



MINISTRY OF HIGHER EDUCATION

# 8<sup>TH</sup> GLOBAL HIGHER EDUCATION FORUM 2023 (GHEF2023)



**EQUITY RECOVERY –  
HIGHER EDUCATION IN THE POST-PANDEMIC ERA**

**15 - 17** | MÖVENPICK HOTEL AND CONVENTION CENTRE KLIA MALAYSIA  
NOVEMBER 2023

## PROGRAMME BOOK AND ABSTRACTS



IN COOPERATION WITH



STRATEGIC PARTNER



COLLABORATORS

SPONSOR

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## *Welcome Message*

**YB DATO' SERI MOHAMED KHALED NORDIN**  
Minister of Higher Education

I am pleased to welcome you to the 8<sup>th</sup> Global Higher Education Forum 2023 (GHEF2023) under the theme “Equity Recovery – Higher Education in the Post-Pandemic Era”.

Inequity can exist in many forms, creating hindrances, especially among disadvantaged students in higher education. We need to come together to ensure equitable learning opportunities are provided to each student. Multi-perspectives at national and international levels on digital inclusion, graduate employability through HEI and industry partnerships, and the promotion of financial and socioeconomic equity, achieving equitable educational outcomes through teaching and learning policies and practices, are paramount. The forum will foster diverse perspectives, knowledge, and experiences, guiding the path to reshaping the education system in the post-pandemic era.

At this year's GHEF2023, the participants will address four central sub-themes, which include: (1) digital divide and inclusion; (2) talent and employability; (3) financial and socioeconomic standing; and (4) teaching and learning – policies and practices.

In relation to this year's themes and sub-themes, I hope that GHEF2023 will be a great platform for addressing the challenges within the higher education ecosystem and advancing equity recovery discussions in the post-pandemic era.

I look forward to GHEF2023 bringing together experts to discuss strategies for accelerating the development of higher education with a strong emphasis on equity recovery. In the post-pandemic era, as higher education adapts to disruptive technology, proactive measures are vital to ensure equitable recovery. This involves identifying policies and best practices that foster equitable outcomes. Forum participants can collectively generate ideas and recommendations, shaping a path towards a brighter future in higher education, impacting national and global levels.

Finally, I would like to express my sincere appreciation to my team at the Ministry of Higher Education, in collaboration with USM and Education Malaysia Global Services, our strategic partner, as well as all the collaborators and journal contributors, for their valuable contributions and active participation in ensuring the success of this conference. In the same way, I extend my heartfelt congratulations to the dedicated secretariats involved, namely the Department of Higher Education (JPT), the National Higher Education Research Institute (IPPTN), and the Community College and Polytechnic Education Department (JPPKK) for their pivotal role in ensuring the success of this forum.

Thank you.





## *Welcome Message*

**YBRS. PROFESSOR DR. AZLINDA AZMAN**  
Higher Education Director General  
Department of Higher Education

The 8<sup>th</sup> Global Higher Education Forum 2023 (GHEF2023) with its theme “Equity Recovery – Higher Education in the Post Pandemic Era”, is highly relevant in the recovery period from the aftermath of Covid-19 outbreak faced today. The pandemic has abruptly forced both academics and students to adopt the virtual learning environment. The indispensable transformation has led to the best practices and strategies of digital teaching and learning, which are necessary for future education and economy.

Covid-19 pandemic outbreak has pushed higher education institutions to move towards a modified curriculum, pedagogy, and educational deliverables. The transformation is still on-going even though we are already at an endemic stage. It is a golden opportunity for the government, authorities, educators, and policymakers to restructure the education system and prioritize what is important, necessary, and desirable for the benefits of the students in this post-pandemic era.

As education systems are constantly modified to accommodate the recovery from the pandemic, one huge challenge is to ensure equitability in education opportunities is available for all students, regardless of their backgrounds, locations or constraints. Virtual education has its limitations in ensuring the needs and expectations of disadvantaged students are fulfilled. Various approaches and techniques shared from around the world that include these students can help reduce the learning gaps, overcome fundamental issues, and create more inclusive approaches in order to enhance their digital skills.

With the theme “Equity Recovery – Higher Education in the Post Pandemic Era”, I believe that this will be an ideal platform for scholars around the globe to brainstorm and exchange best practices in ensuring the disrupted equity within higher education is well-addressed. The output from this forum is essential for reimagining the higher education system within the nation. Thus, I hope GHEF2023 will be used as an event that gathers brains around the world to discuss and provide suggestions, share experiences, and best practices on diverse issues within the higher education landscape.

I would also like to take the opportunity to express my immense pleasure to have the Ministry of Higher Education (MoHE) in co-operation with Universiti Sains Malaysia (USM), Education Malaysia Global Services (EMGS) as strategic partner, all the collaborators in promoting disability inclusion and ensuring equal access to tertiary education and employment opportunities.

Last but not least, I would like to sincerely congratulate the secretariats involved, namely the Department of Higher Education (JPT), National Higher Education Research Institute (IPPTN) and Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) for ensuring the success of this forum. Let us hope and pray that this joint effort will produce significant and valid outcomes that will eventually benefit each and every individuals and institutions participating in this forum. Together we shall contribute to the nation development.

Thank you.



## *Welcome Message*

**YBHG. PROFESSOR DATO' SERI IR. DR.  
ABDUL RAHMAN MOHAMED, FASc.**  
Vice-Chancellor, Universiti Sains Malaysia

I would like to take this opportunity to express my gratitude for another successful conference on Global Higher Education Forum (GHEF). It is indeed a great pleasure to pen down my thoughts in the programme book for the 8<sup>th</sup> Global Higher Education Forum (GHEF2023).

First of all, I would like to take the honour of welcoming each one of you to the GHEF2023. This is a great meeting point for all of us to ponder upon some important topics which have surfaced since the pandemic.

The theme chosen this year, “Equity Recovery – Higher Education in the Post-Pandemic Era” is a relevant and very timely theme, as the global population is going through a transition from the pandemic to the endemic phase. In the present phase, more and more recovery progresses will be taking place on many sectors, including higher education. Higher education across the world has experienced unprecedented challenges, which has led to the rise of new norms during the pandemic and post-pandemic periods. It is inevitable then for students, mainly from the disadvantaged backgrounds, to remain being under-represented in higher education. Nevertheless, as we try to embrace the new norm in the post-pandemic era, it is vital that equitable access and success in higher education to be complementary, rather than being a peripheral concern of higher education institutions and policymakers.

Convening the conference on this theme simply proves our acceptance of the dire needs to create a just world for all the students. No student should be deprived of education due to any affliction. Rights to higher education, in whatever circumstances, should not be compromised, even if in relation to the pandemic factor. Because of the precarity of work during the pandemic, we have concerns that various groups of students would have been marginalised from the education system. This is a pressing issue that needs to be addressed in an immediate manner. Otherwise, we would fail in our (USM) vision in transforming higher education for a sustainable tomorrow.

It is commonly known that in the wake of the global pandemic, equity in education has increasingly been at the forefront of discussions by educators, the government, special interest groups, and firms dealing in technology. I am confident that this forum is an adequate platform to boldly address the issues regarding equity that have been pervasive in the higher education sector. It is also crucial for us, as the higher education key players, to play this significant role in bringing together all the stakeholders to convene for the main agenda of this discussion: to address the inequities and transform higher education by the evident-based current needs, amid the challenges that may exist. We need to mobilise all affected community in the post-pandemic era for an inclusive and participatory education so that they too can stay ahead with future trends in education.

I would also like to take the opportunity to express my utmost gratitude to the Ministry of Higher Education (MoHE), in collaboration with Universiti Sains Malaysia (USM), Education Malaysia Global Services (EMGS), and all the collaborators in promoting this noble cause. Last but not least, I would like to sincerely congratulate the secretariats involved, namely the Department of Higher Education (JPT), National Higher Education Research Institute (IPPTN), and Community College and Polytechnic Education Department (JPPKK) for ensuring the success of this forum. It gives me a great honour to be part of GHEF2023. Again, I welcome everyone for being part of this forum and thank you for making GHEF2023 a success!

Thank you.



## *Welcome Message*

**YBRS. DR. HAJI MOHD ZAHARI ISMAIL**

Director General

Department of Polytechnic and Community College Education

Welcome to the 1st TVET Symposium with the theme 'Pandemic Aftermath: Disability Inclusion and Equitable Quality Education in TVET Ecosystem'. It is held in conjunction with the Global Education Forum (GHEF) 2023. It is hoped that this symposium will serve as the best avenue for stakeholders and academic experts to collaboratively discuss issues on education equity and equality for People with Disability (PWD). I would also like to take this moment to express our heartfelt gratitude to our colleagues from USM and IPPTN for extending the invitation to co-host this symposium.

The COVID-19 pandemic has had far-reaching impact on people's lives and national economies, and surely education is no exception. The lockdowns imposed in response to COVID-19 disrupted conventional teaching and learning practices. While remote learning has offered some degree of educational continuity, Technical and Vocational Education and Training (TVET) programmes have faced additional challenges. Social distancing measures and business closures have particularly affected the practical and work-based learning that is crucial for the success of vocational education.

Furthermore, the shift of TVET programmes to remote learning unveiled its limitations, particularly for students from disadvantaged backgrounds who encountered challenges which resulted from the digital divide. The impact of COVID-19 on students underscores the paramount importance of equity and equality in education. Despite the well-established recognition of the fundamental right to education and training within various global political frameworks, young people and adults still face barriers when accessing or completing TVET programmes. These obstacles include systemic discrimination, disparities in course materials and school infrastructure, and discriminatory career guidance practices. Therefore, systems and institutions must ensure equal access to TVET opportunities, regardless of gender, age, religion, or ethnic background, with special consideration for vulnerable segments of society, such as persons with disabilities.

In order to ensure it is accessible to all, it is imperative to address the issues and challenges faced by People with Disabilities (PWDs). It is noteworthy to examine how vocational institutions are adapting post-pandemic and implementing changes for long-term sustainability. The symposium highlights key themes intended to guide national policymakers and practitioners in supporting TVET reform in the post-COVID-19 era. It centres on providing practical and feasible recommendations that will be advantageous to policymakers, TVET institutions, as well as their staff and students. I believed that this symposium offers a platform for stakeholders and scholars to engage in discussions, share knowledge, track progress, deliberate on innovative ideas, and unite Malaysian TVET-PWDs stakeholders. Ultimately, we aim to propose strategic recommendations that will support the equitable recovery of TVET-PWDs.

Thank you.



## *Welcome Message*

**YBRS. TS. DR. ROHAYATI MOHD ISA, C.A. (M)**

Chairperson, Organising Committee 8<sup>th</sup> Global Higher Education Forum (GHEF 2023)

Director, National Higher Education Research Institute  
Universiti Sains Malaysia

The domino effects of the global pandemic since 2020 have profoundly disrupted the higher education landscape, exposing latent inequalities and challenging established norms. As higher education institutions worldwide move towards the recovery phase, it is essential to prioritise and foster an equity agenda in the higher education ecosystem, particularly in supporting students' development from disadvantaged groups, for instance, students with disabilities, indigenous communities, individuals from severely impoverished family backgrounds, and displaced students. Understanding and addressing disadvantaged groups' unique challenges, especially in the post-pandemic and beyond, is crucial to reinforce the role of tertiary institutions in preparing disadvantaged groups for the future of work, emphasising curriculum reform and digitalisation, industry partnerships, and more. This is also pivotal in ensuring the labour market and employment sectors can foster social justice and tap into a broader, more inclusive talent pool.

Equity Recovery – Higher Education in the Post-Pandemic Era, the GHEF2023 theme delves into a critical exploration of the discourse on the challenges, opportunities, and way forward for higher education institutions to rebuild and transform to be more accessible, supportive, and equitable for all learners. On this transformative agenda, the convergence of diverse stakeholders' perspectives, such as academics, policymakers, students, and industry experts, makes engagement in this event paramount. Together, they offer diverse and invaluable insights and solutions, charting a path for the higher education sector to manifest equity and inclusivity strategies towards achieving the Sustainable Development Goals and its targets.

The success of GHEF2023 hinges on the collective efforts and collaboration of various parties. Indeed, from this opportunity, I extend my deepest gratitude to the Ministry of Higher Education Malaysia, Universiti Sains Malaysia, and to each individual and entity contributing their time, expertise, and resources, ensuring the event's impactful realisation. Their unwavering support has been instrumental in fostering meaningful discourse and navigating the transformative agenda of higher education in the post-pandemic era.

In essence, GHEF2023 is more than a gathering of minds; it is a reflection of our shared commitment to crafting a future where higher education stands as a beacon of equity, opportunity, and hope. With collaborative efforts and shared visions, we can ensure that the next chapter of higher education truly leaves no one behind.

Thank you.



## ABOUT THE *Forum*

The Global Higher Education Forum (GHEF) is a biennial event initiated in 2007, which is co-organised by the Ministry of Higher Education Malaysia (MoHE) and Universiti Sains Malaysia (USM) in collaboration with multiple local and international co-organisers. This forum brings together scholars, policymakers, researchers, academics, administrators, students, industries, and the like to reflect, discuss, and debate issues confronting higher education in national and global contexts.

In most nations, higher education systems are designed and structured to achieve the general aims of increasing awareness and confidence among students and developing them into good and responsible citizens. However, offering higher education with general aims alone is insufficient to massify students from all walks of life to achieve success. In order to achieve this aim, it has been recognised that a higher education system that provides equal opportunities for all students to thrive, regardless of their race, ethnicity, gender, sexual identity, ability, socioeconomic status, or intersectional background, is crucial and necessary.

In most cases, a higher education system will encounter significant challenges in providing opportunities for all students to succeed, especially when there is a substantial gap between advantaged and disadvantaged students. It is clear that addressing the needs of disadvantaged students to provide them with equal opportunities for success as those advantaged necessitates solutions in the form of appropriate and comprehensive higher education policies, strategies, programmes and activities, as well as additional supports that lead to efficient and effective practices.

During the pre-pandemic era, some countries reported positive progress with respect to equity and success, but these might have been negated by the COVID-19 pandemic. This is a moot question that needs to be answered in order to introduce new policy directions, strategies, and programmes for higher education in the post-COVID-19 pandemic era.

## **EQUALITY** AND **EQUITY**

### **EQUALITY**

**Equality** is the provision of equal treatment, access, and opportunities to resources for all students in higher education. Equity refers to the provision of personalised resources needed for all individuals to reach common goals, especially the opportunities to succeed.

### **EQUITY**

**Equity** also means offering opportunities and support that acknowledge and address the disadvantages faced by certain groups of students. Equity in higher education has progressively become an increasingly prominent concern in education policies among governments and international organisations.

# Forum OBJECTIVES

GHEF2023 seeks to achieve the following objectives:



To serve as a platform for the stakeholders (academics, graduates, public and private universities, government agencies, industries, and NGOs) to discuss and share views on current global issues and trends related to the equity recovery of the post-pandemic era in the context of the higher education ecosystem;

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To foster multi-perspective discussions on various higher education issues at institutional, national, regional, and international levels;

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To facilitate collaborations and enhance networking at national, regional, and international levels in higher education development with Malaysia playing a pivotal role; and

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To recommend future policy and practice ideas and guidelines that should be prioritised in accelerating higher education development for sustainability in the era of disruptive technology intersection with the global outbreak and equity recovery of the post-pandemic era in the context of the higher education ecosystem.



# PROGRAMME

# *Schedule*

# 8<sup>TH</sup> GLOBAL HIGHER EDUCATION FORUM 2023 (GHEF2023)

15<sup>th</sup> NOVEMBER 2023  
DAY 1

8:00 - 8:30 a.m. Arrival and Registration

9:00 a.m. **OPENING CEREMONY**

9:05 a.m. **National Anthem (*Negaraku*)**  
**Malaysia MADANI**  
**Rukun Negara Recitation**  
**Doa Recitation**

#### Welcoming Remarks

9:10 a.m.



**YBHG. PROFESSOR DATO' SERI IR. DR.  
ABDUL RAHMAN MOHAMED, FASc.**  
Vice-Chancellor  
Universiti Sains Malaysia (USM)  
**MALAYSIA**

#### Officiating Remarks

9:20 a.m.



**YB. DATO' SERI MOHAMED KHALED NORDIN**  
Minister of Higher Education,  
Ministry of Higher Education Malaysia (MoHE)  
**MALAYSIA**

9:45 a.m.

**MoU Signing Ceremony**  
**Press Conference**

**Tea Break**  
**Exhibition**  
**Poster Presentation**

#### KEYNOTE ADDRESS 1

**Equitable Higher Education Recovery: A Roadmap for Higher Education in the Post-Pandemic**

10:15 a.m.



**PROFESSOR PENNY JANE BURKE**  
UNESCO Chair in Equity, Social Justice, and Higher Education  
Global Innovation Chair of Equity  
Director  
Centre of Excellence for Equity in Higher Education (CEEHE)  
College of Human and Social Futures  
**AUSTRALIA**





## EXPERT PANEL DISCUSSION 1

### Bridging the Digital Divide Towards Equity Transformation

11:00 a.m.




**PROFESSOR MAHENDHIRAN SANGGARAN NAIR**  
Pro Vice-Chancellor  
Research Engagement and Impact  
Sunway University  
MALAYSIA

1



**PROFESSOR DR. YOUSEF AL HAIK**  
Vice Chancellor for Academic Affairs  
University of Sharjah  
UNITED ARAB EMIRATES

2



**MR. GEORGE ASAMANI**  
Managing Director  
Project Management Institute  
SUB-SAHARAN AFRICA

3



**PROFESSOR IR. DR. HAIRUL AZHAR ABDUL-RASHID**  
Vice President  
Market Exploration, Engagement and Touchpoint (MEET)  
Multimedia University  
MALAYSIA

Chairperson

12:30 p.m.

Lunch

## EXPERT PANEL DISCUSSION 2


### Employment Equity: Building Talent Resilient in the Post-Pandemic

2:00 p.m.



**DR. MIKI SUGIMURA**  
Visiting Professor  
United Nations University Institute for The Advanced Study of Sustainability (UNU-IAS)  
Associate Fellow of the Institute of Asia Europe  
University of Malaya  
JAPAN

1




**PROFESSOR DR. RUZITA MOHD AMIN**  
Head of Disability Services Unit  
Office of Deputy Rector (Student Development and Community Engagement)  
International Islamic University Malaysia (IIUM)  
MALAYSIA

2



**MR. LIBING WAN**  
Chief of Section  
Educational Innovation and Skills Development (EISD)  
UNESCO Asia-Pacific Regional Bureau for Education  
THAILAND

3



**YBHG. DATO' PROFESSOR DR. AHMAD FARHAN MOHD. SADULLAH**  
Vice-Chancellor  
Universiti Putra Malaysia (UPM)  
MALAYSIA

Chairperson

3:45 p.m.

**Paper Presentation**

**Bayu Room 1 & 2**

**Theme 1 : Bridging the Digital Divide towards Equity Transformation**

**Bayu Room 3 & 4**

**Theme 2 : Employment Equity: Building Talent Resilient in the Post-Pandemic**

**Mentari Hall 3**

**Theme 3 : Socioeconomic Standing for Higher Education Equitability**

**Mentari Hall 4**

**Theme 4 : Advancing Equity through Higher Education Policy: A Way Forward**

**Mentari Hall 5**

**Theme 4 : Advancing Equity through Higher Education Policy: A Way Forward**

6:30 p.m.

**End of Day 1**

# 8<sup>TH</sup> GLOBAL HIGHER EDUCATION FORUM 2023 (GHEF2023)

## 16<sup>th</sup> NOVEMBER 2023 DAY 2

8:00 - 8:30 a.m.

Arrival and Registration

### KEYNOTE ADDRESS 2

#### Building a Malaysia MADANI through Equitable Higher Education

9:00 a.m.



**YB Dato' Ramli Dato' Mohd Nor**  
Deputy Speaker of the House of Representatives 1  
Dewan Rakyat  
Parliament of Malaysia  
**MALAYSIA**

9:30 a.m.

Tea Break, Poster Presentation, and Exhibition

### EXPERT PANEL DISCUSSION 3

#### Socioeconomic Standing for Higher Education Equitability

10:00 a.m.

**MS. BATHMAVATHI KRISHNAN**  
President Association of Women with Disabilities Malaysia & Ex-Senator  
Parliament of Malaysia  
**MALAYSIA**

1

**PROFESSOR DR. IR AGUSSABTI, M.SI, IPU**  
Vice Rector for Academic Affairs  
Universitas Syiah Kuala  
Banda Aceh, Aceh  
**INDONESIA**

2

**PROFESSOR DR. HANNELE NIEMI**  
Research Director  
Faculty of Educational Sciences  
University of Helsinki  
**FINLAND**

3


**NOVIE TAJUDDIN**  
C.A. (M), FCMA (UK), CGMA and Adjunct Professor, UNITAR  
Chief Executive Officer (CEO)  
Education Malaysia Global Services (EMGS)  
**MALAYSIA**

Chairperson

**EXPERT PANEL DISCUSSION 4**

**Advancing Equity through Higher Education Policy: A Way Forward**

11:30 a.m.



**DATO' PROFESSOR DR. NORZAINI AZMAN**  
 Deputy Director General Higher Education  
 Academic and Research Management  
 Department of Higher Education  
 Ministry of Higher Education Malaysia  
**MALAYSIA**

**1**



**EMERITUS PROFESSOR DR. JAMIL SALMI**  
 Global Tertiary Education Expert  
 Emeritus Professor of Higher Education Policy  
 Portales University  
**CHILE**

**2**



**DR. HONGZHI ZHANG**  
 Senior Lecturer  
 School of Education Culture and Society  
 Monash University  
**AUSTRALIA**

**3**



**ASSOCIATE PROFESSOR DR. TAN WEE HOE**  
 Deputy Director  
 International Institute for Science Diplomacy & Sustainability (IISDS)  
 UCSI University  
**MALAYSIA**

**Chairperson**

1:00 p.m.

Lunch

2:15 p.m



- Mentari Hall 3**  
Theme 1 : Bridging the Digital Divide towards Equity Transformation
- Mentari Hall 4**  
Theme 2 : Employment Equity: Building Talent Resilient in the Post-Pandemic
- Bayu Room 1 & 2**  
Theme 3 : Socioeconomic Standing for Higher Education Equitability
- Mentari Hall 5**  
Theme 4 : Advancing Equity through Higher Education Policy: A Way Forward
- Bayu Room 3 & 4**  
Theme 4 : Advancing Equity through Higher Education Policy: A Way Forward



4:00 p.m.

## SUMMATIVE SUMMARY AND CLOSING CEREMONY

### Summative Summary

4:10 p.m.



**YBRS. TS. DR. ROHAYATI MOHD ISA, C.A. (M)**

Chairperson, Organising Committee, GHEF2023  
Director, National Higher Education Research Institute (IPPTN),  
Universiti Sains Malaysia (USM)  
**MALAYSIA**

### Closing Remarks

4:30 p.m.



**YB DATO' HAJI MOHAMMAD YUSOF APDAL**

Deputy Minister of Higher Education,  
Ministry of Higher Education Malaysia (MoHE)  
**MALAYSIA**

4:45 p.m.

### Paper and Poster Presenter Scholar Award

5:00 p.m.

**End of Programme**

# TVET SYMPOSIUM 8<sup>TH</sup> GLOBAL HIGHER EDUCATION FORUM 2023 (GHEF2023)

## 17<sup>th</sup> NOVEMBER 2023 DAY 3

8:00 a.m. Arrival and Registration

### WELCOMING REMARKS

8:30 a.m.



**DR. HAJI MOHD ZAHARI ISMAIL**  
Director General  
Department of Polytechnic and Community College Education  
Ministry of Higher Education  
**MALAYSIA**

### OPENING REMARKS

8:40 a.m.



**YB. DATO' HAJI MOHAMMAD YUSOF APDAL**  
Deputy Minister of Higher Education  
Ministry of Higher Education  
**MALAYSIA**

8:50 a.m.

**Memorandum of Understanding between Department of Polytechnic and Community College Education and USM**

### EXPERT PANEL DISCUSSION

**Pandemic Aftermath: Disability Inclusion and Equitable Quality Education in TVET Ecosystem**

9:00 a.m.

**DR. YOUNG-SAING KIM**  
Korea Research Institute for Vocational Education & Training (KRIVET), EAS (ASEAN+6) TVET Network  
**SOUTH KOREA**  
1

**DATUK DR. NORA ABD. MANAF**  
Group Chief Human Capital  
Maybank  
**MALAYSIA**  
2

**TS. HAJI MUHAMAD RUMZI MAMAT**  
Deputy Director General (Planning),  
Department of Polytechnic and Community College Education  
Ministry of Higher Education  
Malaysia  
**MALAYSIA**  
3

**DR. HAJAH SALMI CHE MEH**  
Director  
Politeknik Balik Pulau  
**MALAYSIA**  
Chairperson



## ROUNDTABLE DISCUSSION

10:15 a.m.

### EXPERT ROUNDTABLE

(by invitation)

### STAKEHOLDERS ROUNDTABLE

**Sub-theme 1** Increasing Public Awareness in TVET

**Sub-theme 2** Building TVET Workforce Capacity

**Sub-theme 3** Strengthening Active Collaboration with Stakeholders

**Sub-theme 4** Raising TVET Ecosystem for PWDs

### Tea Break

12:00 p.m.

## SUMMATIVE SUMMARY AND CLOSING CEREMONY

### Summative Summary



#### DR. RIAM A/P CHAU MAI

Director of Research and Innovation Centre  
Department of Polytechnic and Community College Education  
Ministry of Higher Education Malaysia  
MALAYSIA

### Closing Remarks



#### YBHG. PROFESSOR DATO' SERI IR. DR. ABDUL RAHMAN MOHAMED, FASc.

Vice-Chancellor  
Universiti Sains Malaysia (USM)  
MALAYSIA

12:30 p.m.

Lunch  
End of Symposium

# KEYNOTE SPEAKER AND ADDRESS 1



**PROFESSOR  
PENNY JANE BURKE**

UNESCO Chair in Equity, Social  
Justice, and Higher Education  
Global Innovation Chair of Equity  
AUSTRALIA

## ABOUT THE *Speaker*

Professor Penny Jane Burke holds the positions of UNESCO Chair in Equity, Social Justice, and Higher Education, Global Innovation Chair of Equity and Director of the Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle, and the honorary position as Global Chair of Social Innovation at the University of Bath. Her personal experiences of accessing higher education against the odds fuelled a sustained commitment over the past 25 years to generating research with impact. Professor Burke has published widely in the field and is co-editor of the Bloomsbury Gender and Education book series.

## ABOUT THE *Address*

### **Equitable Higher Education Recovery: A Roadmap for Higher Education in the Post-Pandemic**

The COVID-19 pandemic has interrupted the education system globally. The pandemic has shown the world that the current learning environment in higher education is vulnerable to external shocks. Many higher education institutions (HEIs) have been able to adapt to varying degrees. As many HEIs have shown great resilience in overcoming the pandemic, there is a need to relook into the higher education ecosystem's path in recovering towards resilience. Higher education needs to relook into the existing policy and institution responses in moving towards post-pandemic. Higher education systems must ensure the continuity of teaching and learning despite the challenges.



## KEYNOTE SPEAKER AND ADDRESS 2



**YB. DATO' RAMLI  
DATO' MOHD NOR**

Deputy Speaker of the House of  
Representatives 1  
Dewan Rakyat  
Parliament of Malaysia  
MALAYSIA

### ABOUT THE *Speaker*

Serving as the Deputy Speaker of the House of Representatives in the Parliament of Malaysia, YB. Dato' Ramli Dato' Mohd Nor plays a vital role in maintaining order and decorum during parliamentary proceedings, ensuring fair and unbiased discussions, and facilitating the smooth functioning of the legislative process.

With an illustrious career spanning 34 years in the Royal Malaysia Police Force, he brings a wealth of experience and expertise to his current role. Throughout his distinguished career, he has held various positions of increasing responsibility and has made significant contributions to law enforcement and public safety.

In addition to his extensive professional background, Dato' Ramli Dato' Mohd Nor is currently pursuing study as a Candidate Doctor in Business Administration (DrBA) at Segi University Malaysia. Furthermore, he holds a Master in Business Administration (MBA) from the University West of Scotland (UWS), Scotland, UK. He also possesses a Master in Public Administration (MPA) with distinction from Open University Malaysia (OUM).

### ABOUT THE *Address*

#### **Building a Malaysia MADANI through Equitable Higher Education**

As the education system around the world is moving towards a post-pandemic era, the main concern is ensuring equitable and inclusive learning opportunities for every student. An equitable higher education can be achieved by closing the gap among disadvantaged students in higher education. **Malaysia MADANI** is about creating a fair and equitable society, including Higher Education. For a better Malaysia, each and every student in higher education institutions should include vulnerable groups, marginalised people, persons with disabilities, indigenous people, displaced people, and those at risk.

## PANEL DISCUSSION 1

### ABOUT THE *Discussion*

#### Bridging the Digital Divide towards Equity Transformation

Digital divide refers to the gap between those with and those without access to digital technologies, which significantly impacts equity in higher education. The COVID-19 pandemic has highlighted these impacts, particularly in terms of limiting students' access to resources, opportunities, and support systems, which ultimately affecting their academic performance and success. With access to necessary digital technologies and resources, students can keep up with their coursework and experience more significantly reduced disparities in educational outcomes. Therefore, addressing digital divide is crucial in promoting equity in higher education, especially during the unprecedented times. In line with this need, the first panel discussion will look into digital divide in higher education from the perspectives of academics, practitioners, and government. The **government** representatives will discuss policies and initiatives that aim to bridge the digital disparity among disadvantaged students in higher education. The **academicians** will focus on the obstacles faced by those disadvantaged in higher education when utilising digital learning. Lastly, the **practitioners** will share their views on the impacts of digital divide and implementations of necessary measures.

### ABOUT THE *Chairperson and Panellists*



**PROFESSOR MAHENDHIRAN  
SANGGARAN NAIR**

Pro Vice-Chancellor  
(Research Engagement and  
Impact)  
Sunway University  
**MALAYSIA**



**PROFESSOR YOUSSEF  
AL HAIK**

Vice-Chancellor for  
Academic Affairs University  
of Sharjah  
**UNITED ARAB EMIRATES**



**MR. GEORGE ASAMANI**

Managing Director Project  
Management Institute (PMI)  
Sub-Saharan Africa  
**AFRICA**



**PROF. IR. DR. HAIRUL  
AZHAR ABDUL RASHID**

Vice President  
Market Exploration,  
Engagement and Touchpoint  
(MEET) Multimedia  
University  
**MALAYSIA**

## PANEL DISCUSSION 2

### ABOUT THE *Discussion*

#### Employment Equity: Building Talent Resilient in the Post-Pandemic

In the realm of higher education, talent and employability are crucial factors to be considered for equity recovery. Talent in higher education typically describes a student's intrinsic skills or aptitudes. These skills may be either intellectual, like mathematics or linguistics skills, or non- intellectual, like creativity, leadership, or social skills. Meanwhile, employability refers to a person's capacity to accept and keep a job in a specific sector or business. It includes communication, problem-solving, teamwork, and technical skills. In this panel discussion, the **government representative** will discuss the policy and initiatives to provide disadvantaged students with better employment opportunities. The **academicians** will deliberate on the cultivation of talent and employability challenges among disadvantaged students in higher education. Lastly, the **practitioner** will share about ways to invoke skills and talent among disadvantaged undergraduates and the opportunities available.

### ABOUT THE *Chairperson and Panellists*



**DR. MIKI SUGIMURA**

Visiting Professor  
United Nations University Institute  
for The Advanced Study of  
Sustainability (UNU-IAS)  
Associate Fellow of the  
Institute of Asia Europe  
University of Malaya  
JAPAN



**PROFESSOR DR. RUZITA  
MOHD AMIN**

Head  
Disability Services Unit  
Office of Deputy Rector  
(Student Development and  
Community Engagement)  
International Islamic University  
Malaysia (IIUM)  
MALAYSIA



**MR. LIBING WANG**

Chief of Section  
Educational Innovation and  
Skills Development (EISD)  
UNESCO Asia-Pacific  
Regional Bureau for  
Education  
THAILAND



**YBHG. DATO' PROFESSOR  
DR. AHMAD FARHAN  
MOHD. SADULLAH**

Vice-Chancellor  
Universiti Putra Malaysia  
MALAYSIA

## PANEL DISCUSSION 3

### ABOUT THE *Discussion*

#### Socioeconomic Standing for Higher Education Equitability

Financial and socioeconomic status can have significant impacts on academic success and access to higher education. Students from low-income families or disadvantaged backgrounds may face financial challenges, such as high tuition fees, lack of financial aid, and the burden of additional expenses like textbooks and accommodations. As a result, it might be more difficult for the students to pursue their higher education, particularly those who may need to work multiple jobs while studying to make ends meet. Apart from financial issues, students from disadvantaged backgrounds may also face social and cultural barriers, such as lack of academic preparation, limited access to educational resources, and limited exposure to college culture and expectations. Hence, in this panel discussion, the government **representative** will discuss the policy and monetary initiatives to support disadvantaged students in educational provision. The **academia** will share about financial aids available for supporting disadvantaged students in terms of funding, fees, resources, and others. The **practitioner representative** will focus on funding/scholarships to help disadvantaged students in higher education.

### ABOUT THE *Chairperson and Panellists*



**MS. BATHMAVATHI  
KRISHNAN**

President  
Association of Women with  
Disabilities Malaysia  
Ex-Senator  
Parliament of Malaysia  
**MALAYSIA**



**PROFESSOR DR. IR.  
AGUSSABTI**

Vice-Rector for Academic  
Affairs  
Universitas Syiah Kuala  
Banda Aceh, Aceh  
**INDONESIA**



**PROFESSOR HANNELE  
NIEMI**

Research Director  
Faculty of Educational  
Sciences  
University of Helsinki  
**FINLAND**



**MR. NOVIE TAJUDDIN**

Chief Executive Officer (CEO)  
Education Malaysia Global  
Services (EMGS)  
**MALAYSIA**

## PANEL DISCUSSION 4

### ABOUT THE *Discussion*

#### Advancing Equity through Higher Education Policy: A Way Forward

Higher education teaching and learning policies and practices have a significant impact on the quality of education and students' academic success. Curriculum Design, Teaching Methods, Assessment and Evaluation, Technology Integration, and Inclusive Practices are some common policies and practices. Effective teaching and learning policies and practices can boost educational quality and student success in higher education. Hence, the panel discussion will mainly focus on the digital divide in higher education from the perspective of academics. The **government representative** will discuss the policy on inclusiveness practices that is aligned with equity recovery in post-pandemic higher education. The **academician** will address the challenges in teaching and learning practices concerning disadvantaged students in the post-pandemic context. Meanwhile, the **practitioners** will deliberate on equal access for disadvantaged students to gain learning opportunities in higher education.

### ABOUT THE *Chairperson and Panellists*



**YBHG. DATO' PROFESSOR  
DR. NORZAINI AZMAN**

Deputy Director General Higher Education  
Academic and Research  
Management  
Department of Higher Education  
Ministry of Higher Education  
Malaysia  
**MALAYSIA**



**EMERITUS PROFESSOR DR.  
JAMIL SALMI**

Global Tertiary Education  
Expert & Emeritus Professor of  
Higher Education Policy  
Diego Portales University  
**CHILE**



**DR. HONGZHI ZHANG**

Senior Lecturer  
School of Education Culture  
and Society  
Monash University  
**AUSTRALIA**



**ASSOC. PROFESSOR DR.  
TAN WEE HOE**

Deputy Director  
International Institute for  
Science Diplomacy &  
Sustainability (IISDS) UCSI  
University  
**MALAYSIA**





# TVET *Symposium*

**PANDEMIC AFTERMATH:  
DISABILITY INCLUSION AND  
EQUITABLE QUALITY EDUCATION  
IN TVET ECOSYSTEM**



## ABOUT **TVET** *Symposium*

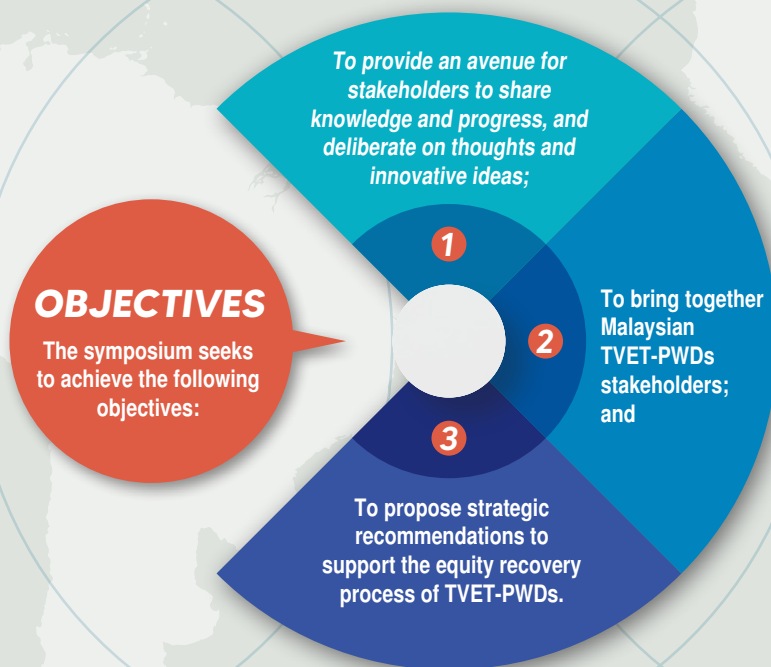
In conjunction with GHEF2023, the IPPTN, USM and Department of Polytechnic and Community College Education (JPPKK), MoHE will cooperate as strategic partners in organising the GHEF2023 Post-Conference Symposium. The title of the symposium is **“Pandemic Aftermath: Disability Inclusion and Equitable Quality Education in the TVET Ecosystem”**.

Technical and Vocational Education and Training (TVET) programmes are essential to promote the inclusion of people with disabilities (PWDs) and ensure their equal access to higher education and employment opportunities. Nonetheless, the unprecedented COVID-19 pandemic had significantly impacted the TVET sector, PWDs, and equity in education. Several gaps and challenges in the TVET ecosystem for PWDs have long existed before the pandemic are growing, such as access to facilities, strong prejudices and stereotypes, lack of qualified trainers, certification systems, college dropouts, and access to financial support and employment. In a post-pandemic world where disruptive technologies and Industry 4.0 intersect, it is crucial to address TVET/ disability issues to ensure equitable and quality education for PWDs, thereby to increase their resilience and employability. Higher education paves the way for the restoration of justice. It is therefore important to explore the current situation and future pathways towards inclusion of PWDs as well as the provision of equal and quality education in TVET.

# THE *Theme*

With the theme

“**Pandemic Aftermath: Disability Inclusion and Equitable Quality Education in TVET Ecosystem**”, this symposium serves as a **PLATFORM** to HIGHLIGHT ISSUES and STIMULATE DEBATE to **RESTORE EQUITY** and **QUALITY OF EDUCATION** to the **TVET ecosystem** for **PWDs** after the unprecedented time of the COVID-19 pandemic.





## PROGRAMME *Structure*

### EXPERT PANEL DISCUSSION

#### **Pandemic Aftermath: Disability Inclusion and Equitable Quality Education in TVET Ecosystem**

The panel discussion will focus on specific issues related to post-pandemic TVET ecosystem, such as training, disability, and COVID-19. This symposium will serve as a platform for highlighting and encouraging discussion on issues for restoring equity and quality of education in the TVET and disabled ecosystems after the unprecedented pandemic. By prioritising disability inclusion and equitable and quality education in the TVET ecosystem, individuals can contribute to create a more inclusive and sustainable future, where everyone has the opportunity to develop own skills and make meaningful contributions to the society at large.

## ABOUT THE *Discussion*

### **Pandemic Aftermath: Disability Inclusion and Equitable Quality Education in TVET Ecosystem**

Panel discussions will explore specific issues related to TVET, disability, and post-COVID-19 pandemic. This symposium serves as a platform for highlighting matters and promoting discourse on the equity recovery and educational quality of the TVET-PWDs ecosystem after unprecedented times of the pandemic.

## ABOUT THE *Chairperson and Panellists*



**DR. YOUNG-SAING KIM**

Research Fellow  
Korea Research Institute  
for Vocational Education &  
Training (KRIVET)  
EAS (ASEAN+6) TVET  
Network  
SOUTH KOREA



**YBHG. DATUK DR.  
NORA ABD. MANAF**

Group Chief Human Capital  
Officer  
Maybank  
MALAYSIA



**TS. HAJI. MUHAMAD RUMZI  
MAMAT**

Deputy Director General  
(Planning)  
Department of Polytechnic  
and Community College  
Education Ministry of Higher  
Education  
MALAYSIA

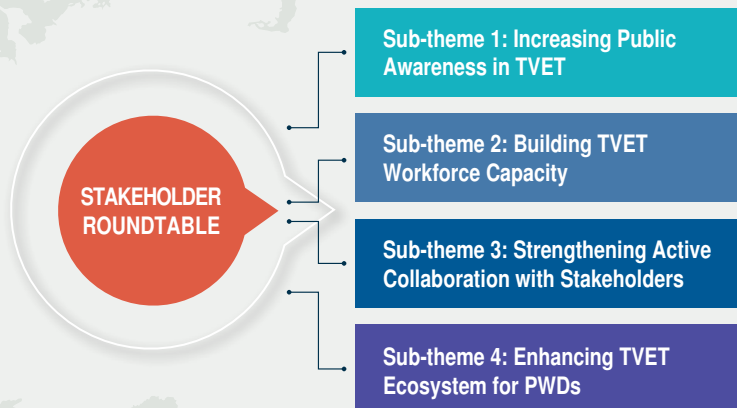


**DR. HAJAH SALMI CHE MEH**

Director  
Politeknik Balik Pulau  
Ministry of Higher Education  
MALAYSIA



# STAKEHOLDER *Roundtable*



## Sub-theme 1: Increasing Public Awareness in TVET

In many developing countries, there is a prevailing assumption that PWDs, if they are able to find any work at all, can only do so in the informal economy. As a result, TVET institutions tend to either exclude this group or only offer low-skilled courses in educational opportunities. Therefore, providing awareness training to policy makers, managers, administrators, teachers, trainers, and training centre staff is critical to address these issues. Educating these stakeholders about the importance of disability inclusion and breaking down their preconceptions can create a more supportive and inclusive TVET learning environment. In addition, increasing awareness of effective inclusion practices among all trainees is equally important in promoting understanding and empathy, while reducing misunderstandings about what may be perceived as special or unfair pertaining to the TVET provision.

## Sub-theme 2: Building TVET Workforce Capacity

Training courses for trainers and instructors should be more exposed to disability inclusion. Training should include disability etiquette and disability-sensitive communication to improve trainers' ability to interact in respectful and effective manner with learners with disabilities. Trainers should be taught to incorporate it into their continuing or refresher training programmes with best practices and well-informed on disability-inclusive teaching and assessment methods. A comprehensive training covering the disability-related aspects for trainers and instructors will improve their abilities to create inclusive learning environments for PWDs. Promoting a more inclusive approach to TVET and skills development will contribute to improving the learning experiences of all learners, including those with disabilities.

### Sub-theme 3: Strengthening Active Collaboration with Stakeholders

Active collaboration among a variety of agencies and organisations can potentially boost the employability of PWDs and eventually make a significant contribution to TVET and skills development and education. Through their collaborative efforts, the entities involved can contribute to create a more inclusive and supportive environment, particularly for individuals with disabilities who are looking for TVET and employment opportunities. These agencies and organisations include: Active collaboration among a variety of agencies and organisations can potentially boost the employability of PWDs and eventually make a significant contribution to TVET and skills development and education. Through their collaborative efforts, the entities involved can contribute to creating a more inclusive and supportive environment, particularly for individuals with disabilities who are looking for TVET and employment opportunities. These agencies and organisations include Special Education School, Inclusive Training Centres, Employment Services, Organisations of PWDs, and Strategic Alliances with Employers. Through the strengthening of these collaborative efforts, TVET and skills courses that facilitate greater access of training and meaningful employment for the PWDs can be developed, which thus leading to their greater independence and inclusion in the society.

### Sub-theme 4: Enhancing TVET Ecosystem for PWDs

The inclusion of PWDs in the TVET ecosystem is of utmost importance to promote equality, empowerment, and social inclusion. Creating an inclusive TVET ecosystem ensures that individuals with disabilities can have equal access to education, skills development, and employment opportunities. Some key aspects of promoting inclusion for PWDs in the TVET ecosystem are accessible infrastructure, curriculum adaptation, qualified staff and training, career counselling and guidance, partnerships and collaboration, financial support, as well as monitoring and evaluation. By implementing these measures, the TVET ecosystem can foster an inclusive environment where individuals with disabilities can have equal opportunities to acquire valuable skills, explore gainful employment, and contribute meaningfully to the society.



# Oral Presentation

## *Abstracts*

**15<sup>th</sup>** NOVEMBER 2023 **WEDNESDAY**  
**DAY 1** 3.45PM - 6.30PM

	Bayu Room 1 & 2	Bayu Room 3 & 4	Mentari Hall 3	Mentari Hall 4	Mentari Hall 5
Time	<b>THEME 1 : BRIDGING THE DIGITAL DIVIDE TOWARDS EQUITY TRANSFORMATION</b>	<b>THEME 2 : EMPLOYMENT EQUITY: BUILDING TALENT RESILIENT IN THE POST-PANDEMIC</b>	<b>THEME 3: SOCIOECONOMIC STANDING FOR HIGHER EDUCATION EQUITABILITY</b>	<b>THEME 4 : ADVANCING EQUITY THROUGH HIGHER EDUCATION POLICY: A WAY FORWARD</b>	<b>THEME 4 : ADVANCING EQUITY THROUGH HIGHER EDUCATION POLICY: A WAY FORWARD</b>
	<b>ASSOC. PROF. TS. DR. WAN FATMA ZUHARAH WAN MUSTHAPA</b>	<b>DR. MAJID GHASEMY</b>	<b>PROF. DR. CHAN NEE NEE</b>	<b>PROF. DR. RUSSAYANI BINTI ISMAIL</b>	<b>DR. KAARTHIVAINI SUPRAMANIAM</b>
3:45-4:00	<b>ASSOC. PROF. DR. ANWAR ALLAH PITCHAY</b>	<b>ASSOC. PROF. DR. DARMESAH GABDA</b>	<b>MRS. LIZA MARIAH AZAHARI</b>	<b>PROF. DR. ZABIDI AZHAR MOHD HUSSIN</b>	<b>MS. NORAZZILA SHAFIE</b>
	THE ROLE OF ZAKAH IN DEBT ALLEVIATION: CASE OF TERTIARY EDUCATION FINANCIAL DEBT	THE IMPACT OF SOFT SKILLS AND ACADEMIC QUALIFICATIONS ON GRADUATE EMPLOYABILITY	IS BIAS AND IMPARTIALITY IN THE EYE OF THE BEHOLDER? AN EXPLORATION ON REFLEXIVITY AND ITS CONTRIBUTION TOWARDS CREDIBLE QUALITATIVE RESEARCH ON A HIGHER EDUCATION INTERNSHIP PROGRAMME IN BRUNEI DARUSSALAM	THE FUTURE OF MEDICAL EDUCATION, POST COVID	LEARNERS' SATISFACTION: A SYSTEMATIC LITERATURE REVIEW ON ONLINE LEARNING INTERACTION IN HIGHER EDUCATION
4:00-4:15	<b>DR. MARIATUL LIZA MEOR GHEDA</b>	<b>ASSOC. PROF. DR. WANSURAYA WANNIK</b>	<b>MR. MUHAMMAD JAMIL</b>	<b>DR. JASVIR KAUR NACHATAR SINGH</b>	<b>MR. BOBIR MURATOV</b>
	STUDENT PREFERENCES TOWARDS ONLINE LEARNING IN FACULTY OF TECHNOLOGY AND APPLIED SCIENCES, OPEN UNIVERSITY MALAYSIA	THE NEW NORM EFFECT OF LOOKING AT PEOPLES' WORSE-OFF: A POST-PANDEMIC DILEMMA RESILIENCY	THE EMERGING ROLE OF ACADEMIC AND ADMINISTRATIVE LEADERS AS PHILANTHROPIC FUNDRAISERS AT PUBLIC HIGHER EDUCATION INSTITUTIONS	LEARNING AND TEACHING CHALLENGES DURING COVID-19: POSTGRADUATE INTERNATIONAL STUDENTS AND ACADEMIC STAFF MEMBERS' EXPERIENCES IN AUSTRALIA	THE OUTCOMES AND IMPACTS OF TRANSNATIONAL EDUCATION ON HOST COUNTRIES: SYSTEMATIC LITERATURE REVIEW
4:15-4:30	<b>ASSOC. PROF. DR AMNA YOUSAF</b>	<b>DR. AFZAL IZZAZ ZAHARI</b>	<b>MS. HU SITONG</b>	<b>DR. SYAFIQAH ABDUL RAHIM</b>	<b>MS. HOU YAN FANG</b>
	BALANCING VIRTUAL BOUNDARIES: INVESTIGATING THE IMPACT OF ONLINE LEARNING ON SOCIALIZATION AND SOCIAL SKILL DEVELOPMENT	MITIGATING EMPLOYEE TURNOVER: IDENTIFYING RISK FACTORS FOR PROACTIVE RETENTION STRATEGIES	ENVIRONMENTAL AWARENESS AMONG MASS COMMUNICATION UNDERGRADUATES: PERCEPTION OF SUSTAINABLE DEVELOPMENT EDUCATION	TRANSFORMING UNIVERSITY ROLES IN COMMUNITY-BASED PARTICIPATORY RESEARCH: DEVELOPING A CULTURALLY-SENSITIVE EDUCATION MODULE FOR MARGINALIZED COMMUNITIES	STUDY ON INTERNAL TEACHING QUALITY ASSURANCE OF CHINESE-FOREIGN COOPERATIVE EDUCATION IN PROVINCIAL UNIVERSITIES IN WESTERN CHINA
4:30-4:45	<b>DR. NORBAINI ABDUL HALIM</b>	<b>TS. ChM. DR. MOHAMAD SHAZELI CHE ZAIN</b>	<b>MS. NURUL SYAZWANI AIMI RAMLAN</b>	<b>DR. MASKIAH MASROM</b>	<b>MS. XIN LI</b>
	ONLINE CLASS PARTICIPATION (OCP) IN OPEN AND DISTANCE LEARNING (ODL): 'A NEW NORMAL' ASSESSMENT	EMPOWERING THE MALAYSIAN OIL PALM INDUSTRY: UNLEASHING POST-PANDEMIC BUSINESS OPPORTUNITIES IN THE GLOBAL NUTRACEUTICAL MARKET	SYSTEMATIC LITERATURE REVIEW IN APPROACHING PRINCIPLES OF ENFORCEMENT OF RIVER POLLUTION CONTROL IN MALAYSIA	AN EVALUATION OF CURIOSITY-DRIVEN LEARNING IN ADULTS WITH DYSLEXIA: A CASE STUDY IN SULTAN IBRAHIM JOHOR ISLAMIC UNIVERSITY COLLEGE.	ANALYSIS OF THE EFFECT OF PRINTMAKING CREATION ON PSYCHOLOGICAL ANXIETY OF COLLEGE STUDENTS
4:45-5:00	<b>DR. NUSRAH SAMAT</b>	<b>DR. SHEREEZA MOHAMED SANIFF</b>	<b>MR. MOHAMAD NASARUDDIN MAHDZIR</b>	<b>ASSOC. PROF. DR NURFARADILLA MOHAMAD NASRI</b>	<b>MS. DEVI PRIYA MURGAN</b>
	EDUCATOR-TARGETED BULLYING AND PSYCHOLOGICAL DISTRESS IN HIGHER EDUCATION INSTITUTIONS (HEIS): MODERATING ROLE OF COPING STRATEGIES	EMPOWERING THE URBAN POOR THROUGH LIFELONG LEARNING INITIATIVES: THE MASA@SUNGAI NIBONG WAY	EXPLORATORY FACTOR ANALYSIS (EFA) OF SERVANT LEADERSHIP STYLE: THE PRELIMINARY EVIDENCE FROM MALAYSIAN PUBLIC UNIVERSITIES	PARTICIPATORY PEDAGOGY: UNRAVELING THE PATHWAYS TO EFFECTIVE MODULE DEVELOPMENT FOR EARLY CHILDHOOD EDUCATION TEACHERS	LECTURERS' ATTITUDE TOWARDS QUALITY OF TEACHING AND LEARNING IN RESEARCH UNIVERSITIES IN MALAYSIA
5:00-5:15	<b>DR. SUZIYANI MOHAMED</b>	<b>DR. OTHMAN SAHALAN</b>	<b>MR. SIWEI LIU</b>	<b>DR. KHAIRUL AZHAR JAMALUDIN</b>	<b>MS. BINGBING WEI</b>
	THE INFLUENCE OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE AND SELF-EFFICACY ON THE INTEGRATION OF TECHNOLOGY IN PRESCHOOL CLASSROOMS	SHARIAH ENTREPRENEURSHIP MODEL OF MOHD DAUD BAKAR: A LIVING PROOF	A BIBLIOMETRIC REVIEW OF COOPERATIVE TEACHING AND LEARNING (2019-2023)	THE NEED FOR SUSTAINABILITY ELEMENTS INTEGRATION INTO THE FASHION DESIGN CURRICULUM IN TVET INSTITUTIONS	THE RELATIONSHIP BETWEEN SELF-EFFICACY, ANXIETY, AND SPEAKING COMPETENCE AMONG COLLEGE STUDENTS IN HEILONGJIANG PROVINCE, CHINA

5:15-5:30	<b>DR. AZRIN IBRAHIM</b> AN OVERVIEW OF RESEARCH ON EDUCATION, HISBAH AND ADOLESCENT: A BIBLIOMETRICS ANALYSIS ON SCOPUS DATABASE	<b>MS. IDA MARLINA MAZLAN</b> DEVELOPING SOFT SKILLS IN GRADUATES THROUGH COMMUNITY ENGAGEMENT PROJECTS	<b>MR. MOHAMMED BSISO</b> THE DEVELOPMENT OF PRIVATE HIGHER EDUCATION RESEARCH IN SAUDI ARABIA: A BIBLIOMETRIC ANALYSIS	<b>ASSOC. PROF. DR. RANJIT SINGH GILL</b> ENHANCING CPD IN HIGHER EDUCATION: A CASE STUDY OF THE ECPD TEACHER TRAINING MODEL IN THE COLLEGE EDUCATION DEVELOPMENT PROJECT	<b>MS. FEIHONG LIU</b> FACTORS AFFECTING ENGLISH SPEAKING ANXIETY AMONG CHINESE PRIVATE UNIVERSITY STUDENTS AND THE IMPLICATION OF USING TBLT: A CONCEPT PAPER
5:30-5:45	<b>MS. CHRISTINA RICHARD</b> MEETING THE DIGITAL NEEDS OF ADULT LEARNERS: AN ODL EDUCATORS' COMPETENCY FRAMEWORK	<b>MS. SITI IRADAH ISMAIL</b> REDESIGNING LEARNING: IMPROVING AUTISTIC STUDENTS' LEARNING EXPERIENCES IN MALAYSIA HIGHER EDUCATION	<b>MS. YANMEI HUANG</b> DRIVING INNOVATION IN FASHION DESIGN: IN THE CONTEXT OF INDUSTRY-UNIVERSITY COLLABORATION IN GUILIN	<b>DR. ANA MASARA AHMAD MOKHTAR</b> ASSESSING CURRENT ANTIMICROBIAL RESISTANCE KNOWLEDGE, ATTITUDES, AND PRACTICES AMONG MALAYSIAN UNIVERSITY STUDENTS	<b>MR. ZHONGXING ZHAO</b> AN ACOUSTIC ANALYSIS OF CHINESE FIRST-CLASS VOWEL PRODUCTION BY KAZAKH LEARNERS
5:45-6:00	<b>MS. JASMINE SELVARANI</b> CREATING A COMMUNITY OF INQUIRY IN AN ONLINE CLASSROOM: CAPACITY BUILDING FOR EDUCATORS	<b>MR. AHMAD SAFWAN YUNOS</b> ETHICAL ISSUES IN ARTIFICIAL GENERAL INTELLIGENCE APPLICATIONS IN EDUCATION FROM AN ISLAMIC PERSPECTIVE	<b>MS. YIFAN ZHANG</b> DIGITALIZATION OF HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS 2000-2022	<b>MARIANO PARANGUE</b> PERFORMANCE OF BSCA GRADUATES AT ASIAN INSTITUTE OF MARITIME STUDIES IN THE LICENSURE EXAMINATION FROM 2013 TO 2022	<b>MS. YING LI</b> THE CHINESENESS OF INTERNATIONALIZATION IN CHINESE HIGHER EDUCATION: EXPLORING ADAPTATION CHALLENGES AND ISSUES OF SOUTHEAST ASIAN OVERSEAS CHINESE STUDYING IN CHINA
6:00-6:15	<b>ASSOC. PROF. TS. DR. MUHD KHAIZER OMAR</b> CHALLENGES AND BARRIERS TO IMPLEMENTING AN EFFECTIVE TVET PROGRAM IN MALAYSIA	<b>MR. LOKMAN ABD WAHID</b> ANALYSIS OF THE PROPHET MUHAMMAD'S METHODOLOGY (PBUH) IN SULTAN IBRAHIM JOHOR ISLAMIC COLLEGE UNIVERSITY IN LIGHT OF THE MULTIPLE INTELLIGENCES THEORY AND ITS APPLICATION IN TEACHING	<b>MS. XIAOLING HU</b> GENDER EQUALITY IN CHINA HIGHER EDUCATION: A SECONDARY DATA REVIEW	<b>DR. MUNIRA ABDUL RAZAK</b> PPDK DAMAI UMPSA: A DISRUPTIVE INCLUSIVE SYNERGY AND INTEGRATED ECOSYSTEM	<b>MS. AMANDA LEE</b> A REVIEW ON THE USE OF ARTIFICIAL INTELLIGENCE IN MALAYSIA'S HIGHER EDUCATION SYSTEM: IS IT BENEFICIAL OR DETRIMENTAL?
6:15-6:30	<b>DR. MUHAMMAD HAKIMIN SHAFIE</b> POSTPANDEMIC MARKET OPPORTUNITIES IN COSMETIC INDUSTRY: PRODUCTION AND FORMULATION OF NATURAL POLYSACCHARIDE IN SKINCARE PRODUCTS	<b>TUNKU FATIMAH FIRDAUS DATO' TUNKU FARIDDUDIN HAJI</b> ASSESSING THE PEDAGOGICAL UTILITY OF TIKTOK IN FACILITATING ORAL COMMUNICATIVE COMPETENCE AMONG LEARNERS OF FOREIGN LANGUAGES: A QUALITATIVE INQUIRY INTO INNOVATIVE TECHNOLOGICAL APPROACHES IN LANGUAGE EDUCATION	<b>MR. MOHAMMAD NOOR ASYRAF MOHAMMAD FADHIL</b> COVID-19 IMPACTS ON URBAN RETAILERS IN PERLIS, KEDAH AND PENANG	<b>ASSOC. PROF. DR JAPARENG LALUNG</b> ADVANCING QUALITY EDUCATION THROUGH ANTARCTIC RESEARCH: FOSTERING EDUCATION AND RESEARCH CAPACITY IN A TROPICAL NATION	<b>MS. XUE MEI</b> A FLIGHT TO SUCCESS: PLAYTESTING A SERIOUS GAME ON COMMUNICATIVE COMPETENCE



# 16<sup>th</sup> NOVEMBER 2023 THURSDAY

## DAY 2 2.15PM - 3.45PM

	Mentari Hall 3	Mentari Hall 4	Bayu Room 1 & 2	Mentari Hall 5	Bayu Room 3 & 4
Time	<b>THEME 1 : BRIDGING THE DIGITAL DIVIDE TOWARDS EQUITY TRANSFORMATION</b>	<b>THEME 2 : EMPLOYMENT EQUITY: BUILDING TALENT RESILIENT IN THE POST-PANDEMIC</b>	<b>THEME 3: SOCIOECONOMIC STANDING FOR HIGHER EDUCATION EQUITABILITY</b>	<b>THEME 4 : ADVANCING EQUITY THROUGH HIGHER EDUCATION POLICY: A WAY FORWARD</b>	<b>THEME 4 : ADVANCING EQUITY THROUGH HIGHER EDUCATION POLICY: A WAY FORWARD</b>
	<b>DR. OTHMAN BIN SAHALAN</b>	<b>ASSOC. PROF. DR. YAZRINA YAHYA</b>	<b>ASSOC. PROF. DR. WAN PUSPA MELATI WAN ABDUL HALIM</b>	<b>PROF. DR. CHAN NEE NEE</b>	<b>ASSOC. PROF. DR. HARWATI HASHIM</b>
2:15-2:30	<b>MS. NOUR QALALWA</b>	<b>MR. MOHD SHAH RIZAL AHMAD @ ABDULLAH</b>	<b>TS. DR. MOHD HAFIDZ JAAFAR</b>	<b>PROF. DR. NAOKI UMEMIYA</b>	<b>DR. NORMALIZA BINTI ABDUL MANAF</b>
	PALESTINIAN STUDENTS' UNDERSTANDING OF ONLINE INTERACTION TRANSITIONING FROM TRADITIONAL TO BLENDED LEARNING IN HIGHER EDUCATION INSTITUTIONS	FACTORS INFLUENCING STRATEGIC QUALITY PLANNING, AND ORGANISATIONAL PERFORMANCE OF CO-OPBANK PERTAMA MALAYSIA BERHAD	OCCUPATIONAL SAFETY AND HEALTH (OSH) IN MALYSIAN HIGHER LEARNING INSTITUTION: A CONCEPTUAL FRAMEWORK FOR PROTECTING AND PREPARING STUDENTS IN CHEMICAL SAFETY.	IMPACTS OF STUDENT EXCHANGES IN ASIA: CASE OF ASIAN INTERNATIONAL MOBILITY FOR STUDENTS (AIMS)	INTEGRATING SUSTAINABLE DEVELOPMENT GOALS INTO HIGHER EDUCATION COMMUNITY ENGAGEMENT: A CASE STUDY OF UNIVERSITI SAINS MALAYSIA
2:30-2:45	<b>MS. WENBO WU</b>	<b>MR. SIWEI LIU</b>	<b>MS. ETI F. ZAINUDIN</b>	<b>PROF. DR. RICHARD BAILEY</b>	<b>MRS. NOR FAZLIYATON ABDUL KADIR</b>
	DIGITAL TECHNOLOGY-INTEGRATED PEDAGOGICAL METHODS FOR VOCAL INSTRUCTORS IN VOCAL AGILITY	EXAMINING THE TRENDS OF UNIVERSITY SUPPORT STUDIES: A BIBLIOMETRIC ANALYSIS FROM 1996 TO 2023	ENHANCING LEARNING EXPERIENCE: EXPLORING AFFECTIVE DOMAIN PRACTICES AND CHALLENGES AMONG STUDENT-TEACHERS	THE DANGEROUS ALLURE OF EDUCATIONAL NEUROMYTHS	BEYOND LIKES AND SHARES: THE IMPACT OF FACEBOOK IN UNDERGRADUATE WRITING SKILLS
2:45-3:00	<b>MS. MA NA</b>	<b>MR. LEI DUAN</b>	<b>DR. MOHAMAD DANIAL SHAFIQ</b>	<b>ASSOC. PROF. DR. FADZILA AZNI AHMAD</b>	<b>DR. SHANE VARMAN PANNIR SELVAM</b>
	A CONCEPTUAL FRAMEWORK FOR DIGITAL LITERACY IN PRE-SERVICE ART TEACHER EDUCATION IN CHINA	REDEFINING JOURNALISM AND COMMUNICATION TRAINING FOR THE MEDIA CONVERGENCE ERA IN CHINESE UNIVERSITIES	POST-PANDEMIC: A SHORT REVIEW ON MICROPLASTIC POLLUTION AWARENESS & LIFE CYCLE ANALYSIS AMONG UNIVERSITY STUDENTS	INNOVATION IN HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS OF THE SCIENTIFIC DISCOURSE IN SCOPUS DATABASE	IMPACT OF ACADEMIC SELF-CONCEPT AND METACOGNITION ON ACADEMIC PERFORMANCE OF MEDICAL STUDENTS IN A PRIVATE UNIVERSITY IN MALAYSIA
3:00-3:15	<b>MS. MIN ZENG</b>	<b>MOHAMMAD NOOR ASYRAF MOHAMMAD FADHIL</b>	<b>DR. MOHD SADIQ MOHD MOKHTAR</b>	<b>ASSOC. PROF. DR. AHMAD LUTFI AMRI RAMLI</b>	<b>MRS. MASDINI HARINA AB MANAN</b>
	PERCEPTIONAL DIFFERENCES IN SOCIAL JUSTICE BY EDUCATIONAL LEVEL: FOCUSING ON COMPARISONS BETWEEN URBAN AND RURAL AREAS IN CHINA	THE IMPACT OF THE EMERGENCE OF HYPERMARKETS ON URBAN RETAILERS IN PERLIS, KEDAH AND PENANG	WAOQ AND ZAKAT AS THE INSTRUMENT FOR PHILANTHROPIC FUNDRAISING: EVIDENCE FROM MALYSIAN PUBLIC HIGHER EDUCATION	SELF-PACED LEARNING FOR A CAD COURSE WITH COMPUTER-BASED PRACTICAL SESSIONS	LEADERSHIP IN COMPLEX CONTEXT: FLEXIBILITY AND ADAPTABILITY TO THRIVE
3:15-3:30	<b>MR. TIANXIN DING</b>	<b>MR. PRAKASH VELLOO</b>	<b>MR. MOHAMMAD HIDIR BAHARUDIN</b>	<b>DR. TENKU PUTRI NORISHAH TENKU SHARIMAN</b>	<b>ASSOC. PROF. DR HARWATI HASHIM</b>
	EFFECTS OF MUSIC TECHNOLOGY-RELATED COURSES ON STUDENTS' VOCATIONAL SKILLS IN CHINESE HIGHER MUSIC NORMAL EDUCATION.	ENHANCING SOFT SKILLS IN THE POST-PANDEMIC ERA BY HIGHER EDUCATION INSTITUTIONS: A REVIEW ON TRAINING COMMUNICATION SKILLS TO THE HOMESTAY OPERATORS IN MALAYSIA	INVESTIGATING THE ENHANCEMENT FACTORS OF THE FINANCIAL SUSTAINABILITY POST-PANDEMIC ERA: A CASE STUDY OF SJIUC	MICRO-CREDENTIALS AT HIGHER EDUCATION INSTITUTIONS: TOWARDS SMOOTH SAILING AHEAD	ASSISTIVE TECHNOLOGIES FOR ESL LEARNERS: EXPLORING TECHNOLOGIES AND TOOLS DESIGNED TO ENHANCE LANGUAGE ACQUISITION AND INCLUSIVITY
3:30-3:45	<b>MS. LU XUAN</b>	<b>MS. MAHFUZAH RAFEK</b>	<b>MR. MOHD AZIAN HUSIN @ CHE HAMAT</b>	<b>ASSOC. PROF. DR. APOLONIA ALCEDO</b>	<b>PROF. DR. MOHD SYAIFUL RIZAL ABDUL HAMID</b>
	PROMOTING EQUITY IN CHINA HIGHER EDUCATION THROUGH THE CONSTRUCTION OF DOUBLE FIRST CLASS AND APPLIED COLLEGES POLICY	INCLUSIVE EDUCATION FOR STUDENTS WITH HEARING DISABILITY: THE DIRECTION OF PUBLIC UNIVERSITIES IN MALAYSIA.	COMPARATIVE ANALYSIS OF SERVICE QUALITY AND USER SATISFACTION BETWEEN J&T EXPRESS COURIER AND SHOPEE EXPRESS IN PASIR MAS, KELANTAN	PERFORMANCE AND CORRELATION ANALYSIS OF CUSTAR 425 AND CUSTOMS BROKER LICENSURE EXAMINATION (CBLE) OF AIMS BSCA GRADUATES: BASIS IN THE ENHANCEMENT OF PRE-BOARD COMPETENCY ASSESSMENT COURSE	A CASE STUDY OF BRAIN DRAIN ISSUES IN THE MELAKA STATE GOVERNMENT: A PATH TO SUSTAINABLE PUBLIC SERVICES



# *Theme 1*

# **BRIDGING THE DIGITAL DIVIDE TOWARDS EQUITY TRANSFORMATION**

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**THE ROLE OF ZAKAH IN DEBT ALLEVIATION: CASE OF TERTIARY EDUCATION FINANCIAL DEBT**

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**Purpose** - This study proposes the HOPE model to address the student loan burden for vulnerable student segments, such as Asnaf. The model directs Zakat funds towards financing PTPTN debts, offering a sustainable and impactful solution. **Design/methodology/ approach** - The research employed the interpretivism paradigm to understand from experts' perspectives on the proposed HOPE model in higher education. Thus, the inductive approach is employed to gain a deeper understanding of the research context and structure. The study employs a qualitative case study approach, interviews with four experts, covering information on the proposed HOPE model and respondents' views on its practicability and validity. Thematic analysis is used to identify four main themes: weaknesses of the education loan system, potential of zakat in aiding financially disadvantaged students, lack of a one-off method of zakat distribution, and innovative and sustainable approaches. **Findings** – Initial findings suggest a phased approach for extreme poor students, aligning with shariah objectives. Implementing the HOPE model at USM could potentially catalysed transformative change within the higher education landscape. The HOPE model offers a promising alternative that harmonizes social responsibility, religious principles, and institutional sustainability, addressing the persistent issue of student loan debt while fostering a more inclusive and prosperous educational environment. **Practical implications** – The practical implications highlight how the proposed HOPE model can bring tangible benefits to students, educational institutions, and the overall financial sustainability of PTPTN. It emphasizes responsible utilization of zakat funds and showcases its impact in addressing financial problem that faced by students.

**Keywords** – Zakat, PTPTN, Maqasid Shari'ah, Financial Aid, Hybrid Instrument

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**STUDENT PREFERENCES TOWARDS ONLINE LEARNING IN FACULTY OF TECHNOLOGY AND APPLIED SCIENCES,  
 OPEN UNIVERSITY MALAYSIA**

Mariatul Liza Meor Gheda, Suhaila Abdul Hamid, Nurul Fairuz Buang, Nor Aisyah Fadil and Nor Aslina Abd Jalil  
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Countries all across the world have been placed under lockdown as a result of the unexpected emergence of the worldwide health disaster known as the Coronavirus Disease (or COVID-19). This includes closing all business locations, schools, and retail establishments in order to ensure that all residents remain at home and stop the spread of the COVID-19. The crisis has also put the world's educational systems under strain, forcing academics to switch from face to face to online learning. Open and Distance Learning (ODL) method is one of the most suitable strategies that integrates virtual technology which consequently allows the continuation of the teaching and learning process. As an open university that already has ODL, learning methods and student service should be more robust. A survey was conducted to investigate the students' challenges in online learning and to identify the students' preferences for their convenience for the adoption of quality improvement in online learning. The study uses a quantitative survey design. Data was collected from 120 postgraduate working students enrolled in the Faculty of Technology and Applied Sciences, Open University Malaysia. As a consequence of the shortcomings in the formal higher education system, the demand for distance learning has increased, and student satisfaction in ODL has turned into a crucial component in the successful completion of distant learning study programmes.

**Keywords:** online learning, open distance learning, student challenges, student preferences, student service quality

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**BALANCING VIRTUAL BOUNDARIES: INVESTIGATING THE IMPACT OF ONLINE LEARNING ON SOCIALIZATION AND SOCIAL SKILL DEVELOPMENT**

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University of Management and Technology

As online learning continues to gain prominence in modern education, concerns about its impact on socialization and social skills development have emerged. This research aims to investigate the interplay between online learning and socialization among students of various age groups. Through a comprehensive literature review and empirical data collection, we examine how the shift to virtual classrooms affects social interactions and the development of social skills. The study employs a mixed-methods approach, including surveys, interviews, and observations, to gain insights into students' experiences, perceptions, and behaviors related to online learning and socialization. Preliminary findings suggest that while online learning presents unique challenges to socialization, it also offers opportunities for cultivating adaptive social skills. It is observed that students who actively engage in online discussions, group projects, and virtual extracurricular activities display enhanced adaptability and digital communication proficiency. In conclusion, this research sheds light on the intricate relationship between online learning and socialization. The findings have implications for educators, parents, and policymakers aiming to optimize the online learning experience and promote holistic student development in an increasingly digital educational landscape.

**Keywords:** *online learning, socialization, social skill development, digital communication, virtual interaction, Adaptability, online collaboration, holistic student development.*

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**ONLINE CLASS PARTICIPATION (OCP) IN OPEN AND DISTANCE LEARNING (ODL): 'A NEW NORMAL' ASSESSMENT**

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**Background:** Technological advancements have led to changes in teaching methods and learning experiences. With various online tools and platforms, learners tend to expose to new learning experiences, thus, further promoting online learning as a viable option for higher education. Concerning online and distance learning (ODL), one of the innovative ways to enhance learners' classroom interactions is to adopt assessment-based online class participation (OCP).

**Objective:** The objective of this study is to examine the effect of assessment-based OCP on learners' assignment performance in four undergraduate quantitative courses for three semesters in online learning at Open University Malaysia (OUM).

**Methods:** This study compared learners' mean assignment mark. For each assignment, there are two components: Part I, a written assignment (50%), and Part II, the OCP component (10%). The data were analysed using descriptive statistics, calculating the mean of learners' assignment performance for each semester.

**Results:** A descriptive analysis was performed on the means of learners' assignment performance. The results indicate that the inclusion of the assessment-based OCP as part of the assignment components across three semesters led to an improvement in the learners' average marks for the four courses. This suggests that the assessment-based OCP had a positive impact on the learners' assignment performance over time, as demonstrated by the increase in their average mark.

**Conclusion:** This study may lead to a better understanding of how assessment-based OCP can assist in supporting adult learners in online learning and peers' interaction, thus narrowing the interaction gap in online learning. The limitations include; first, the analysis focused on four quantitative courses and thus, the findings cannot be generalised because of the specific nature of the courses, second, the comparison of learners' assignment performance was based on the data for three semesters only. Future researchers should consider expanding the scope of the study by collecting data for qualitative courses and examine factors influencing learners' assignment performance with the adoption of assessment-based OCP.

**Keywords:** *Open and Distance Learning (ODL), Online Class Participation (OCP), Assessment-based OCP, Learner performance, Peer interaction*



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**EDUCATOR-TARGETED BULLYING AND PSYCHOLOGICAL DISTRESS IN HIGHER EDUCATION INSTITUTIONS (HEIS):  
 MODERATING ROLE OF COPING STRATEGIES**

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**Background:** Previous literature has explored different factors that contribute to psychological distress among educators in Higher Education Institutions (HEIs). The factors encompass class management, time constraints, acknowledgment, workload, support at work, and conflicts with students. The primary causes of psychological distress for educators predominantly stem from their professional responsibilities. In this study, bullying by student was examined as the factor causing psychological distress, while problem and emotion focused was investigated as coping strategy.

**Objective:** This study aims to examine the mediating role of coping strategy between the relationship of bullying by students and psychological distress among educators in HEIs. This study also aims to examine the relationship between bullying by students and coping strategy, and the relationship between coping strategy and psychological distress.

**Methods:** A survey questionnaire was utilized to collect information from educators at public and private HEIs in Malaysia. The educators at both public and private HEIs were sent a link to the questionnaires for completion. The proposed framework was tested using a sample of 219 data collected from educators working in both private and public universities.

**Results:** The bootstrapping analysis has shown that the direct effect of bullying by students on psychological distress is significant. Bullying by students was also found to have a significant relationship with coping strategy. Similarly, the findings showed significant result on the relationship between coping strategy and psychological distress. The analysis shows the moderating effect of the coping strategy in the relationship between bullying by students and psychological distress.

**Conclusion:** Using the stressor-coping-stress model, this study examined the impact of bullying by students as a stressor on educators, with coping strategy serving as a mediator and psychological distress as the resulting stress outcome. The findings of this study indicated that coping strategy plays a mediating role in the relationship between bullying by students and psychological distress experienced by educators. The results revealed that by employing appropriate coping strategy, educators can mitigate the adverse effects of bullying by students on their psychological well-being. Consequently, it is recommended that educators who are capable of employing effective coping strategy can alleviate their levels of psychological distress.

**Keywords:** *Psychological distress, bullying by students, coping strategy, educators, HEIs*

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**THE INFLUENCE OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE AND SELF-EFFICACY ON THE  
 INTEGRATION OF TECHNOLOGY IN PRESCHOOL CLASSROOMS**

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Nowadays, technology plays a vital role in education. Therefore, teachers are equipped with the necessary skills to use technology effectively to enhance the quality of teaching practice. Technological Pedagogical Content Knowledge (TPACK) and self-efficacy influence the integration of technology by teachers in preschool classrooms. This research aims to identify the influence of Technological Pedagogical Content Knowledge (TPACK) and self-efficacy on the integration of technology by preschool teachers. This study employed a quantitative approach with a cross-sectional survey design. This study was conducted in Johor Bahru using a simple sampling technique and a total of 157 preschool teachers were involved. The questionnaire was adapted from previous research and consists of four sections namely Demographic Information, Knowledge of Teacher Content Pedagogy Technology, Teaching Self-Efficacy Using Technology, and Technology Integration. Data was collected online using the Google Form platform for respondents to answer questionnaires. The data obtained was analyzed using the Statistical Package for Social Science (SPSS) using inferential analysis. The analysis carried out found that there is a strong influence between Technological Pedagogical Content Knowledge (TPACK) and teacher self-efficacy towards the integration of technology by teachers in preschool classrooms. All concerned parties need to pay attention to ensure that the knowledge and self-efficacy of teachers can to some extent contribute to the integration of technology in preschool classrooms. Therefore, some recommendations for further research are also presented.

**Keywords:** *TPACK, self-efficacy, integration, technology, preschool*



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**AN OVERVIEW OF RESEARCH ON EDUCATION, HISBAH AND ADOLESCENT: A BIBLIOMETRICS ANALYSIS  
ON SCOPUS DATABASE**

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Adolescents constitute an important section of society in many countries. In the nutshell, adolescents also play an important role either in the social unit of the family, society or even a country. This group becomes an important pillar as a layer to the country's leadership. However, these adolescents are often revealed to be involved in misconduct and other social issues. Among the aspects that play an important role in shaping the morals of adolescents is the emphasis on education and hisbah. Education provides this group with knowledge while the emphasis on hisbah is able to prevent adolescents from avoiding things that are harmful to them. Therefore, in general, this study aims to understand current trends and studies related to education, hisbah and adolescents. More specifically, the bibliometric analysis in this paper discusses trends in scientific publications, and identifies the main focus of research on education, history and youth published in the Scopus database. Research hotspots based on keywords, productive researchers and journals over 1990–2022 are mapped using the database. Analysis was carried out using bibliometric R-package and VOSviewer software tool. The findings found that there are interesting research patterns to be analysed and can be highlighted related to education, history and youth. Finally, this finding is very significant and supports the national agenda that is focusing on improving the well-being and development of the youth. It supports the goal of creating harmony and wellbeing as desired in the Global Sustainable Development (SDGs goals) which is the world's target.

**Keywords:** *Education; hisbah; adolescent; bibliometric analysis, Scopus Database*

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**MEETING THE DIGITAL NEEDS OF ADULT LEARNERS: AN ODL EDUCATORS' COMPETENCY FRAMEWORK**

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In the evolving landscape of education, Online Distance Learning (ODL) educators play a crucial role in effectively utilizing digital and online platforms to enhance teaching and learning experiences. An educator tends to have their own mind set and understanding towards digital teaching and learning. While digital literacy emphasises on fundamental digital skills, digital competency encompasses knowledge, attitude and abilities required for the proficient and creative use of digital tools in educational context.

This paper will investigate the transition from digital literacy competency and puts forth a digital competency framework for educators in an ODL institution. The framework comprises four primary dimensions: technological knowledge, pedagogical integration, digital citizenship and continuous professional development. Technological knowledge includes teaching and learning-related digital tools, apps, and platforms. Pedagogical integration leverages digital tools to create dynamic, engaging learning environments. Digital citizenship promotes ethical, legal, and responsible use of digital resources and digital well-being among educators and students. Educators need continuous professional development to improve their digital competency.

The framework recognizes the relationship and integration of these components, highlighting the significance of a holistic and balanced approach to an educators' development. Training programmes, professional learning communities and institutional support are needed to facilitate the acquisition and application of digital competencies.

The implications of this framework encompass educational institutions, policy developments and initiatives aimed at training e-educators. Through the implementation of a digital competency approach, academic institutions have the potential to cultivate an environment that promotes innovative practises and pedagogical excellence.

**Keywords:** *Digital literacy, digital competency, e-educators, online distance learning (ODL), conceptual framework.*

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### **CREATING A COMMUNITY OF INQUIRY IN AN ONLINE CLASSROOM: CAPACITY BUILDING FOR EDUCATORS**

Jasmine Selvarani Emmanuel, Nazirah Binti Md Yusof, Rabikha Hasni Binti Suparman,  
 Rabikha Hasni Binti Suparman and Prakash V Arumugam  
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As online education is evolving into a mainstream, widely used practice, adopted by higher education institutions globally, a growing concern is to equip the “21st-century educator” with the necessary toolset of skills and competencies needed for online formal education settings. In general, faculty members in higher education receive very little training and preparation for teaching. (Palloff & Pratt, 2013). The effects of this lack of preparation are amplified in online learning environments since modifying pedagogical techniques to make them more compatible with the incorporation of technology is necessary when instructing online and technologically enhanced courses. The learner-centered approach, one of the tenets of online learning, seems to be best articulated using the ideas of feedback, andragogy, constructivism, and transformative learning. Online instructors need to be aware of what they need to design, produce, and administer their courses as well as how to communicate with students effectively when there isn't a physical presence or face-to-face engagement. The Community of Inquiry (CoI) theoretical framework (Garrison, Anderson & Archer, 2001) is one of the better-known approaches to designing and facilitating online learning experiences that ultimately lead to improved learning outcomes for students in online educational settings. This paper discusses how capacity-building for educators using the Community of Inquiry framework can help them develop effective online pedagogy, instructional strategies and various competencies and skills for effective online teaching in content, assessment technology, social interactions, communication, and course management skills.

**Keywords:** *Online education, Community of Inquiry, capacity building for educators, online instructional strategies and competencies*

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### **CHALLENGES AND BARRIERS TO IMPLEMENTING AN EFFECTIVE TVET PROGRAM IN MALAYSIA**

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A productive and skilled labor force is crucial to the success of a nation. Market uncertainties and complex employment trends pose a global challenge to graduate career preparation. For this reason, restructuring a new approach to human capital development focusing on technical and vocational education and training (TVET) capacity building has a prominent place on the agenda in Malaysia. The government has moved toward raising the image of TVET in mainstream education to overcome issues related to unemployment and lack of workforce skills. There is great concern about graduates' competence and the quality of the TVET program. Hence, this study explores the experiences and views of TVET experts while observing the issues and barriers to implementing an effective TVET program in Malaysia. A phenomenological study was undertaken employing semi-structured interviews via focus group discussion (FGD) sessions with five TVET experts in Malaysia. The interview protocol was validated prior to online meetings using the Zoom application. The recorded FGD sessions were then transcribed verbatim prior to uploading the data to Atlas.Ti software for analysis. Seven themes emerged from the thematic analysis: 1) struggles in coping with digitalization and online learning, 2) lack of facilities and infrastructure, 3) poor planning and stringent policy, 4) mismatch between industrial requirements and training modules, 5) lack of technology competence, 6) resistance to change, and 7) missing values and moral traits. The results were as follows: 1) promulgate necessary action to improve the TVET teacher training program to facilitate a digital learning environment, 2) improve the readiness of facilities and technology to support the TVET learning ecosystem, 3) advocate greater collaborative effort between industry and educational providers, and 4) raise the image of TVET as the most reputable academic education track. The TVET system in Malaysia should become the forefront and backbone of the Malaysian education system. The findings suggest proactive solutions to the aforementioned issues as the nation moves to develop a modern TVET system. While it was found that the TVET system is still struggling with myriad issues, Malaysia's recent initiatives have inspired the improvement of the TVET system, which will ultimately provide a better workforce in the future.

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**POSTPANDEMIC MARKET OPPORTUNITIES IN COSMETIC INDUSTRY:  
PRODUCTION AND FORMULATION OF NATURAL POLYSACCHARIDE IN SKINCARE PRODUCTS**

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The global skin care products market size was estimated at USD 135.83 billion in 2022 and is projected to grow at a compound annual growth rate (CAGR) of 4.7% from 2023 to 2030. Escalating demand for face creams, sunscreens, and body lotions across the globe is expected to positively impact the growth. The COVID-19 pandemic had a devastating impact on the beauty and cosmetics industry. The cosmetic industry has lately changed consumers' attitudes that seek more environmentally friendly ingredient to ensure a healthier lifestyle. The current formulated skincare products used synthetic chemical ingredients which might be harmful to human health and environment. Synthetic ingredients in skincare products can be harmful to consumers that causes skin irritations, dry, allergies, asthma, cancer and potentially interfere with the natural functioning of the endocrine system by imitating or inhibiting hormones. Nowadays, the interest starts to incline towards formulated skincare products using natural plant-based ingredients. The health benefits obtained from natural plant-based ingredients include antioxidative, anti-microbial, anti-aging, photoprotective, and anti-inflammatory properties. Our research team has discovered that polysaccharide extracted from neem leaves exhibited high anti-hyperpigmentation activity. Polysaccharides have vast potential applications in cosmetics due to their non-toxic and harmless, high safety, lack of drug resistance, good efficacy, wide source, and good cell compatibility, which has attracted the attention of researchers from all over the world and made them a hot topic. The commercially available tyrosinase inhibitory agents such as kojic acid, arbutin and hydroquinone are associated with harmful side effects including contact dermatitis, irritation and even genotoxicity and carcinogenicity. Therefore, the production and formulation of skincare products using polysaccharides derived from natural sources, all of which can be the newly emerging science of cell signaling carbohydrates, with far reaching regulatory and rejuvenation actions on the human body, which subsequently will enhance the economic growth in cosmetic industry.

**Keywords:** polysaccharide; neem leaf; skincare market; economic resilience; SDG8

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**PALESTINIAN STUDENTS' UNDERSTANDING OF ONLINE INTERACTION TRANSITIONING FROM TRADITIONAL TO  
BLENDED LEARNING IN HIGHER EDUCATION INSTITUTIONS**

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This study sought to cast light on how Palestinian students perceive blended learning in higher education. The study was conducted at The Arab American University Palestine in the year of 2022/2023 second semester by making an interview with EFL learners. The study also went through a reviewed relevant literature on the necessary aspects to comprehend blended learning. The aim of the study was to check students' perceptions of blended learning in higher education, precisely, EFL students. The findings indicated that blended learning can be used in an educational program as long as traditional classroom courses are also included. Moreover, students valued the opportunity to progress through the course at their own speed and the liberty to choose when to dedicate time to the course, rather than being limited by set lecture times. The study also went through related studies of blended learning in Palestine and what challenges it faces. The findings of this study provided valuable insights into the factors that influenced EFL students' satisfaction with blended learning. This knowledge can be instrumental for educational institutions and policymakers in improving the design and implementation of blended learning approaches.

**Keywords:** Blended learning; Challenges; Students' perceptions; Traditional education; Satisfaction.

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### DIGITAL TECHNOLOGY-INTEGRATED PEDAGOGICAL METHODS FOR VOCAL INSTRUCTORS IN VOCAL AGILITY

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**Background:** Post-epidemic higher education is questioned for equity and legitimacy. Emerging digital technologies provide voice instruction new insights. Traditional method relies on personalized, immersive, and auditory skills. Digital technology can measure pitch, loudness, but not vocal agility, which involves speed and accuracy in pitch changes. However, a clear understanding of this potential for two methods to enhance vocal agility is yet to be mapped out.

**Objective:** This paper endeavors to conceptualize the potential of integrating technology into pedagogical methods to enhance vocal agility, and the possibility for incorporating digital technologies into a holistic voice assessment system.

**Methods:** An extensive literature review was conducted, spanning traditional vocal training techniques, challenges faced by vocalists in the digital age, and potential technological tools. The conceptual framework was then constructed, proposing a synergy between digital tools and established methods. Feedback from a panel of experts in vocal music pedagogy was sought to refine the model.

**Results:** The proposed pedagogical approach underscores the compatibility of digital tools with traditional vocal techniques. While some tools enhance real-time feedback, others offer innovative ways to visualize vocal agility. The expert panel feedback was overwhelmingly positive, though they stressed the importance of ensuring technology serves to complement rather than replace foundational techniques.

**Conclusion:** Combining digital technology with traditional vocal training may improve vocal agility in the digital age. This concept paper shows how such integration can be used in empirical studies. Vocal pedagogy can be innovative and grounded by using technology as an auxiliary to traditional approaches.

**Keywords:** *digital technology, vocal music education, vocal agility, traditional method, hybrid method*

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### A CONCEPTUAL FRAMEWORK FOR DIGITAL LITERACY IN PRE-SERVICE ART TEACHER EDUCATION IN CHINA

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The Covid-19 pandemic transformed the importance of digital technologies in higher education to a level of necessity. Digital technologies made it possible for teaching and learning to continue during the peak of the pandemic lockdowns all around the world. Consequently, in the post-pandemic higher education landscape, digital technologies have remained as significant tools for teaching and learning. This study addresses the pragmatic educational needs in digital literacy which goes beyond technical skills in digital technologies to encompass abilities in adopting effective digital operations in specific teaching environments, in the context of pre-service art teacher education in China. Despite the aspired transformation of education in the information age under Chinese policies such as China's Education Modernisation 2035, digital literacy amongst art teachers has been riddled by some problems. In addition to low frequency and ineffective use of digital technologies in Chinese art education, there is no systematic and reliable points of reference for art teachers who are motivated to develop digital literacy in the specialised field of art. Admittedly, there are many commercial resources for digital technologies but these resources have not been designed with the professional and pedagogical needs of art teachers in mind. With these problems in mind, this article proposes a composite conceptual framework with a list of principles which will guide the design of modules targeted at developing digital literacy among pre-service art teachers in China. The conceptual framework is informed by a convergence media art education module from China, an art education module from Malaysia, and a European framework for the digital competence of educators. It is hoped that the conceptual framework can guide the design of modules which will enable pre-service art teachers to fully utilize digital technologies with a more informed and comprehensive understanding of its effective use.

**Keywords:** *art education, China, digital literacy, pre-service teacher, SDG4*

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**PERCEPTIONAL DIFFERENCES IN SOCIAL JUSTICE BY EDUCATIONAL LEVEL: FOCUSING ON COMPARISONS BETWEEN URBAN AND RURAL AREAS IN CHINA**

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Despite the reduction in urban-rural disparities in higher education enrollment rates, gaps persist between individuals from urban and rural backgrounds regarding social achievement after they graduate. Research on the impact of household registration and education on social justice perceptions is extensive, but comparative studies exploring the relationship between educational level and social justice in urban and rural contexts remain limited. This study aims to investigate the relationship between educational level and social justice perceptions among different groups classified based on "household registration" and "place of residence." Additionally, it examines the impact of the interaction between household registration and educational level on the social justice perceptions. Using data from the Chinese General Social Survey in 2021, this study employed regression models to examine the association between educational level and social justice perceptions across different groups. Furthermore, interaction effects between higher education and household registration were analyzed to understand how these factors interactively influence social justice perceptions. The analysis revealed only the "Agricultural Hukou/Rural Residence" group showed a significant negative correlation. Furthermore, higher education and household registration had a synergistic effect on social justice perceptions, with the synergistic effect being more significant in the "Agricultural Hukou" group than the "non-Agricultural Hukou" group. As shown above, higher education plays a significant role in social justice perceptions—especially within the "Agricultural Hukou" group. Therefore, it is important to investigate the mechanisms of how higher education enhances social justice and gain a deeper understanding of how it promotes the social justice perceptions.

**Keywords:** *perception of social justice, urban and rural area, educational level, China*

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**EFFECTS OF MUSIC TECHNOLOGY-RELATED COURSES ON STUDENTS' VOCATIONAL SKILLS IN CHINESE HIGHER MUSIC NORMAL EDUCATION.**

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The purpose of higher music normal education is to cultivate music normal students with enough vocational skills of music teacher for basic music education, and music technology skills has gradually become an important component. Some music normal majors in China have set up music technology-related courses, but most of them are supplementary in the form of elective courses, music technology skills have not been regarded as an important part of vocational skills of future teachers in music normal education. The main purpose of the article is to explore whether music technology-related courses of Chinese higher music normal education will have a positive impact on students' vocational skills by analyzing the subjective feelings and working status of in-service music teachers who have received music technology-related courses in higher music normal education. The in-service teachers answered 30 questions in an online questionnaire about the music technology-related courses they had taken in higher music normal education and how the courses had affected their current work. Through the analysis of the questionnaire results, it is concluded that the high music normal students who accepted the music technology-related courses can have a positive impact on their vocational skills and future teaching work, and music technology skills can be an important part of their vocational skills for their future working. This article also suggests that music technology courses should be placed in a more important position in higher music normal education.

**Keywords:** *Chinese higher music normal education, music normal students, vocational skills, music technology-related courses, music technology skills*



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**PROMOTING EQUITY IN CHINA HIGHER EDUCATION THROUGH THE CONSTRUCTION OF DOUBLE FIRST CLASS AND APPLIED COLLEGES POLICY**

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In 2022, the total scale of higher education in China reached 46.55 million, and the Gross enrolment ratio gained 59.6%□indicates that China's higher education has entered a stage of popularization. The fairness of the starting point seems to have improved significantly. In fact, the fairness of the educational process and results is decreasing. The First-class Universities and Disciplines of the World (Double First Class) policy and The Construction of the Applied Colleges by the Government of China is an effort to provide equal education for the people. Hence, investigating the implementation effect of these policies is significant. This paper aims to review the factors that block improving equity in China's higher education context and to provide insight into trends in promoting equal education through the policies of Double First Class and Construction of the Applied Colleges. The findings identify structure irrationality as the core reason. Two suggestions are proposed to ensure the implementation of this structural adjustment: (1) the functional positioning of universities should be diversified; (2) In terms of resource allocation, the state supports Research universities, local governments support Applied colleges, and Applied colleges should focus more on community engagement, which can not only attract social capital to support their development, but also improve employment.

**Keywords:** *Higher Education Institution, Equity in Education, Community Engagement, Applied Colleges, China*



*Theme 2*  
**EMPLOYMENT  
EQUITY:  
BUILDING TALENT  
RESILIENT IN THE  
POST-PANDEMIC**

**PRESENTER: ASSOC. PROF. DR. DARMESAH GABDA****COUNTRY: Malaysia****EMAIL: darmesah@ums.edu.my****THE IMPACT OF SOFT SKILLS AND ACADEMIC QUALIFICATIONS ON GRADUATE EMPLOYABILITY**Darmesah Gabda  
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This review article focuses on the case study of Oman's policy implementation regarding access and inclusion of people with disabilities (PWD) in higher education (HE). The evaluation examines the value of inclusion in higher education, emphasizing its advantages for people with disabilities as well as for society at large. It covered the difficulties and impediments to putting inclusive approaches into practice, as well as social attitudes, resource allocation, and physical accessibility. The study aims to understand how PWD are included in HE in Oman and essentially how their rights can be achieved by the providing higher education institutions (HEIs). The assessment examined Oman's policies for people with disabilities, stressing the Omani Disability Law as a regulatory foundation for inclusion in HE. The discussion focuses on the integration of disability policies into the HE framework, highlighting the necessity of coordination, execution, and budget allocation to ensure successful policy alignment. In addition, Oman's inclusion in HE was compared to that of other Gulf Cooperation Council (GCC) nations in the evaluation. It looked at regulatory frameworks, accessible infrastructure, assistance services, curriculum modification, faculty development, and awareness campaigns for parallels and differences. Discussions focused on the lessons acquired from the experiences of other GCC nations, highlighting the significance of robust legal systems, physical accessibility, thorough support services, inclusive curriculum design, faculty development, collaboration, and awareness campaigns.

**Keywords:** *People with Disabilities (PWD), Higher Education Institutions (HEIs) in Oman, Inclusion, Policy Implementation, Human Rights*

**PRESENTER: ASSOC. PROF. DR. WANSURAYA WANNIK****COUNTRY: Malaysia****EMAIL: wan.suraya@mediu.edu.my****THE NEW NORM EFFECT OF LOOKING AT PEOPLES' WORSE-OFF: A POST-PANDEMIC DILEMMA RESILIENCY**Wan Suraya Wan Nik<sup>1</sup>, Nursyahidah Khalid<sup>2</sup> and Wan Zuraidah Wan Nik<sup>3</sup><sup>1</sup>Department Foundation of Education, Faculty of Education, Al-Madinah International University Malaysia<sup>2</sup>Department of Psychology & Counseling, Kuliyah of Education, International Islamic University Malaysia<sup>3</sup>HIS Kota Damansara, Malaysia

The global pandemic of coronavirus disease COVID-19 resulted in a transformative upheaval that affect and impact myriad aspects of life, situations and environments, stalwartly compelling us to look at others' worse-off in order to appreciate what we have. This study aims to provide functional explanations of the causes and consequences of a well-defined problem(s) of post-pandemic dilemma. Hence, the employability challenges rears the emergence of pro-active, doable and possible solutions to accelerate building talent resilient recovery in this era. This world-wide outbreak, as the source of unexpected adversity for many created resiliency to all. The phenomenon is evidently perceived with future front-liners in mind, comprising of students from the Higher Educational Institutions (HEIs) as human capital that equates to employment equity. In this study, the researcher employed the explanatory sequential design (ESD) through document analyses. The sample size involves four (4) groups, each comprising of five (5) undergraduate students from different disciplines assigned by the Trainer from a credited co-curriculum class to conduct a short-structured research on post-pandemic consequences. The results yielded these mini-research accentuating significances from numerous perspectives of economy, political and daily lives activities. Simultaneously, this pandemic impacted issues of identity, relationships fallout, business holdings going sour and bankrupt, etc. The concern over self-appreciation where individuals were compelled to look at others' worse-off in order to be conscious of own circumstances is the ultimate significant correlated stance. Thus, the 'naissance' of resiliency during this challenging time of post-pandemic dilemma is the new norm.

**Keywords:** *transformative, phenomenon, resiliency, talent, significant*

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### **MITIGATING EMPLOYEE TURNOVER: IDENTIFYING RISK FACTORS FOR PROACTIVE RETENTION STRATEGIES**

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**Background:** Employee turnover is a significant concern for organisations due to the high financial and operational costs involved. This research addresses the problem of employee turnover by identifying risk factors through exit surveys and aims to develop proactive retention strategies and sustainable employment. The high cost of employee replacement and the potential for preventing departures make this an issue of paramount significance.

**Objective:** This study seeks to answer the question: What are the primary risk factors driving employee turnover, and how can proactive retention strategies be developed to mitigate this issue?

**Methods:** We utilised interviews on companies to collect data from human resource managers. Qualitative analysis methods were employed to identify patterns and trends in the data, helping to pinpoint risk factors and inform the development of proactive retention strategies.

**Results:** The analysis of exit surveys revealed several key risk factors, including job dissatisfaction and limited career growth opportunities. Proactive retention strategies were formulated to address these concerns, which showed promising potential for reducing employee turnover.

**Conclusion:** The study highlights the critical significance of identifying and addressing risk factors to a positive sustainable working environment. By developing proactive retention strategies tailored to employee needs, organisations can significantly enhance employee satisfaction and reduce costly turnover. However, it's essential to acknowledge the limitations of this study, such as potential survey bias, and further research should explore the effectiveness of these strategies in practice.

**Keywords:** *employee turnover, risk factors, proactive retention, staff exit, job satisfaction, employment sustainability*

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### **EMPOWERING THE MALAYSIAN OIL PALM INDUSTRY: UNLEASHING POST-PANDEMIC BUSINESS OPPORTUNITIES IN THE GLOBAL NUTRACEUTICAL MARKET**

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The nutraceutical market has witnessed significant growth in the post-pandemic era due to increased awareness of health and wellness. The COVID-19 pandemic has surged in demand for products offering health benefits and nutritional support. It's worth noting that the oil palm industry has its advantages in terms of economic and agricultural contributions, particularly in regions like Malaysia and Indonesia. The industry can play a significant role in post-pandemic management and economic recovery by generating more jobs and income for small and medium entrepreneurs and local communities through diversifying its product range beyond palm oil, including palm-based nutraceuticals. However, the industry has also faced criticism and challenges related to deforestation and environmental impact. Therefore, it is essential for the industry to continue working on sustainability and responsible practices to address these concerns. The extensive production of palm oil leads to the generation of an abundance of agricultural waste, some of which remains underutilized. Using the state-of-the-art phytonengineering technology, our research team has discovered that oil palm leaves and palm pressed fibers, contain bioflavonoids and tocotrienols, respectively. These are essential phytonutrients with a proven safety profile and pharmacological values. To meet the global demand for premium nutraceutical ingredients, maximizing the utilization of these valuable compounds from agricultural waste can open up new opportunities for the palm oil industry and contribute to economic resilience, aligning with global sustainability goals. Sustainable innovation in the palm oil industry can serve as a catalyst for postpandemic recovery, promoting a circular economy within the country.

**Keywords:** *palm oil industry; agricultural waste; nutraceutical market; economic resilience; SDG8*

**PRESENTER: DR. SHEREEZA MOHAMED SANIFF****COUNTRY: Malaysia****EMAIL: shereeza@usm.my****EMPOWERING THE URBAN POOR THROUGH LIFELONG LEARNING INITIATIVES: THE MASA@SUNGAI NIBONG WAY**

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This article intends to identify the various lifelong initiatives carried out by the Sosio-Academic Laboratory project at one of the districts in Sungai Nibong, Pulau Pinang (or known as MASA@Sungai Nibong) and present the impact of those initiatives to the lives of 85 members that participated in the project. Data collection is mainly through participatory and non-participatory observations and supported by in-depth face-to-face interviews with selected members of the project. Data are then analysed by means of content analysis. Findings suggest that the urban poor are detached from any means of learning as they were preoccupied with meeting ends meet. However when the right strategies are in place and constant support and monitoring are presented to them, they are desirous of re-tooling and increase their knowledge base and skills. The implications from the three-year MASA@Sungai Nibong project has proven that given the right environment and surroundings, lifelong learning is possible for the urban poor. With their heightened knowledge base, and feeling empowered has brought positive changes in their lives both socially and economically.

**Keywords:** *Urban Poor, Lifelong learning, MASA@Sungai Nibong, Socio-Academic, Pulau Pinang*

**PRESENTER: DR. OTHMAN SAHALAN****COUNTRY: Malaysia****EMAIL: othman@marsah.edu.my****SHARIAH ENTREPRENEURSHIP MODEL OF MOHD DAUD BAKAR: A LIVING PROOF**

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Keusahawanan Islam adalah bidang yang luas. Satu daripada cabang keusahawanan ini ialah keusahawanan dalam bentuk perkhidmatan kepakaran syariah yang membantu meningkatkan pasaran produk patuh syariah dalam ekosistem kewangan dan perbankan Islam. Cabang ini dikenali dengan keusahawanan syariah iaitu khidmat rundingan yang ditawarkan oleh firma-firma penasihat syariah seperti yang diasaskan sendiri oleh Mohd Daud Bakar. Kajian ini bertujuan untuk merajahkan model Keusahawanan Syariah yang digagaskan oleh seorang tokoh kewangan Islam dunia iaitu Mohd Daud Bakar. Ia juga membuktikan peranan Keusahawanan Syariah dalam mendepani pelbagai cabaran pasca pandemik. Dalam masa yang sama, membuktikan kejayaan Mohd Daud Bakar sebagai suri teladan dalam Keusahawanan Syariah. Kajian ini adalah kajian kualitatif. Data kajian diperolehi melalui analisis kandungan dan temu bual. Data dianalisis secara deskriptif dan naratif. Kajian ini mendapati bahawa keusahawanan syariah yang diperkenalkan oleh Mohd Daud Bakar merupakan satu model baharu keusahawanan Islam yang berasaskan kepakaran hukum hakam syariah dan Usul Fiqh, ia juga mampu berdaya saing sekalipun menghadapi kesukaran sewaktu pandemik Covid-19. Beliau juga merupakan bukti hidup mengenai kejayaan cabang keusahawanan ini. Latar belakang beliau dalam bidang Usul Fiqh yang menjadi teras kepada hukum hakam syariah dan kejayaan beliau melakukan transformasi bidang penasihat syariah kepada bidang keusahawanan boleh menjadi suri teladan kepada generasi muda pada hari ini untuk menceburi bidang keusahawanan dengan asas dan ilmu yang kukuh.

**Keywords:** *Mohd Daud Bakar, Shariah Entrepreneurship, Usul Fiqh, Shariah Advisory, Entrepreneurship Model*



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### **DEVELOPING SOFT SKILLS IN GRADUATES THROUGH COMMUNITY ENGAGEMENT PROJECTS**

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Soft skills are essential attributes and personal qualities that go beyond technical knowledge and academic qualifications. While technical skills are necessary for performing specific tasks, soft skills are equally important for a graduate's success in their professional and personal life. These skills enable individuals to effectively interact with others, adapt to various situations, and excel in a wide range of work environments. Soft skills complement technical skills and play a significant role in determining a graduate's overall success in their chosen career path. Employers often seek candidates who possess a well-rounded set of both technical and soft skills, as these qualities contribute to a more productive and harmonious work environment. Community engagement projects are a valuable opportunity for architecture students to apply their technical and soft skills in real-world scenarios while making a positive impact on local communities. These projects typically involve working with community members, local organizations, and other stakeholders to address specific needs and challenges within the community. This paper explores the possibilities of community engagement projects in enhancing graduates' soft skills. A questionnaire survey was distributed to the students involved. A total of 42 responses were obtained and analyzed. The analysis of data collected shows an increase in soft skills gained during the community project hence it is possible to look at community projects as a method in enhancing knowledge, skills, and attitude in architecture graduates.

**Keywords:** *Community Engagement, Soft Skills, Architecture, Real-life Project*

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### **REDESIGNING LEARNING: IMPROVING AUTISTIC STUDENTS' LEARNING EXPERIENCES IN MALAYSIA HIGHER EDUCATION**

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The number of students with High Functioning Autism entering Universities in Malaysia is growing and it is crucial that these students can access adequate support in university and colleges. This study explores the experiences of lecturers supporting autistic students in teaching creative courses in university. The study also presented the perspectives of autistic students on their learning and educational experiences in university.

Interviews were conducted with lecturers who had experience in teaching creative courses to autism students. A comprehensive online survey was conducted for the current and former autistic university students enrolled in creative courses. This study could also help to come out with the preparatory actions and expectations to enrollments of autism students in university. The results of the study can be published as the best practice guide for the university in Malaysia in order to provide insight into autism awareness and understanding in amongst educator, staff and students.

Overall, the results of this study indicate the need for institutions of higher education to provide comprehensive support for individual with autism in order to effectively integrate them into the campus environment. More supports from the Ministry of Higher education should be put in place to help autistics students develop personal resources that will encourage their success in higher education institutions. Disability service team consists of autism or special education expertise should be introduced at the university level as well as the Ministry Higher Education in providing advice and training on autism higher education.

**Keywords:** *Design Learning, Learning experience, Autism at university*

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**ETHICAL ISSUES IN ARTIFICIAL GENERAL INTELLIGENCE APPLICATIONS IN  
 EDUCATION FROM AN ISLAMIC PERSPECTIVE**

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This paper explores the ethical dimensions of integrating Artificial General Intelligence (AGI) into educational contexts, emphasizing the unique considerations from an Islamic standpoint. As AGI technologies become increasingly prevalent in education, it is imperative to scrutinize their ethical implications within the framework of Islamic ethics. The study investigates key concerns such as privacy, bias, accountability, and the preservation of human agency, all of which hold significant relevance in the educational landscape. Through an Islamic lens, the research seeks to identify potential conflicts and synergies between AGI applications and Islamic ethical principles. Privacy issues may arise as AGI systems handle sensitive student data, while biases embedded in algorithms could impact the fairness of educational opportunities. Furthermore, the study considers how AGI may affect the traditional roles of educators and learners, exploring whether the incorporation of these technologies aligns with Islamic values of justice, equity, and human dignity. The paper proposes guidelines for the ethical development and deployment of AGI in education, drawing on Islamic teachings to ensure alignment with ethical imperatives. By presenting case studies and hypothetical scenarios, it offers practical insights into addressing ethical challenges specific to AGI in an educational context. The findings contribute to a broader discourse on responsible AI deployment, catering to the cultural and ethical nuances inherent in Islamic perspectives. This research is crucial for educators, policymakers, and technologists seeking to integrate AGI into education while adhering to Islamic ethical principles.

**Keywords:** *Ethics, AGI, Islam, Education*

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**ANALYSIS OF THE PROPHET MUHAMMAD'S METHODOLOGY (PBUH) IN SULTAN IBRAHIM JOHOR ISLAMIC COLLEGE  
 UNIVERSITY IN LIGHT OF THE MULTIPLE INTELLIGENCES THEORY AND ITS APPLICATION IN TEACHING**

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The paper aims to analyze the Prophet Muhammad's (PBUH) model of teaching in light of the Multiple Intelligences (MI) theory in Islamic Education. The Prophet Muhammad's (PBUH) method of teaching takes into consideration that students are different in their abilities and this should be addressed according to the nature of the students. Various methodologies have been mentioned to promote student achievement but not so much on the Prophet's Muhammad (PBUH) methodology. One of the methodologies that has been researched is the Multiple Intelligence Theory whose modalities have been explained in the Prophet's Muhammad Model. To confirm this, this research was carried out. Subjects were students of the Diploma of Islamic Education and the Diploma of Tahfiz Education. They were exposed to the Prophet Muhammad's (PBUH) Teaching Model in the second week of the semester. From there on, lectures were carried out employing the model. Samples were engaged in activities as suggested by the model. Examples of real situations teaching were taken from the subjects taught in Islamic schools like Tauhid (Monotheism), Ibadah (Worship), Akhlak (Morality), Sirah (Prophet Muhammad's Life History), Jawi (Arabic Writing), and Bahasa Arab (Arabic Language). In the eighth week, they were then introduced to the Multiple Intelligence Model. The lecture was then tailored to the Multiple Intelligence Model. After two weeks, they were given questionnaires about the two models that they had experienced. Their responses were coded into SPSS Version 23. Other than frequencies and ranking, correlation statistical tests were carried out. They agreed that there are similarities between the Multiple Intelligence Model and to Prophet's Model of Teaching based on their experience in the lecture. They pointed out that the Prophet's Model of teaching takes into account the fitrah (nature) and best interest of the students which is also suggested by the Multiple Intelligence Model.

**Keywords:** *Prophet Muhammad (PBUH) Model of Teaching, Islamic Education, Multiple Intelligences, teaching methodology*

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**ASSESSING THE PEDAGOGICAL UTILITY OF TIKTOK IN FACILITATING ORAL COMMUNICATIVE COMPETENCE AMONG LEARNERS OF FOREIGN LANGUAGES: A QUALITATIVE INQUIRY INTO INNOVATIVE TECHNOLOGICAL APPROACHES IN LANGUAGE EDUCATION**

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Employing a robust analytical framework, the study unveils that TikTok serves as a significant facilitator in enhancing the oral communicative competencies of FL students. Moreover, the analysis elucidates the positive dispositions exhibited by participants toward the incorporation of TikTok into their pedagogical practices, thereby suggesting an affective alignment with the instructional modality. The contributions of this research are twofold: firstly, it supplements the extant corpus of literature that centers on technology-mediated language acquisition, and secondly, it offers pragmatic implications for educators and language practitioners in developing innovative strategies for oral skill enhancement within FL educational contexts.

**Keywords:** *Foreign Language; Foreign Language oral skills; Online learning; TikTok application; Digital learning*

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**FACTORS INFLUENCING STRATEGIC QUALITY PLANNING, AND ORGANISATIONAL PERFORMANCE OF CO-OPBANK PERTAMA MALAYSIA BERHAD**

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The banking industry was the most resilient industries in the world. However, in recent years, most global and local bank performance was affected due to the COVID-19 pandemic, and Co-opbank Pertama Malaysia Berhad (CBP) was no exception. Most scholars confirmed that among major contributing factors of organisational performance are leadership, employee motivation, employee training, cooperation with customers, quality commitment, and strategic quality planning. Even with the significant influence of the factors on organisational performance, limited studies integrated all the constructs into a single framework and the unfamiliarity of research in the perspective of Malaysian banking particularly Coopbank Pertama exists. The Resource-based View (RBV) Theory received limited utilisation within the area of quality management as most studies used Total Quality Management (TQM), Malcolm Baldrige National Quality Award models (MBNQA), European Quality Models (EQA), and many others as performance assessment and excellence models. Thus, the present study examined the direct and indirect relationships between leadership, employee motivation, employee training, cooperation with customers, quality commitment, strategic quality planning, and organisational performance using RBV theory. Thirty-eight (38) items are adapted from the previous scholars using the five-point Likert scale. A convenience sampling technique was used and an online survey distributed to CBP employees via internal email. SmartPLS will be used as a tool to analyse the data and test all the eleven (16) hypotheses of the study. This study helped academia and practitioners, particularly top management and bank managers of Co-opbank Pertama for strategising organisational planning and performance management.

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### **EXAMINING THE TRENDS OF UNIVERSITY SUPPORT STUDIES: A BIBLIOMETRIC ANALYSIS FROM 1996 TO 2023**

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**Background:** University support is a critical factor for improving student happiness and student experiences. Increasing research has been done on university support. It is of great significance to examine the trends of research on university support. This study will provide critical insights for academia on university support studies and significant suggestions for university managers.

**Objective:** This research aimed to understand the trend of university support. The manuscript objectives were threefold: to explore the documents from university support studies, to identify details of articles, and to explore the critical area.

**Method:** This research obtained 409 related studies between 1996 and 2023 from Scopus and used Microsoft Excel, VOSviewer and Bibliomtrix package in Rstudio to perform bibliometrics analysis. The tool employed decodes the data to various visualized forms. The review of university support studies covered all related publications.

**Results:** A multi perspective of university support studies were discussed and identified. The bibliometrics analysis offers significant information on the trend publications. It provided significant information on the highly cited documents, most productive contributors, keywords analysis findings, network analysis data on co-occurrence network and themes mapping information.

**Conclusions:** The development trend of university support studies has been identified over the years. A multi-perspective of HSC studies was explored only within Scopus database and it excludes other articles published in other databases. Future scholars may deeply look into the role of teaching, learning and humans. Scholars may also investigate e-learning, engineering education and curriculum.

**Keywords:** *University Support, Higher Education, Bibliometrics Analysis*

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### **REDEFINING JOURNALISM AND COMMUNICATION TRAINING FOR THE MEDIA CONVERGENCE ERA IN CHINESE UNIVERSITIES**

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The rapid expansion of media convergence has been highlighted in China's contemporary development phase, exposing a large deficit of specialized personnel tailored for this integrated media landscape. This shortage has led to China's media industry experiencing several challenges. To evaluate and improve the existing strategies for the cultivation of journalism and communication talent while considering the requirements of the modern era of media convergence. During a scoping review, the most important concepts, and primary sources in the fields of journalism and communication competence in this age of media convergence were mapped out. In contrast to systematic reviews, which focus on more confined and preset study designs, this review investigates larger issues. The study placed a strong emphasis on the rapid integration of media platforms and the gap that exists between the educational institutions' offerings and the demand for talent in the field of media convergence. The present challenges and paradigms that arise while cultivating talent in an environment characterized by media convergence have been documented. Currently of media convergence, it is necessary to have a system that is both adaptable and effective for developing journalism and communication abilities; hence, a revised training paradigm that is in step with this transition is required. It is possible that further research will build upon the fundamental principles offered by this study to produce answers that can be implemented.

**Keywords:** *Media Convergence, Journalism Talent Cultivation, Higher Education, Training Paradigm, Talent Shortfall.*

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**THE IMPACT OF THE EMERGENCE OF HYPERMARKETS ON URBAN RETAILERS IN PERLIS, KEDAH AND PENANG**

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Hypermarket is a combination of a hypermarket and a department store in one place in Malaysia which is becoming increasingly popular. They offer a wide range of products at competitive prices and ample space for a great shopping experience. Hypermarkets have also appeared in the northern region of Malaysia. This paper aims to analyze the influence of self readiness, community readiness, and environmental adaptation on the ability of retailers to face the emergence of hypermarkets in three major cities in northern Malaysia (Perlis, Kedah and Penang). The data in this study was collected through a survey of 300 respondents who are retailers in three major cities in northern Malaysia. The data obtained was analyzed using the Partial Least Squares Structural Equation Model (PLS-SEM) method to carry out a comprehensive structural analysis. The findings of the analysis show that the factors of self readiness, community readiness, and environmental adaptation have a significant and positive effect on the resilience of retail traders in dealing with the pressure arising from the emergence of hypermarkets in the city. The implication is that retailers are expected to pay more serious attention to these aspects in their efforts to cope with the increasingly challenging pressures of a rapidly changing business environment.

**Keywords:** *hypermarket, retailer, north Malaysia, hypermarket effects, retailers readiness*

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**ENHANCING SOFT SKILLS IN THE POST-PANDEMIC ERA BY HIGHER EDUCATION INSTITUTIONS: A REVIEW ON TRAINING COMMUNICATION SKILLS TO THE HOMESTAY OPERATORS IN MALAYSIA**

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Malaysia's tourism policy (December 2020), was dubbed as a transformative agenda to mitigate the issues faced by the tourism industry as a result of the Covid-19 pandemic. With this interest, Malaysia's Ministry of Tourism, Arts and Culture places a strong emphasis on the homestay industry which encompasses lifestyle and experiences, cultural and economic aspects. Homestay providers bring guests closer to nature, rural culture, and hospitable Malaysians while giving them an opportunity to experience daily living away from the busy capital cities. However, past studies show that the knowledge, attitude, and skill readiness of the homestay operators needs considerable consideration. Therefore, this article aims to review how higher education institutions in Malaysia have addressed the issue of enhancing the soft skills of homestay operators namely communication skills in the English language. This article has found that the induction courses for homestay operators at present imparts knowledge in hospitality skills, planning and decision making skills and technical skills in concept of homestay and Malaysian culture. However, the present training programme has inadequacies in addressing the needs in the communication skills in the English language of the homestay operators which is the fourth important domain of expertise for homestay operators. Thus, it is recommended that a training needs analysis should be carried out in the communication skills of the English language of the homestay operators to be able to propose a suitable module of training to empower the homestay operators to communicate with their customers effectively.

**Keywords:** *Higher Education Institutions, English for tourism, communication skills*



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**INCLUSIVE EDUCATION FOR STUDENTS WITH HEARING DISABILITY: THE DIRECTION  
OF PUBLIC UNIVERSITIES IN MALAYSIA.**

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The recognition of inclusion as the key to achieving equal rights to education has been developed, improved, and discussed over the past 50 years. Based on the 2019 United Nations Convention on the Rights of Persons with Disabilities (CRPD), inclusive education is one of the vital keys in ensuring the quality of education that can guarantee the presence of a non-discrimination environment. The Malaysian government, thus has taken the initiative to cater for the educational needs of the students regardless of their multiple backgrounds and abilities to implement inclusive education. The effort is reflected in the development of the Malaysian Education Blueprint (MEB) 2013–2025, which includes the rights to equal education for marginalized groups, including students with hearing disabilities. With the introduction of the Guidelines of the Disabilities Inclusion Policy in Higher Education Institutions in 2019, students with hearing disabilities are receiving assistance at university. However, the enrolment of students with hearing disabilities has shown a decreasing trend throughout the years, even after the introduction of 'Four Special Routes' in 2019. Although the outbreak of the COVID-19 pandemic could serve as a possible reason, it is still an alarming fact since hearing disabilities have received less attention compared to other types of disabilities. This concept paper thus delves into the current issues revolving around the presence of students with hearing disabilities at universities, including the implementation of policies at higher education institutions as well as the challenges faced. Recommendations for further research are also discussed in this concept paper.

**Keywords:** *Hearing Disabilities, PWD, Higher Educational Institutions, Policies, Teaching/Learning*



*Theme 3*  
**SOCIOECONOMIC  
STANDING  
FOR HIGHER  
EDUCATION  
EQUITABILITY**

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**IS BIAS AND IMPARTIALITY IN THE EYE OF THE BEHOLDER? AN EXPLORATION ON REFLEXIVITY AND ITS CONTRIBUTION TOWARDS CREDIBLE QUALITATIVE RESEARCH ON A HIGHER EDUCATION INTERNSHIP PROGRAMME IN BRUNEI DARUSSALAM**

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Background: Reflexivity is a practice used in qualitative research in order to overcome issues of bias. Bias has been known to arise surreptitiously in the subjective interpretation and analysis of qualitative findings. This paper explores the literature on the practice of reflexivity and finds a gap in the exemplification of the practice of reflexivity itself. The existing literature is still somewhat vague on how and what reflexive notes are and how they can be integrated within the actual research itself. Objective: The aim of this paper is to narrate various notes on reflexivity that have been conducted on a qualitative research. Methods: The qualitative research explores the expectations of industry practitioners on graduate employability skills for a higher education internship programme in Brunei Darussalam. Results: Based on the results of reflexive notes of the study, the findings show several factors that arise that contribute towards impartial interpretation of research findings which include language, proximity and familiarity, shared knowledge and interview structure. An additional factor also shows how bias may contribute towards inequity. Conclusion: Therefore, this result shows the importance of impartial collaboration between both higher education and industry practitioners to overcome the issue of inequity.

**Keywords:** Reflexivity, bias, qualitative research, higher education, internship programme

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**THE EMERGING ROLE OF ACADEMIC AND ADMINISTRATIVE LEADERS AS PHILANTHROPIC FUNDRAISERS AT PUBLIC HIGHER EDUCATION INSTITUTIONS**

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Funding and financing challenges of public higher education have gained significant global attention due to increase in the cost of education, governments capability to fund and recent surge in mass higher education enrollment. Consequently, Public higher education institutions are seeking private philanthropic contributions to fulfill their financial needs and pursue their institutional objectives. Thus, PHEIs are struggling to engage in concerted efforts to augment private philanthropic contributions and promote institutional actors' involvement in fundraising initiatives beyond the purview of institutional advancement offices. The emergence of philanthropy in PHEIs is a recent phenomenon therefore literature about fundraising is still lacking and calls for further investigations and analyses from the perspective of government sponsored higher education institutions. This review study intends to highlight the role and involvement of academic and administrative leaders' participation in philanthropic fundraising activities at PHEIs to support further research in the area. The role of institutional actors and their possible approaches in fundraising has been reviewed. The study found that participation of academic and administrative leadership is of utmost importance in generating synergistic outcomes in fundraising efforts. Thus, it concludes that staff other than institutional advancement should be involved in philanthropic fundraising initiatives at PHEIs.

**Keywords:** Higher Education Institution, Philanthropic fundraising; Leadership, Funding, Financing

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**ENVIRONMENTAL AWARENESS AMONG MASS COMMUNICATION UNDERGRADUATES: PERCEPTION OF SUSTAINABLE DEVELOPMENT EDUCATION**

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**Background:** They still need to comprehend the concept of sustainability better, as Bachelor of Mass Communication students. It is critical to raise students' awareness of sustainable development since undergraduates will play a significant role in future social and sustainability activism.

**Objective:** Researching how mass communication students perceive environmental awareness, personal campaigning, and sustainability.

**Methods:** The present study utilised a questionnaire-based approach to administer a pilot study with 72 undergraduate students majoring in mass media. Using quantitative statistics, SPSS software was used to analyse the survey results.

**Results:** 1. Students demonstrate fervent support for sustainable development, acting responsibly and willingly, strengthening their commitment to environmental responsibility.  
2. There exists a pressing demand for the expansion of comprehensive environmental education and the inclusion of practical engagement within academic courses.  
3. Some students have trouble answering questions on environmental problems and solutions, showing a need to improve students' comprehension of environmental ideas and issues.

**Conclusion:** The initial results of the investigation suggest Although Bachelor of Mass Communication students have a fundamental understanding of education for sustainability and how it links to environmental principles, there are still gaps in terms of how students actually use what they learn and engage in activities. Integrating sustainability education and environmental education into the curriculum and incorporating them into students' daily activities may serve as a potential remedy for this issue. The article's limitations. In order to measure more students' opinions of Century Action and the study's smaller sample of schools, a larger regional poll is required.

**Keywords:** *Sustainable Development Education, Environmental awareness, Mass Communication students, Higher education, Environmental protection*

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**SYSTEMATIC LITERATURE REVIEW IN APPROACHING PRINCIPLES OF ENFORCEMENT OF RIVER POLLUTION CONTROL IN MALAYSIA**

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Rivers serve a multitude of purposes, including domestic, industrial, agricultural, and potable water supply. However, improper management can result in river pollution, posing potential threats to ecosystems and human habitats. In the Malaysian context, the literature on the enforcement approach to river pollution control reveals a significant gap in understanding the strategies commonly employed at the local level. This paper aims to address this gap by conducting a Systematic Literature Review (SLR) on the enforcement principles of river pollution control in Malaysia. The SLR methodology adheres to the ROSES (Reporting Standards For Systematic Evidence Syntheses) publication standards. Three primary databases, namely Scopus, Web of Science, and Google Scholar as a supplementary search tool, are utilized in this investigation. The findings reveal three overarching themes: compromise, collaborative relationships, and command, which are further elaborated into four detailed subthemes: negotiation, consideration, openness, and punishment. The implications drawn from these findings suggest that the enforcement of river pollution control in Malaysia should accommodate two primary approaches: conciliation approach and confrontation enforcement. It is crucial to note that this paper specifically focuses on enforcement within the environmental legal framework and is confined to this context.

**Keywords:** *environmental enforcement, conciliation, confrontation, river pollution*

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### **EXPLORATORY FACTOR ANALYSIS (EFA) OF SERVANT LEADERSHIP STYLE: THE PRELIMINARY EVIDENCE FROM MALAYSIAN PUBLIC UNIVERSITIES**

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**Background:** Leadership is one of the key determinants associated with the success and failure of any organization, and a gap is found in leadership research in higher education, specifically in Malaysia. Despite significant global interests in the crucial role of leadership in higher education, only a limited number of established studies have looked into how leadership philosophies in universities simultaneously affect employee and organisational outcomes.

**Objectives:** The aim of this study is to develop and validate the Malay language version of the Servant Leadership Questionnaire.

**Methods:** This study employed a cross-sectional research design. The Servant Leadership construct was measured using a validated and reliable English (original) and Malay (modified version) instrument from the perspective of 100 non-academic administrators in 20 Malaysian public universities, ranging from service grade of N41 to N54. An exploratory factor analysis (EFA) was conducted to test the internal validity of the research instrument.

**Results:** The final model EFA on the Malay version of Servant Leadership indicated Bartlett's Test of Sphericity was significant (Chi Square = 616.488, p value <0.05) and the Kaiser-Meyer-Olkin (KMO = 0.876). The Cronbach's alpha analysis of the Servant Leadership construct exceeded the threshold value of 0.6. It was determined that the construct-measuring instruments used in this research met all criteria for internal validity.

**Conclusion:** Thus, human resource professionals aiming to develop high quality future leaders may now tailor their skills based on the information provided in this research. In addition, universities can use these results to shape the leadership style that their leaders should develop.

**Keywords:** *Servant Leadership, Middle Manager, Public University, Exploratory Factor Analysis*

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### **A BIBLIOMETRIC REVIEW OF COOPERATIVE TEACHING AND LEARNING (2019–2023)**

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**Background:** Cooperative teaching and learning (CTL) remains a widely implemented instructional approach in many educational settings. During the five years from 2019 to 2023 alone, CTL continues to be frequently explored with 1407 publications exported from the Scopus database.

**Objective:** This research aims to clarify the trend of CTL studies (2019 – 2023) in various visualized forms and suggests future research directions. The manuscript objectives are three fold: to explore the documents that are published in the field of CTL; to identify details of articles in CTL; and to explore the critical area published in the CTL (2019 – 2023).

**Methods:** This research adopts bibliometric analysis by using Microsoft Excel to conduct the frequency analysis, VOSviewer for data visualization, and the Biblioshiny for a web-interface for bibliometric Rpackage.

**Results:** This study reports standard bibliometric indicators such as the growth of publications, authorship patterns, collaboration, and prolific authors, country contribution, most active institutions, preferred journals, and top-cited articles. The study also examines current themes, finds impediments to growth in the literature, and suggests direction for future research.

**Conclusion:** The research finds a continuous popularity of publications on CTL, with United States the largest contributor, followed by Spain and China. Network analysis data on co-occurrence network showed that "cooperative learning", "learning", "students", etc. were the most frequently adopted keywords. A multi-perspective of CTL studies was explored only within the online Scopus database, and future research could explore related articles published in other recognized databases.

**Keywords:** *Bibliometric analysis, Biblioshiny, Bibliometrix, Cooperative teaching and learning*



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### **THE DEVELOPMENT OF PRIVATE HIGHER EDUCATION RESEARCH IN SAUDI ARABIA: A BIBLIOMETRIC ANALYSIS**

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**Background:** Private higher education has expanded significantly in Saudi Arabia over the past two decades. This was driven by the desire to achieve world class higher education and the need to address an increasingly expanding student population. However, very few empirical studies exist exploring the progress of private higher education across the Kingdom's 13 regions.

**Objective:** This study explores these developments in the Kingdom of Saudi Arabia over the past decade by comparing the level of progression between the 13 regions of the country and analyzing the main underlying factors constraining equal growth.

**Methods:** The research took a qualitative approach. The research method chosen was a policy and document analysis according to the grounded theory technique of deriving theories from the data through comparative analysis. All documents were sampled from publicly available government documents.

**Results:** Results found that the Jazan, Najran, Hail and Jouf regions of the Kingdom are falling behind the other regions with no private universities yet established while other regions such as the Eastern province, Qassim and Al Madinah are rapidly expanding. Marginalized student accessibility, under-developed infrastructure and region-oriented cultural norms were identified as the main inhibiting factors of growth.

**Conclusion:** This study shows that private universities are not evenly distributed amongst Saudi Arabia's regions. This research recommends policymakers to consider efforts in developing accessible infrastructure, educational awareness and incentive programs in order to encourage and facilitate the spread of private higher education in the developing regions.

**Keywords:** *equitability, privatization, development, marginalization, Saudi Arabia*

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### **DRIVING INNOVATION IN FASHION DESIGN: IN THE CONTEXT OF INDUSTRY-UNIVERSITY COLLABORATION IN GUILIN**

Huang Yanmei and Tan Wee Hoe

Industry-university cooperation (IUC) has become an increasingly popular education method in universities. After investigation, it was found that the ability of university students does not match the requirements of the industry, and it is difficult to find a suitable job. This study aims to promote innovation, the development of practical skills and the integration of academic knowledge and industry practice through collaboration between industry and universities, which can enhance students' understanding of industry, improve practical skills and improve employability. The study employed a mixed methods approach, including a comprehensive literature review and case studies. This case study includes interviews and surveys with fashion design students, industry professionals and university in Guilin to collect qualitative and quantitative data on the benefits and challenges of IUC in promoting students' innovative and practical abilities. Research has found that IUC can improve students' practical skills through practical experience and exposure to industry practice. Based on the findings of the study, this paper presents recommendations for improving the implementation of IUC in fashion design education in Guilin City. These recommendations include enhancing collaboration through formal partnerships, improving course design to incorporate industry practice and trends, and fostering interdisciplinary collaboration to foster innovation. In summary, this study highlights the potential benefits of IUC in promoting innovation and practice in student fashion design education. The recommendations made in this paper can help higher education institutions in Guilin and beyond to improve the employability of their students and contribute to the development of the fashion industry.

**Keywords:** *Industry-university collaboration, Innovative practice training, Fashion design, University students, Guilin.*

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### **DIGITALIZATION OF HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS (2000-2022)**

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**Background:** The technological progress and social transformation brought about by the extensive use of information and communication technology are reforming all aspects of people's production and life. Higher education institutions also need to actively embrace this transformation and upgrade to adapt to the development of the social economy and achieve the function of education effectively.

**Objective:** This article aims to conduct a bibliometric analysis of the literature related to digitalization in higher education published on Scopus from 2000 to 2022.

**Methods:** VOS viewer software was used for performance analysis and science mapping.

**Results:** This article will report the most frequently appearing keywords in the field of digitalization in higher education, the authors with the most citations, the references with the most citations, the countries with the most citations, and the institutions with the most citations.

**Conclusion:** Digitalization plays a crucial role in the development and transformation of education, affecting almost all aspects of higher education. This study helps to improve the theoretical framework of digitalization in higher education and is essential for predicting future research directions. Even higher education institutions can use the results of this study to evaluate the scientific of their digitalization strategies and influence the vision of policy makers.

**Keywords:** "higher education", "digitization", "bibliometric analysis"

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### **GENDER EQUALITY IN CHINA HIGHER EDUCATION: A SECONDARY DATA REVIEW**

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There is serious gender inequality in the feudal period of China, while with the economic development of the new China and series of policies, more and more female gained access to higher education institutions. Some researchers indicate there is gender inequality, some literature point that there is a rising gender equality. However, the related empirical study is limited. This paper mainly utilizes the second hand data from official database in China to examine whether gender inequality exist in higher education in China from 2011 to 2020. The results show that gender inequality does not exist except the doctoral education in different levels, provinces and cities, and different areas. Due to the limitation of data collection, there is lack of further analysis of different aspects, however, it can, to a large extent, examine whether gender inequality exist or not in higher education in China.

**Keywords:** Gender equality, Gender inequality, Higher education, China

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### **COVID-19 IMPACTS ON URBAN RETAILERS IN PERLIS, KEDAH AND PENANG**

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The COVID-19 pandemic has caused anxiety to people around the world including Malaysia. Until now, COVID-19 is still lingering and there is no end even though some countries have declared zero cases. Nevertheless, most of the countries in the world have moved from the pandemic phase to the endemic phase. COVID-19 has had various impacts on various sectors such as health, tourism, industry and so on including the retail sector, especially involving retailers. This paper aims to identify the impact of COVID-19 on urban retailers in the three main cities in northern Malaysia, namely Perlis, Kedah and Penang. The data in this study was collected through a survey of 300 respondents consisting of retailers from three cities namely Kangar, Alor Setar and George Town. The data obtained was analyzed through the Statistical Package for the Social Sciences (SPSS) and Partial Least Squares Structural Equation Model (PLS-SEM) software to carry out a comprehensive analysis. The findings of the analysis show that the majority of urban retailers in Kangar, Alor Setar and George Town are greatly affected by the COVID-19 pandemic. The implication is that retailers need to do an inclusive plan to ensure their business survives even if they have to deal with epidemics, pandemics, disasters or any probability that will happen in the future.

**Keywords:** COVID-19, retailers, northern Malaysia, impact of COVID-19, the readiness of retailers

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### **OCCUPATIONAL SAFETY AND HEALTH (OSH) IN MALAYSIAN HIGHER LEARNING INSTITUTION: A CONCEPTUAL FRAMEWORK FOR PROTECTING AND PREPARING STUDENTS IN CHEMICAL SAFETY.**

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**Background:** Malaysian higher learning institution comprises various fields of study, including applied science, pure science, engineering, health, applied arts and pure arts. The academic programmes require students to go through specific teaching and learning activities to graduate. Therefore, students are exposed to a number of chemical risks that may lead to occupational accidents and illnesses due to negligence in occupational safety and health (OSH) management among higher learning institutions in Malaysia. Students related to sciences, engineering and health academic programmes have a higher risk of chemical-related occupational accidents and illnesses.

**Objective:** This study aims to produce a conceptual framework that may provide significant variables to explore in developing an efficient OSH management programme in chemical safety.

**Methods:** A systematic literature review was conducted to extract and scrutinized relevant variables that can be used in the respected framework

**Results:** The source of the chemical hazards can be discussed in the aspect of chemical substances and air as the primary pathway to the victims. In the Malaysian higher learning institution setting, the Occupational Safety and Health Act (OSHA) 1994 is the main legislation used to manage OSH in general and chemical-related issues specifically.

**Conclusion:** Chemical risk identification methods such as indoor air quality (IAQ) and chemical health risk assessment (CHRA) are significant in protecting and preparing students in Malaysian higher learning institutions for chemical safety. An efficient chemical safety management programme is essential to protect the students from the risks and equip them with OSH management skills as potential future workforces.

**Keywords:** Occupational safety and health management; chemical safety; risk assessment; indoor air quality; chemical health risk assessment

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### **ENHANCING LEARNING EXPERIENCE: EXPLORING AFFECTIVE DOMAIN PRACTICES AND CHALLENGES AMONG STUDENT-TEACHERS**

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This research paper aims to investigate the significance of the affective domain in the classroom and its impact on the overall quality of the learning experience for students. While teachers primarily emphasize acquiring technical knowledge and cognitive skills, understanding and incorporating strategies related to the affective domain can greatly benefit educators and learners. Neglecting the affective domain can hinder students' ability to effectively cope with various emotions and experiences, such as enthusiasm, difficulty, frustration, and even academic failure. Consequently, this study seeks to shed light on the challenges associated with implementing affective education and to propose ways to improve affective domain practices specifically among student-teachers at OUM.

Drawing on Krathwohl and Bloom's Affective Taxonomy (2002) and Gross's Emotion-Regulation Theory (1998), this research conducts a comprehensive literature review to examine the extent to which student-teachers currently incorporate the affective domain in their classroom practices, the difficulties they encounter, and their strategies for addressing these challenges during their lessons.

The study employs a qualitative approach, utilizing content analysis of student-teachers' lesson plans, observation, and interviews. By examining these data sources, the study aims to identify areas of focus and areas that require improvement in the teaching practicum curriculum.

The results of this research will contribute to a deeper understanding of affective domain practices and provide valuable insights for developing intervention strategies, teaching approaches, and techniques. Ultimately, these findings will guide the implementation of more effective practicum experiences and help enhance the overall effectiveness of teaching methods which will contribute to talent competencies in the teaching world.

**Keywords:** *affective domain, practices, challenges, strategies, student-teachers*

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### **POST-PANDEMIC: A SHORT REVIEW ON MICROPLASTIC POLLUTION AWARENESS & LIFE CYCLE ANALYSIS AMONG UNIVERSITY STUDENTS**

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The amount of microplastic contamination in water is escalating every day, and it is postulated that the vast increment of microplastic in the ocean can surpass the population of water species, perturbing the ecosystem and causing ominous environmental threats. The microplastic generation in water disrupts the micro- and macro-biota, aquatic wildlife, and land creatures alike. Plastic waste leakage during manufacturing and distribution, and improper recycling practice are the major causes of the production of microplastic in the water systems. Therefore, the demand to control the leakage and recycling practice is essential to mitigate the production of microplastic waste into the water systems. The life cycle analysis of plastic products is essential to understand the overall process of plastic and microplastic waste generation. Nevertheless, the awareness among university students on the impact of microplastic waste is still poor, as relevant research work is still in the developing stage. This review highlights the factors contributing to the generation of microplastic waste in water and its life cycle analysis (LCA) and relate with the level of awareness on this dire issue among university students. This review anticipates enlightening the serious environmental threat generated from the micropollutants and the role of university students in mitigating the macro-scale impacts.

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**WAQF AND ZAKAT AS THE INSTRUMENT FOR PHILANTHROPIC FUNDRAISING: EVIDENCE FROM MALAYSIAN PUBLIC HIGHER EDUCATION**

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**Purpose:** Waqf and Zakat has been an imperative religious financial instrument since the early period of Islamic civilization. This article aims to highlights the current initiative of Malaysian Public Higher Education Institutions (HEIs) in achieving financial sustainability through Islamic philanthropic fundraising which are waqf and zakat. Henceforth, the authors aim to describe the links among the success outcome of those initiatives and the challenges encountered by Malaysian Public HEIs. In addition, the authors aim to identify a way forward for Malaysian Public HEIs in relation waqf and zakat as the instrument for philanthropic fundraising.

**Methodology:** Data were collected from different group of informants through in-depth interviews comprise of physical sessions and online sessions. There were total of nine (9) informants that has been interviewed which comprised on 4 groups which are Group 1: Vice Chancellor, Group 2: Bursar/Chief Financial Controller, Group 3: Director of the University Advancement Office/Waqf Director and Group 4: University Legal Advisor. The discussions were transcribed and analyzed for main themes and codes using open coding; deductive coding based on the framework obtained from the literature; and inductive coding for emerging themes.

**Findings:** The findings showed that there are two success outcomes which the increasing number of waqf and zakat contributor and contributions towards HEIs and the success of using the funds for the benefits of management HEIs and student in HEIs. In terms challenges there are three major challenges that has been found in this research which are the challenges related the governance of waqf and zakat in HEIs, the legislations of waqf and zakat in HEIs and the trustees of waqf and zakat in HEIs. As a way forward, this research suggests that a new approach which includes a new model that effectively overcome the challenges and produce outcomes which can contribute to financial sustainability of Malaysia Public HEIs.

**Originality/value:** The study adds to the body of knowledge in philanthropic fundraising which involved waqf and zakat and has significant implications in the HEIs. This implication is specific to achieving financial sustainability in the context of a HEIs, paving avenues achieving the Sustainable Development Goals 4 (SDG4).

**Keywords:** *Waqf, Zakat, Philanthropic Fundraising, Higher Education, Religious Instrument, Islam*

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**INVESTIGATING THE ENHANCEMENT FACTORS OF THE FINANCIAL SUSTAINABILITY POST-PANDEMIC ERA: A CASE STUDY OF SIJIUC**

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Higher education institutions contribute significantly to society by providing education and doing research. Currently, these institutions are confronting tremendous problems, including demographic transitions, growing healthcare expenses, and financial aspect problems such as unprecedented growth in costs, restricted financial sources, and financial sustainability. With the worldwide dispersion of COVID-19, higher education institutions in Malaysia, among others, need to adapt to unexpected challenges. For this purpose, this study investigates the enhancement factors of the sustainability post-pandemic era by the administration and management of Sultan Ibrahim Johor Islamic University College (SUJIUC). The study employed a qualitative approach, content analysis, through secondary sources, i.e., the financial statement of SUJIUC and good governance documents on upgrading the Johor College of Islamic Studies (MARSAH) to SIJIUC. Findings show that SIJIUC had adapted to enhancement factors for the sustainability of the university post-pandemic era by adapting specifically good governance of the administration and management of the university.

**Keywords:** *Enhancement Factors, Financial Sustainability, Post-Pandemic, Sultan Ibrahim Johor Islamic University College (SIJIUC)*



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**COMPARATIVE ANALYSIS OF SERVICE QUALITY AND USER SATISFACTION BETWEEN J&T EXPRESS COURIER AND SHOPEE EXPRESS IN PASIR MAS, KELANTAN**

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The development of courier service companies has gained more attention nowadays which encourages them to maintain the quality service to consumers after the post-pandemic. Issues where the neglect of the courier company's service quality under delays in delivery of goods, damage, loss of goods and delays in tracking records. The objective of this study to compare of service quality and customer satisfaction between J&T Express (J&T) and Shopee Express (SPX) after encountering a post-pandemic in Pasir Mas Kelantan. The study used four dimensions of service quality such reliability, responsiveness, assurance and tangibles to determine consumer satisfaction for 100 samples from small companies at Pasir Mas through a survey form. Analysis t-Test and Multi Dimensional Scaling (MDS) were used to test the comparison of service quality. The findings show that there a difference in the quality of service offered by SPX is better compared to J&T in two elements which tangibles and assurance compared reliability and responsiveness. MDS found that SPX got more attention from consumers than J&T and both of them need to improve the quality service such as reduce the level of damage to consumer goods and the record of delay in tracking goods under system. Limitation study only focused on customers who use the services of the logistics incubator center at Rantau Panjang Community College. Future research should be focused on a larger study sample, particularly in the Kelantan or East Coast areas to gain a better impact of the quality service provided by local courier companies.

**Keywords:** *Courier Service Company, reliability, responsiveness, assurance, tangibles*



*Theme 4*  
**BRIDGING THE  
DIGITAL DIVIDE  
TOWARDS  
EQUITY  
TRANSFORMATION**

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### **THE FUTURE OF MEDICAL EDUCATION, POST COVID**

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COVID-19 has forced many institutions to switch from physical to completely virtual. Although this may appear easy for some, many institutions are caught flat-footed and cannot keep pace with online learning. Similarly, post-COVID has also changed the way we teach our students. A whole assortment of gadgets and tools involving virtual and augmented reality will eventually be employed to enhance teaching and learning activities, and the truth is that they are here to stay. This will have a major implication for the teaching of medical education worldwide. The interaction between physical and virtual worlds led to the Industrial Revolution 5.0. Adopting such interaction provides enormous room for ingenuity and creativity, such as remote robotic surgery, augmented and virtual reality in rehabilitation, and remote 3D organ printing for organ transplantation. To students of medicine, accessibility to IR 5.0 and human-robot interaction will result in total radicalization and revamp of the medical curriculum. Clinical skills examination will be replaced by advanced technology and sophisticated equipment such as the Bluetooth-enabled stethoscope with artificial intelligence (AI) capability to diagnose cardiac conditions quickly. Pen-sized ultrasounds will be used for clinical examinations, making traditional orthopaedics and surgical examinations irrelevant and a thing of the past. IR 5.0 will move to areas of remote, awake and pinhole surgeries and capsule endoscopies with cameras and biosensors for the diagnosis of cancers. Renal dialysis will be replaced by nano molecules that could absorb toxic materials from the body. Photos of skin conditions will be immediately matched to known diseases through the AI database. The entire medical profession may be in jeopardy as more and more people resort to readily available knowledge on the web. The duration of medical training could be shortened. This will perhaps be the future of medical education.

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### **LEARNING AND TEACHING CHALLENGES DURING COVID-19: POSTGRADUATE INTERNATIONAL STUDENTS AND ACADEMIC STAFF MEMBERS' EXPERIENCES IN AUSTRALIA**

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Prior scholarly work has reported on learning and teaching related challenges faced by international students during pre-COVID era. The main challenges included lack of English proficiency that led to communication and writing issues, barriers in group work and learning adjustments. Limited studies have explored postgraduate international students and academic staff members learning and teaching related challenges during COVID-19. As Australia is an educational hub for many international students, the aim of this research is to understand the learning and teaching challenges faced not only by postgraduate international students but also academic staff members during COVID-19. Drawing on a qualitative study, semi-structured interviews were conducted with 15 postgraduate international students and 11 academic staff members in Australia, to explore their experiences of learning and teaching challenges faced during the pandemic. Based on the thematic analysis, pivoting to online education created equity issues in delivering the learning and teaching activities to international students. This significantly contributed to equity gaps in the learning and teaching space. All students and academics voiced concerns regarding the learning and teaching activities conducted in the virtual classroom as well as online supervision. International students specifically had limited engagement and interaction with other students (both international and domestic) and academic staff members. On the other hand, academic staff members faced issues with transiting teaching online and lack of student online engagement. The findings have implications for Australian higher education institutions to (re)promote interaction and engagement levels of postgraduate international students using innovative methods developed during the pandemic.

**Keywords:** *learning and teaching challenges, international students, academic staff members, COVID-19*

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**TRANSFORMING UNIVERSITY ROLES IN COMMUNITY-BASED PARTICIPATORY RESEARCH: DEVELOPING A CULTURALLY-SENSITIVE EDUCATION MODULE FOR MARGINALIZED COMMUNITIES**

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**Abstract** This conceptual article explores the transformative potential of university roles in community-based participatory research (CBPR) through the development of a culturally-sensitive education module for marginalized communities. CBPR is an approach that seeks to address and promote community empowerment by actively involving community members in all stages of the research process. However, limited attention has been given to the role of universities in fostering community engagement and ensuring culturally-sensitive research practices. This article proposes a paradigm shift in the way universities engage with communities in CBPR. By forging strong partnerships with marginalized communities, universities can play a pivotal role in facilitating community empowerment and social change. Therefore, this underscores the need of integrating indigenous knowledge, customs, and beliefs into research methodology. Through active involvement in the development and implementation of a culturally-sensitive education module, universities can foster mutual learning and knowledge exchange between researchers and community members. Additionally, this research serves as a guide for future CBPR endeavors, showcasing the significance of community collaboration in creating impactful educational interventions.

**Keywords:** *Community-based participatory research, Transformative education, Social justice, community, collaboration*

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**AN EVALUATION OF CURIOSITY-DRIVEN LEARNING IN ADULTS WITH DYSLEXIA: A CASE STUDY IN SULTAN IBRAHIM JOHOR ISLAMIC UNIVERSITY COLLEGE.**

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Based on the National Education Philosophy, all children are entitled to a perfect education according to their abilities. Children with special needs, are also no exception to get the best possible education through the special education program provided for them. Practicum is a teaching exercise that students have to go through before they become teachers. This study highlights the case of an Islamic Education Diploma student with a type of learning disability, namely Dyslexia. This student has to undergo a practicum for 14 weeks (June - October 2023). During the practicum, these students have to experience a social visit at home, be given the task of writing a journal based on a specific topic, visit and make a report based on the visit to two Johor State Religious Schools that accommodate students with special needs and do a practicum reflection presentation. An interview was also conducted with the student's mother to get an overview of the challenges faced by the student to complete the practicum. The student's views are also taken into account, especially concerning the issue of fair treatment during the practicum.

**Keywords:** *Johor State Religious School, practicum, dyslexia*

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**PARTICIPATORY PEDAGOGY: UNRAVELING THE PATHWAYS TO EFFECTIVE MODULE DEVELOPMENT FOR EARLY CHILDHOOD EDUCATION TEACHERS**

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In recent times, there has been a significant focus on participatory pedagogy as an educational strategy for early childhood education (ECE) settings. This approach is known for fostering active student involvement, encouraging critical thinking, and creating inclusive learning environments. This literature study explores the complex terrain of developing participatory pedagogy modules, with the goal of understanding the numerous paths that contribute to successful educational results. Utilising a wide range of academic sources, this paper integrates many viewpoints, approaches, and effective strategies utilised in the creation and execution of participatory pedagogy modules in ECE. In summary, this literature review comprehensively integrates significant discoveries and discerns developing patterns in the development of participatory pedagogy modules. This study offers useful insights to educators, curriculum developers, and policymakers by examining the complex pathways that contribute to the creation of effective modules. These insights aim to improve teaching and learning experiences. In essence, this perspective supports the ongoing investigation and application of participatory pedagogy, which aims to cultivate a transformative educational environment wherein students are not solely passive users of knowledge, but rather active participants who contribute to their own learning process.

**Keywords:** *participatory pedagogy, early childhood education, modules, active learning, transformative education*

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**THE NEED FOR SUSTAINABILITY ELEMENTS INTEGRATION INTO THE FASHION DESIGN CURRICULUM IN TVET INSTITUTIONS**

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The increasing need for the fashion industry to transition towards sustainability necessitates the ongoing integration of Education for Sustainable Development (ESD) within both the education sector and the industry itself. The fashion industry is widely recognised as a substantial contributor to various social and environmental issues, exerting adverse effects on the environment throughout its production processes and consumer disposal practises. In light of pressing global concerns, it is imperative to incorporate sustainability components into the fashion design curriculum offered by Technical and Vocational Education and Training (TVET) institutions. This measure is crucial to adequately equipping future students to meet the demands and requirements of the fashion industry. This concept paper aims to explore the necessity of incorporating sustainability elements into the fashion design art curriculum, focusing on aspects of model and theory, current implementation, and integration requirements. Based on the findings, it is recommended to incorporate the aspect of sustainability into the fashion design curriculum offered at Technical and Vocational Education and Training (TVET) institutions. Furthermore, it is suggested that this integration should encompass collaborative efforts with the industry, aligning with the requirements of the contemporary industrial revolution.

**Keywords:** *Education for Sustainable Development; sustainability elements; fashion sustainability; fashion design curriculum; TVET institutions*



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**ENHANCING CPD IN HIGHER EDUCATION: A CASE STUDY OF THE ECPD TEACHER TRAINING MODEL IN THE COLLEGE EDUCATION DEVELOPMENT PROJECT**

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This case study delves into the College Education Development Project, a far-reaching transnational capacity-building initiative spearheaded by the University of Nottingham Malaysia (UNM). The overarching objective of this project is the transformation of the skills and competencies of over 10,000 leaders, educators, and policymakers associated with National University-affiliated tertiary colleges in Bangladesh.

This case study provides a comprehensive discussion on the profound impact of the Enhanced Continuing Professional Development (ECPD) model on 1684 college educators in the Teacher Training Programme, a component within the Project. It presents valuable insights and reflections from over 350 teaching-focused in-college projects, all successfully executed in less than two years. Thus, the case study positions the ECPD teacher training model as a pioneering example for future Continuing Professional Development (CPD) training endeavours. It serves as a compelling illustration of how ECPD has not only motivated educators to embrace change but has also empowered them to adapt their teaching methods. This, in turn, has significantly enhanced the engagement and motivation levels of both teachers and students.

In conclusion, this case study offers practical recommendations and invaluable insights gleaned from the real-world implementation of the ECPD model. These insights are strategically positioned to influence and enrich the landscape of Continuing Professional Development in higher education, ultimately leading to substantial improvements in teaching practices and, consequently, enhancing the learning experiences of both participants and their students.

**Keywords:** *Continuing Professional Development, Teacher Training, Transnational Education/Training, Bangladesh, Case studies*

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**ASSESSING CURRENT ANTIMICROBIAL RESISTANCE KNOWLEDGE, ATTITUDES, AND PRACTICES AMONG MALAYSIAN UNIVERSITY STUDENTS**

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As the world continues to respond to COVID-19, a more serious and hidden threat of antimicrobial resistance (AMR) lurks in the shadows, claiming hundreds of thousands of lives annually (approximately 700,000 deaths). Widespread and unnecessary antibiotic use has contributed to the emergence and spread of resistant pathogens. AMR remains a significant concern because pathogens causing resistant infections thrive in hospitals and medical facilities, putting all patients at risk, regardless of the severity of their medical conditions. This aligns with the World Health Organization (WHO), which has identified AMR as one of the top 10 threats to development and global public health. Therefore, this study aims to evaluate the knowledge, attitudes, and practices (KAP) related to the use of antibiotics and their resistance among university students in Malaysia. A cross-sectional, self-administered survey was conducted among university students, with a total of 228 students approached to participate in the study. Descriptive statistics and parametric tests were performed to assess KAP dimensions and identify subgroup differences. The results of the study show that university students' current knowledge significantly ( $p < 0.05$ ) influences their attitudes and practices related to AMR and antibiotic consumption. This finding is expected to contribute to the improvement of the secondary school or pre-university curriculum, strengthening awareness about AMR and proper antibiotic consumption.

**Keywords:** *Antimicrobial resistance; Knowledge; Attitude; Practice; Antibiotic; Higher institution*

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**TITLE: PERFORMANCE OF BSCA GRADUATES AT ASIAN INSTITUTE OF MARITIME STUDIES IN THE LICENSURE EXAMINATION FROM 2013 TO 2022**

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**Background:** According to the Professional Regulations Commission (PRC), the overall percentage of examinees in the last three examinations reveals that the passers each year are below half of the takers since 2019 up to present. Despite rigorous preparations, many examinees still fail. The challenge is now on AIMS to come up with their strategy aimed towards improvement.

**Objective:** The study purports to determine the performance of AIMS graduates in the subjects covered in the licensure examination. Moreover, this research aims to identify their strengths and weaknesses as well as to explore the relationship between year of examination and performance on the 4 core subjects.

**Methods:** This research utilized a descriptive-correlational research design. The researchers analyzed the data gathered from CBLE results (AY 2013-2022) from (PRC). The findings of this research revealed that the passing rate of AIMS BSCA examinees is below the required 75% passing rate, indicating a difficulty among AIMS graduates in passing their licensure exam. Furthermore, analysis of the subject areas demonstrated that customs laws, rules, regulations, ethics, and customs broker practices is the subject where the respondents perform the highest, while tariff classification and practical computations is the subject where respondents perform the weakest.

**Results:** Statistical analyses of the data demonstrated significant differences in performance among the years for all four subjects. It also suggested a significant relationship between the year of examination and graduate performance in customs documentations, clearance, and procedures as well as tariff laws, rules, regulations.

**Conclusion:** the study highlighted the importance of thorough preparation for the CBLE and suggests that examinees can gain an advantage by enhancing their knowledge and skills in specific licensure subjects. The findings emphasized the need for developing a program to improve CBLE performance. The study strongly recommends targeted interventions and initiatives to strengthen knowledge and skills in areas where respondents performed the weakest.

**Keywords:** participatory pedagogy, early childhood education, modules, active learning, transformative education

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**ADVANCING QUALITY EDUCATION THROUGH ANTARCTIC RESEARCH: FOSTERING EDUCATION AND RESEARCH CAPACITY IN A TROPICAL NATION**

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**Background:** This research examines the role of Malaysian Antarctic research in advancing Sustainable Development Goal 4 (SDG4), which focuses on achieving inclusive and equitable quality education and promoting lifelong learning. Malaysia, a tropical nation, may seem an unlikely player in Antarctic research, but its contributions hold significance in education and research capacity building.

**Objective:** The study aims to investigate how Malaysian Antarctic research can contribute to achieving SDG4 by analysing its impact on capacity building, experiential learning, scientific collaboration, science communication, and inspirational outreach.

**Methods:** Our research employs a quantitative and qualitative approach, combining a literature review and an Antarctic expedition to understand the multifaceted dimensions of Malaysian Antarctic research and its effects on education and research capacity.

**Results:** Malaysian Antarctic research fosters capacity building, experiential learning, international scientific collaborations, and science communication, and serves as an inspirational model for students. These contributions have far-reaching implications for enhancing the nation's educational and research landscape.

**Conclusion:** Malaysian Antarctic research is a vital catalyst in bolstering education and research capacity, bridging the gap between a tropical nation and the icy realm of Antarctica. It underscores the importance of international cooperation, experiential education, and knowledge dissemination, offering valuable lessons for fostering inclusive and equitable quality education worldwide. Further research is encouraged to explore these dimensions more comprehensively.

**Keywords:** Antarctic Research, Education Capacity Building, Experiential Learning, International Scientific Collaboration

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**LEARNERS' SATISFACTION: A SYSTEMATIC LITERATURE REVIEW ON ONLINE LEARNING INTERACTION IN HIGHER EDUCATION**

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Learners' satisfaction in online learning interactions is very important since the learners are the valuable asset for any institutions. While there are many studies on learners' satisfaction in online learning, efforts to systematically review specific research topics on these interactions have been challenging because of failing to incorporate survey procedures, providing considerable challenges for scholars to replicate or interpret. The present article set out to analyse the existing literature on learners' satisfaction in online learning interactions. Guided by the PRISMA review method, a systematic review of the Scopus, EBSCOhost and others databases identified 35 related studies. Further review of these articles resulted in six main themes: (1) Interaction in online learning (2) Learner-Instructor interaction (3) Learner-Learner interaction (4) Learner-Content and interaction (5) Learner-Technology interaction and (6) Relationship between learners' interaction and learners' satisfaction. Several recommendations are highlighted related to conducting more qualitative studies, to have specific and a standard systematic review method for guide research synthesis in context of learners' satisfaction in online learning setting and to practice complimentary searching techniques such as citation tracking, reference searching, snowballing and contacting experts.

**Keywords:** *Learners' satisfaction, Online learning Interaction, Higher Education*

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**THE OUTCOMES AND IMPACTS OF TRANSNATIONAL EDUCATION ON HOST COUNTRIES:  
SYSTEMATIC LITERATURE REVIEW**

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Transnational education (TNE) research has been growing simultaneously with the global export of programs and providers, particularly international branch campuses (IBC). However, majority of studies have focused on management and student issues, and perspectives of sending countries. Although outcomes and impacts of TNE on host countries have received insufficient scholarly attention, there has been some progress in recent years.

The study conducts a qualitative systematic review of literature published in the past 20 years, investigating the outcomes and impacts of TNE on host countries through the lenses of internationalization and human capital theories.

The results reveal approximately 30 publications primarily led by Western researchers and organizations, mainly focusing on British TNE and contexts such as Middle East and South-East Asia. Qualitative methods have been employed more than quantitative ones, but they lack theoretical backgrounds, in-depth interviews with long-term graduates, and minority perspectives.

The scope of review is limited to programs and providers. The outcomes and impacts of study abroad and online programs are excluded. In addition, it only includes English publications from certain databases.

Further research is recommended, specifically by native authors in TNE-receiving countries and underrepresented contexts. Moreover, upcoming studies should explore the results of TNE of non-traditional exporters, incorporate views from diverse stakeholder groups, apply advanced quantitative analysis, and utilize profound qualitative methods.

**Keywords:** *TNE, IBC, impacts, outcomes, systematic review*

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**STUDY ON INTERNAL TEACHING QUALITY ASSURANCE OF CHINESE-FOREIGN COOPERATIVE EDUCATION IN PROVINCIAL UNIVERSITIES IN WESTERN CHINA**

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Globalization and internationalization have become the central subjects of global higher education at present. In the process of Chinese-foreign Cooperation Education (CFCE), due to the differences between Chinese and foreign educational subjects and objects, educational environment, sources of information, ways of thinking, and teaching management, the existing traditional teaching mode is facing new challenges under the new mode of cooperation in running schools. Among them, the education quality of CFCE has increasingly become the focus of social attention. Teaching quality is the key to the success of CFCE. Internal teaching quality assurance is the basis of the quality assurance system of CFCE.

In Universities in the western provinces of China, the influence factors for Internal teaching quality of CFCE like the construction of teaching staff, quality of students, teaching conditions, and teaching management are relatively weak, building a sound internal teaching quality assurance system can better help CFCE to achieve the desired results and promote Chinese-foreign cultural exchange. Through the qualitative research method, a case study design was chosen based on the nature of the research questions, and the methods used to generate empirical evidence were interviews and documents. Three CFCE projects in Western Chinese provincial universities were sampled as case studies, and Program Directors, Deans, and students across three majors total of sixty-six individuals were identified as participants to be interviewed.

The study explores the challenges, strategies, and outcomes of internal teaching quality assurance. The findings shed light on the influencing factors and put forward the strategies focusing on the concept of student-oriented, introducing foreign high-quality educational resources, and adopting scientific evaluation methods to improve the internal teaching quality of CFCE, in order to serve the growth and success of students and promote the high-quality and sustainable development of CFCE.

**Keywords:** *Provincial universities; Western China, Chinese-foreign cooperative education, Internal teaching quality, Assurance*

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**ANALYSIS OF THE EFFECT OF PRINTMAKING CREATION ON PSYCHOLOGICAL ANXIETY OF COLLEGE STUDENTS**

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Anxiety is a commonly psychological problem among college students. With the intensification of competition in society, the psychological pressure of college students is increasing day by day, which brings adverse effects to their study and life. printmaking, as an ancient and diverse art form, not only has a rich historical background, but also has been widely used in contemporary times. Compared with other art forms, printmaking has its unique advantages, allowing people to release their inner emotions through creative expression, thereby achieving positive results in terms of emotional and mental health. This paper explores the possibility of using printmaking to reduce anxiety of college students. A total number of 200 participants were recruited and a questionnaire was used to collect the data which were analyzed by SPSS 26.0 in this study. An independent-samples t-test was conducted to examine the effect of printmaking to reduce anxiety of college students. It concludes that printmaking serves not only as a beneficial tool for emotional expression and mental flow experiences, but also a healthy activity that could assist college students to ventilate stress, and reduce anxiety. It implies the feasibility of organizing printmaking workshops and events to promote this beneficial art form in university campuses.

**Keywords:** *Printmaking, college students, psychological anxiety, mental flow*

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**LECTURERS' ATTITUDE TOWARDS QUALITY OF TEACHING AND LEARNING IN  
RESEARCH UNIVERSITIES IN MALAYSIA**

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Lecturers' attitudes and quality are crucial indicators of an educational institution's success in serving students and promoting national development. However, issues regarding lecturers' quality still exist. It includes the lack of growth in academic curriculum, ineffective monitoring of curriculum activities, job stress among academic staff, and the perception that public research universities in Malaysia are not as favorable as private universities. Furthermore, the importance of lecturers' attitudes and quality in contributing to the overall excellence and performance of institutions. This paper analyses existing literature and discusses three important attitudes of lecturers: professionalism, responsiveness, and accountability and their qualities, including effectiveness, efficiency, and productivity. It explores the contribution of these positive attitudes of lecturers, including responsiveness, professionalism, and accountability to the lecturers' quality in terms of effectiveness, efficiency, and productivity. Based on the review, lecturers' attitudes and lecturers' qualities show a positive relationship which create a supportive and engaging learning environment, enhance communication and feedback, and foster positive student-teacher relationships. Lecturers who exhibit these qualities are more likely to have higher levels of student satisfaction, improved learning outcomes, and increased productivity in their teaching practices. In conclusion, this critical literature review sheds more light on this phenomenon of rising awareness on the issues among academicians and deepens the understanding of lecturers' attitudes and qualities for effective and efficient teaching and learning, elevating the standard of education in Malaysia.

**Keywords:** *Higher Education, Lecturers' Attitudes, Lecturers' Quality, Malaysian Research Universities, Teaching and Learning.*

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**THE RELATIONSHIP BETWEEN SELF-EFFICACY, ANXIETY, AND SPEAKING COMPETENCE AMONG COLLEGE  
STUDENTS IN HEILONGJIANG PROVINCE, CHINA**

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Self-efficacy and language anxiety are two major affective factors that affect language learning. There is a plethora of research on learners' self-efficacy and foreign language anxiety. However, there is limited research investigating the relation between speaking efficacy and speaking anxiety of higher vocational college language learners in China. Due to this gap in the literature, the objective of the study was to test the relationship of speaking competence and determine the relationships, direct and indirect effects and moderation of demographic characteristics in the development of speaking competence at tertiary level in China. This study used quantitative method to analyse the relationships between the variables, and data analysis techniques is SPSS. A random sampling method was used to collect the data using a survey questionnaire from a sample of college students. The results showed anxiety, self-efficacy had a relationship with speaking competence. The study was concluded with recommendations for future research and English language teachers to focus more on English language speaking anxiety and self-efficacy to students while teaching English language speaking skill. The proposed model would be helpful to fill the gap to achieve the required competence level in English language learning in colleges in China.

**Keywords:** *Self-efficacy, Anxiety, Speaking competence, Higher vocational colleges students*



**PRESENTER: MS. FEIHONG LIU****COUNTRY: Malaysia****EMAIL: 1002164828@ucsiuniversity.edu.my****FACTORS AFFECTING ENGLISH SPEAKING ANXIETY AMONG CHINESE PRIVATE UNIVERSITY STUDENTS AND THE IMPLICATION OF USING TBLT: A CONCEPT PAPER**Feihong Liu<sup>1</sup> and Genevieve Flores Dipolog<sup>2</sup><sup>1,2</sup> UCSI University<sup>1</sup> Nanjing Tech University Puijiang Institute

Private university students in China generally have low level of English proficiency that leads to a great sense of speaking anxiety. This study aims to identify Chinese private university students' current situation of English speaking anxiety and speaking proficiency, investigate the factors that lead to students' anxiety in speaking in English and evaluate the effects of adopting Task-based Language Teaching (TBLT) to alleviate their English-speaking anxiety. The mixed method will be employed to carry out the objective of this research. The speaking proficiency test and a questionnaire will be used to collect the quantitative data while the standardized structured interview will be conducted to collect and analyze qualitative data. A total of 180 students at a private university in China will participate in this study. They will be divided into two groups: one experimental group that uses TBLT as the teaching method and the control group that does not use TBLT. Participants selected through multistage sampling will have an equal ratio in gender, age, speaking anxiety level and speaking proficiency level. The results and findings of the study could provide clear evidence on the effects of TBLT on the English-speaking anxiety alleviation and proficiency improvement, and would have great pedagogical implications. In addition, the factors affecting Chinese private university students' speaking anxiety would become the key elements of instructions for optimizing teaching quality on this ignored group of students in China, and mobilizing their learning autonomy.

**Keywords:** Chinese private university, affecting factors, speaking anxiety, speaking proficiency, TBLT

**PRESENTER: MR. ZHONGXING ZHAO****COUNTRY: Malaysia****EMAIL: zhaozhongxing@student.usm.my****AN ACOUSTIC ANALYSIS OF CHINESE FIRST-CLASS VOWEL PRODUCTION BY KAZAKH LEARNERS**

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In recent decades, the acquisition of Chinese as a second language by foreign learners attracted widespread concern. Kazakhstan, the largest country in Central Asia, has had more and more closer cooperation in many areas of economical, educational and cultural development with China since the proposal of "One Belt, One Road" initiative in 2013. The purpose of this study was to investigate the production of seven Chinese first-class vowels by Kazakh learners. Fourteen Kazakh learners and six Chinese native speakers were recruited for the study, and the resulting data were compared acoustically. A total of fourteen participants were recruited in this study as the experimental group and six Chinese native speakers as the control group. Seven Chinese first-class vowels were produced and recorded. Each utterance was repeated nine times. The acoustic data were analyzed using Mini-speech Lab developed by Nankai University (China), and the formant frequencies (F1, F2) and V values of the seven vowels between Kazakh-speaking learners and Chinese native speakers were extracted and compared. The results indicated that the Kazakh learners had difficulty producing apical vowels and no difficulty producing high vowels. We also examined the development of the production of Chinese first-class vowels among Kazakh learners. Additionally, some recommendations for Chinese first-class vowel teaching for Kazakh learners are presented in this paper, which can bring about improvements in the teaching quality of Chinese vowel acquisition and enrich the teaching achievements in Chinese as a second language.

**Keywords:** Mandarin Chinese, L2 speakers of Chinese, Kazakh speakers, first-class vowel, vowel production, acoustic analysis

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**THE CHINESENESS OF INTERNATIONALIZATION IN CHINESE HIGHER EDUCATION: EXPLORING ADAPTATION CHALLENGES AND ISSUES OF SOUTHEAST ASIAN OVERSEAS CHINESE STUDYING IN CHINA**

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Given that the adaptation of international student studying in China's Higher Education Institutions from similar background and origins are under-explored and what influence of the cultural similarity on the adaptation in China, namely intracultural adaptation, is still to be resolved, this study sets out to investigate how Southeast Asian (SEA) overseas Chinese students cope with adaptation challenges and issues during their study in China's Universities with a focus on their Chineseness background. This study adopted a qualitative approach through semi-structured interviews with 20 SEA overseas Chinese students studying in China. They were recruited from the researching site of Higher Education Institutions in Guangxi province of China, one of the provinces that receive most SEA students to China. According to the current narrative of "Chineseness" in higher education, the results were interpreted, and the findings showed that the adaptation experience of SEA overseas Chinese students in China was a process to articulate and portray their "Chineseness" in the local Chinese context. Meantime, the adaptation experience in China also contributed to developing students' identity, social network, and employability towards this region. The understanding of "Chineseness" from SEA student mobility has important implications for higher education development in China, namely the appreciation of conceptualization of "Chineseness" to the development of internationalization policy in higher education.

**Keywords:** *Higher Education, Internalization Policy, Chineseness, Southeast Asian, Overseas Chinese, adaptation experience.*

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**A REVIEW ON THE USE OF ARTIFICIAL INTELLIGENCE IN MALAYSIA'S HIGHER EDUCATION SYSTEM:  
IS IT BENEFICIAL OR DETRIMENTAL?**

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Maintaining academic integrity in higher education has faced new challenges due to advancements in artificial intelligence. The previously existing constraints linked to algorithms have, to a large extent, been addressed by the recent introduction of ChatGPT, a chatbot driven by GPT-3.5 that can generate precise and natural responses to inquiries instantaneously. However, in spite of its prospective advantages, ChatGPT encounters notable limitations, including inaccuracies in facts, data, and the possibility of forging falsified information. From the perspective of Malaysia, the Ministry of Higher Education permits tertiary education students to employ ChatGPT as a tool in their studies. This paper seeks to conduct a comprehensive and systematic analysis of peer-reviewed journal articles to offer a theoretical and conceptual viewpoint on the use of ChatGPT in academia. It explores the possible effects of such usage on studies and higher education. By examining the benefits, difficulties, and inventive applications of these technologies, this review provides an all-encompassing understanding of how AI may influence educational and research practices in the future, ultimately leading to enhanced outcomes. This paper offers an outline for the current discussions surrounding academic misconduct as a cause of these generative language models. It concludes that whilst these innovations have the potential to reshape academia, the methods in which ChatGPT and other generative AI systems are exercised could undermine academic standards. Institutions and various stakeholders should put in a collective effort to minimise risks to academic integrity.

**Keywords:** *Plagiarism, Artificial Intelligence, Academic Integrity, Generative pre-trained transformer (GPT).*

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### SERIOUS GAME ON COMMUNICATIVE COMPETENCE

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**Background:** Effective communication are crucial in the aviation industry, particularly for cabin crew who serve as the primary point of contact with passengers. However, traditional teaching methods often struggle to fully address the complex communication challenges faced by cabin crew.

**Objective:** To address the need for enhancing communication skills among cabin crew, this study focuses on collecting users' ideas by involving 36 participants, during a usability testing of an interactive table-top role play card game that emphasizes communicative competence.

**Methods:** After developing the game, a Game Engagement Questionnaire (GEQ) was used to assess Game engagement and participants' perceptions of the game usability and enjoyment. The questionnaire incorporates user suggestions collected from the questionnaire was used to improve game usability prior to implementing it as a class activity.

**Results:** GEQ revealed that the game was well-received by college students. Participants reported high levels of engagement, enjoyment, and perceived learning value. The game's immersive and interactive nature contributed to its positive reception.

**Conclusion:** This study is one of the first projects that involved users' perceptions during the development of a novel card game to address communicative competence. Future research should explore the long-term effects of the game on communication skills development and its broader applicability in higher education.

**Keywords:** *Communicative competence, User testing, Serious games, Game-based Learning, Quality Education*

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### IMPACTS OF STUDENT EXCHANGES IN ASIA: CASE OF ASIAN INTERNATIONAL MOBILITY FOR STUDENTS (AIMS)

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Regional cooperation and exchange in higher education is progressing around the world. For example, the Regional Center for Higher Education Development (RIHED) of the South East Asia Ministers of Education (SEAMEO) plays a central role in promoting cooperation and exchange in higher education in Asia. Its flagship program is the Asian International Mobility for Students (AIMS) Programme. As of December 2022, more than 6,000 students from 10 member countries have participated in student exchanges in the region.

This study on AIMS aims to track the impact of AIMS at the government, institutional and individual levels. Both quantitative and qualitative data are collected and analyzed. First, a questionnaire survey is administered and around 50, 50, and 320 responses were obtained from top management, the International Relations Offices (IROs) of member universities, and alumni, respectively, followed by semi-structured interviews to gain in-depth understanding of impacts are conducted to collect qualitative data.

The main findings and conclusions are as follows. First, AIMS has had a high impact in terms of raising the visibility and profile of AIMS member universities in internationalization and community building, for example, by increasing the number of inbound/outbound students. Second, the IROs gained various impacts in terms of enhancing their procedures to support further harmonization of higher education, including strengthening monitoring, benchmarking and evaluation system on international activities. Finally, AIMS participants were impacted in terms of improved 21st century skills, such as curiosity, intercultural skills, flexibility/adaptability, interpersonal skills, as well as awareness as an Asian citizen.

**Keywords:** *student exchange, impact, higher education, 21st-century skills, Southeast Asia*

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### **THE DANGEROUS ALLURE OF EDUCATIONAL NEUROMYTHS**

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There are obvious points of connection between neuroscience and education, and this has led to an exponentially growing interest in so-called 'brain-based' teaching and learning strategies. However, interest does not equate to evidence, and scientific advances have often been misrepresented or even completely overlooked in favour of pseudoscientific claims or, as the Organisation for Economic Co-operation and Development (OECD) labels them, 'Neuromyths'. Educational institutions at all levels have been swamped by neuromyths, such as 'learning styles', or the claim that students learn best when course content is pitched to match their self-reported preferences. Some myths originate in misunderstandings of basic science, such as the claims that there are 'right-' and 'left-brain' ways of thinking, or that people typically use only 10% of their brains. Others come from slickly presented, often very expensive, and non-scientific training courses, such as Neurolinguistic Programming (NLP) and Brain Gym. This presentation summarises the evidence base of the most popular neuromyths and considers how to curtail their spread through schools, colleges, and universities. If educators genuinely value their students' learning and development, they should take the alarming spread of neuromyths seriously.

**Keywords:** *Neuromyths, Pseudoscience, Learning Styles, Learning Sciences, Pedagogy*

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### **INNOVATION IN HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS OF THE SCIENTIFIC DISCOURSE IN SCOPUS DATABASE**

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**Background:** In order for the higher education sector to perform at a high level and remain relevant, innovation has now emerged as one of the key priorities. Innovation also offers solutions to a variety of contemporary problems and difficulties, ensuring that higher education offers the greatest service delivery possible. The question is, how thoroughly has this topic been studied scientifically?

**Objective:** This bibliometric investigation sheds light by documenting and synthesizing research trends on higher education innovation. Research frontiers, underlying themes, and links within the corpus of existing knowledge are critically identified as part of this study, which goes beyond simple literature mapping.

**Method:** The study uses approaches including keyword co-occurrence data to analyse trends, patterns, and gaps in the field by drawing on a collection of 248 publications from the Scopus database using OpenRefine.

**Results:** The findings reveal a significant expansion of literature, with particular attention paid to curricula, novel teaching and learning methods, e-learning, and engineering education. Key concepts were identified, along with major contributions from places like Australasia.

**Conclusion:** With the need for innovation in higher education becoming more urgent, this study aims to disclose a crucial gap by outlining the evolution of innovation in this sector and pointing the way for further study.

**Keywords:** *Innovation, Higher Education, Bibliometric Analysis, Scopus Database, OpenRefine*

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### **SELF-PACED LEARNING FOR A CAD COURSE WITH COMPUTER-BASED PRACTICAL SESSIONS**

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The self-paced approach has been introduced in practical sessions for computer-based design courses. This course focuses on two design software (3ds Max and AutoCAD) and is conducted through practical sessions in computer labs. Since this is a technical course, students face challenges in following the demonstration shown by the lecturer on projector, given the varying speeds and abilities of students in handling the software. Through self-paced learning, the lecturer takes the initiative to prepare micro-learning videos before class. These videos are given during class and enable students to follow the content and perform activities using the software based on their individual abilities. Learning activities are also supported by the lecturer, followed by sharing sessions, feedback, discussions, and reflections at the end of the class. When comparing two distinct samples, students who undergo this approach demonstrate better performance in their semester test. Self-paced learning allows students to achieve competence in using the software, enhancing motivation, creativity, and enjoyment while exploring computer-based design techniques in this course.

**Keywords:** *self-paced learning, practical session, computer-based, micro-learning videos*

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### **MICRO-CREDENTIALS AT HIGHER EDUCATION INSTITUTIONS: TOWARDS SMOOTH SAILING AHEAD**

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Micro-credentials have become popular in education because of the ongoing economic demands for adults to engage in lifelong and life-wide learning to remain employable, adaptable, and productive. Nowadays, many higher education institutions (HEIs) offer micro-credentials to both working professionals and students to ensure that the earned qualification meets industry-specific needs and is considered relevant by future employers. However, despite all the benefits gained from micro-credentials, their adoption has not yet been widely embraced, despite UNESCO's guidance through The Global 2030 Agenda and MQA's Guidelines to Good Practices (GGP) in Malaysia. There are many obstacles to overcome before micro-credentials can become a smooth sailing process. This paper aims to examine the challenges that stakeholders face in implementing micro-credentials. The phenomenological research methodology was applied to examine the experiences and challenges faced by lecturers who had developed and taught credit-bearing micro-credential modules during a six-month duration. Qualitative data was obtained through open-ended and semi-structured interviews involving twenty lecturers appointed as subject matter experts and trainers for the modules. The sampling is considered homogenous because the participants shared similar traits, all being lecturers with limited experience in developing credit-bearing micro-credential modules. The study identified a lack of readiness among lecturers due to several factors, but institutional support in various forms helped them overcome their initial reluctance. The feedback provides input to HEIs to facilitate the efficient development and deployment of micro-credential modules by understanding the challenges of lecturers as subject matter experts.



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**PERFORMANCE AND CORRELATION ANALYSIS OF CUSTAR 425 AND CUSTOMS BROKER LICENSURE EXAMINATION (CBLE) OF AIMS BSCA GRADUATES:  
BASIS IN THE ENHANCEMENT OF PRE-BOARD COMPETENCY ASSESSMENT COURSE**

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**Background:** The Customs Broker Licensure Examination (CBLE) is one of those examinations facilitated in by the Professional Regulation Commission (PRC) and undertaken by students who have completed a 4-year degree in Bachelor of Science in Customs Administration (BSCA). In the “5-Year AIMS Comparative Report of Customs Brokers Licensure Examination (CBLE) from 2017 to 2022,” there are inconsistencies that were observed in terms of the school’s achievement.

**Objective:** The study aims to determine the performances of the AIMS-BSCA graduates from batches 2019, 2021 and 2022 in both the CUSTAR 425 course and the CBLE. Furthermore, the study also aims to determine if there is a significant relationship between CUSTAR 425 and licensure performance.

**Methods:** Descriptive correlation was used in determining the relationship between the CUSTAR 425 grades and the CBLE results of AIMS students. Outsourced from the Center for Research and Institutional Development (CRID) and the Center for Records and Certification (CRC), the CBLE exam and CUSTAR 425 grades came from sixty-one (61) BSCA graduates from school years 2019, 2021 and 2022. To analyze the data, frequency count, percentage, weighted mean, and Pearson r were used.

**Results:** Based on the findings, majority of the BSCA graduates across the three school years had generally performed well in CUSTAR 425 as evidenced by the following: 3 gained an “Excellent” achievement (96 to 100), 13 received a “Very Good” performance (90 to 95), and 24 earned a “Good” performance (84 to 89). However, the CBLE performance can be contextualized between fair to poor as only 27 had passed the licensure examination out of the 61 examinees. In terms of correlation, no significant relationship exists between CUSTAR 425 and CBLE. Though the computed Pearson r of 0.25, and the p-value of 0.052, indicated a certain degree of relationship, the degree is however weak, hence, not significant.

**Conclusion:** Strong recommendation is hereby given to the Customs Administration (CA) Department of AIMS to revisit and review its Competency Assessment Course (CUSTAR 425) and identify areas for enhancement. Perhaps, the department could ponder on the “five-step revision process” of McGahan (2018).

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**INTEGRATING SUSTAINABLE DEVELOPMENT GOALS INTO HIGHER EDUCATION COMMUNITY ENGAGEMENT:  
A CASE STUDY OF UNIVERSITI SAINS MALAYSIA**

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This study delves into the critical role of higher education institutions (HEIs), with a particular focus on Universiti Sains Malaysia (USM), in incorporating Sustainable Development Goals (SDGs) into their community engagement projects. HEIs play a pivotal role in addressing societal challenges and fostering equitable development. USM, among others, actively collaborates with local communities, striving to uplift socio-economic well-being and gather valuable feedback for future enhancements. The study aims to explore the role of HEIs in supporting the implementation of the Sustainable Development Goals (SDGs) at the local level by examining past and current practices of those working in HEIs to collaborate and engage with local communities for sustainable development. A total of 89 questionnaires were e-mailed to coordinators who oversee community engagement projects in the respective institution. A focus group discussion and interview sessions were held remotely to acquire narratives and individual stories. The findings show that projects complex and dynamics, as well as stakeholder roles, are systematically connected. In general, HEI community projects are well welcomed by a diverse group of stakeholders, and each has a unique purpose with distinct challenges to overcome. The findings reveal that the majority of community projects coordinated by university staff are linked to multiple SDGs. HEIs-community engagement in Malaysia could be adopted in various ways with many stakeholders, and the HEIs-community engagement framework is established. Overall, university-community engagement contributed to and promoted all SDGs, and these projects are strengthening the local implementation of SDG 17.

**Keywords:** Sustainable Development Goals, Higher Education Institutions, Community Engagement, Local Implementation

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### **BEYOND LIKES AND SHARES: THE IMPACT OF FACEBOOK IN UNDERGRADUATE WRITING SKILLS**

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This study investigates the effectiveness of Facebook as a tool for academic writing, highlighting the importance of independent thinking skills in the process. A mixed-methods design was adopted with 60 participants from a public university in Malaysia. The experimental group (n=30) used Facebook in their academic writing tasks, focusing on content, coherence, and language. The control group (n=30) did not use Facebook in their writing tasks. Pre-tests and post-tests were administered to measure the significance of the Facebook intervention on academic writing and independent thinking skills. Individual interviews were conducted with six participants to identify their experiences using Facebook as a tool for academic writing. The findings reveal that the experimental group's academic writing skills improved significantly after using Facebook, while their independent thinking skills did not significantly change. The interview findings show that students enjoyed using Facebook for academic writing and found it to be a valuable resource. The study recommends conducting a more longitudinal study to investigate the long-term effects of Facebook on academic writing and independent thinking skills. Future studies should also explore different ways to integrate social media into academic writing instruction to promote independent thinking skills.

**Keywords:** *academic writing skills, Facebook, independent thinking skills.*

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### **IMPACT OF ACADEMIC SELF-CONCEPT AND METACOGNITION ON ACADEMIC PERFORMANCE OF MEDICAL STUDENTS IN A PRIVATE UNIVERSITY IN MALAYSIA**

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**Background:** There are many factors that influence the academic performance of medical students. For instance, sociodemographic and metacognitive factors. This research study investigates the impact of Academic Self-Concept (ASC) and metacognition on academic performance of medical students in a private university in Malaysia. The research utilizes Liu and Wang's ASC scale, previously unexplored among medical students in Malaysia, to measure ASC. Metacognitive aspects of the ASC questionnaire were identified and compared against exam performance.

#### **Objectives:**

- To explore the ASC and metacognitive aspects of ASC among medical students.
- To identify the sociodemographic factors associated with academic self-concept among medical students.
- To determine the relationship between ASC, metacognitive aspects of ASC & academic performance among medical students.

**Methods:** The research employs a cross-sectional design and includes data from medical students under the MBBS program in International Medical University (IMU). 111 medical students participated in the research. ASC questionnaire (Liu and Wang) was used as the study instrument. Metacognitive components of ASC questions were identified and compared against demographic variables and academic performance.

**Results:** Findings indicate a significant correlation between age and ASC scores, with ASC scores declining as students advance in age. However, no statistically significant associations are found between ASC scores and gender, nationality, or semester. Notably, students who reported previous exam failures displayed significantly higher ASC scores. Academic performance does not correlate ASC scores, contrary to existing literature. However metacognitive aspects of ASC correlate with academic performance. Weak but significant differences in metacognition scores seen for those who have failed exams.

**Conclusion:** There were two factors that were found to be significantly associated with ASC scores which are age and the experience of ever failing an exam. Metacognitive aspects of ASC are associated with academic performance and correlate with ASC score. While the research is pioneering in its focus on medical students (adult learners) in Malaysia, it raises questions about the multifaceted dynamics between metacognition, ASC and academic performance. Has ASC as a concept come of age? Is metacognitive awareness more relevant as a pedagogical strategy in current clinical medical education? How do we nurture metacognition in medical students? More research and discussion is needed to determine this.

**Keywords:** *Academic self-concept (ASC), academic performance, metacognition, medical students*

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**LEADERSHIP IN COMPLEX CONTEXT: FLEXIBILITY AND ADAPTABILITY TO THRIVE**

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“Effective leaders are adaptable leaders.” Academic leaders of higher educational institutions are more in need to be flexible and adaptable now due to the various circumstances and changing needs apart from the dynamic and evolving nature of higher education, as well as the larger societal context in which they operate. These factors include globalisation, rapid changes in education, technological advancements, and crisis management, such as the management of the pandemic that occurred a few years ago. This exploratory in nature and qualitative, single-case-study presents findings on the flexibility and adaptation traits of eight leaders in one of the public universities in Malaysia, as well as their perceptions of their own performance over a substantial period of time managing a varied range of backgrounds and cultures in their complex context. Based on the thematic analysis done on one-on-one interview data, the characteristics that define themselves as adaptive and flexible leaders like situational based actions, open-mindedness and diversified roles are also presented in framework and discussed in the perspective of contemporary leadership paradigm. This study hopes to shed light and advance more research on the flexibility and adaptability of leaders in academia considering the pressing needs of the leaders to lead academic institutions steadily and consistently in the face of unprecedented adversity in the violent, uncertain, complex, and ambiguous (VUCA) world.

**Keywords:** *flexible leader; adaptable leader; leadership in complex context; VUCA*

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**ASSISTIVE TECHNOLOGIES FOR ESL LEARNERS: EXPLORING TECHNOLOGIES AND TOOLS  
DESIGNED TO ENHANCE**

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In an era of rapidly evolving educational technology, providing equitable learning opportunities for English as a Second Language (ESL) learners with diverse language backgrounds and special needs is a critical concern. Assistive technologies encompass a broad spectrum of tools and resources designed to facilitate and enhance the learning process for ESL learners. This paper explores the role of assistive technologies in supporting ESL learners, enabling them to overcome language barriers, develop essential language skills, and fully engage in language learning experiences. Innovative tools, applications, and strategies that facilitate language acquisition, improve communication, and foster inclusivity in ESL classrooms are discussed. These technologies could reduce language barriers, accommodate diverse learning styles, and address the individualized needs of learners. The practical implementation of these technologies to empower ESL learners with the tools are also reviewed. By integrating assistive technologies into ESL classrooms, educators and learners gain access to a vast array of resources that could facilitate language acquisition based on individual needs. This paper offers a deeper understanding of the challenges ESL learners with diverse language backgrounds and special needs face and how these technologies can bridge the gap, enhancing the overall language learning experience. These tools not only empower ESL learners to master English more effectively but also foster a greater sense of inclusivity in diverse classrooms.

**Keywords:** *Assistive Technologies; Language Acquisition; Inclusivity; Special Needs Learners; English as a Second Language (ESL); learners' diversity.*

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**A CASE STUDY OF BRAIN DRAIN ISSUES IN THE MELAKA STATE GOVERNMENT:  
A PATH TO SUSTAINABLE PUBLIC SERVICES**

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Universiti Teknikal Malaysia Melaka

In pursuit of rapid development and enhanced public services, the Melaka State Government has faced significant challenges in retaining its experienced and knowledgeable workforce. This study delves into the issue of brain drain, which has resulted in a shortage of expertise, inefficiencies in public service delivery, diminished stakeholder trust, and substantial financial losses for the state government. The primary objective of this study was to comprehensively investigate brain drain issues affecting the Melaka State Government Agency and their impact on public service quality. Through action research methodologies, including semi-structured interviews and expert opinions with deputy directors from different government agencies, this study sought to identify the factors responsible for brain drain and recommend policies to retain experienced personnel.

This study found that brain drain has an impact on the efficiency, integrity, and financial stability of the Melaka State Government Agency. Regarding efficiency, the study reveals that brain drain negatively affects organizational productivity. The migration of skilled workers has led to decreased efficiency and a slowing of the Malaysian economy. In cases in which experienced individuals are transferred to new roles without prior knowledge or experience, integrating and leading subordinates becomes challenging. This lack of a teamwork foundation can result in technical failures, reduced productivity, and low morale among team members. In terms of integrity, this study underscores its importance in both public and private sectors. Without integrity, misconduct can occur, damaging an organisation's reputation and performance. The absence of provisions for brain drain in the National Integrity Plan led to a decline in Malaysia's GDP due to the outflow of skilled workers, thus impacting the nation's growth and development. In particular, brain drain has had a significant economic impact on underdeveloped countries. Malaysia, for instance, struggled with brain drain but has made efforts to attract global talent back, resulting in economic recovery and reduced unemployment.

Finally, several recommendations have been suggested to address the impact of brain drain on the Melaka State Government Agency. First, the government should implement a policy to retain expertise within the administration, particularly in critical decision-making roles. Second, the Human Resource Department should establish clear career development paths within government agencies to enhance staff skills and reduce job fatigue. Third, the adoption of integrated computerised systems is proposed to improve the process efficiency and workflow organisation. Finally, special incentives, such as allowances, recognition, and career advancement opportunities, should be provided to honour Subject Matter Experts and encourage them to stay. These measures aim to retain valuable expertise and improve the effectiveness of the administration.





# Poster Presentation

## *Abstracts*



# 15<sup>th</sup> NOVEMBER 2023 WEDNESDAY

## DAY 1 9.45AM - 10.15AM

POSTER PANEL	NAME	INSTITUTION	TITLE
1	ASSOC. PROF. DR. SHUAI WANG	THE INSTITUTE OF SOCIAL SCIENCE, THE UNIVERSITY OF TOKYO	DO STUDENT LOANS ENCOURAGE UNIVERSITY ENROLLMENT? A CASE STUDY OF JAPAN
2	MS. JIE QIU	PUSAT PENGAJIAN ILMU PENDIDIKAN	ENHANCING THE EMPLOYABILITY OF COLLEGE STUDENTS IN THE POST-PANDEMIC ERA: A CASE OF GUANGDONG PROVINCE IN CHINA
3	MR. ASLAM AWLAD WADAIR	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	ACCESS AND INCLUSION OF PEOPLE WITH DISABILITIES INTO HIGHER EDUCATION IN OMAN: A CASE OF POLICY IMPLEMENTATION IN OMAN.
4	MR. LYU XIAOHUI	PUSAT PENGAJIAN ILMU PENDIDIKAN	EMPLOYABILITY CHALLENGES FOR STUDENTS OF TEXTILE AND APPAREL HIGHER EDUCATION IN THE POST-PANDEMIC ERA
5	MS. TING WANG	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	VIRTUAL MOBILITY: AN EMERGING APPROACH OF HIGHER EDUCATION TO CULTIVATE INTERNATIONAL STUDENTS
6	MR. ZHENLEI PI	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	A COMPARATIVE STUDY ON STEM'S AND LIBERAL ARTS' ENTREPRENEURSHIP - A CHINESE UNIVERSITY CASE STUDY
7	MS. MENG LU	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	A BIBLIOMETRIC ANALYSIS OF LIFE-LONG LEARNING RESEARCH IN HIGHER EDUCATION
8	MR. RUOYU XIANG	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	A BIBLIOMETRIC ANALYSIS OF LIFE-LONG LEARNING RESEARCH IN HIGHER EDUCATION
9	DR. NOREEN SULIANI MAT NANYAN	PUSAT PENGAJIAN TEKNOLOGI INDUSTRI	THE IMPACT OF INTERNATIONAL STUDENT MOBILITY ON KNOWLEDGE ACQUISITION AND PERSONAL DEVELOPMENT: A PILOT STUDY OF STUDENTS FROM UNIVERSITI SAINS MALAYSIA

# 16<sup>th</sup> NOVEMBER 2023 THURSDAY

## DAY 2 9.30AM - 10.30AM

POSTER PANEL	NAME	INSTITUTION	TITLE
1	DR. KHALED FAHAD A. ALSHAMMARI	EDUCATION DEPARTMENT, UNIVERSITY OF HAIL	ARTIFICIAL INTELLIGENCE AND MATHEMATICS EDUCATION: RESHAPING LEARNING IN SAUDI ARABIA'S DIGITAL ERA
2	MR. ASLAM AWLAD WADAIR	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	PEOPLE WITH DISABILITIES RIGHT TO HIGHER EDUCATION IN OMAN: FROM POLICY TO PRACTICE
3	MS. JIE QIU	PUSAT PENGAJIAN ILMU PENDIDIKAN	RESEARCH ON THE ROLE OF MASSIVE OPEN ONLINE COURSES IN ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING OPPORTUNITIES FOR ALL
4	MS. HAN NAN	SCHOOL OF HEALTH SCIENCES	EFFECT OF CLINICAL VIRTUAL SIMULATION ON SELF-DIRECTED LEARNING ABILITY AND KNOWLEDGE RETENTION OF NURSING STUDENTS IN CHINA
5	MS. SALMIWATI OTHMAN	PUSAT KAJIAN KEPIMPINAN DAN POLISI PENDIDIKAN FAKULTI PENDIDIKAN	WOMEN AS TRANSFORMATIONAL LEADERS FROM MALAYSIA HIGHER EDUCATION PERSPECTIVES
6	MS. YAJING WANG	PUSAT PENGAJIAN ILMU PENDIDIKAN	IMPROVING THE QUALITY AND APPEAL OF PROFESSIONAL PATHWAYS FOR ACADEMIC STAFF IN THE CONTEXT OF THE INTERNET
7	MS. YUNHUI XIE	INSTITUT PENYELIDIKAN PENDIDIKAN TINGGI NEGARA	MEASURING TEXTILE RETURNING TEACHER'S COMPETENCE IN CHINA HIGHER EDUCATION INSTITUTIONS
8	ASSOC. PROF. DR. MARDIANA IDAYU AHMAD	PUSAT PENGAJIAN TEKNOLOGI INDUSTRI	STIMULATING LEARNING FOR SUSTAINABLE BIOFUEL DEVELOPMENT AND SOCIOECONOMIC ADVANCEMENT

## DAY 1 - 15 NOVEMBER 2023 (WEDNESDAY) (9.45AM - 10.15AM)

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### **THE INSTITUTE OF SOCIAL SCIENCE, THE UNIVERSITY OF TOKYO DO STUDENT LOANS ENCOURAGE UNIVERSITY ENROLLMENT? A CASE STUDY OF JAPAN**

Shuai Wang

The Institute of Social Science, The University Of Tokyo

**Background:** In Japan, approximately one in every two university students utilize student loans. Previous research has generally recognized the positive role of student loans in achieving educational equality. However, it remains unclear whether differences exist in the characteristics of users across generations and whether the role of student loans varies.

**Objective:** This study analyzes characteristics of student loan users and examines whether student loans contribute to reducing educational disparities during university enrollment.

**Methods:** We used data from Japanese Life Course Panel Survey (JLPS) conducted by the Institute of Social Science at the University of Tokyo to run a binomial logistic regression and bivariate probit model.

**Keywords:** *student loans, educational equality*

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### **ENHANCING THE EMPLOYABILITY OF COLLEGE STUDENTS IN THE POST-PANDEMIC ERA: A CASE OF GUANGDONG PROVINCE IN CHINA**

Jie Qiu

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The global environment of higher education has been significantly impacted by the sudden outbreak of the novel coronavirus in late 2019. In response to measures taken for preventing and controlling the virus spread, there was a rapid transition from traditional face-to-face teaching to online learning, resulting in unique pedagogical model that emphasizes online instruction with intermittent offline components. This unique model not only guarantees the uninterrupted progression of higher education, but also emphasizes specific difficulties such as inadequate satisfaction with the educational process, restricted acquisition of knowledge and skills, and a lack of acknowledgement from society. Moreover, the worldwide economy has encountered significant obstacles as a result of the repercussions of the COVID-19 pandemic, which adds further complexity to the employment opportunities for university students in the aftermath of the pandemic. Guangdong Province, situated in the southern region of China, holds a prominent position as a leading province in terms of economic development within the country. To gain valuable insights into China's economic progress and college student employment, it is imperative to examine the employment landscape specifically for college students within this province. This study will employ qualitative analysis techniques and gather data through the use of questionnaires and other methods. The primary objective is to identify key factors that impact college students' employment prospects and explore effective strategies for overcoming obstacles in this area. It is anticipated that this research will provide scientific guidance and support for college students pursuing entrepreneurial or employment opportunities in the aftermath of the pandemic.

**Keywords:** *Online learning, higher education, Students' Skills, Post-Pandemic Era, Employability of College Students*

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**ACCESS AND INCLUSION OF PEOPLE WITH DISABILITIES INTO HIGHER EDUCATION IN OMAN: A CASE OF POLICY IMPLEMENTATION IN OMAN**

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The inclusion of people with disabilities (PWD) in higher education (HE) is one of the fundamental human rights guarded by international and local policies alike. However, the story of the implementations of such policies between intentions and practice varies. This study investigates access and inclusion of PWD into HE in Oman, to understand the lack of access to HE for PWD, in order to help higher education institutions (HEIs) in Oman become more inclusive in providing access to HE for PWD. This case study will use semi-structured interviews across eight HEIs in Oman to investigate their experience with the inclusion of PWD. In addition, document analysis of royal decrees, bylaws, ministerial decisions, organizational charts, and other legislative documents will be used to cover policies of the local context in Oman regarding the inclusion of PWD in HE. The aim is to produce a framework that will enable HEIs in Oman to become inclusive of PWD. This research will add to the limited literature about the inclusion of PWD into HE in the context of Oman. It will help in future research regarding both inclusive education and policy implementation.

**Keywords:** *People with Disabilities (PWD), Higher Education Institutions (HEIs) in Oman, Inclusion, Policy Implementation, Human Rights.*

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**EMPLOYABILITY CHALLENGES FOR STUDENTS OF TEXTILE AND APPAREL HIGHER EDUCATION IN THE POST-PANDEMIC ERA**

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The impact of the Covid-19 pandemic on job opportunities for higher education students in China cannot be ignored. Currently, the employment situation for students has become significantly more challenging. Research on the employment challenges faced by undergraduate students of higher education in the post-pandemic era will provide a basis for improving the employment rate and quality of students, as well as for employment policymakers.

**Aim to employment equity:** Building talent resilient in the post-pandemic, and improving social mobility and student employability.

Examines the employment challenges faced by higher education students in the clothing industry since 2019, using a textile and apparel college in Beijing as an example. A mixed research method was employed, consisting of a questionnaire survey of 300 graduates and interviews with 15 of them. Text analysis using Nvivo was conducted. The study focuses on the impact of the pandemic on students' employment intention, employment quality, and employability, and identifies the main factors affecting these areas.

After the pandemic, students' employment intentions are more inclined to stable jobs such as postgraduate entrance examinations and civil servants, while ignoring their own interests. University institutions should give graduates more attention and career guidance to promote a fair recovery of student employment.

**Keywords:** *Employability Challenges, Post-Pandemic Era, Higher Education, employment equity, Employment Quality*

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**VIRTUAL MOBILITY: AN EMERGING APPROACH OF HIGHER EDUCATION TO CULTIVATE INTERNATIONAL STUDENTS**

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**Background:** With the development of information and communication technology (ICT), virtual mobility, as a new approach to the internationalization of higher education, allows students to receive cross-border education without going abroad through ICT-supported online educational interactions. In addition, the outbreak of the COVID-19 pandemic has further promoted the physical cross-border mobility of students to virtual mobility. Virtual mobility has brought new opportunities for the development of higher education, while it also has its limitations, especially the concerns of its sustainability in the post-pandemic era.

**Objective:** This study draws on a critical review of the literature to form an understanding of the benefits and limitations of virtual mobility and then provides recommendations for the sustainable development of virtual mobility in higher education in the post-pandemic era.

**Methods:** Based on a search of database with the keyword virtual mobility, the study employs a systematic and in-depth analysis of related literature. An analysis of relevant literature is conducted using a thematic analysis with the help of NVivo to outline common themes reflected in the literature. Results: Virtual mobility, which successfully removes geographical and financial barriers, enables more students to participate in cross-border education, and can also serve as preparation for physical mobility to make students more familiar with their study destination abroad. However, virtual mobility also has limitations, such as low funding for virtual mobility in higher education institutions, limited ICT infrastructures in developing countries, difficult quality assurance and the sense of unbelonging.

**Conclusion:** The study provides researchers and educators with valuable insights into the development of virtual mobility in higher education. The outbreak of the COVID-19 pandemic has increased public awareness of virtual mobility. Virtual mobility is crucial to higher education during the pandemic, while it inevitably decreases in the post-pandemic era. Even so, as compared to pre-COVID-19, virtual mobility increases significantly at a faster rate. Higher education institutions must recognize the shifting trend and limitations of virtual mobility and formulate proper countermeasures and long-term policies to further strengthen sustainable development of virtual mobility.

**Keywords:** *virtual mobility, higher education, internationalization, benefits, limitations*

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**A COMPARATIVE STUDY ON STEM'S AND LIBERAL ARTS' ENTREPRENEURSHIP - A CHINESE UNIVERSITY CASE STUDY**

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As the whole world goes for a sustainable development, we need large numbers of entrepreneurs to boost economy in all trades. Education, especially tertiary education, bears the social responsibilities to cultivate young entrepreneurs for our society. Mounts of literature investigate entrepreneurship education from a variety of perspectives. However, few research focus on science, technology, engineering, and mathematics (STEM) major's entrepreneurship and liberal arts major's entrepreneurship from a comparative perspective. The current study probes the similarities and differences between STEM and liberal arts major's entrepreneurship from an institutional theory viewpoint along with factors analysis from social dimension of entrepreneurship. The qualitative study is conducted by means of interviews to 44 graduate entrepreneurs randomly selected from both STEM majors and liberal arts majors in a Chinese university. The interview guide is constructed from the elements of Hofstede's cultural dimensions. A factor analysis is done in relation to Hofstede's cultural dimensions. The general intention is to find if there are significant majors' differences on the entrepreneurship between STEMs and liberal arts. And furthermore, the research try to figure out the factors influencing the entrepreneurship within the higher education ecosystem. Thus, we make some substantial suggestions to form the positive entrepreneurship development sphere, more encouragement and support from respective departments or schools to foster graduates' entrepreneurship and a joint university-enterprises cooperation.

**Keywords:** *Higher Education, Entrepreneurship, STEM, Liberal Arts, Sustainable Development*

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### **A BIBLIOMETRIC ANALYSIS OF LIFE-LONG LEARNING RESEARCH IN HIGHER EDUCATION**

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<sup>2</sup> National Higher Education Research Institute, Universiti Sains Malaysia

**Background:** This study examines lifelong learning research in higher education, crucial for institutions and policymakers. Understanding trends in this field is vital as continuous learning and skill development gain importance. Literature reviews help researchers grasp topical issues and dynamic trends.

**Objective:** This study aims to review life-long learning research within the context of higher education literature spanning from 1973 to 2023. By conducting a bibliometric analysis, it focuses on providing future research directions, gaining insight into the current state of research, and identifying influential contributors.

**Methods:** This study analyzed 480 articles in the Scopus database. The analysis took a bibliometric approach, using tools such as Excel, Vosviewer, and utilizing Biblioshiny, a shiny application developed for the Bibliometrix R package. It visualizes the extracted data and provides valuable insights into the state of research on lifelong learning in higher education.

**Results:** This bibliometric study reveals active research on lifelong learning in higher education, led by scholars like Bonnaud Olivier and Andone Diana. The UK, Spain, and Australia are major contributors. Research output has grown steadily since 2009, with popular keywords including “human,” “commerce,” “blended learning,” “artificial intelligence” and “information use.”

**Conclusion:** This bibliometric analysis shows lifelong learning research trends in higher education, highlighting influential contributors and future directions like online learning. Limitations include language bias and omissions. Nevertheless, it enhances understanding, aiding institutions and policymakers in identifying key research areas and influential scholars.

**Keywords:** *bibliometric analysis, life-long learning, higher education, research trends, influential contributors.*

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### **THE INFLUENCE OF SOCIOECONOMIC BACKGROUND ON MARGINALIZED STUDENTS' ACCESS TO CHINA PRIVATE UNIVERSITY EDUCATION AND STRATEGIES FOR ADDRESSING**


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National Higher Education Research Institute, Universiti Sains Malaysia

Educational fairness has always been a focal point of social concern, and private universities serve as an important supplementary form of higher education and play a crucial role in talent development and societal advancement. However, marginalized students face numerous challenges and unequal treatment in accessing China private university education due to the influence of socioeconomic backgrounds. When considering the influence of socioeconomic backgrounds on marginalized students' access to private university education, the following key questions were encountered: (1) How does socioeconomic background affect marginalized students' opportunities to receive private university education?; and (2) How do financial pressures, information asymmetry, and social network limitations constrain their equal access to private university education? Therefore, addressing these issues is essential in promoting educational equity and societal development. This paper organizes and evaluates existing research and extracts effective solution strategies to narrow the educational gap and foster educational equity through comparison, summary, and synthesis of relevant literature. The study found multiple influences, such as financial pressure, information asymmetry, and limitations of social networks, restrict equal opportunities for marginalized students to access China private university education. To conclude, strategies include providing financial assistance and scholarships, strengthening student navigation and counselling services, improving admission policies, and enhancing collaboration and communication among different private higher education institutions in China can enhance educational opportunities and social mobility for marginalized students.

**Keywords:** *Higher Education, Private Universities, Marginalized Students, Equity, China*





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**The Impact of International Student Mobility on Knowledge Acquisition and Personal Development:  
A Pilot Study of Students from Universiti Sains Malaysia**

Noreen Suliani Mat Nanyan<sup>1,\*</sup>, Soeda Masatoshi<sup>1</sup>, Masahiro Muraoka<sup>2,3</sup>

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Student mobility programs offer numerous benefits that extend beyond individual students to society, academia, and international relations, making them a crucial component of higher education. This study attempts to deepen our knowledge of the impact of international student mobility (ISM) on knowledge acquisition and student personal development. To do so, the experiences of 9 USM students who went to Osaka Institute of Technology (OIT), Japan for one week were examined. The students were required to answer a pre- and post-assessment which comprised of questions related to knowledge acquisition, multicultural competence and personal development. Findings indicate that the outcome of this program showed a significant impact towards their understanding in different study fields and culture which have helped them grow personally and professionally. The students show an increase in their self-confidence, and they see the experience as an opportunity for personal maturity. In conclusion, this pilot study underscore the pivotal role that student mobility programs, particularly international student mobility, play in higher education. As higher education institutions continue to engage in and support international student mobility, it is clear that these initiatives not only enrich the lives of the participating students but also contribute to the enrichment of society and the strengthening of international relations.

**Keywords:** *International student mobility; Multicultural; Higher education; Personal development; Diversity*

**DAY 2 - 16 NOVEMBER 2023 (THURSDAY) (9.30AM - 10.00AM)****PRESENTER: DR. KHALED FAHAD A ALSHAMMARI****COUNTRY: Saudi Arabia****EMEL: k.alshammari@uoh.edu.sa****ARTIFICIAL INTELLIGENCE AND MATHEMATICS EDUCATION:  
RESHAPING LEARNING IN SAUDI ARABIA'S DIGITAL ERA**Khaled Fahad A Alshammari  
Education Department, University Of Hail

This study explores the significant role of artificial intelligence (AI) in reshaping the teaching of mathematics in Saudi Arabia amidst the rapid advancement of digital technology. With the continuous evolution of technology, AI holds immense potential to enhance mathematics education by offering students personalized and engaging learning experiences. This research investigates the current integration of artificial intelligence in mathematics education, its impact on teaching methodologies, and the potential benefits and challenges specific to the Saudi Arabian context. The primary aim of this article is to critically examine the prospects AI presents for transforming mathematical education in Saudi Arabia and provide actionable recommendations for its successful implementation. The research approach commenced with an in-depth examination of the existing research on AI in mathematics teaching. Scientific databases, academic journals, conference articles, publications, and credible educational sources were thoroughly reviewed to get insights into the current status of AI integration in mathematics education on a worldwide and Saudi Arabian scale. The study focused heavily on qualitative data analysis, with a particular emphasis on literature addressing the implementation of AI in mathematics education in Saudi Arabia. Relevant findings from diverse research studies and efforts were gathered and examined in order to gain a better understanding of present practices, difficulties, and prospective benefits. A comparative analysis was also carried out to uncover parallels and variations amongst AI integration in mathematics education in Saudi Arabia as well as in other nations. The research was intended to discover strategies that were appropriate to the Saudi Arabian context by examining effective models and tactics from other educational systems.

**Keywords:** *Artificial Intelligence; Mathematics; Education; Learning; Saudi Arabia***PRESENTER: MR. ASLAM AWLAD WADAIR****COUNTRY: Oman****EMEL: aslamwadair@student.usm.my****PEOPLE WITH DISABILITIES RIGHT TO HIGHER EDUCATION IN OMAN: FROM POLICY TO PRACTICE**Aslam Awlad Wadair  
Institut Penyelidikan Pendidikan Tinggi Negara, Universiti Sains Malaysia

This review article focuses on the case study of Oman's policy implementation regarding access and inclusion of people with disabilities (PWD) in higher education (HE). The evaluation examines the value of inclusion in higher education, emphasizing its advantages for people with disabilities as well as for society at large. It covered the difficulties and impediments to putting inclusive approaches into practice, as well as social attitudes, resource allocation, and physical accessibility. The study aims to understand how PWD are included in HE in Oman and essentially how their rights can be achieved by the providing higher education institutions (HEIs). The assessment examined Oman's policies for people with disabilities, stressing the Omani Disability Law as a regulatory foundation for inclusion in HE. The discussion focuses on the integration of disability policies into the HE framework, highlighting the necessity of coordination, execution, and budget allocation to ensure successful policy alignment. In addition, Oman's inclusion in HE was compared to that of other Gulf Cooperation Council (GCC) nations in the evaluation. It looked at regulatory frameworks, accessible infrastructure, assistance services, curriculum modification, faculty development, and awareness campaigns for parallels and differences. Discussions focused on the lessons acquired from the experiences of other GCC nations, highlighting the significance of robust legal systems, physical accessibility, thorough support services, inclusive curriculum design, faculty development, collaboration, and awareness campaigns.

**Keywords:** *People with Disabilities (PWD), Higher Education Institutions (HEIs) in Oman, Inclusion, Policy Implementation, Human Rights.*

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**RESEARCH ON THE ROLE OF MASSIVE OPEN ONLINE COURSES IN ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTING LIFELONG LEARNING OPPORTUNITIES FOR ALL**

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Pusat Pengajian Ilmu Pendidikan, Universiti Sains Malaysia

Online learning has a profound influence on the development of world education. According to the Seventh National Population Census in China published by the Chinese government in 2021, it was reported that as of midnight on 1st, November, 2020, individuals with a college education (college or higher) accounted for approximately 15.13% of China's total population. However, there are significant regional disparities in the distribution of educational resources across China due to imbalanced economic development. Ensuring equal access to quality education and promoting lifelong learning opportunities for all has become a critical social and educational issue.

The continuous advancement of Internet technology has led to the emergence of free education websites, particularly Chinese University Massive Open Online Courses (CUMOOC). These platforms offer a potential solution to the issue of accessibility in education. The objective of this study is to assess the effectiveness of CUMOOC in promoting inclusive and equitable quality education, while also facilitating lifelong learning opportunities.

The researcher plans to investigate a comprehensive set of 1317 nationally recognized courses as the main focus of their study. They will collect and analyze data on various aspects of these courses, such as their organization, content, participant count, and feedback. By utilizing quantitative analysis techniques, the researcher aims to showcase the significant role these courses play in promoting inclusive and equitable education, as well as offering lifelong learning opportunities for all individuals. Furthermore, this study will critically assess the practical impact of these courses and provide recommendations for their future development.

**Keywords:** MOOC, Online learning, higher education, Quantitative analysis, Course learning

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**EFFECT OF CLINICAL VIRTUAL SIMULATION ON SELF-DIRECTED LEARNING ABILITY AND KNOWLEDGE RETENTION OF NURSING STUDENTS IN CHINA**

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**Background:** Clinical virtual simulation is a relatively new teaching approach in nursing education. However, there is a lack of in-depth longitudinal research on self-directed learning ability and knowledge retention.

**Objective:** This study aims to identify the effect of the use of clinical virtual simulation on the self-directed learning ability and knowledge retention among nursing students in China.

**Method:** Sophomore nursing students were randomly divided into two groups: the control group (n = 43), in which the traditional teaching method was used, and an experimental group (n = 41), in which a combination of traditional teaching and clinical virtual simulation was employed. The students in the control group attended a theoretical course, followed by clinical practice courses, and received practice guidance in a laboratory. The students in the experimental group attended a theoretical course, learned and practiced the simulation project on a virtual simulation platform, then attended clinical practice courses and received practice guidance in a laboratory. The knowledge retention of the students was assessed immediately, two weeks, and one month after the intervention using a multiple-choice test. The self-rating scale of self-directed learning ability was used to determine the self-directed learning ability of the students.

**Results:** Statistically significant improvements were observed in the knowledge retention and self-directed learning ability ( $P < 0.05$ ) of the students in the experimental group compared with those in the control group.

**Conclusion:** The application of clinical virtual simulation can enhance the memory and retention of theoretical knowledge and improve the self-directed learning ability among nursing students.

**Keywords:** Clinical Virtual Simulation; Nursing Students; Self-directed Learning Ability; Knowledge Retention

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### **WOMEN AS TRANSFORMATIONAL LEADERS FROM MALAYSIA HIGHER EDUCATION PERSPECTIVES**

\*[Salmiwati Othman](#)<sup>1</sup>, [Aida Hanim A.Hamid](#)<sup>2</sup> and [Mohd Izham Mohd Hamzah](#)<sup>3</sup>  
<sup>1,2,3</sup> Center of Leadership & Educational Policy, Faculty of Education, Universiti Kebangsaan Malaysia

Higher education institutions in Malaysia should be able to provide a training platform that focuses on the leadership development of women's academic leaders, especially in public universities. Diverse and inappropriate leadership styles make female academic leaders less effective when appointed to leadership positions. Furthermore, the changes implemented by female academic leaders in universities are often underestimated. The lack of mentoring and guidance and the high workload make women not want to hold leadership positions and go further. The purpose of this research is to explore the themes of transformational leadership and examine the relationship between transformational leadership and competency. This study used a sequential exploratory design involving six informants from top management and 365 respondents from middle management in 20 public universities. Atlas Ti version 23 and SEM PLS version 4 are being used to analyse data. The findings of the study reveal that the transformational leadership style is used by women academic leaders in implementing changes in the university, and there are nine themes found for the construct of transformational leadership. The research findings also found that there is a positive relationship between transformational leadership and women's academic competency. This research also listed several initiatives that need to be taken by university management to empower women's leadership, especially involving women academic leaders in public universities in Malaysia. This research fulfils the requirement of SDG 5 to increase women's leadership and decision-making in the HEI context. (235 words)

**Keywords:** Sustainable development goal (SDG5), Transformational Leadership, Women Leadership

**PRESENTER: MS. YAJING WANG**  
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### **IMPROVING THE QUALITY AND APPEAL OF PROFESSIONAL PATHWAYS FOR ACADEMIC STAFF IN THE CONTEXT OF THE INTERNET**

Yajing Wang  
 Pusat Pengajian Ilmu Pendidikan, Universiti Sains Malaysia

With the rapid development of Internet technology, the combination of online education and offline education has put forward higher requirements for the professional ability of academic staff. The purpose of this study is to understand the challenges faced by academic staff in their professional development capabilities under the background of the Internet, and to propose corresponding countermeasures to promote the improvement of academic staff's professional development capabilities. This article uses the interview method to design the interview outline, interview academic staff from different countries, and then use naivo to analyze and process the data and draw conclusions. Through the interviews, it was found that academic staff are facing huge challenges in terms of changing learning methods, knowledge management capabilities, learning space design capabilities, and information processing capabilities. To sum up, academic staff should change the way of learning, combine online education with offline education, and develop the habit of lifelong learning; use digital management tools to build a personal knowledge management system and improve knowledge management capabilities; pay attention to the design of learning space; Improve information collection, processing and application capabilities. However, this article uses qualitative research, and the sample is limited. In the future, mixed research can be used to improve the scope of research.

**Keywords:** Internet; Professional pathways; Academic staff; Information processing; Life-Long learning

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### **MEASURING TEXTILE RETURNING TEACHER'S COMPETENCE IN CHINA HIGHER EDUCATION INSTITUTIONS**

Xie YunHui and M.I. Rohayati  
National Higher Education Research Institute, University Sains Malaysia

**Background:** Higher education in China is gradually shifting from elite to mass education, and the quality of higher education is heavily influenced by teacher competence, which only shows that what teachers need to know and be able to do is incomplete. Competency can also be used to assess a person's overall quality in the field of higher education.

**Objective:** This study intends to review to address the question of what textile returning teacher's competency characteristics are in the context of higher education in China. Because identifying competency characteristics is the foundation for assessing job competency, that is important in providing the best teaching and learning delivery system to the students to achieve equity in education.

**Results:** This study identify and analyze articles on the competency characteristics indifferent contexts. These characteristics come from a variety of academics and disciplines, and these criteria inform the factors to be extracted.

**Conclusion:** The review found that in the context of Chinese higher education, there is no unified definition of the characteristics of teacher competence, which usually reflects the characteristics (professional knowledge, professional competence, professional values, etc.) that teachers need to complete their work goals, although most of these competencies refer to general competencies for textile returning teachers. The study conclude that the competence of returnee teachers in textile disciplines is characterized by vocational, professional, pedagogical, technological.

**Keywords:** *Higher Education, Textile Education, Competency, Textile Returning Teacher, Chinese College*

**PRESENTER: ASSOC. PROF. DR. MARDIANA IDAYU AHMAD**  
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### **STIMULATING LEARNING FOR SUSTAINABLE BIOFUEL DEVELOPMENT AND SOCIOECONOMIC ADVANCEMENT**

Mardiana Idayu Ahmad<sup>1</sup>, Mohammad Aliff Shakir<sup>1</sup>, Binhwel Fozy Amer Mabrook<sup>1</sup>, Abdul Khalil H.P.S.<sup>1</sup>, Mohd Rafatullah<sup>1</sup>, Pavan Jutur<sup>2</sup>, Vittorio Venturi<sup>3</sup>, Riti Kapoor<sup>4</sup>, and Fatin Zafirah Mansur<sup>5</sup>  
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<sup>5</sup> Faculty of Civil Engineering Technology, UMPMSA Gambang, Universiti Malaysia Pahang

The use of biofuels as a sustainable and eco-friendly alternative to conventional fuels is gaining relevance globally. The exploration of sustainable biofuel production is crucial not only for environmental reasons but also for socioeconomic growth. However, to fully realize the potential of biofuels, it is essential to understand the socioeconomic aspects and stimulate learning in this field. This study focuses on stimulating learning in the context of biofuel sustainability and its socioeconomic impact. Biofuels, classified into different generations based on feedstocks, offer a renewable and eco-friendly alternative to conventional fuels. The research examines recent advancements in sustainable biofuel production and commercialization, with a specific emphasis on second and third-generation biofuels known for their advanced and sustainable characteristics. The study explores how stimulating learning can drive the development and adoption of biofuels, contributing to sustainability goals and socioeconomic benefits. It analyzes the current status of biofuel production, consumption, and available production facilities, considering the socioeconomic factors such as energy exports, imports, and trades. The study concludes that stimulating learning initiatives can play a vital role in promoting biofuel adoption, leading to sustainable development and significant socioeconomic advantages.

**Keywords:** *Stimulating learning, biofuel, sustainability, socioeconomic*





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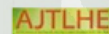
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Membina Kekayaan Menuju Alam Abadi



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