UNIVERSITI TEKNOLOGI MARA

pice
Public Interest Centre
of Excellence

International Teaching Aid
Competition 2023
Reconnoitering Innovative Ideas in Postnormal Times

iTAC
2023

iTAC 2023
INTERNATIONAL TEACHING AID COMPETITION
E-PROCEEDINGS

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

WEBIMINE: WEBINAR MANAGEMENT SOLUTION TOOLKIT FOR LEGAL EDUCATION

Nurus Sakinatul Fikriah Mohd Shith Putera
Faculty of Law, Universiti Teknologi MARA 40450 Shah Alam, Selangor
nurussakinatul@uitm.edu.my

Mastika Nasrun
Faculty of Law, Universiti Teknologi MARA 40450 Shah Alam, Selangor
mastika@uitm.edu.my

Syazni Nadzirah Ya'cob
Faculty of Law, Universiti Teknologi MARA 40450 Shah Alam, Selangor
syazni@uitm.edu.my

Ahmad Ridhwan Abd Rani
Faculty of Law, Universiti Teknologi MARA 40450 Shah Alam, Selangor
ridhwanrani@uitm.edu.my

Hariz Sufi Zahari
Faculty of Law, Universiti Teknologi MARA 40450 Shah Alam, Selangor
harizsufi@uitm.edu.my

Muhammad Azril Bin Roslan
Department of Law, Universiti Teknologi MARA 70300 Seremban, Negeri Sembilan
Azril004@uitm.edu.my

ABSTRACT
Webinars have become an integral part of legal education due to their convenience, accessibility, and cost-effectiveness. However, managing webinars can be challenging, particularly for educators who lack technical expertise and resources. The proposed project aims to develop a webinar management toolkit specifically designed for legal education to enhance the quality of online learning experiences. The toolkit will provide educators with the necessary resources and tools to manage webinars effectively, such as webinar planning templates, attendance tracking systems, and interactive content creation tools. The toolkit will also enable educators to evaluate the effectiveness of their webinars and assess the learning outcomes of their students. This project's novelty lies in that it is specifically designed for legal education. The toolkit will include features that cater to the unique needs of legal educators, such as legal case study templates, mock trial simulations, and interactive moot court exercises. The webinar management toolkit has significant potential for commercialization as it addresses a critical need in the legal education industry. The toolkit can be marketed to law schools,

legal training institutes, and individual legal educators. The toolkit can also be customized to meet the specific requirements of different legal education institutions and can be sold as a subscription-based service or a one-time purchase. The toolkit can also be expanded to include features that accommodate other disciplines, such as business and healthcare, increasing its marketability. Ultimately, the webinar management toolkit is expected to facilitate collaboration and networking opportunities among legal professionals, academics, and students on an international scale. Through interactive webinars, participants can engage in discussions, share their expertise, and exchange ideas. This fosters a sense of global community and promotes cross-cultural understanding, ultimately enriching legal education and fostering a global perspective in the legal field.

Keywords: webinar management toolkit, webinar for legal education, online learning experience

INTRODUCTION

Educators today have more options than just the traditional "chalk and talk" approach. Webinars are one of the instruments that can assist us achieve such diversity in education by boosting accessibility and outreach. Eric R. Korb is credited with being the first person to use the term "webinar" in 1998 (Korb, 2020). Video, sound, and written interaction are required components of any webinar. Conducting a webinar demands the use of platforms such as Zoom, Google Hangouts & Meet, Webex, and others, all of which have free and business versions. According to Fullan (2020), the education system needed improvements after an extended stretch of stagnation that allowed education to continue without significant changes. However, he acknowledges the risks of technology proliferation without solid pedagogy developing in unison. The word "webinar" is still quite new in the sphere of education, even though it offers the possibility of moving a traditional in-person class to an online forum through the utilisation of a video conferencing system (Gupta & Sengupta, 2021). Nagy et al. (2015) showed that webinars had a beneficial impact on the learning performance of participants. It was further supported by Gegenfurtner & Ebner (2019) in their research which indicates that webinars are marginally more effective than traditional classroom instruction. Both believed the efficiency of webinars can be affected by a variety of boundary conditions, the most important of which are the duration of webinar events and the characteristics of the participants.

METHODOLOGY

The development of the webinar management toolkit research incorporates several key steps. First, a needs assessment was conducted to prioritize and establish criteria for informed decision-making among educators, facilitating the selection of suitable solutions (Ahyanuardi et al., 2022). This process aims to identify the challenges legal educators confront when attempting to effectively manage webinars. Next, the design of the toolkit features was built mainly from three determinants which are Technical Environmental and Resources (Ramos & Soliven, 2020). Based on the needs assessment, the contents of the toolkit were finalized and

e-proceedings
International Teaching Aid
Competition 2023
Reconnoitering Innovative Ideas in Postnormal Times
iTAC
2023

incorporated in the toolkit. A pilot study will be conducted with legal educators to test its functionality and usability. Feedback will be gathered from participants, and necessary improvements will be made based on their input. Metrics and tools will be developed to evaluate the effectiveness of webinars conducted using the toolkit focusing on several aspect such as user satisfaction, learning outcomes, impact on efficiency and effectiveness. Data analysis will be performed to determine the impact of the toolkit on these aspects.

WEBINAR MANAGEMENT TOOLKIT FOSTERS EFFECTIVE LEGAL EDUCATION

White (2019) believed creating a webinar entails more than just putting up a lecture with a few slides. This style of lecture according to the author necessitates greater preparation time for the teacher. Hence, Novita & Mochklas (2021) propose that the effectiveness of lecturers, who operate as the vanguard of educational and pedagogical administration, is one of the most vital variables impacting the overall quality of education. The instructor needs to be a proficient user of the software for presentations and have expertise in webcasting technology. Both added that due to the instructor's time constraints, the webinar presentations might take a long time to prepare and put together. Webinars may result in cost and time savings since they can reach a huge number of people without the need for a classroom or travel expenses. Though the webinar experience might be rewarding and helpful, due to the potential for technical glitches, it may not be ideal for all educators. Loss of knowledge can potentially occur during online learning that cannot be avoided by either the students or the lecturers (Kisno et al., 2021). As stated by Kouhia et al. (2021), if an online or remote education programme has been thoroughly researched and well prepared, it may be feasible to effectively deliver the course of study to participants. It has been explained that distance education has increased awareness of the learning opportunities offered by technology, including improved chances for providing feedback to students (Giovannella et al., 2020). It is interesting that educators are discovering that their interaction with some of their students is even better afterwards than it was before they started using remote education. When the students worked together online, for example, accessing information from the internet and presenting their findings on a shared community platform, all the students had the privilege to have their comments and opinions visible and equally dispersed on the screen (Kouhia et al., 2021).

In this context, WEBIMINE, a webinar management solution toolkit for legal education was developed to meet the specific demands of legal education, with an emphasis on legal case study templates, mock trial simulations, and interactive moot court activities. WEBIMINE is a comprehensive toolkit which offers comprehensive webinar management principles, ideas, and templates for an effective webinar. WEBIMINE featured webinar planning templates, attendance monitoring systems, and interactive content creation tools. The toolkit comprises of the following components:

Content	Description

The Do's and Don'ts of Hosting a Webinar	Address common technical issues ie managing audio and visual errors and troubleshooting connectivity issue
Webinar Forms	Include registration and feedback form to provide valuable insights that help legal educators tailor content and delivery to meet attendee needs and expectations
Paperwork, Script & Text	Provide samples and instructions of producing relevant paperwork and emcee script to ensure a professional and organised webinar that leaves a lasting impression on the audience by having a ready-to-use script
eCertificate Template	Provide pre-designed and editable eCertificate template
Webinar Checklist	Provide a checklist of several items to monitor before, during and after the event for a seamless organization of a webinar

RECOMMENDATIONS AND CONCLUSION

The webinar management toolkit developed specifically for legal education should be widely implemented across law schools, legal training institutes, and individual legal educators. To ensure its effectiveness, customization features must be incorporated to tailor the toolkit to the specific requirements of different institutions. Exploring diverse pricing models, such as subscription-based services or one-time purchases, can enhance the toolkit's commercialization potential. Furthermore, expanding the toolkit's scope to include features relevant to other disciplines, such as business and healthcare, would significantly broaden its marketability. Emphasizing the toolkit's ability to foster international collaboration and networking among legal professionals, academics, and students is crucial for nurturing a global community and enriching legal education with a global perspective. By following these recommendations, the webinar management toolkit can effectively enhance online learning experiences in legal education and cater to the evolving needs of the legal industry.

REFERENCES

Ahyanuardi, Verawardina, U., Novaliendry, D., Deswati, L., & Bahtiar, R. A. (2022). An Analysis on The Needs Assessment of Online Learning Program in Faculty of Engineering, Universitas Negeri Padang. *Pegem Egitim ve Orgretim Dergisi, 13*(1): 13-19.

Ramos, L. L., & Soliven, P. C. E. (2020). Rise of Webinars: An Impact Assessment of Online Seminar Learning from The Students' Perspective. *PCS Review, November 2020*, 87-106

De la Rama, J., Sabasales, M., Antonio, A., Ricohermoso, C., Torres, J., Devanadera, A., & Alieto, E. (2020). Virtual Teaching as the New Norm': Analyzing Science Teachers' Attitude Toward Online Teaching, Technological Competence and Access. *International Journal of Advanced Science and Technology.*

Fullan, M. (2020). Learning and the Pandemic: What's Next?. Prospects, 49(1-2), 25-28.

Gegenfurtner, A., & Ebner, C. (2019). Webinars in Higher Education and Professional Training: A Meta-Analysis and Systematic Review of Randomized Controlled Trials. *Educational Research Review*, 28, 100293.

Giovannella, C., Marcello, P., & Donatella, P. (2020). The Effects of the Covid-19 Pandemic on Italian Learning Ecosystems: The School Teachers' Perspective at the Steady State. *ID&A Interaction Design & Architecture* (s), 45, 264-286.

Gupta, S. K., & Sengupta, N. (2021). Webinar as the Future Educational Tool in Higher Education of India: A Survey-Based Study. *Technology, Knowledge and Learning*, 26, 1111-1130.

Kisno, C., Tampubolon, M. R., Manalu, T. S., Berlien, R., Gulo, K. N., & Kešner, A. (2021). Teachers' Learning Loss Diminution Through Self-Phased Learning with Guru Binar. *Indonesian Journal of Educational Studies Vol*, *24*(1).

Korb, E. R. (2000). U.S. Registered Trademark Serial No. 75478683. Washington, DC: U.S. Patent and Trade-mark Office.

Kouhia, A., Kangas, K., & Kokko, S. (2021). The Effects of Remote Pandemic Education on Crafts Pedagogy: Opportunities, Challenges, and Interaction. *CEPS Journal, 11(Special Issue)*, 309-333.

Nagy, J. T., & Bernschütz, M. (2015). The Impact of Webinar-Webcast System on Learning Performance. *Education and Information Technologies, 21*(6), 1837–1845.

Novita, D., & Mochklas, M. (2021). Performance of Private Universities Lecturers During Covid-19 Pandemic: Webinars and Online Training. *Turkish Online Journal of Qualitative Inquiry (TOJQI), 12*(9), 3005-3017.

Rao, P. S. Webinars and their Influence on English Language Teaching and Learning (2019).

Tanucan, J. C. M., & Uytico, B. J. (2021). Webinar-Based Capacity Building for Teachers:" Lifeblood in Facing the New Normal of Education". *Pertanika Journal of Social Sciences & Humanities, 29*(2).

e-proceedings

International Teaching Aid
Competition 2023
Reconnoitering Innovative Ideas in Postnormal Times

iTAC 2023