

IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

NOOR LIDE ABU KASSIM

ISARJI SARUDIN

CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



IIUM EMERGENCY REMOTE TEACHING AND LEARNING

CENTRE FOR PROFESSIONAL DEVELOPMENT



*The book **IIUM Emergency Remote Teaching and Learning** is published by Centre for the Professional Development (CPD), IIUM.*

Centre for Professional Development (CPD)

International Islamic University Malaysia

Jalan Gombak,

Selangor Darul Ehsan,

MALAYSIA

Tel: +603-6421 5914/ Fax: +6421 5915

Email: admin_cpd@iium.edu.my

Website: www.iium.edu.my/centre/cpd

First published in 2020

Publication © Centre for Professional Development, IIUM.

©

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise except brief extracts for the purpose of review without the prior permission in writing of the publisher and copyright owner from Centre for Professional Development, IIUM. It is advisable also to consult the publisher if in any doubt as to the legality of any copying which is to be undertaken.

National Library of Malaysia

Cataloguing-in-Publication Data

IIUM Emergency Remote Teaching and Learning

EDITORS: Noor Lide Abu Kassim and Isarji Sarudin

eISBN 978-967-12577-5-3

1. Emergency Remote Teaching and Learning 2. Teaching and Learning

IIUM Emergency Remote Teaching & Learning

Editors:

Noor Lide Abu Kassim and Isarji Hj. Sarudin

Contributing Members:

Noor Lide Abu Kassim

Isarji Sarudin

Izawati Tukiman

Zainurin Abdul Rahman

Tunku Badariah Tunku Ahmad

Gairuzazmi Mat Ghani

Muhammad Faris Abdullah

Lihanna Borhan

Ida Madieha Abdul Ghani Azmi

Andi Fitriah binti Abdul Kadir

Mohd. Feham Md Ghalib

Mohd Azrul Azlen Abd. Hamid

Rosemaliza Mohd Kamalludeen

Siti Zubaidah Anuar

Normaziah Abdul Aziz

Ainol Madziah Zubairi

Shamsuddin Abdullah

Amir 'Aatieff Amir Hussin

Joharry Othman

Hafizah binti Mansor

PUBLISHED BY THE CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

© Centre for Professional Development, 2020

CONTENT

FOREWORD/1

Prof. Emeritus Tan Sri Dato' Dzulkifli Abdul Razak
Rector, International Islamic University Malaysia (IIUM)

PART 1: INTRODUCTION AND GUIDE TO POLICIES AND PROCEDURES

CENTRE FOR PROFESSIONAL DEVELOPMENT/4

Prof. Dr. Noor Lide Abu Kassim
Director, Centre for Professional Development, IIUM

OFFICE OF DEPUTY RECTOR OF ACADEMIC AND INDUSTRIAL LINKAGES/6

Prof. Dr. Isarji Hj. Sarudin
Deputy Rector, Academic and Industrial Linkages, IIUM

EQUITY AND QUALITY IN EDUCATION/7

Asst. Prof. Tpr. Dr Mohamad Faris Abdullah, Director, Office for Strategy and Institutional Change, IIUM

QUALITY ASSURANCE/8

Assoc. Prof. Dr. Lihanna Borhan
Director, Office of Knowledge for Change and Advancement,, IIUM

UNDERGRADUATE PROGRAMME GUIDELINES/9

Assoc. Prof. Dr. Gairuzazmi Mat Ghani
Director, Academic Management and Admission Division, IIUM

CENTRE FOR POSTGRADUATE STUDIES/14

Prof. Dr. Ida Madieha Abdul Ghani Azmi
Dean, Centre for Postgraduate Studies, IIUM

PART 2: GUIDE TO INSTRUCTIONAL DESIGN AND DELIVERY

ERTL TEACHING AND LEARNING GUIDE/18

Noor Lide Abu Kassim

Definitions/18

Learning Environment/18

Available Infrastructure/18

Preparation for Course Delivery and Assessment/19

IIUM E-Learning Policy/20

Equity in Education/23

Outcome-Based Education and Student-Centred Learning /24

Outcome-Based Education (OBE)/24

Learning Outcomes Cluster (MQF 2.0)/24

Student-Centred Learning/24

Characteristics of Student-centred Learning/**25**
Difference between Problem Solving and Exercise Solving/**26**
Calculating Student Learning Time (SLT)/**28**

GUIDE TO INSTRUCTIONAL DESIGN FOR ERTL/**29**

Rosemaliza Mohd Kamalludeen

Instructional Design/**29**
Instructional Design Models/**29**
Designing Online Lessons/**31**
Synchronous vs. Asynchronous Online Learning/**32**
The Instructional Plan/**32**
Useful Tips for Selecting Resources and Activities for Pleasant and Effective Online Learning Experiences/**34**

UNIVERSAL DESIGN FOR LEARNING (UDL)/**35**

Izawati Tukiman

What is Universal Design for Learning?/**35**
Initiatives to Improve E-learning/**36**

ADAPTING TO REMOTE TEACHING AND LEARNING/**37**

Siti Zubaidah Anuar

PART 3: GUIDE TO ASSESSMENT

ASSESSMENT/43

Noor Lide Abu Kassim & Ainol Madziah Zubairi

Classification of Assessment/**43**
Formative vs. Summative Assessment/**43**
Assessment of Learning, Assessment for Learning, and Assessment as Learning/**44**
Self-Assessment and Peer-Assessment/**44**
Test Purposes & Types of Tests/**46**

TRADITIONAL vs. ALTERNATIVE ASSESSMENT/47

Noor Lide Abu Kassim

Traditional Assessment/**47**
Authentic-Inauthentic Continuum and Discrete-Integrative Continuum/**49**
Alternative Assessment/**52**
Examples of Alternative Assessment/**53**
Alternatives to Final Examination/**55**

PRINCIPLES IN DESIGNING ASSESSMENT TASKS/56

Noor Lide Abu Kassim

Practicality & Authenticity

Reliability/56

Validity/57

Some Important Questions in Designing Test Tasks/58

Item Format/59

Comparability of Test Tasks/60

PLANNING, DESIGNING AND IMPLEMENTING ALTERNATIVE ASSESSMENT/61

Ainol Madziah Zubairi & Noor Lide Abu Kassim

Considerations in Planning Alternative Assessment/61

Matching Learning Outcomes to Types of Alternative Assessment Tasks/61

Types of Alternative Assessment Tasks/61

Common Types of Alternative Assessment Based on MQA Guidelines./61

Defining the Purpose of the Assessment/62

Selecting the Most Appropriate Assessment Task/62

Implementation of Alternative Assessment/62

OPEN-BOOK EXAMINATION/63

Zainurin Abdul Rahman

Elements of Open Book Examination/63

Concept: Avoiding Plagiarism/63

Procedure: Making Decisions/63

Procedure: Formulating Integrative Test Items/64

Recommended Process Flow/64

Platform/Medium for Open Book Exam/64

Test Items/64

ASSESSMENT IN CREATIVE ARTS: ASSESSING A STUDIO-BASED ASSIGNMENT VIA ONLINE/67

Izawati Tukiman

SCORING RUBRICS/69

Noor Lide Abu Kassim

Why Use Rubrics?/70

How to Design a Rubric?/70

Types of Rubrics: Holistic vs. Analytic/70

Test the Rubric/70

Examples of Scoring Rubrics/71

How to Make Scoring More Reliable and Valid?/74

CONSTRUCTIVE ALIGNMENT/76

Noor Lide Abu Kassim & Lihanna Borhan

Constructive Alignment/76

Example from Master in Education (TESL) Language Testing Course/77

PART 4: GUIDE TO ONLINE PLATFORM

iTa'LeEM/81

Mohd. Azrul Azlen Abd. Hamid & Feham Mohd Ghalib

GOOGLE CLASSROOM/124

Shamsuddin Abdullah

GOOGLE MEET/138

Mohd. Feham Md Ghalib

MICROSOFT TEAMS/148

Mohd. Feham Md Ghalib

ZOOM/162

Tunku Badariah Tunku Ahmad, Shakirah Mohamed Aminuddin & Farhana Mohd Isa

E-PORTFOLIO (Pathbrite)/173

Joharry Othman

PART 5: SECURITY GUIDELINES FOR E-LEARNING

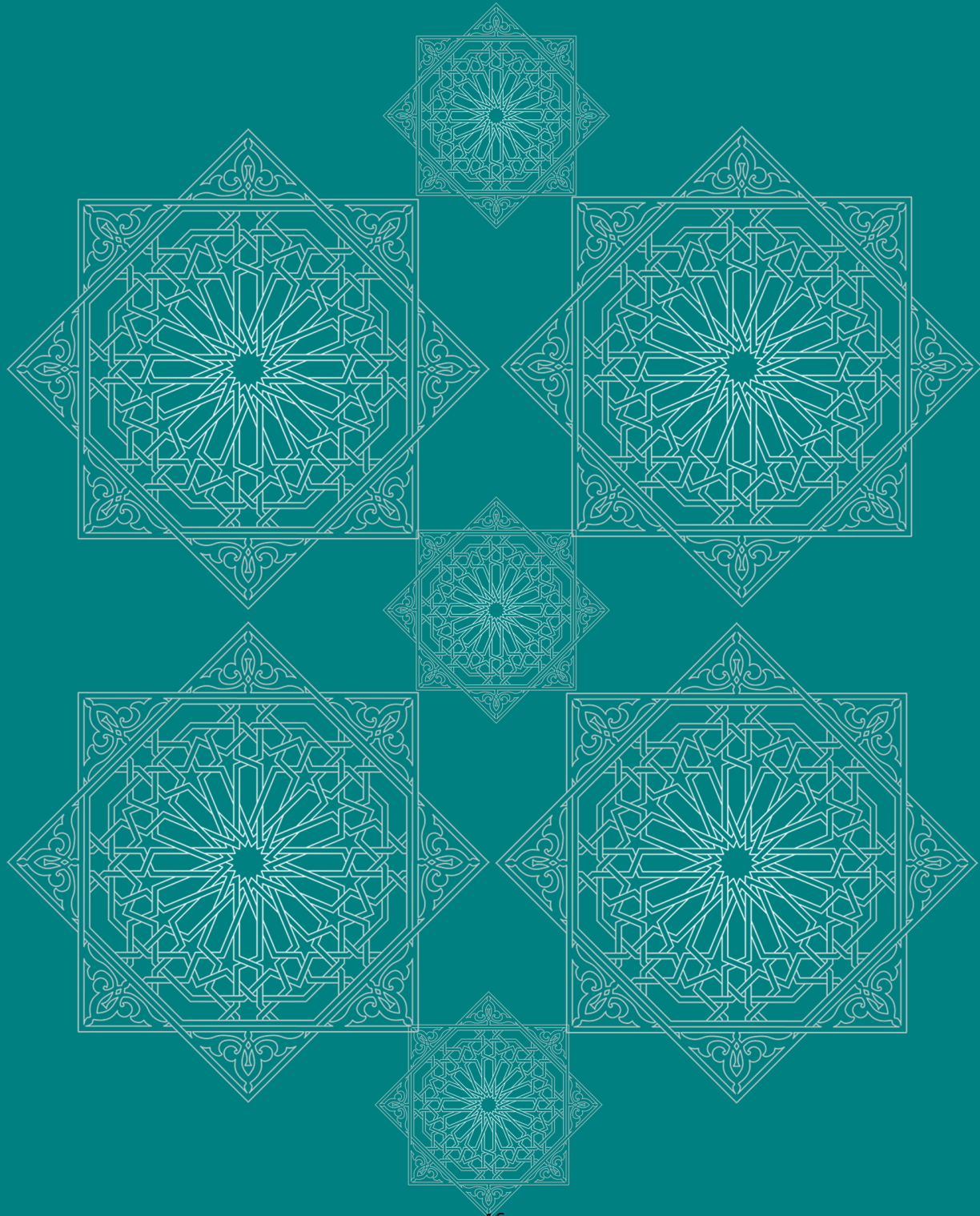
SECURING ONLINE QUIZZES AND TESTS ON iTa'LeEM/179

SIMPLE SECURITY GUIDELINES FOR E-LEARNING AT IIUM/185

Normaziah Abdul Aziz, Andi Fitriah, Amir 'Aatief Amir Hussin & Hafizah binti Mansor

REFERENCES/187

INDEX/188



Simple Security Guidelines for E-learning at IIUM

For Lecturers:

1. Do not expose private and personal information especially during synchronous video class (e.g. share screen while entering password or expose background that reveals personal information or environment)
2. Ensure availability of materials assigned/ provided by getting feedback from students that they have access to the materials.
3. Only share secure and verified links to avoid malware. (Secure links begin with https in its URL address)
4. Ensure availability of assignment, test, or exam materials submitted by students for lecturers' assessment by downloading them to your computer or other storage, if you are grading them at a later time. This is in case if the Learning Management System (LMS) server does not function during your grading period. Otherwise, after grading, store the marks on your own class grading sheet.
5. Download or open ONLY files with known/ recognised file format and from known/

authentic users (in this case, your own students).

For synchronous online class:

6. Secure the synchronous session by using secure password.
7. Do not share password of the session on social media such as FB, Twitter and the like. Share it within your class group members only.
8. Give access authorisation to your course enrolled students only.
9. Limit file sharing capability. It is recommended that only lecturers can share files during the live session. The best way to share file is through LMS (eg. iTaleem, Google Classroom to name a few that are used by IIUM lecturers). This is to avoid phishing/ malicious links/attachments.
10. Decide whether you allow your students to share your recorded online teaching with the public or only meant for their course reference and revision.
11. Prepare a lively or interesting online session. This is not necessarily with sophisticated tools. By communicating lively with your students can make your students appreciate your online session. Teaching tools can be a mix of basic Email, WhatsApp, Telegram

messages, LMS such as iTa'leem and Google Classroom, and online meeting applications such as Zoom, Microsoft Team, Google Meet, CISCO Webex, etc. It is important to use latest version of any of these tools.

12. Secure the assessment materials (tests and exams) by having password protected on the document. This is important during exam script preparation and vetting.
13. Ensure availability of all the materials (including assessments) for course files purposes. Examples - hardcopy files, or on softcopy create a folder for each of your course, then create subfolders accordingly.

For Students:

1. For identification purpose, all students are to use their formal name and matric number to be easily recognised and identified by lecturers.
2. Inform your lecturers as early as possible if you have network or device problem in participating the online classes. Discuss on what best solution can be made.
3. Seek permission from the lecturer for recording of his or her online session. If allowed, the recording is ONLY for your own revision purpose and NOT to be shared or posted on social media, unless allowed by your lecturer.
4. Ensure the originality and integrity of the work you submit. Do not copy-and-paste other people's work. Lecturers can penalise students who plagiarised.
5. When you submit your assignment, test or exam answers, ensure that it is properly submitted with the correct file format. And verify that it is received by your intended lecturer.

Basic guideline for all users:

1. Use strong and protected password to access your online sessions
2. Harden your system –
3. a) Use latest version of applications being used.
4. b) Regularly scan PC for virus
5. Be extra careful upon responding to emails. Learn how to spot phishing emails
6. Do not open attachments/links from unknown sender
7. Backup your system and files regularly (can do personal back up on thumb drive or external hard disk)

eISBN 978-967-12577-5-3



9 789671 1257753