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NALI 2018 – New Academia Learning Innovation for Education 4.0

By: Alia Kamalia, Aiman Shaquan & Kalai Arasih

Last Tuesday, on 25th of September 2018, my group consists of me Alia Kamalia, Aiman Shaquan and Kalai Arasih, the first-year students from School of Computing, attended NALI2018 exhibition held at Dewan Sultan Iskandar. The exhibition was organized by UTM Academics Leadership (UTMlead) in collaboration with Faculty of Education, UTM and Asia Technological University Network (ATU-NET). The main concept for NALI is to apply blended learning in class whereby blended learning has keen to be more effective and encourage better learning experience for most students since it has been introduced. Towards the end, we managed to visit several booths during the exhibition and get to witness so many new ideas and creative innovations presented by the participants.

As the growing economies and education, NALI catches up to the pace of the 21st Century Learning which is a more dependable education by using technologies that would be more effective among students. NALI aims for more sustainable methods of learning that will help the university to be all set for 21st Century Learning. NALI manages projects and courses that will be using blended learning such as online or face to face learning that will also provide team works, critical thinking, problem solving and social skills which is highly provided by companies and industries nowadays. Thus, it'll be helpful for students to get used to the trends in nowadays requirements. Education 4.0 as a blended learning concept that's applied in NALI is also a preparation for students in the next industrial revolution.

NALI this year embed more motivations and innovations as teaching that is helpful for the students and lecturers. Projects and courses with great innovations and research will be applied to the community carrying the university's name. We could say that all the booth in NALI held projects and courses with great research studies and could be implemented by training the students the skills required before executing it to the places intended. With high use of technologies in most of the projects, it'll favors the learning process for the students. By that, we can summarize that NALI will have a really positive impact to the students, lecturers, and the community.

During the exhibition, we were actually running out of time because there were some booths that were already closed down but we managed to visit five out of six booths assigned by our lecturer, Dr. Aryati. We decided to divide tasks among us. Each of us should go for two booths. This will be time efficient. Hence, all three of us went to the booths, noted what is explained by the owner of each booths, understood their project, we were given fliers and brochures, we took picture of their projects and one of us took video of the explanation given by the owner of the booths. After that, we also went to each other's booths to get clearer explanation about their projects. Kalai went to booth number 13 and 14, Aiman went to booth number 15 and 16 whereas Alia went to booth number 17 and 18.

The first booth was Booth 13, The Use of Video Recording via Telegram Application as an Effective Tool to Improve Oral Presentation Skills. The booth suggest an effective ways of learning through the use of Telegram application, whereby students will upload their individual presentation videos recorded according to the task given, and the other student together with the lecturer will comment on the video weather to give compliments or to improve their presentation skills better. By using this method, the students can prepare themselves for a better real life presentation with great confidence level and body language and avoid stage fright such as stuttering as they have practised well through their video presentation which was evaluated by their lecturer based on certain criteria suggested.

Figure 1

Booth 13: The Use of Video Recording via Telegram Application as an Effective Tool to Improve Oral Presentation Skills

The next booth is Booth 14, Mobile Tangible Edutainment Games for Kids Education. This booth promotes a solution for kids' addiction towards mobile games whereby they develop an education game where the kids can both learn and play using flashcards based on Augmented Reality (AR) technology. There were three games, alphabets, numbers and Jawi letters. The camera on the phone will detect the flashcard chosen by the player and check its identity weather the card is the answer to the question or otherwise. By playing the games, kids can enjoy themselves by learning in a very fun way and enriching their vocabulary at the same time. The game was simple but nice and effective in order to solve the main problem which is to reduce kids' addiction towards mobile games and replace it with beneficial games that will help their learning in a whole new level.

Figure 2

Booth 14: Mobile Tangible Edutainment Games for Kids Education

Booth 15 is about a Landscape Architecture Design Studio which is an ecological design for Nusa Damai Community Park, Pasir Gudang by authors Lar. Dr. Zanariah binti Jasmani, Lar. Dr. Sapura binti Mohammad, Dr. Lee Yoke Lai, Lar Dr. Hamida binti Ahmad.

In this course, series of focus group discussions and design critique sessions will be conducted in the community to select the best idea to be implanted at the community park. The main objective of the project is to outline a liveable eco-community park at Nusa Damai. This course ensures development of student's technical skills as well as generic or social skills. 'Education 4.0' is also implemented in the project which in line with NALI model of blended learning that will aid the course-takers in having more effective learning. 8 main compenent of the project which is in line with NALI model are:

Integration of teaching and learning experience reveals students learning outcome in creating a master plan specifically in architecture. Integrating studio-based learning with NALI blended learning improves the skills on project-based learning in students by design analysis, design concept application and site issue evaluation. Brainstorming, discussions and critique sessions organised for students during the course will assist students in the learning process. With this teaching method applied, students would be able to explore real-world architecture practice hence helps the students experience that would be come in handy for them after graduating and finding jobs in this route as architectures.

Figure 3

Booth 15: Landscape Architecture Design Studio: Ecological Design For Nusa Damai Community Park, Pasir Gudang

When we arrived at Booth 16, unfortunately the booth was already empty, but we manage to collect some of the brochures left by the presenter. Generally, the booth held a project called 'Dojoing 21st Century Traits in Classroom. The project is associated by Prof. Dr. Norli Ali, dr. Aida Hazlin Ismail, Dr. Shukriah Saad and Prof. Norbijan from faculty of accountancy UiTM Selangor Branch. 'Class Dojo' is a handbook that provides guidelines for lecturers. Class Dojo grants lecturers to allow real-time feedback on students' skills such as social skills, critical thinking, professionalism and team works. The objective of the project is to present step by step tour graphic illustrations that can act as users' manual for the hand book 'Class Dojo'. These handbook laydown users with the following steps on how to use Class Dojo:

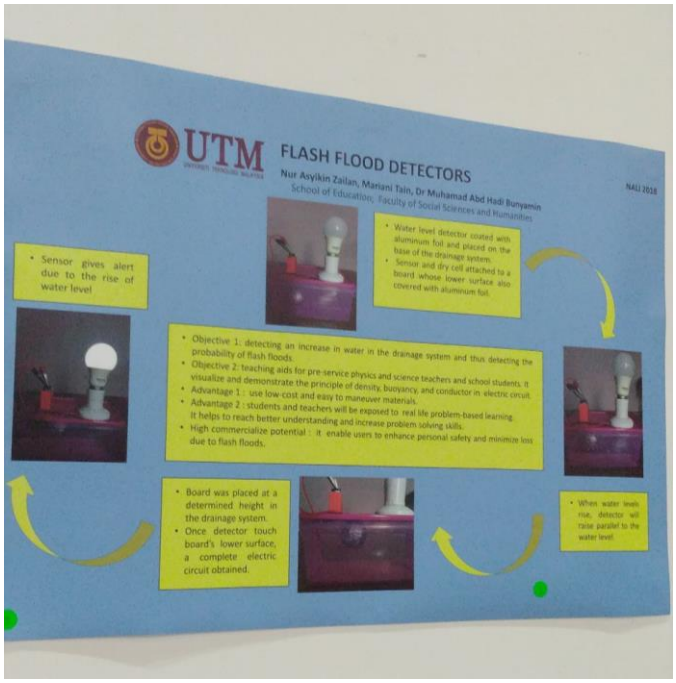
This uses of DOJO application empowers students with positive skills by engaging the 21 days' theory. The guidebook will let users to set up classes based on the objective of the classroom setting whether individual or by group. Users will be guided to determine the points to the students, so that rewarded points could be collected for the rewards or incentive for students that gained lower points. The approach of the guidebook is practical and easy to use, let the academic advisors or parents also engaged in the learning process and allows the users to independently use the apps as proper guidelines thus improve literacy among users.

Booth 17 was represented by a masters student who is currently a teacher named Hemarani Munisamy. Her idea of this project is to help students with learning disabilities to cope up with studies. Hence, she came up with an idea of learning through visual. According to her, not all students are able to excel in their studies hence the rest of the students need a medium to get a better understanding of what they are studying for. According to the eLearning Industry, it is stated that visuals are the most powerful aspect of learning. This is because teaching through visuals help students to store information longer. In other terms, one can remember what they studies longer than audio or other types of learning. Nowadays most of the students struggle with some of their studies because they find them uninteresting and hence lack the motivation to put in the required efforts. Therefore, visual learning is the best for such students as the captivating images, engaging videos, interesting info graphics helps to fight the boredom to study a particular subject.

Figure 3

Booth 17: Pedagogical Benefits of YouTube in Improving Hair Styling Performance and Interest among Learning Disability Students

Booth 18 was about flash flood detectors. This project was conducted by Miss Nur Asyikin Zaitan from the School of Education, Faculty of Social Sciences and Humanities. Nur Asyikin demonstrated her research with a flash flood detecting model. The model had a bulb, a detector and a circuit. The water level detector was coated with aluminum foil and placed on the base of the drainage system. The sensor and dry cell were attached to a board whose lower surface was also covered with aluminum foil. When the water level rises, the detector will raise parallel to the water level. The board was placed at a determined height in the drainage system. Once the detector touch board's lower surface, a complete electric circuit is obtained. Then, the sensor gives alert due to the rise of water level. The main objective of this project is to detect increasing in water level in drainage systems and thus detecting the probability of flash floods. Other than that, it visualizes and demonstrates the principle of density, buoyancy, and conductor in electric circuit; starching aids for pre-services physics and science teachers to teach in schools. Overall, the project has a very good vision where it can help not just the people but also the country in terms of our economy. Our government has to spend a lot of money just to repair the damages and help the victims. If we have a flood detecting systems the governments can at least take precautions and this reduces the cost of repair due to the flood.



Booth18: Flash Floods Detector

Overall, we have learnt so much through this exhibition. There were so many tricks and techniques to learn and to teach students by using technologies. This proved to us that everyone can learn no matter what situation they are in. In whole, this exhibition was very much eye opening for us. As a computer science students we also learnt that we also can help students in their learning process such as developing an appropriate app or web, create more digital technologies for them and so on. We also learn that we should always consider all categories of people in the world. We should not only create or work for only one group of people. We should always create technologies which can be used by other groups of people such as kids, handicapped people, grown-ups, and also old folks. Actually, handicapped people and old folks are the ones who need more help from technology compared to those who can do things by their own and have energy to do things. In a nutshell, we do believe that technology can be both beneficial and bad but it depends on the people who use it to make it useful to people around the world or otherwise.

References:

1) http://utmlead.utm.my/wp-content/uploads/2017/08/NALI_10_pages-1.pdf