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# **SUSTAINABLE DEVELOPMENT**

1 - 3 Oct 2021 | SEGi University, Kuala Lumpur, Malaysia

## **PAPER PRESENTATION**



SEGi University **Towards  
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# **PAPER PRESENTATION**

# Day 1 – Session I

1<sup>st</sup> Oct 2021



**Room Langkawi**

**Chairperson: Prof. Dr. Shameem Rafik-Galea, SEGi University**

0830 – 1100 Malaysia  
1700 – 2000 California USA  
2100 – 2400 South America

## Theme:

- **Sustainability in Provision of Quality Education**
1. Improving University Students' English Writing Proficiency – the Role of Critical Thinking Disposition in Pedagogy
  2. Sustainable Pedagogy for Reading Comprehension: Metacognitive Strategy Instruction in a Chinese EFL Classroom
  3. Sustaining English Language Reading Motivation among EFL Students in China: Reflections from a Task-Based Interactive Approach
  4. Sustaining Quality EFL Students English Language Performance through Achievement Goal Orientations and Growth Mindset
  5. Sustaining Quality Tertiary Education via Critical Reading Skills and Language Learning Strategies
  6. Sustaining the Provision of Quality ESL Instruction during the Pandemic via G-Suite Education Applications

# **Improving University Students' English Writing Proficiency – the Role of Critical Thinking Disposition in Pedagogy**

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## **ABSTRACT:**

Writing is part of English as Foreign Language (EFL) curriculum, and it is compulsory for undergraduates in China, serving the needs of globalization. To maintain continuous improvement of EFL curriculum, writing teaching should concern more about learners' engagement. Critical Thinking Disposition (CTD) has been proposed as a possible determinant of effective EFL writing. This study aims to examine the influence of CTD on English Writing Proficiency (EWP), with the intention to ensure sustainable improvement in EWP among university students. The research questions include ascertaining levels of CTD and EWP, examining relationship between CTD and EWP as well as suggestions from students on improving EWP. The study was undertaken in a China Normal University with participation of 356 English-major sophomores. Mixed research method was employed, including questionnaires, essay writing and semi-structured interviews. California Critical Thinking Disposition Inventory was used to investigate students' CTD level, and TEM4 writing task was used to evaluate EWP. Subsequently, semi-structured interview was conducted among eight students belonging to high or low CTD, exploring their suggestions on improving EWP under EFL context. Findings indicate a positive correlation between CTD and EWP. Students are found to be marginally positive on CTD; they seldom question what is presented in the discussion. Furthermore, they expressed the need to have a review from both teachers and peers in interviews. Based on the findings, the instructors are suggested to transition into more students-centered teaching design with focus on inculcating CTD.

**Keywords:** *Critical Thinking Disposition, English Writing Proficiency, writing instruction, mixed research method*

# **Sustainable Pedagogy for Reading Comprehension: Metacognitive Strategy Instruction in a Chinese EFL Classroom**

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## **ABSTRACT:**

Since the adoption of “Sustainable Development Goals” in UNESCO’s 2030 Agenda, much research has been conducted globally on the fourth goal, “Quality Education for all.” Following the Guidelines on College English Teaching (GCET) published in 2020, tertiary education in China has concentrated on delivering high quality education. The inundation of readily retrievable but often conflicting information has prompted a growing demand for advanced reading skills. Conventional methods of teaching reading in English have, therefore, been realigned by incorporating methods that trigger higher-order thinking operations. One involves employing Metacognitive Strategy Instruction (MetaSI) to teach reading. A quasi-experimental study, involving an experimental group and a control group, examined the effects of MetaSI on learners’ reading comprehension performance across three levels of reading proficiency at a public university in Hunan Province. The research data were gleaned from pre-post tests and semi-structured interviews. MetaSI and Traditional Instruction/TI were independent variables while learners’ posttest scores were dependent variables. The paired-samples T test results showed MetaSI produced statistically significant improvements on posttest scores. Additionally, independent-samples T test and covariance results revealed MetaSI generated a statistically significant difference in learners’ posttest scores compared to those of TI. Interestingly, learners in the medium and low levels made the most improvements and benefited the most from the MetaSI. Interview data revealed students perceived the MetaSI as helpful as embodied in their positive reading attitudes, improved reading skills, and perceived reading improvement. The study affirms the rationale for and sustainability of incorporating metacognitive strategies in EFL reading classrooms.

**Keywords:** *metacognitive strategy instruction; metacognitive reading strategy; reading comprehension performance; reading comprehension skill; perceptions*

# **Sustaining English Language Reading Motivation among EFL Students in China: Reflections from a Task-Based Interactive Approach**

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## **ABSTRACT:**

The latest educational reforms in China emphasize the mastery of English at the tertiary level. Considered a basic skill, reading is prioritized for its correlation with other skills that develop college students' English proficiency. English Reading is a compulsory course for all university students. However, traditional teaching methods predominantly employed in China, like the Grammar Translation Method, have led to a marked decline in reading motivation and the corresponding poor reading performance. Results for the reading component of the College English Test Band Four (CET-4), a compulsory test for non-English majors have deteriorated in recent years. This study examines the improvement and sustainability of college students' English Reading Motivation (ERM) using a task-based interactive approach (TBIA) in a quasi-experimental setting. The TBIA, designed and implemented by the researcher, included listing, filling information gaps, reasoning, sorting and ordering and creative tasks while interactive components employed Socratic questioning, devil's advocate, think-pair-share and interactive demonstrations in reading activities. The ERM of 64 students was investigated via a questionnaire and 6 students were also interviewed following the activities. Key findings revealed significant progress in several dimensions of the ERM of 32 participants. Interestingly, weaker readers' motivation increased as they expressed the intention to persist in reading in English. Moreover, the study found a positive correlation between the participants' scores on an English reading self-esteem questionnaire and ERM scores. These findings provide insights into how college students' English reading motivation, skills, attitudes and performance can be improved through teacher-led interventions and novel approaches.

**Keywords:** *reading comprehension, English reading motivation, task-based interactive approach, self-esteem, EFL students in China*

# **Sustaining Quality EFL Students English Language Performance through Achievement Goal Orientations and Growth Mindset**

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## **ABSTRACT:**

English is fast becoming an international language and thus many countries including China have adopted the teaching and learning of English as a Foreign Language (EFL) at all education levels. Today EFL is also taught in all Chinese secondary schools but the language performance of most secondary school students is rather low. This is probably because they live in a very homogenous society where everyone speaks Mandarin. They only have little exposure to language learning, as there are only about five (5) hours a week. Therefore, for them to be able to sustain this language learning process, students need to be encouraged to take responsibility of their own learning outside the classroom. Research has indicated that there are both internal and external factors that affect language learning. To do well, students must take control of internal factors such as anxiety, intrinsic motivation, self-esteem, attitude, and have the confidence to take responsibility for their learning. Numerous scholars have investigated numerous internal factors but recently there has been a growing interest in two internal factors, namely achievement goal orientations and growth mindset that have influenced students' language learning process. Achievement goal orientations can be viewed from four perspectives namely mastery approach orientation, mastery avoidance orientation, performance approach orientation and performance avoidance orientation. Therefore, this paper will discuss secondary school EFL students' achievement goal orientations and growth mindset towards English language learning. The paper will share findings from a study involving 360 EFL students from selected secondary schools located in Hubei Province, China.

**Keywords:** *achievement goal orientation, growth mindset, EFL learners, language performance*

# **Sustaining Quality Tertiary Education via Critical Reading Skills and Language Learning Strategies**

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## **ABSTRACT:**

To sustain quality tertiary education students must possess the fundamental literacy skill of critical reading. This skill comes alongside with a repertoire of language learning strategies. In Malaysia, English language is a mandatory second language to sustain quality education as it an essential requirement in both universities and workplaces. Yet educationists have highlighted that a majority of tertiary students lack critical reading skills and this may be due to limited acquisition of language learning strategies. Hence, most of these students often experience difficulty in coping with academic study at institutions of higher learning. Therefore, the main aim of this study was to identify sustainability towards quality tertiary education through exploring the critical reading skills and language learning strategies of tertiary students in a private university in Malaysia. The study adopted an experimental research design with a mixed methods approach. The sample population comprised 108 students and data were collected through a questionnaire, reading comprehension test and semi structured interviews. The quantitative data were analysed using both descriptive and inferential statistics via the SPSS version 26 whilst qualitative data were analysed using thematic analysis. The findings indicated that tertiary students' critical reading skills were rather limited and there was a significant difference based on gender and discipline of study. Furthermore, they displayed between low to average frequency use of language learning strategies implying the need for educationists to equip students with the necessary strategies so that they can cope with academic needs in higher education and sustain the quality education at the tertiary level.

**Keywords:** *quality education, critical reading skills, language learning strategies.*



# **Sustaining the Provision of Quality ESL Instruction during the Pandemic via G-Suite Education Applications**

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## **ABSTRACT:**

The COVID-19 Pandemic has made remote teaching and learning the current norm. However, the sudden and rapid transition to remote teaching and learning around the world brought about ambivalent teaching instructions with the use of various online teaching tools. The quality of an instruction in all disciplines including English as a Second Language (ESL) when supplemented with an online teaching tool is uncertain due to each online teaching tool operating in different forms providing different functions and applications each with its share of pros and cons. A new kid on the block that recently made its impact on the teaching and learning world is G-Suite Education Applications. In fact, one of its applications, namely Google Classroom has also been embraced as the main online teaching and learning platform by most public schools in Malaysia. Consequently, institutions of higher learning too have included G-Suite Education Applications as a viable teaching and learning tool for pre-service teacher training programme. Therefore, this paper will discuss to what extent G-Suite Education Applications can help sustain the quality of ESL instruction. This qualitative case study was conducted in a private university in Malaysia. It will explore the perspectives of four ESL lecturers who have employed G-Suite Education Applications over the past two to four years. The data were collected via face-to-face interviews and analysed using thematic approach. The paper will share the main findings, implications and recommendations for the provision of quality education during this pandemic era via online education applications.

**Keywords:** *sustaining, quality ESL instruction, G Suite Education Applications*

# Day 1 – Session II

1<sup>st</sup> Oct 2021



**Room Rajang**

**Chairperson: Dr. Tee Meng Yew, University Malaya**

0830 – 1100 Malaysia  
1700 – 2000 California USA  
2100 – 2400 South America

## Theme:

- **Sustainability in Provision of Quality Education**
1. Chinese Tertiary Learners' Perceived Affordance and Agency in an English-Medium Instruction Context
  2. Digital Storytelling as a Sustainable E-Learning Pedagogy Approach in Improving English Language Learning among Chinese Primary School Learners
  3. EFL Blended Teaching for the Sustainable Education of English Majors - An Exemplary Case of Integrated English Course in China
  4. Instructional Design for Quality Education: A Sustainable Approach in a Changing Digital Era
  5. Quality Education through Quality Teaching: Conceptualisation of the Growth Mindset Pedagogical Practices
  6. Sustaining Quality of Learning in University Marketing Principles Course through Blended Learning – A Case Study in Xi'an China
  7. Using LRAM Literacy Strategy to Teach Malaysia Chinese Literature Online – Is it a Good Alternative During the Pandemic Time?

# Chinese Tertiary Learners' Perceived Affordance and Agency in an English-Medium Instruction Context

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## ABSTRACT:

EMI refers to the use of English language to teach academic subjects (other than English itself) in countries where the first language is not English. Although a large number of studies have investigated EMI, few studies have focused on tertiary learners' perceived affordances and agency under an EMI context. This study implements a 16-week quasi experimental teaching in a public university in Hunan province, China. It adopts a mixed research method involving 2 teachers and 217 tertiary learners as participants. Tests, questionnaires, interviews, classroom observations and reflective weekly journals will be used to investigate tertiary learners' perceived affordances and performances of agency in an EMI context with the purposes of providing teachers with first-hand quantitative-qualitative data to offer suggestions for curriculum design, learning materials allocation and classroom activities as well as supplying the reference of perceived affordances, agency for the future researchers.

It is concluded that compared with teacher-centered teaching, students are more aware of affordances in activities that create a variety of opportunities for autonomous output. The manifestation of tertiary learners' agency are varied and individualized, regulated by contextual factors and individual factors. In particular, a cooperative community of practice can be considered helpful in fostering tertiary learners' agency. Some implications can be obtained. First, it is necessary for EMI classrooms to be equipped with a variety of resources to supplement teachers' oral teaching. Second, activities should be carefully designed so that both the input and output of the target language can be realized.

**Keywords:** *perceived affordances, agency, an EMI context*

# Digital Storytelling as a Sustainable E-Learning Pedagogy Approach in Improving English Language Learning among Chinese Primary School Learners

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## ABSTRACT:

Digital Storytelling emerges as an effective pedagogical approach in improving English language learning especially during this Covid-19 pandemic. This encourages learners to engage in specific L2 tasks namely writing, reading, speaking, and listening by planning, creating, and sharing digital stories. This study aims to explore how Digital Storytelling improves English language learning among Chinese primary school learners. This study extends from the researchers' observation on the effectiveness of its continual use in lessons for the past 10 months. Based on the Heideggerian phenomenological research design, five students and their homemaker mothers (total 10 participants) were subjected to series of in-depth interviews and online observations conducted using the Zoom platform. Considering the young age of the learners, it is imperative to interview their mothers as a member checking measure in validating the interview and observation data. The findings highlight three key conclusions. First, learners were found to develop a positive attitude towards English language learning in the short period of engaging in the Digital Storytelling pedagogical approach. This includes improvement in motivation, sustained attention, confidence, and autonomous learning. Second, learners can develop specific skill set based on gamification principles. This allows for diversification of L2 acquisition in tasks that provide opportunities for further practice. Third, working with Digital Storytelling encourages the learners to experience delayed gratification which is beneficial in gradually developing intrinsic motivation and sustained attention. This Digital Storytelling approach underlines key significance and implications and is further evinced as a key enabler in realizing Sustainable Development Goals.

**Keywords:** *Digital Storytelling, young learners, pedagogy, delayed gratification, attitude*

# **EFL Blended Teaching for the Sustainable Education of English Majors - An Exemplary Case of Integrated English Course in China**

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## **ABSTRACT:**

During the normalized period of COVID-19 prevention and control, teachers are ready to blend their teaching via online learning. Blended EFL teaching requires English teachers to deeply explore the characteristics of classroom, cultivate students' autonomous learning ability online and make better progress in English learning. However, the current EFL blended teaching design has not yielded satisfactory results from the perspective of students' performance. Therefore, based on the researcher's own years of English teaching experience, an in-depth investigation of EFL blended teaching design in *Integrated English* is undertaken in a public University in Hunan, China. The study took place in the actual blended teaching and learning situation for 30 English majors in their second semester with an exemplary design on the text "The Virtues of Growing Older". The exemplary design embedded language and cultural knowledge in tasks which demand critical thinking through Chaoxing online learning platform and classroom teaching. Students' performance were evaluated and scored by peers and the teacher through questionnaires to find out students' consciousness of their autonomous learning ability and comprehensive cultural literacy and creative thinking. The results revealed such blended teaching design is quite effective in cultivating their autonomous learning ability and comprehensive cultural literacy and creative thinking. Educational sustainability in the new era usually requires talents not just with language knowledge but also with cultural knowledge, cultural literacy and learning ability. Therefore, this study provides practical suggestions for the sustainable education for English majors.

**Keywords:** *EFL blended teaching, sustainable education, English majors, sustainable learning ability*

# **Instructional Design for Quality Education: A Sustainable Approach in a Changing Digital Era**

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## **ABSTRACT:**

Quality education forms the foundation of all educational institutions and is made up of many aspects; a clear, well-thought-out curriculum and instructional design (ID) process, and everything else supporting the curriculum and ID ideals such as learning spaces, well-trained educators, availability of resources, management of processes and monitoring & evaluation exercises. For a long time, design and development of curriculum and ID was treated as a “given”, either because the curriculum was designed by a central body or “ID” was just another “normal” process, which was part and parcel of an employed educator, especially in higher education institutions (HEI). With current changes in the educational landscape whereby there is guarantee of how a learning segment will be conducted, it is imperative that HEI look at these two components with a wider lens to mitigate possible setbacks and glitches for sustainable and continuing quality education. It has become vital that upskilling of ID is quickly acquired and certified. Considering this, we present a case study of how the Digital Learning Hub at the Asia Pacific University of Technology and Innovation has designed, developed and implementation various projects using rapid instructional design methods to leap-frog and enable educators to gain crucial training for the skills and competencies related to instructional design. The aspects discussed include an overview of the newly setup digital learning hub, the amoebic process of achieving quality education, with ID as a core anchor and circumvented by the smart inter-play of stakeholders: students, educators, support staff, and leaders.

**Keywords:** *quality education, sustainable education, curriculum, instructional design, digital learning*

# **Quality Education through Quality Teaching: Conceptualisation of the Growth Mindset Pedagogical Practices**

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## **ABSTRACT:**

The 21<sup>st</sup> century pedagogical approach for quality education is an evolving field that has been influenced and shaped by various schools of thought. The role of teachers in internalising the global goals in achieving quality education is undeniable. The sustainable development goals: 4.7 envisions quality education and creating lifelong learning opportunities for all by 2030. It is crucial that quality teaching should be brought to the forefront to ensure quality education. Based on the incremental theory of intelligences, Dweck (2006) posited the growth mindset theory, which explains how one's self-beliefs of their level of intelligence has a profound effect on their performance. Teachers demonstrate their mindset through classroom practices which influence students to shape their self-beliefs and growth mindset. The growth mindset pedagogy is a purposeful pedagogical practice that teachers consciously and deliberately demonstrate in teaching to develop growth mindset in students. Research findings that support the need for developing growth mindset in students is extensive. However, there is limited evidence of growth mindset pedagogy, especially in the teaching and learning aspects that conceptualise growth mindset pedagogy towards providing quality education. This paper describes the overarching concepts that encompass growth mindset pedagogical practices and how these practices facilitate quality education. The conceptual framework will provide future directions in developing quantitative measures of growth mindset pedagogical practices, strengthening the much-needed empirical evidence in the field.

## **Keywords:**

*Growth mindset, quality education, teacher's beliefs, teachers' mindset, growth mindset pedagogy*

# **Sustaining Quality of Learning in University Marketing Principles Course through Blended Learning – A Case Study in Xi'an China**

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## **ABSTRACT:**

In the last decade, as the urban and rural communities in China faces unprecedented advances, quality tertiary education to develop a sustainable socioeconomic society is urgent. Blended learning (BL) becomes widely used in universities as it creates a more cognitively challenging, versatile modality of learning. BL is an established model combining online and face-to-face teaching and learning. It emphasizes on collaborative construction of learning and critical reflective dialogue among teacher and students, supported through Theory of Community of Inquiry. BL purportedly sustains quality education as it creates a vibrant learning atmosphere encouraging shared learning. Researcher of this study sought to examine effect of BL on Principles of Marketing course (PM) for Business Faculty students at a public university in Xi 'an, China. Research questions include ascertaining effectiveness of BL in teaching PM. Sixty PM students were randomly divided into experimental and control group. Experimental group underwent 8-week PM using BL method while control group follows the traditional mode of learning. Through pre-test, post-test and delay-test, analysis of data indicated BL has significant impact on students' self-efficacy and PM performance. Semi-structured interviews were conducted onto selected students with different levels of self-efficacy and performance before, during and after the intervention. Observations were carried out during the experimental study. Through qualitative analysis, it is found that BL has different effects on students of different performance levels. BL appears to have more prominent and lasting effects on students with good and poor grades and has less impact on students with medium grades.

**Keywords:** *Blended Learning, Principles of Marketing learning, self efficacy*



## Using LRAM Literacy Strategy to Teach Malaysia Chinese Literature Online – Is it a Good Alternative During the Pandemic Time?

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### ABSTRACT:

Historically, reading passages chosen for Chinese Language textbooks in Malaysian schools were mostly from China and Taiwan. To contextualize learning, Mahua Literature - Malaysian Chinese Literature - has been included in the national school curriculum for Chinese language subjects taught in primary and secondary schools. Mahua Literature encompasses literacy works produced by Malaysian writers and documents the lives and emotions of local Malaysian Chinese. Historical events and cultural phenomena in these works are deemed to be relatable to students. A challenge, however, is identifying a suitable pedagogical approach to teach Mahua Literature effectively. This study used the “Language-Representation-Affect-Motive” (LRAM) pedagogical framework to explore the online teaching of Mahua Literature. LRAM is a technique of analyzing and guiding understanding of literacy works from the linguistic, motive, representation and emotional aspects. A mixed-methods study was conducted to examine the effects of using LRAM to teach Chinese in schools. A questionnaire survey was administered twice to 188 teachers who attended an online LRAM pedagogy professional development course, once immediately after the course and again 2 months later, after they returned to online teaching at their respective schools. In-depth interviews with 6 teachers were also conducted. The findings identified technical deficiencies and the lack of interactivity between the teacher and the students as key challenges. Nevertheless, the findings suggest that LRAM pedagogical framework is viable as it was well received by teachers. Use of the framework created interest among students to learn Mahua literature despite the challenges of online learning during the pandemic.

**Keywords:** *literacy strategies, Malaysian Chinese literature, online teaching, alternative teaching, pandemic*

# Day 2 – Session III

2<sup>nd</sup> Oct 2021



**Room Langkawi**

**Chairperson: Ms Regina Joseph Cyril, APROCEI**

0830 – 1100 Malaysia  
1700 – 2000 California USA  
2100 – 2400 South America

## Theme:

- **Sustainability in Provision of Quality Education**
1. Digital Literacy Competence among Postgraduate Students
  2. Enhancing Outcome Based Education via Visible Learning
  3. Exploring Postgraduate Students' Basic Competencies for The Provision Of Sustainable Quality Education
  4. Inclusive Preschool Stream Education for Sustainable Development
  5. Promotion of Social Emotional Literacy and Mindfulness in Pre-service Early Childhood Educators in China
  6. Qualitative Insights on the Perception, Attitude, and Readiness of Secondary School Students towards Sustainable E-Learning during the Covid-19 Pandemic

## Digital Literacy Competence among Postgraduate Students

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### ABSTRACT:

UNESCO's Sustainable Development Goals (SDG) Target 4.4 entails digital literacy as one of the skills to be attained by youths and adults by 2030. It is also one of the core literacy skills that needs to be developed and embraced in the 21<sup>st</sup> century classroom at all levels, including postgraduate study. Consequently, higher learning institutions worldwide are ramping up initiatives to help their students think critically and learn more about digital tools. This has become more critical due to the global Covid-19 pandemic. To sustain the provision of quality education at the postgraduate level, it is pertinent to investigate students' digital competency. Thus, the main objective of this paper was to examine the entry level of digital information and data literacy competence of postgraduate students in a private university located in Malaysia. Specifically, the study aimed to analyse their ability to locate, synthesize and evaluate online information for academic purposes. Data for this descriptive study were collected via a survey questionnaire, a test and interviews that involved a total of 84 first-year postgraduate students currently pursuing either their masters or doctoral degree in the field of education. The data was analysed using descriptive statistics and the results revealed that while the majority of the postgraduate students were at the intermediate level of digital literacy, their online research practices were subpar. By identifying their online research practices, this study intends to establish the needs for online research and comprehension strategies instructions at the postgraduate level that may contribute to SDG Target 4.4.

**Keywords:** 21<sup>st</sup> century learning, digital literacy, postgraduate students

# Enhancing Outcome Based Education via Visible Learning

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## ABSTRACT:

This conceptual paper will discuss the conceptual framework of teaching and learning which integrates Outcome Based Education (OBE) in Visible Learning's Ten Mindframes. In sustaining the quest for excellence in the Malaysian higher education system, the way forward is to structure teaching and learning holistically into the four key elements namely, engagement, constructivism, feedback and evaluation, and knowing thy impact, which embed OBE and the Ten Mindframes in ensuring effective student learning gains. The ground principles of OBE focus on student-centeredness, clarity in outcomes, aligned assessments as well as effective classroom experiences. The positive engagement of the learners and lecturers will contribute to the students' affective domains. A clarity of focus and the effectively constructed curriculum promote sustainability in the teaching and learning processes. This is in line with the focus of OBE on the students' attainment of the learning outcomes in terms of the cognitive, psychomotor and affective domains in Bloom's Taxonomy ensuring clear standards for observable and measurable outcomes. To enhance students' attainment of the learning, feedback and evaluation are crucial in the framework to allow learners act and improve from the feedback. One of the key highlights in Visible Learning is to focus on student's learning. Learners need to know what are the learning outcomes in order to vision what successful learning is, which foster their achievement on the outcomes in OBE. This conceptual paper will focus on how the Outcome Based Education can be further enhanced through making learning visible for effective demonstration of the learning outcomes.

**Keywords:** *Outcome-Based Education, Visible Learning, learning outcomes*

## **Exploring Postgraduate Students' Basic Competencies for The Provision Of Sustainable Quality Education**

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### **ABSTRACT:**

Today the provision of sustainable quality education at all levels requires the acquisition of 21<sup>st</sup> century literacy skills of not only reading, writing and numeracy but also information, media and technology literacy. This becomes even more critical when one is pursuing a postgraduate degree. The Age of Information witnessed the massification, democratisation and internationalization of education at all levels including postgraduate study. Though numbers at postgraduate study levels have been increasing at the global level, attrition and failure of students to graduate on time have become issues of grave concern in most countries including Malaysia. Scholarly studies have attributed this failure to several reasons including the lack of postgraduate students' readiness for postgraduate study in terms of their basic competency skills required to undertake empirical investigations. Therefore, the aim of this paper is to examine postgraduate students' basic competency skills. Specifically, it explored students' competencies in terms of critical reading, academic writing, research skills and digital literacy. Based on the dynamic integrative literacy model, the study involved a total of 110 first-year postgraduate students in a private university in Malaysia. In this descriptive study, data were collected via a three-pronged approach involving tests, a questionnaire, and semi-structured interviews. The findings revealed that the students' critical reading and research skills were at the moderate level whilst their digital literacy and academic writing skills left much to be desired. The paper will also provide more in-depth findings and recommend initiatives to provide more sustainable quality education at the postgraduate level.

(248 words)

**Keywords:** *postgraduate study, basic competencies, quality education*

## **Inclusive Preschool Stream Education for Sustainable Development**

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The role of the children in nation building is important and must be valued. Therefore, it is crucial to equip young children with skills and knowledge to face the changing world towards education for sustainable development. The objective of the study is to investigate teachers' perceptions and understanding of the STREAM education towards sustainable development. It provides a review on how the pedagogical approaches in STREAM education (science, technology, reading, engineering, arts, mathematics) can be deployed to teach the concept of sustainability. It is a case study on the 40 pre-service teachers on how they use integrated STREAM discipline in designing the learning toolkits to address the teaching and learning challenges for online learning. Teacher Interviews were conducted for this STREAM project campaign. A total of 10 thematic, integrated learning toolkits were developed and teachers started experimenting with STREAM teaching in the community. Their projects were analyzed to get the sense of STREAM and structure on sustainability development. This study revealed that the pre-service teachers were interested in using the STREAM activities to involve children in real-life experiences. This study also implied that pre-service teachers should be provided with training to enhance their readiness for STREAM literacy and education for sustainability development. They must be capable of planning, designing meaningful lessons and activities to promote the 21<sup>st</sup> century skills in their classrooms. It is hoped that through this way, the emphasis on Malaysia Education Blueprint 2013-2025 on producing future global citizens to be literate in STREAM education is addressed.

**Keyword:** *inclusive, STREAM education, sustainable development, online learning, real-life, global citizens*

## Promotion of Social Emotional Literacy and Mindfulness in Pre-service Early Childhood Educators in China

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### ABSTRACT:

The development of mindfulness training has seen its impact in today's teaching profession. This study shows that mindfulness, self-compassion, personal efficacy are positively correlated with emotional support while emotional exhaustion and depersonalization are negatively correlated with emotional support. For the sake of teachers' development, mindfulness may greatly improve teachers' social and emotional competency, which can enhance their well-being. In China, mindfulness and emotional literacy are not prominent in the education curriculum for teachers' professional development in the higher education. This study seeks to highlight the importance of mindfulness and emotional literacy in pre-service early childhood educators. This study examined data from 30 pre-service early childhood educators' questionnaire of the development of emotional literacy and mindfulness in relation to their practicum experience after their eight-week mindfulness training in the institution. The results shows that the mindfulness level are positively correlated with positive emotion to enhance their practicum experience. At the present stage of the rapid development of preschool education in China, this study can convince the importance of mindfulness training in teaching training programme. Mindfulness skills training will help future preschool educators to provide quality education in the new professional environment, which can sustain children's physical and mental growth in the early years.

**Keywords:** *Preschool education curriculum, Mindfulness training, Emotional literacy*

# **Qualitative Insights on the Perception, Attitude, and Readiness of Secondary School Students towards Sustainable E-Learning during the Covid-19 Pandemic**

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## **ABSTRACT:**

The exponential outbreak of the Covid-19 pandemic forced the education system to embrace new challenges in sustainable e-learning. While e-learning was used as a secondary alternative, schools and higher education were now compelled to adopt e-learning as the primary mode of instruction. This study aims to understand students' perception, attitude, and readiness towards sustainable e learning during the Covid-19 pandemic. The study is timely considering students' prolonged online engagement with peers in online learning platforms. Based on the Heideggerian phenomenology research design, 10 secondary school students were subjected to series of in-depth interviews conducted online with Zoom platform. The findings draw on three key conclusions supported with verbatim insights from students. First, there is misconstrued notion among teachers that Gen-Z are ready for complete immersion in online learning due to their active engagement with social media technologies such as Facebook and YouTube. This has the teachers to occasionally demand for extensive self-learning and information search. Second, there has been a negative shift in the perception, attitude, and readiness in absolute engagement for online teaching and learning. Third, teachers' demand for unguided online tasks, new online student roles and interpersonal exigence trigger anxiety among students causing potential issues of academic and social isolation. These findings also address key implications for teachers, principals, and curriculum developers. As we move into the new normal of online learning the relevant stakeholders should capitalize on these findings in designing more appropriate and relevant means of engaging students in online learning environments.

*Keywords: Perception, Attitude, Readiness, Qualitative, Covid-19*



# Day 2 – Session IV

2<sup>nd</sup> Oct 2021



**Room Rajang**

**Chairperson: Dr. Siew Siew Kim, APROCEI**

0830 – 1100 Malaysia  
1700 – 2000 California USA  
2100 – 2400 South America

## Theme:

- Education for Sustainable Socioeconomic Development
  - Education for Environmental Sustainability
1. Developing and Implementing Project-based STEM modules to Promote Environmental Awareness in a Preschool in Chengdu, China
  2. Early Childhood Educators' Retrospective on the Implementation of Nature-Based Curriculum for Preschool Children: A Preliminary Study
  3. Entrepreneurship Education in Sustaining Entrepreneurial Motivation among Undergraduates – a Case Study in a Public University in China
  4. Evaluation of a University - Agriculture Partnership via an Internship Programme using the Context-Input-Process-Product (CIPP) Model
  5. Innovation and Entrepreneurship Education and Its Impact on Developing Sustainable Entrepreneurial Intentions among University Students
  6. Integrating Environmental Education in Science: The gap in Malaysia Secondary School
  7. Preschool Teachers' Perceptions On Classroom Practices To Sustain Environmental Education Development

# **Developing and Implementing Project-based STEM modules to Promote Environmental Awareness in a Preschool in Chengdu, China**

Wang Siyu<sup>1</sup>, Ng Soo Boon, PhD<sup>2</sup>

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## **ABSTRACT:**

Educating nature loving individual is a first step to solving environment-related problems. Effort that starts as early as preschool is a good investment to shape an environmentally sustainable society. An action research was conducted to explore the process of developing and implementation of STEM modules using Lilian Katz's Project-based Learning (PBL) methodology targeting at promoting children's love for nature as well as acquisition of basic science process skills in a preschool in Chengdu, China. A total of 30 children aged 5 to 6 years were involved in 11 STEM lessons. STEM modules were developed by the researcher and the teachers, these modules are child-centered, inquiry-driven, process-oriented, and adopting the constructivist approach. The topic of the project is 'tree' and the children followed their interests to explore parts of the trees as well as its uses. Through observation and interview with teachers and children, it was found that these STEM modules were successful in engaging children to do investigation, deepening their understanding of trees and its surrounding, motivating them to do experimentation and innovate, as well as enhancing their self-learning ability. Children were happy and excited to learn, they expressed aspiration to create a green world, protect trees, save and recycle paper, and understanding the growing condition of tree. However, teachers reported their barriers in lack of time for planning and reflection, they expressed their needs of professional training, challenges in management of children's behaviors in outdoor learning and the pressure of preparing children to enter formal Primary school education.

**Keywords:** *Environmental awareness, STEM, Project-based learning, Preschool*

# **Early Childhood Educators' Retrospective on the Implementation of Nature-Based Curriculum for Preschool Children: A Preliminary Study**

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## **ABSTRACT:**

Spending time outdoors are beneficial for children as it allows them to enhance their physical, social emotional, language and other developments. Nature-based curriculum gives out a unique potential to enable early learners to experience and interact with the natural environment and build a strong foundation in environmental learning. However, there are some misperceptions and negative responses given by the early childhood educators regarding the implementation of nature-based curriculum. Some were skeptical and disagrees that nature-based curriculum would bring benefits towards children. The purpose of this qualitative interview study is to explore early childhood educators' experiences and perceptions of implementation of nature-based curriculum for preschool children. The current study seeks to analyze the retrospectives of early childhood educators towards the implementation of nature-based curriculum in Kuala Lumpur. 12 participants selected for this study were early childhood educators from 3 different preschools located around Bandar Sungai Long, Kajang. Interviews were conducted and content analysis were used to analyse data. The primary obstacles to the implementation of nature-based curriculum were reported as early childhood educators' lack of knowledge on nature-based pedagogies, fear of children's health and safety. Also, the participants stated that they were lacking with nature-based teaching aids and materials. Supporting early childhood educators' professional development and providing them with more opportunity to implement nature-based curriculum could help to overcome these obstacles.

**Keyword:** *early childhood education, retrospective, early childhood educators, nature-based curriculum, environment education, natural environment*

# **Entrepreneurship Education in Sustaining Entrepreneurial Motivation among Undergraduates – a Case Study in a Public University in China**

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## **ABSTRACT:**

Entrepreneurship plays an important role in the sustainable development of a country's economy and wellbeing of the society. China is committed to cultivate undergraduates with sustainable Entrepreneurial Motivation (EM) through Entrepreneurship Education (EE) program offered in universities. Self-efficacy Theory and Self-determinism Theory suggest that Entrepreneurial Learning (EL) and Entrepreneurial Competency (EC) as two possible factors influencing EE. The purpose of this study is to explore the relationship between EL, EC and EM with the intention to improve EE program in university. The research questions include finding out the level of these variables and determine the influence of EL and EC towards EM of undergraduates. This study uses sequential mixed-method approach with a cross-sectional survey of a sample of 583 undergraduates and qualitative interviews of 12 undergraduates. Findings indicate that the EM of undergraduates are at the high level, EL and EC are at moderate level. In addition, EL and EC have significant positive impact on EM. EL is a better predictor of EM justifying the focus of university on EE. The findings of interviews reveal that undergraduates fear entrepreneurial failure and reluctant to experience hardship. Therefore, exposure to negative entrepreneurship case studies and action learning can be more conducive to the cultivation of sustainable entrepreneurial motivation among undergraduates. At the same time, higher level of EL and EC could enhance the individual self-efficacy, which can positively affect EM. Findings of this study have applications for designers of university EE program in order to improving the undergraduates' entrepreneurial motivations.

**Keywords:** *Entrepreneurship Education; Sustainable entrepreneurial motivation among undergraduates; entrepreneurial learning; entrepreneurial competency*

# **Evaluation of a University - Agriculture Partnership via an Internship Programme using the Context-Input-Process-Product (CIPP) Model**

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## **ABSTRACT:**

An internship initiative via the Three Gorges Reservoir Area University-Agriculture Partnership (UAP) Program in Chongqing, China establishes linkages between universities and agricultural enterprises. The partnership aims to improve employment readiness and develop talent among graduating Higher Vocational College (HVC) students. This study examined the UAP program of three agricultural majors, namely, Plant Phytosanitary Protection, Horticulture Technology, and Agritourism at a Chongqing HVC through interviews with two college teachers, two enterprise personnel, and two students. Besides, a questionnaire to explore internship experiences and relevant issues was also administered to interns. Responses deepened insights into issues concerning legal relationships between interns and their respective agricultural enterprise companies, specifications on UAP cooperation content, and recognition and satisfaction of the interns. The UAP program was evaluated using the Context-Input-Process-Product (CIPP) model to shed light on the programme and internship experiences. The findings revealed that participants wanted more support and supervision from the state government for the UAP Internship Programme. Main issues related to the lack of preparatory sessions before dispatching students for the UAP Internship, inadequate support for and poor management of outbound interns, and inappropriate evaluation after the UAP Internship. Talent development for interns was over-promised and under-delivered, as profit-making was of top priority for enterprises. These findings imply that universities and enterprises have specific areas to work on to enhance internship experiences and develop the talent of CHVC interns to prepare them for employment. Recommendations for different forms of governmental and institutional support for an effective and sustainable internship program are given.

**Keywords:** *agricultural programme, Three Gorges Reservoir Area, University-Agriculture Partnership (UAP), higher vocational college, internship*

# **Innovation and Entrepreneurship Education and Its Impact on Developing Sustainable Entrepreneurial Intentions among University Students**

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## **ABSTRACT:**

Innovation and Entrepreneurship Education (IEE) is a compulsory program for students in a China University specializing on Finance and Economics. The curriculum of this program is delivered through lectures, training, competition and internship. The university management is constantly working to enhance the quality of IEE program. One of the purposes of IEE is for development of sustainable entrepreneurial intentions (EI). In the field of entrepreneurship, academia and research communities uncovered many contributing factors for effective EI. The main purpose of this study is to investigate influence of IEE onto EI. Research questions include levels of IEE and EI, its relationship and suggestions for improvement. A mixed-method approach was used. A total of 827 valid questionnaires were analyzed, out of these, 23 students were chosen to be interviewed according to their levels of IEE and EI. It is found that students' IEE and EI are not high (IEE: M=4.57; EI: M=4.2, 7 Likert-Scale is used). Correlation between IEE and EI is moderate. Findings indicated low participation of IEE, low satisfaction of IEE content and its curriculum design, and lack of teachers' quality. Both quantitative and qualitative data yielded suggestions such as the IEE program should conform to the development of times, integrate into strategic development plan of local social and economic industry. It is apparent that the university IEE program need to be redesign and enhance. This is important as entrepreneurship assist local communities and countries in increasing economic activities which then improve the livelihood and well-being of its people.

**Keywords:** *IEE, EI, Sustainability of EI, University IEE program*

## **Integrating Environmental Education in Science: The gap in Malaysia Secondary School**

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### **ABSTRACT:**

Environmental education should be integrated into the curriculum for sustainability in order to develop citizens who are aware and able to address complex environmental problems. Although environmental education has been previously integrated in the Science curriculum, the changing scenario of environmental problems has necessitated an urgent need for change. For this reason, additional elements of environmental education to instill environmental citizenship are needed in Science. This paper discusses the environmental education content acquired at lower secondary school. Data was collected via content analysis. Based on Environmental Citizenship Model, a content analysis of Standard Document of Curriculum and Assessment [DSKP] was conducted to find out how much Science curriculum related to environmental education. The content analysis indicated that environmental education had been only partially addressed in the DSKP. The study findings indicate a dire need for new elements of environmental education in Malaysia.

**Keywords:** *Environmental education, environmental citizenship, science curriculum*

# **Preschool Teachers' Perceptions On Classroom Practices To Sustain Environmental Education Development**

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## **ABSTRACT:**

In light of a global world that faces environmental crises which rooted from human's behavior, education has been deemed to be the greatest agent of change. Children need to be inculcated with the sense of love and care towards the environment so that they will become individuals who are sustainably conscious and responsible in future. However, although Education for Environmental Sustainable Development (ENV-ESD) is laid down in the Malaysia's National Preschool Curriculum Standard (NPCS), past research has shown that most individuals are merely acquired with the knowledge on sustainability but lack of practical applications in daily lives. Therefore, teachers should act as both transmitter of knowledge and co-constructor of behavior for the children in Early Childhood Education (ECE) classrooms. This research study aims to look into preschool teachers' perceptions on ENV-ESD, level of integration of sustainability practices in classrooms, and the relationship between the two variables. The study adopted a quantitative research design through questionnaires. A total of 64 preschool teachers from several non-government (private) preschools in the area of Petaling Jaya, Selangor, Malaysia took part in this study. Results were then analyzed by using descriptive and inferential statistics. Findings from the study revealed that although preschool teachers have favorable perceptions towards ENV-ESD, there is still room for improvement to integrate sustainability practices in classroom's daily routines as the relationship between the perceptions and the level of integration is weak. This further leads to an urge to increase in-service training for preschool teachers and include ENV-ESD in the preschool's curriculum.

**Keywords:** *Education for Environmental Sustainable Development, sustainability practices, perceptions, preschool teachers, early childhood education*



# Day 2 – Session V

2<sup>nd</sup> Oct 2021



**Room Langkawi**

**Chairperson: Dr. Pang Ji Ching, SEGi University**

0800 – 1100 Geneva  
1400 – 1700 Malaysia  
1600 – 1900 Melbourne

## Theme:

- **Sustainability towards Inclusive Education**

1. Applying Blended Learning in An English Learning Course for Inclusive Higher Education – A Case Study from China
2. Challenges, Coping Strategies, and Prospects of Parents of Adolescents with Autism During Online Learning
3. Hope Amidst Disruptions – An Online Inclusive Curriculum on Employment Training for Youth with Intellectual Disabilities in Malaysia
4. Significance of Teachers' Voices for Sustainable Inclusive Preschool Education in Maldives
5. That's How We Speak English: Oral Presentation Skills of Zhuang Ethnic Minority EFL Students in China
6. The Design of a Virtual Speech Therapy Module

# Applying Blended Learning in An English Learning Course for Inclusive Higher Education – A Case Study from China

Hu Jianan<sup>1</sup>, Ng Soo Boon, PhD<sup>2</sup>

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SEGi University, Malaysia<sup>2</sup>

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## ABSTRACT:

Successful inclusive education is achieved by accepting, understanding and paying attention to students' differences. As a large country with population of 1.4 billion, shortage of educational resources is a reason hindering students from different backgrounds in China to obtain high-quality higher education. The ubiquitous Internet connection and the rapid development of learning management system make blended learning (BL) a new way to solve this problem. In order to explore how to effectively apply BL to achieve UNESCO Sustainable Development Goals 4, ensuring inclusive, equitable quality education for all regardless of gender and background, a study is designed to explore how to promote inclusive blended learning on an English learning course. It is envisaged that students' motivation and self-regulated learning (SRL) plays a role in BL. This paper focuses on the research questions related to students' levels of motivation, SRL and Blended Learning Experience (BLE) and whether there are significant differences between these variables based on respondents' gender and residential location. A mixed method design was used where questionnaire and semi-structured focus group interviews were conducted. Results show that after one year of BL, females had higher motivation than males, but there is no significance difference in SRL and BLE; BLE of rural students is lower than that of students in town and city, but their motivation and SRL level are not significantly different. BL has impacted students in different ways. In-depth interview with students revealed their ideas on how BL can be better designed to achieve inclusivity for quality learning.

**Keywords:** *motivation, self-regulated learning, blended learning experience, inclusive education;''''*

# **Challenges, Coping Strategies, and Prospects of Parents of Adolescents with Autism During Online Learning**

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## **ABSTRACT:**

The COVID 19 Pandemic has affected not just people's health but also the educational system globally. Education has shifted from face-to-face to online learning at home. Families of students with special educational needs, including those with autism, are now facing difficulties in learning remotely as their programs may not be responsive to their current needs and concerns. This study aimed to investigate the challenges, coping strategies, and prospects of parents during online learning using a qualitative approach. The study involved in-depth interviews with four parents who have adolescents with autism (AWA) and are enrolled in an Inclusive Education program in a private school. Thematic analysis was conducted after the interviews. Findings revealed that challenges parents encountered were related to AWA's change in behavior, technological difficulties (poor internet connection; lack of knowledge of using gadgets and the school's learning management system), and difficulty teaching at home. Coping strategies used by the parents included adjusting schedules, communicating regularly with teachers, and asking other family members to be involved. On prospects, parents look forward to a program that includes functional life skills and is implemented in consideration of the families' activities. Moreover, parents shared that the online learning should be more responsive to their AWA's current needs and should include teaching the whole family regarding the program to be implemented better at home. The study also suggested a Family-Centered Thematic Transition Program that may be implemented as part of the school's inclusion program, which will benefit both teachers and families.

**Keywords:** *COVID-19, Inclusive Education, Parents, Adolescents with Autism, Online Learning*

# **Hope Amidst Disruptions – An Online Inclusive Curriculum on Employment Training for Youth with Intellectual Disabilities in Malaysia**

Pang Jee Ching, Lee Fong Yee; Te See Yin; Ng Phek Lan; Chin Li Hoong  
SEGI University, Malaysia

## **ABSTRACT:**

The impact of the pandemic has disrupted the opportunity to quality education among youths with intellectual disabilities (IDs) as schools have been closed for more than a year. This has caused concerns in helping the students to transition from schools to workplaces. The aim of this study was to design and implement an online-based inclusive curriculum to establish work aspirations among youths with IDs. A group of stakeholders including special needs educators, educational technologist, parents and advocates for inclusive curriculum designed an online transition curriculum known as 'Let Me Grow Up' and delivered it through a series of 10 online workshops. In this first cycle of curriculum design, a total of 25 youths and their parents joined the workshops. Data collected through observations and focus group interviews with the participants and stakeholders were analysed and triangulated. Findings shows that online inclusive curriculum has enhanced the rights to education for youth with IDs based on person-centered approach despite restricted movements. Work aspirations were established with personal, communication and digital skills for them to be upskilled with the changing trend of a new normal. This study has provided insights that inclusive curriculum delivered online can be sustained through the collaboration between teachers, practitioners and families. This study has provided a glimpse of hope for the families in transitioning their child to work during the pandemic.

**Keywords:** *Intellectual disabilities, online inclusive curriculum, transition training, person-centered approach, employment*

# Significance of Teachers' Voices for Sustainable Inclusive Preschool Education in Maldives

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## **ABSTRACT:**

Inclusive education is a fundamental worldwide reform envisioned to include children with diverse abilities in the classroom. Maldives is in its primary phase of operation and this study explored the experiences of five regular teachers in the inclusive preschools setting using qualitative design. Data was collected using semi-structured interviews where series of issues associated in their journey of inclusive classrooms were explored. The insights from these findings reveal that regular teachers' belief in inclusion, as well as the policies and support required from stakeholders at all levels, have influenced the sustainability of inclusion. Likewise, the lack of trained teachers, resources and large class sizes were found to be the concerns and challenges. To overcome these challenges, regular teachers have used the strategies such as team teaching, adjusting lessons and seeking support within school and outside to overcome the diverse children's needs. Teachers' voices on inclusive classrooms in preschools of Maldives have contributed recommendations for the school level and policymakers in modeling up the sustainable inclusive preschool education. It has provided perceptions on the necessity for fund in implementing inclusive education, trained teachers and to conduct awareness programs for parents and community to foster positive attitudes and acceptance on inclusive education.

**Keywords:** *children with special needs, inclusive education, regular teachers, preschools in Maldives*

## **That's How We Speak English: Oral Presentation Skills of Zhuang Ethnic Minority EFL Students in China**

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### **ABSTRACT:**

English public speaking (EPS) was introduced into Chinese classrooms two decades ago but English speaking skills are considered very important, as universities in China are now required to incorporate English public speaking courses in their curricula. EPS has also become a major interest among educators and researchers in China as oral communication skills are vital for participation in global markets. Available literature reveals that studies in China have concentrated on the EPS levels of Chinese mainstream (Han) students. This study examined the EPS performance and perceptions of Zhuang students in a province with a high concentration of Zhuangs. A mixed method research design was employed. The data comprised responses to a questionnaire informed by communicative competence research and validated by experts. It was administered to 451 university students. Besides, students were assessed on their oral presentation skills, and their perceptions were also sought in semi-structured interviews. Zhuang students' learning needs in EPS were examined through a comparison between students' self-perceived proficiency and their actual performance on three categories of EPS, namely, content and organization, language, and delivery. The analysis yielded the following findings: (1) Zhuang students were lagging behind in EPS; (2) They were weakest in giving persuasive speeches; (3) Their language proficiency left much to be desired; (4) Their weakest subskills were their rhetorical techniques. These findings imply that for graduates to participate meaningfully in oral interactions involving English, the EFL curriculum and instructional design for EPS will need to develop skills to enable graduates to articulate ideas effectively. (250 words)

**Keywords:** *Zhuang ethnic minority, self-perceived performance, actual performance; learning needs, English oral presentation skills*

# The Design of a Virtual Speech Therapy Module

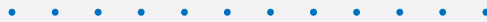
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## **ABSTRACT:**

Communication strategy is a key factor to facilitate children's speech and language skills. Failure to achieve an optimal speech and language level, lead to risk of speech and language delay, communication disorder, behaviour problem, slow learner, poor academic performance and limited social skills. Aim of the study is to design the Virtual Speech Therapy Module (VSpeech) based on experts view to provide the ideal knowledge of communication strategy and language skills. This study used qualitative approach and applied convenience sampling, who involved the Senior Speech-Language Therapist with minimum 10 years working experience. Qualitative expert analysis, found 4 themes, namely communication strategies, language skills, speech-language delay, and module presentation. On top of the themes, another 10 subthemes are learning style, interaction style, language stimulation, language level, critical age, implication, professional and intervention, online learning, instructional technology and motivation. As a result, researcher managed to design V-Speech Module contains precise and practical information of speech, language and communication skills. V-Speech is a realistic practice to carry out because it is flexible, easy access, cost effective, interactive and emphasize on natural approach in parent-child interaction. Future work should have collaboration with stakeholders and policy makers related to children health and development, learning and education, society welfare to consider implementing V-Speech in the standard system.

**Keywords:** *Communication strategy; language skills; expert analysis; design; online learning*

# Day 2 – Session VI



**2<sup>nd</sup> Oct 2021**



**Room Rajang**

**Chairperson: Melanie Joy Gunio, APRACSI, Philippines**

0800 – 1100 Geneva  
1400 – 1700 Malaysia  
1600 – 1900 Melbourne

## Theme:

- Sustainability in Values Education
  - Sustainability towards Inclusive Education
- 
1. Contemplative Pedagogy: A Sustainable Curriculum and a Curriculum for Sustainability
  2. Continuing the Legacy: Ethnic Minority Art at a Normal University of Nationalities in Guizhou Province
  3. Is Classical Piano Training Sustainable? Examining the Piano Program in X Normal University
  4. Preschool Teachers' Beliefs and Practices on Character Education for Sustainable Development
  5. Problems Facing by Islamic Education Teachers and Solutions by Educational Experts in Teaching by Integrating Higher Order Thinking Skills (HoTS) at Secondary Schools



# **Contemplative Pedagogy: A Sustainable Curriculum and a Curriculum for Sustainability**

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## **ABSTRACT:**

The last decade is marked by an increased number of research studies introducing contemplative practices such as mindfulness, compassion, and lovingkindness to the educational context. Despite the positive effects of such programs for both students and teachers, less research has been conducted on the implementation of contemplative practices as part of curriculum in teacher training education. This conceptual paper intends to present a model of Contemplative Pedagogy (CP) within the curriculum of teacher training education. The aim of introducing CP is to enable teachers to develop competencies that complement the traditional acquired content and pedagogical knowledge and practices. One such competency is lovingkindness-compassion, two universal ethical virtues, which are as well a renewable resource for teachers. Drawing on the Buddhism psychology, lovingkindness-compassion is limitless in its application as well in its acquirement. The development of teacher lovingkindness-compassion competency leads to the implementation of teaching practices that are inherently eudemonistic. The three levels of implementing these teaching practices are: (1) at the body level (e.g. embodiment, present awareness in the classroom); (2) at the speech level (e.g. compassionate and non-violent communication); and (3) at the level of action (e.g. random acts of kindness, projects within the school and community to spread lovingkindness-compassion towards oneself, others and the environment). Drawing on the proposed model of Contemplative Pedagogy within the curriculum of teacher training education, this paper argues that the implementation of Contemplative Pedagogy focusing on developing lovingkindness-compassion competency fosters a sustainable curriculum and a curriculum for sustainability.

**Keywords:** *contemplative pedagogy, lovingkindness-compassion, teacher training curriculum, sustainability*

# Continuing the Legacy: Ethnic Minority Art at a Normal University of Nationalities in Guizhou Province

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## Abstract

Ethnic minority art (EMA) is recognized as legacies that could claim world heritage status, but it has been observed that there are challenges to its survival and development. Realizing the importance of EMA, in 2015, the Ministry of Education in China issued guidelines on the teaching of ethnic minority programmes with a high minority population to encourage the development and the pursuit of EMA. Research shows that EMA needs more resources and support from mainstream discourse, considering the dwindling number of practising artists. In 2020, a university located in Guizhou Province offered the first EMA programme to the March 2020 batch of fine arts students. A qualitative study was conducted to scrutinize the programme, using data from interviews with two art lecturers and five students and close examination of EMA-enhanced instructional contents and artistic assessment of five students' artworks. The results showed that these lecturers had a high regard for EMA, which propelled them to develop their knowledge and refine their skills in order to promote EMA and improve their teaching methods. The apprenticeship system that they had established was effective in grooming a line-up of promising, university-trained EMA youths. The findings also showed that the EMA programme facilitated students' expressions of modernisation, harmony, and identity in their artworks. These findings suggest that the opportunities for the formal development of minority art, although well received, can be further developed, through improvement and use of related teaching equipment that harnesses the latest technology and the provision of relevant professional training.

**Keywords:** *ethnic minority art, art education, world heritage, ethnic minority programmes, ethnic minority artmaking, art apprenticeship, Guizhou China*

# Is Classical Piano Training Sustainable? Examining the Piano Program in X Normal University

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## ABSTRACT:

Music education research examining piano pedagogy and curricula, has attracted increasing attention following the rapid development of aesthetic education in China in recent years. Piano programmes at normal universities in China have always emphasized music theory and the performance of traditional piano recital pieces. This situation has unfortunately created some challenges, for example, perpetuating music training and products that do not meet present day realities and demands. Using Stufflebeam's Context-Input-Process-Product (CIPP) model, this study examines the piano programme taught at a Normal University in Beijing whose music education programme is ranked number one in China to determine its relevance and effectiveness. Intensive document analysis and a series of interviews involving participants of the programme, chosen through purposive sampling, were conducted. The findings showed that while some participants appreciated the teaching of foundational skills in piano performance, other participants considered the entire teaching and learning curriculum to be obsolete. The contents of the programme had not been reviewed and updated but were overly skill-based, emphasizing technical training for students. The respondents' feedback in this study was validated by findings from related document analysis that revealed the over-a-decade stagnation of piano curriculum and examination specifications. These findings imply that serious attention needs to be given to the music curriculum of this university but also the curricula of other universities in China offering music education at the tertiary level. A systematic evaluation of the undergraduate piano programmes needs to be undertaken, after addressing new challenges confronting piano education in normal universities.

**Keywords:** *music education, classical piano training, university piano programme, curriculum evaluation, CIPP model*

## **Preschool Teachers' Beliefs and Practices on Character Education for Sustainable Development**

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### **ABSTRACT:**

Education for Sustainable Development is an integral part of quality education and a lifelong learning process. It is important to explore how character education may contribute to sustainable development in all pedagogical practices in order to develop moral citizens, beginning with the preschool classroom practices. This study aims to fill the gap in existing studies that have not previously been done in a preschool setting. The objectives of this study are to investigate the beliefs and practices of preschool teachers on Early Childhood Character Education, and the relationship between preschool teachers' beliefs and practices on Early Childhood Character Education. A total of 118 preschool teachers in Petaling Jaya area participated in this study. This study adopted a quantitative research design by using questionnaires to collect data for descriptive statistics and correlation analysis. Findings from the study revealed that a majority of preschool teachers share a common belief on the positive effects of character education and they actively practice character education in their classrooms. A positive correlation was shown between these variables. Moving forward, Character Education for Sustainable Development should be a collective effort by different stakeholders. This research offers insights for preschool teachers and policy makers on the need for contextualizing the character education in local context. It is recommended that more research on this topic to be done in the Malaysian setting to provide more relatable and supportive results as well as the use of a qualitative study instead, as it could gather more in-depth and specific data.

**Keywords:** *Beliefs, practices, character education, early childhood, education for sustainable development*

# **Problems Facing by Islamic Education Teachers and Solutions by Educational Experts in Teaching by Integrating Higher Order Thinking Skills (HoTS) at Secondary Schools**

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## **ABSTRACT:**

This study aims to elaborate pertinent issue regarding the teaching skills of Higher Order Thinking Skills (HoTS) among Islamic Education teachers in secondary schools. Planning and implementation of HoTS are two major problems highlighted in the study. In view of the above problems, two study objectives were constructed. The objective of the first study is to describe the problem among four Islamic Education teachers integrating HoTS in their regular teaching practices. The second study aims to propose solutions based on problems that occur among four education experts. All study participants were selected through purposive sampling. To answer the research questions, the exploration was conducted using a qualitative paradigm using a case study design. The major sources of data collection methods were semi -structured interviews and document analysis. The findings of the study based on emerging themes from the data revealed the following problems faced by teachers in their attempts to integrate HoTS during lesson planning, deliverance of instructions and learning environment supports. While for the objective of the second study, the proposed problem solving by education experts in relation to the problems that occur, namely the process of information delivery, the competence of education officers and dismantling the curriculum. Based on the overall findings of the study on teaching integrating HoTS, Islamic Education teachers need to have the necessary skills in implementing the teaching objectives accurately based on the comprehensive current curriculum information. The competence of education officers involving educators, teachers and stakeholders is also important in ensuring that the process of dismantling the curriculum is capable of strengthening the implementation of equipping Islamic Education teachers' skills in integrating HoTS. Based on the findings, the study also shows that the continuity between the problems that occur in education with problem -solving suggestions by experts such as the construction of teaching strategies is an intervention that supports the holistic development for students.

**Keywords:** *Problem by teachers, solutions by educational experts teaching by integrating Higher Order Thinking Skills (HoTS)*

# Day 3 – Session VII

3<sup>rd</sup> Oct 2021



**Room Langkaw**

**Chairperson: Dr. Hjh. Suwarsih Madya, APRACSI, Indonesia**

0830 – 1100 Malaysia  
1700 – 2000 California USA  
2100 – 2400 South America

## Theme:

- **Current And Future Issues For Sustainable Education**
- 1. Auditions for University Music Programmes in Malaysia - Sustainable Private Music Training for Audition Candidates
- 2. Factors Influencing College Lecturers' Acceptance of Sustainable Mobile Learning in China in the Post-Pandemic Era
- 3. Flipped Professional MOOC: Problems and Needs Among ESL Educators
- 4. Impacts of the Covid-19 Pandemic on Higher Education in Malaysia: Implications for Curricular and Instructional Design
- 5. Liability of Teachers Motivation in the Physical Education Teaching Work Tasks at the Primary Schools in Kuala Lumpur
- 6. Sustainability of Education: Virtual Cultural Visits for Developing Pupils' Intercultural Communication Skills in Mandarin
- 7. Teachers' Understanding and Efficacy in Implementing Global Sustainability in Preschools

# **Auditions for University Music Programmes in Malaysia - Sustainable Private Music Training for Audition Candidates**

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## **ABSTRACT:**

In Malaysia, the responsibility of providing graded music education has been shouldered by privately-owned music centres and freelance music teachers teaching in private homes. Currently, there are no systematic programmes that prepare music students to enter undergraduate music programmes. Unlike most academic programmes, acceptance as a music major requires an audition in addition to interviews and meeting entry requirements. The audition is, therefore, a very important component which applicants must pass. It is considered as the gateway to a tertiary music education programme. However, failure rates are high as many applicants have not been able to demonstrate expected knowledge and skills required for advanced studies in music. This qualitative study examines the audition criteria for university music programmes and applicants' performance in auditions and their preparation for the auditions. In-depth interviews were conducted with two examiners, one private music teacher, and one music student who had passed the audition. Analysis of the interview data showed that candidates were unprepared and had poor aural and sight-reading skills. Additionally, they were unable to perform in different music genres and demonstrate advanced levels of musicianship which applicants are expected to possess. These findings indicate that private music education needs to be sustainable and go beyond preparing students for graded examinations. Students need to be supported to enable them to study music at universities. There is also an urgent need to devise strategies for developing specific skills and knowledge to impress audition examiners to enable applicants to gain entry into tertiary music programmes.

**Keywords:** *music audition, aural skills, sight reading, music genres, private music centres, private music education, feeder role*

# Factors Influencing College Lecturers' Acceptance of Sustainable Mobile Learning in China in the Post-Pandemic Era

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## ABSTRACT:

The global outbreak of COVID-19 has prompted many colleges to transform from traditional face-to-face learning to present mobile learning. Mobile learning is regarded as a sustainable learning mode because of its convenience and economy in the post-pandemic era. However, there have been still many college lecturers who are unwilling or reluctant to use mobile learning, which affects their acceptance of mobile learning and thus hinders the implementation of mobile learning in campus. The purpose of this study was to investigate factors influencing college lecturers' acceptance of sustainable mobile learning in China. To this end, a mix-method sequential explanatory research design was employed to combine both quantitative and qualitative data. Quantitative data were collected by surveying 303 lecturers from one comprehensive university in China and analyzed with the statistical tool SMART PLS version 3.0. And qualitative data was collected by interviewing 8 purposefully selected typical respondents and thematically analyzed by the software Nvivo 11. The results revealed that four factors "Performance expectancy, Social Influence, Hedonic Motivation and Perceived Cost" were found to be significant predictors to lecturers' acceptance of sustainable mobile learning. The following-up in-depth interview indicated that five major themes (1) Communication; (2) Convenience; (3) Social Influence; (4) Support Learning and (5) Barriers were emerged as the influencing factors. The study findings were compared and discussed with reference to past documents concerning sustainable mobile learning. This study may enhance the lecturers' perceptions of their competence in mobile learning use and increase their intention to use it in teaching and learning processes. It may also accelerate the sustainable utilization of mobile learning among college lecturers in the post-pandemic era in China.

**Keywords:** college lecturers ; sustainable mobile learning acceptance; post-pandemic era ; mixed method



# Flipped Professional MOOC: Problems and Needs Among ESL Educators

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## **ABSTRACT:**

Today, the shortcomings of the traditional professional development programs have spurred the idea of a flipped professional development in coping with the current pandemic where almost everything is going online. In most cases, it is mostly held in the form of workshops aim at delivering pedagogical content to educators; however, they leave no time for the design and implementation of the content. Thus, the idea of flipping the professional development program via integration of technology was emphasized. This research was carried out among 46 ESL educators in a private university in Perak to develop a flipped professional development Massive Open Online Course. This research was carried out to identify the problems faced and the needs by ESL educators in the existing professional development programs and thus, develop a suitable training programs for ESL educators that will be essential for educators in coping with the current trend in technology. Mixed mode was the design of this research and it was employed beginning with the need's analysis, design and development of a MOOC. The pyramidal Train-to-Learn framework for research is adapted from theories namely the (i) Bloom's Revised Taxonomy and (ii) Zone of Proximal Teacher Development (ZPTD) along with Gagne's 9 Events of Instruction. This study adopted Unified Theory of Acceptance and Use of Technology (UTAUT) instrument. Implications for future research is to look into the experiences and readiness of these educators to attend such type of professional development training, to have wider positive perceptions, same visions and goals about technology integration.

**Keywords:** *Flipped MOOC, ESL Educators, Problems, Needs, UTAUT*

# Impacts of the Covid-19 Pandemic on Higher Education in Malaysia: Implications for Curricular and Instructional Design

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## ABSTRACT:

Since the 1990s, Malaysia has become a destination for many in pursuit of higher education in South-east Asia. Private universities offer accredited programmes with degrees conferred by established partner universities overseas, at much lower costs. The rise of Malaysian universities to the world's top 400 rankings has motivated Mainland Chinese students to pursue undergraduate and postgraduate studies in Malaysia. However, the Covid-19 pandemic, with the prolonged lockdowns and border controls, has created unexpected challenges. A mixed-method study was conducted to determine the problems and impacts on the retention, enrolment of Mainland Chinese students. 400 Mainland Chinese students studying at 20 different Malaysian universities responded to an online questionnaire, validated, piloted, and refined, using exploratory factor analysis and confirmatory factor analysis. Main findings showed that policies and control measures, efficiency of online teaching and supervision, and institutional support mechanisms were key influencing factors in sustaining the Malaysian higher education brand. Several focus group discussions were held with the students for further insights into their experiences of studying in Malaysia during the pandemic. While most students appreciate the difficulties caused by the pandemic and expressed satisfaction with their institutions' swift measures in implementing e-learning, it was clear that online the learning experience was still very challenging, compromised by the decrease in personal contact with supervisors and coursemates and uncertainties in policies. These findings imply that curricular and instructional design should be further reviewed to promote effective learning and enhanced faculty-student engagement to satisfy the learning needs of Mainland Chinese students in Malaysia.

**Keywords:** *China students, student enrollment, Covid-10 pandemic, Malaysia higher education, brand name, faculty-student engagement*

# **Liability of Teachers Motivation in the Physical Education Teaching Work Tasks at the Primary Schools in Kuala Lumpur**

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## **ABSTRACT:**

This study aims to determine the level and liability of motivation among the teachers in Physical Education (PE) teaching work tasks in the primary school in three zones in Kuala Lumpur. Quantitative methods using descriptive and correlation approaches were conducted on 322 teachers (184 female;138 male) who responded to the questionnaire online. The questionnaire consists of 90 items representing six teaching work tasks (class preparation task, teaching task, student assessment task, classroom management task, administrative task, and complementary task) of PE teachers which were categorized into three types of motivation namely intrinsic, extrinsic, and amotivation. The findings show that the level of motivation of teachers towards the task of teaching Physical Education is at a moderate level overall. Furthermore, there were no significant differences in the intrinsic, extrinsic, and amotivation among PE teachers based on gender. While there were significant differences in amotivation for class preparation tasks, teaching tasks, and complementary tasks among PE teachers based on educational level. In addition, the motivation of PE teachers based on teaching experience shows that there was a significant difference in terms of intrinsic motivation in the task of classroom preparation, classroom teaching, and management, and significant differences in amotivation for the student assessment task. In terms of experience and involvement in sports, there was a significant relationship between the male and female primary school PE teachers in terms of classroom preparation, teaching, and evaluation. Positive relationships occur between intrinsic motivation and teaching tasks while extrinsic motivation and student's assessment task. However, negative correlations of amotivation were observed between the classroom preparation task, teaching task, and student's assessment task based on sports achievements. Thus, this study can be used as a steppingstone for future studies to further enhance and improve the quality of teaching PE in schools.

**Keywords:** *Teaching Physical Education, Teaching Work Task, Motivation, WTMST*

# **Sustainability of Education: Virtual Cultural Visits for Developing Pupils' Intercultural Communication Skills in Mandarin**

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## **ABSTRACT:**

The COVID-19 pandemic has severely disrupted the pace of learning. In Malaysia, schools were closed and pupils were forced to study at home. In the field of Mandarin as a second language (MSL), teachers who intended to introduce Chinese cultural places by organizing field trips are facing difficulties as the movement control order prevents pupils from face-to-face interactions in learning about culture. This study investigated virtual reality (VR) technology as a means to develop primary pupils' intercultural communicative competence (ICC). The study aims to investigate pupils' perception of the learning outcomes of using VR tours to enhance ICC. The sample were 32 pupils in Year 5 enrolled in a MSL course at a national primary school in the North Kinta district, Perak. Observations and group discussions were conducted throughout the study to gather the participants' perceptions of the learning of the ICC through VR tours. Data was analyzed and coded into themes. The findings revealed that the majority of participants expressed overwhelming interest in learning ICC with VR technology. The participants claimed that VR cultural tours provided them with a novel learning experience and motivated them to enhance their intercultural communication skills in Mandarin as compared to the conventional method. Thus, VR technology played an important role in the development of ICC in the field of second language education throughout this pandemic. This study indicates the potential of VR for encouraging educational sustainability in language education and recommends the use of VR for future research.

**Keywords:** *virtual reality, intercultural communicative competence, mandarin as a second language, learning outcomes*

# Teachers' Understanding and Efficacy in Implementing Global Sustainability in Preschool

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## ABSTRACT:

Research indicates knowledge and preparedness of teachers in implementing education for sustainability are crucial in upbringing the quality of Education for Sustainability. This paper highlights an investigation on preschool teachers' understanding of the element of global sustainability embedded in National Preschool Education in Malaysia. It also aims to explore preschool teachers' teaching efficacy especially willingness and capacities to integrate the element of global sustainability into their own teaching practices. The preschool teachers from public and private sectors (N=252) responded to a quantitative survey with a series of Likert Scale questions pertaining to Global Sustainability and were asked to list "5 words" when they think of "Global Sustainability". Descriptive results indicates that the level of understanding and implementation, especially efficacy in teaching Global Sustainability are at medium level. The relationship between understanding and teaching efficacy in Global Sustainability among preschool teachers was investigated, and the findings indicate that there is a strong positive correlation between these two variables. This result shows that the understanding of global sustainability influences the teaching efficacy among the preschool teachers. Besides, the five words list reflects that the understandings of "Global Sustainability" among preschool school teachers were dominated by an environmental focus. These findings imply the importance of developing and strengthening the teachers' understanding through redesigning and enforcing the element of global sustainability in National Preschool Curriculum of Malaysia.

**Keywords:** *global sustainability, knowledge, efficacy, preschool teachers*

# Day 3 – Session VIII

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**3<sup>rd</sup> Oct 2021**



**Room Rajang**

**Chairperson: Dr. Hjh. Sallimah bt Hj. Mohd Salleh, APRACSI, Brunei**

0830 – 1100 Malaysia  
1700 – 2000 California USA  
2100 – 2400 South America

## Theme:

- **Sustainability in Provision of Quality Education**
1. Addressing Multidimensional Perspective of Language Anxiety to Sustain Quality EFL Instruction in China
  2. Mobile Learning Readiness among Malaysian Students at Pre-University Level
  3. Quality Blended Learning Environment for Sustainable Development in College English Learning
  4. Sustainable Student-centered Learning and Students' Motivation in Chinese Character Writing
  5. Sustaining Inclusivity and Creativity of School-age Children through Choral and Instrumental Music Literacy Training
  6. Uncovering Differentiation Practice In Mixed-ability Chemistry Classrooms

## **Addressing Multidimensional Perspective of Language Anxiety to Sustain Quality EFL Instruction in China**

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### **ABSTRACT:**

Today, English has become a lingua franca in the competitive international community. However, Chinese tertiary students' English language proficiency lags far behind when compared to China's national development. This has been an issue of concern among numerous scholars in China as English is viewed as a gateway for Chinese nationals to compete in the international marketplace. Numerous studies have been conducted to investigate the lack of English language proficiency among tertiary students. Research in both second and foreign language acquisition has pointed out there are numerous internal and external factors that affect a learner's language process. Among the many factors at play, anxiety is viewed as one of the major factors influencing foreign language acquisition. Moreover, studies have revealed that Asian learners reported least joy and highest anxiety in learning a foreign language. Though numerous studies have explored anxiety in second and foreign language, there is scant empirical research that has explored anxiety from a multidimensional perspective involving all the language skills. To sustain the quality of EFL instruction in terms of addressing anxiety, this paper will discuss a multi-dimensional and holistic perspective of anxiety in language learning. The paper will discuss five-dimensional anxiety levels of foreign language anxiety (FLA), namely, general classroom anxiety, FLA in listening, speaking, reading, and writing, and investigated the influence of demographic factors on FLA. The paper will also share the findings based on a descriptive study that involved 190 randomly selected second-year tertiary students from a University in China.

**Keywords:** *quality EFL instruction, anxiety, multidimensional foreign language anxiety, demographic factors*

# Mobile Learning Readiness among Malaysian Students at Pre-University Level

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## ABSTRACT:

Numerous learning opportunities have been opened up by the progress of mobile technology to fulfil the need for students' learning of Probability. Mobile learning has become an integral part of learning due to the rapid development of mobile technologies. Due to the ability of mobile learning to make the process of learning possible anytime and anywhere, it is viewed as a significant aid to learning. The sustainability of mobile learning lies in its ability to address current educational needs as well as its capability in adapting to possible changes. However, before developing a mobile learning environment for the learning of Probability, students' readiness need to be taken into consideration. Even though mobile learning has numerous advantages, it is largely not researched at pre-university level, namely in the Malaysian Matriculation system. This study investigated the readiness of matriculation students on using mobile learning for learning. 35 students from a matriculation college located in the northern region of the country participated in an online questionnaire. The purpose of the questionnaire was to determine students' mobile learning readiness pertaining to equipment readiness, technological skill readiness and psychological readiness. Data was analysed quantitatively by means of descriptive statistics. The findings showed a good level of readiness by the students, signifying that they were ready for the implementation of mobile learning. Therefore, this preliminary study has given vital information to exploit the usage of mobile learning to develop a mobile learning environment that will be of essence to the process of teaching and learning Probability.

**Keywords:** *mobile learning, readiness, higher education*



# Quality Blended Learning Environment for Sustainable Development in College English Learning

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## ABSTRACT:

UNESCO's 2030 Agenda comprises 17 Sustainable Development Goals (SDGs), in which "Quality Education for all" (SDG4) stands out as a crucial leading element to achieve the other proposed SDGs. Provision of effective learning environment (physical setting, culture and pedagogies) is crucial to the successful implementation of quality education. Nonetheless, COVID-19 crisis has posed unprecedented challenges to the sustainability of education worldwide, and technology-enhanced learning methods, such as online learning and blended learning, have been employed to ensure uninterrupted learning. Blended learning (BL) integrating the strengths of face-to-face (F2F) instruction with online learning, becomes a promising alternative to provide equitable access to quality learning environment for all during and in post-pandemic era. BL was implemented in College English at Hebei University of Science and Technology (HEBUST), China, adopting "2+1+x" blended learning mode (2-hour F2F instruction for reading and writing, 1-hour F2F practice for listening and speaking, and x-hour [no less than 2 hours] online learning per week). This mixed-method study aims to investigate learners' perceptions of blended learning environment (BLE) in College English at HEBUST through questionnaire, and semi-structured interviews was conducted to further explore how to best integrate F2F instruction with online learning to improve the instructional design and create quality and effective BLE in College English. Quantitative and qualitative results showed that most participants have positive perceptions about BLE in College English. However, they expected better integration of F2F and online components and proposed some suggestions on the design of BL, which will be presented in this paper.

**Keywords:** *Blended learning; Sustainable Development in College English learning; Quality Education for all*

# **Sustainable Student-centered Learning and Students' Motivation in Chinese Character Writing**

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## **ABSTRACT:**

UNESCO's Education 2030 Framework for Action highlights the protection and promotion of linguistic diversity. The recognition of the Chinese language as an official language by the United Nations and the enormous market opportunities in China have triggered global interest in learning Chinese. However, a major challenge for non-native learners is their unfamiliarity with the Chinese logographic writing system, such as the numerous homophones. A step in the mastery of the writing system involves understanding the components of Chinese characters and avoiding common errors in Chinese character writing. This qualitative study investigated students' common errors made in writing Chinese characters, learning methods, and motivation for learning Chinese characters. Findings from interviews conducted with 12 students and their Mandarin teachers and class observations of the researcher's 15 lessons revealed that the bulk of errors in Chinese characters made by learners were caused by the misalignment or deformation of strokes and failure to understand the components of the characters. It was found that students' strategies were largely self-driven, involving repetitive writing, character-imaging, categorization of characters, identification of strokes, radicals or components, assistance from mobile apps or online learning support platforms and usage of flashcards. In terms of motivation, students attributed the desire to learn to the uniqueness and usability of the Chinese language and encouragement from family members, teachers and peers. These findings confirm Krashen's (1987) theory that learners' motivation and self-driven learning are key factors for successful language learning, and this is also true for mastering the logographic Chinese character system.

**Keywords:** *motivation, multiple learning methods, common errors, the Writing of Chinese Characters, sustainable learning*

# **Sustaining Inclusivity and Creativity of School-age Children through Choral and Instrumental Music Literacy Training**

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## **ABSTRACT:**

Music forms part of Malaysian national curriculum for primary education, but music education faces serious challenges. The scarcity of instruments, resources and the existing syllabus have resulted in children's lack of exposure to music genres and underachievement in group performances. This qualitative study thus examines the inclusivity, creativity, and sustainability of a children's choral-instrument ensemble established as an after-school activity at a private facility a year before the Covid-19 outbreak. The ensemble comprised 12 children from lower- to middle-income families with no prior musical training. Led by a creative director and a dedicated music instructor, the ensemble thrived, using affordable musical instruments, specially devised animated digital musical scores and a peer tutoring system for two and half years. Continuous skill enhancement for ensemble members was maintained through group, one-on-one, and peer teaching. Data was collected from rehearsals, video observations, children's before and after joining the ensemble drawings, interviews with children and parents, the music instructor, and the director. The findings revealed that the curriculum and group learning worked well to transform these children with little knowledge of music into confident musicians capable of performing a variety of choral and instrumental music at school recitals and in the local community. The inclusion of local and classical genres such as Palladio, Dikir Barat, and nursery rhymes developed the children's appreciation of music, discipline, creativity and teamwork. These findings suggest that ensemble-based musical instruction and literacy is not only sustainable but also supports the positive development of social and emotional skills in children.

**Keywords:** *community choral group, children's instrumental ensemble, music curriculum for primary school children, music creation, creativity, inclusivity*

# Uncovering Differentiation Practice In Mixed-ability Chemistry Classrooms

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## ABSTRACT:

Attaining equitable and quality education for all in the sustainable development agenda validates education as among the most powerful sustainable development vehicles. Though providing equal access to quality education is accentuated, past studies asserted that teachers mostly did not offer students equal and optimal learning opportunities, resulting in a vast disparity in students' academic attainment. In the subject like chemistry, which students deem complex and abstract, teachers need to be more thoughtful in their instructional practices to help the students with different learning ability to have a maximum and quality experience. Hence, this preliminary study intends to explore chemistry teachers' differentiation practices in teaching mixed-ability students at secondary school to uncover the phenomena. Purposive sampling was used to select five experienced chemistry teachers for semi-structured interviews to collect data. The researchers used the constant comparative methods for data analysis. This paper discusses three themes that emerged from the interviews, namely: reasons for the practice, consideration to practice, and challenges in practising differentiated instruction. The study found that teachers primarily practice differentiation in response to students' needs during teaching and learning in class. Nonetheless, the differentiation practice predominantly focuses on supporting low-performing students to keep abreast with the lesson. The study also discovered aspects that chemistry teachers considered and their challenges in practising differentiated instruction in a mixed-ability classroom. The study recommends that teachers re-examine their differentiation practice to ensure mixed-ability students have equal and the best learning opportunities that support their development.

**Keywords:** *Chemistry Teacher, Differentiated Instruction, Mixed-Ability Learners, Teaching & Learning*

# Day 3 – Session IX

3<sup>rd</sup> Oct 2021



**Room Langkawi**

**Chairperson: Dr. Rafiza bt Abd Razak, University Malaya**

Session is conducted in Malay Language

0800 – 1100 Geneva  
1400 – 1700 Malaysia  
1600 – 1900 Sydney

1. Analisis Domain Pembelajaran dalam Kalangan Siswa Guru untuk Meningkatkan Kualiti Pembelajaran secara Hibrid
2. Kelestarian Pendidikan Berkualiti: Pembangunan Modul Pembelajaran Pola Berasaskan Pembelajaran Berbalik dengan Penggunaan Realiti Terimbuh
3. Ketagihan Internet dalam Kalangan Pelajar Pusat Pengajian Tinggi terhadap Pembelajaran Secara Dalam Talian
4. Pembangunan Model Instruksional Digital Pengajaran Pensyarah Institut Pendidikan Guru
5. Pembangunan Satu Program Pendidikan Seni Di Negeri Kelantan
6. Pengintegrasian Kaedah Modularisasi dan Strategi “*Reusable Learning Object*” dalam Pembangunan Sistem Pengurusan Pembelajaran
7. Tahap Kualiti Pengurusan Perkhidmatan Kemudahan Sukan di IPG Kampus Dato’ Razali Ismail

# **Analisis Domain Pembelajaran dalam Kalangan Siswa Guru untuk Meningkatkan Kualiti Pembelajaran secara Hibrid**

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## **ABSTRAK:**

Era pandemik Covid-19 banyak mengubah lanskap kehidupan seharian termasuklah aspek pendidikan. Pengajaran secara hibrid merupakan satu kaedah alternatif yang digunakan oleh pensyarah IPG (Institut Pendidikan Guru, KPM) bagi memastikan kesemua hasil pembelajaran kursus (HPK) dapat dicapai sepenuhnya sepanjang tempoh PKP (Perintah Kawalan Pergerakan). Kajian ini dijalankan bagi mengenal pasti kesan domain pembelajaran dalam kalangan sisiwa guru setelah mengikuti Pengajaran dan Pembelajaran (PdP) secara hibrid yang dilaksanakan sepanjang tempoh PKP. Seramai 100 orang siswa guru yang mengikuti kursus BMMB3052 Seni Dalam Pendidikan telah dipilih sebagai responden kajian. Data kajian diperolehi melalui soal selidik, pemerhatian dan analisis dokumen. Data deskriptif dianalisis menggunakan perisian SPSS (Version V23), manakala data pemerhatian dianalisis menggunakan perisian NVivo 12. Dapatan kajian menunjukkan berlaku peningkatan domain kognitif, afektif dan psikomotor dalam kalangan siswa guru yang mengikuti kursus yang bersifat multidisciplinary ini. Aspek penjaan idea, minat, kreativiti dan penglibatan siswa guru berada pada tahap sangat cemerlang. Kajian ini membuktikan bahawa PdP secara hibrid yang menggabungkan beberapa elemen teknologi terkini, menjadikan siswa guru menguasai aspek pengetahuan kandungan pedagogi (PCK), kemahiran praktikal dan kemahiran saintifik.

**Kata kunci:** pembelajaran hibrid, era pandemik, siswa guru

## **Analysis of Learning Domains Among Teacher Students to Improve the Quality of Hybrid Learning**

## **ABSTRACT:**

The Covid-19 pandemic has changed the landscape of the people's daily life, including the educational aspect. Hybrid teaching is an alternative method used by IPG lecturers (Institute of Teacher Education, KPM) to ensure that all course learning outcomes (CLO) can be fully achieved during the period of Movement Control Order (MCO). This study was conducted to identify the effects of the learning domain because of the implementation of hybrid teaching method during MCO among student teachers. This study involves 100 respondents who enrolled in BMMB3052 (Art in Education) course. The data for this study were collected from questionnaires, observations, and document analysis. Descriptive data were analyzed using ITEMS system analysis (Version 11), while observational data were analyzed using NVivo 12 software. The findings showed an increase in cognitive, affective, and psychomotor domains among respondents. The aspects of the idea, interest, creativity, and involvement of student teachers are at very excellent level. This study proves that hybrid teaching and learning which integrates some of the latest technological elements, has helped student teachers to master pedagogical content knowledge (PCK) as well as practical and scientific skills.

**Keywords:** Hybrid learning, student teachers, learning Domains

# Kelestarian Pendidikan Berkualiti: Pembangunan Modul Pembelajaran Pola Berasaskan Pembelajaran Berbalik dengan Penggunaan Realiti Terimbuh

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## ABSTRAK:

Pendidikan berkualiti menjadi antara agenda penting di dalam Matlamat Pembangunan Mampan (SDG). Matlamat keempat di bawah pendidikan berkualiti menyatakan bahawa menjelang 2030, semua murid akan mendapat pendidikan awal di peringkat prasekolah yang berkualiti dan bersedia untuk memasuki pendidikan di peringkat sekolah rendah. Kaedah pengajaran dan pembelajaran murid kini mengalami perubahan selari dengan situasi pandemik yang berlaku di seluruh dunia. Namun usaha yang berterusan perlu dilaksanakan terutamanya dari aspek kaedah dan penggunaan bahan pengajaran. Di dalam kajian ini, pembangunan sebuah modul yang mengintegrasikan teknologi realiti terimbuh bersama konsep pembelajaran berbalik melalui tajuk pola adalah satu usaha untuk mengurangkan jurang penguasaan murid di dalam mata pelajaran Matematik Awal dan merangsang kreativiti murid. Kajian melibatkan 120 orang responden yang terdiri daripada pihak guru dan ibu bapa serta 25 orang murid dari TADIKa sekitar Petaling Jaya. Metodologi kajian menggabungkan lima peringkat Model ADDIE bersama tiga fasa Pendekatan Penyelidikan Rekabentuk Pembangunan (DDR) yang melibatkan Teknik Fuzzy Delphi dengan kesepakatan 10 pakar bidang dan Model Penilaian Kepenggunaan TUP Bednarik. Keseluruhannya di dapati bahawa terdapat jurang penguasaan murid dan guru memerlukan modul yang bersifat lebih interaktif. Kreativiti murid masih berada di tahap yang rendah dan terdapat kekangan sokongan ibu bapa di rumah.

**Kata kunci:** pembelajaran berbalik, realiti terimbuh, Teknik Fuzzy Delphi, pola, mudah, dimensi

## Sustainability of Quality Education: Development of a Pattern Learning Module Based on Flipped Classroom with Augmented Reality

## ABSTRACT:

Education is one of the main agendas in the Sustainable Development Goals (SDGs). The fourth goal under quality education states that by 2030, all boys and girls will receive early education at a given preschool level and opt for primary school education. The teaching and learning methods are now changing in line with the pandemic situation that is taking place around the world. However, continuous efforts need to be done in terms of methods and the use of teaching materials. In this research, the development of a module that integrates the Augmented Reality with the concept of the Flipped classroom through the topic of patterns is an effort to fill in the student's gap in Early Mathematics and stimulate students' creativity. 120 respondents consisting of teachers, parents, and 25 students from TADIKa around Petaling Jaya have been selected in his research. The five-stage in ADDIE Model along with the three phase Developmental Design Research Approach (DDR) have been using through the Fuzzy Delphi Technique (FDM). The FDM involved the agreement of 10 field experts, and the TUP Bednarik Consumer Evaluation Model has been used during the final phase of DDR. Overall, the research had shown there is a gap in student's mastery, and teachers need more interactive modules for their teaching resources. Student's creativity is still at a low hangover, and there are parental-related constraints at home.

**Keywords:** Flipped classroom, Augmented Reality, Fuzzy Delphi Technique, patterns, easy, dimension

# **Ketagihan Internet dalam Kalangan Pelajar Pusat Pengajian Tinggi terhadap Pembelajaran Secara Dalam Talian**

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## **ABSTRAK:**

Ketagihan internet dalam kalangan pelajar pusat pengajian tinggi merupakan isu penting yang perlu diberi perhatian. Hampir keseluruhan pakar menyatakan isu ini sebagai sebahagian daripada masalah utama negara yang dihadapi. Pada masa yang sama juga mereka merupakan golongan utama yang akan mencorakkan masa depan negara. Kajian ini menggunakan kaedah kuantitatif sebagai reka bentuk utama. Kajian berbentuk tinjauan ini akan melibatkan responden yang terdiri daripada 614 orang guru pelatih di Institut Pendidikan Guru Malaysia yang dipilih mengikut zon IPG di seluruh Malaysia. Pendekatan berbentuk statistik deskriptif digunakan untuk mendapatkan tahap ketagihan internet. Manakala kaedah statistik inferensi pula digunakan untuk melihat hubungan antara pemboleh ubah yang telah ditetapkan. Instrumen soal selidik diadaptasi daripada An Internet Addiction Scale oleh Kimberly (1998) yang telah dimodifikasi supaya bertepatan dengan kajian yang dijalankan. Dapatan kajian ini secara keseluruhannya mendapati ketagihan internet dalam kalangan pelajar di IPG berada pada tahap sederhana. Kajian ini diharapkan dapat memberi input yang baik kepada semua pihak bagi merangka tindakan untuk kesejahteraan masyarakat dengan membentuk generasi baharu yang prihatin terhadap pemilihan dan penggunaan sumber maklumat di internet secara berkesan terutamanya dalam proses pembelajaran.

**Kata kunci:** *Ketagihan internet, Pembelajaran Dalam Talian, Institut Pendidikan Guru Malaysia.*

## **ABSTRACT:**

Internet addiction among university students is an important issue that needs to be addressed. Almost all experts cite this issue as part of the main problems that the country faces. At the same time, they are the main group that will shape the future of the country. This study uses quantitative methods as the main design. This survey study involved respondents consisting of 614 trainee teachers at the Malaysian Institute of Teacher Education selected according to the IPG zone throughout Malaysia. A descriptive statistical approach was used to obtain the level of internet addiction. While the inferential statistical method is used to see the relationship between the variables that have been set. The questionnaire instrument was adapted from An Internet Addiction Scale by Kimberly (1998) which was modified inline with the study conducted. The findings of this study found that internet addiction among students at IPG is at a moderate level. It is hoped that this study can provide good input to all parties to formulate actions for the well-being of society by forming a new generation that is concerned about the selection and use of information resources on the internet effectively, especially in the learning process.

**Keywords:** *Internet addiction, Online Learning, Malaysian Institute of Teacher Education.*



# Pembangunan Model Instruksional Digital Pengajaran Pensyarah Institut Pendidikan Guru

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## ABSTRAK:

Komunikasi digital yang efektif dalam kalangan pensyarah sangat penting bagi menentukan keberkesanan proses pengajaran dan pembelajaran (PdP). Kajian kuantitatif ini dilaksanakan bagi mengenal pasti tahap pengetahuan, penggunaan dan kemahiran teknologi peranti mudah alih serta tahap amalan terhadap kepimpinan instruksional dan pola komunikasi digital semasa proses PdP. Responden terdiri daripada 129 orang pensyarah dari Institut Pendidikan Guru Kampus Zon Timur yang dipilih secara pensampelan rawak mudah. Data dianalisis secara statistik deskriptif, statistik inferensi dan menggunakan Model Persamaan Struktur (SEM) berbantuan perisian SPSS Versi 26 dan AMOS. Dapatan kajian menunjukkan tahap amalan kepimpinan instruksional digital dan pola komunikasi berada pada tahap tinggi dan responden memperuntukkan 4 jam hingga 6 jam melayari internet untuk PdP. Namun, bilangan responden yang menggunakan akaun penyimpanan data dalam talian masih rendah, iaitu 46 (35.7%) orang pensyarah. Dapatan kajian berjaya membangunkan Model Interaksi Kepimpinan Instruksional pensyarah IPG yang memperoleh hubungan yang positif dan meramal secara signifikan terhadap kompetensi pengajaran pensyarah ( $CR=0.873$ ,  $P=0.00$ ) dan pola komunikasi ( $CR=0.810$ ,  $P=0.00$ ). Dapatan juga menunjukkan bahawa pola komunikasi mempengaruhi secara berkesan interaksi antara kepimpinan instruksional digital dengan kompetensi pengajaran pensyarah. Sehubungan itu, Model yang dibangunkan diharapkan dapat memberi alternatif kepada pensyarah untuk menjalankan fungsi kepimpinan secara digital dan meningkatkan kompetensi pengajaran pensyarah.

**Kata kunci:** *Model Interaksi Instruksional Digital, Pola Komunikasi, Kompetensi Pengajaran Pensyarah*

## ABSTRACT:

Effective digital communication among lecturers is very important to determine the effectiveness of the teaching and learning process (T&L). This quantitative study was conducted to identify the level of knowledge, use and skills of mobile device technology. Hence, levels of practice on instructional leadership and digital communication patterns during the T&L process. Respondents consisted of 129 lecturers were selected by a simple random sampling. Data were analyzed by descriptive statistics, inferential statistics and Structural Equation Model (SEM) using Statistical Package for Social Sciences (SPSS) Version 26 and AMOS software. The findings of the study showed that the level of digital instructional leadership practices and communication patterns were at a high level and respondents allocated 4 hours to 6 hours of surfing the internet for T&L. However, the number of respondents who use online data storage accounts is still low at 46 (35.7%). The findings of the study successfully developed that the Instructional Interaction Model of IPG lecturers has a positive relationship and significantly predicts the teaching competence of lecturers ( $CR = 0.873$ ,  $P = 0.00$ ) and communication patterns ( $CR = 0.810$ ,  $P = 0.00$ ). The findings also show that communication patterns influence the interaction between digital instructional leadership and lecturers' teaching competencies. Hence, the developed model provides an alternative for lecturers to carry out leadership functions digitally and enhance the teaching competencies of lecturers.

**Keywords:** *Digital Instructional Model, Communication Pattern, Lecturer Teaching Competence*

## **Pembangunan Satu Program Pendidikan Seni Di Negeri Kelantan**

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### **Abstrak:**

Satu program berunsurkan Pendidikan dengan tujuan untuk memelihara seni di negeri Kelantan telah dirancang. Langkah pertama dalam merangka program ini adalah mengkaji berkaitan dengan isu semasa yang dihadapi oleh golongan seni di Kelantan. Kajian ini bertujuan mengkaji sejauhmana kesenian dan hiburan dapat dilestarikan dalam masyarakat setelah Kerajaan Kelantan mengamalkan Dasar Membangun Bersama Islam. Kajian ini membincangkan konsep siasah syar'iyah, sejarah perkembangan kesenian, polisi kerajaan Kelantan terhadap siasah syar'iyah dan pelaksanaannya di negeri Kelantan. Kajian berbentuk analisis dokumen ini bersandar kepada pemerhatian terhadap dokumen rasmi kerajaan seperti surat pekeliling, warta, enakmen dan garis panduan yang dikeluarkan oleh kerajaan Kelantan. Selain itu, data-data kajian juga turut disokong oleh pelbagai literatur lain seperti buku-buku ilmiah serta wacana-wacana ilmiah yang berkaitan. Kajian ini mendapati pembaharuan yang dilakukan oleh kerajaan Kelantan dalam bidang siasah syar'iyah adalah berdasarkan al-Qur'an dan al-Sunnah serta ijtihad. Beberapa pembaharuan dianggap sebagai pra syarat untuk mengadakan sesuatu persembahan kesenian. Dapatan daripada kajian ini ialah pelaksanaan dasar kesenian dan hiburan ini berjaya memberi kemaslahatan kepada rakyat, dan dalam masa yang sama ia juga berjaya mempertahankan beberapa nilai kesenian lama yang tidak bertentangan dengan Islam. Selain itu terdapat juga beberapa persembahan kesenian yang diberi roh Islam dari sudut pelaksanaannya untuk menjadi santapan hiburan terhadap masyarakat. Kajian ini menyumbang kepada pembangunan program pendidikan pengkayaan khazanah seni dan hiburan Islam, menjadi model terhadap pelaksanaan seni dan hiburan berlandaskan Islam.

**Kata kunci:** *kesenian, hiburan, enakmen, dan masalah*

## **The Development Of An Art Educational Program In The State Of Kelantan**

### **ABSTRACT:**

An educational program to preserve arts in the state of Kelantan is being planned. As a first step, a study was carried out to examine the extent to which arts and entertainment can be preserved in the pro-Islamic society of Kelantan. This study discusses the concept of siasah syar'iyah, the history of the development of art, the Kelantan government's policy on siasah syar'iyah and its implementation in the state of Kelantan. This study is related to current issues faced by the art activists in Kelantan. It is done in the form of document analysis, based on observations on official government documents such as circulars, gazettes, enactments and guidelines issued by the Kelantan government. In addition, the research data is also supported by various other literatures such as scholarly books and related scholarly discourses. This study found that the reforms carried out by the Kelantan government in the field of syar'iyah politics are based on al-Qur'an and al-Sunnah as well as ijtihad. Some reforms are considered a precondition for holding an art performance. The findings from this study is used for designing an educational program to maintain some of the old artistic values that are not contrary to Islam. This study contributes to the development of an educational program towards enrichment of Islamic art and entertainment treasures, becoming a model for the implementation of Islamic -based entertainment through the program of Arts in Kelantan.

**Keywords:** *arts, entertainment, enactment, and benefit.*

# Pengintegrasian Kaedah Modularisasi dan Strategi “Reusable Learning Object” dalam Pembangunan Sistem Pengurusan Pembelajaran

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## ABSTRAK:

Pengajaran dan Pembelajaran (PdP) dan Pengajaran dan Pembelajaran di Rumah (PdPR) merupakan topik yang sering diperdebatkan dalam kalangan komuniti sejak bermulanya pandemik COVID-19. Peralihan dari pelaksanaan PdP ke PdPR telah membangkitkan persoalan mengenai “learning burnout” dan “learning loss” dalam kalangan murid yang cepat lesu dengan masa PdPR yang berlanjutan serta keterlibatan murid dengan menggunakan peranti yang sedia ada. Dalam tempoh ini, medium interaksi beralih dari pertemuan secara bersemuka ke secara dalam talian. Guru menghadapi cabaran mendigitalisasikan bahan PdP dengan bantuan aplikasi teknologi yang sedia ada seperti yang boleh diperoleh di dalam portal “Digital Educational Learning Initiative Malaysia” (DELiMa), Kementerian Pendidikan Malaysia. Selain daripada itu, cabaran yang sering dihadapi oleh guru adalah untuk mengekalkan dan meningkatkan keterlibatan murid dalam setiap sesi PdPR. Oleh itu, perancangan PdPR yang sistematis melalui kaedah modularisasi boleh digunakan untuk membahagikan topik besar kepada unit atau modul yang lebih kecil bagi memudahkan penyampaian PdPR dalam masa yang lebih singkat. Strategi “Reusable Learning Objects” (RLO) diintegrasikan dalam proses modularisasi untuk membangun dan menyusun atur bahan PdP dan PdPR dalam sistem pembelajaran yang berpusatkan murid. Dengan konsep pengintegrasian ini, satu kajian rintis yang melibatkan 50 orang murid Tingkatan 4 telah dijalankan. Konsep pengintegrasian kurikulum bermodular dengan strategi RLO diaplikasi untuk membangunkan kerangka sistem pengurusan pembelajaran dengan menggunakan “Google Classroom”. Secara amnya, konsep pengintegrasian ini boleh membantu guru menguruskan PdPR dengan lebih berkesan dan meningkatkan keterlibatan murid.

**Kata kunci:** modularisasi, “reusable learning objects”, sistem pengurusan pembelajaran, pembelajaran berpusatkan murid, “learning loss”

## The Integration of Modular Curriculum Design and Reusable Learning Objects Strategy in Developing Strategic Learning Management System

## ABSTRACT:

The transition of face-to-face to online classes is often debated since the beginning of COVID-19 pandemic. Teachers and students are facing great challenges such as long hours of online classes which have caused learning burnout and learning loss. Digitalizing the existing learning objects poses another challenge for teachers to adopt the capabilities to use technology in the learning environment. To support teachers in conducting online classes, Ministry of Education Malaysia has enhanced the existing e-learning platform known as Digital Educational Learning Initiative Malaysia (DELiMa) to enable students and teachers to access various digital learning objects through a variety of software and learning applications. However, it can be challenging for teachers to ensure pupils' full participation or minimising attrition for every online class. This study will contribute by developing a conceptual framework which outlines a strategic learning management system (LMS) using Google Classroom that relates to designing a student-centred learning environment and digitalizing reusable learning objects. The framework is built based on the integration of modular curriculum design and reusable learning objects strategy adapted from the Cognitive Load Theory to digitalize smaller discrete modules or units that can help to reduce long hours of online classes. Besides, the aim of the study is to help teachers to make more effective use of the LMS, mitigate learning gaps or burnout and learning loss. This framework is tested by conducting a pilot study involving 50 higher secondary students. The result of pilot study illustrated that Google Classroom can assist teachers in managing online classes effectively.

**Keywords:** modularization, reusable learning objects, learning management system, student-centred learning, learning loss

## **Tahap Kualiti Pengurusan Perkhidmatan Kemudahan Sukan di IPG Kampus Dato' Razali Ismail**

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### **ABSTRAK:**

Penyediaan kemudahan sukan di institut pendidikan guru adalah penting dalam menggalakkan pelajar terlibat secara aktif dalam aktiviti fizikal. Akses kepada kemudahan sukan yang berkualiti boleh menjadi faktor utama dalam keupayaan untuk memenuhi permintaan semasa pihak pengguna kemudahan sukan. Kajian tinjauan ini bertujuan untuk menilai kualiti perkhidmatan kemudahan sukan yang disediakan di IPGKDRI dengan mengadaptasi model kualiti perkhidmatan SERVQUAL (Parasuraman, 1994) yang mengukur kualiti perkhidmatan berdasarkan lima dimensi. Seramai n=179 orang pelajar IPGKDRI dipilih dengan menggunakan pensampelan rawak mudah. Kajian ini menggunakan soal selidik berbentuk skala Likert lima mata yang terdiri daripada 22 item SERVQUAL dalam menilai kualiti perkhidmatan kemudahan sukan dan 3 item kepuasan penglibatan pelajar dalam aktiviti sukan (Oliver, 1980). Data dianalisis menggunakan statistik deskriptif dan inferensi. Dapatan menunjukkan penyediaan kemudahan sukan mengikut jenis sukan tertentu perlu diberi perhatian kerana ianya memberi kesan terhadap kualiti perkhidmatan dan penglibatan pelajar dalam sukan. Hasil kajian ini boleh dijadikan petunjuk kepada pihak pengurusan IPGKDRI untuk mempertimbangkan pembangunan kemudahan sukan yang lebih modern dan terkini di masa hadapan bagi kegunaan para pelajar IPGKDRI.

**Kata kunci :** *Fasiliti sukan, kualiti perkhidmatan, kepuasan pelanggan, pelajar*

### **ABSTRACT:**

The provision of sports facilities at teacher education institutes is important in encouraging students actively involved in physical activity. Access to quality sports facilities can be a key factor in the ability to meet the current demand of sports facility users. This survey study aims to evaluate the service quality of sports facilities provided at IPGKDRI by adapting the SERVQUAL service quality model (Parasuraman, 1994) which measures service quality based on five dimensions. A total of n = 179 IPGKDRI students were selected using simple random sampling. This study uses a five -point Likert scale questionnaire consisting of 22 SERVQUAL items in assessing the quality of sports facilities services and 3 items of satisfaction of student involvement in sports activities (Oliver, 1980). Data were analyzed using descriptive statistics and inference. The results show that the provision of sports facilities according to certain types of sports needs to be given attention because it gives an impression on the quality of service and involvement of students in sports. The results of this study can be used as a guide to the management of IPGKDRI to consider the development of more modern and up-to-date sports facilities in the future for the use of IPGKDRI students.

**Keywords:** *Sports facilities, service quality, customer satisfaction, students*