Enhancing Professional Learning Community Through The Collaborative Instructional Design System (CIDS): The Asie Model

Yasmine Liong Pui Kwan Abdullah, Harwati Hashim

Abstract: Students need to be competitive in the present globalised world. Therefore, it is the responsibilities of educators in ensuring the implementation of the recent methodology such as 21st Century teaching and learning pedagogy and Higher Order Thinking Skills (HOTS) in their classroom. In Malaysia, the Ministry of Education has been promoting and ensuring that teachers in Malaysia apply these approaches to that Malaysian students would be able to compete in the increasingly challenging world. However, there is a limit on how much a teacher can do by working on their own. That the reason why the Professional Learning Community (PLC) is trending in the education world now. PLC allows teachers to work collaboratively and by doing so, they are able to help each other to make their teaching better, for the betterment of their students' learning. There are limitations in conducting PLC in schools. So, the Collaborative Instructional Design System (CIDS), the ASIE Model is designed and introduced. This paper aims to find out if the Collaborative Instructional Design System (CIDS), the ASIE Model could be a platform to enhance PLC in schools.

Index Terms: collaboration, improve teaching quality, Professional Learning Community (PLC), CIDS, the ASIE Model

1. INTRODUCTION

THE education system in Malaysia aims to produce role models who can compete in the increasingly challenging globalised world through the 21st Century teaching pedagogy and Higher Order Thinking Skills (HOTS). Teachers are facing many challenges in the teaching world nowadays to ensure this aim is achieved. The Malaysian Education Blueprint (2013-2015) outlined transforming teaching into the profession of choice as one of the eleven shifts to transform the education system. In Chapter 5 of the blueprint, is Wave 3 (2021 - 2025): Creating a peer-led culture of professional excellence. It is an aspiration where teachers work together collaboratively through the sharing of knowledge and best practices to enhance their teaching quality [1]. Working in collaboration can be achieved through the implementation of the Professional Learning Community (PLC). PLC is in trend in many parts of the world in improving teaching quality [2]. PLC was implemented in schools in 2011 by the ministry to improve the quality of teaching and to learn among educators [1]. PLC is a platform for teachers to share methods and best practices for the betterment of their pedagogical knowledge in improving their teaching quality [3]. In 2010, the Teachers Education Division team came up with a basic module for different types of PLC which could be done by teachers in schools. In the year 2011, the division had implemented ‘Lesson Study’ in 289 low performing schools. The outcome of teachers working in collaboration to improve the teaching quality was very encouraging. It is crucial to have effective professional learning communities to initiate a change in teachers [4]. As PLC is ongoing, teachers should meet up regularly, and this involves preparing letters and memos requesting teachers to meet up [5]. Teachers need to meet the various demand for their work, such as marking, lesson planning, extracurricular activities, attending courses, and many others. For this reason, teachers find it difficult for them to allocate time to meet up for activities [5]–[7]. The view on teachers’ involvement in collaborative design as a form of professional development is increasing. In collaborative design, teachers work together in teams to create or adapt teaching materials suitable for their students [8]. But limited studies have been done to investigate if teachers’ learning is related to collaborative design. This study aims to find out if the Collaborative Instructional Design System could be a platform to enhance PLC in schools.

2 LITERATURE REVIEW

Professional Learning Community (PLC)

Professional Learning Community (PLC) is trending in the enhancement of teaching quality worldwide [2]. If PLC is accurately executed in schools, the improvement of teaching and learning in the schools could be dramatic [9]. Realising working in collaboration could contribute to teachers’ professional development, the Ministry of Education (MOE) works towards transforming the teaching profession into a profession of choice through a peer-led culture of professional excellence [1]. The focus is on the flexibility accorded to teachers related to curriculum timetabling and lesson organisation, pedagogical approaches and school-based assessment. It is hoped to aspire teachers to work collaboratively with each other. The aspiration is to create a culture where teachers will be mentoring and inspiring one another, sharing best practices and holding their peers accountable for meeting professional standards. PLC also provides teachers with a chance to reflect on their teaching beliefs and practices through the sessions of sharing and discussion among peers [10]. PLC was able to enhance the Malay teachers’ skill in teaching essay writing through the sharing of methods and best practices [3]. PLC promotes self-reflection, at the same time, enhances teachers’ teaching practices by applying what they learnt in the sharing process [3],[4]. In a study done by Jao (2008) showed that teachers were able to improve their teaching practices through collaboration. The process of sharing ideas and recommendations by peers allowed them to have a better understanding of their learner and allow them to be more

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reflective of their teaching practices [11]–[15].

Collaborative Instructional Design System (CIDS)
Instructional design for teachers is defined as a process where teachers create instruction for their classroom systematically by setting the goals, creating learning objectives, analysing student characteristics, writing tests, selecting materials, developing activities, selecting media, implementing and revising the lesson [16]. The Collaborative Instructional Design System is an innovative tool developed by Ismail Md Zain and Balakrishnan. It aims to help teachers and other professional learning communities involved in the 21st Century learning, preparing learners towards the Industrial Revolution – 4IR and the upcoming smart Society 5.0 to work in collaboration [17]. The system aims to provide educators with a tool which can enhance the quality of instruction which caters to learners of all levels [18].

ASIE Model
he Integral ASIE Instructional Design Model (Analyze, Strategize, Implement and Evaluate) as shown in Figure 1, is an interactive online planning instructional design (ID) [19]. It is a simple planning tool which allows teachers to strategise approaches, methods, and activities for their learners.

![Fig. 1. Screenshot of the Integral ASIE Instructional Design Model (Zain IM, Muniandy B)](image1)

It allows teachers to implement the 21st Century learning through lessons designed using the model. It is a flexible model where teachers can click on any aspect they want to edit. Teachers can set their learners’ profiles, instructional profile and instructional media profile. They can determine the types of media, tools and choose the skills and values they want. After they have completed all the information, they can go to Multiple Integration Worksheet (MIW) to generate their lesson plans. Teachers can work in collaboration to plan yearly, weekly and even daily lesson plans. They can share ideas and discuss suitable pedagogy methods and skills when planning their lessons. The advantage of this system is teachers can also collaborate with teachers from other schools when it comes to lesson planning. When lesson plans are shared, teachers can edit and make amendments which are suitable for their students — sharing ideas when planning lessons help teachers to improve their pedagogy and gives them more ideas to improve their students learning.

PLC through CIDS
The Collaborative Instructional Design System (CIDS) also offers special features on PLC, where teachers can connect through video conferences and forums. Through this ‘global hub’ teachers can share knowledge and best practices, fulfilling the aim of the implementation of PLC.

![Fig. 2. Screenshot of the Professional Learning Community Hub (Zain IM, Muniandy B)](image2)

Teachers can join any forums that they like to discuss professional issues related to the teaching profession. They can also form their communities in the hub. PLC can be done online instead of meeting up in person. Ideas and knowledge not only can be shared among teachers from the same school but better, they can also share with teachers from other schools. This hub also allows teachers to do video conferencing. They can have a video conference in private by inviting the person that they want to video chat with, or they can also do a group video conference. This feature makes panel meetings or panel PLC sessions more convenient as they can do it from home. CIDS is significant because it offers more than just collaborative online lesson planning, it also offers the PLC hub where all teacher who are using this system to be able to connect and work together with each other. PLC is more convenient as they no longer need to do it face to face, they can also do it from home, and they can even collaborate with teachers from other schools.

Conceptual Framework
The conceptual framework of this study was created to investigate if CIDS could enhance PLC in schools when teachers work in collaboration.
3 METHODOLOGY
The main feature of PLC in schools is teachers work in collaboration towards finding the solutions to issue related to the teaching profession. Teachers could share knowledge and pedagogical ideas among themselves to make the teaching and learning process more effective. If PLC is accurately executed in schools, the improved teaching and teaching would be evident [2][7][8][14][20]. To achieve this aim, teachers often need to meet up as PLC should be ongoing [5]. But due to the demand for their work, it is not easy for teachers to meet up regularly [5]-[7]. The Collaborative Instruction Design Model (CIDS) is hoped to be able to overcome this problem as teachers could plan lessons together and share them with other teachers which also means sharing pedagogical approaches and ideas among themselves. Also, they can also do PLCs online by joining communities, forums and video conferences available in CIDS. With the convenience provided through CIDS, PLC in schools could be enhanced.

Variables of the study
The variables of this study consist of two dependent variable and one independent variable. The dependent variables are the Collaborative Instructional Design System (CIDS), and the independent variable is an enhanced professional learning community.

![Diagram of variables](image)

**Fig. 4. Variables of the study**

Sampling
The population of this study is teachers from Transformation Schools (TS25) who have already used CIDS in Negeri Sembilan. There is a total of 56 TS25 schools in Negeri Sembilan, and a majority of these schools are using CIDS together with a few other schools which are not TS25 schools but are interested in using the system. The researcher will administer convenience sampling as all teachers from two TS25 primary schools in Negeri Sembilan will be the respondents of the questionnaires.

Instrumentation
The instrument used in this study is an online survey tool, Google form. The form is adapted from a questionnaire developed by Dr Ismail Md Zain to find out about teachers’ perception of CIDS. With Google form; the researcher can create a link and create a QR code so that the link to the survey or the QR code could be shared with the teachers selected. Google form records responses in a linked spreadsheet and results will be generated in the form of charts and graphs. The measurement and scoring of this survey will be using Likert-scale method [21]. Respondents are required to answer the 5 Likert-scale questionnaires.

Data analysis
The researcher will analyse the data collected from the questionnaires. The data will be taken from the linked spreadsheet and results collected from the Google form in the form of charts and graphs will be analysed and further discussed in the findings and discussion section. Data will be analysed using mean, frequency and percentages.

REFERENCES


