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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
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VISUAL LEARNING INTERACTIVE INFOGRAPHIC FOR CIVIL PROCEDURE STUDENTS IN LAW SCHOOLS IN MALAYSIA

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ABSTRACT

In Malaysia, one of the core courses in the body of knowledge for law programs in MQA Programme Standards is the procedural course, Civil Procedure. This course offers the students the knowledge and practical skill in applying and implementing procedural law in conducting civil action at the court. This course is considered 'dry' in nature, which the students felt and showed difficulties visualising the process. Thus, to overcome the above, it is essential to figure out and implement a proper delivery and learning approach using a beneficial and convenient tool by virtual learning techniques such as mind/process mapping and flowcharts. Hence, the authors develop an interactive infographic that enables end-users to visualise the court proceeding. The interactive infographic aims to present information in a way that suits the interest of the students, to enhance the law students' understanding of law subjects and promote effective teaching and learning by integrating mind/process mapping and flowchart techniques. It is a user-friendly interface that presents information in a way that is visually appealing and easy to understand, which makes it easy, efficient and enjoyable to operate as it is designed by using, among others, explicit language, patterns in layout and design, colour, contrast and texture in features, and legibility in typography. With this kind of delivery and learning approach, the students can improve their understanding of the core substance with the ability to analyse and apply it on a summative examination at the end of a course and for life-long learning.

Keywords: Civil procedure, visual learning approach, interactive infographic, Mind mapping, Flowcharts.

INTRODUCTION

In Malaysia, public or private universities have offered a law program to prepare for a qualified practising lawyer. A graduate of 4 years professional program is qualified to embark on a pupillage of nine months and be called to the Malaysian Bar as an advocate and solicitor. Thus a thorough understanding and grasp of the procedures are required of every counsel handling a civil action in courts.

One of the core courses in the body of knowledge for law programs in MQA Programme Standards is the procedural course, Civil Procedure. This course offers the students the knowledge and practical skill in applying and implementing procedural law in conducting civil action at the court of law. The course aims to teach the students to be competent in understanding the procedural law and implementing an effective and efficient court action. Among the course' objectives are to demonstrate knowledge of the rules in the procedure and to analyse a wide range of interlocutory procedures in the conduct of various civil proceedings.

Civil Procedure forms the legal system's platform and provides how rights and interests are realised. This course is designed to provide knowledge of the rules of procedure and its application and provide the sound foundation necessary to equip students for legal practice. This course is traditionally taught in the final year by lecturers with practising experience. It also promotes the development of critical thinking & problem-solving skills, communication skills and ethics & moral professionalism in civil law.

This course is considered 'dry' in nature, which the students felt and showed difficulties in visualising the process. Thus, to overcome the above, it is essential to figure out and implement a proper delivery and learning approach using a beneficial and convenient tool by virtual learning techniques such as mind/process mapping and flowcharts.

According to Cantatore and Stevens (2016), the students were more likely to retain the information they learned through visuals than information learned verbally. They also agreed that visual learning techniques act 'as an organiser for ideas, improve comprehension, and function as an aid to memory'. Among the proper tools are mind mapping and flowcharts. It can help students comprehend rules, apply rules to slightly modified hypothetical situations during class participation and apply rules to completely novel situations in exam situations. Cantatore and Stevens referred to the paper written by Karen Koch, who highlights the cognitive benefits of virtual maps, namely, engaging the students in whole-brain thinking, assisting students' creation of their schema for the complex legal process and internalising and remembering the process.

Wangerin (1988) laid down one of the basic strategies in learning law: review (outlines and graphic organisers), done using charts, maps and schematics. It is described as providing much better tools for learning. On the same note, mind mapping in education was applied extensively in modern education.

A mind map is considered a graphical way to represent ideas and concepts (Pribadi et al., 2020). It is a diagram representing words and ideas (in different colours and pictures) linked to and arranged around a central key topic or an idea. Visualising a concept is considered a learning tool (Choudhari et al., 2021). It was also opined that mapping procedures had been initiated to motivate students to represent ideas visually and cause them to analyse, evaluate and think critically (Suji et al., 2020). Similarly, process mapping provides a visual guide for a process, helping the students see all required steps in sequential order. It also gives a broad, big-picture overview of the process and a way to explore the more specific details in each step or stage.

Meanwhile, flowcharts in education are valuable learning tools for higher education courses which require a logical approach and structured thinking and can simplify the teaching of complex subjects by providing students with a visual connection to the material (Cantatore and Stevens., 2016). Basically, there are two types of flowcharts, namely, decision tree-based flowcharts and process-based flowcharts. The former is used in dealing with complex issues, simplifying and tracking the decision-making process. The latter provides a chronological path that can compartmentalise and tell the “story” of the legislation and demonstrate the interrelationship within the Act.

From the above, it can be deduced that mind/ process mapping and flowcharts are valuable educational tools in legal education. The authors further opined that these techniques had benefited the students in and out of the classroom, such as providing students with visual stimuli which allow them to internalise the concepts taught differently from the mere use of text/ statute, encouraging students to think creatively; apply mind mapping tool in writing essay based on the application of statutes to legal problems either to prepare presentations, complete law assignment or during examinations and for their life-long learning.

Thus, the authors developed this visual learning interactive infographic that enables end-users to visualise the court proceeding. This invention was undertaken based on the premise that an interactive infographic is in tandem with the current needs and modern resources. Figure 1 shows the visual learning interactive infographic for civil procedure students in law schools in Malaysia.

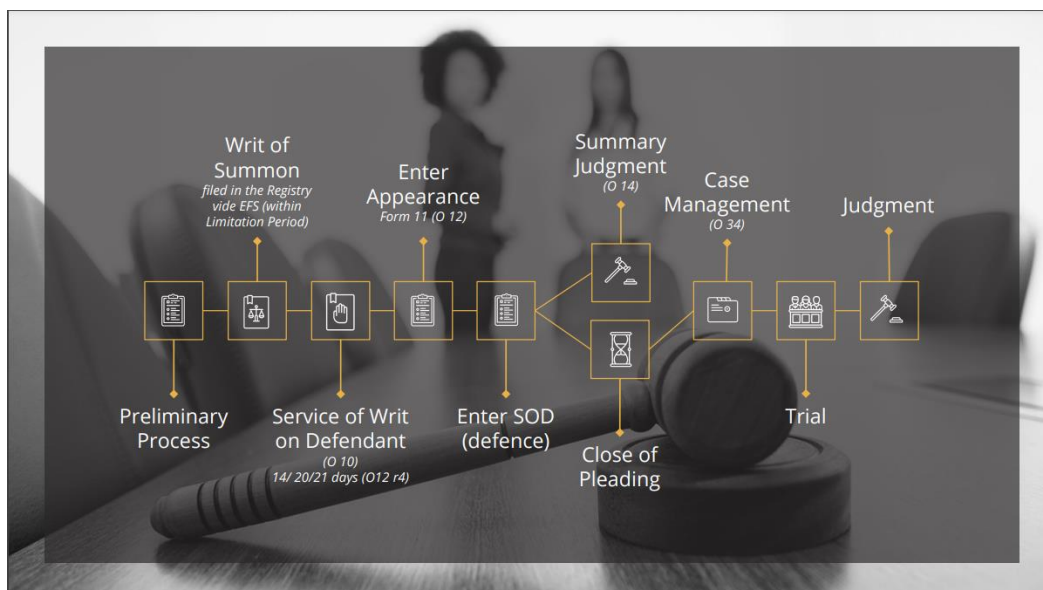


Figure 1. Visual learning interactive infographic for civil procedure students in law schools in Malaysia.

This interactive infographic has interactivity elements triggered by the end-users clicking and scrolling. It revolves around the process of civil procedures, ranging from preliminaries to serving of writs, the interlocutory proceeding including the pre-trial judgment in default or summary judgment and the award or judgment made by the court within the perimeters of the civil law.

OBJECTIVES

The objectives of the interactive infographic are to present information in a way that suits the interest of the students, to enhance the law students' understanding of law subjects and to promote effective teaching and learning by integrating mind/process mapping and flowchart techniques.

NOVELTY

The authors develop a visual learning interactive infographic that enables end-users to visualise the court proceeding. It is a user-friendly interface that presents information in a way that is visually appealing and easy to understand, which makes it easy, efficient and enjoyable to operate as it is designed by using, among others, explicit language, patterns in layout and design, colour, contrast and texture in features, and legibility in typography. This interactive

infographic is helpful and essential to assist law students in learning law subjects and simultaneously render the subject exciting and easy to comprehend with the needed skills and knowledge.

BENEFITS TO SOCIETY

The authors have shown that mind/process mapping and flowcharts are valuable educational tools in legal education. We further opined that these techniques have benefits the students in and out of the classroom, such as providing students with visual stimuli which allow them to internalise the concepts taught differently from the mere use of text/ statute; encouraging students to think creatively; apply mind mapping tool in writing essay based on the application of statutes to legal problems either to prepare presentations, complete law assignment or during examinations and for life-long learning.

COMMERCIALISATION POTENTIAL

This virtual learning technique has great potential as a method or tool to educate and enhance public awareness and the students on the procedure in the civil action filed in any court of law in Malaysia. The target user is the community at large and the law students specifically. The invention will ensure awareness of the available process and flowcharts and compliance with procedure and law in a civil action. Further, it is very convenient to use and readily accessible. It allows the students to think laterally and creatively, significantly enhancing their enjoyment and autonomy over challenging law subjects such as procedural law.

Due to the increasing number of students intakes by field of studies of social sciences, business & law in public universities in 2021 of a total of 199,948 students (Higher Education Ministry, 2021), it is hoped that with this kind of delivery and learning approach the students can improve their understanding of the core substance with the ability to analyse and apply it on a summative examination at the end of a course and for life-long learning.

CONCLUSION

Legal education requires integrating substantive law, practical lawyering skills, and diverse learning strategies. In addition, law schools have stressed the importance of learning to 'think like lawyers'. Scholars also conclude that lawyers and law students tend to learn and think in specific ways (DeGroff, 2006). Thus, there is a dire need to adopt more effective methods for teaching and learning by incorporating visual learning in law subjects, namely Civil Procedure,

through mind/ process mapping and flowcharts. Hence, an interactive infographic for teaching and learning civil procedure is handy to assist the students and enhance their understanding of court proceedings. At the same time, the approach of communicating information to students becomes creative and exciting. It can also provide the students with an overview of the lecture contents of the specific topic and, at the same time, keep an overview of the whole subject at all times.

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