

# **OUM FACILITATOR'S HANDBOOK**

Zoraini Wati Abas  
Tamiliarasi Sankaran  
Wan Lidiana Lidia Wan Abu Bakar  
Haryate Johari

Centre for Tutor Management and Development  
Open University Malaysia



**Project Director:**

*Prof. Dr. Mansor Fadzil*

*Prof. Dr. Santhi Raghavan*

*Prof. Dr. Rahmah Hashim*

**Writers:**

*Prof. Dr. Zoraini Wati Abas*

Professor, Faculty of Education and Languages

*Tamilarasi Sankaran*

*Wan Lidiana Lidia Wan Abu Bakar*

*Haryate Johari*

**Editor:**

*Azeezah Jameelah Moh. Mohideen*

**Desktop Publisher:**

*Suziati Kamaruddin*

**Graphic Designer:**

*Ahmad Nahar Fadzil*

**Developed by:**

*Centre for Instructional Design and Technology*

*Open University Malaysia*

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# CONTENTS

*Preface*  
*Acknowledgments*  
*Foreword*

<b>CHAPTER 1</b>	<b>OUR ORGANISATION</b>	<b>1</b>
	<i>Open University Malaysia: A Brief Overview</i>	<i>1</i>
	<i>OUM's Vision and Mission</i>	<i>2</i>
	<i>Open and Distance Learning</i>	<i>2</i>
	<i>Mode of Delivery</i>	<i>2</i>
	<i>Academic System</i>	<i>4</i>
<b>CHAPTER 2</b>	<b>OUR FACILITATORS</b>	<b>5</b>
	<i>Responsibilities</i>	<i>5</i>
	<i>Knowing Your Learners</i>	<i>5</i>
	<i>Expectations of Learners</i>	<i>7</i>
	<i>Being Effective</i>	<i>7</i>
	<i>Learning Process</i>	<i>10</i>
	<i>Motivating Your Learners</i>	<i>10</i>
	<i>Overcoming Challenges</i>	<i>11</i>
	<i>Benefits</i>	<i>12</i>
	<i>Unethical Practices</i>	<i>14</i>
<b>CHAPTER 3</b>	<b>OUR FACILITATING PROCESS</b>	<b>16</b>
	<i>Pre-Seminars</i>	<i>16</i>
	<i>Face-to-Face Seminars</i>	<i>21</i>
	<i>Self-Managed Learning</i>	<i>23</i>
	<i>Online Learning</i>	<i>24</i>
<b>CHAPTER 4</b>	<b>OUR ASSESSMENT METHODS</b>	<b>28</b>
	<i>Continuous Assessment</i>	<i>28</i>
	<i>Assignments</i>	<i>28</i>
	<i>Online Participation (OLP)</i>	<i>30</i>
<b>CHAPTER 5</b>	<b>OUR DIGITAL LIBRARY</b>	<b>31</b>
<b>CHAPTER 6</b>	<b>OUR ADMINISTRATIVE MATTERS</b>	<b>34</b>
	<i>Learning Centres</i>	<i>34</i>
	<i>Centre for Tutor Management and Development (CTMD)</i>	<i>34</i>
	<i>Appointment &amp; Re-Appointment of Facilitators</i>	<i>34</i>
	<i>Monitoring of Facilitators</i>	<i>35</i>
	<i>Termination of Service</i>	<i>35</i>
	<i>Remunerations</i>	<i>36</i>
<b>IN A NUTSHELL</b>		<b>38</b>
<b>REFERENCES</b>		<b>39</b>
<b>APPENDICES</b>		<b>40</b>



OUM Facilitator's Handbook is a step-by-step guide for facilitators attached to Open University Malaysia (OUM). As facilitators, play you a crucial role at the University as you are in direct contact with our learners. As you render your services on a part-time basis at learning centres spread throughout the country, this handbook is intended as a useful and practical companion for you in carrying out the noble task of educating our learners. This guide also highlights the standards to follow in relation to the facilitating process and procedures.

This handbook addresses three phases of facilitation – before, during and after. It is hoped that this handbook will help you find answers to the following questions:

- What are the roles and responsibilities of a facilitator?
- What is expected of a facilitator?
- How can a facilitator become effective?
- What are the tools a facilitator should use?
- What are the administrative tasks of a facilitator?

It is hoped that all OUM facilitators will find this handbook useful. Ideally, it should be read through from the beginning until the end the first time and then referred to regularly during the facilitating process.



## ACKNOWLEDGMENTS

This handbook is the outcome of an internal team effort involving OUM's Centre for Instructional Design and Technology (CiDT) and Centre for Tutor Management and Development (CTMD). The staff of CiDT and CTMD joined forces in preparing the guide. Special thanks go to Prof Dr Zoraini Wati Abas who headed the writing team.

Our sincere gratitude goes to Senior Vice President Prof Dr Mansor Fadzil for providing continuous guidance and support to the team. Appreciation is also owed to General Manager (Administration)/Registrar Puan Kamariah Mohd Noor, Director of CiDT Datin Halimatolhanin Mohd Khalid and Director of Perak Learning Centres Mr. Richard Ng for their insightful comments and helpful suggestions to further enhance the content.

Lastly, we would like to thank the Dean of the Faculty of Education and Languages, Assoc Prof Dr Widad Othman, as well as faculty members Prof Dr Abtar Kaur a/p Darshan Singh and Prof Dr Kuldip Kaur @ Kadip Kaur a/p Karam Singh for their past contributions to facilitator training and development. Their earlier work had provided the basis on which we developed this handbook.



*Assalamualaikum dan Salam Sejahtera*

Facilitators play a crucial role in the provision of open and distance education at OUM. They are the main agents responsible for delivering courses and supporting learners. The quality of teaching and learning depends on facilitators.

Through the classroom setting and the online learning system provided by OUM, facilitators need to actively engage their learners in the process of acquiring knowledge that is relevant and useful to them. Therefore, facilitators must have appropriate skills and attributes in addition to subject matter expertise.

This is where the Facilitator's Handbook hopes to play a part. It has been prepared by the University to serve as a handbook for our facilitators. It outlines the roles and responsibilities of facilitators at OUM and the expectations they need to meet. It provides guidance on how to become effective facilitators.

The handbook also lays out the facilitating process in a step-by-step style for the convenience and comprehension of our facilitators. From the point where a tutor is appointed up to the point that he/she receives remuneration for the services rendered, everything is explained in a clear and easy-to-read format.

It is the University's wish that all our facilitators would treat this Facilitator's Handbook as a handy reference in carrying out the noble task of educating our learners. If you have any ideas or suggestions on how we could further improve this handbook so that it could serve you and your fellow facilitators even better, please do contact us.

Lastly, the University hopes you will perform your role as an OUM facilitator with passion and professionalism, because you are a major part in helping us reach our goal of making quality education available to everyone.

**PROF TAN SRI ANUWAR ALI**



## CHAPTER 1 OUR ORGANISATION

### OPEN UNIVERSITY MALAYSIA: A BRIEF OVERVIEW

Open University Malaysia (OUM) is the first open and distance learning university in Malaysia. It is also the country's seventh private university. Established in August 2000, OUM was launched by former Prime Minister, YAB Tun Dr Mahathir Mohamad, on 26 August 2002. Its main campus is located at Jalan Tun Ismail in Kuala Lumpur.

OUM currently has 61 Learning Centres throughout Malaysia (see Figure 1). It is owned by a consortium of 11 Malaysian public universities – Universiti Malaya, Universiti Kebangsaan Malaysia, Universiti Teknologi MARA, Universiti Pendidikan Sultan Idris, Universiti Utara Malaysia, Universiti Putra Malaysia, Universiti Sains Malaysia, Universiti Malaysia Sabah, Universiti Malaysia Sarawak, Universiti Teknologi Malaysia and Universiti Islam Antarabangsa Malaysia. Starting with an intake of 753 learners in August 2001, OUM has admitted more than 70,000 learners into over 50 diploma, degree and postgraduate degree programmes.



Figure 1: Location of Learning Centres





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**OUM'S VISION AND MISSION**

OUM's vision is to be a leader and innovator in open learning.

In line with our vision, our mission is to:

1. Be the leading contributor in democratising education;
2. Develop quality education through multimode learning technologies; and
3. Develop and enhance learning experiences towards the development of a knowledge-based society.

Having set the trend as the first open and distance learning university in Malaysia, OUM aims to continue providing leadership by developing innovative approaches in the field of open and distance learning not only in Malaysia but also internationally. Facilitators must understand and internalise our vision and mission so that they can effectively help the University achieve this goal.

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**OPEN AND DISTANCE LEARNING (ODL)**

What is open and distance learning? The following definition was provided by the Commonwealth of Learning.

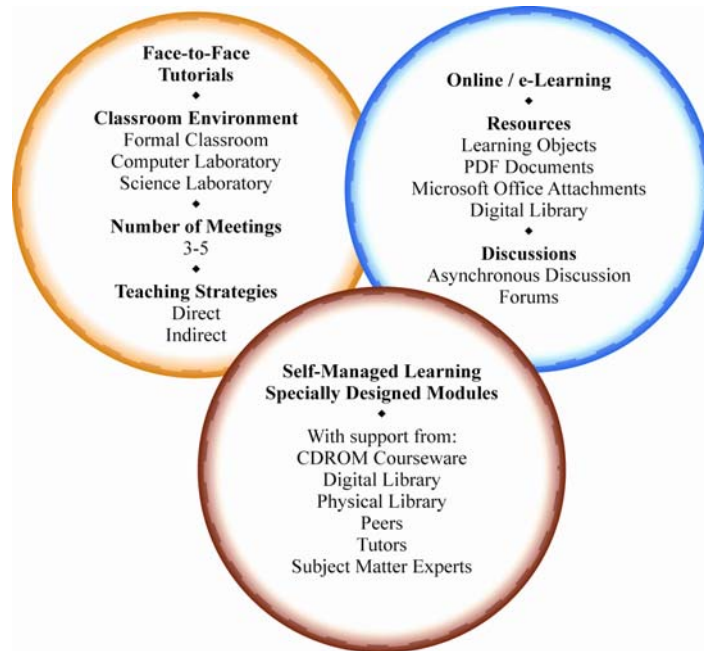
Open and distance learning refers to education and training in which using the learning resources, rather than attending classroom sessions, is the central feature of the learning experience.

*(Commonwealth of Learning, 2003, p. 13)*

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**MODE OF DELIVERY****BLENDED PEDAGOGY**

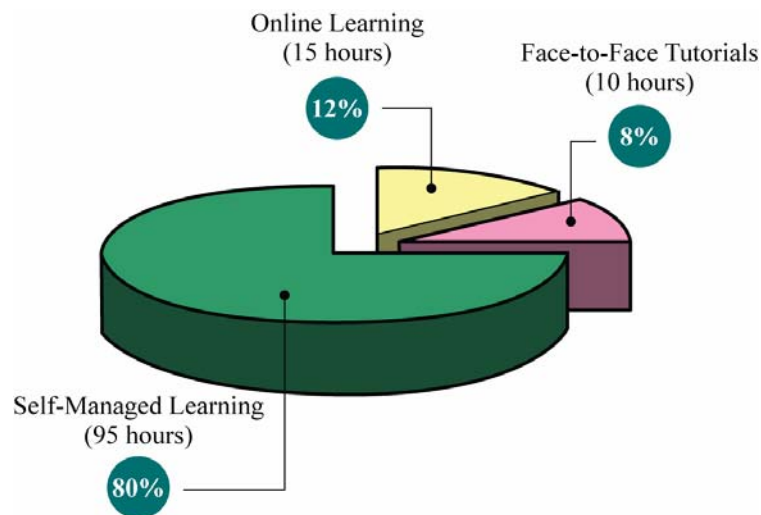
OUM practises a blended pedagogy which comprises self-managed learning, face-to-face seminars and online learning (see Figure 2). Modified blended learning is made available when the number of postgraduate learners is between 2 – 5.



**Figure 2:** Blended Learning Pedagogy at OUM  
*Source:* Kaur (2005). Integrating e-learning into blended pedagogy at OUM.

At OUM, one credit hour is equivalent to 40 learning hours. Thus, the total learning hours for a typical three-credit-hour course is 120 learning hours. The recommended distribution of learning hours is shown in Figure 3.

Learners will engage in three modes of learning. While the bulk of their study time will be spent on self-managed learning (80%), they will also have to allocate time for online learning (12%) and face-to-face seminars (8%).



**Figure 3:** Proportion of OUM Learning Modes



## ACADEMIC SYSTEM

### SEMESTER SYSTEM

OUM practises a trimester system which consists of three equal semesters (January, May and September). The distribution of weeks per semester is as follows:

Postgraduate distribution of weeks per semester

SEMESTER	WEEKS
<b>JANUARY</b>	
Teaching & Learning and Examination	15 weeks
Semester Break	5 weeks
<b>Total</b>	20 weeks
<b>MAY</b>	
Teaching & Learning and Examination	8 weeks
Semester Break	4 weeks
<b>Total</b>	12 weeks
<b>SEPTEMBER</b>	
Teaching & Learning and Examination	15 weeks
Semester Break	5 weeks
<b>Total</b>	20 weeks
<b>Grand Total</b>	<b>52 weeks</b>

### ASSESSMENT SYSTEM

Learners are assessed through two components:

1. **Continuous Assessment**  
Learners are evaluated during the semester through assignments, project papers, and other practical sessions.
2. **Examinations**  
These comprise Final Semester Examination and Viva.

However, not all of these assessment methods are applicable to all courses. It depends on the requirements of each course. For more details, refer to the course guide in the print module.

A more complete overview of the University is available in the OUM prospectus and portal.

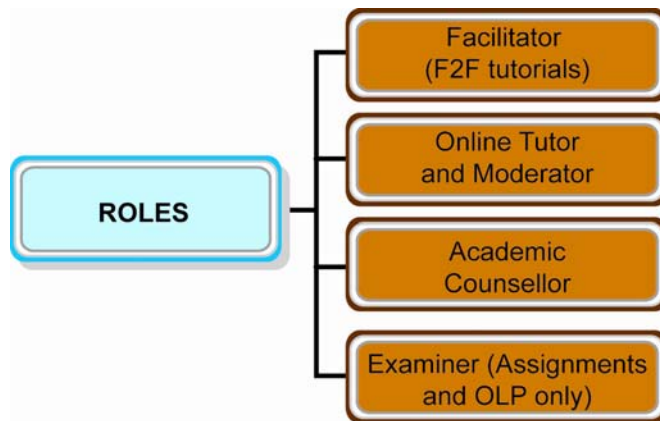


## CHAPTER 2 OUR FACILITATORS

### RESPONSIBILITIES

Our facilitators are expected to provide quality learning support in face-to-face (F2F) and online sessions. This requires you to possess excellent interpersonal and communication skills as well as mastery of your subject content. You need excellent **interpersonal and communication skills** so that you can make learning pleasant and reduce learner anxiety. Your mastery of the subject content will ensure that learners understand it better.

In relation to this, there are four main roles you need to perform (see Figure 4).



*Figure 4: Roles of an OUM facilitator*

In order to provide quality support to your learners, you need to understand the expectations of OUM learners. You must strive to meet their expectations, be responsible and accountable within the context of the University's blended learning pedagogy. This means you need to carry out each of your tasks in the way outlined by OUM.

### KNOWING YOUR LEARNERS

To be an effective facilitator, you must know who your learners are. As our learners are mostly working adults, they have different learning needs compared to learners who are fresh school-leavers. So, who are OUM learners?

About 95% of our learners are working adults who are aged between 20 and 50 years old. According to Knowles (1984), adult learners have the following characteristics:



- They are responsible and can direct themselves.
- They come to class with a wealth of working experiences.
- They are ready to learn what they need to know or do in order to solve real-world problems.
- They usually know what goal they want to achieve.
- They like to know why they should learn something.
- They are motivated to learn in order to apply what they learned to real life, to increase job satisfaction, etc.

Usually, a learner is:

- (i) A working adult with little time left for himself/herself;
- (ii) Between 20 and 50 years old and hence, more experienced and mature than the typical learner we know;
- (iii) Married with children and aged parents to look after;
- (iv) Studies in whatever little time he/she has between daily chores and responsibilities; and
- (v) May have very little knowledge about computers and the Internet.

As some learners are older and wiser than their coursemates, they could share their past experiences with the younger ones. A small percentage of learners are physically challenged and may have limited physical movements. Others may be geographically challenged and are at times absent from their face-to-face seminars. This handbook aims to create awareness of the importance of a learner profile in the facilitating process.



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**EXPECTATIONS  
OF LEARNERS**

According to our learners, they expect their facilitators to:

1. Possess good communication skills (use simple language and speak clearly);
2. Be experienced and knowledgeable in the subject taught;
3. Provide additional and appropriate learning materials;
4. Take the lead in the myLMS online discussion forum;
5. Provide timely guidance and response to learners especially on assignment preparation;
6. Provide valuable and meaningful feedback on facilitator-marked assignments (FMA);
7. Allocate time to discuss exam questions with learners;
8. Have a sense of humour;
9. Be friendly and approachable;
10. Provide examples that are relevant and easy to understand; and
11. Be easily contactable via phone and e-mail.

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**BEING EFFECTIVE**

How do you become an effective facilitator? Here are the steps we encourage you to take:

- (i) **Understand OUM's Vision and Mission**  
Our vision and mission act as guiding principles for all actions and decisions of the management and staff including facilitators. Therefore, you need to understand and consider these principles in carrying out your work.
- (ii) **Subscribe to OUM's Shared Values**  
OUM has five shared values – Integrity, Professionalism, Dedication, Innovative and Caring. By practising these shared values, you can play a significant part in helping OUM to achieve its vision and mission

The shared values are explained below:

- **Professionalism** – Respecting your learners as individuals.
- **Dedication** – Going the extra mile to ensure that learning outcomes are achieved.
- **Caring** – Understanding the challenges learners may face and being reasonable in your response. Remember to be empathetic but not sympathetic.
- **Innovativeness** – Applying new ideas into the facilitating process to make learning effective.



- **Integrity** – Informing the Administrator if you are not available or cannot cope with additional facilitating responsibility, **being punctual** and responding to your learners' enquiries.
- (iii) **Upgrade Knowledge and Techniques**  
In order to provide quality education, you must constantly upgrade your knowledge. This can be done by reading, engaging in research activities and attending conferences related to open and distance learning. As a facilitator, you have access to OUM's digital collection of useful resources. OUM also provides an online bulletin called Tutor Connexions, which facilitators are encouraged to read and contribute to. Interested facilitators can apply for research grants and sponsorship to attend conferences. Those who want to pursue higher qualifications will be given discounts.
- (iv) **Seek Continuous Improvement**  
Be proactive in planning, guiding and facilitating both face-to-face seminars and online discussion forums. Look out for innovative ways to enhance your facilitating approach and upgrade your performance every semester.
- (v) **Go for Training**  
Training and/or colloquiums are organised from time to time to introduce the latest information and techniques to facilitators. You are encouraged to attend these sessions. As a facilitator, you should strive to improve your ICT skills so that you can provide excellent online support to your learners. OUM encourages its facilitators to share their success stories with other facilitators through colloquiums or the Subject Matter Expert online discussion forum.
- (vi) **Provide Support Services**  
Our learners are mostly working adults who live off campus. In furthering their education, they have to juggle family, work and study responsibilities. As such, they face various pressures, challenges and obstacles. As a facilitator, you need to understand their situation and provide timely feedback and response in the most efficient manner. Therefore, you must be well-informed and connected to the support system provided by OUM.
- (vii) **Take Part in OUM Activities**  
Facilitators are encouraged to participate in all activities organised by OUM, be it academic or non-academic, so as to foster closer ties with the management and learners.



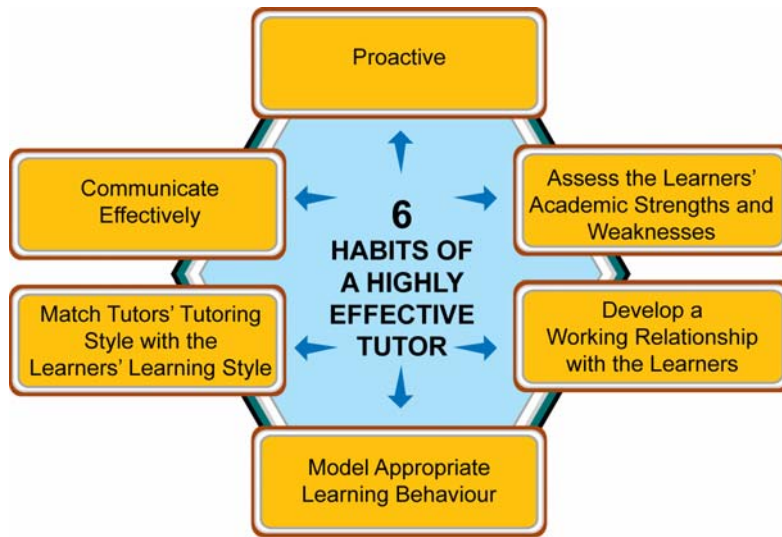
A good working relationship can help generate a sense of belonging towards OUM.

(viii) **Walk the Extra Mile**

OUM facilitators are expected to walk the extra mile. OUM understands that facilitators are part-timers and thus are responsible to their full-time employer. However, whenever and wherever possible, you need to find ways to impart knowledge and assist your learners.

To help you do an excellent job, you may practise the six habits of a highly effective facilitator, which are outlined in Figure 5. According to Truschel (2007), these habits include being proactive, assessing learners, developing a working alliance, modelling appropriate behaviour, matching learning style with facilitating style and communicating effectively. We believe that if you practise all these six habits, you will be able to make a difference in the lives of your learners, inspiring them to greater heights of academic success.

Comment:



*Figure 5: Six habits of a highly effective facilitator*  
*Source: Truschel, 2007*



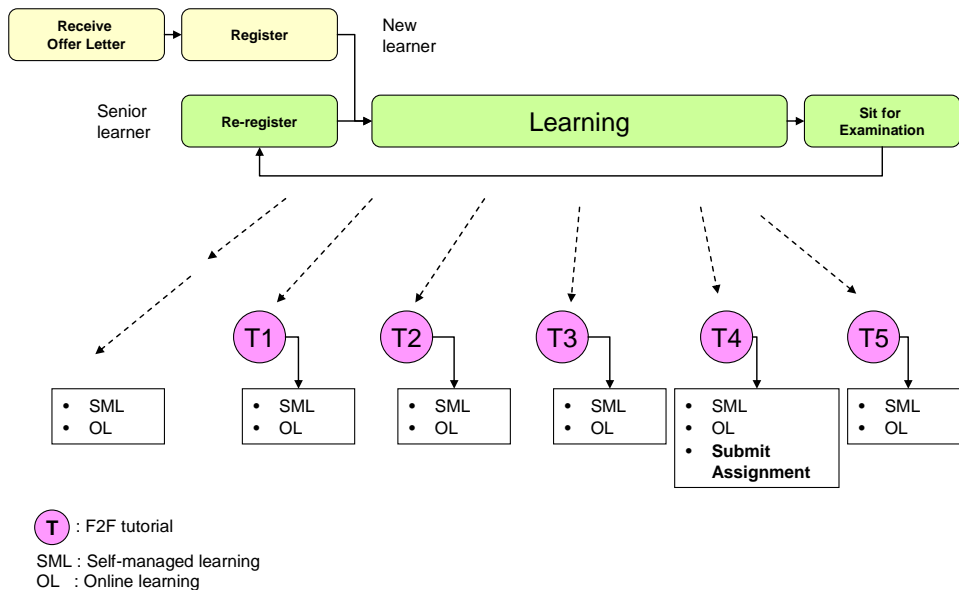


## LEARNING PROCESS

Learners at OUM will undertake learning according to the University's blended pedagogy. The diagram below shows the typical learning process in a semester. You need to keep this process in mind when facilitating.

## Learning Process

A typical learning process in a long semester



## MOTIVATING YOUR LEARNERS

Your primary responsibility as a facilitator is to create a continuous motivating learning environment. **Motivation** is the key to all successful learning. How do you motivate your learners? You can do this by:

- Relating seminars issues to learners' real-life context.
- Being enthusiastic about content, process and learners.
- Making your expectations clear. Let learners know how they can succeed in seminars.
- Being sensitive and responsive to group needs and flexible in meeting them.

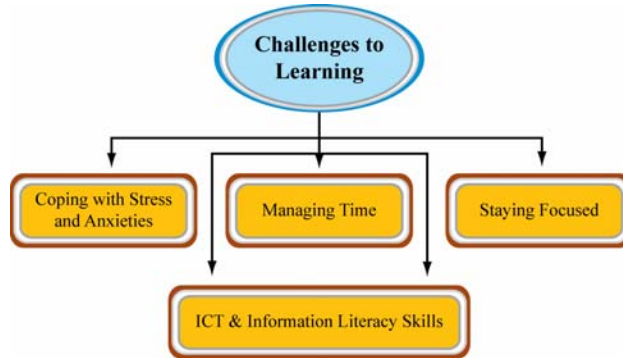




In order to motivate learners, you have to understand the challenges they face. Let us go through each of the challenges and see how you can help learners to overcome them.

## OVERCOMING CHALLENGES

Learning challenges prevent learners from focusing optimally on their learning. These challenges are often related to one or more of the aspects shown in Figure 9.



*Figure 9: Challenges to Learning*

(a) **Coping with Stress and Anxiety**

When encountering new learning experiences, learners often display a lot of enthusiasm but they may also experience some anxiety. These feelings may lead to stressful situations. Often, self-managed learners are stressed when they have to face issues related to academic performance, work, family, friends and finances.

As a facilitator, you need to reassure your learners that you are aware of their concerns. Offer them appropriate guidance and advice. The following are some stress management strategies:

- Get organised;
- Think positive;
- Exercise control over your environment; and
- Take a break when necessary.

(b) **Managing Time**

As working adults, many OUM learners find it difficult to cope with their course workload and complete assignments on time. They may have a demanding job or pressing family commitments. Thus, their learning commitments have to be balanced with their family and work commitments. This demands effective time management.



Assist your learners in managing their time effectively. You can do this by reassuring them that the course workload can be made more manageable. You can work out some strategies of doing this together with the learner. If a learner lacks confidence in tackling a task or assignment, you can encourage him or her to divide it into manageable chunks.

(c) **Staying Focused**

Helping your learners to deal with obstacles to learning is an important responsibility of an OUM facilitator. Obstacles to learning prevent learners from focusing optimally on their learning. One or more of unexpected events like illness, job commitments, transport problems or the demands of child or elder care will drive away their focus on learning.

As a facilitator, be sensitive to these disruptions. Any changes in a learner's learning may indicate a problem that needs investigation. Find out the problem and express your concern but do not make the learner feel guilty. Be positive, encouraging and state your willingness to help.

(d) **Developing ICT and Information Literacy Skills**

Learning in an open and distance learning mode requires learners to possess basic ICT skills. At OUM, face-to-face seminars are very limited. Thus, it is crucial for learners to learn how to:

- Operate a personal computer
- Search the Internet
- Use myLMS
- Participate in online discussion forums
- Access and use the OUM Tan Sri Dr Abdullah Sanusi (TSDAS) Digital Library

Learners may have different levels of ICT skills. Some might be afraid to use a computer. Therefore, knowing the level of learners' ICT skills will help you to use suitable strategies to guide them.

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**BENEFITS**

OUM provides a range of benefits for its facilitators as it values their contributions and would like to support their professional advancement. Some of the benefits include:

1. **Discounted Tuition Fee**



If you enrol in any of OUM’s postgraduate degree programmes, you will be given a discount based on your number of years of service. Please refer to the table below:

Years of Service	Discount Rate
1 – 3	10%
> 3	40%

- E-mail**  
You will be provided with a personal OUM e-mail account powered by Google with a storage capacity of up to 6GB.
- Digital Library**  
You will have free access to the TSDAS Digital Library which has an extensive collection of books as well as online databases. There are more than 53,000 books, 22,000 journal titles and theses on various subjects. You can access the digital collection online at any time and anywhere.
- Professional Development Workshops**  
You will be given the opportunity to attend professional development workshops organised by OUM.
- Develop or Enhance e-Learning Experience**  
As a result of providing online learning support, you will become a qualified and experienced online moderator and e-learning practitioner.
- Expand Your Network**  
As your learners are adults, you can benefit from their maturity and the work experience they bring to class.
- Increase Your Repertoire of Teaching Skills**  
As a facilitator in an ODL learning environment, you will encounter new challenges. As you deal with them, you will acquire new skills and experience.
- Opportunities for Research**  
OUM encourages its facilitators to carry out research to enhance their skills and capabilities. The University has allocations for research grants, particularly institutional research. You are welcomed to participate in OUM research. If you are interested, you may write to the



Director of the Centre for Quality Management and Research & Innovation (CQMRI).

## UNETHICAL ISSUES

### **Absence without Valid Reasons**

Facilitators are not allowed to cancel or postpone seminars without valid reasons. This is because time management is very critical to our learners. Besides commitment to work, learners have to balance study time and fulfilling family obligations at the same time. As learners do not stay on campus and are instead geographically distributed, it is even more challenging for them to attend seminars. There are learners who need to travel by flight or by boat for a few hours and sleep overnight in a budget hotel one day before seminar to attend seminar classes. They make great sacrifices to attend seminars so OUM takes facilitator punctuality and class postponement/cancellation very seriously.

If you need to postpone a class due to medical or other unavoidable reasons, please inform the administrators at the respective Learning Centre at least one week before the seminar date. They might allow you to replace the class before the actual seminar date or get a substitute facilitator to conduct the class in your absence.

### **Confidentiality and Intellectual Property Rights**

All information received during your service at OUM with regard to the administration, learners' records and finances, including the course and facilitator training materials, are the property of OUM. The information is supplied to you to enable you to perform your tasks as a facilitator. The information must not be used for purposes other than for facilitating and matters related to facilitating at OUM.

### **Dishonesty**

Dishonest acts such as bribery are unacceptable. You must always encourage good practices and firmly reject any form of bribery. Accepting gifts in return for high marks, adjusting grades and threatening learners with low grades are examples of dishonest practices.

In addition, you should never receive any extra payment from your learners for giving them extra classes. If you feel that extra classes could help learners achieve their learning outcomes, please discuss this with the Administrator of the Learning Centre to incorporate your suggestion in the University's arrangement/activities.

Inform the Administrator if someone you know personally is a learner in your class. The Administrator may transfer the



learner to another class to ensure that fair judgment is given on the learner's assignment, tests and online participation.

**Disciplinary Proceedings**

You are legally responsible for your actions during your service at OUM. The University has the right to terminate your contract if it finds you guilty of any offence or disciplinary misconduct. Disciplinary action may be taken over negligence of duty, misconduct or criminal conviction.

**Public Statement**

Facilitators are prohibited from making any public statement about OUM to the media without consent. Please make sure that you obtain written approval from the University if you must do so.

**Collecting Funds or Donations**

Facilitators are prohibited from collecting funds or donations from learners for charitable or personal purposes. Action will be taken against those who violate this ruling.

*Facilitators who are found to be involved in the abovementioned unethical activities will be dismissed, subject to the University's procedures.*



## CHAPTER 3

# OUR FACILITATING PROCESS

### PRE-SEMINAR

As facilitators of OUM, you are required to provide seminar support for face-to-face seminars, online learning and self-managed learning. Although the bulk of your tasks will revolve around face-to-face seminars, you need to pay adequate attention to the other parts of the blended pedagogy as well.

In order to conduct seminars successfully, you should engage in the following pre-seminars activities:

- (a) Read the Facilitator's Handbook. Attend the Facilitator Training Session (Compulsory for new facilitators)
- (b) Read the Module
- (c) Login to the myLMS portal
- (d) Prepare and plan for the seminars

We will now explain each of these activities.

(a) **Attend the Facilitator Training Session**

After you have been appointed as an OUM facilitator, one of the first things you must do is attend the facilitator training session at one of OUM's 61 Learning Centres. Each centre is managed by a team led by a Director. The training will be held before the semester begins. This half-day training session is compulsory for all new facilitators.

Upon successful completion of the training, you will be given a letter of appointment. If there is a course for you to facilitate, you will be contacted by the Learning Centre Director. You will be given the seminar schedule and expected to report to the Director. For your valuable contributions, OUM will provide remuneration as specified in the payment schedule (see Table 5 in Chapter 6).

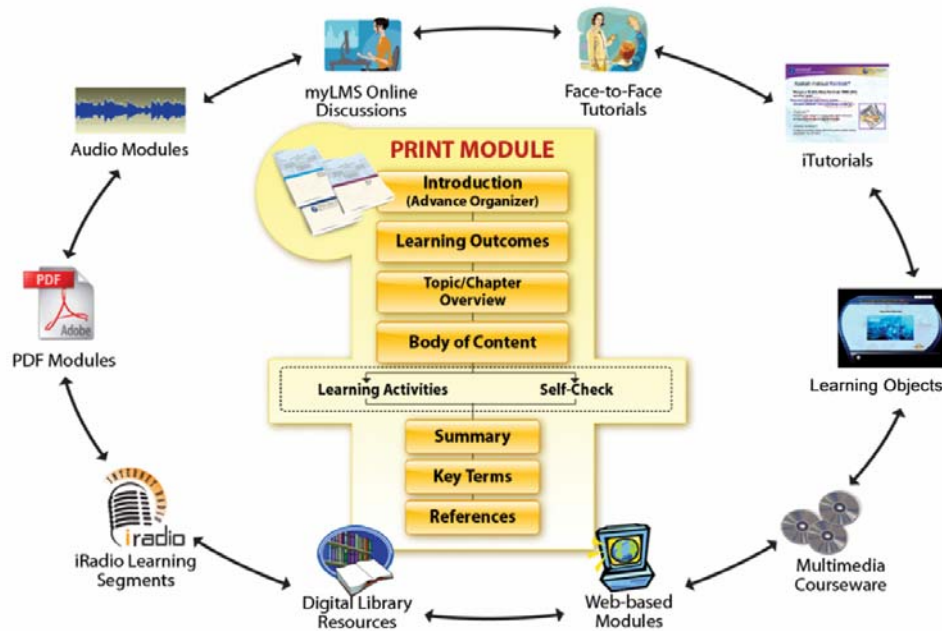
(b) **Read the Module**

Based on OUM's blended learning pedagogy, the print module serves as the core learning material which drives all other learning activities (see Figure 8). The print module contains the necessary content, activities and exercises written by experienced academics. As a facilitator, it is crucial for you to be well-versed with the module. Therefore, reading the module is a must before you start facilitating and you should also do extra reading



where necessary. You can collect your module from the Administrators of the Learning Centre.

Note that some modules may have accompanying multimedia materials. Please ensure that you collect them or check their availability through myLMS. You must familiarise yourself with all the materials.



*Figure 8: Print modules are the core learning materials at OUM, (Abas, 2008)*

(c) **Login to the myLMS Portal**

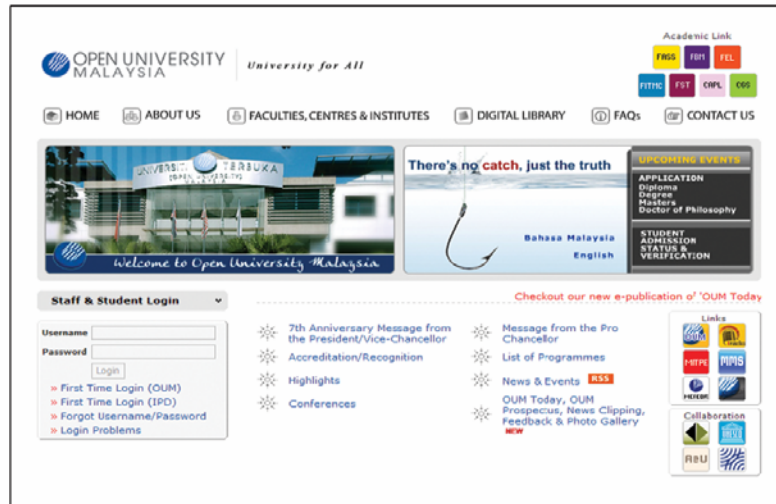
OUM’s learning management system is called myLMS. It is primarily a platform for virtual interactions. MyLMS is an e-learning platform which supports and enhances the teaching and learning process. You can create and upload learning resources and activities for learners as well as monitor their learning progress through myLMS. It is an integrated portal which facilitates more than just learning. You and your learners can access the latest information and news related to OUM as well as resources and links identified by the University. For more information, refer to the myLMS guide in the OUM portal.

Now, we strongly encourage you to go into myLMS. Follow the step-by-step guide provided on how to login for the first time.

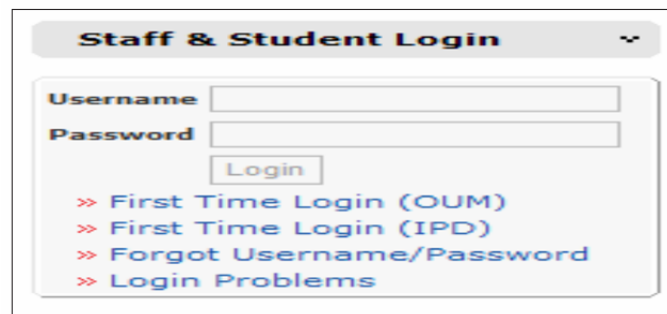




## Step-By-Step Guide for First Time Login



1. Visit the OUM portal at <http://www.oum.edu.my>



2. Click on **First Time Login (OUM)**.

3. Key in your **identity card (IC) number** and click on the **Submit** button (as above).

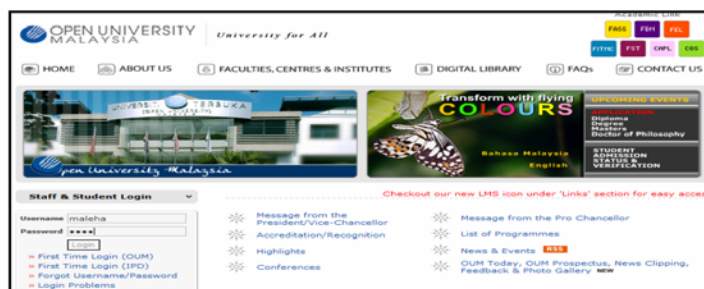


4. Create your preferred **username** and **password** in the respective boxes. Confirm the availability of your preferred username by clicking on the **Check Username Availability** button. Once you have entered all the details, click on the **Submit** button.

5. Key in your **mother's name** for security purposes. The information will be used as a hint if you forget your username or password.

6. Congratulations, you have successfully completed your first login attempt. Click on “please click this link to continue.” You will be directed to the OUM portal once again. You may now use your **username** and **password**.

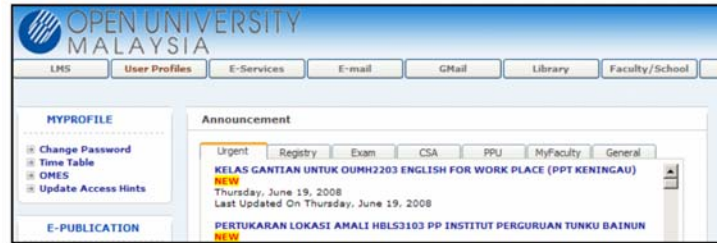
### Step-By-Step Guide to Update Personal Particulars



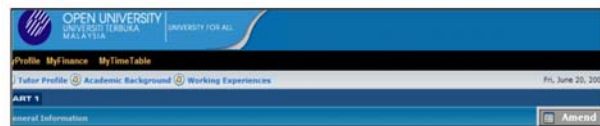
1. Visit the OUM portal at <http://www.oum.edu.my> and enter your username and password.



2. Click on the **myLMS** icon.



3. Click on the **User Profiles** button.



4. Click on the **Amend** button to update your personal particulars.



5. Click on the **Save** button. Lastly, click on the **Close** button and your particulars will be updated.

(d) **Plan for the Seminars**

Now that you have read the module and become acquainted with myLMS, it is time for you to plan your face-to-face seminar. The seminars are conducted in one of these two ways:

**Example 1: January and September Semesters**

← 2 hours →

A	B	C
<b>Lesson Review</b> (To enhance learners' understanding of content and motivate them)	<b>Discuss Difficult Concepts/ Tutorial/Assignment Question/ Any Other Learner Queries</b> (To enhance learners' communication and interpersonal skills)	<b>End the Session</b> (To motivate learners and prepare them for the coming session)
45 - 50 minutes	30 - 60 minutes	10 - 20 minutes

**Example 2: May Semester**

← 3 hours & 20 minutes →

A	B	C
<b>Lesson Review</b> (To enhance learners' understanding of content and motivate them)	<b>Discuss Difficult Concepts/Tutorial/ Assignment Question /Any Other Learner Queries</b> (To enhance learners' communication and interpersonal skills)	<b>End the Session</b> (To motivate learners and prepare them for the coming session)
45 - 60 minutes	60 - 120 minutes	10 - 20 minutes

**FACE-TO-FACE SEMINAR**

You are responsible for ensuring that your learners understand the subject matter. Give effective explanations by providing various relevant and meaningful examples. Explain content and concepts in an interesting manner. This may be conducted in a mini lecture. You may use activities and exercises in the module. Where appropriate, get learners to work in small groups to reinforce their understanding. You are encouraged to prepare supplementary resources and materials for them to ensure that the learning outcomes of the course are met.

Create a warm and friendly learning environment. Be approachable and show a sense of humour where appropriate. Most importantly, respect the rights of your learners as students of the University. In order to do this, you need to:

- Come well prepared;
- Start and end seminars on time;



- Provide proper guidance and feedback;
- Grade assignments and OLP fairly and on time;
- Be open to your learners' views and opinions;
- Treat your learners with respect; and
- Dress and behave appropriately.

In addition, you should provide constructive feedback to learners so that they can complete their assignments successfully. You can do this by:

- (i) Clarifying assignment tasks and options;
- (ii) Suggesting print and online references;
- (iii) Providing suitable ongoing feedback on selected sections of a learner's assignment; and
- (iv) Giving adequate notice about submission deadlines.

As our learners may face various challenges related to work, family, time and money, be prepared to provide moral support as well. Provide encouragement and motivation to sustain their interest in completing the course.

If you have learners who are low achievers, please:

- (i) Explain to them the importance of getting good grades and improving their CGPA;
- (ii) Remind them regularly to read the module before coming to seminars;
- (iii) Encourage them to take part in online discussion forums;
- (iv) Conduct follow-up through e-mails, text messages and phone calls; and
- (v) Motivate them to ask questions and seek clarification.

Learners are required to submit their assignment during T3 or T4 for the May and January/ September semesters respectively. Please fill up the Assignment Slip and give it to learners when they submit their assignments to you as proof of receipt.



## SELF-MANAGED LEARNING

OUM's blended pedagogy requires our learners to engage in self-managed learning most of the time. However, even in this, facilitators have a crucial role to play. You need to consistently provide your learners with moral support and encouragement throughout their learning process. This includes providing academic counselling.

### Academic Counselling

As our learners are adult and distance learners, there are two important implications for the provision of academic counselling.

- **Dealing with Adult Learners**

The very nature of the OUM instructional model – distance learning – means that a considerable proportion of the difficulties and challenges that OUM learners encounter, and which require counselling, are related to academic issues. These academic issues may, however, be intertwined with the personal and professional lives of the learners. For instance, learners may encounter difficulties in completing assignments because of their work demands.

- **Geographical Challenges**

The limited number of opportunities for face-to-face interaction between facilitators and learners means that, more often than not, counselling on academic issues has to be conducted online. Facilitators can do so via the online forum or e-mail. But these two modes of communication are asynchronous, meaning that there would be a delay between the posting of a query and its reply.

However, regardless of the mode chosen, you need to advise, help and support your learners so that they can make satisfactory academic progress. Use your understanding and interpersonal skills to help them overcome learning difficulties and challenges. Counsel them on how to:

- Stay motivated;
- Prepare for assignments and examinations;
- Manage time and other priorities;
- Improve self-esteem; and
- Improve communication skills.





Usually, learners also require advice on the following:

(a) **How to Study?**

At OUM, learners are encouraged to become independent. You must encourage your learners to maximise on OUM's three learning modes – self-managed learning, face-to-face tutorials and online learning.

(b) **Assignments**

Learners often get anxious when they are given assignments. Most of them fear that they might not complete it by the deadline as they are adult learners with a lot of other commitments. Therefore, you have to constantly remind them to do the following:

- Manage time effectively;
- Organise a work schedule; and
- Work in groups.

(c) **How to Prepare for Exams?**

Learners often fear that they might not perform well in exams. Thus, you should advise your learners to:

- Have a complete set of notes;
- Study in a group;
- Communicate with facilitators often;
- Be focused; and
- Be prepared.

## ONLINE LEARNING

The myLMS learning platform is used to deliver online learning at OUM. The primary aim of this platform is to strengthen learning.

All OUM facilitators must not only be involved in face-to-face tutorials but also support learning through the online discussion forums available via myLMS. You must take the lead in these forums and encourage active participation from all your learners. Your main objective should be to ensure that learners explore and learn important concepts and applications through the online discussion forum.

What is an online discussion forum? It is an asynchronous communication medium which involves the facilitator posting a question and learners posting their responses at a later time. Learners have more time to reflect on a topic or question before

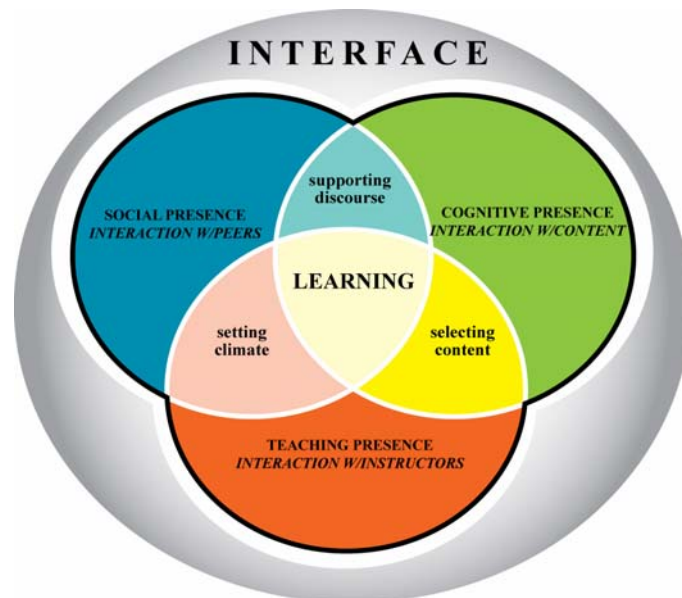


posting a message. The facilitator can monitor participation and determine how far their learners have understood a lesson.

For these forums to be effective, expectations and requirements must be made clear from the beginning. These forums are important because they enable learners to learn outside the classroom and to benefit from postings and discussions with their facilitators and peers.

A well-established model for online learning is the Community of Inquiry (COI) Model (Garrison, Anderson & Archer, 2000). The COI Model comprises three important elements: social, cognitive and teaching presence (see Figure 10). Arbaugh, Cleveland-Innes, Diaz, Garrison, Ice, Richardson, Shea and Swan (2007) define the three elements as follows:

- **Social** presence is the ability of participants to project themselves purposefully and socially within a community of inquiry.
- **Cognitive** presence is the extent to which participants critically reflect, (re)construct meaning and engage in discourse for the purpose of sharing meaning and confirming understanding.
- **Teaching** presence is the design, facilitation and direction of cognitive and social processes for the purpose of realising personally, meaningful and educationally worthwhile learning outcomes.



*Figure 10: Community of Inquiry Model  
(Garrison, Anderson and Archer, 2000)*





The COI model is based on a few characteristics that are inquiry-based. Firstly, it is question-driven whereby facilitators probe learners with thought-provoking and stimulating questions. Secondly, learners are involved in a critical discourse where they learn how to define and propose reasonable solutions to issues. Thirdly, learners gather information, thus enhancing their research skills to support their postings.

You need to know how best to manage online discussion forums. Please observe the steps in Table 1.

*Table 1: Steps in Managing Online Discussion Forums*

<b>Step 1</b>	Provide clear guidelines for participation to learners, including facilitator expectations, rules of conduct and examples of what constitutes adequate participation (refer Table 2).
<b>Step 2</b>	Begin by posting a welcome message to your learners. Introduce yourself and provide a brief introduction to the course and your commitment to the learners (see Example 3).
<b>Step 3</b>	Encourage your learners to do the same (see Figure 11).
<b>Step 4</b>	Acknowledge individual discussion contributions by learners so that they feel heard.
<b>Step 5</b>	Start the discussion in each folder (T1, T2, T3, T4 and T5) by posting two very relevant questions based on the module before every face-to-face tutorial (see Figure 12).
<b>Step 6</b>	Monitor the discussion to keep learners focused on the topic.
<b>Step 7</b>	Monitor the quality and regularity of the postings (refer Table 2) and if individual learners appear not to participate, post messages that are off-topic or are not substantive, communicate with them privately.
<b>Step 8</b>	Summarise the discourse to the questions given within each folder (T1, T2, T3, T4 and T5).

*Adapted from the Blended Learning Guide  
(<http://www.webjunction.org/blendedguide>)*



**Table 2: Evaluation Matrix for Online Participation**

Category	Criteria
<b>Contribution of new ideas</b>	<ul style="list-style-type: none"> <li>• Contributes new information to the discussion by bringing in relevant ideas from outside the course (prior knowledge).</li> <li>• Shares new perspective or analysis of ideas.</li> <li>• Elaborates on ideas of others (tutor, classmates, etc.) by sharing additional examples, resources and adding further explanation.</li> </ul>
<b>Making connections</b>	<ul style="list-style-type: none"> <li>• Connects ideas in previous modules to current module.</li> <li>• Connects ideas in other classes to this class.</li> <li>• Connects prior knowledge and personal experience to ideas in course.</li> <li>• Connects own ideas to other ideas in discussion.</li> <li>• Applies ideas from course to new situation.</li> </ul>
<b>Effective communication</b>	<ul style="list-style-type: none"> <li>• Expresses ideas <i>clearly</i> --supports ideas with adequate explanation, examples and details.</li> <li>• Expresses ideas <i>appropriately</i> -- uses tone and approach suitable for online discussion and collaboration.</li> </ul>

**Welcome Message**

**Example 3**

Welcome to OUMH1103 – Learning Skills for Open and Distance Learners. I am Sulaiman bin Johar, your tutor for this particular subject. Let me start by saying, "selamat datang and salam perkenalan" to all my students who are taking the OUMH1103 course for this semester.

OUMH1103 is a compulsory course for all students. As an open and distance learner, you need to know how to self-manage your learning and benefit from your tutorials and online discussions. This course is to help you get started as an ODL learner.

As your tutor, I will do my best to help you achieve the learning outcomes of the course; however, you must do your part. For example, read the module before coming to the tutorial, participate in the online discussion forum weekly and start your assignment early.

See you all in Tutorial 1 two weekends from now. Don't forget to read Topics 1 & 2 of your OUMH1103 module.

Welcome remarks

Introduction to the course

Tutor's commitment

Closing



**Figure 11: Example of a request for self-introduction**



General						
	<b>General</b> Communication on schedules & other administrative matters	2	21	All Read	Re : Re : General By PROF. DR. ZORAINI WATI ABAS Posted on Tue 04th Mar 2008	
Academic Discussion						
	<b>Assignment</b> Discussion about Assignment	2	9	All Read	Re : Re : Re : Re : Re : Re : assignment By TAN SIEW LENG Posted on Thu 21st Feb 2008	

*Figure 12: General and Assignment folders*

Remember that online discussion forums are **meant to benefit learners**. They make up 12% of the learning experience of our learners compared to only 8% of face-to-face learning. You need to lead and monitor the forums to ensure the quality of the discussions. Therefore, you must **post at least two questions before each tutorial** to stimulate discussion. These questions must be related to the learning outcomes stated in the module.



## CHAPTER 4

# OUR ASSESSMENT METHODS

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### CONTINUOUS ASSESSMENT

You are required to evaluate your learners' performance through the following assessment methods:

- Assignment
- Online Learning Participation (OLP)

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### ASSIGNMENT

Facilitators are required to grade assignments in a fair and objective manner. You must ensure that the assignments contain the necessary components appropriate for the subject. It is important that you observe the originality of the assignments. Do not tolerate any kind of copying, plagiarism or hiring of a "professional" to write an assignment. Make learners understand that they will miss a very important part of learning if they take the easy way out.

**The University has agreed to allow and support facilitators in giving zero marks to learners involved in plagiarism or producing identical assignments. You are also allowed to deduct one mark per day for late submission.**

#### Grading of Assignment

Facilitators need to follow a marking scheme when grading assignments. However, in general, they must ensure that an assignment:

- Meets the requirements of the assignment question;
- Follows the required format and length;
- Shows a clear and logical flow of presentation;
- Is well written;
- Has referred to recent, relevant and appropriate sources; and
- Contains a full bibliography and appropriate referencing.

#### Feedback on Assignment

OUM uses a web-based form for facilitators to key in marks and provide qualitative feedback to learners. This web-based form is called Online Tutor Marked Assignment Form (TMA) and is available in the OMES.

After grading, please key in the marks into the Online Marks Entry System (OMES) by the deadline given to you. You may find the deadlines for every semester posted on myLMS or noticeboards at Learning Centre. General deadlines are shown in Table 3.

*Table 3: Assessment Deadlines*

Assessment Component	Deadline for January and September Semesters	Deadline for May Semester
Assignment	Two weeks after T4	One week after T3
Online Learning Participation (OLP)	Two weeks after T5	Two weeks after T3

When entering marks into the OMES (see Figure 13), please do the following:

- Double-check all entries to ensure accuracy;
- Correct mistakes, if any;
- Avoid leaving any empty space;
- Save marks entered regularly; and
- Ensure that all learners' marks have been entered.

VERSION 8.0 UNDER GRADUATE

RAINER34 09:35 AM 27 Sep 2008

Tutor Marks Entry Listing

Tutor: TRAINER34  
Semester: ME1 2005  
Learning Centre: B01-PPT BANGI  
Course ID: OUMM2103  
Tutorial Group: Group 2

Key-in the qualitative comment in this column

ID	Student ID	Name	Q1 (50%)	Q2 (20%)	Q3 (10%)	Q4 (5%)	Q5 (5%)	Comments (limited to 80 characters)
1.	610801075001001	ABDOL RAHMAN BIN ABDULLAH	50	20	10	5	5	Ω Please key-in your qualitative comment in this text box.
2.	760804035359001	ABU BAKRI BIN MR DULOH	25	10	5	2.5	2.5	Ω During the Testing for Online TMA Form ....

Submit Marks! Print This Page!

*Figure 13: TMA Online*

Please refer to the OMES Manual for details on how to use the OMES. If you face any difficulty in entering the marks, contact the Administrator at your Learning Centre.

You should be specific when writing your comments and help learners to understand how they could have done better and how to improve their future assignments. See the examples of good and poor feedback in Figure 14.

**Good Feedback: What Facilitators Should Do**

*Fulfils all task requirements. Very good summary as it covers most of the key points. Lesson plans are relevant and well-planned but could have added more details. The lesson planned to teach theme lacks focus and interest value. Good presentation of assignment.*

*or*

*Good introduction. Main content well-explained with relevant examples. Conclusion includes analytical ability and understanding of the learning outcomes. Improve on APA referencing.*

**Poor/General Feedback: What Facilitators Should Not Do**

*Well done. Nice job!!*

*or*

*Good. Keep it up!*

*Figure 14: Examples of feedback for assignments*

**ONLINE  
PARTICIPATION  
(OLP)**

In order to encourage learners to participate actively online, marks will be awarded. Facilitators can grade learners based on **frequency** and **quality** of postings and responses in the online forum.



## CHAPTER 5 OUR DIGITAL LIBRARY

OUM has an excellent digital library. The Tan Sri Dr Abdullah Sanusi (TSDAS) Digital Library has more than 23,000 titles of books in the main campus and learning centres nationwide.

In order to access our digital library, log into the **OUM portal** and click on the **myLibrary** icon.

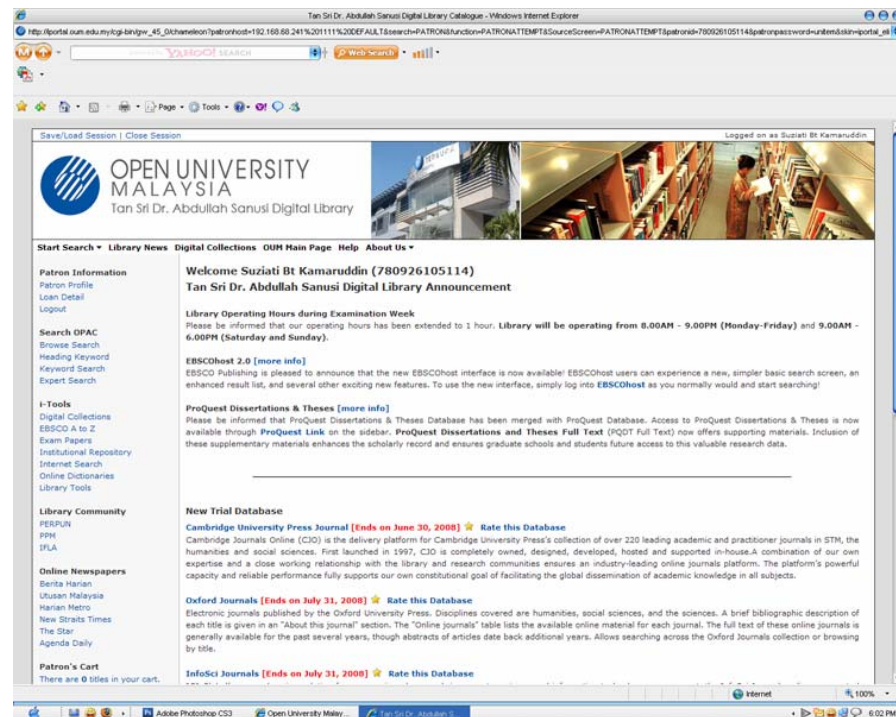






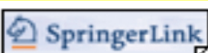

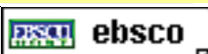
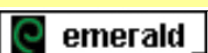
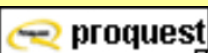
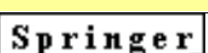


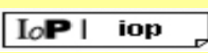

Figure 15: TSDAS Home page

As for its digital collection, the online databases consist of electronic books (e-books) and electronic journals (e-journals). E-books enable learners to read and make notes and annotations online while e-journals can be used to search for articles from scholarly journals worldwide. To date, the digital library has access to more than 53,000 titles of e-books and 22,000 titles of e-journals.

The library provides interlibrary loans and registered users could renew their books online or access the digital contents from any place in the world through the Internet. You will find the Online Public Access Catalogue (OPAC) very useful in retrieving records of print collections through keyword search. Refer to the e-journal and online book databases in Table 4.






*Table 4: Online Databases Available through TSDAS Digital Library*

Databases	Titles	Subject Areas
	>40,000	Multi-disciplinary, covering 50 subjects such as Engineering, Education, Art and Psychology
	6,500	Information and Communications Technology, Multimedia, Business and Management
	50	Computation, Information Technology Security Management and Operations Management
	50	Database, Networking Communication and Knowledge Management
	1,700	Multi-disciplinary
	162	Encyclopaedias, dictionaries, thesauri and books on quotations of all categories
	8,695	Finance, Accounting and International Business
	164	Management, Human Resource Management, Marketing, Librarianship and Engineering
	567	Education theses and dissertations
	1,330	Multi-disciplinary
	1.2 mil	Dissertations from over 1,000 universities and graduate schools
	5,657	Advertising, Economics and Women's Studies
	51	Physics
	642	Information Technology and Computer Science





	-	Archives for New Straits Times Press (NSTP) newspapers
	-	Open learning
	-	Malaysian theses

Facilitators are strongly recommended to visit our digital library on a regular basis. You also need to encourage your learners to do so. The contents of the digital library can be used as additional resources for learning as well as references for assignments.



## CHAPTER 6

# OUR ADMINISTRATIVE MATTERS

### LEARNING CENTRES

Each Learning Centre is placed under a Director, who is responsible for its overall management. A Learning Centre has several functions:

- Academic centre: It is where learners attend seminars.
- Administrative centre: This is where administrative matters are addressed.
- Resource centre: It has a mini library, computer labs with Internet access and meeting room.
- Learning hub: It is a meeting point for learners' development and activities.

Each Learning Centre has one or more Lead Facilitators. The Lead Facilitator is appointed by the Senior Vice President of OUM and reports to the Director of the Learning Centre. The Lead Facilitator assists with academic-related administration. He/she is involved in interviewing, training and monitoring facilitators. In addition, he/she helps to conduct academic workshops for learners such as Study and Examination Clinics. (not sure)

### CENTRE FOR FACILITATOR MANAGEMENT AND DEVELOPMENT

Based at OUM headquarters in Kuala Lumpur, the Centre for Facilitator Management and Development (CTMD) is responsible for the overall management of facilitators, ensuring that they support OUM's blended learning pedagogical approach. The CTMD is headed by a Director who reports to the Senior Vice President of OUM.

The centre is responsible for:

- Recruitment;
- Training and development;
- Monitoring and evaluation;
- Re-appointment; and
- Termination.

### APPOINTMENT AND RE-APPOINTMENT OF FACILITATORS

OUM maintains a pool of hundred of facilitators from various fields and expertise at various locations. Upon successful recruitment, you are given a one-year contract offer letter as a facilitator at OUM. However, this does not mean that you will



be given a slot to facilitator. This offer letter indicates that you are now in OUM's facilitator pool. Your biodata is kept in the University database for selection to conduct seminar classes depending on the availability of seminar slots. Generally, availability of seminar slots depends on the courses offered and students' registration.

When there is an available slot for facilitating, the Administrator at the Learning Centre will contact you to offer the slot based on the seminar class schedule. If you accept the offer, you will be given another offer letter stating the course that you will be teaching for the coming semester. The appointment of facilitators for courses is done on semester basis. A new offer will be made every semester depending on the facilitator requirement at the Learning Centre.

You will be re-appointed if there are available slots and also based on your performance record. If seminar slots are limited, priority will be given to facilitators who are more senior. According to University policy, each facilitator would be given a maximum of two seminar slots per semester except for courses with limited expertise. Whenever possible, new recruitment would be done to avoid giving more than two seminar slots to one facilitator.

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## MONITORING OF FACILITATORS

In order to ensure the quality of teaching and learning at OUM, feedback is gathered on the performance of facilitators through the following:

- **Facilitator Evaluation Form:** Learners are expected to evaluate their facilitators towards the end of the semester.
- **Class observation and monitoring:** Facilitators' conduct of seminar sessions is observed by the Administrator/ Programme Coordinator/academic staff.
- **E-mail:** Learners may provide feedback via e-mail to [aduan@oum.edu.my](mailto:aduan@oum.edu.my)
- **Learner Dialogue Sessions:** Learning Centres regularly hold sessions to collect feedback. OUM's top management is usually present at these sessions.

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## TERMINATION OF SERVICE

Both OUM and facilitators have the right to terminate the contract of service by submitting one month's notice to the Administrator or Director of CTMD. The University requires you to give learners' interest top priority and maintain professionalism until the end of your contract. Where possible,



do not end your service in the middle of a semester as this may affect your learners' learning process.

If you have to resign, please properly hand over your tasks to the replacing facilitator or to the Administrator. Please immediately return all assignments, learners' records and course materials that are in your possession to the Administrator.

## REMUNERATIONS

Now that you have successfully performed your duty as a facilitator, please submit your claims to the Director of the Learning Centre.

Payment rates for the postgraduate programme are shown in Table 5.

*Table 5: Payment Rates for postgraduate Programme*

	Item	Blended Mode RM/Hour	Modified Blended Mode RM/Hour	Online Mode (100%)
1	Seminar			
	Qualification of Facilitator			
	• Klang Valley	RM200	Flat rate of RM150 per hour without...	NA
	• Others	RM180		
2	OLP Payment	A maximum of RM200, depending on quality and frequency in myLMS forum (Jan & Sept Semesters). A maximum of RM100, depending on quality and frequency in myLMS forum (May Semester).		A maximum of RM1000, depending on quality and frequency in myLMS forum.
3	Photocopy	A maximum of RM50 (Jan and Sept Semesters) A maximum of RM30 (May Semester)		NA

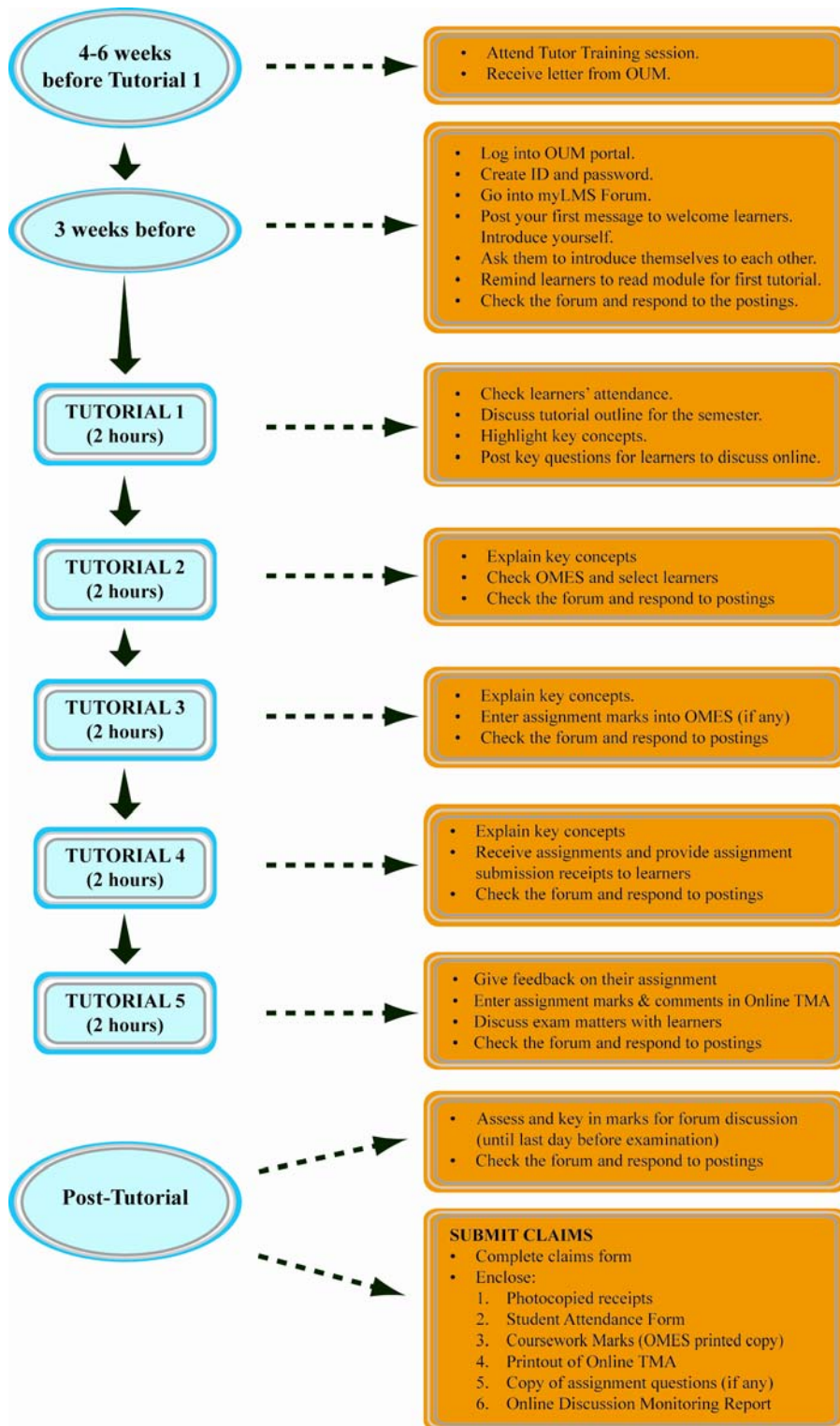
### Procedures for Claims and Payments

- Ensure that you have submitted your bank account number to OUM (Maybank or CIMB only) when you submit your application to become a facilitator. If you have not, you may enter your bank account number in your profile in myLMS.
- Submit claims at the end of the semester to the Learning Centre Administrator i.e. after T3 for the May semester and T5 for the January and September semesters.
- Submit your claims using *Borang Tuntutan Seminar* (BTT-Appendices) to the Administrator with the following attachments:



- Photocopy of Original Receipt
- Learners' Attendance Form
- Assignment Marks (OMES Printed Copy)
- A copy of Online TMA
- A copy of the Online Discussion Monitoring report
- To find out the progress of your claims, please refer to the Financial section in the myLMS platform.

*(Note: You will receive your payment electronically through your bank.)*





- **Abas, Z. W. (2008).** *Enhancing the quality of e-learning through meaningful interactions. Paper presented at the Second International Conference & Exhibition for Zain e-Learning Center, 28-30 May 2008, Manama, Bahrain. To be published.*
- **Abtar Kaur (2005).** *Integrating e-learning into blended pedagogy at OUM. KL: UNITEM*
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**PERATURAN  
RAHSIA RASMI  
OPEN UNIVERSITY  
MALAYSIA (OUM)**

Presiden/Ketua Eksekutif, Open University Malaysia (OUM) dengan kuasa yang diberikan oleh Ahli Lembaga Pengarah dengan ini mengadakan Peraturan Rahsia Rasmi Open University Malaysia (OUM) seperti berikut:

**Tafsiran**

- (a) **“OUM”** ertinya Open University Malaysia
- (b) **“kakitangan OUM”** ertinya seseorang yang memegang sesuatu jawatan atau pekerjaan dalam atau di bawah Open University Malaysia
- (c) **“pakar rujuk mata pelajaran OUM”** ertinya seseorang yang telah dilantik untuk menjalankan tugas sebagai pakar rujuk mata pelajaran di bawah Open University Malaysia
- (d) **“fasilitator OUM”** ertinya seseorang yang telah dilantik untuk menjalankan tugas sebagai fasilitator di bawah Open University Malaysia
- (e) **“rahsia rasmi”** ertinya apa-apa surat dan maklumat yang dan bahan lain yang diklasifikasikan sebagai rahsia OUM
- (f) **“tempat larangan”** ertinya tempat-tempat surat dan sulit ditempatkan
- (g) **“suratan”** termasuklah, selain daripada sesuatu surat bertulis dan sebahagian daripada sesuatu surat –
  - sesuatu peta, pelan, model, graf atau lukisan
  - sesuatu gambar foto
  - sesuatu piring hitam, pita rakaman, bunyi atau lain-lain alat yang mengandungi suara atau lain-lain data (bukan imej yang boleh dilihat) supaya boleh (dengan atau tanpa bantuan sesuatu kelengkapan lain) dikeluarkan ulang darinya; dan
  - sesuatu filem, negatif, pita rakaman atau lain-lain alat yang mengandungi satu imej atau lebih yang boleh dilihat supaya boleh (seperti di atas) dikeluarkan ulang darinya
- (h) **“bahan”** termasuklah apa-apa kelengkapan, alatan atau objek





- (i) **“benda”** termasuklah apa-apa jua, barang atau bahan

**Jika seseorang kakitangan, pakar rujuk mata pelajaran atau tutor OUM yang ada dalam miliknya atau kawalannya sesuatu rahsia rasmi atau maklumat yang:**

- (a) berhubung dengan atau digunakan di sesuatu tempat larangan atau berhubung dengan apa-apa jua di sesuatu tempat itu; atau
- (b) telah dibuat atau didapatkan bersalahan dengan Peraturan ini; atau
- (c) telah diamanahkan sebagai rahsia kepadanya oleh seseorang kakitangan, pakar rujuk mata pelajaran atau tutor OUM ; atau
- (d) telah dibuat atau didapatkan atau dilihat olehnya, oleh kerana kedudukannya sebagai seorang yang memegang atau telah memegang jawatan dalam perkhidmatan OUM atau sebagai seorang yang memegang atau telah memegang sesuatu kontrak yang dibuat bagi pihak OUM, atau sebagai seorang yang bekerja atau telah bekerja dengan atau di bawah seseorang yang memegang atau telah memegang jawatan atau kontrak itu.

**Melakukan mana-mana daripada yang berikut:**

- (a) menyampaikan secara langsung atau secara tidak langsung sesuatu maklumat atau benda tersebut kepada sesuatu pihak yang lain daripada pihak yang kepadanya ia diberikuasa dengan sempurna bagi menyampaikannya atau kepada seseorang lain yang lain daripada orang yang kepadanya ia adalah berkewajipan bagi menyampaikannya; atau
- (b) menggunakan sesuatu maklumat atau benda seperti tersebut di atas untuk faedah sesuatu pihak yang lain daripada pihak lain yang bagi faedahnya ia diberikuasa dengan sempurna bagi menggunakannya atau dengan apa-apa cara lain yang mudarat kepada keselamatan atau kepentingan OUM atau negara; atau
- (c) menyimpan dalam milik atau kawalannya mana-mana benda seperti tersebut di atas manakala ia tidak berhak menyimpannya, atau manakala berlawanan dengan kewajipan bagi menyimpannya, atau tidak mematuhi segala arahan yang sah yang dikeluarkan oleh pihak berkuasa yang sah berkenaan dengan pemulangan atau pelupusan benda itu; atau
- (d) tidak menjaga dengan cara yang berpatutan, atau bertingkah laku sehingga membahayakan keselamatan



atau rahsia, sesuatu maklumat atau benda seperti tersebut di atas,

- (e) maka kakitangan, pakar rujuk mata pelajaran atau tutor tersebut itu adalah melakukan suatu kesalahan yang boleh dikenakan tindakan tatatertib.

Jika seseorang menerima sesuatu rahsia rasmi atau apa-apa benda, bahan, suratan atau maklumat dengan mengetahui atau ada alasan yang munasabah bagi mempercayai, pada waktu ia menerimanya itu, bahawa benda, suratan atau maklumat itu adalah disampaikan kepadanya bersalahan dengan Peraturan ini, maka ia adalah melakukan suatu kesalahan yang boleh dikenakan tindakan tatatertib oleh OUM melainkan jika ia membuktikan bahawa benda, bahan, suratan atau maklumat itu telah disampaikan kepadanya dengan tidak dikehendaki olehnya.



**PERAKUAN UNTUK DITANDATANGANI OLEH KAKITANGAN, PAKAR RUJUK MATA PELAJARAN ATAU TUTOR OPEN UNIVERSITY MALAYSIA (OUM) BERKENAAN DENGAN PERATURAN RAHSIA RASMI OUM**

Adalah saya dengan ini mengaku bahawa perhatian saya telah ditarik kepada peruntukan-peruntukan **PERATURAN RAHSIA RASMI OUM** dan bahawa saya faham dengan sepenuhnya akan segala yang dimaksudkan dalam Peraturan itu.

Saya faham bahawa segala maklumat rasmi yang saya perolehi semasa perkhidmatan dengan OUM atau perkhidmatan mana-mana organisasi atau syarikat dalam kumpulan OUM, adalah milik Universiti dan tidak akan membocorkan, menyiarkan atau menyampaikan, sama ada secara lisan atau dengan bertulis, kepada sesiapa jua dalam apa-apa bentuk, kecuali dengan mendapat kebenaran bertulis daripada pihak Universiti terlebih dahulu.

TANDATANGAN : .....  
NAMA : .....  
NO KP : .....  
JAWATAN : .....  
PPW/T : .....

Disaksikan Oleh:

TANDATANGAN : .....  
NAMA : .....  
NO KP : .....  
JAWATAN : .....  
PPW/T : .....  
COP : .....



## OPEN UNIVERSITY MALAYSIA

<b>CENTRE FOR TUTOR MANAGEMENT AND DEVELOPMENT</b>		
		<b>Fax No: 03-26985760</b>
Name	E-mail	Tel No
Assoc. Prof. Dr. Santhi Raghavan <i>Director</i>	<a href="mailto:santhi@oum.edu.my">santhi@oum.edu.my</a>	03-2616 8809
Akma Perdaus Bt. Ayob <i>Assistant Manager</i>	<a href="mailto:akmaperdaus@oum.edu.my">akmaperdaus@oum.edu.my</a>	03-2616 8843
Encik Anizol Bin Adik <i>Executive</i>	<a href="mailto:anizol@oum.edu.my">anizol@oum.edu.my</a>	03-2616 8871
Puan Suriya Binti Ab Majid <i>Executive</i>	<a href="mailto:suriya_majid@oum.edu.my">suriya_majid@oum.edu.my</a>	03-2616 8845
Puan Amalia Fadhlina Binti Ahmad <i>Executive</i>	<a href="mailto:amalia_fadhlina@oum.edu.my">amalia_fadhlina@oum.edu.my</a>	03-2616 8844
Cik Norita Binti Lebai Hassan <i>Executive</i>	<a href="mailto:noritta@oum.edu.my">noritta@oum.edu.my</a>	03-2616 8846
En. Mohamad Bin Sulaiman <i>Executive</i>	<a href="mailto:Mohamad_sulaiman@oum.edu.my">Mohamad_sulaiman@oum.edu.my</a>	03-2616 8842
<b>myLMS</b>		
Name	E-mail	Tel No
Intan Shuhada Binti Mohd. Alwi <i>Senior Executive</i>	<a href="mailto:shuhada@oum.edu.my">shuhada@oum.edu.my</a>	03-2773 2283
Puan Nina Nadzarina Binti Mohd Sahnordin <i>Executive</i>	<a href="mailto:nad@oum.edu.my">nad@oum.edu.my</a>	03-2773 2251
Puan Roslidawati Binti Ab Ghani <i>Executive</i>	<a href="mailto:roslidawati@oum.edu.my">roslidawati@oum.edu.my</a>	03-2773 2347
Cik Marlia Binti Alias Darman <i>Executive</i>	<a href="mailto:marlia@oum.edu.my">marlia@oum.edu.my</a>	03-2773 2063
Cik Nor Maisarah Binti Mohamad <i>Executive</i>	<a href="mailto:normaisarah@oum.edu.my">normaisarah@oum.edu.my</a>	03-2773 2296

## LEARNING CENTRES

No	Learning Centres	Correspondent Contact Number	Correspondent Address
1	<b>Kedah Learning Centre</b>	<b>Mrs Munaliz Hj Musa</b> (Senior Manager) H/P: 012-524 8903 Tel: 04-441 8582 / 0362 Fax: 04-442 3425 E-mail: <a href="mailto:munaliz@oum.edu.my">munaliz@oum.edu.my</a>	<b>Kedah Learning Centre,</b> Open University Malaysia, 80-86, Lengkok Cempaka 2, Bandar Aman Jaya, 08000 Sungai Petani, Kedah
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3	<b>Pulau Pinang Learning Centre</b>	<b>Dr. Tan Toh Wah</b> (Director) H/P: 019-470 8608 Tel: 04-441 8582 Fax: 04-442 3425 E-mail: <a href="mailto:tantohwah@oum.edu.my">tantohwah@oum.edu.my</a>	<b>Pulau Pinang Learning Centre,</b> Open University Malaysia, No.1, Lebuh Tenggiri 2, Pusat Bandar Seberang Jaya, 13600, Pulau Pinang



No	Learning Centres	Correspondent Contact Number	Correspondent Address
4	<b>Perak Learning Centre</b>	<b>Mr. Richard Ng</b> (Director) H/P: 012-525 6252 Tel: 05-254 6006 Fax: 05-242 8006 E-mail: richard_ng@oum.edu.my	<b>Perak Learning Centre,</b> Open University Malaysia, 71 Jalan Lim Bo Seng, 30300 Ipoh, Perak
5	<b>Kuala Lumpur/Selangor Learning Centre</b>	<b>Encik Yon Rosli Bin Daud</b> (Director) H/P: 017-251 4185 DL: 03-2616 8810 Fax: 03 – 2694 3817 E- mail: rosli_daud@oum.edu.my	<b>Kuala Lumpur/Selangor Learning Centre,</b> Open University Malaysia, Tingkat 10, Bangunan PWTC No. 41, Jalan Tun Ismail 50480 Kuala Lumpur
6	<b>Serdang Raya Learning Centre</b>	<b>Mr Mohd Fadhli Awang @ Baharun</b> (Executive) H/P: 013-345 6489 Tel: 03-8942 2525 Fax: 03-8948 1144 E-mail: mohdfadhli@oum.edu.my	<b>Serdang Raya Learning Centre,</b> Open University Malaysia, Lot 50, Jalan SR 1/9, Taman Serdang Raya, Seksyen 9, 43300 Seri Kembangan, Selangor.
7	<b>Negeri Sembilan Learning Centre</b>	<b>Mrs Mazuin Omar</b> (Director) H/P: 019-226 5820 Tel: 06-7611 003 Fax: 06-7618 003 E-mail: mazuin_omar@oum.edu.my	<b>Negeri Sembilan Learning Centre</b> Open University Malaysia, No 86, Jalan Dato' Bandar Tunggal, 70000 Seremban, Negeri Sembilan
8	<b>Durian Daun Learning Centre</b>	<b>Mr Mohd Fauzan Azieman Fauzi</b> (Executive) H/P: 012-628 8785 Tel: 06-2921 852 Fax: 06-2921 855 E-mail: fauzan_azieman@oum.edu.my	<b>Management Office, Open Universiti Malaysia Durian Daun Learning Centre</b> Open University Malaysia, C/O Institut Perguruan Perempuan Melayu Melaka, Jalan Durian Daun, 75400 Melaka
9	<b>Johor Learning Centre</b>	<b>Mr Ramli Husin</b> (Senior Manager) H/P: 012-700 4470 Tel: 07-221 2006 Fax: 07-221 9006 E-mail: ramlihusin@oum.edu.my	<b>Johor Learning Centre,</b> Open University Malaysia, Jln Ibrahim Sultan, 80300 Johor Bahru, Johor Darul Takzim
10	<b>Batu Pahat Learning Centre</b>	<b>Mrs Sarimurni bt Mohd Sani</b> (Executive) H/P: 016-773 3052 Tel: 07-453 6390 Fax: 07-453 6788 E-mail: sarimurni@oum.edu.my	<b>Management Office, Open University Malaysia, Batu Pahat Learning Centre,</b> C/O Tingkat 1, Blok 1, Universiti Teknologi Tun Hussein Onn (UTHM), Beg Berkunci 101, Parit Raja, 85400 Batu Pahat, Johor Darul Takzim



No	Learning Centres	Correspondent Contact Number	Correspondent Address
11	<b>Kelantan Learning Centre</b>	<b>Associate Professor Dato' Dr Nik Najib Nik Abdul Rahman</b> (Director) H/P: 019-310 8138 Tel: 09-741 8606 Fax: 09-741 8601 E-mail: najib@oum.edu.my	<b>Kelantan Learning Centre,</b> Open University Malaysia, Jalan Sultan Yahya Petra, 15200 Kota Bharu, Kelantan
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13	<b>Pahang Learning Centre</b>	<b>Mr Ahmad Izanee Awang</b> (Director) H/P: 019-955 0143 Tel: 09-572 3776 / 77 / 78 Fax: 09-572 3779 E-mail: izanee@oum.edu.my	<b>Pahang Learning Centre</b> Open University Malaysia, Jalan IM, 3/10, Bandar Indera Mahkota Point, 25200 Kuantan, Pahang Darul Makmur
14	<b>Mentakab Learning Centre</b>	<b>Mr Hisham Mat Noor</b> (Executive) H/P: 017-379 2367 Tel: 09-277 8431 / 8821 Fax: 09-277 2372 E-mail: hisham_matnoor@oum.edu.my	<b>Mentakab Learning Centre</b> Open University Malaysia, Tingkat 4, Kompleks MARA, Jalan Siantan 28400 Mentakab, Pahang
15	<b>Sabah Learning Centre</b>	<b>Mr Lamjin Atoh</b> (Director) H/P: 013-890 2205 Tel: 088-712 652 / 670 / 690 Fax: 088-712 395 E-mail: lamjin@oum.edu.my	<b>Sabah Learning Centre,</b> Blok A, Lot 1-10, Lintas Jaya Uptownship, Jalan Lintas, Kepayan Highway, 88200, Kota Kinabalu, Sabah
16	<b>IPG Kota Kinabalu Learning Centre</b>	<b>Mr Trisukma bin M Arsad</b> (Executive) H/P: 013-856 2511 Tel: 088-712 510 Fax: 089-712 395 E-mail: trisukma@oum.edu.my	<b>IPG Kota Kinabalu Learning Centre,</b> Blok A, Lot 1-10, Lintas Jaya Uptownship, Jalan Lintas, Kepayan Highway, 88200, Kota Kinabalu, Sabah
17	<b>Tawau Learning Centre</b>	<b>Mr Jefri Onn Hamzah</b> (Executive) H/P: 016-822 3002 Tel: 089-751 300 Fax: 089-751 299 E-mail: jeffryonn@oum.edu.my	<b>Tawau Learning Centre,</b> Open University Malaysia, Wisma Jin Ho, Tingkat 2, Jalan St. Patrick, 91000 Tawau, Sabah.
18	<b>Sandakan Learning Centre</b>	<b>Mr Iswan Sonteng</b> (Executive) H/P: 013-888 8319 Tel: 089-226 019 Fax: 089-217 397 E-mail: iswan_sonteng@oum.edu.my	<b>Sandakan Learning Centre,</b> Open University Malaysia, Bangunan Yuan Li, Batu 1 ½, Jalan Utara, 90000 Sandakan, Sabah



No	Learning Centres	Correspondent Contact Number	Correspondent Address
19	<b>Likas I Learning Centre</b>	<b>Ms Suarti Lakalla</b> (Executive) H/P: 019-804 9869 Tel: 088-712 613 Fax: 088-712 695 E-mail: suarti@oum.edu.my	<b>Likas I Learning Centre,</b> Open University Malaysia, Blok A, Lot 1-10, Lintas Jaya Uptownship, Jalan Lintas, Kepayan Highway, 88200, Kota Kinabalu, Sabah
20	<b>Likas II &amp; III Learning Centre</b>	<b>Mr Mohd Malim Ku Ning bin Johari</b> (Executive Assistant) H/P: 012-837 9258 Tel: 088-712 581 Fax: 088-712 695 E-mail: malim@oum.edu.my	<b>Likas II &amp; III Learning Centre,</b> Open University Malaysia, Blok A, Lot 1-10, Lintas Jaya Uptownship, Jalan Lintas, Kepayan Highway, 88200, Kota Kinabalu, Sabah
21	<b>Keningau Learning Centre</b>	<b>Mr Mohd Faizalhizam</b> (Executive) H/P: 012-835 1950 Tel: 087-330 219 Fax : 087-330 212 E-mail: zalhizam@oum.edu.my	<b>Keningau Learning Centre,</b> Open University Malaysia, C/O Institut Perguruan Keningau, Beg Berkunci 11, 89009 Keningau, Sabah
22	<b>Labuan Learning Centre</b> 87000 WP Labuan , Sabah	<b>Ms Marina Osman</b> (Executive) H/P: 013-866 3825 Tel: 087-581 553 Fax: 087-581 552 E-mail: mizmarina@oum.edu.my	<b>Labuan Learning Centre,</b> Open University Malaysia, C/O Tingkat 2, U0064 Jalan OKK Awang Besar 87000 WP Labuan , Sabah
23	<b>Sarawak Learning Centre</b>	<b>Associate Professor Dr Frank Kiong</b> (Director) H/P: 012-876 2864 Tel: 082-450 602/458602/459602 Fax: 082-575 602 E-mail: frank@oum.edu.my	<b>Sarawak Learning Centre,</b> Open University Malaysia, 9 1/2 Mile, Princess Garden Commercial Centre, Kuching Serian Road, 93250 Kuching, Sarawak
24	<b>Sibu Learning Centre</b>	<b>Mrs Kong Hui Hui</b> (Executive) H/P: 012-8891104 Tel: 084-338 543 / 313 342 Fax: 084-349 625 E-mail: huihuikong@oum.edu.my	<b>Sibu Learning Centre,</b> Open University Malaysia, C/O Institut Methodist Pilley Jalan Lily, P.O. Box 760, 96008 Sibu, Sarawak
25	<b>Miri Learning Centre</b>	<b>Mrs Adriana Sapis</b> (Executive) H/P: 016-8723277 Tel: 085-430 300 / 428 611 / 428 911 Fax: 085-430 511 E-mail: adriana_sapis@oum.edu.my	<b>Miri Learning Centre,</b> Open University Malaysia, Lot 993 & 994, King's Commercial Centre, Blk 10, Jln Miri-Bintulu, 98000 Miri, Sarawak





## OUM FACILITATOR'S HANDBOOK EVALUATION FORM

Please help us to improve the OUM Facilitator's Handbook by completing this evaluation form. Tick (✓) the best response for each of the following statements.

1. Is the step-by-step approach adopted in this Facilitator's Handbook useful?

Yes  No

If *No*, state reasons: \_\_\_\_\_

2. Do you think this Facilitator's Handbook provides all the information you need to know as an OUM Facilitator?

Yes  No

If *No*, state reasons: \_\_\_\_\_

3. Will you refer to this Facilitator's Handbook in the course of your work?

Yes  No

If *No*, state reasons: \_\_\_\_\_

4. Now that you have read the Facilitator's Handbook, are you clear on your responsibilities as an OUM Facilitator?

Yes  No

If *No*, state reasons: \_\_\_\_\_

5. Does this Facilitator's Handbook explain clearly the administrative tasks of a facilitator?

Yes  No

If *No*, state reasons: \_\_\_\_\_

6. Is this Facilitator's Handbook sufficient for you as a reference?

If *No*, state reasons: \_\_\_\_\_

Yes  No

Learning Centre: \_\_\_\_\_

If *No*, state reasons: \_\_\_\_\_

7. What do you like most about this Facilitator's Handbook?

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8. My overall rating of this Facilitator's Handbook:

**Excellent**

**Good**

**Fair**

**Poor**

9. What should you further improve on to excel as a tutor?

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10. Please give three suggestions to improve this Facilitator's Handbook. Be honest and as specific as possible.

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Please complete this questionnaire and submit it to your trainer. Your feedback is important to further improve and enhance this handbook.

**THANK YOU!**

# Addendum to the Tutor Handbook

Please note the corrections at the following pages:

1. Page no: 21

Example 1: January and September Semesters

← 2 hours →

A	B	C
Lesson Review (To enhance learners' understanding of content and motivate them)	<u>Discuss Tutorial/</u> Assignment Question/ Any Other Learner Queries (To enhance learners' communication and interpersonal skills)	End the Session (To motivate learners and prepare them for the coming session)
45 - 50 minutes	30 - 60 minutes	10 - 20 minutes

**Corrections:**  
Discuss Difficult Concepts/ Tutorial/Assignment Question/ Any Other Learner Queries

---

Example 2: May Semester

← 3 hours & 20 minutes →

A	B	C
Lesson Review (To enhance learners' understanding of content and motivate them)	<u>Discuss Tutorial/</u> Assignment Question /Any Other Learner Queries (To enhance learners' communication and interpersonal skills)	End the Session (To motivate learners and prepare them for the coming session)
45 - 60 minutes	60 - 120 minutes	10 - 20 minutes

**Corrections:**  
Discuss Difficult Concepts/ Tutorial/Assignment Question/ Any Other Learner Queries

2. **Page no: 26; Table 2 not available**

**Table 2: Evaluation Matrix for Online Participation**

<b>Category</b>	<b>Criteria</b>
<b>Contribution of new ideas</b>	<ul style="list-style-type: none"> <li>• Contributes new information to the discussion by bringing in relevant ideas from outside the course (prior knowledge).</li> <li>• Shares new perspective or analysis of ideas.</li> <li>• Elaborates on ideas of others (tutor, classmates, etc.) by sharing additional examples, resources and adding further explanation.</li> </ul>
<b>Making connections</b>	<ul style="list-style-type: none"> <li>• Connects ideas in previous modules to current module.</li> <li>• Connects ideas in other classes to this class.</li> <li>• Connects prior knowledge and personal experience to ideas in course.</li> <li>• Connects own ideas to other ideas in discussion.</li> <li>• Applies ideas from course to new situation.</li> </ul>
<b>Effective communication</b>	<ul style="list-style-type: none"> <li>• Expresses ideas <i>clearly</i> --supports ideas with adequate explanation, examples and details.</li> <li>• Expresses ideas <i>appropriately</i> -- uses tone and approach suitable for online discussion and collaboration.</li> </ul>

3. **Page no: 27. Line 6**

Therefore, you must post at least two questions **immediately after** each tutorial to stimulate discussion.

***Corrections:***

Therefore, you must post at least two questions **before** each tutorial to stimulate discussion.

4. **Page no: 29**

***Table 3: Assessment Deadlines***

<b>Assessment Component</b>	<b>Deadline for January and September Semesters</b>	<b>Deadline for May Semester</b>
Assignment	Two weeks after T4	One week after T3
Online Learning Participation (OLP)	<u>One week after first day of final examination</u>	<u>One week after first day of final examination</u>

***Corrections:***

***Table 3: Assessment Deadlines***

<b>Assessment Component</b>	<b>Deadline for January and September Semesters</b>	<b>Deadline for May Semester</b>
Assignment	Two weeks after T4	One week after T3
Online Learning Participation (OLP)	<u>Two weeks after T5</u>	<u>Two weeks after T3</u>