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LECTURER'S NAME:

TS. DR. SARINA BINTI SULAIMAN

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PREPARED BY:

NO.	NAME	MATRIC NO
1.	ARINAH FILZAH BINTI ROSLI	A23CS0050
2.	NATASHA MAISARAH BINTI ZAKI	A23CS0141
3.	WONG JIA XUAN	A23CS0197
4.	LING YU QIAN	A23CS0301
5.	YAP JIA XIN	A23CS0199

INTRODUCTION

Our visit to NALI FOR MENALI seeks to deepen our understanding of ICT and these resilience-focused educational approaches and explore how they can be implemented to enhance learning outcomes and prepare graduates for the challenges of the future. Through this knowledge-sharing event, we aim to gather valuable insights that can potentially be applied in our own educational contexts, contributing to the broader advancement of innovative teaching and learning practices. NALI is an annual knowledge-sharing event hosted by Universiti Teknologi Malaysia (UTM) and its Centre for Advancement in Digital and Flexible Learning (UTM CDex). NALI is also an acronym for New Academia Learning Innovation, which is a framework for promoting innovative teaching and learning practices in education. It consists of a student-centered and blended learning philosophy, as well as various learning styles and resources geared at achieving entrepreneurial academia. NALI had its first conference in 2018. Our group visit 5 booth which is Resilience Education for Future-Oriented Quality Graduate such as programming resilience skills through competition-based learning using mobile robots in real time software engineering course, probased(project based learning application system), Empowering reading literacy: applying bandura's social learning theory in virtual reading classes via facebook live platform, physical education augmented reality, FEA HYBRID EXPO: Crafting Entrepreneurship through Immersive learning. Resilience is defined as an individual's ability to recover from hardship, adapt to change, and manage with stress and adversity. Problem-solving, positive thinking, emotional regulation, social skills, and coping mechanisms are among the abilities and tactics taught in resilience education. Instead of feeling overwhelmed or helpless, it seeks to empower individuals to manage difficult situations and conquer barriers. Resilience education can be delivered in a variety of settings, such as schools, workplaces, and community organisations. It can also be included into current curriculum such as social and emotional learning, health education, and psychology courses. Individuals can become better equipped to face life's challenges and attain their full potential by developing resilience via education.

OVERVIEW OF THE PROGRAM VISIT

The New Academia Learning Innovation (NALI) serves as an annual framework dedicated to promoting innovative teaching and learning practices in education which organized by Universiti Teknologi Malaysia (UTM) through the UTM Center for Blended Learning Experience (UTMcBEX) and the Faculty of Computing (FC), and with the joint organizer, Institut Pendidikan Guru Kampus Temenggong Ibrahim, Johor. NALI has organized its first edition since 2018.

From the outset, NALI has been designed with a focus on a student-centered and blended learning philosophy, integrating various learning modes and materials to foster entrepreneurial academia. The upcoming edition, NALI 2023 scheduled from November 6th to November 8th, carries the crucial theme of "Resilience Education for Future-Oriented Quality Graduate."

In the context of NALI 2023, resilience refers to an individual's ability to bounce back from challenges, adapt to change, and effectively manage stress and adversity. Its primary aim is to empower participants with strategies and insights into resilience education, thereby nurturing graduates who possess skills in problem-solving, positive thinking, emotional regulation, social skills, and coping mechanisms.

The program's structure involved diverse components, including the "NALI Award", "NALI Workshops", "NALI Educator Award", "Keynote and Plenary Sessions", "NALI Exhibition and Competition", and "Pecha Kucha Future Ready Educators." During the exhibition session, participants have the opportunity to showcase their innovations in implementing information and communication technology (ICT) for resilience education.

Renowned experts such as Prof. Ts. Dr. Dayang Norhayati binti Abang Jawawi, Dr. Ng Pei Fern, Assoc. Prof. Dr. Johari bin Surif, and other thought leaders have been invited as key speakers during the "NALI Workshops" and "Keynote and Plenary Sessions." Their insights enrich the participants' understanding of resilience education in various scopes, not only covering academic aspects but also extend to career and community dimensions.

NALI 2023 emerges as a pivotal event in the realm of education. Its commitment to advancing innovative teaching and learning practices, coupled with its building resilience in education. The program empowers and shapes the future of education, producing graduates not only equipped with academic prowess but also equipped with the resilience to thrive in the future world.

REFLECTIONS ON EACH POSTER

Interview Video: <https://youtu.be/ML8Dwu0X518>

1. PHYSICAL EDUCATION AUGMENTED REALITY

The poster is for the UTM NALI 2023 competition, specifically the Resilience Education for Future-Oriented Quality Graduate category. It features a yellow background with blue and white text. The title 'PHYSICAL EDUCATION AUGMENTED REALITY' is prominently displayed. Below it is an abstract section detailing the research's purpose and findings. The poster also includes sections for objectives, impact, commercialization, and awards.

ABSTRACT

This research introduces the "P.E.A.R" Augmented Reality (AR) app, designed to aid students with disabilities and offer additional resources to mainstream students. The study's main goal is to assess the app's effectiveness in enhancing the grasp of movement concepts. Developed with Unity software, the app employs image tracking (Vuforia) and 3D models from Mixamo Adobe. The research process involved creating the P.E.A.R app, which visualizes 3D movement models. By integrating image tracking, students can engage with virtual models in real-world scenarios. Teachers from specific schools tested the app, leading to positive feedback about improved engagement and comprehension, especially among students with disabilities. Results show successful app implementation, with teachers endorsing enhanced learning experiences. While acknowledged areas for improvement exist, the app's interactive and inclusive nature aligns with Howard Gardner's Theory of Multiple Intelligences, bridging gaps between students. In conclusion, the P.E.A.R app's promising potential for inclusive education is underscored by positive feedback and alignment with educational theories. Future development holds the prospect of refining features and broadening its impact.

OBJECTIVES

- Improve the learning experience by making it more engaging and interactive. AR can bring textbook concepts to life, helping students understand anatomy, physiology, and biomechanics more effectively.
- Encourage physical activity and active participation among students. AR can guide users through exercises, routines, and sports drills while providing real-time feedback.
- Facilitate skill development in various sports and physical activities. The app can offer step-by-step guidance, correct form, and tips for improvement in a personalized manner.
- Educate users about proper techniques and safety measures in physical activities. Visualizing potential dangers or mistakes in a controlled AR environment can help prevent injuries.

IMPACT

The positive feedback received from teachers who used the app underscores its impact. Teachers reported enhanced learning experiences and improved engagement, particularly among students with disabilities. This app has the potential to make a meaningful impact on how movement concepts are taught and understood.

COMMERCIALIZATION

- Turning P.E.A.R app into a book with QR code
- Sell through shopee
- Embed QR codes strategically throughout the book
- Allow readers to scan and access specific AR
- Sponsored listings and promotions in shopee

NOVELTY

The "P.E.A.R" app's applicability is evident as it directly addresses the educational needs of students with disabilities, providing them with a visual and interactive way to understand movement concepts. Moreover, its potential applicability to mainstream students highlights its versatility as a learning tool.

CREATIVITY

The creativity in this project lies in the integration of AR technology to bridge the gap between students with disabilities and mainstream students. The idea to use image tracking (Vuforia) and 3D models from Mixamo Adobe demonstrates a creative solution to make learning more interactive and engaging.

INNOVATIVENESS

The app's development using Unity software showcases the innovativeness of turning the creative concept into a practical tool. The integration of image tracking technology enhances the interaction between students and virtual models, making the learning experience more dynamic and hands-on.

APPLICABILITY

The "P.E.A.R" app's applicability is evident as it directly addresses the educational needs of students with disabilities, providing them with a visual and interactive way to understand movement concepts. Moreover, its potential applicability to mainstream students highlights its versatility as a learning tool.

AWARD

Pertandingan Inovasi Peringkat Jabatan Pendidikan Jasmani & Kesihatan IPGKTI 2022

The P.E.A.R Augmented Reality (AR) application has caught my attention from other innovations in NALI 2023, and I am gaining a deeper comprehension of this groundbreaking development through an enlightening interview with the presenter. This application is an innovative tool designed with the aim of supporting students with disabilities and providing additional resources for mainstream students. Its ability to visualise movement concepts through 3D models and real-world interactions aligns with Howard Gardner's Theory of Multiple Intelligences, promoting engagement, comprehension, and skill development across various subjects. In addition, the positive feedback from teachers further supports the app's effectiveness in promoting inclusive education.

The presenter also explain briefly regarding the app's objectives which are to enhance learning, promoting physical activity, facilitating skill development, and educate about safety measures. These highlight its multifaceted approach to improve physical education and anatomy instruction. The integration of AR technology, particularly its ability to transform textbooks into interactive experiences, holds immense potential to redefine the way students engage with this subject.

Overall, the P.E.A.R AR application demonstrates remarkable potential to transform education as it has its own speacialty. It is a novel, creative, and innovative learning tool that uses AR technology to make learning more interactive and engaging that caters to the diverse needs of students, particularly those with disabilities by using image tracking technology and 3D models. The app's development with Unity software showcases practical innovativeness, enhancing interaction between students and virtual models.

In conclusion, the P.E.A.R Augmented Reality (AR) application emerges as a promising tool for revolutionising inclusive education, particularly in the field of physical education and anatomy. This shows that emerging ICT technologies have become integral in the field of education, particularly in the scope of teaching and learning.

2. PROBASED

The poster is for the UTM NALI 2023 competition, with the theme "RESILIENCE EDUCATION FOR FUTURE-ORIENTED QUALITY GRADUATE". It features a central illustration of a smiling man with glasses and a laptop, surrounded by various sections describing the "probased" application.

probased
project based learning application system

SAY GOODBYE TO THE TRAUMA OF DOCUMENT PREPARATION AND HELLO TO A STRESS-FREE, STREAMLINED PROCESS!

objective
Streamline the process of monitoring, evaluation, and comprehensive student assessment to implement a project-based learning approach.

this app will surely lower your stress level

Novelty
Automize the administrative process in Project Based learning including: project submission, motivation test, problem solving test and peer review using 360 Degree

abstract
Probased is a project-based Learning Management Application that aims to support project-based learning activities by simplifying the administration process of the method, and providing efficient assessment tools that align with formal project management practices from the Project Management Institute (PMI, 2017). It is designed to help lecturers and students manage their abundant project-based learning activities in single application..

applicability
applicable throughout the learning process, from planning to the finalization of projects involving various users, including lecturers, students, and external reviewers

impact
increasing student motivation, getting immediate feedback, and familiarizing with the real project situation

commercial potential
suitable for any level of education starting from junior high school to Higher Education Institution

Creativity
• accommodate the PJBL issue in managing the data.
• assessment tests are taken from professional Project management practice

Innovation
• help the lecturer to apply the method in administrative process
• educate both lecturer and student about the real project situation.
• get more familiar with the professional practice

award
Probased feature had already presented by Dr Atya Nur Aisha as the invited speakers of 3rd Asia Pacific Conference on Industrial Engineering and Operations Management/ IEOM in September 2022.

find out student motivation, problem solving skills and project manager competence in this app!

Organized by:
Universiti Teknologi Malaysia (UTM) through
Center for Advancement in Digital and Flexible Learning (UTM CDex) &
Faculty of Computing (FC)

Joint Organized:
Institute of Teacher Education (ITE)
Terengganu Campus

Supported by:
Asia University Network (AUN)
Asia Technical University Network (ATU-Net)
Jabatan Pendidikan Negeri Johor (JPN)

During my visit to the NALI 2023, I had the privilege of exploring the Probased booth, where I engaged in an insightful interview with Madam Dewi Pratami, the project lead. Probased, an innovative project-based learning application system, has been meticulously designed to alleviate administrative burdens, facilitating a more seamless teaching and learning process for educators and students alike.

A key takeaway from the interview was the profound impact of Information and Communication Technology (ICT) on education. Probased showcases the efficiency of ICT by centralising documentation processes through a database, allowing instant accessibility, and streamlining the monitoring and evaluation procedures. Notably, the system's provision of immediate feedback aligns seamlessly with its overarching objective.

Madam Dewi Pratami shared a perspective on the future of education, emphasising the pivotal role of Artificial Intelligence (AI). Recognizing AI as a potent tool in both the digital industry and education, she envisages its continued evolution, foreseeing it not as a threat but as an invaluable aid to educators, offering solutions to challenges and augmenting the teaching process.

In conclusion, my visit to NALI 2023 served as an enlightening experience, broadening my understanding of the profound capabilities of ICT in education. I anticipate future developments in the realm of ICT and education, hoping to explore additional projects during subsequent editions of NALI.

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

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
A flowchart showing the methodology: Phase 1 Problem Identification, Phase 2 Brainstorm Solution, Phase 3 Project Implementation, Phase 4 Result/Feedback Collection and Analysis, and Phase 5 Purpose Product. Arrows indicate a sequential flow between phases, with some branches for Selection of Trainers, Selection of T&L Method, and Selection of T&L 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.

RESULTS AND FEEDBACKS
A grid of screenshots showing student engagement in virtual reading classes, positive feedback from parents, and a group photo of the team.

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.

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Joint Organizer: Institute of Teacher Education (ITE) Terengganu Campus
Supported by: Asian University Network (AUN) Asia Technological University Network (ATU-Net)
n.ayuni@utm.my; dukaibury@utmd.edu.my; ayuni@gmail.com

During the visit to New Academia Learning Innovation (NALI) 2023, the exhibition of educational projects left a lasting impression on me, showcasing various innovations and insights from educators in blending Information and Communication Technology (ICT) with resilience education. Among the exhibited projects, the "Misi Bantu Baca" project, presented by Madam Yusnimasita binti Abd Hamid and Dr. Nur Ayuni Shamsul Bahri, emerged as a beacon of innovation, resilience, and empowerment in the realm of virtual reading education.

Throughout the visit, it became clear that the core objective of the "Misi Bantu Baca" project is the implementation of virtual reading classes via the Facebook Live platform, aiming to empower the reading literacy skills of children aged 5 to 12, including the pronunciation of vowels and consonants. In the context of this project, Albert Bandura's Social Learning Theory is applied, focusing on the power of observation, imitation, and modelling in the learning process.

The "Misi Bantu Baca" project initiated during the middle phase of the Covid-19 pandemic, marked by school closures and educational uncertainty. Despite these challenges, the project illuminated the possibilities of continued learning education with the implementation of resilience education and ICT. It successfully engaged over 200 children, transcending physical boundaries to participate in virtual reading classes from the comfort of their homes. Applying Bandura's theory through active inquiry and thoughtful responses, the project equipped children with social learning skills. It clearly showcases its ability to lead children to adapt to crisis situations, taking ownership of their education during the pandemic, resonating with NALI's theme of resilience education.

Madam Yusnimasita's interview highlighted the implementation of Facebook Live in the "Misi Bantu Baca" project, emphasizing advantages and considerations. The user-friendly nature and cost-effectiveness of Facebook Live make it accessible, for parents and children. However, concerns about this, such as phone addiction, were acknowledged. The shift to a paperless format through Facebook Live promotes active and collaborative learning, by offering materials on platforms like Facebook and Telegram. To address equitable access for all students, the project provides offline access through the Telegram channel where can be downloaded. The interview also touched on emerging technologies like smart boards and smart TV enable virtual expert facilitation, enhancing the learning experience.

In conclusion, the "Misi Bantu Baca" project emphasizes resilience education at its core, aligning seamlessly with the theme of NALI 2023. Through innovative use of the Facebook Live platform, this project navigates challenges, promoting active learning, and inclusivity among children. Its paperless, collaborative approach showcases adaptability, echoing the spirit of resilience education.

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

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.

4 CREATIVITY

Mobile Robots Problem Solving → Competition

5 INNOVATIVENESS

Innovative Elements:

- Programming Resilience
- Competition-Based learning

6 APPLICABILITY

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

7 IMPACT

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

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UTM FACULTY OF COMPUTING UTM Johor Bahru

Organized by:
Universiti Teknologi Malaysia (UTM) through Center for Advancement in Digital and Flexible Learning (UTM CDex) & Faculty of Computing (FC)

Joint Organizer:
Institute of Teacher Education (ITE) Temerloh Ibrahim Campus

Supported by:
Asian University Network (AUN) Asia Technological University Network (ATU-Net)

Nor Azizah Sa'adon, Dayang Norhayati Abang Jawawi, Mohd Adham Isha, Muhammad Khatibyarbini, Nurul Nazihah Jamal Faculty of Computing, Universiti Teknologi Malaysia, 81300 Johor Bahru, Johor.
azizahsaadon@utm.my

During New Academia Learning Innovation (NALI) 2023 visiting, I got in touch with a variety of interesting technologies that related to Information and Communication Technology (ICT). Those technologies gave me a lot of inspiration about ICT.

As a software engineering student, “Programming Resilience Skills Through Competition-Based Learning using Mobile Robots in Real-time Software Engineering Course has caught my interest”. Implementing the Collaborative Assignments and Projects (CAP) framework in teaching a Real-Time Software Engineering (RTSE) course can encourage students' collaboration in problem-solving through practical application. It is very essential to learn how to apply knowledge in daily life, so that we can make use of knowledge that is learned but not only rote all of the knowledge. It will be very beneficial when students begin to work in the future.

Dr. Nor Azizah Binti Sa’adon has shared a lot of vital information about ICT in the interview session. ICT can aid the teaching and learning process as ICT can provide clarification exposure of knowledge that can help students to understand the particular topic. However, the technicality of lecturers will be the disadvantage of using ICT in teaching and learning process, as all lecturers have their strengths and weaknesses. It will cause technical difficulties when devices fault.

Apart from that, Dr. Nor Azizah Binti Sa’adon highlighted that ICT can motivate students to understand more deeply about knowledge. Peer learning can also help students to learn and overcome their difficulties. Besides, competition held can motivate students to complete the task. The scores in competition can encourage students to engage more in their missions to break through the difficulties.

Next, the most significant challenge for ensuring equitable access to ICT resources is limitation of costing. Limitation of the costing will affect the ICT teaching and learning process as it will cause lecturers cannot use more effective devices to teach students in better ways.

Last but not least, the trends in ICT that are likely to shape the future of education are more about Artificial Intelligence (AI). 4th IR technology and robotics will commonly apply in our future.

5. FEA HYBRID EXPO

UMS UNIVERSITI MALAYSIA SABAH

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

APK

FEA HYBRID EXPO: Crafting Entrepreneurship through Immersive Learning

The UMS APK Team
Adeline Tam*, Nur Thara Atikah Zainal, Bonaventure Boniface, Tung Moi Chiew, Rafidah Nordin, & Dyana Chang
adetam@ums.edu.my Universiti Malaysia Sabah

Fundamentals of Entrepreneurial Acculturation (FEA) curriculum is introduced to inspire entrepreneurship among university students. FEA trained students who are majoring in all disciplines. Digital marketing was integrated into the FEA from the year 2016. In the 2022/2023 session, a total of 3,406 students enrolled in FEA.

Large class sizes
Problems faced
Underestimated of curriculum value
Perceived career relevance
Lack of engagement

FEA Hybrid Expo was introduced in 2022, which is underlined by 'Flexi PEERS' model, combined offline and online business to provide students with a comprehensive, engaging, and immersive entrepreneurial learning experience. Utilizing social media platforms, students experience the business process at their own pace.

Objectives

- To achieve Course Learning Outcome (CLO 2 & CLO3)
- Offer students a comprehensive entrepreneurial learning experience in both traditional and online markets.
- Cultivate students' creativity and innovation in content creation and business planning.
- Foster students' autonomy and decision-making skills in managing their entrepreneurial activities.

Novelty

- Integration of offline & online market
- Utilizing Social Media
- Achieved 2 CLOs
- Extended (8 weeks) duration
- Real world simulation
- Operational flexibility

Our Marketing Channels

Facebook Instagram LinkedIn YouTube WhatsApp Telegram

'Flexi PEERS' Project

Process Flow: Plan, Explore, Experience, Reflection, Suggestion

Who Did Hoodie Promotion

Rainbow Sweet's Box

IMPACT

High achievement
Knowledge gain
Learning and improved skills
Positive attitude toward entrepreneurship
Income generation

The FEA Hybrid Expo Project is a versatile and adaptable tool for experiential learning in entrepreneurship. It caters to students at different education levels, spans across various fields, and can be applied in both online and offline settings, making it a valuable asset in entrepreneurial education.

Acknowledgement

We are grateful for the financial support by the Centre for the Promotion of Knowledge and Language Learning (PPKL) for conducting FEA Hybrid Expo.

Organized by: Universiti Teknologi Malesia (UTM) Strengthens Entrepreneurship in Digital and Flexible Learning (UTM CDFF) & Faculty of Computing (FPC)

Joint Organized by: Institute of Teacher Education (ITE) Universiti Sains Malaysia Campus

Supported by: Asia University Network (AUN) Asia Technological University Network (ATU-Net)

Dr. Adeline Tam, senior Lecturer, Universiti Malaysia Sabah has introduced this poster. The FEA Hybrid Expo, centred around the "Flexi PEERS" model, marks a significant and innovative approach to entrepreneurial education at Universiti Malaysia Sabah (UMS). The endeavour to incorporate digital marketing into the Fundamentals of Entrepreneurial Acculturation (FEA) curriculum demonstrates a progressive approach to adjusting to the rapidly changing business and technological environments. One notable aspect is the recognition of the large class sizes, a common challenge in academic settings. This recognition highlights the commitment to addressing the unique needs of a diverse student body, regardless of their major. The move to incorporate digital marketing into FEA aligns with the contemporary demands of the business world, preparing students for a digitalized marketplace. However, it suggests that the curriculum's worth may have been undervalued, which could have resulted in issues like a lack of engagement and perceived career limitations.. This observation underscores the importance of continuously evaluating and refining educational programs to ensure they meet the expectations and aspirations of the students.

The introduction of the FEA Hybrid Expo in 2022 is a challenge. The "Flexi PEERS" model, combining both offline and online elements, allows students to experience entrepreneurial processes at their own pace. This approach recognizes the diversity of learning preferences among students and social media platforms to create a more engaging and immersive learning experience. The objectives of the Expo, particularly the focus on achieving Course Learning Outcomes (CLO 2 & CLO3), deliver a comprehensive entrepreneurial education. Cultivating creativity, innovation, autonomy, and decision-making skills aligns with the broader goals of preparing students for the dynamic of entrepreneurship. The integration of offline and online markets in the Expo, along with the exploration of various marketing channels, reflects a holistic approach to entrepreneurship education. The "Flexi PEERS" project has achieved its outcomes, including knowledge, improved skills, positive attitudes toward entrepreneurship, operational flexibility, and income generation. The suggestion is a key component of the entrepreneurial learning experience . Social media not only reflects the current business landscape but also provides a platform for real-world simulation and practical application of marketing concepts.

In conclusion, the FEA Hybrid Expo Project stands out as an adaptable tool for experiential learning in entrepreneurship. Its success in achieving Course Learning Outcomes, promoting a positive attitude toward entrepreneurship, and generating income to demonstrate its effectiveness. As an educational initiative, it is not only responsive to the challenges posed by large class sizes and diverse student backgrounds but also showcases the university's commitment to fostering a new generation of innovative and entrepreneurial leaders.

REFLECTIONS AND CONCLUSION

The activities from NALI 2023 program visit encompassed an exploration of the exhibition booth and active participation in an interview session from five different innovations and presenters. This engagement facilitated the acquisition of significant and valuable knowledge, with a particular emphasis on the broadening of insights within the realm of Information and Communication Technology (ICT) in teaching and learning. Furthermore, this experience contributed to the enhancement of communication skills within the students by interacting with the experts and innovators in the field of ICT in education. Furthermore, the interview sessions can facilitate networking opportunities for students. These activities provide us a better understanding regarding the latest ICT tools and technologies designed for teaching and learning which is closely related to Technology and Information System (TIS) subject.

From the activity, we gained an unparalleled opportunity to get in touch with ICT. In our opinions, those technologies are super beneficial in learning and studying. For example, Probased can ease our work while doing a team project. Furthermore, applying Bandura's Social Learning Theory in Virtual Reading Classes via Facebook Live Platform and FEA Hybrid Expo can minimise the barriers in teaching and learning process. In addition, Physical Education Augmented Reality can let users directly look at real things via three-dimensional movement models without looking at two dimensional images to imagine it. Apart from that, programming resilience skills through competition-based learning using mobile robots in real-time software engineering courses can provide chances to learn, apply and enhance programming skills. After being exposed to the information, we got some ideas about trends in technology nowadays. Apart from that, we can conclude that the most significant obstacles faced to access those technologies or applications are budget limitations, limited accessibility and uncharged devices. Besides, Wi-Fi connection is poor in certain areas that will result in lagging while using those technologies

NALI 2023 has inspired us to produce new and valuable technology in future. There were various interesting technologies shown in this program. We were able to learn something new about ICT through the program. The technologies that performed in NALI 2023 had shown to us that technologies were free to create infinite possibilities. We can design whatever technologies that we want to ease our lives as long as we have the ability to do it. Therefore, we are determined to strive harder to learn and master the knowledge in our courses. It is because knowledge will be an asset for us to create new technologies in future. We believe that we will manage to create our own beneficial technologies as where there's a will, there's a way.

In our opinions, we agree that visiting NALI 2023 and the interview sessions help us to know more information on the course material and also got some knowledge on the disadvantages of technologies. The participants briefed us about their technologies presented and told us about the current trends in technology. For example, Empowering Reading Literacy: Applying Bandura's Social Learning Theory in Virtual Reading Classes via Facebook Live Platform is one of the beneficial technologies that aids children to learn in an easier and more interesting way. Implementing ICT in teaching and learning can create a more engaging and dynamic learning environment resulting in better understanding for students. Furthermore, Artificial Intelligence (AI) has the potential to transform education towards the betterment.

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