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POSTER PRESENTATION

PROGRAM

Day 1

1st Oct 2021

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[1]Guangdong University of Petrochemical Technology, China
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ABSTRACTS

BEYOND USING NUMBERS: QUALITATIVE METHODS OF AESTHETIC EDUCATION EVALUATION

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Appropriate evaluation methods can increase the sustainability of programs. This study found that Chinese aesthetic education (CAC) program have only used quantitative evaluation method in the past, while not paying attention to the artist's voice in the evaluation process. Thus the poor conditions of the host university's theatre and inefficient organizational practices that affect program sustainability, as reflected in program evaluations, persist, but effective recommendations for improvement are not available in evaluation reports with only numerical findings, and the perceptions of artist groups on the above issues are not known. This clearly highlights the need for a qualitative analysis to make the voices of CAC participants heard. To address this issue, this study used a qualitative approach within the CIPP model to interview artists that have participated in CAC programs to answer the research question: What are the artists' perceptions of the CAC program input process, and product? What are its related challenges and how does it impact the CAC? What are the suggestions for improvement? The findings suggest that the above problems can be remedied by increasing the investment in artistic production and the use of new media methods of communication to improve program effectiveness, and that the diversity of artistic outcomes in terms of the audience is not suitable for quantitative evaluation. The findings not only give new ways to improve the CAC program but also bring a practical basis for qualitative research on the evaluation of aesthetic education, so that aesthetic education can acquire more attention.

Keywords: sustainability, aesthetic education, evaluation, qualitative research

CHALLENGES & SUSTAINABILITY – REEXAMINING FILM PRODUCTION CURRICULUM IMPACTED BY COVID-19

Chenard Chen, Wang Ting, Wang Zhongkai, Wu Jiao, Dr. Dorothy DeWitt, Dr. Norlidah Alias

Universiti Malaya

Filmmaking students need to complete individual and group projects as specified in their curriculum as part of the fulfilment for a bachelor degree but they are no longer allowed do their projects on-sites as a group with the impact of COVID-19. Authentic assessment has been cancelled and traditional assessment using written journals and online exam were used instead. Thus, students' competencies in real world context remain questionable.

Using previous and current data available, this study investigates the validity of existing bachelor degree program curriculum with the impact of COVID-19. The study focuses on the student morale, motivation to learn, individual and group projects to ensure that the learning outcomes are not compromised with the existing curriculum impacted by the pandemic. The study involves 4 phases, before COVID-19, during 100% lockdown, reopening of school and a pilot study to Guizhou. Initial findings revealed most students generated better results in individual project during 100% lockdown but not for their group projects. Students are not doing well too with the reopening of school due to the restrictions in movement and have to work within a cordon boundary. Most students agreed that logistical planning in film production should be conducted in different locations. Despite the costs and traveling time, a conclusion can be made that the pilot study at Guizhou film site has raised the morale and motivation of the students, leading to a better learning outcomes and more quality work, as well as one of the mitigation strategies to the pandemic.

Keywords: COVID-19, film production pedagogy, pilot study, curriculum revision

NEXUS OF THE PAH-CONTINUUM TO ENHANCE POSTGRADUATE STUDENTS' BASIC COMPETENCIES

Gurnam Kaur Sidhu[1], Sofwah Md Nawi [2] Lim Peck Choo[3], Lydia Foong Yoke Yean[4], Sathiamoorthy Kannan[5], Kamalanathan Ramakrishnan[6] & Arieff Shamida Samsul Kamil[7]

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UNESCO's Sustainable Development Goals (SDG) Target 4.3 notes that today global participation in tertiary education has reached to more than 225 million and this is equivalent to a gross enrolment ratio of approximately 38 percent. The report also notes that Asian countries have seen not only large increase in undergraduate enrolment but also in postgraduate education as it is viewed as a move to build a critical amass of knowledge workers to fuel innovation and economic growth. Yet on the flipside is the reality where global records reveal that close to 60 percent of postgraduate students fail to graduate on time and attrition rates in institutions of higher learning are also increasing. In Malaysia, one out of every five candidates are said to have dropped out of the programme. Scholars have highlighted that one of the main reasons for attrition is the lack of basic competencies required to successfully complete postgraduate study. Though numerous scholars have expressed this concern, yet none have proposed a sustainable and viable plan to address this concern. Therefore, this paper will discuss the nexus of the Pedagogy-Andragogy- Heutagogy (PAH) Continuum to enhance postgraduate students' basic competencies in the three main aspects, namely critical reading, academic writing and research skills. The study involved a total of 110 postgraduate students where data were collected via a four-pronged approach of tests, survey questionnaire, interviews, and reflective journals. The paper will highlight not only the success rate but also the challenges faced in the implementation of the nexus of the PAH Continuum.

Keywords: postgraduate study, basic competencies, PAH Continuum, quality education

THE DESIGN OF DIGITAL GAME BASED LEARNING INSTRUMENT FOR THE ACQUISITION OF SPEECH SOUNDS

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Universiti Malaya

Children's speech pronunciation becomes 93% clear at the age of 4-6 years, which increases their confidence to actively participate in verbal communication. Sounds perception and oral motor functions are contributing factors for speech clarity. In other words, children will have good clarity of speech when they have optimum language stimulation and high frequency of expressive speech practice. This study aims to design and develop a Digital Game Based Learning Instrument to Assist Children Acquire Speech Sounds (DG-Speech). The design of DG-Speech is based on evidence-based practice study and game-based learning to gain learner's motivation and ensure success in learning. Two main components of game based learning in DG-Speech are: 1) scores are aims for gain marks, and 2) instant feedback which player receive reward or penalty for each trial. DG-Speech includes four themes namely speech sounds development, auditory perception, phonetic placement and speech articulation. The content validity using thematic analysis expelled experts' agreement on the themes and components of DG-Speech. One of the outcomes of this study is a DG-Speech digital book for parents to assist their children in acquiring speech sounds. The DG-Speech digital book comes complete with guidelines, online game based auditory perception task and phonetic placement exercises. In addition, the book is registered with the National Library of Malaysia (eISBN978-967-19756-19). DG-Speech is user friendly, flexible, cost effective, interactive learning instrument and emphasize on natural approach in parent-child interaction. Future research may further explore the potential to implement DG-Speech for synchronous speech telerehabilitation.

Keyword(s): Digital book; Game based learning; Speech Sounds; Parent-child interaction

BEING A NEWS ANCHOR HELPS: AN ACTION RESEARCH OF FLIPPED TBLT IN ENGLISH LISTENING AND SPEAKING COURSE

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Task-based language teaching (TBLT) has gained prominent attention in the field of second language acquisition in terms of enhancing learners' real language use in the past two decades. It aims at helping students learn language through fulfilling tasks. One of the major challenges for students in English listening and speaking seems to be the comprehension and expression of English news. To tackle this problem, the researcher employed a flipped TBLT as it has the potential to improve students' English listening proficiency of news and to enlarge their news vocabulary which is meaningful for provision of sustainable quality education. It was a 16-week action research based on flipped classroom with news broadcasting presentation and recording as tasks. Data gathered through questionnaires and reflective journals of participants concerning their feedback on this teaching mode at the end of the study. Data showed that students recognized a growth in English listening and speaking skills as well as a boost of team spirit and learning motivation by the flipped TBLT. The majority of them displayed a positive attitude towards TBLT. The results revealed that most students acknowledged a positive relation of the flipped TBLT to English study through fulfilling tasks. The study brings implications to future lesson planning of other English courses in addition to English Listening and Speaking Course, and tasks development for a flipped classroom based learning.

Keywords: flipped learning, EFL, listening, speaking, task-based language teaching

GAMIFYING SUSTAINABILITY FOR LEARNERS' ENGAGEMENT IN EDUCATION

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The concept of gamification has spread widely in recent years, supported by the development of technology. Gamification applies game thinking and game mechanics in non-game contexts that support play to engage users in solving problems during teaching and learning. Educators are increasingly faced with imparting and fostering sustainable practices on topics pertaining to sustainability to primary school learners in Malaysia. Sustainability has become an essential topic in schools, usually embedded in stories and language teaching. Therefore, this poster aims to explain how features of gamification impact learners' engagement and motivation in learning topics on sustainability. It is essential to know that gamification does not mean creating games but making education more engaging and fun with play for learners without undermining its credibility. The theories of cognitive development were the basis of teaching to encourage cooperative play activity and incorporate into cognitive play activity that encourages pupils' motivation and self-determination. With its fun element, gamification can engage learners in sustainability issues, create a deeper understanding of the topic, and relate it directly to learners' values and decision-making process.

THE USE OF CURRICULUM EVALUATION TO ENSURE SUSTAINABLE QUALITY OF TYPOGRAPHIC DESIGN CURRICULUM IN A UNIVERSITY IN XIAN CHINA

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The goal of Visual Communication Design (VCD) major in the Xian university is to cultivate high-quality designing talents, meeting societal and economic needs. Graduates should master VCD basic design skills, besides meeting the rapidly developing innovative requirements of the Design industry. Students need to keep abreast with latest digital and design techniques. Typographic Design (TD) curriculum is a required courses in VCD major. This study aims to evaluate the implementation of TD curriculum through qualitative case study method, that can deal with series of curriculum issues , after that the sustainable development of the curriculum can be guaranteed and university can produce high quality excellent applied talents in the field of visual communication design. Sutfflebeam's Context, Input, Process and Product (CIPP) evaluation model is used to build up the research framework in carrying out TD curriculum evaluation, to analyze the reasons for the problems faced, and to explore possible solutions from the perspectives of lecturers, students and employers. Research questions include how do lecturers use curriculum to design lesson and how the students perceived its' effectiveness; how prepared is the university support system in implementing this curriculum; and how useful is the curriculum in developing professional skills among students. Initial findings of the research indicates general stagnation of lecturers' pedagogical approach who could not keep up with the development of digital technology. Students hope that curriculum can be re-design to be more connecting to industry and lecturers adopt a more personal and progressive methods of teaching and learning. Findings from this research can be used to comprehensively improve the sustainable quality of TD curriculum, fulfilling the need of curriculum evaluation to bring about curriculum reform with the hope of improving employment rate and talent building in future.

Keyword: Curriculum evaluation, sustainable, applied talents, CIPP evaluation model,

STUDENT LEARNING EXPERIENCE ON SUSTAINABLE PROJECT RELATED TO ELECTRONIC WASTE

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M. Fairus M. Yusoff
Mastura Shafinaz Z. Abidin & Fatin Aliah Phang**

Universiti Teknologi Malaysia

The awareness about sustainability among engineering students is paramount important to understanding the need for sustainable development, particularly for the social, environment and economics contexts. This poster describes a teaching and learning strategy to inculcate knowledge and attitude on Sustainable Development. A collaborative assignment has been employed where students conducted a group project based on electronic- waste. The aim is to for them to understand and demonstrate knowledge on a particular sustainability issue. Sustainable Development concepts were integrated throughout the learning process. The students were given a task to do independent research about electronic waste and the impact of its improper management. They need to propose an innovation that can be done to reusing the electronic waste. The student first doing the part listing to identify the part that can be reused. They conducted a survey on how people manage their electronic waste. This study involves 60 students among 2nd year electrical engineering student taking electronic system course. The data are collected from student reflections and project report. From the reflections, it is found that the student experiences a good teamworking to complete the assignment. Apart from that, they also commented that they improved their content of knowledge about proper management of electronic waste and the innovation that can be done. The approach describe here can be further improved considering the student behavioural change towards Sustainable Development among electrical engineering students.

EMPOWERING ERYA ONLINE LEARNERS TO ACHIEVE SUSTAINABLE QUALITY ONLINE EDUCATION

Zhang Lin

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Recent advances in technology have driven education into a new stage, which has made it possible to implement online learning, especially in higher education institutions. ErYa General Education course is a Massive Open Online Course (MOOC) based on ErYa platform. While, ErYa online learning in China has been confronted with the dissatisfied voices from learners. Current studies have measured learner satisfaction from individual aspects, such as self-efficacy, self-regulation and motivation. However, not enough attention has been given to the external support, such as online instructors and technology. In response, this qualitative research employed a focus group approach, involving 19 participants to explore the lived experience of ErYa online learners, especially their demand for instructional and technological support. The themes that emerged from the ErYa online learning experience are: 1) sense of community 2) connectivity 3) challenges of learners' autonomy and 4) social attributes. The Chinese online learners expect the following instructional support: 1) immediacy 2) instructor intervention 3) supportive learning process and 4) social integration. Besides, they expect online learning to be 1) highly interactive, 2) well-managed, 3) personalized and
4) fun. This study answered recent calls to move beyond online learners and focused on instructors and technology that contribute to satisfaction. Additionally, this study contributes to the sustainable development of online learning, which can also yield important implications for quality online education.

Keywords: ErYa General Education courses, online learners' satisfaction, instructional support, technological support.

OLDER ADULTS IN SUSTAINABILITY LEARNING THROUGH TECHNOLOGY: A REVIEW

Najmi Najiha Mohd Zaid[1], Muhammad Fairuz Abd Rauf[2], Nahdatul Akma Ahmad[3], Azaliza Zainal[2], Fariza Hanis Abdul Razak[3], and Tengku Shahrom Tengku Shahdan[1]

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Digital technology influences our lives in various ways. Today, the escalating pace of social, economic, and technological changes at home, at work, in the community, and in global society creates a perpetual need for everyone, including older adults, to engage in lifelong learning habits. When it comes to learning and using technology, older adults are often stereotypically described as a homogenous group that lags, causing them to have low or no interest, experience anxiety, or lack self-confidence. A common view is that elderly citizens are usually hesitant and worried about using technological devices such as computers or smartphones and feel nervous and diffident about their ability to use the latest technology. The poster aims to present past research on how advanced technologies create sustainable learning opportunities for older adults. This study is conducted following the guidelines of RepOrting standards for Systematic Evidence Syntheses (ROSES), explicitly designed for systematic reviewing and mapping for environment management. The ROSES protocol aims to aid researchers in distinguishing a variety of physical, mental, emotional, and social barriers that affect older adults' ability to use information technology effectively.

HIGH SCHOOL TEACHERS' KNOWLEDGE AND AWARENESS ON SUSTAINABLE DEVELOPMENT EDUCATION: A CASE STUDY IN A CHINESE PUBLIC SCHOOL

Miaomiao Wu, Dorothy Dewitt, Nor Nazrina Mohamad Nazry

Universiti Malaya

At present, sustainable development education (SDE) has become public education policy at the national level in China. Teachers are the key promoters of SDE, high school education is the bridge between basic education and higher education. Hence, it is important to investigate high school teachers' knowledge and awareness of SDE as well as issues during the implementation. In this study, a survey of the perceptions among 105 teachers selected from a public high school in Y City, China was conducted and supplemented with semi-structured interviews among 6 teachers, selected based on their experience and responsibility, to explore in-depth on their perceptions of SDE. The results indicated that although high school teachers are aware and practice sustainable development activities in their lives, they have limited knowledge on SDE and face problems in implementing sustainable development education. Hence, teacher's professional development needs to be provided to incorporate SDE in teachers' training. Teachers should enhance their awareness and continuously upgrade their knowledge on SDE, and innovate their teaching methods for SDE.

Keywords: high school teachers, sustainable development education, optimization countermeasures

ENHANCING ENGINEERING CURRICULUM FOR SUSTAINABILITY IN INDUSTRY PRACTICE

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The engineering curriculum was created in response to a lack of enthusiasm among students in advancing the reality of Industry 4.0 theory. Engineering fosters principles such as critical thinking, science literacy, and innovation, all of which are important in today's economy. Furthermore, there has been a misalignment of skills and requirements among students, educational institutions, professional organisations, and business. The purpose of this study is to create a novel conceptual framework to support the industry's requirements. By merging the curriculum with value education to fit into the industry, the conceptual framework is formed of the student, education institution, professional body, and industry organisations. The flow of information and communication between students, education institutions, professional bodies, and industries is critical to the success of curriculum-industry integration. The public is continually encouraged to participate in activities such as coding, robotics, and engineering-related clubs. The gap between students, educational institutions, professional bodies, and industry, on the other hand, remains unchanged. As a result, the suggested framework establishes the relationship between input, qualitative, and quantitative variables in order to develop a practical and long-term method to meet the difficulty of incorporating dynamic industry requirements into engineering curricula. The suggested framework has the effect of ensuring that educational learning outcomes may be achieved through value education that can be measured qualitatively and quantitatively. In short, it provides an understanding of the conceptual framework to solve resource scarcity, promote industrial sector growth, and the future evolution of the Industry 4.0 platform.

Keywords: engineering, students, education institutions, professional bodies, industries' requirements, curriculum, interest, value education, Industry 4.0, educational learning outcomes

THE IMPLEMENTATION OF HEUTAGOGICAL APPROACH IN SUSTAINING EDUCATION DURING COVID 19 PANDEMIC AMONG ISLAMIC EDUCATION TEACHERS

Noor Muslieah Mustafa Kamal , Profesor Madya Dr Zaharah Hussin , Dr Abdul Muhsien Sulaiman

Universiti Malaya

The implementation of Movement Control Order (MCO) in Malaysia to curb the spread of Covid-19 has caused the Ministry of Education to impose PdPR (home-based learning). M-learning is used as the primary platform for home-based learning to enforce sustainable education of the country. To safeguard effective lesson plan, parallel with the use on m-learning, Heutagogical approach, as known as self-determined learning, was introduced to lift interest in students' learning and independence. In addition, the needs of students with different levels of knowledge and mastery can be grasped. This study aims to explore the implementation of heutagical approach in teaching and learning Islamic Education during MCO. Five Islamic Education teachers from secondary school in Selangor was chosen through purposive sampling technique. Data were collected through semi-structured interviews and document analysis. Data from interviews were transcribed and thematic analysis was used to analyse the interview. The data was then triangulated with document analysis. One of the findings highlight that using of apps during home-based learning (PdPR) such as YouTube, Google Meet and Google Classroom can increase self-determined learning student. Furthermore, teacher's role as facilitator and implementation of student -centred activities is very important to improve home-based learning effectiveness. This study also depicts that teachers strive to diversify teaching and learning methods to ensure that students, regardless of mastery level, obtain similar rights in educational process. Hence, the adaptation of heutagical approaches in teaching and learning activities permits maximum student involvement by providing priority to the students' ability and presence. (247 words)

Keywords: heutagogy, home-based learning, Islamic education teacher, m-learning.

INTERACTIVE ONLINE LEARNING FOR SUSTAINABLE EDUCATION: THE CHALLENGES

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Technological advances offer a new shift of change to education for sustainable development. Education for sustainable development encourages knowledge, skills, values, and behaviours to enable a more sustainable society. In this era, it is almost impossible to come by without the help of technology. Technology is gradually incorporated into classroom instruction to increase learner engagement and connection with teaching and learning materials. However, the advancement in technology has built a vast gap between the median household income groups of T20, M40, and B40 in Malaysia. With the current emphasis of 21st Century Skills in Education 4.0, learners coming from B40 (low-income) families, with an average family income below RM3,000, find it difficult to cope in education. This poster aims to distinguish the challenges faced by primary school learners from low-income families towards the use of technology in the currents time. Besides, integrated features of online learning tools that encourage the development of independent learning are identified. It is hoped that practical learning features for interactive online learning tools could sustain the motivation of learners coming from B40 families inside and outside of the classroom.

TEACHERS' EXPERIENCES OF USING FLIPPED CLASSROOM IN PHYSICAL EDUCATION CURRICULUM IN UNIVERSITY IN CHINA

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According to the requirements of the Ministry of Education, Physical Education Curriculum (PEC) is compulsory content for all students. However, previous research found that most PE still use the traditional classroom. In the current education reform, how to explore teaching methods that break the shackles of the traditional classroom is content that urgently needs to be resolved. Flipped classroom (FC), an innovative classroom teaching method, has become a hot topic of curriculum reform. However, limited studies have focused on FC in PEC classes. This study explored this issue from the perspective of teachers' experiences. Research questions:

1: What is the situation of teachers using flipped classrooms in PEC?
2: How do teachers perceive their experiences of the flipped PEC classrooms?
3: What are the challenges that teachers face when participating in flipped PEC teaching?
4: What suggestions do teachers in improving flipped PEC classrooms?

Methodology: A mixed research method was adopted. Questionnaire surveys and semi-structured interviews were used .The findings and implications of this study highlight the use of flipped classrooms by university teachers in physical education, and explore the characteristics /strategies/benefits/challenges/suggestions of PEC flipped classrooms. In the future, the practice of the FC in PEC can be continuously improved and summarized according to the suggestions given by teachers and combined with the reality of school PEC.

THE BENEFIT OF VIRTUAL SPEECH TRAINING FOR PARENT-CHILD INTERACTION

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Communication strategy (CS) is vital to facilitate children speech and language skills. Failure to achieve age-appropriate speech and language skills will cause children to have speech-language delay (SLD), communication disorder, behaviour problem and academic learning difficulty. Health Informatic Center, Ministry of Health Malaysia (MOH), reported a total of 92405 SLD cases in 2017. Therefore, a Virtual Speech Training (V-Speech), is an alternative approach to empower parents with CS for home based program. This is parallel with Pelan Rancangan Malaysia ke-12 (RMK12) for MOH that is to educate community with intervention care. In addition, during the pandemic Covid19, it is an ideal option to reduce crowd in public health premises. This study aims to evaluate the improvement of knowledge post-training. The V-Speech training is based on ARCS motivational model by; 1) A: getting parents attention of the risk of SLD, 2) R: the relevance to learn CS, 3) C: confidence to carry out home based intervention program, and 4) S: satisfaction with the knowledge, and rewarded with e-certification. This is a cross sectional study, with purposive sampling between January and Jun 2021 (n=100). Pre and post V-Speech Training were scored in percentage (%). The Wilcoxon Signed Rank Test revealed a high significant improvement of knowledge following V-Speech Training, ($Z = -5.04$, $p < 0.001$). The average scores of knowledge test increased from pre-training (53.2%) to post-training (89.3%). Future research may consider to explore the improvement of parent-child interaction skills and the potential of V-Speech training to be implemented in synchronous speech telerehabilitation.

Keywords: communication strategy; language skills; speech training;

POSTER
COMMITTEE

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