



# TLLIF

eISBN 978-967-2880-14-1

Proceeding 2021

Teaching and Learning Innovation Festival

**Nabilla Afzan Hj A Aziz • Nurul Aini Amran • Haylay Tsegab Gebretsadik  
• Zahiraniza Mustafa**



**PRESS**



# TLIF Proceeding **2021**

Teaching and Learning Innovation Festival 2021  
**22<sup>nd</sup> November 2021**

UTP Press  
SERI ISKANDAR • 2022

# TLIF 2021 PROCEEDING

Teaching and Learning Innovation Festival 2021

eISBN 978-967-2880-14-1

**TLIF 2021 Editorial Board:**

**Editor**

Nabilla Afzan Hj A Aziz  
Nurul Aini Amran  
Haylay Tsegab Gebretsadik  
Zahiraniza Mustafa

**Published by**

UTP Press, Universiti Teknologi PETRONAS,  
32610 Seri Iskandar, Perak Darul Ridzuan,

**Address**

TLIF 2021 Editor-in-Chief,  
Universiti Teknologi PETRONAS,  
32610 Seri Iskandar, Perak Darul Ridzuan,  
Malaysia.

© Universiti Teknologi PETRONAS, 2022

All rights reserved. No part of this publication may be reproduced or transmitted in any form or any means, including photocopying and recording, without the written permission of the copyright holder, application for which should be addressed to Universiti Teknologi PETRONAS. Such written permission must also be obtained before any part of this publication is stored in a retrieval system of any nature. The publisher, authors, contributors and endorsers of this publication each excludes liability for loss suffered by any person resulting in any way from the use of, or reliance on this publication.

Published by

UTP Press

Universiti Teknologi PETRONAS,

Owned by Institute of Technology PETRONAS Sdn. Bhd.

32610 Seri Iskandar, Perak Darul Ridzuan, Malaysia

Typeset by

IFZAHWORKZ SOLUTIONS SDN BHD

C-20-11, Zetapark, Kompleks Danau Kota

Jalan Taman Ibu Kota, Taman Ibu Kota

53300 Kuala Lumpur, MALAYSIA

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

## Contents

<b>HANDS-ON LEARNING WITHOUT LABORATORY</b>	<b>1</b>
<i>Abid Ali Khan Mohamed Al-Siyabi, Muhammad Arif Ashraf, Tariq Hussain Babak Fakhim, John Regan Pillai</i>	
<b>ENHANCING LEARNERS' COLLABORATIVE LEARNING APPROACH BY DESIGNING ACTIVITIES IN AN ONLINE CLASS</b>	<b>6</b>
<i>Wan Farhah Shafiq Wan Kamalluarifin</i>	
<b>VIDEO: COMPANION AND ENGAGEMENT TOOLS</b>	<b>10</b>
<i>Syaza Izyanni Ahmad, Nor Adilla Rashidi, Mardhati Zainal Abidin</i>	
<b>TRANSITION TO ONLINE PROBLEM-BASED LEARNING IN COASTAL ENGINEERING DURING THE COVID-19 OUTBREAK</b>	<b>12</b>
<i>Hee-Min Teh, Mohammad Rozdhi Abdullah</i>	
<b>STIMULATING STUDENTS' INTEREST IN LEARNING CHEMISTRY COURSES THROUGH PROJECT-BASED LEARNING, COMPETITION AND INDUSTRIAL EXPERT INVOLVEMENT</b>	<b>23</b>
<i>Nurul Izni Kairi, Nur Diyan Mohd Ridzuan</i>	
<b>21<sup>ST</sup> CENTURY EDUCATION TRENDING: THE PRELIMINARY STUDY ON MICRO-CREDENTIALS PRACTICES IN MALAYSIA</b>	<b>29</b>
<i>K.S. Savita, M. Navanitha</i>	
<b>ANALYSIS OF STUDENTS' PERCEPTION OF ONLINE-BASED FLIPPED CLASSROOM USING REPERTORY GRID TECHNIQUE (RGT)</b>	<b>35</b>
<i>Mysara Eissa Mohyaldinn</i>	
<b>ENHANCING COOPERATIVE LEARNING FOR PROCESS PLANT DESIGN VIA INTEGRATED DESIGN PROJECT IN A VIRTUAL LEARNING ENVIRONMENT</b>	<b>41</b>
<i>Oh Pei Ching</i>	
<b>THE INFLUENCE OF RELIGIOUS KNOWLEDGE AND RELIGIOUS PERSONALITY ON INTER-ETHNIC TOLERANCE BEHAVIOUR AMONG UNIVERSITY STUDENTS: A STUDY IN A PRIVATE HIGHER EDUCATION INSTITUTION</b>	<b>45</b>
<i>Mashitah Sabdin, Mohd Ikhwan Izzat Zulkefli</i>	
<b>THE DEVELOPMENT OF MICRO-CREDENTIAL COURSE: DIGITAL MARKETING</b>	<b>48</b>
<i>Mahlindayu Tarmidi, Maizatul Akmar Mohd Rasli, Rusli Abdul Roni</i>	
<b>ADVANCED TAPS SOFTWARE FOR ENGINEERING 4.0</b>	<b>53</b>
<i>Chen Kang Lee, Manjit Singh Sidhu</i>	
<b>ACCESSING STUDENTS' TECHNOLOGY ENTREPRENEURIAL SKILLS THROUGH VIRTUAL PITCHING COMPETITION</b>	<b>57</b>
<i>Mohd Herry Bahador, Nurul Izzah Muhamad Ridwan</i>	



<b>COMPARING THE EFFECTIVENESS OF CLASSROOM AND ONLINE LEARNING DURING A PANDEMIC</b>	<b>61</b>
<i>Mohd Aizzat Mat Hassan, Megat Muhammad Afif, Zaifudin Zainol</i>	
<b>MICROSOFT TEAM CHANNEL AND BREAKOUT ROOM FOR GROUP DISCUSSION IN SCIENTIFIC INQUIRY CLASS</b>	<b>64</b>
<i>Jundika Candra Kurnia, Azlan Ahmad</i>	
<b>IMPACT OF REMOTE TEACHING ON INTERDISCIPLINARY PROJECT-BASED LEARNING</b>	<b>70</b>
<i>J R Pillai, Tariq Hussain, Abid Ali Khan, M Arif Ashraf, Badar Al Ghunaimi, Abdullah Al-Shibli</i>	
<b>ANALYZING STUDENTS' EXPERIENCE AND THEIR INTERACTIVITY LEVEL OF USING A DIGITAL NOTEBOOK IN LEARNING PHYSICS</b>	<b>75</b>
<i>Easter Joseph, Zuraini Hanim Zaini</i>	
<b>MOOC ZAKAT UNTUK MUALAF</b>	<b>79</b>
<i>Hasanah Abd Khafidz, Nur Nazira Rahim, Siti Jamiaah Abdul Jalil, Zulkefli Aini</i>	
<b>AN INQUIRY-BASED LEARNING EXPERIENCE USING K-W-L IN BUSINESS COMMUNICATION PRESENTATIONS: THE STUDENT PERSPECTIVE</b>	<b>83</b>
<i>Ena Bhattacharyya, Nurin Uzma Ezzaty Noor Eizamly</i>	
<b>UTILISATION OF CUSTOMIZED HANDBOOKS FOR PHYSICAL CHEMISTRY STUDENTS</b>	<b>88</b>
<i>Bhajan Lal</i>	
<b>POST-COVID SUSTAINABLE ENGINEERING EDUCATION: NEW APPROACHES</b>	<b>93</b>
<i>Babak Fakhim, Abid Ali Khan, Abdullah Al-Shibli, Mohamed Al-Siyabi</i>	
<b>INTEGRATED INNOVATIVE ASSESSMENT METHOD THROUGH CASE STUDY</b>	<b>98</b>
<i>Dolly Paul Carlo</i>	

# INTEGRATED INNOVATIVE ASSESSMENT METHOD THROUGH CASE STUDY

**Dolly Paul Carlo**

Social Work Programme, Faculty of Social Sciences & Humanities, UNIMAS

pcdolly@unimas.my

## 1. INTRODUCTION

There is a large body of research that shows a strong impact of different types of assessment on learners learning outcomes [1]-[9]. Evidence on different approaches indicates that assessment may support or diminish learners' motivation and performance depending on how it is designed, implemented, and used. How do educators incorporate and integrate the assessment methods holistically as ways and an opportunity for reflective learning, demonstrating the learner's thinking, and measuring the learning outcomes (CLOs)? Through case study as an assessment method, the learners have an opportunity to reflect on and bespeak their thinking and lead them towards a better understanding of the concept.

The teaching and learning process must be dynamic in line with the changing and agile current context without abandoning the theoretical foundations of teaching and learning philosophy. Understanding the basics of teaching and learning philosophy is essential to be applied in the teaching and learning process. Considering the philosophy of teaching and learning, the application and integration of transformative teaching practice and innovative assessment methods into the SSS2053 Counselling Skills turns out the affirmative outcomes and compelling implications towards the learners' learning.

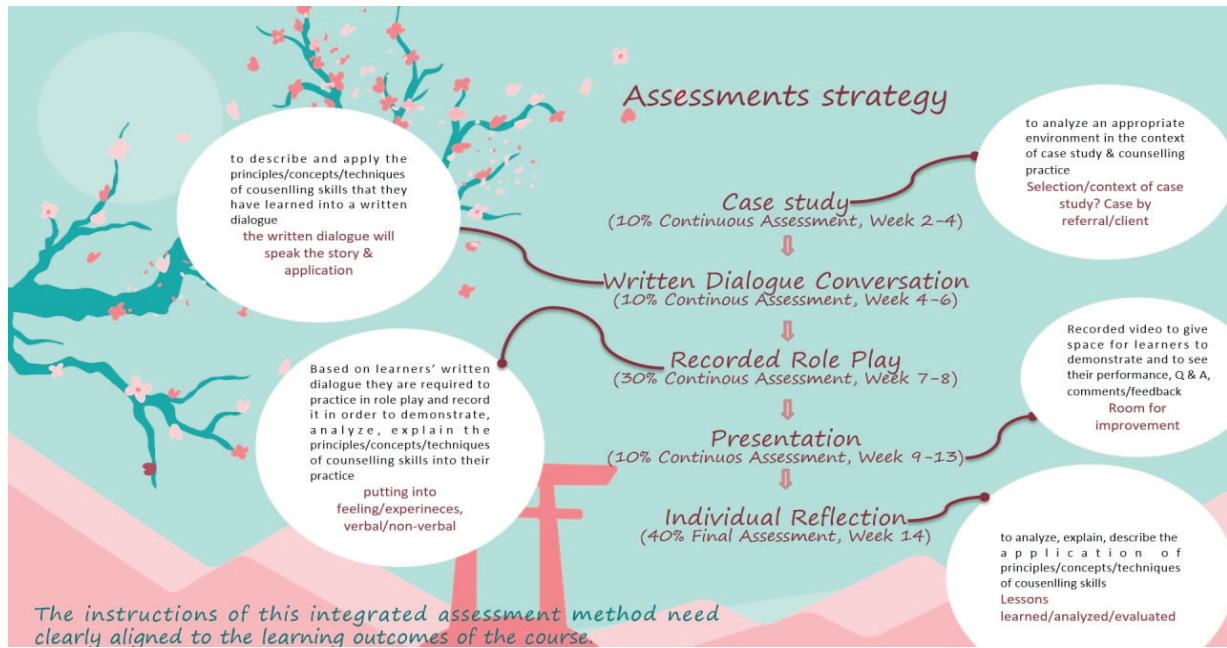
## 2. METHODOLOGY

SSS2053 Counselling skills is one of the compulsory courses offered every semester to the Second Year undergraduate students in the Social Work Studies Program, Faculty of Social Sciences and Humanities, UNIMAS. In this course, for the assessment, learners in pairs are required to

use a case study based on their own choices. The case study is related to social problems/issues or based on their own experience. Through the case study, they come out/create a written dialogue conversation between a social worker and client. In the written dialogue conversation, one learner plays the role of a social worker, which requires the learner to apply the techniques and principles/concepts in counselling skills in their dialogue conversations and actions. Another learner plays a role as a client to put in the position of how the client feels and experiences. The written dialogue conversations they have to put into action required them to create a role-play through a suitable online platform (e.g. Webex, Zoom, Microsoft Team, YouTube, eLEAP, etc.) and need to record it. This requires learners to practice their conversations to improve the learning outcomes and feel and experience how the social worker in the natural setting of practice. Their recorded role play needs to be presented in an online class to get feedback from other learners and at the end, each learner has to do their own written reflection. Through a case study, various continuous assessment methods can be applied to integrate with the CLOs of the course.

## 3. RESULTS AND DISCUSSION

In the context of SSS2053 Counselling Skills, I emphasise my assessment method based on the theory of reflective learning, which emphasises that knowledge derives from experiences in which in this context of innovation through a case study, a written dialogue then does a role play, presentation, questions and answers session, discussion sessions (comments and feedbacks) and at the end learner's reflection. Utilising case studies, learning and assessment involving a complex real-life situation can take a problem-



**Figure 1** Assessments strategy

based inquiry approach that helps learners think productively and professionally about concrete experiences-real, problems and concerns, and find solutions.

Allowing for the philosophy of teaching and learning, the application and integration of transformative teaching practice and innovative assessment methods into the courses SSS2053 Counselling Skills turns out the affirmative outcomes and compelling implications towards learners' learning. The Learners were able to apply and demonstrate ethics in counselling skills and communication skills in their dialogue conversation in the right or correct context. These can be seen and measured through the following,

1. The learners' performance is attained and aligned with the learning outcomes and fully achieved.
2. Course Evaluation.
3. Students' reflection
4. Recognition of Recipient of Teaching Excellence Awards Semester 1 session 2020/2021—in category the of Assessment Practices

### 3.1 Learners' Performance

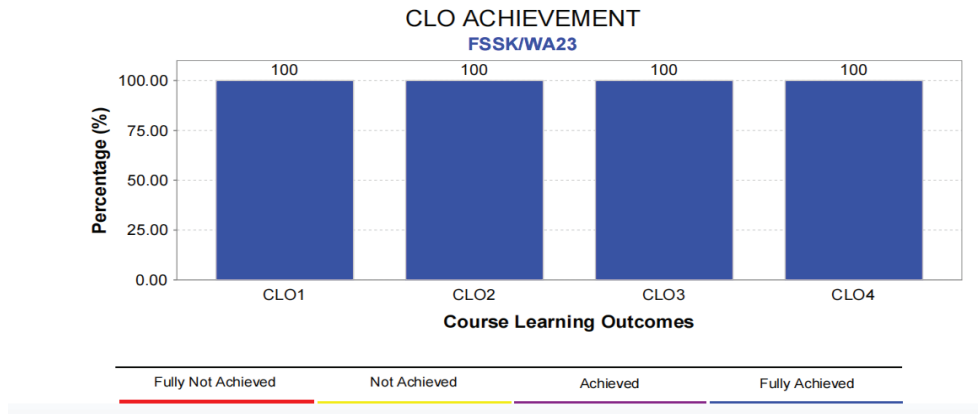
The learners' performance is attained and aligned with the learning outcomes of the course and are fully achieved.





**Course Instructor: Dolly bin Paul Carlo**  
**Group: FSSK/WA23**

Graph: CLO Achievement



**Figure 2** Course learning outcome achievement

### 3.2 Course Evaluation

Section 1: Course Instructor (Instructional Skills and Professionalism)						
QUESTION	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	MARK (%)
Question 1	0	0	0	2	30	98.44
Question 2	0	0	0	2	30	98.44
Question 3	0	0	0	2	30	98.44
Question 4	0	0	0	2	30	98.44
Question 5	0	0	0	2	30	98.44
Question 6	0	0	0	2	30	98.44
Question 7	0	0	0	2	30	98.44
Question 8	0	0	1	1	30	97.66
Question 9	0	0	1	1	30	97.66
Question 10	0	0	0	3	29	97.66
Question 11	0	0	0	2	30	98.44
Question 12	0	0	0	3	29	97.66
Question 13	0	0	0	2	30	98.44
Question 14	0	0	0	3	29	97.66
Question 15	0	0	0	3	29	97.66

Total of students response : 32  
 Average : 98.12  
 Achievement : 5 (Cemerlang)

**Figure 3** Students' course evaluation

### 3.3 Students' reflection

Some of the students' reflection,

“I do more understand through the assessment.”  
 “The way the assessment is designed is exciting and I love to learn.”  
 “I learned a lot about the values and principles of counselling.”

### 3.4 Recognition

Recognition of Recipient of Teaching Excellence Awards Semester 1 session 2020/2021, in category the of Assessment Practices- based on SSS2053 Counselling Skills.





Figure 4 Recognition and recipient of Teaching Excellence Award

#### 4. CONCLUSION

Using the case study in the context of SSS2053 Counselling skills as an integrated innovative assessment method has provided an engagement and creative learning platform that connects learners with knowledge and skills (in counselling in social work). In the end, it enables learners to apply their knowledge, values, and skills in the context of counselling skills in social work practice to real-life situations.

Considering the philosophy of teaching and learning, the application and integration of transformative teaching practice and innovative assessment methods into the courses SSS2053 Counselling Skills, the affirmative outcomes and practical implications, and the affirmative consequences of the learners' learning. The learners were able to apply and demonstrate ethics in counselling skills and communication skills in their dialogue conversation in the right and correct context.

#### ACKNOWLEDGEMENT

Acknowledgements: Social Work Studies Program, Faculty of Social Sciences & Humanities, and Universiti Malaysia Sarawak for their encouragement.

#### REFERENCES

- [1] J.C. Alderson & D. Wall, "Does Washback Exist?" *Applied Linguistics*, 14(2), pp. 115-129, 1993.
- [2] L.K.J. Baartman, T.J. Bastiaens, P.A. Kirschner & C.P.M. van der Vleuten, "The wheel of competency assessment: presenting quality criteria for Competency Assessment Programs", *Studies in Educational Evaluation*, 32, pp. 153-170, 2006.
- [3] W. Becker & S. Rosen, "The learning effect of assessment and evaluation in high school", *Economics of Education Review*, 11(2), pp.107-118, 1992.
- [4] B. Bell & B. Cowie, "Teacher development for formative assessment", *Waikato Journal of Education*, 7(1), pp. 37-49, 2001.
- [5] J. Biggs, "Assessment and classroom learning: a role for summative assessment?" *Assessment in Education: Principles, Policy & Practice*, 5(1), pp.103-110, 1998.
- [6] P. Black & D. Wiliam, "Assessment and classroom learning", *Assessment in Education: Principles, Policy & Practice*, 5(1),7-74, 1998.
- [7] T.J. Crooks, "The Impact of Classroom Evaluation Practices on Students. *Review of Educational Research*, 58, 438-481, 1988.

[8] J. Looney, (2019). “Digital Formative Assessment: A review of the literature. assess@learning: the Erasmus+Programme of the European Union”, Retrieved from <http://www.eun.org/documents/411753/817341/Assess%40Learning+Literature+Review/be02d527-8c2f-45e3-9f75-2c5cd596261d>

[9] Natriello, G. “The Impact of Evaluation Processes on Students”, *Educational Psychologist*, 22, pp. 155-175, 1987.