



IUCEL 2021

INTERNATIONAL UNIVERSITY
CARNIVAL ON E-LEARNING

Leading Innovation

Towards Digitalized Community

PROCEEDINGS OF

THE INTERNATIONAL UNIVERSITY CARNIVAL
ON e-LEARNING (IUCEL) 2021



International University Carnival on E-learning (IUCEL 2021)
University Teaching and Learning Centre (UTLC)
Universiti Utara Malaysia, 06010 UUM Sintok,
Kedah Darul Aman

IUCEL 2021

INTERNATIONAL UNIVERSITY
CARNIVAL ON E-LEARNING

Leading Innovation

Towards Digitalized Community

PROCEEDINGS OF

*THE INTERNATIONAL UNIVERSITY CARNIVAL
ON e-LEARNING (IUCEL) 2021*



MEIPTA



International University Carnival on E-learning (IUCEL 2021)
University Teaching and Learning Centre (UTLC)
Universiti Utara Malaysia, 06010 UUM Sintok,
Kedah Darul Aman

..

Proceedings of the International University Carnival on e-Learning (IUCEL) 2021

Editors:

Izwan Nizal Mohd Shahraneer
Norhidayah Mohd Kaharuddin

Cover Design:

Mohd. Asyraf Syafareez Mohamaad Asseri

..

Pusat Pengajaran Pembelajaran Universiti (UTLC)
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Malaysia

Tel: 04-928 4701
Faks: 04-928 4702
E-mel: utlc@uum.edu.my
Laman Web: utlc.uum.edu.my

© 2021 Pusat Pengajaran Pembelajaran Universiti (UTLC)
Cetakan Pertama 2021

Hak cipta terpelihara. Tiada bahagian daripada terbitan ini boleh diterbitkan semula, disimpan untuk pengeluaran atau ditukarkan ke dalam bentuk atau dengan sebarang alat juga pun, sama ada dengan cara elektronik, gambar serta rakaman dan sebagainya tanpa kebenaran bertulis daripada Pusat Pengajaran Pembelajaran Universiti (UTLC) terlebih dahulu.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical including photocopy, recording, or any information storage and retrieval system, without permission in writing from the University Teaching and Learning Center (UTLC)

eISBN: 978-967-16241-3-5

e ISBN 978-967-16241-3-5



Copyright ©2021 by Pusat Pengajaran Pembelajaran Universiti (UTLC)

LEARNING FINANCIAL MANAGEMENT USING JAMBOARD, CALCULATION AND MODEL WILL NO LONGER BE BORED

Ruzanifah Kosnin

Universiti Malaysia Kelantan, Kota Bharu, Malaysia
ruzanifah@umk.edu.my

Siti Salina Saidin, Suchi Hassan, Ahmad Fahme Mohd Ali, Naziatul Aziah Mohd Radzi

Universiti Malaysia Kelantan, Kota Bharu, Malaysia
salina.s@umk.edu.my; suchi.h@umk.edu.my; fahme.ma@umk.edu.my; aziah.mr@umk.edu.my

Highlights: Teaching and learning that involve mathematical calculation and modeling such as mathematic, economic and finance require the use of a whiteboard to engage and help students understand better. However, the COVID-19 pandemic has affected traditional teaching and learning activities where the use of physical whiteboards no longer applicable. Therefore, Google Jamboard Web is one of the most effective tools for drawing and writing online that replicate physical whiteboard. It works even better since students and lecturers can collaborate during class and teaching materials in the jams can be shared through pdf documents. Thus, this study assesses the effectiveness of Jamboard application on Financial Management course among students of the Faculty of Hospitality, Tourism, and Wellness in University Malaysia Kelantan.

Keywords: *collaborative learning, financial management, Google Jamboard, online whiteboard, calculation*

Introduction

The spread of the COVID-19 virus forced the university to explore simple, effective alternative ways to rapidly turn the current type of face-to-face lectures into online meetings. Therefore, one of the best solutions for the force-significant scenarios using free software and services is Google Jamboard App. Jamboard is an immersive smartboard where educators and students can collaborate on a virtual whiteboard to make drawings or share ideas. Jamboard used in explaining financial calculation during tutorial using asynchronous teaching approach received positive feedback from students. Jamboard as teaching tools for Financial Management may increase student engagement and boost learning performance, thus, improve student's results, but it must be used with a clear focus on essential content.

Content

Google Jamboard functions as an interactive smartboard where lecturers and students can work together on an online whiteboard to create sketches, brainstorm ideas and answer questions. In Jamboard web application, lecturers can write, and draw using a stylus with several different colors, insert images, drag and resize text and images. Lecturers can share the jams in synchronous online class and ask students to collaborate. Or share the class materials in the jams for asynchronous class. Up to 50 students can collaborate and work on a jam at one time.

Google Jamboard web provide several advantages for online teaching especially on the layout of the screen with a small toolbar on the left side to reduce distractions, ability to create multiple pages inside a single jam, and enables others to get feedback on their work in a smoother, more dynamic interactive environment. Additionally, Jams can be downloaded as PDF documents and together with the Jam, links can be uploaded to the classroom course materials at the end of each lecture. Example of a page on the Jam is shown in Figure 1.

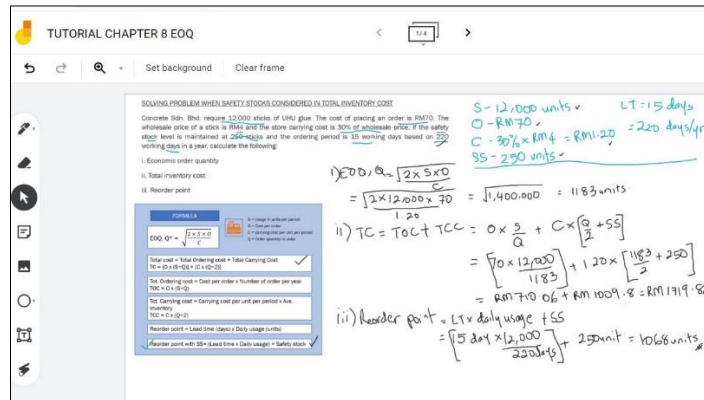


Figure 2: Example of a page in a Jam for Financial Management tutorial

Jamboard web app had been used as teaching enhancement tools for Financial Management course for students in the Faculty of Hospitality, Tourism, and Wellness (FHPK) during Movement Control Order (MCO). Using both synchronous and asynchronous method for teaching and learning this subject, lecturer recorded her lessons consist of two-hour lecture and one-hour tutorial class per week. This course consists of 9 chapters with 6 calculation chapters. A drawing pad and a stylus pen are used for the ease of using the Jamboard app. Ability to draw on top of the picture enables the lecturer to show students what to look for when solving a problem.

Using Jamboard in financial management class received positive feedback from the students for few reasons. First, because it resembles traditional whiteboard where the lecturer can easily explain the calculation step by step. Secondly, multiple pages allow solutions for several problems to be conducted without deleting the previous one. Finally, students able to repeat learning through the PDF documents and recorded videos to fully understand the tutorials and able to do the calculation by themselves.

The effectiveness of using Jamboard reflected in the better achievement for the students during MCO compared to face-to-face teaching without Jamboard. Figure 2 shows the comparison between the overall grade in semester September 2019 (245 students) prior to online class and semester February 2020 (279 students) where online class is using Jamboard web app. This is in line with several studies that show a positive connection of interactive whiteboard usage with student achievement (Marzano, 2009; Ng et al., 2020; Smith et al., 2006). Jamboard as teaching tools could enhance student engagement and improve student's result on condition that lecturers provide a quality content.

Google Jamboard web app is not only useful for teaching and learning enhancement but also for collaborative and interactive business meetings and training. Jamboard can enhance learning for various other courses besides mathematical and calculation subjects. While businesses can add value by improving meeting culture, engaging remote staff, and improving cost since the app is available for free.

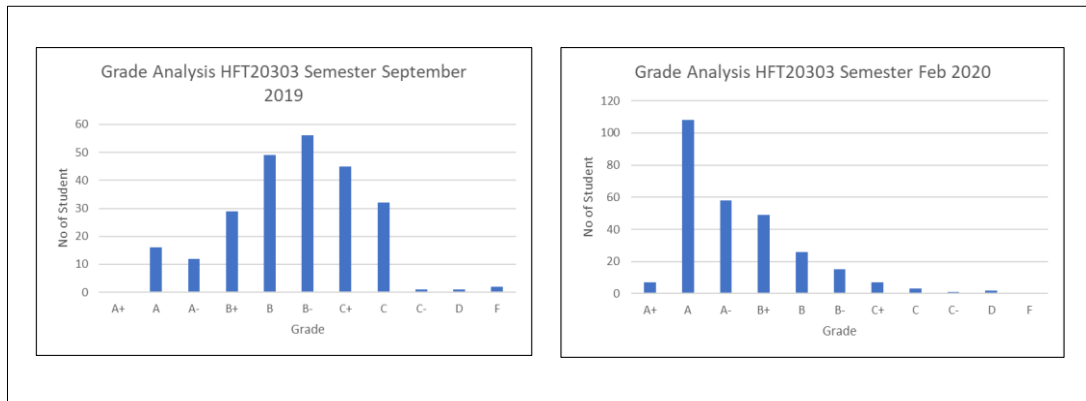


Figure 3: Comparison of Financial Management student performance in semester September 2019 and Februari 2020

Acknowledgement

We are entirely grateful to the immense and continuous motivation from Universiti Malaysia Kelantan for allowing us to conduct this study. We would also like to acknowledge the Faculty of Hospitality, Tourism and Wellness and the intensive support from the Center for Academic Excellence and Development (PKPA) of Universiti Malaysia Kelantan for support and feedback on all activities from the beginning to the end of the study.

References

- Marzano, R. J. (2009). Teaching with Interactive Whiteboards. *Educational Leadership*, 67(3), 80–83.
- Ng, O. L., Ting, F., Lam, W. H., & Liu, M. (2020). Active Learning in Undergraduate Mathematics Tutorials Via Cooperative Problem-Based Learning and Peer Assessment with Interactive Online Whiteboards. *Asia-Pacific Education Researcher*, 29(3), 285–294.
- Smith, F., Hardman, F., & Higgins, S. (2006). The Impact of Interactive Whiteboards on Teacher-Pupil Interaction in the National Literacy and Numeracy Strategies. *British Educational Research Journal*, 32(3), 443–457.