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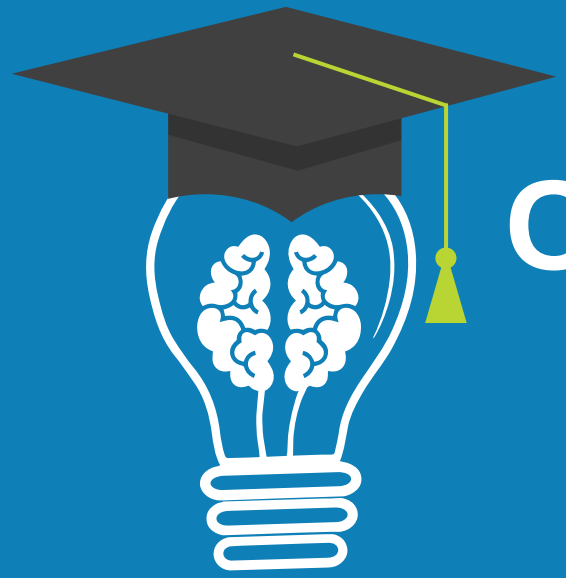


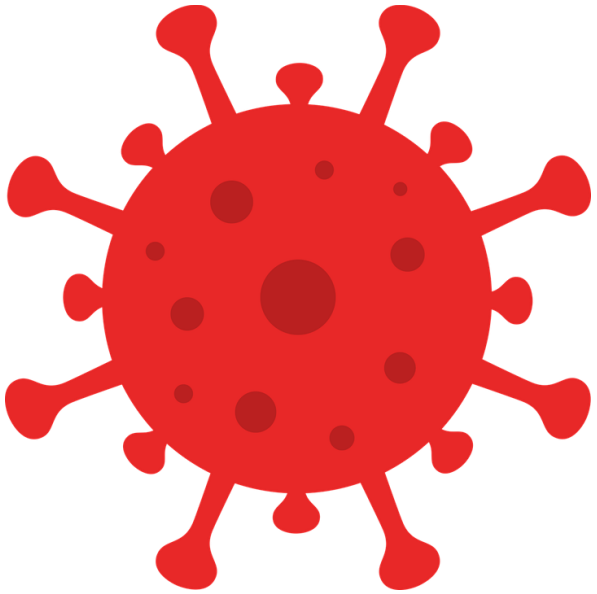
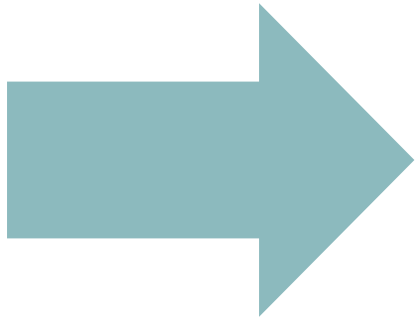
Current Educational Behavior in Malaysia

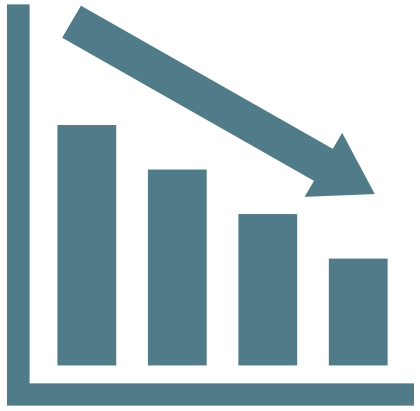
01 The challenges and impacts

02 Mental health amongst lecturers and students

03 Graduate employability

04 Implications, and recommendations



Covid-19 Challenges and impact in Malaysia Education

The mental stress amongst lecturers in Malaysia who have to migrate to online learning is beyond comprehension for four reasons.

learning management system before conducting online class

change the assessments to suit to online learning environment

not subscribe to strong Internet services at home

marking assessments online exposes lecturers to computer vision syndrome

ONLINE LEARNING FACILITIES

limited learning management system facilities

80%

Internet penetration

Sabah Sarawak

Internet connectivity in rural areas is weak

STUDENTS CHALLENGES IN ONLINE LEARNING

1: Do not have the flexibility to interact with lecturers and friends

2: Body language and maintain eye contact

3: Internet connection

4: Student consultation can only be done at a predetermined time

5: Limits group discussion integration during the online class.

MENTAL HEALTH

Mental health

50%

80,000 students who were still on campus nationwide excluding those renting outside the campus in Malaysia (2020)

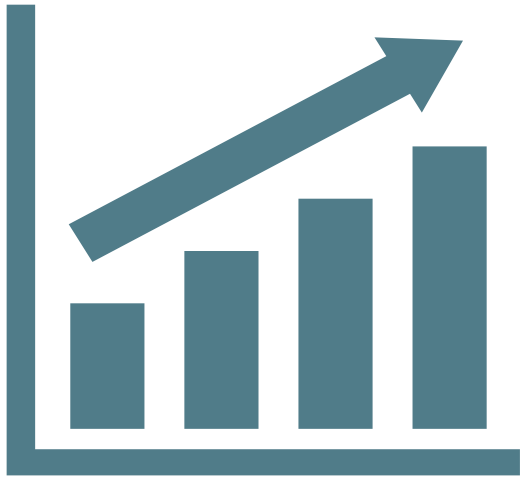
Emotional effects

stress

loneliness

increased depression occurrences

MALAYSIA GRADUATE EMPLOYABILITY



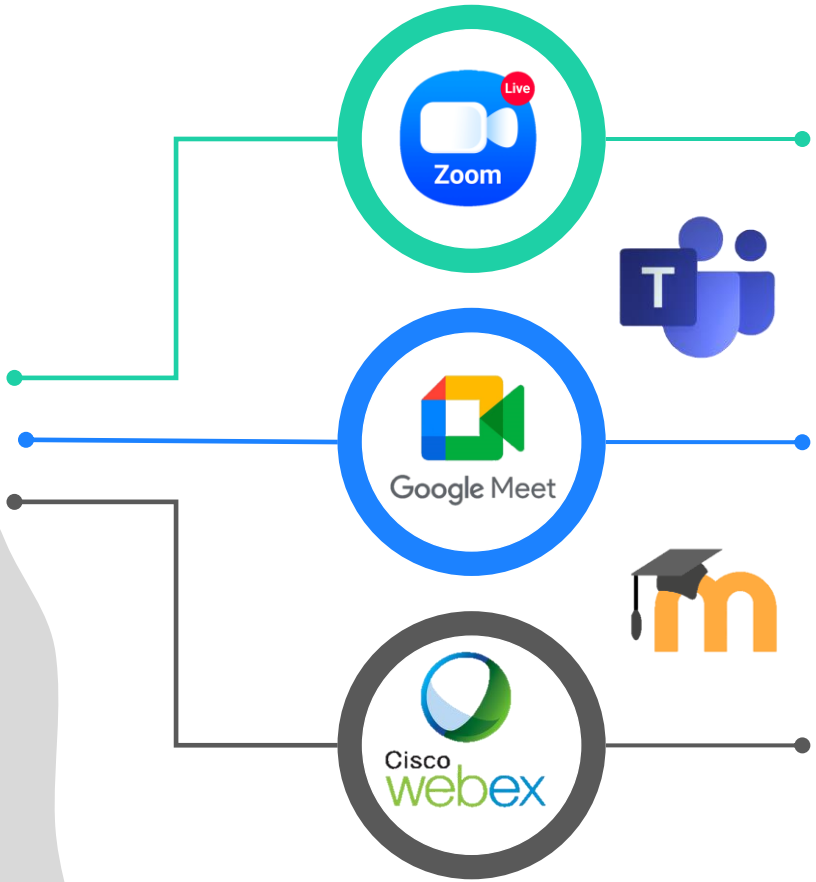
80%

Increasing **graduate employability** rate is one of the aspirations of Malaysian higher education blueprint 2015–2025

The COVID-19 crisis gives HEIs in Malaysia an opportunity to rebuild the education system and relook into course learning outcomes. This calls for HEIs in Malaysia to re-examine the purpose of higher education beyond exam.

Innovation to Students Learning

Online teaching tools



01

Robust and fully functional synchronous web-conferencing systems

02

Providing a variety of tools, such as whiteboard, video streaming

03

Ability to share screens as well as a text chat field

Positive Impact (Students)

This helps in creating a conducive space for students to interact and have a sense of belonging in the absence of going to the campus

In particular, WhatsApp serves as a platform to update the students and to share challenges with their peers as well as lecturers.

In order to help peer-to-peer learning, students utilize user-generated content tools such as Wikis, discussion boards, blogs, WhatsApp and social network platforms.

Other social network sites that are used to create and build connection with students in different campuses include Facebook and Twitter

HEIs will no longer be placed as a diffusion of knowledge but to:

spaces for creation, creativity

Lecturers' online consultations.

Production of new applied and contextualized knowledge

Lecturers are able to prepare interactive slides and conduct classes without many difficulties

Lectures can allocate feedback sessions for their students

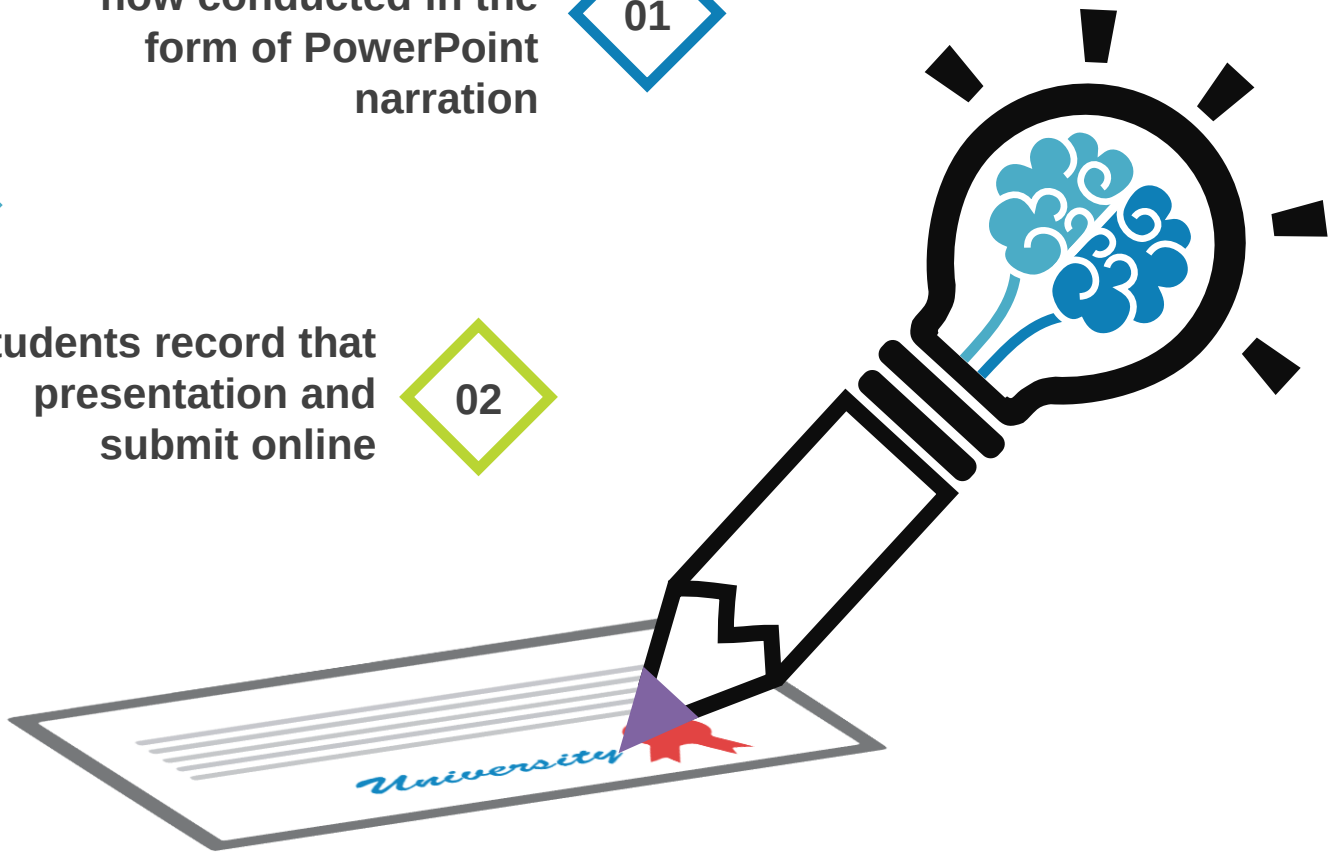
Students’ assessments

01 Oral presentations are now conducted in the form of PowerPoint narration

02 Students record that presentation and submit online

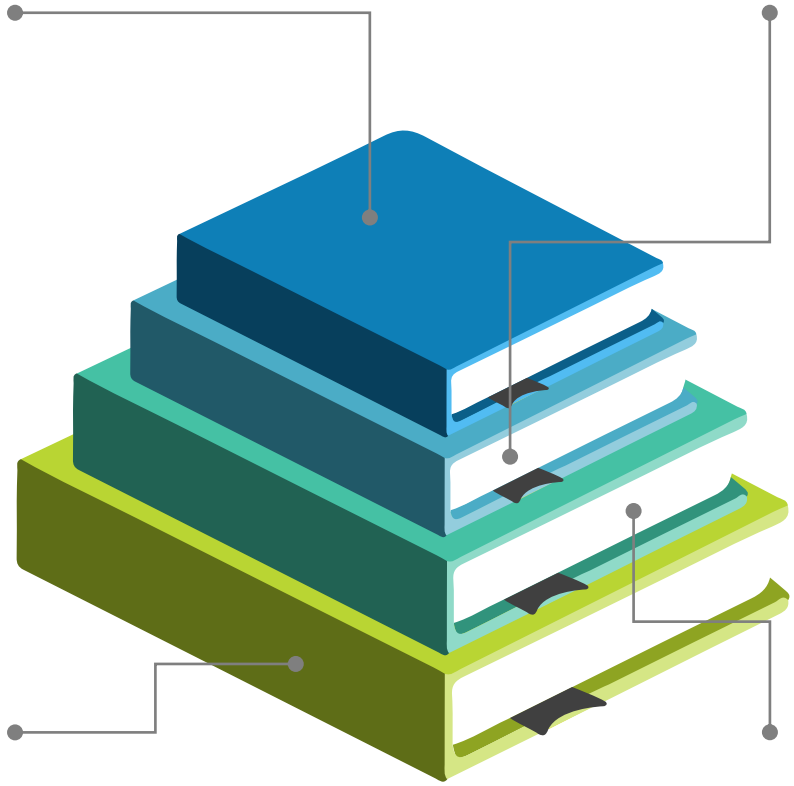
03 HEIs in Malaysia have embraced online marking assessment, some are using this new marking technique for the first time

04 As highlighted by many lecturers as well as students, online marking serves as an asymmetrical form of communication regarding the assessment.



Redesign of course assessment

The course content structure to suit online learning are also part of the new norm.

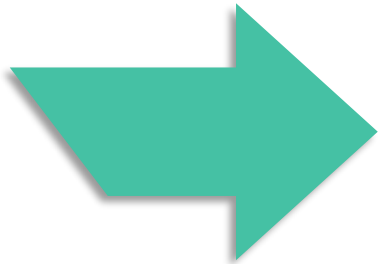


Centralized end-of-semester examinations in some universities have been changed to take-home exams

Students to have more flexibility of writing an examination under less pressure and free space

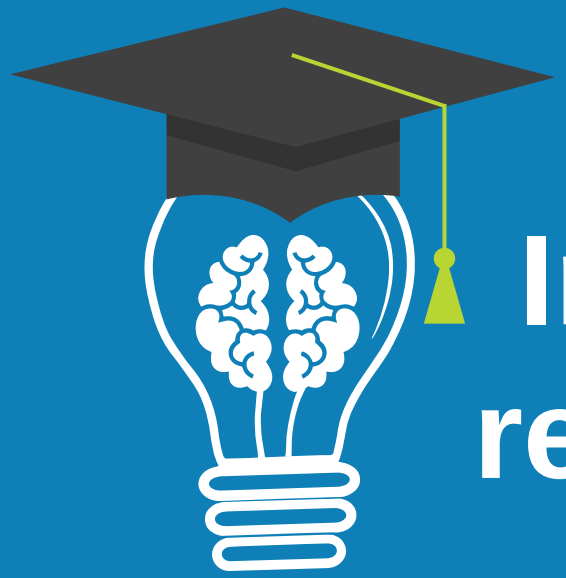
Some courses are now using i-Lectures as another channel of providing students with pre-recorded lectures. All this innovation is providing students opportunities to explore the new learning space.

Internship



students who are doing **Internship** are asked to move their practice to online. It is now called virtual internship in some places, where the employers are now asked to provide the students with work schedules that are to be done from home.

In some cases, the internship-employing organizations are asked to provide students with check-in time, within which the students will contact the supervisor to ensure the tasks are ongoing or have been completed.



Implications and recommendations

HEIs need to equip and upgrade their technology infrastructure for learning

From the lecturers' dimension, there is a need to devise means to evaluate the engagement of students in an online class.

Universities need to step up by providing e-learning training to lecturers

Sufficient technical support, good Internet services and availability of user-friendly teaching pieces of software are the key ingredient to support an effective online teaching environment

THANK YOU