

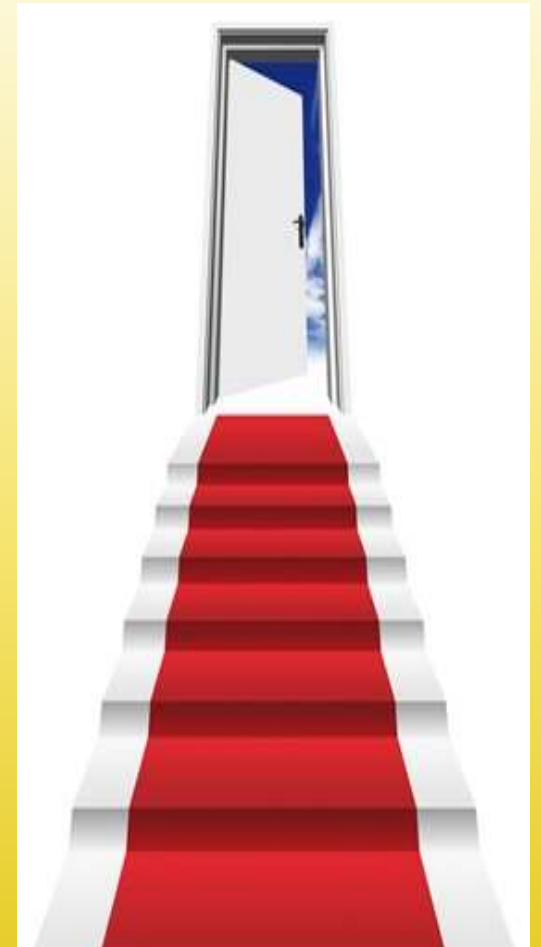
Advancing Teaching and learning at OUM

by

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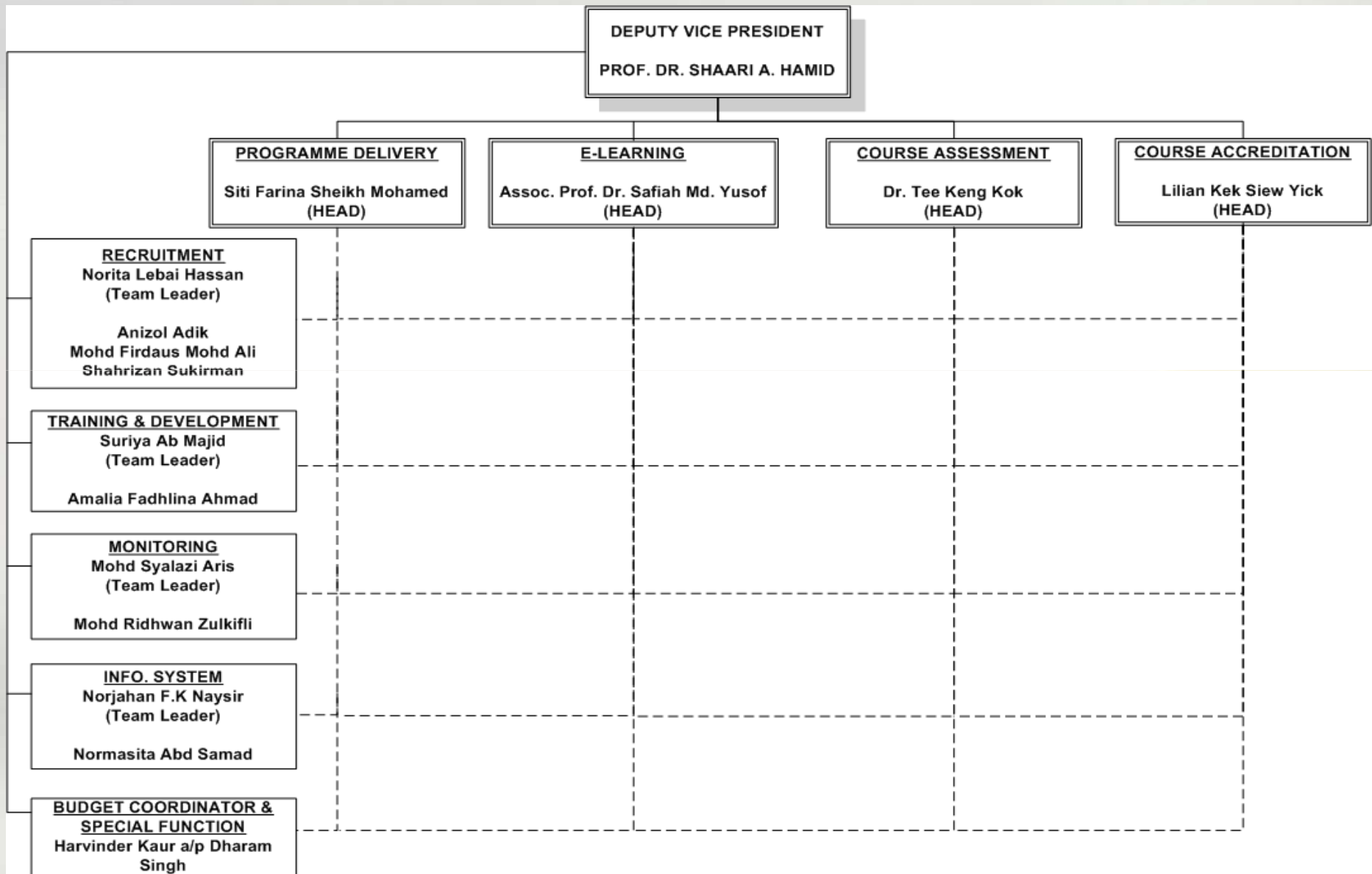


About ITLA

- Established on August 16, 2010
- Mission: Promoting continuing enhanced student learning
- A consolidation of CTLA, CAPL, and CTMD
- Currently, organised into *four* units:
 1. Programme Delivery
 2. E-Learning
 3. Course Accreditation, and
 4. Course Assessment



ITLA STRUCTURE



Main Functions of ITLA

1. Programme Delivery
2. e-Learning
3. Course Accreditation
4. Course Assessment



Programme Delivery

- Oversees F2F learning with respect to tutors and tutorials
- Handles F2F tutor management related functions:
 - providing training and materials for new tutors conducting workshops for existing ones
 - monitoring the tutoring sessions
- Facilitation of online community amongst the F2F tutors
- Conduct activities to ensure improvement in the teaching and learning practices to ascertain learners receive quality learning

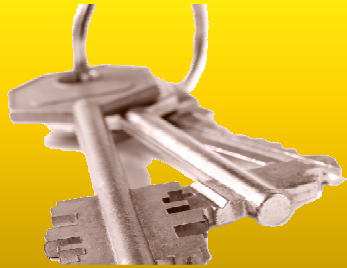


e-Learning

- Oversees all aspects of online learning at OUM related to online facilitation, resources, and online support
- Handles management of online tutors (***e-tutors***) and courses offered fully online
- Provides training in managing and conducting ***forum*** discussion boards
- Monitors e-tutors and conducts evaluations on e-tutors
- Provides support and continued development to e-tutors via an online community area (e-Tutors Community)
- Handles OUM's:
 - online learners support centres
 - The Mathematics Resource Centre (MRC)
 - electronic gateway to English resources (e-GATE)



Course Accreditation



An Assessment Centre for the purpose of *Flexible Entry* and the award of *Course Credits*



Flexibility Entry

- Assesses candidates' readiness to pursue education at the university level using lower entry requirements

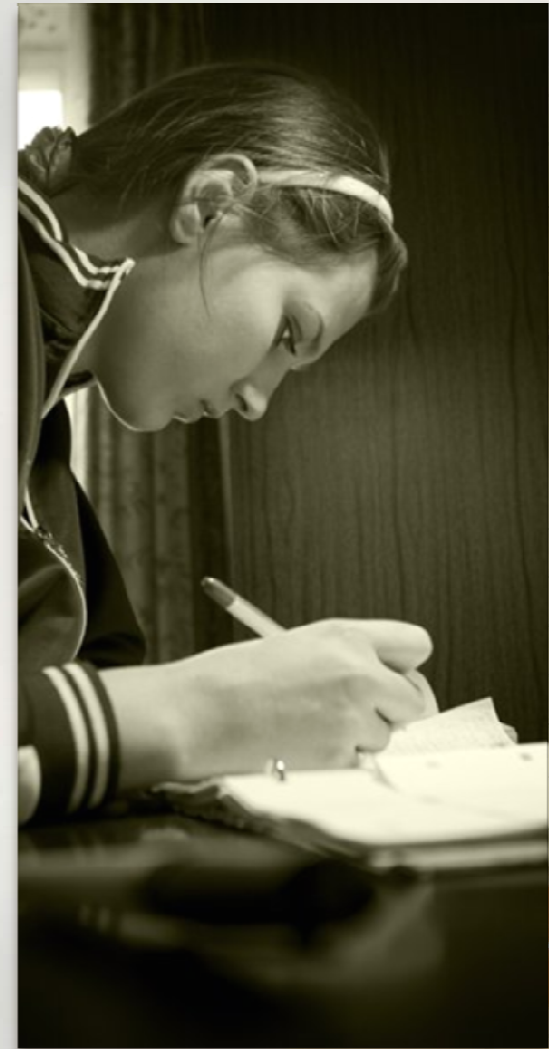


Streamlining the two modes of Course Credits

- Credit Transfer and
- Accreditation of Prior Experiential Learning (APEL)

Assessment

- Assesses and assures the quality of assessment to improve student learning by the questions for examinations and assignments are of high quality
- Offers various blend of assessment modes offered to the faculties
- Subject matter experts (SMEs) can select the appropriate mode based on the learning outcomes of their respective courses



Purposes of Assessment 1/2



Certification

- Different levels of achievement among learners, selection of students for advanced programmes, employment



Student learning

- Promoting learning, changes in teaching strategies

Purposes of Assessment 2/2

Quality Assurance

- Providing evidence to various stockholders to judge the appropriateness of standards on the programme

Lifelong Learning Capacity

- Encouraging learners to develop 'knowledge, skills and predisposition to underpin lifelong learning



Principles of Assessment 1/3

Validity

Measuring what they are supposed to measure

Reliability

Generating comparable marks across time, graders and methods

Effectiveness

Designed to encourage good quality, deep approaches to learning

Comparability and Consistency

Summative assessment requirements of awards of the same level across programmes and faculties and collaborations



Principles of Assessment 2/3

Equity

Learners enjoy equal opportunity to effectively demonstrate their learning

Practicability

Practicable for both staff and learners in terms of the time needed for completion and grading

Transparency

Information on assessment should be clear, accurate, consistent, and accessible to all staff, learners, tutors and external examiners

Attribution

Clear evidence that the tasks had been done by the candidates

How Do We Fare?

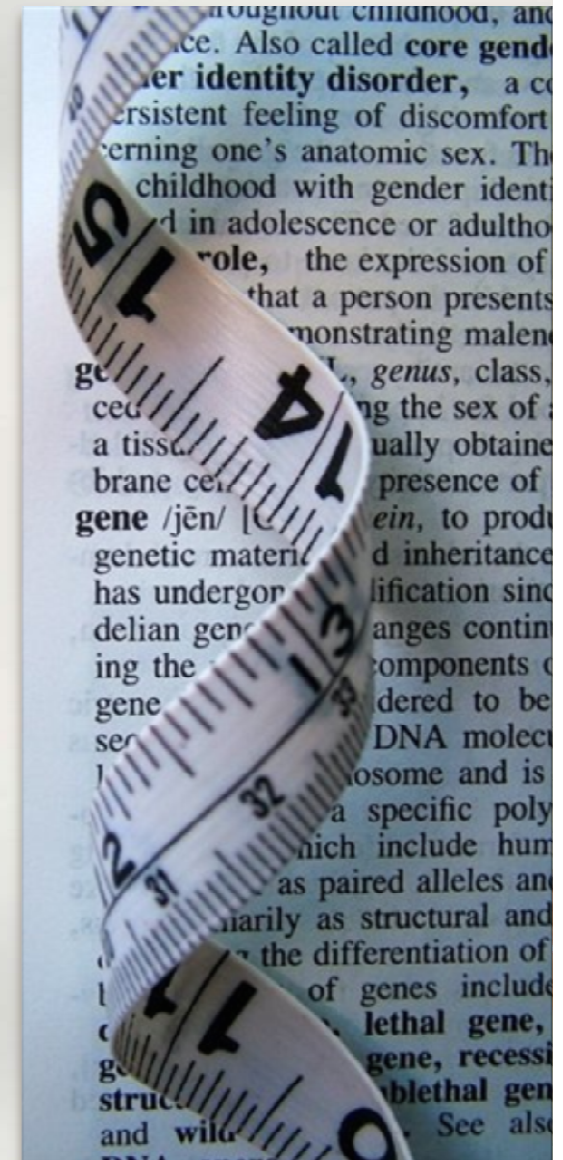
- Irreconcilable Differences in Pattern of Performances
- Absence of Pedagogical Relationship between Learning Outcome and Marks Awarded for OLP
- Intervention to Normalise Grade Distribution
- Variability of Marks in Remarking



TENTATIVE REVISED ASSESSMENTS

Components & Weights

Blend	Course Work			Final	Total
	Lab Report	Assignment	Mid-sem Exam		
1			30	70	100
2	-	30	-	70	100
3	-	30	30	40	100
4	10	20	30	40	100
5	-	100	-	-	100



Assignments

- Form: Authentic assignments
- Use of standards, criteria and rubrics in dispensing, grading, and feedback to learners
Online centralised submission
- Centralised grading by SME with group hands-on training
- Similarity check to detect plagiarism and collusion
- Timely Feedback.



SIMILARITY REPORT – JANUARY 2011

PERCENTAGE OF SIMILARITIES BY FACULTY

Mid-term



MCQ as one important element of assessment tool, either mid-term exam or Section A of final exam



Pegged to taxonomy of learning in the ratio of 5:3:2

Final

Components		Nature of Questions
2-hr final	3-hr final	
Mid-sem	Section A	Type of Answers: MCQ, 20 items, 40% coverage Level of Learning: TOS 5:3:2 Approx Ans Time: 40 mins.
Section A	Section B	Type of Answers: Essays Level of Learning: Application & Analysis Length of Answers: 2 – 3 pp, A4 Approx Ans Time: 100 mins
Section B	Section C	Type of Answers: Essays Level of Learning: Evaluation & Synthesis Length of Answers: 2 – 3 pp, A4 Approx Ans Time: 40 mins

Assessment Format: All Faculties

FACULTY / FORMAT	BLEND						TOTAL
	1	2	3	4	5	Others	
FASS	-	93	9	-	4	3	109
	-	85.32	8.26	-	3.67	2.75	100
FBM	-	-	17	-	-	92	109
	-	-	15.6	-	-	84.4	100
FITMC	2	111	6	-	-	-	119
	1.68	93.28	5.04	-	-	-	100
FST	-	40	5	7	5	8	65
	-	61.54	7.69	10.77	7.69	12.31	100
SONAHS	2	24	-	-	15	-	41
	4.88	58.54	-	-	36.59	-	100
FEL	4	255	1	-	-	17	277
	1.44	92.06	0.36	-	-	6.14	100
Total	8	523	38	7	24	120	720
	1.11	72.64	5.28	0.97	3.33	16.67	100

Thank you
from ITLA

