



Art and Expression

ART+ COMMUNITY EDUCATION

© Unit Penerbitan UiTM Perak, 2022

All rights reserved. No part of this publication may be reproduced, copied, stored in any retrieval system or transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise; without permission on writing from the director of Unit Penerbitan UiTM Perak, Universiti Teknologi MARA, Perak Branch, 32610 Seri Iskandar Perak, Malaysia.

Perpustakaan Negara Malaysia

Cataloguing in Publication Data

No eISSN: 2805-5071

Cover Design:	Nur Muhammad Amin Bin Hashim Amir
Typesetting :	Syed Alwi Bin Syed Abu Bakar (Dr.) ¹
	Aznan Bin Omar (Dr.) ²



Editorial Board

PATRON OF HONOR

Professor Sr Dr Md Yusof Hamid AMP (Rector, Universiti Teknologi MARA, Perak Branch, Malaysia)

ADVISOR

Dr Zainudin Md Nor (Head of the Faculty, Universiti Teknologi MARA, Perak Branch, Malaysia)

CHAIRMAN

Dr Aznan Omar¹ (Curator, Al-Biruni Galeri, Universiti Teknologi MARA, Perak Branch, Malaysia) Dr Hamidi Hadi² (Program Coordinator, Department of Fine Art, Universiti Teknologi MARA, Perak Branch, Malaysia)

CHIEF EDITORS

Dr Syed Alwi Syed Abu Bakar¹ (Department of Fine Art, Universiti Teknologi MARA, Perak Branch, Malaysia) Dr Aznan Omar² (Curator, Al-Biruni Galeri, Universiti Teknologi MARA, Perak Branch, Malaysia)

EDITORS

Dr Hamidi Hadi Pn Noor A'yunni Muhamad Pn Siti Humaini Said Ahmad @ Syed Ahmad En Noor Enfendi Desa Dr Azian Tahir En Mahizan Hijaz Mohammad Pn Nur Adibah Nadiah Mohd Aripin En Muhammad Salehuddin Zakaria Pn Hairulnisak Merman En Anwar Fikri Abdullah En Nur Muhammad Amin Hashim Amir

SECRETARY Pn Noor A'yunni Muhamad¹ (Universiti Teknologi MARA, Perak Branch, Malaysia)

Pn Siti Humaini Said Ahmad @ Syed Ahmad² (Universiti Teknologi MARA, Perak Branch, Malaysia)

TREASURER En Noor Enfendi Desa (Universiti Teknologi MARA, Perak Branch, Malaysia)

CHIEF PANEL REVIEW Universiti Teknologi MARA, Perak Branch, Malaysia)

CHIEF TRANSLATOR En Mahizan Hijaz Mohammad (Universiti Teknologi MARA, Perak Branch, Malaysia) CHIEF OF DOCUMENTATION Pn Nur Adibah Nadiah Mohd Aripin (Universiti Teknologi MARA, Perak Branch, Malaysia)

LEAD PROMOTER En Muhammad Salehuddin Zakaria (Universiti Teknologi MARA, Perak Branch, Malaysia)

CHIEF OF TECHNICAL Pn Hairulnisak Merman (Universiti Teknologi MARA, Perak Branch, Malaysia)

En Anwar Fikri Abdullah² (Universiti Teknologi MARA, Perak Branch, Malaysia)

LEAD DESIGNER En Nur Muhammad Amin Hashim Amir (Universiti Teknologi MARA, Perak Branch, Malaysia)

COMMITTEE MEMBER Cik Afina Zalifah Zat Azeni (Universiti Teknologi MARA, Perak Branch, Malaysia)

ENHANCING DIGITAL LEARNING DURING POST PANDEMIC

a chapter by

NURUL NADIAH BINTI JAMALUDIN College of Creative Arts, Universiti Teknologi MARA, Perak Branch, Seri Iskandar Campus, 32610 Seri Iskandar, Perak, Malaysia

-

Digital Learning

The world is growing more digital by the minute. Although digital transformation has impacted businesses the most, educational institutions also face an increased need for digital strategies. The new normal created by Covid disruption has accelerated the move towards digital learning. The current scenario has involved a rapid pedagogical shift from traditional to online class sessions, personal to virtual instruction, and seminars to webinars (Mishra et al., 2020). Ever since the world went completely digital due to the pandemic in 2020, digital education has become a priority for students, teachers and educational institutions alike. The pandemic has shown that education via digital means is possible. Digital education is a type of learning that is supported by digital technology or by instructional practice that uses the digital technology. Digital learning guarantees more participation from students as generations nowadays are more well versed with technologies such as laptops, tabs, smartphones, etc.

Table 1: Comparative study of traditional learning VsDigital Learning

Traditional Learning	Digital Learning
Depends on books, teachers, physical classroom	Depends on technologies
Restriction learning	No restriction of time / boundary/ place
Attending class physically for learning according	Self-paced – flexibility to access learning
to time	anywhere and at anytime

Benefits of Digital Education

The digital education system revolutionized the traditional process of learning in classrooms. It has made learning mobile, interactive and engaging, motivating students to take an interest in digital learning and maintain it. Thus, digital education gives students more possibilities to learn at their own pace. Moreover, it gives students opportunities to learn more. Teaching

and learning can also be personalized to fit every individual's cognitive skill set. Here are some of the major advantages in Digital Learning:

Personalized Learning

In conventional teaching method, one on one tutoring is sometimes tedious. Student learning pace differ from one another. Some students can be fast learner and some need ample time to understand certain topics. One of the biggest benefits of digital learning is that it allows teachers to cater learning plans or curriculum to the individual student. Teachers can look at the ability of the student and how they are progressing, then use this to adjust allowing students to learn according to their pace. It also makes it easier for teachers to provide confidential individual feedback to each student. Digital learning has shown that it's able to provide a more holistic approach to education. Technology and machines help students to perform better and reach their full potential.

Engaging Lessons

Digital learning offers a larger range of delivery methods for learning. Imagery, audio, and video content can all be integrated seamlessly into a lesson. Some lessons are better delivered with software that enhances the topic in the form of games. All of this helps to make learning more fun, which in turn will raise the retention of the content taught in the lesson.

Learning Flexibility

Recorded sessions and other educational

materials available to access at any time make learning flexible. If students can't attend online session, they can still choose when they want to study. Allowing students to manage their own time is a big part of their learning to navigate their responsibilities. Therefore, it is a great way to empower students to take care of their learning progress.

Easy to Track Student's Progress

In the digital learning environment, it's much easier for a teacher or assessor to mark a student's strengths and weaknesses, but it's also easier for them to track their general progress. There's an online record of all work that's completed as well as attendance and the results of exams. This information is easy to access and view by teachers which they can monitor and keep track on the students' progress throughout the lesson and identify which area does the student need help.

Digital Learning in Art Education

Most of art and design courses involve with practical or hands on for learners to grasp attention and technique details in mastering certain subject for example in multimedia authoring or illustration classes. As more art education and courses shifted to online environments during the pandemic, some issues and difficulties emerge. For instance, it may be more difficult to create effective online materials, activities, or assignments in fields that require a high degree of hands-on demonstration and practice, intensive instructor-student interaction, or immediate personalized feedback. There are certain obstacles to the effective delivery of online training sessions: for example, participation is hard to monitor, and group activities (other than discussions) and hands-on activities are difficult to implement (Wang, 2005; Zirkle, 2000).

Therefore, to maximize the potential of student's performance of online classes in hands-on / practical subjects, it is important to focus on improving the quality of all online courses taught ensuring that learning outcomes are equal to face-

to-face teaching. Such an improvement strategy would require new investments in course design, preparation of engaging learning activities within the reach of learner, learner and instructor support, and systematic course evaluations.

Shifts towards Digital Learning, Hybrid Course Delivery during post pandemic

The disruptive impact of Covid-19 and the availability of digital technologies that can support online learning present an unprecedented opportunity for the transformation of higher education at a global level. Many universities had already adopted practices to make their education delivery flexible and accessible to meet student needs. The Malaysian Ministry of Education has introduced a digital learning platform called DELIMa, or 'Digital Educational Learning Initiative Malaysia' (Microsoft News, 2020). The DELIMa platform offers all the applications and services required by teachers and students within the Malaysian school system, including digital learning enabling technologies and resources such as Google Classroom, Microsoft Offi ce 365 and Apple Teacher Learning Center. Considering the many applications of DELIMa that can be used for digital learning, it is suggested that parents too need to be educated to help and provide guidance to children, especially children in schools. Technology can connect school and home contexts and help parents follow and become involved in their children's academic development (Lewin & Luckin, 2010).

The effects of the pandemic will shift the way of learning for many years to come and in many ways. Learners will have new requirements from education, and providers will ensure they address the needs Here are several educational opportunities to enhance digital learning:

- New partnerships -higher institutions, schools and education providers working with business partners and delivery platforms
- New models for tertiary education and beyond - a kind of 'Uber-university,' where people can get their learning experiences wherever they like.

Group.

- Fresh approaches to assessment and exams – not every exam and assessment have to to be physically done, thus saving time and place.
- The application of new digital technologies, such as artificial intelligence (AI), machine learning (ML), augmented reality (AR), virtual reality (VR) and learning analytics.

In conclusion we are all involved in a digital world, and the phenomenon of online learning is here to stay. After some months of online experiences, a paradigm shift has occurred in university education. Digital learning has gained relevance and ensured its continuance even after the Covid-19 pandemic. Our examination reveals the use of technological tools and platforms to support online learning: web-based learning platforms, video-conferencing tools, Massive Open Online Courses (MOOCs), streaming conferences, instant messaging tools, and educational apps, among others, to support new methodologies to enable learning processes.

However, in an online learning environment, the difference in time and space between the instructor and students complicates the instructor's efforts to ensure that students master the hands-on skills, therefore it is important to raise the need of the trends and approaches of digital learning as an additional or hybrid teaching method to improve student learning styles whilst ensuring digital learning is accessible to all who need and want it.

References

- Lewin, C., & Luckin, R. (2010). Technology to support parental engagement in elementary education: Lessons learned from the UK. Computers & Education, 54(3), 749-758.
- Mishra, L., Gupta, T., and Shree, A. (2020). Online teachinglearning in higher education during Lockdown period of COVID-19 pandemic. Int. J. Educ. Res. 1:100012.doi:10.1016/j.ijedro.2020.100012
- Stanley-Baker, Joan (May 2010a), Ink Painting Today (PDF), 10, Centred on Taipei, pp. 8–11, archived from the original (PDF) on 2011-09-17
- Wang, S.-K. (2005). Hybrid or total online? In Rogers (Ed.), The Encyclopaedia of Distance Learning, Teaching, Technologies, and Applications: Idea

Zirkle, C. (2000). Preparing technical instructors through multiple delivery systems: a working model., T.H.E. Journal. Retrieved November 2005 from http://www.thejournal.com/magazine/vault/ A3162A.cfm. Pejabat Perpustakaan Librarian Office

Universiti Teknologi MARA Cawangan Perak Kampus Seri Iskandar 32610 Bandar Baru Seri Iskandar, Perak Darul Ridzuan, MALAYSIA Tel: (+605) 374 2093/2453 Faks: (+605) 374 2299





Prof. Madya Dr. Nur Hisham Ibrahim Rektor Universiti Teknologi MARA Cawangan Perak

Tuan,

PERMOHONAN KELULUSAN MEMUAT NAIK PENERBITAN UITM CAWANGAN PERAK MELALUI REPOSITORI INSTITUSI UITM (IR)

Perkara di atas adalah dirujuk.

2. Adalah dimaklumkan bahawa pihak kami ingin memohon kelulusan tuan untuk mengimbas (*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 maklumat yang terkandung di dalam penerbitan melalui laman Web PTAR UiTM Cawangan Perak.

Kelulusan daripada pihak tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Setuju.

PROF. MADYA DR. NUR HISHAM IBRAHIM REKTOR UNIVERSITI TEKNOLOGI MARA CAWANGAN PERAK KAMPUS SERI ISKANDAR

SITI BASRIYAH SHAIK BAHARUDIN Timbalah Ketua Pustakawan

nar