

THE APPLICATION OF AN ACTION-LEARNING FRAMEWORK FOR A COMMUNITY-BASED PROJECT

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1.0 Background

Many higher education institutions in Malaysia faced many challenges in community-based projects during the pandemic, including disengaged students, high dropout rates, and the ineffectiveness of a traditional "one-size-fits-all" approach to learning (Pandian et al., 2022).

For students, educators and industry partners, the community-based project can present unique and sometimes complex challenges. Research has shown that, while the traditional classroom has seen tremendous reform with the community-based project, it seems complicated to incorporate the learning experience to meet the ever-changing mode of learning (Bedward, 2021). The main pervasive challenges were, of course, ensuring students remained engaged and non-existence framework to respond quickly to meet the learning needs of the students.

2.0 Teaching Strategies Adopted

To meet the changing expectations of the students, educators and industry partners, the innovator designed **IKIGAI**, an action-learning framework. **IKIGAI** provides personalized learning for students based on their preferred learning mode and areas of interest, particularly for community-based projects. The framework was integrated into an open-source learning platform designed for Beta Testing, where students from Sunway University, Taylor's University, UNIRAZAK and Multimedia University tried it out.



Playlist with Bite-sized Learning Materials



Online Masterclasses with Industry Partners



Online Mentoring Sessions by the Industry Partners



Open Brief Assignments that Supported Sustainable Development Goals (SDG)

Figure 1: **IKIGAI**, Action Learning Framework Guiding Principles

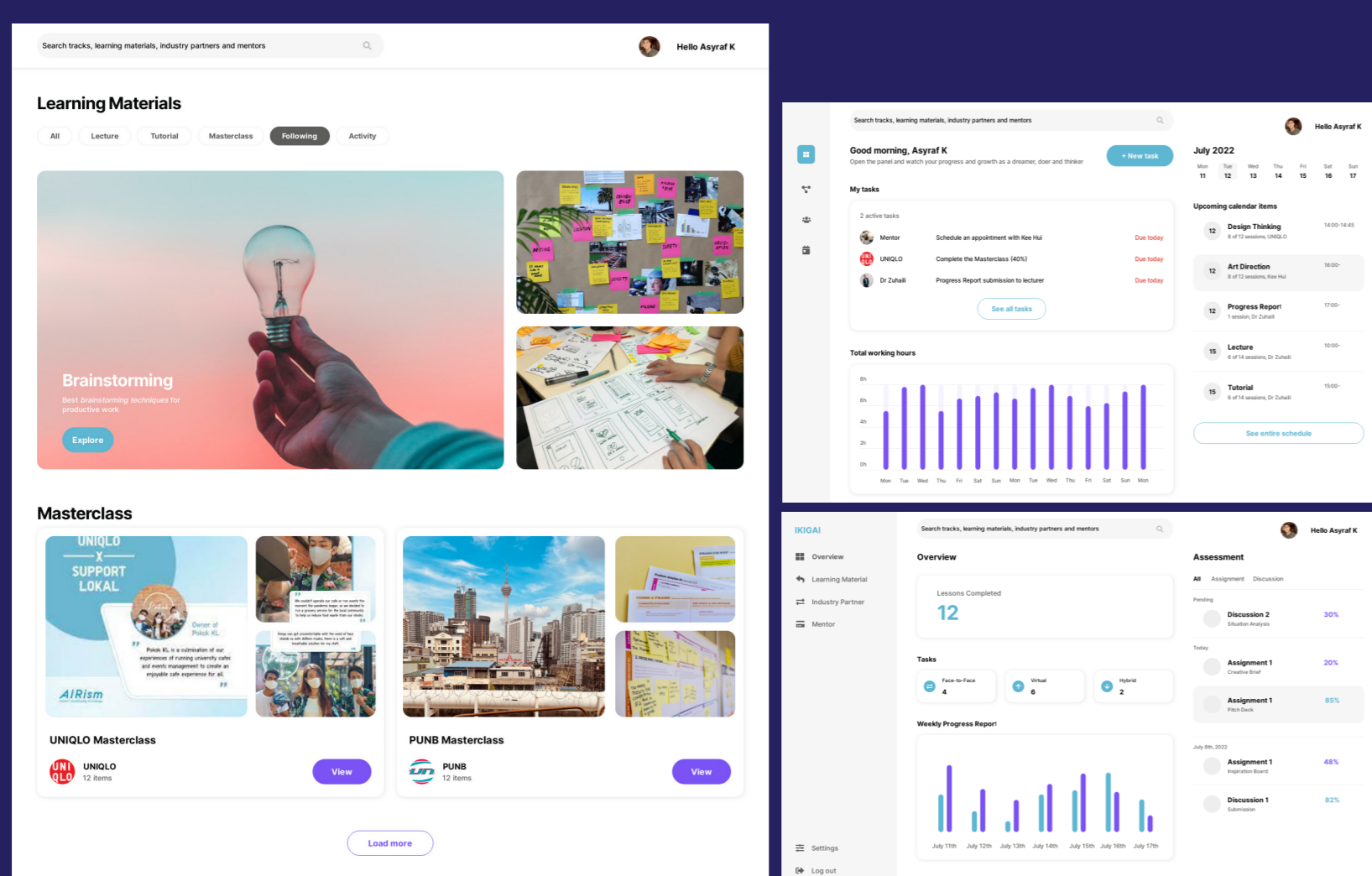


Figure 2: **IKIGAI** Integration with an Open-Sourced Learning Platform

IKIGAI focuses on the concept that learning should become purposeful. Like its name, **IKIGAI** is derived from the Japanese words "iki" (生き), which is often used to express "life," and "gai" (甲斐), which is used to describe value or worth (Barnes, 2020).

IKIGAI is all about finding joy in learning through purpose.

3.0 Observable Findings

During the last week of the August 2021 and April 2022 semesters, the innovator conducted the Course Evaluation surveys to compare students' and educators' satisfaction and engagement. 201 undergraduate students and 6 educators from 4 different higher institutions in Malaysia that participated in the Beta Testing completed the Course Evaluation surveys.

84%

of the students agreed that the speed of the course and the materials presented via bite-sized learning materials was just right

93%

of the students agreed or strongly agreed that **IKIGAI** helped them to learn better

49%

of the students indicated a moderate or significant improvement in their grades



★★★★★

Rachel Leong, BA (Hons) in Communication, Sunway University

"**IKIGAI** forced me to rethink learning altogether and put into perspective that I am capable of being the change I wish to see in the world!"



★★★★★

Shamsul Hamimi, Educator, The Design School @ Taylor's University

"If your students are feeling frustrated or in a creative slump for the community-based project, **IKIGAI** can help to get your students' motivation back."

4.0 Commercialization Potential

1) Funding



A total of RM15,000 research grant was received from Yayasan Pelaburan Bumiputra (YPB) and Perbadanan Usahawan Nasional Berhad (PUNB).

2) Copyright and Intellectual Property



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IP Protection Term: January 2020 - January 2023

3) Award



Gold Award for the Professional Category in EDGII: Educational Design, Games, Invention, and Innovation Competition 2022

4) Integration



IKIGAI was evaluated through a series of tests, including Alpha Testing, Beta Testing and User Acceptance Testing.

5.0 Conclusion

To continue the educational experimentation, the innovator would love to explore the integration of **IKIGAI** within a Learning Management System (LMS), powered by Artificial Intelligence (AI) technology. Instead of treating LMS as a 'one-stop-centre' for learning, there is a need to transform LMS into a hub. A hub is an intelligent skill-building platform that draws on data and insights to design a personalized learning experience. The learning hub will let students discover the right content at the right time with personalized learning experience. Learners will connect in a community-based learning experience where colleagues, peers, and experts engage in a purposeful learning experience.

Based on research by Holmes et al. in 2019, personalized learning experiences can be created when AI is used correctly, which may help resolve some of these challenges. The AI technology will be able to customize learning based on individual students' specific requirements for classes with 30 or more students (Holmes et al., 2019).