecturers' workload, uploading TE and lastly how to share link to auditors using a google form to ensure ease of submission monitoring. Step 7 include updating the university format form. A step-step by step handbook was made and a training was conducted. Figure 1 below shows the final product of LEB.

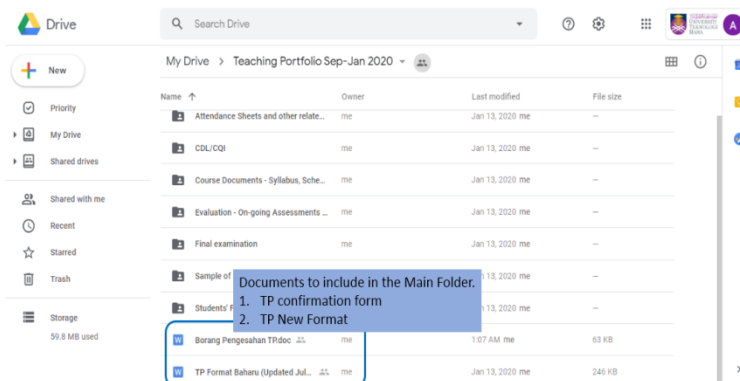


Figure 1. LEB final output

5. CONCLUSION AND SUGGESTIONS

LEB has managed to ease TE through DDMS. There was no rejection from auditors and university's management thus it will be further upgraded to suit the Open Distance Learning (ODL) March 2020 semester. The LEB developers hope that LEB will be widely received by all universities.

REFERENCES

1. Umi A. M., Zawiyah M. Y. (2016). Records management practice: The issues and models for classification. *International Journal of Information Management* 36 pp. 1265–1273 <http://dx.doi.org/10.1016/j.ijinfomgt.2016.09.001>
2. Asiah N. R, Habibah Ab. Jalil, Krauss S. E., Nor Aniza A. (2018). Successful implementation of information and communication technology integration in Malaysian public schools: An activity systems analysis approach. *Studies in Educational Evaluation* 58 pp.17–29. <https://doi.org/10.1016/j.stueduc.2018.05.003>
3. Siti Salbiah Z. A., Mohd Heikal H. (2018). Improving accessibility and security on document management system: A Malaysian case study. *Applied Computing and Informatics*. <https://doi.org/10.1016/j.aci.2018.04.002>
4. Umed Bokiev, Daler Bokiev, Moomala Othman, Lilliati Ismail and Dalia Aralas. (2017) Online Teaching Portfolio as a Catalyst for Professional Development. *International Journal of Academic Research in Business and Social Sciences* Vol. 7, Special Issue - 4th International Conference on Educational Research and Practice. DOI: 0.6007/IJARBSS/v7-i14/3680



Surat kami : 700-KPK (PRP.UP.1/20/1)
Tarikh : 30 Ogos 2022

YBhg. Profesor Ts Sr Dr Md Yusof Hamid, PMP, AMP
Rektor
Universiti Teknologi MARA
Cawangan Perak



YBhg. Profesor

**PERMOHONAN KELULUSAN MEMUAT NAIK PENERBITAN UiTM CAWANGAN PERAK
MELALUI REPOSITORY INSTITUSI UiTM (IR)**

Perkara di atas adalah dirujuk.

2. Pihak Perpustakaan ingin memohon kelulusan YBhg. Profesor untuk membuat imbasan (*digitize*) dan memuat naik semua jenis penerbitan di bawah UiTM Cawangan Perak melalui Repositori Institusi UiTM, PTAR.
3. Tujuan permohonan ini adalah bagi membolehkan akses yang lebih meluas oleh pengguna Perpustakaan terhadap semua bahan penerbitan UiTM melalui laman Web PTAR UiTM Cawangan Perak.

Kelulusan daripada pihak YBhg. Profesor dalam perkara ini amat dihargai.

Sekian, terima kasih.

“WAWASAN KEMAKMURAN BERSAMA 2030”

“BERKHIDMAT UNTUK NEGARA”

Yang benar