BEST TEACHING METHODOLOGY

FOR COLLEGE STUDENTS

EDITORIAL BOARD

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PREFACE

From The Editorial Team

First and foremost, we would like to praise to Allah the Almighty, the most Gracious and most Merciful for His blessing because at the end we had completed the December 2023 edition of E-Bulletin, by which, the final edition for 2023.

We would also like to express our deepest gratitude to beloved Chairman, Professor Dr. Captain Ab Manan bin Mansor, Advisor, Madam Salina binti Ahmad, Chief Executive Officer, Associate Professor Dr. Faiz Aizat bin Ab Manan, Provost, Chief Operating Officer, Sir Hafiz Syafiq bin Ab Manan, Sir Muhammad Nurulfaqih bin Mohd Sajali, Dean of Faculty of Science and Technology, Sir Muhammad Zulhiqmi bin Mohd Jamil and Dean of Faculty of Hospitality and Management, Madam Norulbaiti binti Mohd Nor for the endless support and encouragement to make this publication a success. E-bulletin is the platform for UniCAM staff to share their piece of mind on issues related to education, industry and many more. This edition is only possible due to hard work and contribution of all UniCAM staff. Therefore, we would like to thank all UniCAM staff for their cooperation.

We really hope that you take the time to read what this E-bulletin has to offer and feel free to provide feedback and comments for us to improve in the future.

Thank you for all the love and support!

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- Policy

**Yours sincerely,
Editorial Team**

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EDUCATION

EMPOWERING LEARNING THROUGH NEURO-LINGUISTIC PROGRAMMING (NLP) IN HIGHER EDUCATION

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INTRODUCTION

In this ever-evolving landscape of higher education, Academicians are continuously exploring innovative methods to enhance the learning experience for students. One of the approaches that has been gaining traction in recent years is the utilization of Neuro-Linguistic Programming (NLP). NLP presents a versatile psychological framework that can be effectively applied within higher education settings to empower students and optimize their academic performance (Robinson, 2018).

NEURO-LINGUISTIC PROGRAMMING FRAMEWORK

At its core, Neuro-Linguistic Programming is grounded in the notion that individuals perceive and process the world through their senses, thus creating intricate internal mental representations of their experiences. These mental representations significantly influence an individual's behavior, learning style, and communication patterns. By integrating NLP techniques into the higher education sphere, educators can harness these cognitive processes to augment student learning experiences (Smith & Johnson, 2017).

THE MULTIFACETED BENEFITS OF NLP IN HIGHER EDUCATION

Enhanced Communication Proficiency: NLP offers a repertoire of techniques, including rapport building and effective questioning which are instrumental in fostering improved communication skills among students. These skills are invaluable in collaborative learning environments where effective communication is paramount (Brown, 2019).

Optimized Study Strategies: Through the application of NLP strategies, students can develop goal-setting competencies and cultivate effective study habits. These enhancements invariably lead to demonstrable improvements among academic performance (Anderson & Clark, 2020).

Elevated Motivation Levels: Motivation is a cornerstone of successful learning. NLP interventions can serve as a catalyst for students to overcome procrastination and ignite their intrinsic motivation to learn, leading to sustained engagement with educational content (Hudson, 2018).
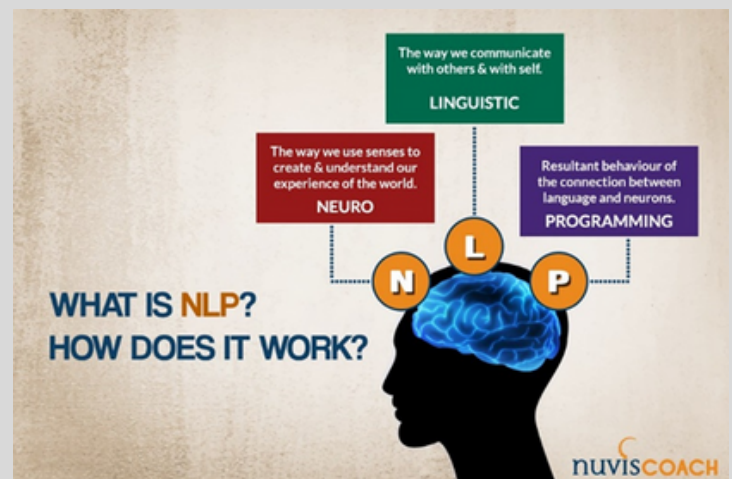

Figure 1: Neuro-Linguistic Programming Framework (Source: Nuvis Coach, 2023)

INTEGRATING NLP INTO HIGHER EDUCATION

The integration of Neuro-Linguistic Programming into higher education can take various forms. Faculty members may incorporate NLP techniques during lectures, thereby rendering academic content more engaging, relatable, and memorable for students. Furthermore, the infusion of NLP principles into counseling and student support services can furnish students with personalized guidance, particularly those grappling with academic challenges (Wong & Patel, 2016).

ONGOING CHALLENGES AND FUTURE TRAJECTORIES

While the promise of NLP in empowering learning within higher education is evident, certain challenges persist. Notably, there is a requirement for comprehensive faculty training and continued research endeavors to quantify the tangible impact of NLP on student outcomes. Nevertheless, as technology continues its inexorable advance, the fusion of NLP into e-learning platforms and virtual classrooms holds considerable promise for the future evolution of higher education (Sutherland & McKay, 2019).

CONCLUDING THOUGHTS

Neuro-Linguistic Programming possesses the potential to revolutionize higher education by furnishing students with the tools and techniques they need to become more effective and motivated learners. As educators continue to refine the application of NLP, the benefits for both students and institutions will become increasingly apparent. Embracing NLP not only enables higher education to adapt to the dynamic needs of students in the 21st century but also fosters a more immersive and enriching learning environment.

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BEST METHODOLOGY FOR TEACHING COLLEGE STUDENTS: THE DESIGN-THINKING TECHNIQUE

By Halida Hajar Binti Anuar
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INTRODUCTION

DESIGN THINKING is a powerful problem-solving methodology that has gained significant traction in various fields including education. When this technique is applied to college students, it can foster creativity, critical thinking, and problem-solving skills, making it an ideal approach to prepare students for the complex challenges they will face in their academic and professional lives. This methodology places students at the centre of the learning process, encouraging them to explore, experiment, and innovate. This technique comprises of key principles and steps of the design-thinking technique, highlighting its benefits and applications in higher education institute.

TEACHING METHADOLOGY

Figure 1: Lecture session at UniCAM

The first step in design thinking is to empathize with the students' needs and concerns (Philips, 2020). Educators must understand the diverse backgrounds and learning styles of their students to create a supportive and inclusive learning environment. After gaining insights through empathy observation. The problem and issue need to be address and defined clearly (Noh, 2020). This step sets the foundation for the entire teaching process, ensuring that the focus remains on addressing students' specific needs and challenges. This

technique involved encourages brainstorming and ideation as a way to generate innovative solutions (Ferrández, 2023). In the context of teaching, this means encouraging students to explore various perspectives, collaborate with peers, and experiment with different learning methods (Retna, 2019). Educators can incorporate group discussions, hands-on projects, and interactive activities to foster creative thinking (Chon 2019). Other than that, creating prototypes of lessons or assignments can help refine ideas and make them more engaging and effective.

Figure 2: UniCAM students are brainstorming with their groupmate as part of their assessmnet

Testing student's understanding towards certain topic can help the educators to know their effectiveness of teaching method (Tu, 2018). To gather the feedback from students can be many forms such as quiz, interactive discussion, one to one question and answer sessions, etc. 30 minutes rule can be used to allocate the time for the testing method. Once the educators evaluate the feedback, the information can be used to improve the teaching technique from time to time. Teaching technique need to varies and every technique that exist are not fit to all and students cannot fit to one and only teaching technique. Teaching flexibility is the exact answer to achieve highest effectiveness of teaching methodology. Throughout the course, students should be encouraged to reflect on their learning journey, identifying what worked well and what could be improved. This reflective practice helps students develop

metacognitive skills and become more self-directed learners. Reflective methods such as the students need to provide mind map for few topics without referring to the lecture notes which can enhance their writing, memorizing (key terms), understanding and thinking skills.

CONCLUSION

This design-thinking technique offers a holistic and student-centred approach in teaching college students. By empathizing with students' needs, defining clear objectives, ideating innovative teaching methods, testing and iterating, and fostering reflection, educators can create a dynamic and engaging learning environment. This methodology does not only enhance students' problem-solving skills but also promotes creativity and adaptability which are essential skills for success in today's rapidly changing world. Ultimately, design thinking empowers both instructors and students to create meaningful educational experiences that prepare students for the challenges they will encounter in their academic and professional journeys.

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ADAPTING PEDAGOGY TO GENERATION Z: MODERNIZING TEACHING METHODS AT UNIVERSITIES

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INTRODUCTION

Generation Z, born between 1997 and 2012, brings forth distinctive characteristics that necessitate a transformative approach to university teaching methods. Raised in an era of instant information access, these tech-savvy learners demand an educational paradigm aligned with their preferences. Recognizing their fluency in the language of smartphones, social media, and instant messaging, educators must integrate technology seamlessly to ensure effective engagement and support (Ishak et al., 2022).

ADAPTING THE TREND

The ubiquity of constant connectivity has given rise to shorter attention spans, prompting an essential evolution in teaching methodologies. To counteract this trend, educators must adopt diverse strategies to sustain attention throughout the learning process. Research indicates that Generation Z exhibits a pronounced affinity for visual content—images, infographics, and videos—over traditional text-based materials. Adapting course materials to this visual orientation not only enhances engagement but also resonates with their digital upbringing, facilitating a more immersive learning experience (Jampel et al., 2018).

TEACHING METHADOLOGY

Understanding the distinct characteristics of Generation Z enables the implementation of key strategies. Digital integration becomes imperative, involving the seamless infusion of technology, online platforms, and interactive applications to enhance accessibility and engagement in educational settings. Active learning methodologies, emphasizing group discussions and real-world scenarios, cater to their preference for collaboration and hands-on experiences. Recognizing the uniqueness of each student, personalization emerges as a paramount strategy, involving the tailoring of teaching methods to individual learning styles and preferences. Incorporating data-driven insights and adaptive learning technologies further refines the educational

experience, fostering a personalized and effective learning journey (Soesanto, 2021).

Real-world relevance stands out as a cornerstone strategy, linking classroom learning to practical applications. By showcasing the tangible value of education and bridging the gap between theory and practice, this approach deepens students' understanding of the applicability of their knowledge. Inviting industry speakers and embedding real-world examples into lessons further enriches the learning experience, providing valuable insights from professionals and grounding theoretical concepts in practical contexts.

IN ESSENCE, modernizing teaching methods for Generation Z involves a strategic blend of technology integration, active learning, personalization, and real-world relevance. These adaptations create an educational environment that not only caters to the specific needs and preferences of this generation but also fosters sustained engagement and productive learning experiences (Ishak et al., 2022).

Figure 1: UniCAM students during Entrepreneurship Day where they need to setup their own business strategy

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INNOVATIVE APPROACHES TO INCREASE EFFECTIVENESS OF TEACHING METHODS

By Siti Aisyah Binti Ajemi
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INTRODUCTION

Innovative approaches play important roles to ensure the teaching and learning processes are more effective at tertiary education institutions. Innovative teaching strategies do not always mean emphasizing the latest and greatest technology into the classroom, but it is the process of proactively implementing the effective teaching strategies and methods. Numerous current researches on education have supported the benefits that certain processes and tools have on students' learning outcome by adapting innovative approaches to boost effectiveness of teaching methods (Bell, 2010).

PROJECT-BASED LEARNING

Innovation in teaching methods is crucial in order to ensure relevant and effective education in today's rapidly changing world. Concurrently, University College of Aviation Malaysia (UniCAM) always looks forward in implementing teaching innovation to provide the students with high standard of education. Among the innovative approaches to enhance the effectiveness of teaching and learning is by adapting Project-Based Learning (PBL). PBL encourages students in working on real-world projects that require high level of critical thinking, problem-solving, and collaboration. Apart from that, PBL has provided the platform for students with an environment for active engagement while doing the assigned task. Besides that, PBL helps the students to apply the exposures acquired from those practical scenarios into their real lives.
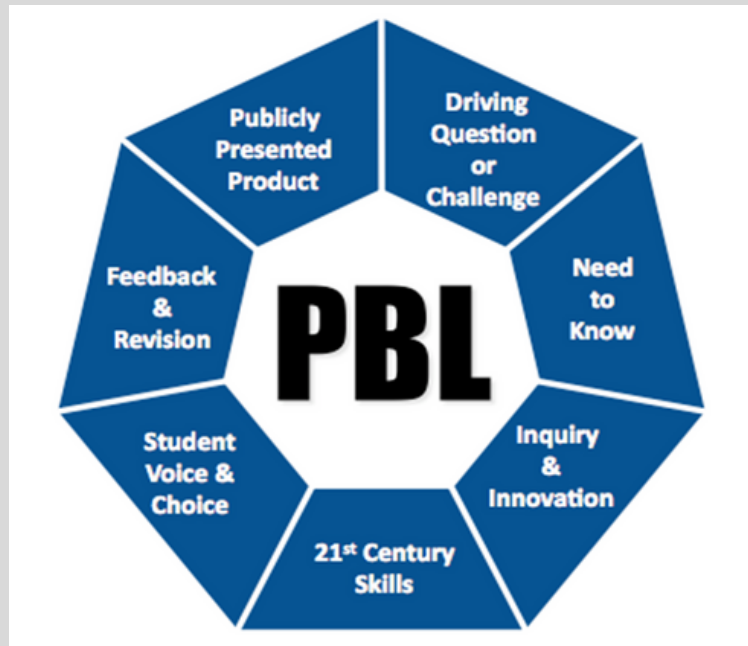
Figure 1: Criteria of PBL

Figure 1 above shows Criteria of PBL. The 21st century skills can be enhanced from PBL as it drives the students to engage in real-world tasks. The criteria of PBL have molded the students to discover the better version of themselves. This approach achieves the objectives of producing more creative and critical thinkers apart from being a solution centric.

WORK BREAKDOWN STRUCTURE

Figure 2: Example of Work Breakdown Structure

Figure 2 shows the Work Breakdown Structure (WBS) for one of the Project Based Learning subjects in University College of Aviation Malaysia.

The students will be working on the project assigned to them in a group. The assessment of this subject test the students a lot in terms of their understanding about the topics, critical and creative thinking besides collaboration as they need to work in group.

The assessments of this PBL subject have required the students to involve themselves more in active learning as compared to non PBL subjects. There are two presentations as part of the assessments where the students need to present their work and have to be mentally ready to answer any impromptu questions from the subject lecturer and another lecturer who will be invigilating the students as well.

CONCLUSION

PBL can be priotized as one of the innovative approaches to boost up effectiveness in teaching methods. Numerous project-based learning features are designed based on problem orientation that moulded the students to be someone with analytical skills in collecting, organizing, visualizing, and assimilating data to fulfill the requirement of the project. Apart from that, sorting any problem and answering question during the assessment serve as the benchmark of the students' performance. The entire learning activity by adapting PBL is undeniable functions as one of the innovative approaches to uplift effectiveness of teaching methods.

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SOURCE: HULTON ARCHIVE / GETTY IMAGES

BEST METHODOLOGY TO TEACH COLLEGE STUDENTS: SOCRATIC METHOD

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INTRODUCTION

The Socratic Method was developed by the philosopher Socrates, an Athenean who lived approximately 470 B.C. Being an only child, he was raised as a sculptor by his father who worked as laborer and his mother was a midwife. Since his early childhood, Socrates realized that molding young minds was really his genuine calling (Delic, 2016). The teaching and intellectual style known as the Socratic method was developed in honor of his contribution on this field. It entails a type of cooperative argumentative dialogue between people that is frequently used to encourage critical thought, expose hidden presumptions, and explore difficult subjects.

METHODOLOGY

Since effective questioning tactics advance sound thinking in all situations, these techniques do not necessarily require to vary considerably from subject to subject. The use of Socratic debriefing can be successful comprehensively spanning quite diverse fields, from philosophy seminars to scientific courses that emphasize content (Dinkins and Cangelosi, 2019). To a participant or group of participants, a sequence of questions is addressed using the Socratic technique. These inquiries are intended to stimulate a more thorough review of their knowledge, beliefs, and ideologies. The strategy tries to highlight errors, gaps in logic, and contradictions to ensure participants can nurture their understanding and achieve more complex conclusions.

The Socratic approach relies on questioning and responding strategies to produce ideas and connect the various stages of thinking to encourage participants to think critically. The effectiveness of this strategy depends on the teachers' questioning skills (Dalim, Ishak and Hamzah, 2022).

KEY CHARACTERISTICS

QUESTIONING: The Socratic instructor engages in dialogue by posing thought-provoking questions rather than giving direct answers. The participants' presumptions, generalizations, and dogmas are meant to be questioned by these queries.

CRITICAL THINKING: The Socratic approach fosters critical thinking abilities by challenging presumptions and encourages participants to consider their ideas. It nudges people to consider ideas and thoughts they come across more carefully and critically.

COLLABORATIVE LEARNING: The approach promotes a collaborative learning environment where participants interact with one another's ideas and gain knowledge from one another's viewpoints and insights.

DIALECTICAL APPROACH: The Socratic method is based on dialectics, which is the argumentative exchange of ideas. Through the collision of diametrically opposed ideas, it seeks to uncover the truth or a better understanding.

IMPLEMENTATION

The term "attitude, teaching, and ideology" used to describe globalization which promotes the principle of interdependence and unity in teaching." (Kelam and Vučić, 2019). In education, the Socratic approach has been widely applied, especially in certain subjects such as law, philosophy, and ethics. It encourages students to engage in serious discussion, think critically, and communicate their ideas clearly. As it forces individuals to face their own

limitations and uncertainty, it can be difficult and even infuriating at times.

CONCLUSION

The Socratic method is a teaching strategy with academic advantages for the teacher or the students (Aristidou, 2020). Being involved intellectually will benefit the lecturer and students who are the key motivators. It is crucial to remember that the Socratic method is basically one of the methods which is useful other than using the traditional method of teaching.

The Socratic Learning Method

Repeated questioning leads to refinement of ideas and betterment of concepts along with improvement of individual's thinking and assessing skills

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ENGAGING IMAGES FOR RESEARCH, PEDAGOGY, AND PRACTICE: UTILIZING VISUAL METHODS TO UNDERSTAND AND PROMOTE COLLEGE STUDENT DEVELOPMENT

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INTRODUCTION

Visual approaches lead to a potential path for grasping and supporting the development of college students in research, education, and practice. Visual approaches can be referred to variety of ways for gathering and disseminating information, including photography, film, painting, and graphic design.

Here are some crucial factors to bear in mind and suggestions for utilizing interesting photos in articles that are related to tertiary educational students' development:

INNOVATIVE RESPONSE

The term "visual research methods" refers to a wide range of methodologies and equipment utilized to study and analyse visual data. These techniques are essential in many disciplines such as anthropology, sociology, art history, and design. A strategy that is frequently employed is content analysis where researchers look and categorize visual materials like pictures, films, or artworks to spot trends. Understanding societal representations, cultural connotations, and visual communication are all aided by this technique. Visual ethnography additionally entails immersive fieldwork where researchers record and analyse visual characteristics of a community or culture, frequently using photos, films, or sketches. Apart from explore information on how civilians perceive and interact with visual information, visual research can also utilize experimental designs, eye-tracking studies, and image-based surveys, (Smith, & Brown, 2020).

ENHANCING PEDAGOGY

In order to enhance pedagogy in tertiary education, creative strategies must be used to engage students with active learning. The incorporation of visual assignments is one such strategy that can greatly enhance the educational exposure. Students may be given assignments that demands for the creation of infographics or multimedia presentations that cover various facets of college life and personal growth. These tasks allow students to apply their theoretical knowledge into practice apart from encouraging creativity. Using visual thinking techniques in the classroom can also be very advantageous (Taylor, S., & Johnson, K. 2018). Teachers can encourage critical thinking and improve communication skills by showing kids pictures of college life. Students can gain a deeper comprehension of difficult subjects and improve their ability to express themselves through group conversations and study of these graphics.

PRACTICE AND INTERVENTION

The college experience for students can be dramatically enhanced by implementing visual campaigns and interventions into place. Making graphic advertising that emphasize the advantages of college life is one successful strategy. These campaigns might appear as vibrant posters or interesting social media efforts, (Martin, R. 2021). For instance, designing posters to raise awareness of mental health concerns tends to help reduce stigma, promote candid dialogue, and provides students access to vital resources for getting assistance when they need it. Additionally, employing visual data in the form of graphs and charts can completely change how universities evaluate the progress and performance of their students. Complex information is more understandable and actionable when it is given visual feedback. Students can rapidly understand their strengths and limitations by using visual aids to highlight academic success and areas for improvement.

Figure 1: UniCAM Students presenting a figure

RESEARCH ARTICLES

Incorporating images into research articles turned as a crucial tactic to interest readers and improve comprehension in the current digital era. Images, charts, and diagrams serve as effective tools to show important ideas or conclusions, making complex material more understandable to a wider audience, (Adams, R., & Wilson, P. 2019). Researchers are becoming more aware of how crucial visual aids are to expanding the effect and audience of their study. Additionally, adopting cutting-edge forms for the dissemination of research can be equally important. For instance, visual study results may be offered as interactive websites or online magazines. These platforms provide academicians an interesting way to present their work in an aesthetically pleasing and user-friendly way.

ETHICAL CONSIDERATIONS

Any research or publishing must take ethical considerations seriously especially when using photos of real people. Obtaining informed consent and protecting anonymity are two essential components of ethical considerations in this situation. First and foremost, gaining informed consent is a crucial ethical obligation whenever someone's photograph is used for research or publication. Participants should be accessible voluntarily with full knowledge of the intended use of their photos in order for informed consent to be granted. The intent behind the use of images, any possible risks, advantages, and the freedom to revoke consent at any time without repercussions should all be made apparent and fully disclosed by researchers. Participants should also be explained with the security measures being used to protect their photographs as well as whether or not those same images will be shared with outside parties (Anderson, D., & Lewis, M. 2017). By being transparent, organizations ensure that people have the freedom to choose whether or not to participate. Second, anonymity is essential when working with photographs to safeguard the privacy and confidentiality of research participants. The identity of participants might occasionally need to be kept confidential in order to avoid harm or unintended outcomes. By eliminating or changing any identifying details from photographs, such as faces, birthmarks, or distinguishing tattoos, researchers should take the appropriate precautions to de-identify them. Researchers should also visualize about the context in which the photographs will be utilized and whether even minor elements could unintentionally betray participants' identity.

CONCLUSION

A potential strategy to boost the scope and depth of research on college student growth is to incorporate visual tools into it. Scholars can produce more interesting and understandable research findings that appeal to a wider audience, including students, educators, politicians, and the general public, by increasing visual components to standard text-based research. By portraying the complex and dynamic nature of students' experiences, problems, and growth over their academic journey, visual approaches help researchers tap into the rich tapestry of college life, (Kelly, B.T. and Kortegast, C.A. 2017).

As a result, utilizing visual approaches in research pertaining college student development adds depth and refinement to the investigation of this important field of inquiry. These techniques provide a useful way to effectively capture the essence of students' learning experiences, enhancing the impact, accessibility, and engagement of research. Researchers able to comprehend college students' development and well-being by embracing visual tools and shedding light on their diverse journeys.

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TECH-INFUSED CLASSROOMS: INTEGRATING IT TOOLS FOR ACTIVE LEARNING IN HIGHER EDUCATION

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In today's evolving landscape of education, the incorporation of technology in classrooms has become more indispensable. The conventional method of delivering information through blackboards and lectures is gradually giving way to dynamic learning environments infused with cutting-edge technology (Kant, 2016). One particular innovation that has completely transformed the teaching methods of educators and the learning experiences of students is the connection between tablets and projectors. In this article, we will delve into the advantages and hurdles associated with this integration apart from exploring how it has brought a noticeable change in learning especially for higher education.

The incorporation of Information Technology (IT) tools in education is not just an idea, but it is a practical approach (Chander,2021). However, advancements in technology have made it more accessible and impactful than it used to be previously. Tablets in particular have become extremely popular due to their portability, versatility and user friendliness. When combined with projection technology, they serve as tools in promoting active learning (Asad, 2023).

ACTIVE LEARNING

Active learning is an approach that encourages students to engage with the course material. It shifts the role of the teacher from a lecturer to a facilitator that empower students to take charge of their learning. Classrooms equipped with wireless tablet projection systems create an environment to implement variety of learning strategies (Singh, M. N.,2021).

One of the tech-infused teaching methods is by using tablets which will be connected to the projector wirelessly. By using this method, the engagement between educators and the students can be enhanced. Instead of only listening to the lectures given by the lecturers, students can actively involve in the discussion, solving

the problems and collaborate with the projects given by the lecturers directly. This situation has created a highly effective interaction between the students and the lecturers.
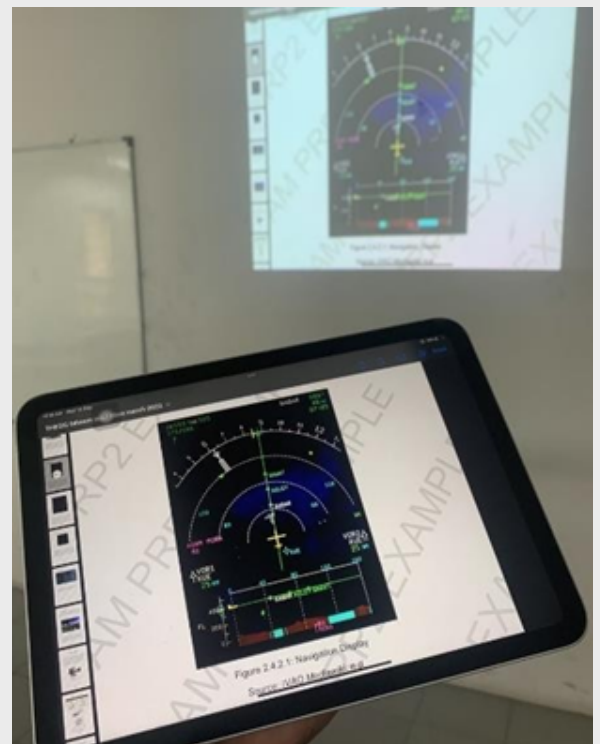
Figure 1: Tablet used to conduct a class at UniCAM

Other than that, by implementing the method also help eases the lecturers' way of teaching with easy editable file, easy access to online resources such as YouTube or google while standing and practically moving around the classroom to make sure students are paying their full attention. With the access to meta world, this method allows for real-time collaboration with the students as the student can share their projects or problems instantly and can be discussed among the students while supervised by lecturers (Gallou, 2018).

CONCLUSION

In conclusion, the method has revolutionized the higher education institutions by adapting an active learning environment in class and enhancing the student engagement, interactions and learning experiences. As we move forward, technology keeps on evolving. Therefore, adapting to the technology changes is a must in order to build a better and creative thinking minded generation.

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LIST OF PROGRAMS AT UNICAM

1. FOUNDATION IN MANAGEMENT (FIM)
2. FOUNDATION IN PHYSICAL SCIENCE (FIPS)
3. DIPLOMA IN AEROSPACE ENGINEERING (DAE)
4. DIPLOMA IN CABIN CREW & AIRLINE SERVICES (DCCA)
5. DIPLOMA IN FLIGHT OPERATION MANAGEMENT (DFOM)
6. DIPLOMA IN AVIATION MANAGEMENT (DAM)
7. DIPLOMA IN AVIATION SAFETY MANAGEMENT (DASM)
8. DIPLOMA IN AVIATION & TOURISM MANAGEMENT (DATM)
9. DIPLOMA IN HUMAN RESOURCE MANAGEMENT (DHRM)
10. BACHELOR IN AVIATION (BA)
11. BACHELOR OF SCIENCE IN AERONAUTICS TECHNOLOGY (BAT)
12. BACHELOR OF SCIENCE IN AIR TRANSPORT (BSAT)
13. BACHELOR IN BUSINESS ADMINISTRATION (BBA)
14. MASTER DEGREE IN BUSINESS ADMINISTRATION (MBA)
15. MASTER OF PHYLOSOPHY IN AVIATION (MPA)
16. DOCTOR OF BUSINESS ADMINISTRATION (DBA)
17. DOCTOR OF PHYLOSOPHY IN AVIATION (DPA)

TECHNOLOGY-ENHANCED TEACHING USING VIRTUAL REALITY

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INTRODUCTION

In the context of higher education, virtual reality (VR) has proven to be a transforming instrument. An artificially created setting that replicates the real globe or an imagined one is produced through a technology called virtual reality. Virtual Reality is a robust and revolutionary method of technology-enhanced teaching that utilizes the usage of realistic digital environments to improve the learning process. Specialized VR headsets enable individuals to fully immerse themselves in this digital world by detecting their movements and adjusting the display appropriately (Singh et al., 2020; Wohlgenannt, Simons and Stieglitz, 2020; Xie et al., 2021). It may expose learners to virtual fabrication and situations, that are otherwise challenging or impossible to replicate in a typical classroom context.

ADVANTAGES OF VIRTUAL LEARNING IN EDUCATION

There are some key aspects and benefits of technology-enhanced teaching using virtual reality which can flourish an immersive learning experience that engages students' senses and makes them feel relevant physically present in a different environment. This immersion can lead to increased retention and understanding of complex concepts. More complicated ideas may be retained and understood more deeply as a result of this immersion. Enhanced engagement is included as an advantage of virtual reality. Virtual reality has the power to maintain learners' interest and concentration while minimizing disruptions (Checa and Bustillo, 2020). Increased levels of involvement, as well as interaction with the educational content, could result from increased engagement of the learners. Other than that, virtual learning can provide experiential learning through the application of 3D structures, historical modeling, scientific experiments, and other interactive elements, virtual reality provides experiential learning (Pirker and Dengel, 2021). They can have a deeper knowledge of the material through practice instead of simply learning about it. Students who are disabled or those who have geographical limitations are able to attend education with greater convenience through virtual reality. Individual requirements and preferences can be catered for through personalized learning environments (Pirker et al., 2020)

with greater convenience through virtual reality. Individual requirements and preferences can be catered for through personalized learning environments (Pirker et al., 2020).

APPLICATIONS OF VIRTUAL REALITY IN EDUCATION

**Figure 1: Virtual reality in medical use
(Reynaert, Desmoineaux and Guinaudeau, 2019)**

From primary school to higher education and beyond, virtual reality offers a variety of uses in education such as Elementary and Middle school. For history lessons, students can experience history more personally by traveling back in time via virtual reality. As an example, they can stroll through the Renaissance, discover ancient civilizations, or even experience occasions in history. Other than that, Scientific experiments that would be too risky or expensive to execute in a typical classroom can be simulated using virtual reality. In a regulated VR environment, students are able to investigate the human anatomy, execute chemistry experiments, or observe phenomena that happen naturally (Wohlgenannt, Simons and Stieglitz, 2020). In high school contexts, with the guidance of virtual reality, language learners can be completely absorbed in target-language surroundings. Students are exposed to real discussions and cultural circumstances, which helps with language acquisition. Virtual reality can be applied by high school students to discover a variety of

career pathways. Before making crucial career selections, they can participate in online internships or career simulations to have a better understanding of various professions. In Higher education contexts, medical education is being transformed by virtual reality. In prior to, enter a real surgical suite, medical students may nurture their abilities and confidence by practicing surgical techniques in a virtual operating room while for engineering, students can design, virtual simulate, and evaluate their prototypes in a virtual environment by using virtual reality (Reynaert, Desmoineaux and Guinaudeau, 2019). In addition, for professional development, teachers and other educators can be trained through VR. In the secure virtual environment, they can gain experience managing the classroom, trying out different teaching methods, and obtaining feedback.

CHALLENGES AND CONSIDERATIONS

Although VR has a great deal of potential for tutoring, there are a few issues that need to be considered: cost and accessibility. VR hardware, including headsets and computers that can run VR software, can be pricey. For institutions with limited resources, providing fair possibilities for virtual reality activities for all learners could prove challenging. For the creation of content, Excellent educative VR content might require a lot of time and money to generate. Educational institutions and instructors need to either make content creation investments or look for collaborations with virtual reality content creators. Regarding Health and Safety, for some individuals, extended virtual reality usage may trigger discomfort or motion illness (Chang, Kim and Yoo, 2020). It is critical to develop rules for safe virtual reality usage, such as frequent breaks and usage restrictions. Technical limitations or issues with compatibility might hinder understanding if virtual reality technology is still in its early stages of development (Xie et al., 2021). For rapid resolution of these issues, institutions need to provide the appropriate technical support.

Figure 2: Using a personalized VR instructional driving program, a user enhances her driving abilities (Xie et al., 2021).

THE FUTURE OF VIRTUAL REALITY IN EDUCATION

The implementation of virtual reality for educational purposes offers an exciting prospect and is anticipated to lead to the following changes, including greater accessibility for students. Virtual reality usage at educational institutions is probably going to grow as it gets more accessible and affordable. Institutions may make investments in virtual reality laboratories or offer headsets to learners for use at home (Pirker et al., 2020; Pirker and Dengel, 2021). Virtual reality may encourage social learning and collaboration between learners and educators, even when they are geographically separated. Collaboration programs and online education are going to expand more widely. Advanced AI Integration, which uses AI to assess student progress, customize content, and provide immediate evaluations, might enhance experiences in virtual reality. Virtual instructors with AI capabilities might grow into an essential component of virtual reality training (Gong, 2021; Xiong et al., 2021). A growing number of courses and topics will be available for educational institutions to incorporate into their curricula as virtual reality collections develop. Virtual reality will become a crucial component for several academic areas. Virtual reality has an opportunity to expand beyond conventional education by providing chances for skill improvement and lifelong learning. Virtual reality-based training programs might be useful for those looking to switch careers or improve their skills.

CONCLUSION

Education could be transformed by drawing on technology to enhance education via Virtual Reality (VR). It is an advantageous instrument for educators of all levels due to its immersive nature, greater participation, and potential for experiential education. Although there are obstacles to be solved, such as costs and content creation, there are substantial advantages of virtual reality for educational purposes that have the potential to revolutionize teaching and learning. The foreseeable future of education will definitely be significantly influenced by virtual reality as it develops and becomes more widely accessed.

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POLICY

CIVIL AVIATION AUTHORITY OF MALAYSIA'S COMPREHENSIVE REGULATORY FRAMEWORK FOR DRONE OPERATION

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PROVOST of UniCAM

INTRODUCTION

Unmanned aerial systems, or drones, have grown in popularity in Malaysia for a variety of uses, including commercial, industrial, and recreational ones. Although the idea of drones dates back to the early 20th century, its practical use started in World War I when remote-controlled aircraft for military surveillance were developed (Anderson, 2016). Drones have become adaptable and generally available tools as a result of technology developments in navigation, communication, and propulsion systems throughout the years.

Figure 1: Type of UAS

Here are some significant elements of Malaysia's drone usage:

Licensing and Regulation

Drones are governed in Malaysia by the Malaysian Civil Aviation Authority (CAAM), previously the Department of Civil Aviation (DCA). Pertaining to my latest update, CAAM had amended laws requiring drone users to register their aircraft and acquire approval for specific drone-related activities. Regulations and licensing were upheld to guarantee safety and adherence to airspace laws.

Operation of Drones

Aerial photography and videography, surveying, mapping, agricultural (such as crop monitoring and spraying), infrastructure inspection, and leisure flight are just a few among many uses for drones in Malaysia. In order to legally fly drones, commercial drone operators have to accomplish training and certification requirements (FAA, 2020).

Industrial Use

Drones were used by a lot of organizations and sectors in Malaysia to increase productivity and collect data. Drones were employed in agriculture, for instance, to accurately apply fertilizer or pesticides to crops and check crop health. Drones were used in infrastructure and construction to check job sites and track progress (Brynjolfsson and McAfee, 2014).

Training and Education

Courses and workshops pertaining to drone operation and piloting were facilitated by numerous of educational institutions and training facilities in Malaysia. These programs sought to guide people with the information and abilities needed to fly drones safely and lawfully.

Safety Issues

Safety issues were given top priority in Malaysia's drone rules, just like they were in many other nations. Operators had to follow no-fly zones, stay in their visual line of sight, and stay away from anything that would threaten people, property, or other aircraft (FAA, 2021).

Upcoming developments

According to Raptopoulus (2016), with prospective uses in areas including healthcare (for example, medical delivery), environmental monitoring, and disaster response, the drone sector was anticipated to continue expanding in Malaysia. However, the industry's future was expected to be shaped by legislative modifications and technological developments.

Figure 2: CAAM Logo

CIVIL AVIATION AUTHORITY OF MALAYSIA'S LEGISLATION ON DRONE/UAS

Regulation	Item
Regulation 140	Unmanned aircraft system
Regulation 141	Aerial work involving unmanned aircraft system
Regulation 142	Small unmanned aircraft
Regulation 143	Small unmanned surveillance aircraft
Regulation 144	Unmanned aircraft system of more than 20 kilograms

Source: MCAR, 2016

Table 1: UAS Regulation involved in Malaysia

(140) Unmanned aircraft system

Unless the Authority has given permission, flying unmanned aircraft systems (drones) is prohibited in several places, including class A, B, C, or G airspace, within an airport traffic zone, and higher than 400 feet over the ground. An application must be submitted according to regulation 189 in order to gain authorization. A drone is prohibited from dropping any objects. The Chief Executive Officer's allocated airspace is referred to as "Class A, B, C, or G airspace".

In conclusion, controlled airspace is class A, B, and C, and uncontrolled airspace is class G. A regulated airspace is often one that an air traffic controller is in charge of. Despite the fact that uncontrolled airspace is not under ATC supervision, regulation 140 nonetheless forbids flying a UAS without permission from the Authority.

(141) Aerial work involving unmanned aircraft system

According to this regulation, employing an unmanned aircraft system (drone) for aerial work is prohibited without the Authority's consent. An application must be submitted according to regulation 189 in order to gain authorization. This directive will serve as a guide, outlining the do's and don'ts for agricultural operations via operating unmanned aircraft systems to dispense pesticides or any other agricultural payloads, as well as for other purposes like monitoring and mapping (CAAM, 2023).

(142) Small unmanned aircraft

Pertaining to this law, the pilot of a small unmanned aircraft may take control of it if they are convinced that it can be done safely. To monitor the drone's flight path and prevent any possible accidents with other aircraft, people, cars, boats, or structures, the person in control must maintain direct and unassisted visual contact with the drone at all times (CAAM, 2023).

(143) Small unmanned surveillance aircraft

This regulation forbids the use of small unmanned surveillance aircraft under certain conditions without prior Authority approval. Flying over or within 150 meters of any specified area, flying over an outdoor gathering of more than 1,000 people, and flying within 50 meters of any object—except during takeoff and landing, when the distance should be 30 meters—are among these instances. Regulation 189 of CAAM (2023) must be followed when submitting an authorisation request. Any area utilized for residential, commercial, industrial, or recreational purposes is referred to as a "designated area".

(144) Unmanned aircraft system of more than 20 kilograms.

According to this regulation, operating unmanned aircraft systems that weigh more than 20 kilos (without fuel) is forbidden without the Authority's consent. Regulation 189 must be followed when submitting an authorisation request (CAAM, 2023).

Figure 3: UniCAM Top Management with Auditors from CAAM on Remote Piloting Certification

MALAYSIAN AIRSPACE

According to CAAM (2023), the term "Malaysian airspace" designates the airspace that is governed and overseen by the government of Malaysia. Due to Malaysia's advantageous position in Southeast Asia, it is essential to regional and international aviation travel.

The CAAM is in charge of overseeing aviation traffic in Malaysian airspace. Within the nation's airspace, CAAM is in charge of assuring the safety, effectiveness, and orderliness of air traffic. To successfully handle cross-border air traffic, they cooperate with aviation authorities in adjacent nations.
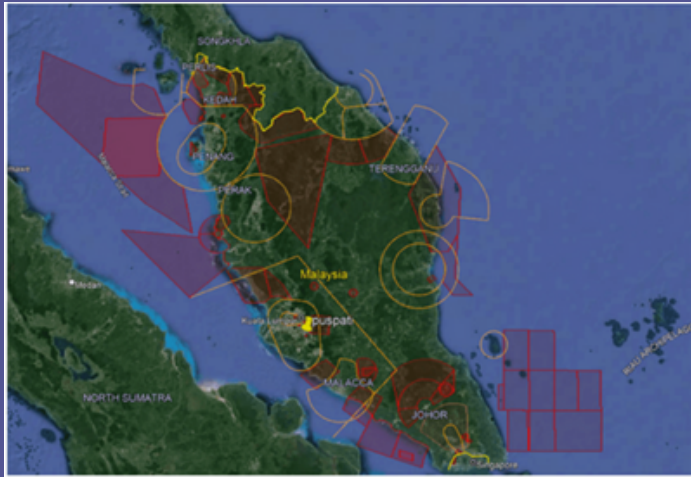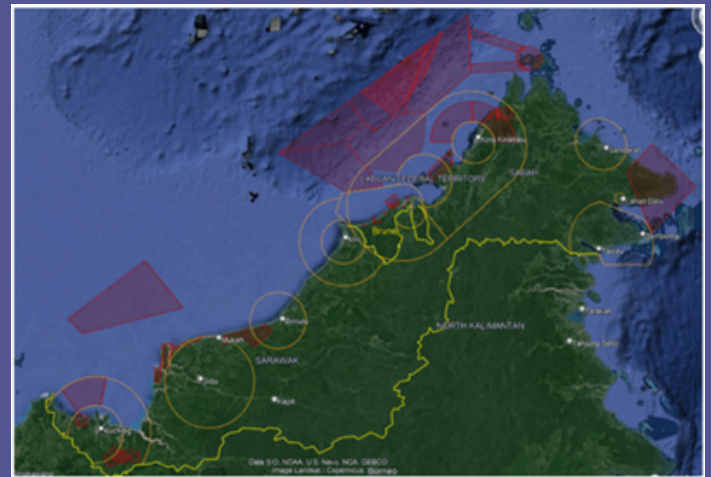
Figure 4: Lumpur Airspace (CAAM, 2023)

Figure 5: Kinabalu Airspace (CAAM, 2023)

Airspace	Levels	Classification
FIR (Including ATS routes)	FL 460 FL 250	A
ATS routes and TMAs	FL 250 FL 150	A
	FL 150 10 000 FT ALT	B
	10 000 FT ALT LOWER LIMIT	C
CTRs and ATZs	UPPER LIMIT GND/SEA	C
Uncontrolled Airspace	Below FL 250	G

Table 2: Airspace Classification (Source: CAAM, 2023)

CONCLUSION

Drones have developed into adaptable equipment with several uses in a variety of sectors. Drones are expected to become more vital to many facets of our lives as technology develops and rules change.

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TRANSFORMING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING TO MEET INDUSTRY DEMAND

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Technical and Vocational Education and Training (TVET) is one educational system to help nurture more skilled workers that can fulfill industry demand, development in technology to promote economic development in line with globalization and knowledge-based economy in Malaysia (Rahman, Karim, & Aziz, 2023).

INNITIATIVE

The Malaysian government has consistently uplifted TVET, particularly when it comes in establishing specialized institutions for skills training such as National Skills Institute, Industrial Training Institute, Vocational College, National Youth Skills Institute, and private institutions for skills training (Economic Planning Unit, 2023).

Additionally, there are seven ministries to monitor the public TVET colleges, including the processing of entry applications, which resulted in duplicate offers and multiple applications (Zaharah, Selamat, Alavi, & Arifin, 2018).

Figure 1: One of the participants of an automotive competition in conjunction with the East Zone TVET Carnival (Source: Bernama, 2023)

Figure 2: Workers at engine assembly plant (Source: dreamstime.com, 2019)

GOAL

Among the Vital goals of Technical Training and Vocational Education (TVET) under the Malaysian Education Blueprint 2015–2025 is for it to be on an equal footing with traditional academic pathways. This pathway was extended to provide students with vast opportunities to grasp basic knowledges science and technology at various institutions, from the fundamental levels to the more sophisticated ones. According to Sauffie (2015), TVET education is a platform to address the demand for trained and semi-skilled personnel in the local sector as TVET education serves to train students.

In addition, Malaysia focus was placed on harmonizing TVET curricula throughout the tenth plan period to ensure they fulfill the industry standards. Therefore, the National Occupations Skills Standards (NOSS) were established by twenty-two Industry-Lead Bodies (ILB) to ensure that TVET curricula is nurtured in accordance with industry standards.

CONCLUSION

In total, there are more than 582 NOSS and 16 Occupational Analysis were developed for reference by institutions. On 2013, Sistem Kredit Kemahiran Malaysia, a databank, was established to keep track of the technical and vocational professionals' abilities and core competencies (Ministry of Education Malaysia, 2015).

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MALAYSIA EDUCATION BLUEPRINT (MEB): THE FIVE KEY ASPIRATION FOR THE SYSTEM

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INTRODUCTION

A higher education helps the society achieve a number of goals. An educational environment is created by the space for discovery and instruction to be eligible for the future. It paves way for students for the subsequent professional developments in which depends on a variety of factors (Orr et al., 2020).

In the exact words, The Ministry of Higher Education has classified the degree of enrollment of students in universities into ten levels as follows (Bachelor Degree, Master, PhD Postgraduate Diploma, Advanced Diploma, Diploma, Certificate, Professional, Matriculation & Foundation, Others) (Ministry of Higher Education, 2020).

The advancement of the country depends critically on maintaining national unity, and education is a key tool for promoting. It gives people the opportunity to enhance their lives, take an active role in their communities, and contribute to the overall progress of the nation. Malaysia's educational programs must take into account the country's political and social climate. The Ministry of Education has persistently promoted unity via education (Ministry of Education Malaysia, 2015).

There are five key aspirations involved in this methodology which are:

Figure 1: The Key Aspiration System

ACCESS

Each of the Malaysians should have an equitable access for an enhanced quality education in which can help them to be the best people or student.

QUALITY

Malaysia is expected to serve the best performance for education purposes. Within 15 years, Malaysia is also expected to perform which measure performance for international assessments.

EQUITY

Education system need to be inherited as one of the important elements for every student regardless of location, gender, or financial status.

UNITY

Unity refers to the ability of student to understand the other culture, religious, acceptance for other people surroundings with any types of socioeconomic and differences.

KNOWLEDGE

Knowledge is very important element that is needed by everyone. By being literate citizens, people will look at it as a broad understanding fundamental in any kind of field or background.

CONCLUSION

In conclusion, the Malaysia Education Blueprint (MEB) stands as a comprehensive and visionary roadmap for the transformation of the education system, encapsulating five key aspirations that are pivotal for the nation's progress. Through a commitment to quality, equity, unity, and global competitiveness, the MEB envisions a future where education becomes a powerful catalyst for individual empowerment and national development.

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ONLINE APPLICATION THROUGH BUSINESS LICENSING ELECTRONIC SUPPORT SYSTEM (BLESS) FOR CAAM DANGEROUS GOODS PERMIT

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KEMENTERIAN PEMBANGUNAN
USAHAWAN DAN KOPERASI

B L ≡ S S

Business Licensing Electronic Support System

INTRODUCTION

In the world today, technological advancements continue to progress very fast. This momentum extends to various domain, including the field of aviation where the symbiotic growth of technology, management practices, and information technologies remain imperative. In alignment with this notion, the Civil Aviation Authority of Malaysia (CAAM) launched an initiative that involves the implementation of an online application through the Business Licensing Electronic Support System (BLESS) particularly for CAAM Dangerous Goods Permit.

Business Licensing Electronic Support System

Recognizing the significance of ensuring the positive engagement with its esteemed stakeholder, CAAM is continuously improving its services and is committed to provide a consistent high-quality service. Starting from 3rd of May, 2021, as part of CAAM's road to digital transformation, all applications for Dangerous Goods Permit can be done online through Business Licensing Electronic Support System (BLESS). These applications are accessible at portal.bless.gov.my (Civil Aviation Authority of Malaysia, 2021). The applications include the approvals to carry dangerous goods through air transport for Class 1- explosives, Class 7- radioactivity, and weapons and firearm spare parts. BLESS is a one-stop online service center for

information gathering and online applications for business-related licenses, approvals and permits in Malaysia. It is a platform used by government ministries and agencies to process and approve any applications. This system also allows merchants and investors to track the status of their applications. Apart from that, BLESS establishes information repositories for the purpose of analysis, monitoring, planning and improvement of licensing services.

Figure 1: The MyBLESS Application is available at Google Play (Source: gamma.malaysia.gov.my)

TERMS AND FEES

Here are some details regarding the terms and fees for the application. All organizations or companies must be registered with Suruhanjaya Syarikat Malaysia (SSM) as all data required will be extracted from the SSM e-Info. The application has a fee of RM 15.30. Below is the process that needs to be done for all applications using Business Licensing Electronic Support System (BLESS).
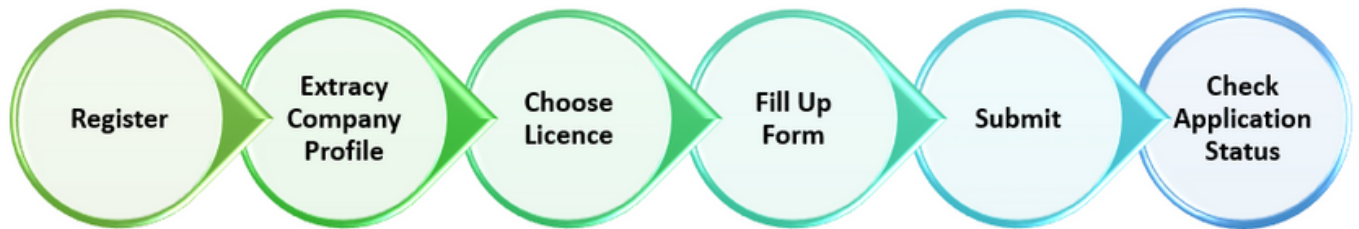

Figure 2: Application Process

In addition, in order for Civil Aviation Authority of Malaysia (CAAM) to process the application, applicants must make a payment of RM100.00 for new application and RM50.00 for date amendments, in accordance with the prescribed fee under the Civil Aviation Regulations 2016 (Fees and Charges). As for now, the application is available for free through the Malaysian Government Mobile Application Gallery (GAMMA), Google Play Store, Apple App Store and Huawei App Gallery.

CONCLUSION

In conclusion, more efficient technology should be introduced to make the work of flight management and office management easier. It is undeniable that the use of online systems will speed up the process as well as reducing challenges in document management issues. By implementing paperless in any kind of operation, it will benefit the environment and the most importantly it is economical for the cost saving.

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STIMULATING IDENTITY AND INTEGRITY THROUGH WHISTLEBLOWING POLICY

By Nurul Munirah Binti Mat Hassan
Academic PR Executive

INTRODUCTION

Promoting openness, ethics, and accountability within organizations requires a strong focus on identity and integrity which can be stimulated by a whistleblower policy. A whistleblower policy encourages staff members to voice their concerns about any unethical or illegal activity they may witness at work. There are few significant ways that a well-executed whistleblower policy can encourage identity and integrity. To promote honesty, develop transparency, and uncover wrongdoing, whistleblower protection is crucial. History has revealed that closed and secretive organizations are significantly more prone to engage in corruption, fraud, and misconduct as well as health and safety concerns. Numerous times, employees are aware of the misconduct but are hesitant to voice out about concern for possible retaliation, because they are reluctant to go against the organization's culture, or because they do not believe the issue will be taken seriously (Anvari et al., 2019). In Malaysia, whistleblower protections are outlined under Whistleblower Protection Act 2010 (Act 711) which provide protection to whistleblowers from any act prejudicial effect of disclosure.

**Figure 1: The Hierarchical Structure of Whistleblowing
(Source: https://journals.sagepub.com)**

WHAT EMPLOYEES NEED TO DO?

Employees can report misbehavior, corruption, fraud, or any other unethical behavior through a formal, confidential channel established by a whistleblowing policy without worrying about retaliation. This policy strengthens people's sense of integrity by giving them the confidence to confess when they witness any misconduct. Employees' confidence in a company's dedication to ethics and integrity will be increased when they see that the firm takes whistleblowing seriously and protects individuals who disclose wrongdoing (Vandekerckhove, 2006). . A stronger sense of identity and affinity within the organization's ideals can result from this trust.

WHISTLEBLOWING POLICY

A strong whistleblowing policy clearly communicates the leadership's commitment to upholding moral principles and safeguarding the organization's integrity. Employees may be motivated to act honourably by this commitment. Early detection of misconduct through the use of a whistleblower policy can assist businesses in addressing and resolving problems before they become more serious (Ethics Resource Center, 2012). This proactive approach highlights how crucial it is to keep the organization's integrity. It is crucial to make sure whistleblowers are shielded from punishment. A strong anti-retaliation policy not only protects those who report misconduct but also promotes a culture of trust and integrity.

A whistleblower policy explains the steps to take when looking into misbehaviours claims. In order to preserve the integrity of the process and show that the organization is committed to addressing misconduct, thorough and impartial investigations are necessary. A whistleblower policy's existence should be made known, and there should be regular updates on how it is working. This will show that the organization values openness and accountability. This may help the company's integrity reputation. Employees can assist implant these principles in the workplace culture by being properly informed about the whistleblower policy, its procedures, and the significance of ethics and integrity. Whistleblowing guidelines must change as dangers and concerns do in order to be effective. The organization's dedication to enhancing its ethical standards is shown by the regular evaluation and update of the policy. There may be legal requirements for enacting whistleblowing policies, depending on the region and the industry. Maintaining the organization's moral and legal integrity depends on compliance with these rules (Carmen & Chang, 2017).

Figure 2: Whistleblowing Analysis
(Source: https://www.2b-advice.com/en/solutions/compliance/whistleblower-system/)

CONCLUSION

In conclusion, a well-designed whistleblower policy can be quite effective in fostering a sense of identity and integrity inside a company. It promotes a culture of trust and transparency, upholds ethical norms among employees, and reflects the company's dedication to ethics and accountability. Finally, these regulations help to enhance a workplace to be more ethical for the employees.

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