



International Teaching Aid
Competition 2023

Reconnoitering Innovative Ideas in Postnormal Times

iTAC

2023

iTAC 2023
INTERNATIONAL TEACHING AID COMPETITION
E-PROCEEDINGS

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PREFACE

iTAC or International Teaching Aid Competition 2023 was a venue for academicians, researchers, industries, junior and young inventors to showcase their innovative ideas not only in the teaching and learning sphere but also in other numerous disciplines of study. This competition was organised by the Special Interest Group, Public Interest Centre of Excellence (SIG PICE) UiTM Kedah Branch, Malaysia. Its main aim was to promote the production of innovative ideas among academicians, students and also the public at large.

In accordance with the theme "Reconnoitering Innovative Ideas in Post-normal Times", the development of novel ideas from the perspectives of interdisciplinary innovations is more compelling today, especially in the post-covid 19 times. Post-pandemic initiatives are the most relevant in the current world to adapt to new ways of doing things and all these surely require networking and collaboration. Rising to the occasion, iTAC 2023 has managed to attract more than 267 participations for all categories. The staggering number of submissions has proven the relevance of this competition to the academic world and beyond in urging the culture of innovating ideas.

iTAC 2023 committee would like to thank all creative participants for showcasing their innovative ideas with us. As expected in any competition, there will be those who win and those who lose. Congratulations to all the award recipients (Diamond, Gold, Silver and Bronze) for their winning entries. Those who did not make the cut this year can always improve and join us again later.

It is hoped that iTAC 2023 has been a worthy platform for all participating innovators who have shown ingenious efforts in their products and ideas. This compilation of extended abstracts published as iTAC 2023 E-Proceedings contains insights into what current researchers, both experienced and novice, find important and relevant in the post-normal times.

Best regards,

iTAC 2023 Committee
Special Interest Group, Public Interest Centre of Excellence (SIG PICE)
UiTM Kedah Branch
Malaysia

FROM A PASSIVE STATE, INTERACTIVE LEARNING ALLOWS LEARNERS TO LINK THEIR COMMUNICATION MORE: A GROUP OF LEARNERS FROM UNIVERSITIES IN THE EPIDEMIC ERA

Farrah Rina Mohd Roshdi
College of Built Environment, Universiti Teknologi MARA
farrahrina@uitm.edu.my

Mohamad Farid Misnan
College of Engineering, Universiti Teknologi MARA
mohamadfarid@uitm.edu.my

ABSTRACT

The knowledge transmission was recently disseminated through internet platforms as a result of the movement in the epidemic age having been opposed for more than two years. Both a sophisticated platform for free use and a platform that costs money are in use. In order for the pandemic information to be efficiently transferred. There are numerous drawbacks for students attending universities who want to take advantage of campus life, in-person instruction, and learning, but the semester is still in progress, and they must mature according to the academic policies established by their specific universities. University students are given the freedom to proceed immediately with their studies as it relates to their age. Once everything returned to normal, they continued on course and completed their postgraduate or diploma programs in a timely manner. As things return to normal, students are allowed to spend their sessions immersed in campus life. Students are thrilled to be in class and receive instruction from their lecturers face-to-face. Also, the lecturer is eager to return and pique their interest in the information discovery related to the program-selected course. While interactive teaching is being done, the excitement becomes real. The students are given subject-specific notes, then they work in teams and present their work sheets to their classmates during class. The excitement of knowledge transfer is indirectly enhanced by the Question-and-Answer session, which helps students develop two-way communication skills and the ability to interpret knowledge. This has the positive effect of making passive learners active thanks to the interactive approach to learning.

Keywords: passive state, communication, interactive learning, epidemic era

INTRODUCTION

A pneumonia outbreak of unknown origin was reported in Wuhan, Hubei Province, China, in December 2019. Epidemiological evidence connected cases of pneumonia to the Huanan Seafood Wholesale Market. respiratory samples were injected into human airway epithelial cells, Vero E6 and Huh7 cell lines resulted in the identification of a novel respiratory virus that was subsequently termed severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) after genome analysis revealed it to be a novel coronavirus related to SARS-CoV (Ciotti et al.,

2020). The World Health Organisation declared a pandemic on March 12, 2020, due to the SARS-CoV-2 virus's widespread distribution and the thousands of deaths brought on by COVID-19, a coronavirus disease (Dyer, 2020). This COVID-19 pandemic has had significant effects on educational institutions worldwide. With the aim of preventing the spread of the virus, many schools and universities implemented measures such as closures and remote learning. This transition to online education has brought about several challenges and impacts. The learning method has been shifted to Online Learning which to minimize the risk of transmission, students were encouraged to stay at home and continue their studies through online platforms. This shift to remote learning posed challenges for both students and educators. Students had to adapt to new learning environments, navigate online platforms, and manage their time effectively without face-to-face interaction with teachers and peers. Educators had to quickly develop online teaching strategies, create engaging content, and provide support to students remotely. Overall, the COVID-19 pandemic has had profound effects on education and communication. The shift to online learning has required adjustments and adaptations, while effective communication strategies have played a crucial role in managing the pandemic and disseminating accurate information. In this review, we cover on the effects to the educational institution whereby the students are encouraged to stay at home while studying online. Then, we concentrate on the communication perspectives that are already become passive, in managing the pandemic and stopping the students exposure in class, the effects of the COVID-19 epidemic on our way of life (Haryani & Ayuningtyas, 2021).

Passive Learning

The effectiveness of online learning in terms of achieving desired learning outcomes has been a subject of debate. The shift to remote learning required adjustments to teaching methods and assessment strategies. Educators had to find alternative ways to assess students' understanding and provide feedback, which may have posed additional challenges. The higher education sector is constantly implementing innovations to enhance learning results, both in terms of the specialised competencies required for each degree and the general competencies (Fidalgo-Blanco et al., 2021). Students participating more actively in their learning has long been a goal. Despite the fact that student involvement in their own learning has been proved to offer major advantages for decades, it has not yet been possible for the educational system to have a student body that is generally active and engaged.

Fidalgo-Blanco et al., (2021) added the learner's active participation is still crucial in the educational setting because it improves learning by utilising more cognitive skills than just hearing. Even some previous authors already defined that the foundation of passive learning is lectures given by the instructor (Minhas et al., 2012). Several markers, including the generation of new information from pre-existing knowledge, interaction, social interaction, and cooperation, can be used to confirm active learner participation. Active learning techniques include certain tried-and-true techniques like group discussions, competitions, brainstorming

sessions, and student problem solving.

Methodology

For the transition from passive to active once the pandemic is under control and the general populace can move about in safety. With new norms, the world became normal. returning to higher level academic discipline for their academic lifestyle. The process of moving from passive to active knowledge acquisition involves interactive contact between the instructor and the students as well. This transition involves interactive engagement between instructors and students to create a dynamic learning environment which involved of active learning method :

Continuous Assessment and Feedback: Implementing formative assessment strategies, such as quizzes, group work, and student presentations.

Technology Integration: Leveraging technology tools and platforms can enhance active learning experiences that are involved in Student Video Presentation.

Encouraging Student Voice and Choice: Allowing students to have a voice in their learning journey can foster active engagement such as in Questions and Answer session.

The setting has improved, inspiring students to take part in greater physical activity. The students who responded to the questionnaires were among those experiencing the epidemic era, and their answers provided the output for making learning dynamic and encouraging passive to become active.

RESULT AND DISCUSSION

The main implication of these multiple conceptions of knowledge, as further explained by Liyanage et al., (2009), is that each perspective proposes a distinct approach to managing knowledge as well as a different viewpoint on the function of systems in supporting knowledge management. The information gathered for the extensively used types and methods of interactive learning are highlighted in this study. The information was also obtained for the added value and value achieved by the methods and types adopted. The findings are as per Table 1.

Table 1. Types of Interactive Learning

Types	Method	Value	Value Added
Student Presentation	Two Way communication	Personal skills	Advance learning
Video Presentation	Visualization	Interactive skills	Creativity

Questions and Answer session	Interpretation session	Decision Making skills	Critical Thinking
Quizzes	Competitiveness	Knowledge skills	Understanding

The types and methods of learning that represent the value and value added to the students are collaborated through interactive learning. There are numerous types and methods, but in this study the results relate to two-way communication that came about because of student presentations. Visualizations are more prominent in video presentations. Then, the Questions and Answer Session helps with interpretation, and Quizzes promotes student competition. However, a person's brain is where knowledge primarily comes from. It is information that is interpreted by the individual and used for the intended purpose. Knowledge and expertise are two different things in Figure 1. Expertise is highly focused, in-depth knowledge and insight in a particular topic. It is developed over a long period of time by an individual from nothing through experience, education, and training, and, most importantly, it stays with that individual.

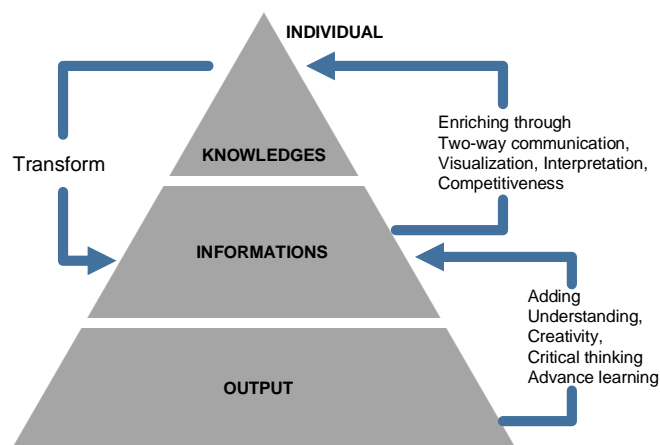


Figure 1. Interactive Learning Improved the Individual Knowledges (modified from (Liyanage et al., 2009))

Promoting interactive learning for students in the 21st century, offering them remarkable exposure to the ability to communicate, think, and become active by having some types and method of interaction, ultimately gives them value on figuring out and advance learning while also generating their critical thinking. This transition from passive to active knowledge acquisition can lead to a deeper understanding of concepts, critical thinking skills, and the development of lifelong learning habits.

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