



UNIVERSITI TEKNOLOGI MALAYSIA
81310, JOHOR BAHRU, JOHOR, MALAYSIA

SECP1513 (TECHNOLOGY AND INFORMATION SYSTEM)

SESSION 2023/2024

SECTION 07

ASSIGNMENT 1

GROUP 7: INNOVATORS

TASK: VISIT TO NEW ACADEMIA LEARNING INNOVATION (NALI 2023)

TITLE: REPORT ON VISIT NALI 2023

DATE OF SUBMISSION: 18/11/2023

NAME	MATRIC NUMBER
SITI NURUL AMIRAH BINTI SHEIKH SULAIMAN	A23CS0182
NGEOW ZHI YU	A23CS0255
KHOO ZI LING	A23CS0231
NUR FARHANAH HUSNI BINTI NOR FAIZAL	A23CS0155
ERIKA BINTI HAWAPI	A23CS0076
LECTURER NAME: TS. DR. SARINA BINTI SULAIMAN	

1.0 INTRODUCTION OF NALI 2023

NALI 2023, which stands for New Academic Learning Innovation 2023, is a yearly knowledge sharing event that is organized by Universiti Teknologi Malaysia (UTM), through the Center for Advancement in Digital and Flexible Learning (UTM CDex). NALI 2023 is a framework to encourage innovative teaching practices and learning methods in education. NALI 2023 focuses on student-centered and blended learning philosophies, multiple learning methods and materials to achieve entrepreneurial academia. The first NALI event was held in UTM CDex in 2018.

The projects presented in NALI 2023 discussed resilience education for future-oriented quality graduates. These initiatives provide valuable insights into the potential of ICT tools, active learning methods, and collaborative frameworks in promoting resilience and improving the learning experience for students.



2.0 POSTERS WITH EXPLANATIONS

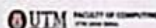
POSTER 1: SITI NURUL AMIRAH BINTI SHEIKH SULAIMAN

The poster shown here presents an introduction to Systematic Problem Solving Process using Computational Thinking in a Technopreneurship Course. As far as we know, computational thinking is a skill utilized in the computer industry and a method of problem-solving that applies computer science concepts. One course that applies computational thinking to the field of technology is Technopreneurship. The word Technopreneurship is the combination of “technology” and “entrepreneurship”. This course teaches us how business-minded individuals use technology to grow and succeed in their careers. Technical proficiency, entrepreneurial skills, and innovative problem-solving abilities are all necessary. Therefore, technopreneurs must be able to identify issues, create and market their innovative products and services.

In the current era, Technopreneurship and Computational Thinking are both crucial. For example, the Computational Thinking ideation process in the business model Canvas. There are four steps to this ideation process which are decomposition, pattern recognition, abstraction, and algorithms. First, is decomposition. We divide the big problems into smaller ones. Then, we want to approach each issue one at a time after first breaking the large problem down into smaller ones. Secondly, we proceed to pattern recognition. We determine which solutions are currently offered on the market. Thirdly, abstraction. We compile every existing solution, evaluate it side by side, and determine what is important to our plan of action and what is not. After that, we simply compile all the useful data and save the rest. Finally, algorithms. We developed a new algorithm to solve that problem, which is our innovative business idea. So, this is how the business ideation method transforms its concept into a model business Canvas.

Systematic Problem Solving Process using Computational Thinking in Technopreneurship Course

AHMAD NAJMI AMERHAIDER NUAR, AZURAH A.SAMAH, HAIRUDIN A. MAJID, SARINA SULAIMAN, HASLINA HASHIM



Abstract



Computational Thinking (CT), originally rooted in computer science, has emerged as a pivotal 21st-century skill accessible to all. Nevertheless, limited research exists on its application to real-world problem-solving in entrepreneurial contexts. This project focuses on employing CT techniques to enhance the systematic process of business ideation. It involves 5 focus groups comprising 22 postgraduate students from the course UEC56023 Introduction to Technopreneurship. Through the integration of CT principles and the innovative hybridization of constructivist and connectivism methods, this project illuminates the practical utilization of CT methodologies in nurturing entrepreneurship and fostering innovative thinking within the technopreneurship education context. The outcomes emphasize CT's potential as a valuable tool for cultivating entrepreneurial mindsets and enhancing problem-solving proficiencies, laying a foundation for further exploration in entrepreneurship education.

Novelty

While CT has been traditionally associated with enhancing learning in academic settings (Rusoff et al., 2020), this project pioneers a transformative shift towards leveraging CT for fostering innovative business ideation. By merging Constructivism and Connectivism Theory of Learning into a hybrid framework known as "ConneStruct," it pioneers a novel pedagogical approach that engages students in CT-driven ideation using Canva Whiteboard collaboratively.

Creativity

Students systematically address real-world issues through CT's phases, fostering analytical thinking and deeper comprehension. Constructivism engages students as they actively construct their understanding, while Connectivism encourages digital resource utilization and peer collaboration, enhancing problem-solving skills (Dachofany et al., 2022). This unique blend empowers students to design innovative solutions autonomously, cultivating adaptability, crucial for aspiring entrepreneurs, and enriching their creativity within the entrepreneurship context.

Methodology & Result



Figure 1: The Methodology of the CT and ConneStruct

Figure 1 outlines the project's methodology, commencing with group organization during an online lecture. Subsequently, students receive instruction on Computational Thinking (CT) and business ideation concepts. Real-world problem statements are then presented, challenging students to apply CT principles. The ConneStruct framework, which merges Constructivism and Connectivism learning theories, guides students iteratively as they systematically develop solutions using CT which leading to fully-formed business ideations.




Figure 2: Result of CT ideation process using Canva


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This poster introduces the project BANDURA' S SOCIAL LEARNING THEORY. It is also named Misi Bantu Baca which was initiated during the period July 2021. The primary objective of the "Misi Bantu Baca" project is to enhance the reading literacy skills of children by applying Bandura' s Social Learning Theory in virtual reading class. The theory emphasizes the role of observation, imitation and modeling in learning.


UTM **NALI 2023**
 NEW ACADEMIA LEARNING INNOVATION 2023

RESILIENCE EDUCATION FOR FUTURE-ORIENTED QUALITY GRADUATE


LIVE

EMPOWERING READING LITERACY: APPLYING BANDURA'S SOCIAL LEARNING THEORY IN VIRTUAL READING CLASSES VIA FACEBOOK LIVE PLATFORM



BACKGROUND

The project, named the *Misi Bantu Baca*, was initiated during the period from July to December 2021, coinciding with the middle phase of the Covid-19 pandemic, when schools remained closed. Over 200 children enthusiastically participated in this program from the comfort of their homes. The *Misi Bantu Baca* project has illuminated the possibilities of continued learning, particularly in the realm of reading education, even amid challenging circumstances. It underscores that these young learners can make significant strides with the right techniques and methodologies in learning. Bandura's Social Learning Theory, emphasizing the role of observation and imitation in learning, was central to the project's methodology. Through active inquiry and thoughtful responses, this approach fosters social learning, a cornerstone of Bandura's theory. Remarkably, this initiative has had a profound impact, evidenced by the numerous glowing testimonials shared by parents on their social media platforms. These testimonials consistently highlight the program's remarkable influence on enhancing their children's reading literacy skills. In conclusion, this project's inception during the pandemic showcases its ability to adapt to crisis situations, a vital aspect of resilience education emphasized by NALI. Besides, this project also contributes to students' resilience during the pandemic where it enables them to take ownership of their education even in the face of uncertainty, which resonates with NALI's focus on resilience education.

METHODOLOGY

PHASE 1
PROBLEM IDENTIFICATION

PHASE 2
BRAINSTORM SOLUTION

PHASE 3
PROJECT IMPLEMENTATION

PHASE 4
RESULTS/FEEDBACK COLLECTION AND ANALYSIS

PHASE 5
PURPOSE PRODUCT

SELECTION OF TAI METHOD

SELECTION OF TAI ONLINE PLATFORM



OBJECTIVE

The primary objective of the "Misi Bantu Baca" project is to enhance the reading literacy skills of children between the ages of 5 to 12 years by applying Bandura's Social Learning Theory in virtual reading class.

**APPLICATION OF BANDURA'S
SOCIAL LEARNING THEORY**



Psychologist, Albert Bandura proposed that learning occurs through observation, imitation, and modeling

1. MODELING BEHAVIOUR

2. REINFORCEMENT


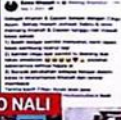
3. GENERALIZATION


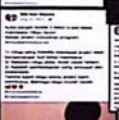




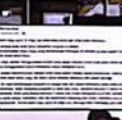
RESULTS AND FEEDBACKS


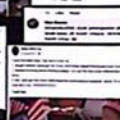
COMMERCIALIZATION POTENTIAL

1. Virtual Reading Class
2. Specialized Reading Tutors
3. Teacher Training Programs
4. Educational Consulting
5. Digital Learning Materials
6. EdTech Startups
7. Virtual Learning Centers





APPLICABILITY AND RELEVANCE TO NALI

Resilience Through Self-Directed Learning

By fostering self-directed learning in a virtual setting, the project contributes to students' resilience during the pandemic. It enables them to take ownership of their education even in the face of uncertainty, which resonates with NALI's focus on resilience education.



Nur Azzah Dhanisya Sari¹, Nur Hafidha Hafidha², Nur Hafidha Hafidha³, Nur Hafidha Hafidha⁴, Nur Hafidha Hafidha⁵
 Faculty of Education, Universitas Islam Sumatera Utara (UISU)
 Email: nurhafidha.hafidha@uisu.ac.id, nurhafidha.hafidha@uisu.ac.id, nurhafidha.hafidha@uisu.ac.id, nurhafidha.hafidha@uisu.ac.id, nurhafidha.hafidha@uisu.ac.id

This poster introduces the project of puzzle games. Puzzle games not only inject enjoyment into the educational process also weld the power to positively impact student performance. Puzzle Games-based learning stands out as a potent resource for active learning, effectively bolstering memory retention.



NEW ACADEMIC LEARNING INNOVATION 2023

RESILIENCE EDUCATION FOR FUTURE-ORIENTED QUALITY GRADUATE

PUZZLE GAME-BASED LEARNING AS A TOOLS TO ENHANCED STUDENTS PERFORMANCE

Nurul Syakima Mohd Yusoff, Nurul Hana Adi Maimun, Zakul Tarmidi, Low Sheau Ting

Real Estate, Faculty of Build Environment and Surveying, Universiti Teknologi Malaysia, Centre for Real Estate Studies, Institute for Smart Infrastructure and Innovative Construction, Universiti Teknologi Malaysia.

nurulsyakima@utm.my, nurulhana@utm.my, zakul@utm.my, lowsheau@utm.my

Highlights: The performance of students learning is a crucial issue that need to give attention. Therefore, learning with high educational quality requires an advanced intervention. Nowadays, there are many interactive learning tools that can be used in teaching and learning such as educational games. Educational games make the learning process more fun and enjoyable and create a competitive classroom environment that can positively influence learning. The purpose of this study was to evaluate the effectiveness and student's perceptions toward puzzle games as an active learning tool in teaching and learning. The results shows that 80% of respondents reported an increase in their knowledge following their engagement with puzzle game-based learning activities.

Key words: Puzzle Game; Learning Tools; Active Learning; Student Performance

Introduction

Education plays a pivotal role in nurturing cognitive performance, in an effective learning process, learning experience the cultivation of their understanding and cognitive abilities, encompassing rapid thinking (processing speed), information retention (working memory), adaptive goal pursuit (cognitive control), and problem-solving prowess (argument) (Mulyana, 2022).

Conclnt

Project or Innovation objectives

Educational games encompass a diverse array of classroom tools designed to enhance the learning experience. These games not only inject enjoyment into the educational process but also wield the power to positively impact student performance. Among these educational games, Puzzle Games-based learning stands out as a potent resource for active learning, effectively bolstering memory retention.

Furthermore, the Aussie Childrens Network (2022) has outlined specific objectives for puzzle game-based learning aimed at fostering a child's holistic development. These objectives encompass nurturing visual-perceptual skills, honing attention and concentration, refining hand-eye coordination and fine motor skills, strengthening language skills through verbalizing puzzle-solving processes, and nurturing critical thinking abilities, including memory, matching, sorting, recognition, and problem-solving.

In light of these considerations, this study is designed to explore the effectiveness of puzzle game-based learning and to gauge student perceptions regarding this active learning tool.

NALI approach implemented in the research (e.g., novelty, creativity, innovativeness, applicability, and impact)

Puzzle games-based learning offers a versatile learning experience that can be undertaken individually or collaboratively in groups. However, to foster effective communication, teamwork, and an engaging atmosphere, these activities are typically conducted in a group setting. During a typical learning session, students are organized into groups and tasked with completing a puzzle. Prior to commencing the activity, students receive an informative introduction to the topic, often accompanied by a video presentation to enhance their comprehension. Subsequently, students are presented with a question posed in the form of a puzzle, challenging them to solve it to arrive at an answer.

This dynamic active learning approach serves as a catalyst for the development of critical thinking skills, particularly memory retention and concentration, while also fostering a sense of healthy competition within the classroom. Feedback pertaining to the activity is systematically collected through various channels, including survey forms and online platforms such as Padlets, Forums, WhatsApp, among others.

Research Methodology, Finding and discussion of the project or Innovation

Face to face activity within 2 different group:



✓ 80% of respondents reported an increase in their knowledge following their engagement with puzzle game-based learning activities.

✓ Furthermore, these students expressed not only contentment but also genuine enjoyment while participating in these educational activities.

✓ Feedback from higher educational institution students consistently highlighted the following positive aspects of puzzle game-based learning: it was characterized as enjoyable, engaging, easy to comprehend, fostering active and intriguing teaching, conducive to sustained focus, and successful in maintaining interest in the classroom environment.

This sentiment resonates with the findings presented by Aussie Childrens Network (2022), which underscored a multitude of benefits associated with puzzle game-based learning, including the development of gross and fine motor skills, hand-eye coordination, problem-solving abilities, memory retention, enhanced self-esteem, socialization, language and concept development, a sense of accomplishment and self-confidence, perseverance, heightened concentration, and the relief of tension. These compelling results collectively affirm the positive reception of puzzle game-based learning activities among students, ultimately indicating a potentially transformative impact on student performance.

Acknowledgment
The authors would like to express their appreciation to the primary school students and higher institution students who participated in this study. The authors would also like to thank the staff members of the Real Estate Faculty, Universiti Teknologi Malaysia, for their support and assistance during the data collection process. The authors also would like to thank the staff members of the Real Estate Faculty, Universiti Teknologi Malaysia, for their support and assistance during the data collection process.

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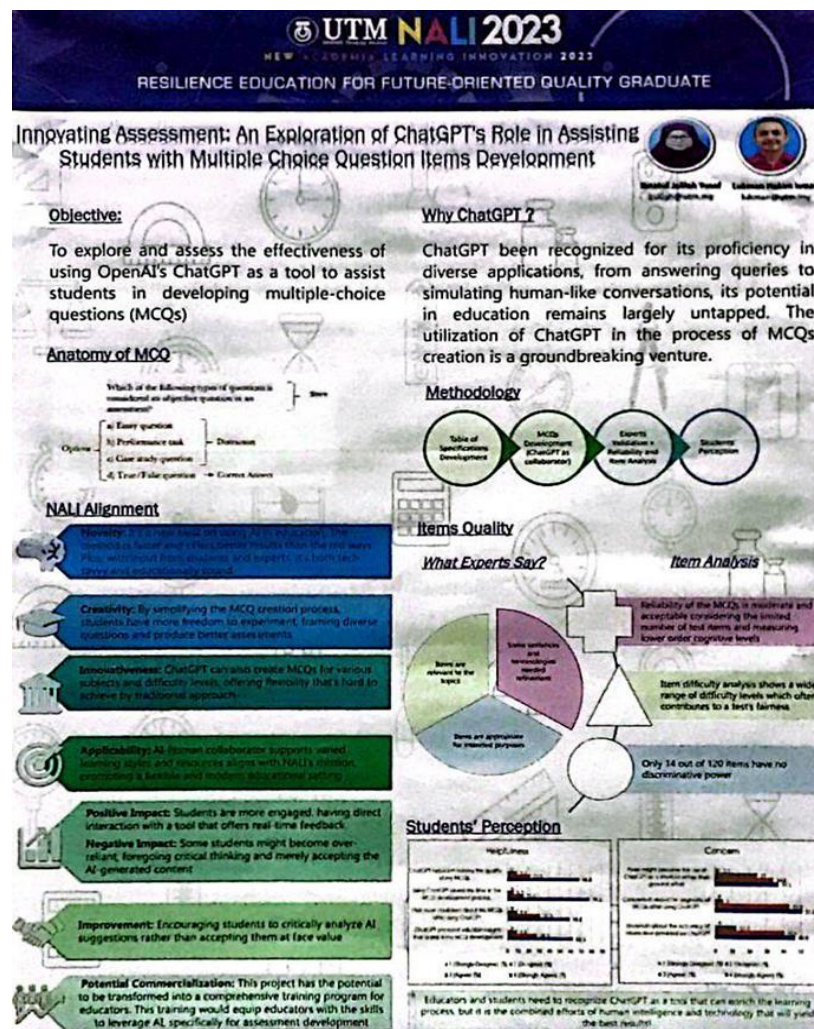
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POSTER 4: NUR FARHANAH HUSNI BINTI NOR FAIZAL

This poster is about a research project by UTM NALI graduate students that explore the role of ChatGPT in assisting students with multiple-choice questions (MCQs). The objective for this project is to explore and assess the use of OpenAI's ChatGPT as a tool to assist students in developing MCQs. ChatGPT has been chosen because ChatGPT has been recognized for its proficiency in diverse applications, from answering queries to simulating human-like conversations, its potential in education remains largely untapped.

This poster aims to show how ChatGPT can help students create high-quality MCQs that are relevant, accurate, and engaging by methodology that has Table of Specifications Development and experts validation, reliability and item analysis. Students must create the MCQs by referring to the Table of Specifications Development that has been set. Educators can detect whether the student created MCQs just copied and pasted in the assignment if they do not follow the Table of Specification that has been given. ChatGPT is very helpful if students use it ethically and the negative impact of using ChatGPT can be avoided.



POSTER 5: ERIKA BINTI HAWAPI

This poster explains about the Collaborative Assignments and Projects (CAP) framework used in teaching a Real-Time Software Engineering (RTSE) course. The goal of the CAP framework is to help students collaborate in problem solving through practical application of real time concepts and theories. The study aims to improve students' programming resilience skills by introducing competition-based learning with mobile robots.

It combines theoretical concepts with practical application, promoting collaboration, critical thinking, and programming resilience that are needed to solve real-world software engineering problems.

UTM NALI 2023
NEW ACADEMIA LEARNING INNOVATION 2023
RESILIENCE EDUCATION FOR FUTURE-ORIENTED QUALITY GRADUATE

PROGRAMMING RESILIENCE SKILLS THROUGH COMPETITION-BASED LEARNING USING MOBILE ROBOTS IN REAL-TIME SOFTWARE ENGINEERING COURSE

1 ABSTRACT

Implementing the Collaborative Assignments and Projects (CAP) framework in teaching a Real-Time Software Engineering (RTSE) course encourages student collaboration in problem-solving through practical application of real-time concepts and theories. This study shares our continuous effort to improvise the CAP framework by embedding the Programming Resilience and Competition-Based Learning (CBL) in teaching and learning activities for the RTSE course. The primary goal is not just to focus on technical skills in real-time software development using mobile robots but also to equip learners with programming resilience skills that are crucial for software engineers to address stakeholder problems in real-world contexts.

2 OBJECTIVES

- To identify the level of programming resilience of RTSE students for a problem-based task to perform timing analysis on robot software
- To analyse the programming resilience skills based on the Programming Resilience Scale for University Students (PRSUS) through a CBL using mobile robot

3 NOVELTY

The enhancement of Collaborative Assignment and Project (CAP) framework for the Real-Time Software Engineering course.

Innovative Elements:

- Programming Resilience
- Competition-Based learning

4 CREATIVITY

Mobile Robots Problem Solving

5 INNOVATIVENESS

APPLICABILITY

CAP approach through problem-solving activities for programming embedded systems course

Problem Solving → Lab Session → Develop Code → Competitions

6 APPLICABILITY

COMMERCIALIZATION POTENTIAL AND AWARDS

Adopted by similar programming embedded systems courses

Best Model, Best Academic Learning Experience 2022 (MAMPU), Best Model, Best Academic Learning Experience 2022 (MAMPU)

7 IMPACT

Analysis shows high programming resilience despite different Gender, Nationality, Final Year Project (FYP) Track and Internship Experience

ENGAGEMENT: Peer Learning, Microservice, Real-time, CBL, PR, EMPOWER, Nationality, Gender, FYP Track, Internship Experience

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For Anna, Saad, David, Roshayati, Abang Jawari, Mohd Adham, Izz, Muhammed Khairulnizam, Nurul Haniha, Jamal, Ruzi Zahar, Zahir, Azzahra, and others.

3.0 RECORDED INTERVIEW

<https://youtu.be/htzw7-aUcJA?feature=shared>

4.0 REFLECTIONS

POSTER 1: COMPUTATIONAL THINKING SKILL IN TECHNOPRENEURSHIP COURSE

SITI NURUL AMIRAH BINTI SHEIKH SULAIMAN

My interview focused on the Technopreneurship Course's Systematic Problem-Solving Process utilizing Computational Thinking, and it was based on the NALI program I had enrolled in. I am aware of the applications of computational thinking in the technology sector. With its origins in computer science, computational thinking is a problem-solving methodology that emphasizes decomposition, pattern recognitions, abstraction, algorithms, and systematic problem-solving. For example, Computational Thinking ideation process using Canva. I also study how Canva's ideas becomes a model business via the use of business ideation techniques.

Conclusion, I learned a lot about the information computational thinking skills for computer science students from this program. I want to be able to use this knowledge to my advantage while I study computer science and for the future.

POSTER 2: BANDURA'S SOCIAL LEARNING

NGEOW ZHI YU

During the interview session, I had known more about the project BANDURA'S SOCIAL LEARNING THEORY. This project is also called, Misi Bantu Baca and mainly focuses on enhancing the reading literacy skills of students by using the skills observation, imitation and modeling.

It is using the platform Facebook live, and children from 5-year-old also can attend the course. It is really a good project as during the period of Covid-19, students cannot attend physical class. Therefore, this project has illuminated the possibilities of continued learning by using the platform Facebook. Thus, this project brings convenience to us as students from everywhere are able to participate in this program.

In conclusion, I consider that students will gain a lot of benefits and will enjoy it while attending this virtual reading class.

POSTER 3: PUZZLE GAME

KHOO ZI LING

After attending the NALI 2023 program, I learned about the importance of ICT teaching and learning. The interviewing section with Dr Nural Syakima let me know the advantages, objectives, examples and challenges of the puzzles game. The Puzzle game is suitable for all ages of students, it enhances our memory power and makes us better at what we are doing. Besides, I also knew that it was a good idea to use puzzles games in lessons which can lead to brain development.

In conclusion, the NALI 2023 program was interesting and the poster was very creative and easy to understand. Through Dr Nural Syakima's explanation, I have learned a lot of knowledge! I believe that the children may benefit greatly from this activity and that it is quite fascinating.

POSTER 4: CHATGPT

NUR FARHANAH HUSNI BT NOR FAIZAL

Based on the poster, as a student I find the topic about an exploration of ChatGPT's role in assisting students with Multiple-Choice Questions (MCQs) item development is very interesting and innovative. It shows how ChatGPT can create MCQs for different subjects and levels of difficulty. I would like to learn more about how ChatGPT works and what are its limitations. First, how does it generate questions that are relevant, accurate, and fair? Second, how does it handle complex or ambiguous topics? Third, how does it deal with plagiarism or cheating? Fourth, how can I evaluate the quality of the questions that ChatGPT produces? All questions have been answered through Mrs. Ibnatul Jalilah's explanation from the interview sessions. I think this project has a lot of potential for commercialization and training. For instance, I would be interested in seeing how ChatGPT can be integrated into online learning platforms or tools that offer interactive quizzes or games for students.

Overall, I think this poster is very inspiring and promising indeed! It shows how ChatGPT can be a powerful ally for students who want to create engaging and effective MCQs. I believe that this knowledge can help me in critical thinking and problem-solving skills as a student and can be very useful as an employee in the future.

POSTER 5: LEARNING THROUGH ROBOKAR

ERIKA BINTI HAWAPI

After attending NALI 2023, the implementation of the CAP framework in the RTSE course is a commendable approach to promote active learning and enhance students' programming resilience skills. By incorporating competition-based learning using mobile robots, students are encouraged to collaborate and problem-solve in real-time software engineering scenarios. This not only develops their technical skills but also equips them with the necessary resilience to address real-world problems in the field.

I find this approach to teaching and learning in the RTSE course intriguing. It not only focuses on technical skills but also equips learners with programming resilience skills that are crucial for software engineers. It reinforces my belief that hands-on experiences and problem-solving activities are essential for developing programming skills and resilience.

5.0 CONCLUSION

NALI 2023 provides insights into various projects and studies related to resilience education and innovative approaches in teaching and learning. The projects discussed include the use of computational thinking in Technopreneurship course in systematic problem solving process, applying Bandura's social learning theory in virtual reading classes via Facebook live platform, the use of puzzle game-based learning as a tool to enhance student performance. Besides, the project about exploration of ChatGPT as a tool for developing multiple-choice questions in education makes students more engaged by having direct interaction with a tool that offers real-time feedback. ChatGPT is very useful for students and educators if we use it in an ethical way. Last but not least, the implementation of the CAP framework in a Real-Time Software Engineering course.

Overall, the projects presented in NALI 2023 spark excitement and interest in students, making the learning process more enjoyable and engaging. They also contribute to the development of cognitive abilities such as rapid thinking, information retention, adaptive goal pursuit, and problem-solving skills.

6.0 REFERENCES

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