



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

IREFLECT V1: EMBRACING TECHNOLOGY TO GET LEARNERS' REFLECTIVE FORMATIVE FEEDBACK AFTER FACE-TO-FACE CLASS

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ABSTRACT

The new age of teaching has been witnessing the evolving of technology utilized by instructors to enhance learning experience for their students. Asking students to reflect their learning using online written communication after each class i.e., formative feedback is seen to be an effective way to improve learners' learning in an academic classroom setting. By using iREFLECT v1, it is easier for the students to provide feedback based on what they have learned after each face-to-face class. Not only students, but instructors may also gain benefits by obtaining faster response and enabling the process of teaching and learning to become comprehensive and exciting – which make teaching and learning more comprehensive. This iREFLECT v1 contains several questions which will assist instructors to develop students' profiling and students' preference in learning. iREFLECT v1 is a template that includes a set of questions consisting of students' profile, feelings (on that day), readiness for the class, understanding about the topic of the day and their suggestions for their next class. iREFLECT v1 will assist instructors to get fast feedback from the students, thus can enhance teaching and learning experience in an academic classroom setting.

Keywords: reflective formative feedback, template, students' profiling, introduction

INTRODUCTION

Communication is a tool of transferring information either verbally or nonverbally between a sender and a receiver. Communication takes place between two individuals or more regarding

a subject matter or specific knowledge. Effective communication is a process of exchanging ideas, thoughts, knowledge and information through one's desired way to fulfill the purpose or intent (Mohammad Alawamleh, Lana Mohannad Al-Twait & Gharam Raafat Al-Saht, 2020). They also stated that the aim of both online and face-to-face communications are similar in which students exchange information and give feedback based on their own expressions.

According to Wiggins (2012, p. 5), feedback is 'information about how we are doing in our efforts to reach a goal. It is given or shared, whether online or offline, written or verbal, to help students to perform well and achieve success.' It also contributes more for students' development rather than pointing out or correcting errors (Cox et.al., 2015). Formative feedback using an online method after face-to-face class is a new way of getting real-time students' feedback.

Online feedback or e-feedback has been studied tremendously by researchers specially to gain students' feedback in language class using online written communication. In e-feedback, it is categorized under two subtypes which are summative and formative. Summative can be explained by delving into the final product of a language class, while formative is described by exploring and addressing students' problems in the process of learning rather than the result at the end of the semester (Hyland, 2003).

Google Forms have been used as one of the e-feedback technologies to get students' learning feedback. This study proposed Google Forms as it is a free online application served by Google. Not only free, it is also easy to use as a tool to receive feedback from learners. Google Forms can be used 'several ways to increase classroom environment benefits such as surveying students outside of class to learn about them as individuals, engaging them in class by collecting responses in the moment, and collecting their self-reflections after a lesson' (Nguyen, Stehr, Eisenreich, & An, 2018, p.75).

Studies in past years have focused on students' perceptions on online and face-to-face learning (Kemp & Grieve (2014), Mather & Sarkans (2018), but little focus has been put on analyzing feedback given by students after each face-to-face class. Even though online communication lacks body language, it is best to get students' feedback or insight regarding what they have learned after their face-to-face class with their instructor. Although face-to-face communication remains relevant to students in seeking academic help, the rise of online communication using email and other virtual platforms such as Google Drive, Google Form, One Drive) is changing the way students interact, learn and behave (Guasch, Espasa, Alvarez, & Kirschner, 2013; Strobl, 2015; Zheng, Lawrence, Warschauer, & Lin, 2015).

With the help of iREFLECT v1, students are able to give feedback directly after their face-to-face class without having a real conversation with the lecturer. This is because it is understandable that not all students are brave enough to give feedback to their lecturer face-to-face. Also, in iREFLECT v1, students are free to give feedback without pressure.

The two main objectives in developing iREFLECT v1: Embracing Technology to Get Learners' Reflective Formative Feedback After Face-To-Face Class are:

- i) To evaluate the students' understanding on the topic covered from face-to-face class.
- ii) To summarize the students' feedback based on the activity done in face-to-face class.

METHODOLOGY

The participants

The selected respondents were 60 students of various bachelor and degree programmes from UiTM Sarawak specifically from three faculties which were Faculty of Accounting, Faculty of Applied Sciences and Faculty of Administrative Science and Policy Studies. The students were Semester 3 and 5 undergraduates who were taking an English course i.e., Integrated Language Skill III and Project Management courses.

The Task

Students attended classes face-to-face within the duration of 14-week of the semester. They were given the iREFLECT v1 template through Google Form which consists of questions based on the subject lectured by the lecturer on the same day. To integrate a reflective learning experience, the students were asked to answer questions in short answers, multiple choice questions and long answer texts which were available in the iREFLECT v1 template.

Here, students were asked to answer specific questions regarding their profile (Student ID number), feelings (on that day), readiness for class, understanding about the topic of the day and their suggestions for their next class. The students were given 15 to 30 minutes to answer the questions right after the class ended.

The Survey

The questions in iREFLECT v1 were reflective and subjective in nature. These allowed students to give their feedback regarding their lesson on that day. iREFLECT v1 consisted of 11 questions formulated by the lecturer in accordance to the subject taught. The data were treated qualitatively to get a comprehensive summarization of specific feedback given by the students.

RESULTS AND DISCUSSION

iREFLECT v1 was launched and the feedback by the students was colorful and satisfactory.

The feedback received in just less than 10 minutes. This was because the questions were designed to be student-friendly and easy to respond to. The form consisted of 12 questions where Question 1 and 2 were regarding students' profile identification, Question 3 was regarding students' feeling on that day, Question 4 till 8 were regarding the subject taught and lastly, Question 9 till 12 were about students' feedback regarding their understanding about the subject. In iREFLECT v1, students were given the liberty to express their emotions, allowing the instructor to gain deeper understanding of their well-being and emotional state after their face-to-face class. In a nutshell, iREFLECT v1 not only can benefit the lecturer academically but also it can foster a symbiotic relationship between the lecturer and students.

CONTRIBUTION AND USEFULNESS

With the launching of iREFLECT v1, students find it more convenient to provide feedback regarding their learning experience after each face-to-face class. This not only benefits the students but also enables the lecturer to receive prompt feedback, fostering a comprehensive and engaging teaching and learning environment. This iREFLECT v1 comprises a collection of questions which aim to assist lecturers in developing students' profiles and understanding their preferences in learning. iREFLECT v1 is useful for lecturers in gathering feedback from students, thereby enhancing the overall teaching and learning experience within an academic classroom setting.

CONCLUSION

iREFLECT v1 is an online platform that allows students to provide formative feedback after each face-to-face class. This feedback system has proven to be effective in enhancing students' learning experiences within an academic classroom setting. The iREFLECT v1 template comprises a range of questions that aid instructors in developing students' profiles, understanding their feelings and preparedness for class, assessing their understanding of the day's topic, and gathering suggestions for future classes. By utilizing iREFLECT v1, instructors can obtain feedback more quickly and foster a more comprehensive and engaging teaching and learning environment. Ultimately, the integration of technology and the implementation of formative feedback tools like iREFLECT v1 contribute to the overall improvement of the teaching and learning experience for both students and instructors.

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