Handling Massive Enrollment for Achieving Results: A Flipped Classroom Approach

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ABSTRACT

Universiti Teknologi MARA Perlis Branch (UiTM Perlis) faced a huge challenge in teaching and learning for the subject Fundamentals of Entrepreneurship (ENT300/ETR300). This subject is classified as a university’s code; therefore every diploma student in UiTM must enroll for the subject. The enrollment for ENT300/ETR300 increased from 570 students (semester 2012) to a maximum of 1,384 students (semester 2013). Thus, it leads to various weaknesses such as insufficient instructors, complexities in conducting student assessments, as well as limited facilities available in the university. Because of this, i-CREATE was designed to address these issues. Using this strategy, the process of teaching and learning for ENT300/ETR300 has been innovated. This method provides benefits to various parties including students, instructors, faculty members, and university.

KEYWORDS

Entrepreneurship Education, Flipped Classroom, Instructional Model, Massive Enrollment, Pedagogy

INTRODUCTION

The development of Industry 4.0 gives impacts on education in Malaysia (Nair, 2018). Hence, Malaysia has introduced Malaysian Higher Education 4.0 (MyHE 4.0) by using connectivism approach (Ministry Of Higher Education Malaysia, 2018). MyHE 4.0 promotes the use of technology in teaching and learning activities through heutagogy, peeragogy and cybogery without neglecting higher-order thinking skills (HOTS) (Ministry Of Higher Education Malaysia, 2018). Apart from that, MyHE 4.0 also identifies several future-proof skills that need to be acquired by Malaysian students. One of the skills is holistic and entrepreneurial skills (Ministry Of Higher Education Malaysia, 2018). Hence, in the Malaysian education landscape, entrepreneurship education is no longer confined to the students who enroll in business programs but also encompasses other interdisciplinary area (Barba-Sánchez & Atienza-Sahuquillo, 2018; Turner & Gianiodis, 2018, Gibb, 2011) especially when the students' employability becomes a concern. This is due to the fact that most aspects of entrepreneurship education encourages students to “create” jobs rather than waiting to be employed (Nabi, Walmsley, Liñán, Akhtar, & Neame, 2018; Turner & Gianiodis, 2018). Similarly with other subjects, the teaching
of entrepreneurial aspects has undergone several progress. It is embedded with technology to facilitate efficient learning and understanding. Therefore, one of the approaches suggested to enhance learning is through blended learning. However, the implementation of blended learning in Malaysia, particularly in entrepreneurship education is still not comprehensive (Noraini, Noor, Yusoff, & Othman, 2017), hence more studies need to be conducted in order to gain the insight of its implementation.

Besides, millennial learners have a different approach to learning as they are exposed to a different environment and different experiences that require a transformation in teaching and learning (McCurry & Matins, 2010). These students normally have a shorter attention span, more inclined towards need-to-know, prefer interactive learning and practical application (Lane, Hunt, & Farris, 2011; McCurry & Matins, 2010). Therefore, an approach like a flipped classroom, for example, is suitable for this generation as it allows students to study in a flexible environment, and are not limited to the traditional classroom (Arifani, 2019; Long, Cummins, & Waugh, 2018; Noraini et al., 2017). In Malaysia, a blended learning using flipped classroom is becoming a trend in the higher learning institution (Attaran & Zainuddin, 2018; Embi & Panah, 2014; Haron, 2018). However, the questions raised are whether the educators are ready to cope with the students and whether the technology available help to enhance teaching and learning activities (Haron, 2018; Hussin, 2018). Therefore, a more technology-mediated strategies need to be understood in order to improve the learning environment.

Based on the above matters, this paper describes the instructional strategy designed based on the flipped classrooms for the entrepreneurship subject in UiTM. It is one of the university subjects which all students must enroll and pass in order to graduate. UiTM has 35 campuses around Malaysia, and UiTM Perlis branch is one of its campuses located in the North of Peninsular Malaysia. The enrolment in UiTM Perlis is massive, sometimes reported exceeding 1,000 students per semester. This situation requires faculty members to initiate a teaching pedagogy in handling the needs of students, the requirements of the syllabus and a quality assessment within the existing education system as recommended by Gibbs (2011). In lieu of the situation, previous scholars proposed that higher learning institutions should adopt a technology-mediated approach such as flipped classrooms to handle larger groups of students (Nasirun, Zien, & Muhamad, 2014). Therefore, a blended learning using flipped classroom is one of the best options to support the teaching and learning activities. Hence, the technology-mediated instructional model using flipped classroom (known as i-Create) was developed based on three (3) major components: (1) the needs of the assessments, (2) the issues related to the teaching and learning of the subjects, and (3) the campus teaching and learning infrastructure. Subsequently, the researchers mapped these components and looked for the best way to handle the activities and assessments. Finally, the success of this strategy was measured using two indicators namely effectiveness and efficiency. Effectiveness was measured based on the results of the students and the efficiency was measured using the completion of the assessments based on the pre-planned activities outlined in the scheme of works.

BACKGROUND OF THE STUDY

UiTM received the Entrepreneurial University of the Year Award in two consecutive years, 2012 and 2013 due to the university’s focus on the development of entrepreneurial activities among students and the local community. For student development, UiTM has declared ENT300/ETR300 – Fundamentals of Entrepreneurship as the university subject among diploma students. Thus, every student (business and non-business) must enroll and pass the subject as the requirement for graduation.

There are seven faculties in UiTM (Perlis) that represents Science and Technology, and Social Science. Faculty of Applied Science, Faculty of Architecture, Planning and Surveying, Faculty of Sports Science and Recreation, Faculty of Plantation and Agro Technology, and Faculty of Computer and Mathematical Science categorized as Science and Technology. While the Faculty of Accounting and Faculty of Business Management (FBM) characterized as Social Science. Currently, the UiTM