

IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

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CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



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CENTRE FOR PROFESSIONAL DEVELOPMENT



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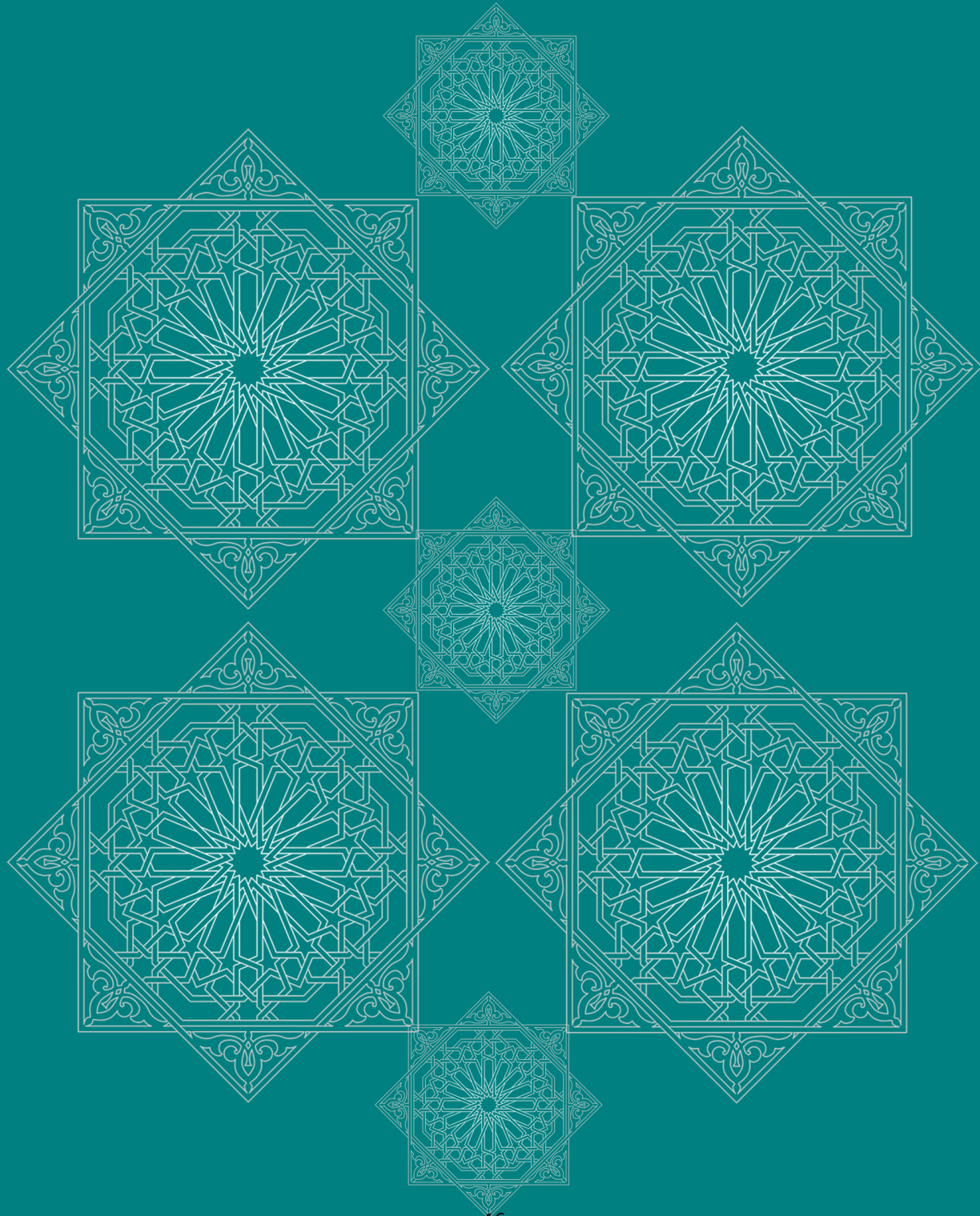
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ERTL TEACHING AND LEARNING GUIDE

Noor Lide Abu Kassim

Definitions

Distance Learning

Distance learning is a learning mode in which learners independently study either through online/virtual learning platforms or in an offline environment, mainly physically away from campus.

Open Distance Learning

Open Distance Learning (ODL) is a learning option that is flexible in terms of access and it uses various modes for independent learning (Ahmad, Phillips, Santhi & Wahid, 2010). Hence, ODL is flexible and multi-modal. It gives the opportunity for education to be accessible anywhere and uses various means. It frees learners from constraints of time and location. ODL also uses various delivery systems and resources for independent self-learning.

Emergency Remote Teaching and Learning

Emergency Remote Teaching and Learning (ERTL) is a terminology that is used to describe a delivery mode that is undertaken in time of crisis, such as the COVID-19 Pandemic, that does not support regular on-campus face to face (f2f) instruction. It is defined as

“a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020).

Remote Teaching & Learning

Remote Teaching and Learning (RTL) is where the learners and instructors are physically separated; and therefore, unable to interact in the f2f classroom setting. Teaching and learning activities take place either through online/virtual learning platforms or in an offline environment (such as, using printed materials, USB drive, and other forms of mass media without the use of internet network) which is similar to distance learning (Training Industry, 2020).

E-Learning /Online Learning

“E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online” via the internet. (eLearningNC.gov, 2020). When online or e-learning is combined with f2f instruction, it is referred to as blended learning.

Distance/Remote Assessment

Distance or remote assessment that is designed to be delivered to learners that are physically away from the study centre, in which learners are assessed using methods other than f2f and on-site.

Learning Environment

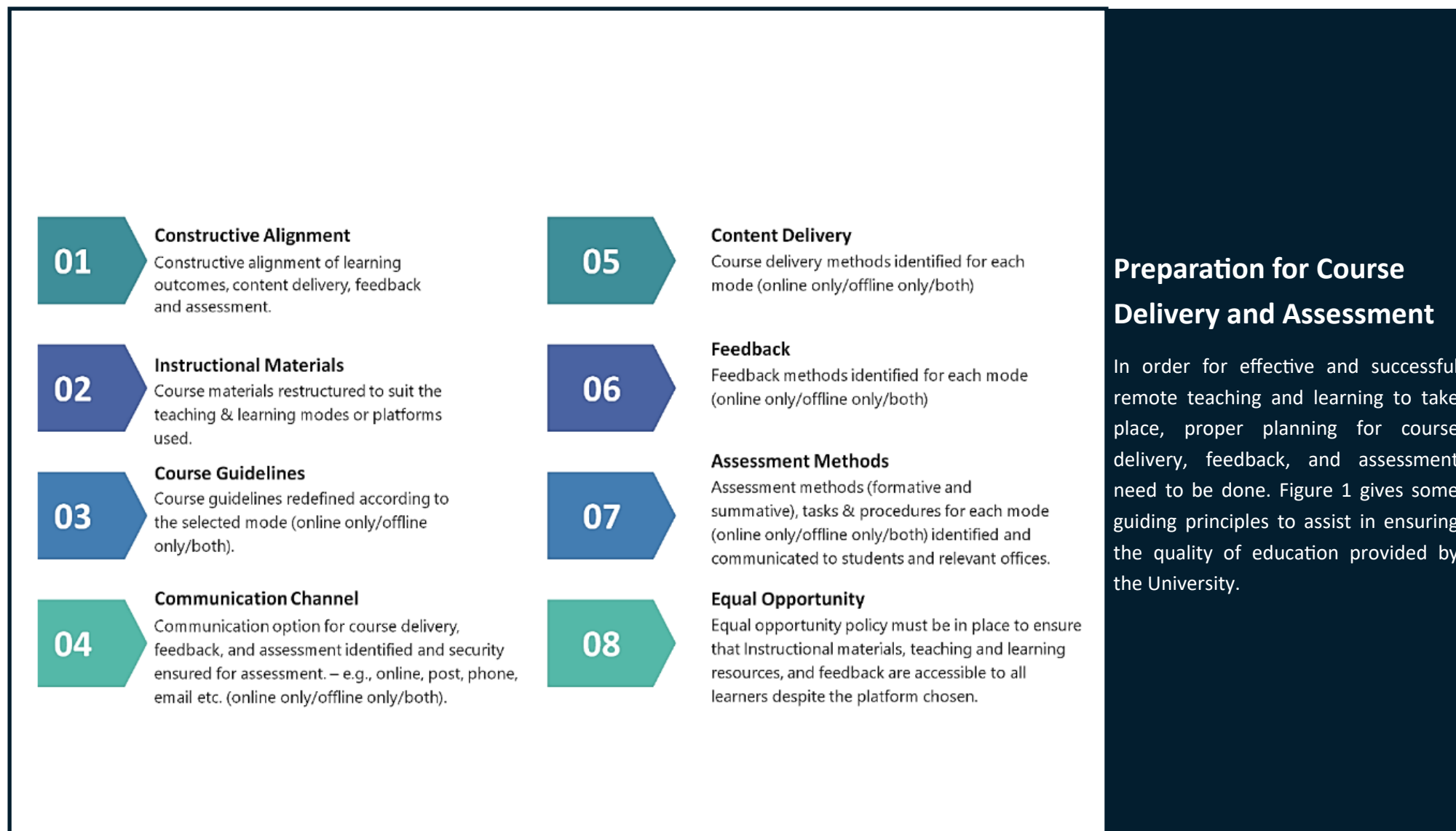
To maintain quality education, IIUM needs to provide a learning environment that would support successful learning. Given the ERTL context, the University seeks the respective Kulliyahs/ Centres/ Institutes:

1. to identify students’ learning environments and types of access to determine the relevant modes for effective content delivery and assessment.
2. to identify students’ learning needs and lecturers’ readiness for ERTL.

Available Infrastructure

Proper and adequate infrastructure is required for effective and successful teaching and learning. Hence, the respective Kulliyahs/Centres/Institutes are:

1. to identify relevant infrastructure & platforms for delivery, feedback and assessment.
2. to ensure selected infrastructure/platforms support teaching and learning.



Preparation for Course Delivery and Assessment

In order for effective and successful remote teaching and learning to take place, proper planning for course delivery, feedback, and assessment need to be done. Figure 1 gives some guiding principles to assist in ensuring the quality of education provided by the University.

Figure 1. Course Design for Online and Offline Delivery, Feedback and Assessment

IIUM E-Learning Policy

The IIUM E-Learning policy reflects the expectations of the IIUM with regards to the use of online learning platforms as part of instructional delivery and assessment strategies.

1. E-learning at IIUM is a compulsory instructional method used by instructors to enhance the quality and effectiveness of teaching and learning.
2. Blended learning mode allows for a combination of conventional learning (face-to-face) and virtual learning methods.
3. All courses offered in a particular semester must be made available online at the beginning of the semester using the University's Learning Management Systems (iTa'LeEM).
4. All instructors are required to equip themselves with ICT skills to integrate online materials into teaching.
5. All learners are required to equip themselves with ICT skills to use online materials in their learning process.
6. IIUM is responsible in providing the training, support and resources in the implementation of E-learning.

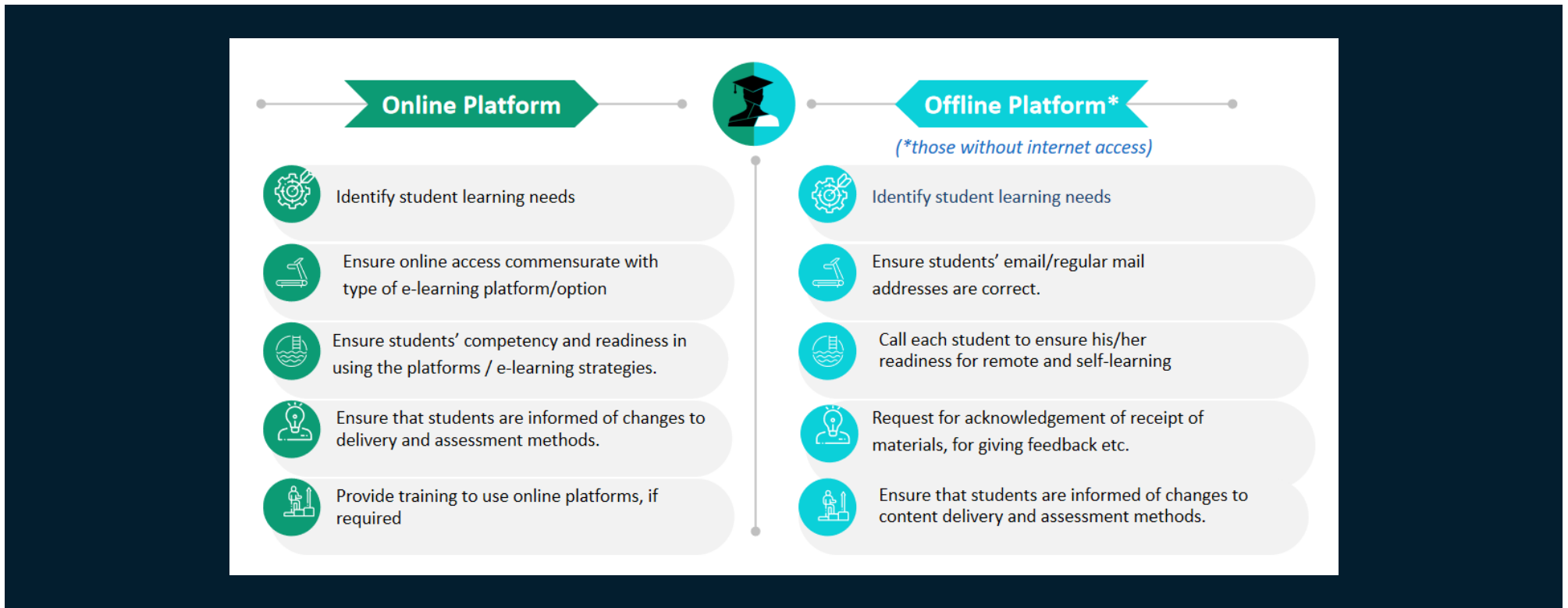


Figure 2. Learner support for online and offline learning



Figure 3. Lecturer support for online and offline delivery modes

Online & Offline

◆ Formative & Summative Assessment

Structure and balance the formative and summative assessments according to course requirements and learning outcomes (LOs).

◆ Schedule Assessment

Determine an appropriate schedule. Ensure the assessment schedule is well-spaced out throughout the study period and commensurate with student learning time (SLT).

◆ Constructive Alignment

Select appropriate traditional and/or alternative assessment methods that would meet the requirements of constructive alignment and at the same time maintain quality measurement properties; namely, reliability, validity and fairness.

◆ Final Assessment

Use alternative and authentic assessment methods in the form of continuous or final assessment to replace sit-in final examination



◆ Individualized & Unique Responses

Use authentic assessment methods that encourage individualized and unique responses to encourage creative and critical thinking.

◆ Open-book Examination

If final examination is necessary, open-book examination is preferred over sit-in examination. Have clear table of specifications (ToS).

◆ Assessment Methods

Employ a variety of assessment methods for fair, accurate and valid assessment of the breadth and depth of student knowledge and skills.

◆ Reliability, Validity & Fairness

Ensure comparability of assessments/test tasks used for different platforms to ensure fairness. Have assessments vetted to ensure reliability and validity of assessments.

Figure 4. Considerations in online and offline assessment

When assessing students, make sure that the above are considered for a reliable and valid assessment of student performance. Assessing students using different modes of delivery requires careful planning and considerable attention in its implementation.

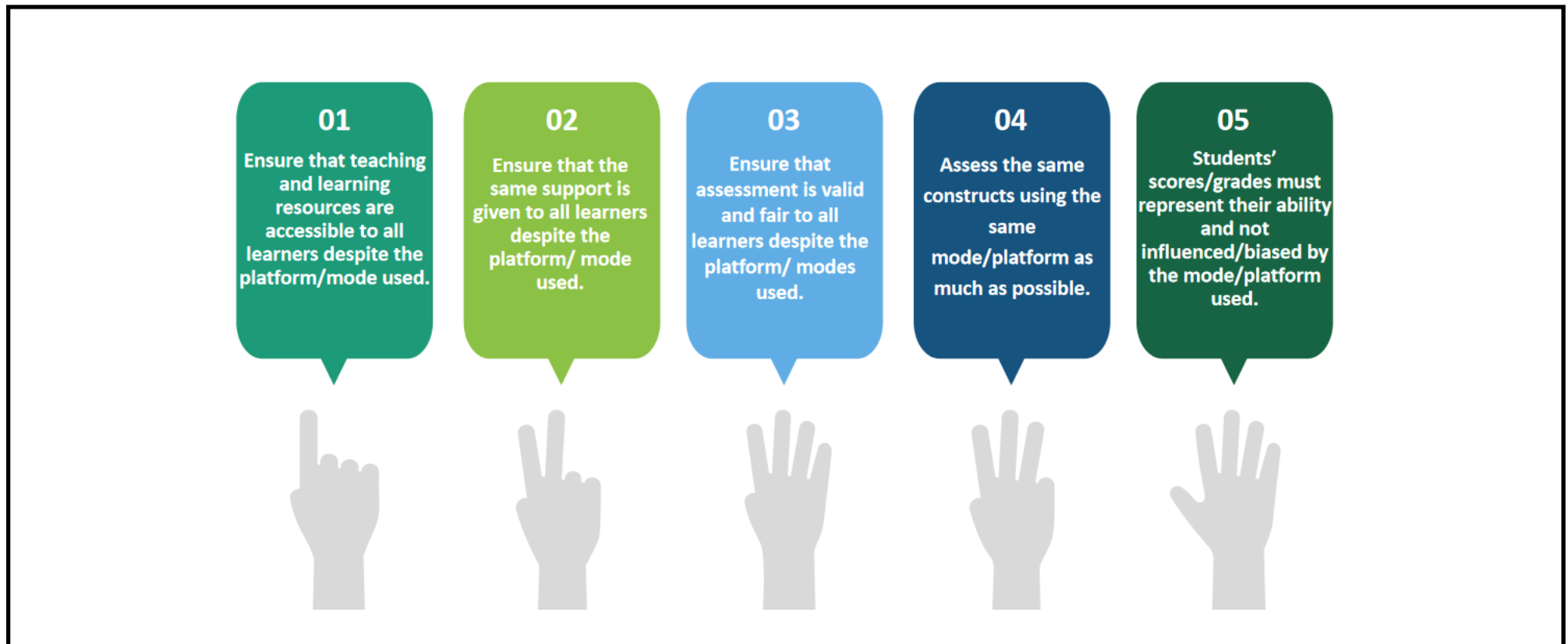


Figure 5. Equal Opportunity Policy

Equity in Education

In the effort to ensure that no student is left behind, equity in education requires that we pay attention to a number of elements in our teaching and learning activities. These include access to teaching and learning resources, feedback, and support, as well as reliable and valid assessment regardless of the mode of offline delivery or online platform used. To ensure fairness, it is recommended that students' access to delivery modes or platforms used are ascertained before planning for course content delivery, feedback, and assessment.

OUTCOME-BASED EDUCATION AND STUDENT-CENTRED LEARNING

Outcome-Based Education (OBE)

WHAT IS OBE?

Outcome-Based Education (OBE) is an education model or system that is focused on the “essentials for students to be able to do successfully” at the end of their learning (Spady, 1994). It emphasizes well-defined, criterion-based standards for observable and measurable learning outcomes. Hence, OBE has a focus on outcomes which students are expected to achieve at the end of their course (i.e., course learning outcomes) and study programme.(i.e., programme learning outcomes).

According to Spady (1994), the keys to an outcome-based education are:

- Having clear learning outcomes upon which the education system is focused.
- Providing conditions and learning opportunities that would enable students to achieve the outcomes.

Instructors must have a clear understanding of what their students should know and be able to do and help them achieve the outcomes. As outcomes refer to “actual doing” (Spady, 1994), they must be defined using observable action verbs (e.g., describe, design, explain, produce, demonstrate, etc.).

Student-Centred Learning

Student-centred learning is based on the constructivist view of learning, where students construct knowledge and learn through new experiences and interactions, instead of rote-learning. In the student-centred learning environment, there is considerable student engagement, challenge, and enthusiasm for learning. Students know what they are learning, why, and what they need to do, and learn to complete a task. In a student-centred approach, there is a combination of individual and collaborative work to develop independent learning. Scaffolds are also needed for successful learning. Students work at their own pace and are given the opportunity to explore their interests. Feedback and formative assessment are important features of student-centred learning approaches. In ERTL, where students are abruptly subjected to independent learning and self-study, it is important that adequate scaffolding and feedback are given to ensure successful learning.

Learning Outcomes Cluster (MQF 2.0)

The previous learning outcomes (LO) have been ‘clustered’ and, ‘reprofiled’ into the following five clusters of learning in the MQF 2nd edition:

- I. Knowledge and understanding
- II. Cognitive skills
- III. Functional work skills with focus on:
 - a. Practical skills
 - b. Interpersonal skills
 - c. Communication skills
 - d. Digital skills
 - e. Numeracy skills
 - f. Leadership, autonomy and responsibility
- IV. Personal and entrepreneurial skills
- V. Ethics and professionalism.

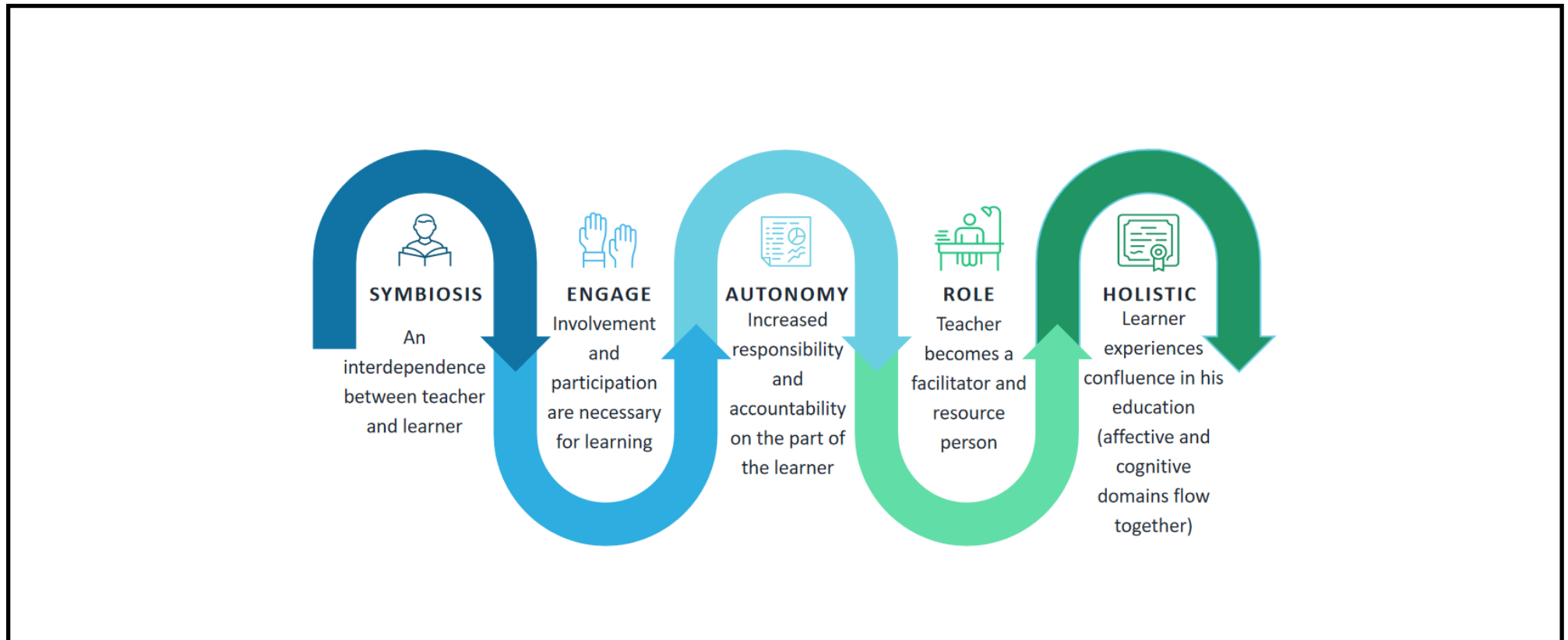


Figure 6. Characteristics of Student-centred learning

Characteristics of Student-centred Learning

- Student-centred teaching and learning is where students are at the centre of the teaching and learning process, not the teacher.
- It is inquiry-based, where students seek answers to questions.
- It engages students to think about thinking, and it teaches problem solving skills.
- It allows students to have control of their own learning.
- It helps students to set their own goals and have accountability for their own learning.
- It exposes students to diverse ideas and allow for new and better ideas to emerge.
- It encourages collaboration in learning and create opportunities to build on each other's strengths.

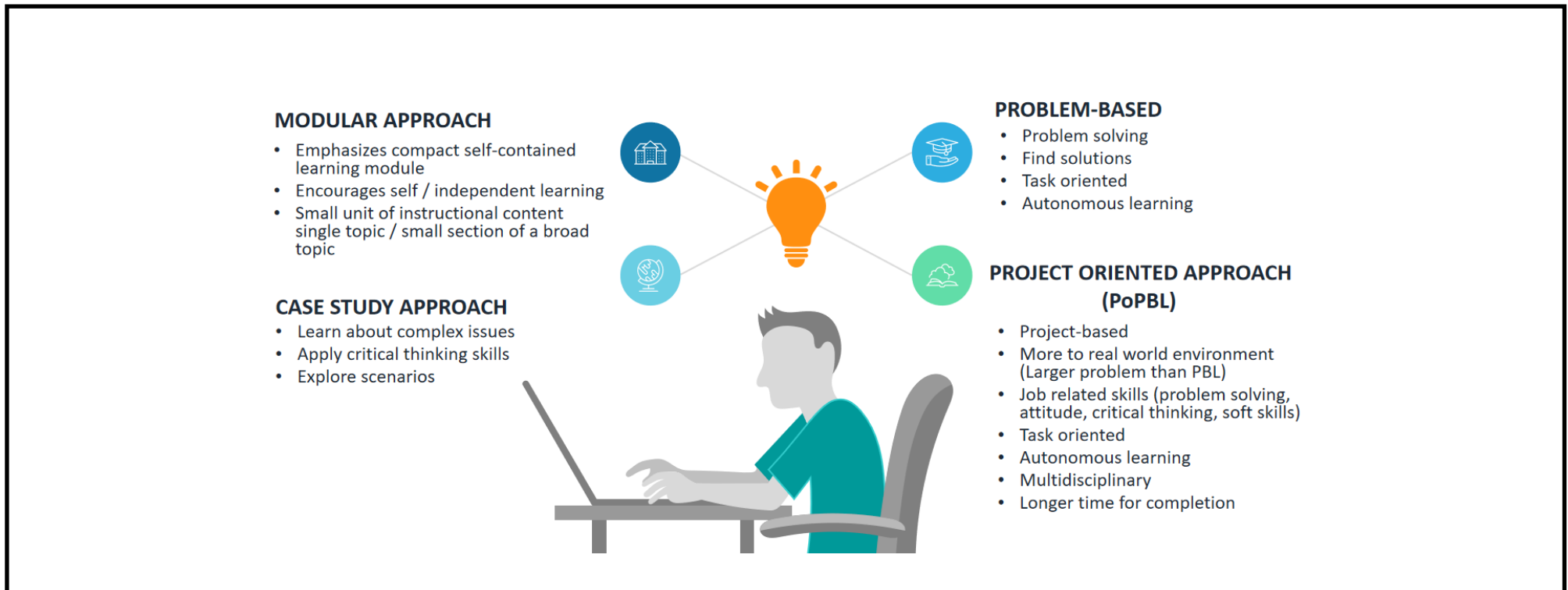


Figure 7. Commonly used student-centred learning approaches in higher education

Difference between Problem Solving and Exercise Solving

Problem Solving

- It is a process to obtain the best possible answer given certain limits or constraints
- Problem is ill-defined / open to enable consideration of multiple solutions
- More than a single approach to solve the problem
- Novel
- Integration of knowledge and skills
- Strong presentation skills of solution/s required to convince

Exercise Solving

- It is a process to obtain one pre-determined answer
- Problem is well-defined to arrive at an only solution
- Usually one approach to arrive at the answer
- Similar problem may have been encountered before
- Limited to the subject / discipline
- Presentation skills not required

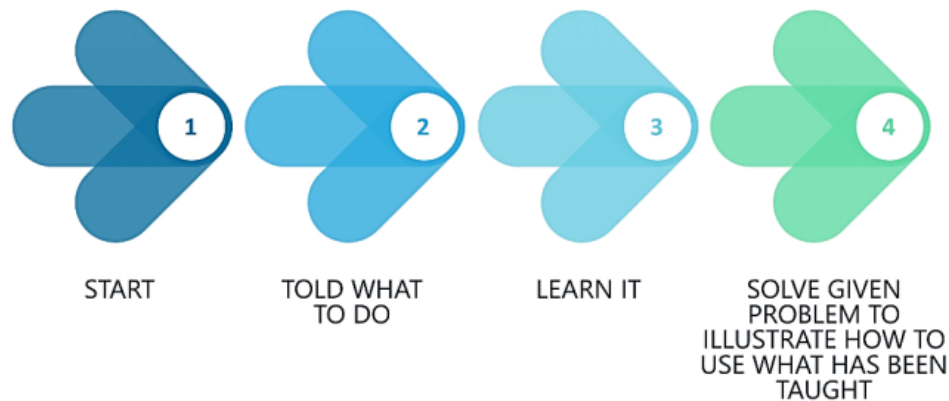


Figure 8. Processes in subject-based learning

In subject-based learning, problems are given to apply what has been taught. Problems are posed after input on facts are provided and skills are developed.

In problem-based learning, instruction begins with a problem. Learning of facts and skills take place in the problem-solving process.



Figure 9. Typical steps in problem-based learning

PBL was first introduced by Howard Barrows and Colleagues at the School of Medicine at McMaster University, Canada. Although PBL typically follows a particular systematic approach to problem solving, the steps involved, and sequence may vary depending on the subject domain and the focus of the learning. Nonetheless, PBL is inquiry-based and begins with an ill-structured or an open problem. PBL is not solely about problem solving; it seeks to increase knowledge and understanding through the process of problem solving. When formulating the problem, we must bear in mind that it must be aligned to the desired learning outcomes and can be accomplished within the time given. It must also stimulate students' curiosity and engagement. PBL also requires considerable feedback and adequate scaffolding by the instructor. PBL can be instructor-led or peer-led, or a combination of both approaches.

CALCULATING SLT BASED ON ASSESSMENT

How do we determine the student learning time (SLT) for content delivery and assessment devised to meet our course learning outcomes?

Table 4. Example of a Student Learning Time calculation

LEARNING OUTCOMES	DELIVERY STRATEGY	ASSESSMENT METHODS (COMPONENTS)			TOTAL (%)	STUDENT LEARNING TIME (Content Delivery and Assessment)
		Oral Presentation %	Project (Written report) %	Final Examination %		
Explain the fundamental principles, purposes of language assessment, as well as the utility of traditional and alternative assessment methods in assessing language ability	Lecture, Group Discussion	10	-	20	30	36hrs (30/100*120hrs)
Evaluate the appropriateness of various assessment procedures, item formats, test tasks and scoring rubrics for the assessment of language skills and elements.	Lecture, Group Work, Group Project	-	10	10	20	24hrs (20/100*120hrs)
Construct language tests utilizing various item formats with relevant scoring rubrics for the assessment of various language skills and elements.	Lecture, Group Work, Group Project	-	30	-	30	36hrs (30/100*120hrs)
Summarize test information based on the psychometric properties of test items and test-takers' test performance	Demonstration, Lecture, Group Work, Group Project	-	10	10	20	24hrs (20/100*120hrs)
		10	50	40	100%	120hrs

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