



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**

## **JWJA IN COLOUR: A STEP-BY-STEP GUIDE TO TEAM WRITING**

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### **ABSTRACT**

The scholarship of teaching and learning (SoTL) states that one of the main responsibilities of academicians/lecturers is to embark in research. The end product of the research is publication of article in journals. Writing for a journal article is no doubt an academic writing and many academicians have gone through postgraduate studies where they have submitted thesis in the form of academic writing. Some even teach academic writing to students. So, why is it still difficult for lecturers to write academic articles for journals? The main concerns by academicians are lack of (a) time, confidence and (c) direction. This innovation is done in the form of package which contains a step-by-step coloured templates to guide academicians to complete a journal article for publication. Firstly, (a) the templates in the package is prepared for lectures who claim they have lack of time. Secondly, (b) JWJA is designed so lecturers who need confidence to write to embark in team writing. Finally, (c) the colour codes lead the lecturers to write via colour codes. This “JWJA IN COLOUR” package helps (i) first time writers to embark on journal writing, and (ii) prepares teachers who wish to supervise final year projects for undergraduates an postgraduate from instrument to write-up.

**Keywords:** SoTL, research, publication, package, colour-codes, templates

### **CONCEPT OF JWJA**

Figure 1 shows the conceptual framework of JWJA. This study is rooted from theories of scaffolding by Bruner (1966), Wood, Bruner & Ross (1976). The scaffolding is given in the form of “coloured scaffolds” to act as graphic organisers and also to provide symbolic modelling from the instructor (Rahmat, 2018). Next, the GPRI model of team work by Beckhard (1972) was used to explain the team writing.

### **WRITING PROCESS**

The writing process follows the process by Flower and Hayes (1981) and they area planning, translating and reviewing. Finally, the concept of jigsaw writing by Rahmat (2015) was used to explain the concept of team work and writing by parts by the writers.

### **INSTRUCTIONAL SCAFFOLDING**

This is done when the instructor adds supports for the learners. In the context of this study, the support is in the form of colour-coded templates for the writers to write their parts in the journal article. Each writer is given a colour in the journal article template. The sections that show the colour of the writer is then written by the writer. The section is also accompanied with short

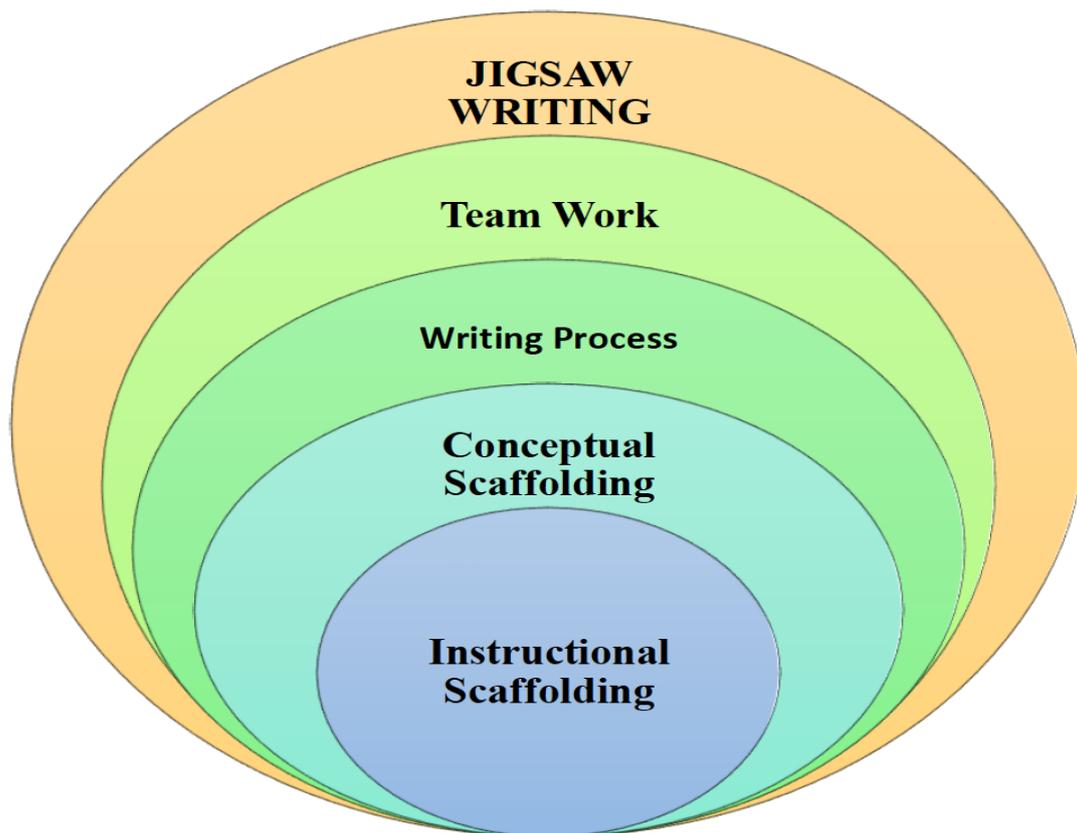
notes on how they should write the particular assigned coloured parts. This is done to enhance learning and helps the learners “take baby steps” to learn something they are not familiar with.

### CONCEPTUAL SCAFFOLDING

This refers to the learning activities that are designed to help writers integrate their understanding of the particular topic or concept until they are able to demonstrate their own understanding. Once the first draft is completed in the form of colours, the writers can see the whole journal article in many colours.

### TEAM WORK

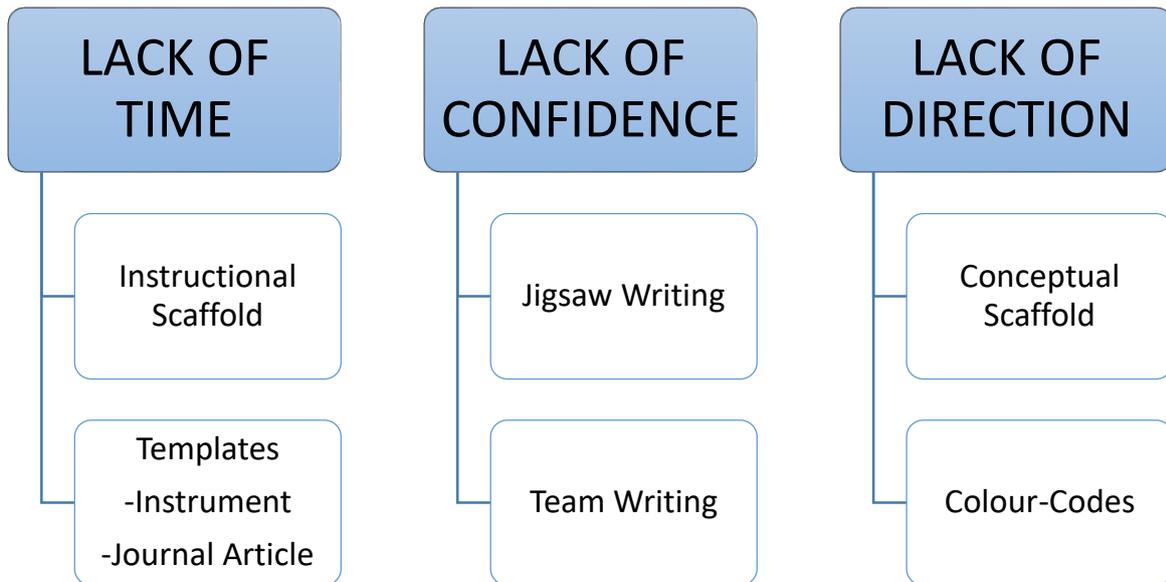
The colours symbolize the TEAM WORK that was involved in completing one draft for a journal article. The end product symbolizes a team effort and the very nature of it being combined parts from different writers to complete one journal article makes it a symbolic completed JIGSAW WRITING.



**Figure 1.** Conceptual Framework for JWJA (source: Rahmat, 2023)

## HOW TO USE JWJA

The idea of this project started because academicians their lack of academic publications due to (a) lack of time, (b) lack of confidence and (c) lack of direction.



**Figure 2.** Flow of the JWJA-Step-by-step guide to Journal Writing

### LACK OF TIME

Writing journal articles can be very tedious. The stages are;

- (i) Deciding on the topic of the research
- (ii) Finding/designing appropriate instrument. First time writers are encouraged to look for ready-made instrument/surveys in the internet. It can be from past research or past thesis.
- (iii) Once data is collected, and the writer is ready to write, they will be faced with the problem of “there is so much to write for an article!”

This is facilitated by Instructional Scaffold- ready-made templates for instrument and templates for journal article.

### LACK OF CONFIDENCE

First time writers may find the sections and sub-sections in the journal article daunting/a lot to write by one writer. They may not be sure if they are doing the right thing. This is facilitated by Jigsaw Writing- this is done through team writing. Each writer writes a section of the whole journal article.

### LACK OF DIRECTION

First time writers can be overwhelmed by the sections in the team writing. They may be unsure of how to write their assigned parts. This is facilitated by Conceptual Scaffold through the use of colour codes in the templates. Each writer is assigned a colour and when they see the coloured sections in the article template, they will write the coloured parts assigned to their name.

### CONCLUSION

This JWJA-Step-by-step guide to team writing can be done online; thus, saving time and expenses among the writers. It encourages writers from different departments, faculties, different universities and even across different countries.

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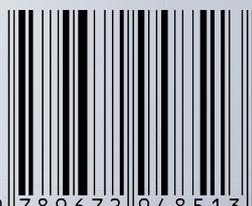


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