

inSiGHT

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Going Fully Online

Lecturers adapting to remote teaching during COVID-19 Pandemic.



UNIMAS INSPIRE

Launching of UNIMAS Inspiring Learning Spaces

*Embracing
The New
Normal
in Teaching and Learning*

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Chief Editor's Message

Dear readers,

In this edition of InSiGHT, we are presented with articles that are centred on the new normal in teaching and learning in light of the COVID-19 pandemic and the movement control order imposed by the government. The sudden transition to online learning may not have caught higher education by surprise since blended learning has been implemented for a while, but the speed of the transition has caused quite a stir not only among faculty members but also students.

It is encouraging to see that UNIMAS academics have responded well to the efforts to mitigate the impact of emergency remote teaching. This is evident by the sharing of efforts made through the articles in this volume. Lecturers from diverse faculties have demonstrated how they modified their usual practices in order to support teaching and learning during the time when physical face-to-face interactions may not be possible.

While some shared their experience in coping with the shift to fully online learning mode, there are also lecturers who provided tips in producing teaching videos as well as effective strategies to carry out assessments and examination online. Indeed, it is heartwarming to see the tremendous commitment given by the academics. Kudos to everyone for making sure students are not left behind in their learning despite challenges faced during this period of uncertainty.

The Centre for Applied Learning and Multimedia (CALM) will continue to support the lecturers and students in this endeavour. I hope you enjoy reading the articles shared in this volume as much as I did and I would also like to invite you to contribute in our future volumes.

Keep calm and happy reading!

Professor Dr Chen Chwen Jen

The Hopeful Prospect of the New Normal in Teaching and Learning

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The shift to full online mode for all academic programmes in the university has afforded a new and unique new learning experience to all students.

The COVID-19 pandemic has compelled teaching and learning in universities to be reimagined and redesigned to reduce the spread of COVID-19. UNIMAS, for example, has responded swiftly to prepare all crucial aspects to fully embark on online delivery mode. All lecturers are provided with comprehensive guidelines for online teaching, about 300 guiding resources to prepare them for online delivery and various training sessions via webinars to provide them with necessary online delivery knowledge and skills. In addition, all faculties have also conducted online learning workshops for their respective lecturers to fully prepare them to this new practice. The university online infrastructure has also been enhanced to improve its robustness and this includes providing a dedicated server to handle online examinations.

Online learning is not new in UNIMAS. UNIMAS has adopted blended learning, which means online learning is supplementing the face-to-face teaching for more than two decades. Many lecturers are already well-versed with online teaching but the decision to go completely online for all lessons has brought many challenges. The university realises that there are students who face problems with internet connectivity that disrupt their learning while others do not own the right device to effectively learn online. Some students assert their struggle over the e-Learning mode as they are familiarising with the new learning experience that requires more self-directed learning ability or facing uncondusive environments for learning.

Putting aside all these challenges, I would like to reflect on the bright side that the new normal has brought to stakeholders. The shift to full online mode for all academic programmes in the university has afforded a new and unique new learning experience to all students. Without physical meet-ups, students are expected to be more self-directed in their online learning. Students control the pace of their learning, need to be aware of synchronous and asynchronous online teaching sessions, make their commitment to participate in online activities or tasks given by lecturers and learn to be more independent in their learning.

Indeed, this learning experience provides a good opportunity for students to nurture their self-directed learning ability which is important to prepare them for lifelong and independent learning in coping various changes in their lives.

Many students also have the opportunity to experience various online learning tools used by their lecturers as well as used those tools to accomplish their learning tasks. Digital brainstorming, discussion, mind mapping, presentation, infographics, gamification, survey, video, chat, interactive content and screen recording are some of the tools that can be harnessed in online learning. Such learning experience has indirectly built up these students' media literacy which is undeniably, an important skill of future-ready graduates.

For the first time, students are given the trust to perform online examinations with integrity (although some measures are taken by lecturers and faculties to ensure cheating is minimised). Students also have the opportunity to experience many forms of alternative assessments that are used to replace many written final examinations. As for my personal experience in my own course, I

am delighted to see the portfolio-based assessment outcomes of my students. Such assessment allows me to gauge the understanding of the overall content of each individual student compared with the previous written examination that only examines snippets of the overall content. Indeed, alternative assessments are known to allow for a more holistic approach to evaluate student learning.

The adoption of blended learning practice has progressed over the past few years. In 2014, only 8% of courses in the university has achieved blended learning status. The percentage has increased to 69% in the year 2019. Indeed, tremendous effort has been put in by various related entities in the university to yield this result. However, with the pandemic and the decision to go full online mode, every lecturer is now an online instructor. First timers mostly opt for synchronous session by using virtual conferencing tools such as Microsoft Teams, Webex, Zoom and so forth. On the other hand, dedicated online instructors have used their innovativeness and creativity to produce and curate various online learning resources and activities to substitute their conventional methods.

Some lecturers expressed their satisfaction with me on their accomplishment in producing their online delivery solutions that are able to cater the needs of their respective students. Out of empathy and care of students, lecturers create different delivery modes to ensure all students are able to learn accordingly. Lecturers' compassion is made explicit when they start to populate their personal mobile phones with students' contact details and make the effort to contact individual students to know their well-being and learning progress. Some other lecturers shared their excitement as this experience has opened their mind on the possibility to transform their teaching and learning using technological affordances. If I were to refer to the SAMR Model that categorises technology integration in teaching and learning into 4 categories, which are Substitution, Augmentation, Modification, and Redefinition, the decision to go fully online during this pandemic has somehow afforded the redefinition of many learning tasks.

Any hopeful prospect at the institutional level? Contemplating on this, my answer is yes. To assure the quality of online delivery of every course, faculties and lecturers were requested to provide detailed course delivery planning that depicts the changes in both delivery and assessments of their respective courses. Such comprehensive planning together with the successful completion of the actual online implementation at the Pre-University, Postgraduate and Undergraduate levels, has developed the confidence of the university to start offering full online distance learning programmes. Such a move is foreseen to widen learning opportunities for many, attract more international students,



and reduce the need of physical learning spaces. A fully online master's degree programme and a two-year online plus one-year on-campus for a bachelor degree programme with reduced fees, for example, will definitely provide more equitable and flexible education to many.

The bright side is even observable at the national level. The Malaysian e-Learning Council for Public Universities (MEIPTA) has initiated a very useful, concerted effort from online learning experts of many Malaysian universities in sharing their knowledge, skills and best practices in online materials and activities creation as well as implementation to assist all Malaysian educators to embark on online teaching. Most of these sharing sessions are compiled by CALM in 'A compendium of online teaching resources' and shared with all UNIMAS academics. Indeed, the pandemic has revealed the commendable spirit of cooperation among the nation's academics.

When more full online distance learning programmes are actualised and students taking such programmes are not on-campus, will work from home among academics become another new normal to the university? Will this be regarded as another bright side as the need for the university to support physical learning spaces and facilities as well as physical office rooms is lessened? How much carbon footprint can be reduced when no travelling is needed from home to campus by these students and academics? Let's continue to ponder. ■

COMPLETION OF UNIMAS UNDERGRADUATE PROGRAMMES DURING RMCO

(9 JUNE 2020 TO 24 JULY 2020)

SEMESTER 2 - 2019 / 2020



47

Number of Programmes



12,154

Students



3,790

Online Sessions
(Synchronous & Asynchronous)



6,301

Online Activities



93%

Student Online Attendance Average



100%

Online Final Assessment:
Take-Home Examination and Online Examination

CONGRATULATIONS TO ALL UNDERGRADUATE PROGRAMMES STAFF AND STUDENTS!



A COMPENDIUM OF ONLINE TEACHING RESOURCES
ONLINE RESOURCES COMPILED BY CALM TO FACILITATE OUR COURSES

COMPLETION OF UNIMAS PRE-UNIVERSITY FOUNDATION PROGRAMMES DURING MCO

(1 APRIL - 30 APRIL 2020)

FULL ONLINE DELIVERY AND ONLINE ASSESSMENT



8

Pre-University Courses



613

Students



43

Online Sessions
(Synchronous & Asynchronous)



477

Online Activities



92%

Student Online Attendance Average



100%

Online Final Assessment:
Take-Home Examination and Online Examination



Congratulations to all Pre-University staff and students!

Essential Tips for Online Teaching & Learning



ONLINE TEACHING TIPS FOR LECTURERS
REDUCING STUDENTS' DATA USAGE

 CALM UNIMAS
 CALM UNIMAS

 Reduce the frequency and duration of a live class session

 Compress large video file size



 In a live class, turn off video when not needed

 In a live class, turn off screen share when not needed

 Use an audio podcast approach (if appropriate)

 Share audio file in MP3 format

 Use images in JPG or JPEG format

 Share images and videos via WhatsApp

 Share lecture slides in PDF format

 Optimise or reduce PDF file size



ONLINE LEARNING TIPS FOR STUDENTS
REDUCING DATA USAGE

 CALM UNIMAS
 CALM UNIMAS

 Utilise the daily free 1GB Internet data

 Activate "Limit Data Usage" or "Data Saver" mode via app settings



 Disable video when not needed during video conferencing / live class

 Check and temporarily disable mobile app auto-sync settings that could run in the background.

 Fully close down apps when not in use

 Disable auto-play videos on social media apps

 Do not use apps with ads

 Reduce video/music streaming and social media use for leisure purposes

 Minimise the number of browser tabs opened at one time

 Watch videos in medium or low resolution



When Vision 2020 was made a buzz word in Malaysia back in the early 1990s we all thought that it was still a long way to go, but we visualized that technology or life in general was going to be something beyond our grasps, especially so for young adults we were back then. Things were 'simpler' prior to the 1990s. But the new millennium which loomed ahead brought with it a lot of advanced technology, new visions, and exceptionally futuristic ideas. Fast forward to the new millennium, Y2K created so much anxiety and anticipation that a lot of things will go haywire with technology when changes to computer programmes changed from '1900s' to '2000'. But alas all was well and we moved steadily and steadfastly ahead. Fast forward, when 2020 loomed ahead, global technology was more advanced that anyone could ever imagine. But little did we anticipate that a micro-organism which had been around for centuries would mutate and rear its ugly head and took the whole world by storm. Every single thing changed. How we live, how we learn, how we

think, how we act and react. Every single thing.

One of the major changes is in the way our education system takes place. The pandemic caused by the virus known as Covid19 changed how classrooms and learning take place, or in some cases, 'struggled' to take place. This exceptionally mysterious and deadly virus which had taken the lives of so many had us all locked down and froze almost all social activities including our education system. Schools, universities across the globe closed their doors like never before. Perhaps the only people not affected were those who opt for home schooling. Maybe so. Maybe not. In the wake of overcoming global lockdowns came online learning as "the" way to tackle the issue of suspended classroom teaching and learning. Schools and campuses worldwide made the transition to online learning.

In the article by Hodges, Moore, Lockee, Trust and Bond titled Emergency Remote Teaching and Online Learning (2020, p.1) the authors caution educators of the need to understand the difference between "well-planned online learning experiences and courses offered online in response to a crisis or disaster". They support the idea that online classes allows lecturers the flexibility to teach from anywhere and anytime possible. However, the adverse effect of online learning outside the university campus affords other dilemma. Online learning from the (comfort) of our homes have a few things missing. Technical and peer support, faculty teaching and learning environment, high speed internet accessibility, among other things may culminate into one key difficulty, which is stress. Moving from the normal face-to-face teaching to total online classrooms too can be stressful especially to

COPING WITH THE **NEW NORMAL** IN ACADEMIA

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those who are less technologically inclined.

This article serves as an attempt to understand the importance of understanding these differences and the reality of our 'online teaching', after four stages of the Movement Control Order.

For most of us online learning is a crucial part of our education system. The platform provided by the university includes a learning management system which allows lecturers to have teaching and learning activities online to support our face-to-face classroom activities known as eLEAP. This platform allows lecture notes to be uploaded, it provides activities such as forums and discussions and it also allows for online submissions of assignments of drafts of students works, among many other features available. However, most importantly, eLEAP is used as an additional feature to our weekly classroom teachings where we get to interact face-to-face with our students.

Now at the moment when there will be no actual physical classroom teaching and learning, we are faced with the only option. That is, to have our classes online either via eLEAP, email, Whatsapp, and Telegram, Zoom, Google Meet or Webex, among the many options which honestly sound Greek for some for we rely heavily on our physical classroom teaching and only resort to online platforms as a lesser part of our classroom activity.

Now this is where the differences of well-planned online learning course and courses offered in response to a crisis comes in. The reality is most of us are scrambling to put our normal lessons online, and many are anxious about the whole fiasco of making sure that

no student will be left behind, that students' attendance should be recorded (by any means possible), and that our lessons are documented as evidence, that every student must actively participate in our online lessons and activities, and any assessments should be considered carefully and lecturers need to make sure that the viability and reliability of these assessments are not compromised.

Purdue University statistics and The National Centre for Education Statistics report that more than 6 million students are currently in online courses as part of their higher education programme.

The history of online learning goes back to the mid 1900 Century where schools in the States and in Australia had their distance education via postal services. In the 1950s, the first ever distance learning began in the US by the University of House when they offered a televised college classes. Classes were aired for 13 weeks, each having 5 hours of educational materials weekly, aired in the evening to cater to the needs of those who had to work during the day. In the 1980s, we began to explore the use of computers even in our local higher education where students enrolled in education programmes were required to take programming classes in preparation for online teaching materials to support classroom learning. Supporting classroom learning meant teaching materials and content were firstly presented in the physical classroom and once these are done we turn to online tools help to (i) enhance teaching contents in the form of uploaded slides, and perhaps exercises which cannot be completed in

class, (ii) providing a more eco-friendly alternative to assignment submission(s), (iii) an alternative/extension to limited face-to-face lecture time discussion, and (iv) to make sure that our courses are in step with Blended Learning mode. When faced with this current crisis, the question is are we smoothly transitioning into online learning mode where materials and assessments are well prepared for online learning or are we staggering in our effort to capture the gist of Emergency Remote Teaching (ERT).

There is no one straight answer to this question as it is not a black and white thing. It really depends on one's knowledge, teaching and learning experiences and how savvy one is in handling digital information, pedagogy and technology combined. In addition to being technological savvy, a crucial factor that one has to bear in mind, first and foremost, is whether learners have the technology – devices as well as internet accessibility – or not.

Coping with online teaching during the Movement Control Order (MCO)

When the Malaysian government ruled a near-total lockdown under the Movement Control Order (MCO), amidst the soaring cases of the Covid19 casualties globally, on 18th March, 2020, many were not prepared for such a situation. The pandemic has certainly brought about a lot of uncertainties, immeasurable fear, stress, pain and sadness, and insurmountable problems, to countless of people from all walks of life, across the world. For the education sector of the working population, the new scenario has posed new teaching and learning challenges for many educators and learners.

COVID19 has crystallized the apprehension many educators have long envisioned. With home schooling and the whole process of teaching and learning suddenly leaping on an unprecedented scale –educators, parents and learners were caught off guard. Parents play the role of teachers at home, while teachers become full-time home makers, and students, they are not without their dilemma. This disruption has greatly impacted educators' productivity as well as learners' process of learning and socializing.

School has always been the plinth for learners to raise their ability – from learning to read and write to enhancing their interpersonal relationships. School is the one element that develops virtues, and gives people the insights into the misadventures of ignorance. Both educators and parents agree that school is one of, if not, the most important place for children.

Face-to-face teaching is and has been highly regarded as superior to online teaching, although research seems to show otherwise. The perception that online teaching is of lower quality than face-to-face teaching may be further intensified or confirmed by the swift, hasty spur-of- the-moment online moves made by learning institutions in efforts to tackle the unprecedented situation caused by the pandemic, that most are so not ready for (Hodges et al., 2020).

Online teaching and learning have been studied for decades; and they are part of a whole online education where the syllabus and course design, evaluation, instructional planning and process and support systems are carefully thought out and created. According to research on online learning, effective online learning is derived from thorough instructional design and planning, based on a systematic design and development model. In other words, the impact of online teaching is dependent on the careful design process and consideration of different design decisions. Hodges et al. (2020) emphasised that it is this careful design process that is missing in many cases of online teaching vis-à-vis the Covid 19 crisis.

So, with the sudden closure of schools, everything turns topsyturvy and for most of us, we resort to, most likely, emergency remote teaching (ERT). This is because, taken off- guard we make do with what we have planned, which is really for face-to-face learning, and apply that to an online infrastructure. It is highly possible that this application is not appropriate or suited to the needs of our learners. A full online educational experience entails proper design and planning which includes modality (fully online, blended, web-enabled), pacing (self-paced, class-paced, class paced with some self paced), student-instructor ratio,

pedagogy (expository, practice, exploratory, collaborative), online communication synchrony (asynchronous, synchronous, blend or both), instructor role online, student role online, role of assessments and source of feedback (automated, teacher, peers) (Means, Bakia & Murphy, 2014), prior to the implementation of the course.

Online teaching once was a foreign field for many educators, but as alien as it was, we have to experiment and actually carry out the teaching. We just have no choice. We just have to leap into it. Dive into the deep end. Faced with a plethora of techno-terminologies, everything just seems gobbledegook especially to those who were trained in the time of chalk-and-talk.

How do we cope with this endeavour? I remember feeling unsure of how to go about it, especially at the initial stage when technical support from the faculty was not available, as everyone was under lockdown at home. This uncertainty had induced much stress and anxiety considering the circumstances - when health was, and still is, of primary concern, and working from home in a lockdown environment, which was abnormal with people being cooped up 24/7, was not easy. However, when technical support did become available through numerous webinars and much was learnt from such sessions,



optimism set in. But it was not without some confusion over the modality of online teaching and the various online applications that are available – each with its own features, specifications and requirements. All these are feasible for online teaching, but the next big issue was whether it was going to be suitable and effective for the learners. Many factors had to be taken into account; the course content, the skills, the values to be imparted, what learning outcomes to be achieved; could they be achieved and in particular, how to ensure that they could be achieved given a less privileged learning environment. The latter is of the utmost importance and appeared to be the most challenging of all the online teaching issues. This is not to say that it is unimportant in face-to-face learning, but with online learning, ‘reachability’ of what is imparted is highlighted.

On campus, learners are in the same environment getting more or less the same chance to teaching and learning resources provided for them. In a physical classroom, when learners are physically present, generally, educators are less fussed about the presence of mind and the attention of learners. With online learning, educators are more aware of their learners’ presence and participation in fear of them falling behind in their learning, realising that the learners’ individual home environment may affect their learning much more substantially from usual.

The crisis which the Covid 19 pandemic has caused has sparked creativity in educators; encouraging exploration in how information, knowledge and skills can be transmitted digitally to all learners and for no one is to be excluded. Social media applications such as Whatsapp and Telegram, aid in the inclusion of all learners as both

have widespread usage among users. These social applications supplement and complement the use of main teaching digital tools such as Webex, Microsoft Teams, Zoom, etc.

We have begun to think harder about our learners’ varying home conditions, differing socio-economic status and regional locations. In a physical classroom, the aforementioned were perhaps the least of our concerns.

However now, we dread the idea of learners with little-to-no accessibility to a basic internet connection, for we do not wish for under-privileged learners to fall behind in their education. We want to steer clear from the path of widening the gap between learners in rural and urban communities.

Conclusion

Despite these issues that may seem insurmountable initially, we persist, we cope. This new norm in teaching and learning has helped us to rediscover ourselves as educators. Confronted with an uphill task of teaching virtually has made educators to think unconventionally. Reflecting on John Dewey’s quotation learned many years ago, “if we teach today’s students as we taught yesterday’s, we rob them of tomorrow”, we would realise the importance of being able to change, to adopt and adapt, and of being creative and innovative.

There are two important points that this pandemic has woke us up to, one is that educators have to persevere and be steadfast in facing crises such as this pandemic and two, is that we should realise that formal access to education in

schools, colleges and universities may not necessarily lead to access to education if effective measures, facilities and interfaces are not put in place (Tan & Goh, 2012). In this digital era, for a meaningful impact on our learners’ education, we must see to the lack of resources in our education infrastructure and we must push on for quality education for all. ■

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AN EXHILARATING & ENRICHING

eLEAP

EXPERIENCE



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The COVID-19 pandemic came so unexpectedly and caught us all unprepared for the demanding task of a sudden shift from F2F to NF2F teaching and assessment. The academic calendar had to be changed multiple times to accommodate the number of postings (courses) going on simultaneously. For the Year 3 Medicine posting of 9 weeks, which is conducted in 4 rotations in an academic year, it was decided to combine rotations 3 and 4 for the theory component, and wait for the situation to improve to start the clinical component back to individual rotations. The university's timely actions in providing facilities and training came well on time.

The hectic week of online exams was just over, and I was having a sigh of relief, when suddenly I noticed the email asking for manuscripts for InSiGHT. It got me excited at the prospect of a publication in InSiGHT, as I already had plenty of exciting materials on the just completed online teaching and exams and the students' feedback on these. When the Wuhan virus (later named COVID-19) erupted suddenly and the prospect of the usual teaching methods became untenable, I actually got excited

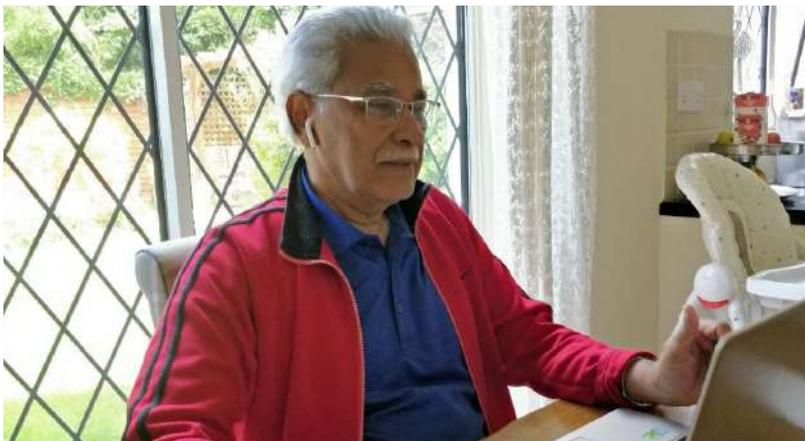
and came out with my own wild ideas of teaching/learning, which, of course, got rejected by our department.

WHY THE THEORY HAD TO BE SPLIT FROM THE CLINICAL

We did actually make massive changes in the clinical postings by separating the theory component from the clinical for the first time in history of our faculty. We divided the 9-week posting of Year 3 Medicine into 3 weeks of theory and 6 weeks of clinical. Clinical is more important for medical students in which they come in direct contact with their real clients, the patients, and take their history, do physical examination, formulate a diagnosis and explore other possibilities like a differential diagnoses, plan investigations and treatment. Having finished the pharmacology teaching and learning in phase 1, the focus for the first clinical year is mainly on the diagnosis part, as in year 5 they would come back for another medicine posting focusing more on the management part.

Since the hospitals were closed for students, there was no possibility of getting real clinical exposure, as it involved the danger of spreading COVID-19, which had gradually

evolved into a dreaded pandemic. Using simulated patients was an alternative the department considered. Many Western universities, where getting real patients for training is difficult, regularly use this method for teaching and assessment. Training actors as simulated or standardised patients is labour intensive, expensive and time consuming. One of the reasons why simulated patients or actors are employed is because the real patients are many times un-textbook like as they tend to change their stories (Barrows, 1993; Cleland et al., 2009). When 2 or 3 students interview them one after the other, they come out with varying findings. This is an issue encountered in our clinical examinations with real patients, where if the same patient is repeatedly used for three students, each student would come up with different histories. It is a real possibility that many patients forget their real issues. It is also possible that the students did not ask the right questions. In such situations the examiners are put in a difficult situation to decide the grade. This is one of the reasons for using standardised patients or trained actors for assessment purposes. In the faculty of medicine the idea of simulated



patients is yet to become popular. In this situation, we had no option but to settle for theory component online and wait for the hospitals to open up for students to start the clinical sessions.

PREPARATIONS TO FACE THE CHALLENGE

During the two months' break, we had enough time to plan the NF2F teaching strategies. Then came the flood of webinars. It looked like so many experts were already familiar with these online platforms and were waiting impatiently to jump into the arena to show off their talents. In fact some webinars helped to prepare us all for the contingency plan. This situation forced us to explore eLEAP in more details. Finally, after the four week's experience of using this platform, we came to realise the great potentials hidden in this user-friendly platform. Until the MCO, we had neither explored nor tapped much of its possibilities. I must say, the lack of training and the time-consuming process of managing its intricacies must have kept most of us from making use of its potentials. After having used it extensively during more than a month now, our lecturers are becoming familiar with it and are able to use the platform efficiently. Several quiz models like

MCQ (multiple answers or the best answer), Essay as well as SAQ were extensively used for formative assessments with feedback and practice trials and mock examinations before we became confident enough to use eLEAP for our end of posting examination, which included MCQ, BAQ, MEQ and SAQ.

THE MCQ (TRUE/FALSE) DILEMMA

The eLEAP platform offers several assessment models, but all are in one way or the other different from our regularly used assessment methods. Single correct answer or the best answer model was readily usable without any modification. But MCQ of multiple correct choices required major marking scheme modifications to become somewhat similar to the multiple true-false (MTF). The challenge we faced was how to convert our MTF questions into the eLEAP MCQ. Only their names matched, not the marking schemes. MTF requires the students to answer on OMR sheets separating true from false options. They could leave unsure or 'don't know' options un-attempted without incurring any penalty. In the eLEAP system wrongly chosen options as well as unsure options were given negative marks. There was tension among the students who feared that the new scheme

might score them lower. Some of the senior faculty members had worked hard to come out with a marking scheme as comparable as possible with the scheme practiced by OMR. However, nobody seemed to be very sure what would be the outcome. This formula was taught through webinars and became the lifesaver in the prevailing situation. All the coordinators were forced to utilise eLEAP for the examinations, as there was no alternative available. Although many of our coordinators accepted the system without questioning, the author could not agree with the logic of exaggerated weightage of negative marking for the incorrect choices students make in MTF and giving no credit for recognising the false options from true. The author sought explanations and evidence, but unfortunately nothing convincing could come up before the examinations. All followed the SOP laid by the faculty in this regard.

When the results of eLEAP MTF came, it was surprising and rather baffling that the scores came out to be higher than what we would get by OMR model calculation. Marks were higher in eLEAP model compared to OMR model in all the 11 cases the author studied. They belonged to 3 different MCQ examinations with 20 questions each. Scores were the same in 45% items, and ranged from 25% to 65%. The eLEAP model hiked the scores in 42% items and ranged from 15% to 70%. The eLEAP model lowered the scores in only 13% items and ranged from 1% to 6%. Marks in both models were the same for items scoring 100% marks. That meant high scorers with more items with 100% marks had less variation in scores. Overall, the student scores averaged out higher in eLEAP model and hiked the student performance in general. So,



the concern of eLEAP lowering the scores was dispelled. The eLEAP MCQ should be acceptable for the faculty and students. Having seen the evidence from the preliminary study of 11 students' performance, the matter has been laid to rest. It is worth conducting more studies in the regard.

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the evidence from the preliminary study of 11 students' performance, the matter has been laid to rest. It is worth conducting more studies in the regard.

THE PROCESS OF ONLINE EXAMINATION

We went through the examinations with excitement. Invigilators had to create WhatsApp groups with the 12 to 15 students they took care of. They answered students' queries before the starting and during the exams. The anxiety among the coordinators, invigilators and students was palpable. Monitoring the students at eLEAP was a very efficient method. All of them signed the Integrity Agreement in the half hour provided. Students with unstable internet connections and slow speed of data was rare. PDF versions of the question papers were kept ready to use during such eventualities. However downloading the PDF file also could be difficult in such a situation. One student faced the internet crash during MCQ test and was sent the PDF version by WhatsApp, which she struggled to download. Finally she managed to send back an image of the answers written on a sheet of paper. Manual marking of this student's answers created some confusion as different assessors came with different scores. With a

few trials finally 3 assessors came out with same marks.

PREPARING THE QUESTION BANK AND QUESTION PAPERS

Uploading questions in the question bank of eLEAP was another challenging experience. Although it claims the whole lot of questions could be uploaded instantly with proper settings, it was not available for the question types we used. The modified essay questions and short answer questions had to be copied and pasted in proper page settings to make it student-friendly and not very different from the type they are used to. The CALM staff, especially Madam Sh Norizan, came to the author's rescue whenever problems arose. Having undergone no formal training in the system we frequently needed help from colleagues and the CALM staff.

AMAZING POTENTIAL OF ELEAP ASSESSMENTS

In the whole process, the author was amazed by the variety of facilities eLEAP offered. The review and feedback systems available could be of great use as a formative assessment tool. The facilities like assignment, chat, choice, forum, questionnaire, quiz, file, folder and URL were used by

our staff, which helped to upload teaching / learning materials and access assessments with ease. Overall, it was an exhilarating and enriching experience for the author as an academician at the verge of retirement. The author's only resentment is that he could not use the facilities to the fullest due to time constraints. It is hoped that all the lecturers who have access to eLEAP make use of it to the maximum and benefit the faculty as well as students. It is also recommended that the same enthusiasm continue in the post-COVID era too.

STUDENT FEEDBACK AFTER THE ONLINE COURSE

An eLEAP questionnaire was used to obtain student feedback. Prompt response was received from 76 out of the 78 of them. There was overwhelming positive response and acceptability of the online teaching and discussion sessions. Several practice quizzes made available on eLEAP and discussing them in synchronous sessions was greatly appreciated. Most of them 'loved' the voice over Power Point lecture slides uploaded. They were happy to watch them anytime and any number of times in the comfort of their homes. Other advantages mentioned by many respondents were: no need to dress up or travel, saves money and time; be with family; eat during lecture sessions; better audibility that is sometimes missing in class rooms; no fear of showing face; could clarify and ask questions through chat facility; could spend more time and put in more efforts to study. The main concern most students expressed was the unpredictable, but expensive, internet connection; missing friends and lecturers; lack of efficient e-devices; sometimes noisy and uncondusive,

distracting environment at home; too short course of 3 weeks; possibility of cheating in the exams; some lecturers being not good with online platforms; lack of colleagues to discuss; concern of eLEAP model MTF being too harsh with negative marking; too long sessions; difficulty in asking questions and technical issues. Most students liked and benefitted from the VSAQ (very short answer questions) model quiz on eLEAP and the feedback discussion based on that.

RECOMMENDATIONS

The author recommends to the medical faculty and other faculties to make use of the eLEAP platform to the fullest. Formative assessments allowing instant feedback will benefit the students in learning. Multiple choice tests, widely used currently, are supported by reliability and validity for efficiency in grading students. But, they do not offer any insight into the actual status of the students. There is a possibility of making use of the constructed response questions in the 'essay quiz' available in eLEAP (Hauer et al., 2019). The students' answers read by the lecturers will provide valuable information about their actual status. A move away from the time-consuming and challenging task of constructing high standard vignette based MCQ in clinical medicine with unambiguous false statements and plausible distractors will be a great relief to the academicians. Shifting all the written assessments into eLEAP will eliminate the need to print tons of question papers and OMR sheets. This move will not only benefit the university financially, but will make it also earth and environment friendly. The anguish of deciphering bad

student handwriting while marking will be done away with, as well.

Item analysis of MCQ and BAQ, which is instantly performed by the optical mark reader is one facility missing in eLEAP. We can use Excel Worksheets to do item analysis of non-binary assessments using the UNIMAS Formulae for Assessment Analysis, a UNIMAS IP.

CONCLUSION

Thanks to COVID-19, our attention was captured by eLEAP platform. Although the academicians were forced to use this platform, having experienced its wide potentials and remarkable performance, are expected to become hooked to it. I sincerely hope the medical faculty and all other UNIMAS faculties shift all their written assessments to this digital platform, which will be a kind gesture to our university as well as to the mother earth. Taking the contingency situation as a challenge and looking at the positive side of it helped to overcome the hardships and make it an exciting experience which opened up the gate to the potential to an enriching future. ■

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E-Learning During Movement Control Order: A Learning Experience

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The increasing number of COVID-19 cases in Malaysia has forced the government to enforce the Movement Control Order (MCO), where it limits the movements of its citizen in order to prevent the outbreak from spreading. This requires the closure of public places such as schools, shopping malls and including higher education institutions. The closure of higher education institutions has affected the on-going teaching and learning activities in the country. In order to deal with this scenario, the teaching and learning process in Centre for Pre-University Studies (PPPU) was shifted from blended learning (mixture of face to face and online learning) to fully online learning. In this article, I will share my experience as part of the PPPU community in dealing with this unexpected and sudden change in the learning mode.

The Uncertainty

During the announcement of MCO on 16th March 2020 by the Prime Minister, the initial announcement stated that the MCO would be enforced starting on 18th March

2020 until 31st March 2020. Since all public spaces including higher education institutions were instructed to close down for about two weeks, there were so many uncertainties on how the MCO would affect our lives as most of us had never been in this situation before. It was decided afterwards that PPPU would also be closed for about two weeks starting on 18th March. All lectures, tutorials and laboratory sessions would be halted. Following this announcement, some students decided to return to their homes while there were also those who decided to stay at their hostels. During the MCO period, all classes were not allowed to be conducted, not even online classes. At the time there was no confirmation whether the MCO would end on 31st March and a possible MCO extension period was a possibility. Due to this uncertainty, the university then decided the best way for PPPU to move forward in order to complete the semester would be to conduct all classes fully online. Several online discussions with PPPU management and course coordinators were held to discuss

the best way on how to implement online classes for PPPU students. From these meetings an ad hoc taskforce known as e-learning committee was formed to assist with the shift to online learning. The committee consists of PPPU staff headed by Mr Adrus Taruddin. With the help of Centre For Applied Learning and Multimedia (CALM), the function of the committee was to come up with suitable procedures and policies regarding the implementation of online learning in PPPU during the MCO period. It was decided starting on 1st of April 2020, PPPU would continue its semester sessions fully online until the end of semester.

The Reactions

When MCO was announced, it was during week 13 of the academic calendar. For PPPU we have 18 weeks in a semester, so this would mean the remaining 5 weeks would be transformed into fully online learning. Although just for 5 weeks, this was still a huge challenge to the staff as all of us had never experienced or done anything like this before. In my opinion, I

would say we were 'lucky' because before the MCO, most courses had already completed most of their assessments and the mid semester examination was done on week 9 as well. Upon hearing the decision to go fully online there were mixed reaction from both lecturers and students, mostly their concern of the decision to explore this so called "uncharted territory". Many questions and complaints were heard. Questions such as: Why the need to proceed with online? Why not just postpone the semester? What if my home internet coverage is bad? What if I don't have laptop? Does online learning guarantee fairness to all students? How the exams will be conducted? My home is not conducive for learning and so on. Some concerns from lecturers were mainly about the facilities, network and the delivery transition from face to face to online learning. These reactions were expected, and it is important to take note of these concerns and address them accordingly.

The Preparation

Just about two weeks before the implementation of online learning, we realised a proper planning was crucial. The management, the staff, the e-learning committee and with the help of CALM had worked hand in hand in order to come up with a proper online learning plan. The main concern to us at the time was the issue of students' connectivity. An online survey was done by CALM to all UNIMAS students in order to identify the status of students' connectivity and their devices. The outcome of the survey was analysed and PPPU students with critical problems such as poor connection and no devices were identified. These students were contacted by their mentors and almost all of them could still participate the learning process via

low bandwidth learning method.

Most of the students identified live in rural areas where good Internet connection is difficult to get. It is crucial to identify these students and provide suitable solutions to them before the classes started as we do not want any students to be left out because of their problems.

Due to these connectivity concerns and to provide fairness to all students it was decided that the online learning would be held asynchronously, meaning the students would be able to access the learning materials according to their own time. This would require lecturers to prepare and upload pre-recorded learning materials for students. Synchronous method would require them to attend live lectures online and most of the students would not be able to participate if their connection was poor, therefore this method was not recommended for PPPU students.

The preparation on the lecturer's side would be transforming their assessments and teaching materials according to the asynchronous method. This came as a big challenge but with the guide given by CALM, the transition was made possible. Tips and tutorials prepared by CALM from time to time had helped many lecturers, especially in transforming their previously face to face lectures into pre-recorded videos. The aim was all these materials could be accessed by the students in the learning platform (eLEAP) even with their limited connectivity. WhatsApp group according to student's class was also introduced

to provide a platform for students to discuss the learning materials with their lecturers.

A new class timetable was introduced that met with the asynchronous method. The timetable functions as a guide for students to look for new contents uploaded on eLEAP. The timetable is divided into two slots, the morning and afternoon slots. The slot morning is for students to refer their learning materials, while the afternoon slot is for class consultation. For example, every Monday and Wednesday mornings Biology course would upload new contents on eLEAP. Class consultation for Biology would be on Tuesday and Thursday afternoon respectively. One hour consultation session in WhatsApp group involved discussion between lecturers and students regarding the content uploaded by the lecturer earlier on eLEAP.

The Implementation

On 1st April 2020, the implementation of full-on online learning started. Based on the timetable given, both students and lecturers tried to follow it accordingly. At first, there were confusions among few of the students, as some of them thought the timetable was for them to attend live classes and would meet their lecturers online, they became puzzled when it didn't happen. Lecturers had to explain to the students the online mode would only be asynchronous, and not synchronous. It is important to ensure the students understood the difference between asynchronous and synchronous method before starting the online learning to them.

After a week the online learning sessions went smoothly with no

major problems. Since attendance was still mandatory for the students, they were required to participate in activities on eLEAP as proof of class attendance. No participation on eLEAP equals no attendance. Examples of activities to monitor students' attendance include Padlet activity or short online quizzes. Course coordinators were required to monitor students' attendance and the report would be submitted weekly to Kementerian Pengajian Tinggi. Based on my observation on this, weekly attendance monitoring has added more burden to both students and lecturers. For students, they were required to participate in activities for every course, thus with 5 courses enrolled a student could be required to participate in more than 10 activities weekly, and this is just for attendance, yet to include other extra assignments or tutorials. For lecturers, before the MCO, attendance report was only required to be submitted every 6 weeks, not weekly, and this led to situations where some lecturers and course coordinators struggled to compile the attendance and submit the report by the end of the week. Furthermore, lecturers also need to identify and personally contact the students who didn't attend the classes in order to find out why they failed to participate. This repeated process can be tiring especially if the attendance was poor and many students needed to be contacted. But the positive side of this, we managed to identify students who were really unable to participate because of sudden poor network in their area. Therefore it is important for lecturers to have empathy towards their students as each students may face different scenarios in dealing with online learning in their homes. During the 4 weeks of online learning in general students'

participation was satisfactory but there was a slight decline in some courses towards the final week. The most famous excuse received for their absence was they "forgot" to participate in the activity. It was unknown if these students really forgot or they purposely missed the classes. If the learning weeks were longer I would suspect a decline in attendance probably due to students starting to lose focus during online learning. Thus, it is important for lecturers to keep track of students' engagement throughout the semester. Although by using activity might be the best solution to monitor students' participation but at the same time it is also important to consider the burdens faced by both students and lecturers as well.

The Examination

The final examination was divided into two parts, namely take home examination and multiple-choice question (MCQ) examination, both were conducted on eLEAP. Before the examination was conducted our e-Learning committee had come up with an examination guide to both students and lecturers. For lecturers, the guide include instructions for question set up on eLEAP and invigilation roles. The guide for students include instructions they need to follow before, during and after the examination. Also included was instructions of what students need to do if they were to encounter any unexpected problems during the exam. A mock online exam was also held to troubleshoot any unexpected problems that might happen.

Take-home examination was held from 20th till 25th of April 2020, one week before the MCQ online examination. The examination

consisted of structured questions that mimics an open book test. Students were required to answer all questions within the allocated time given. To reduce the online traffic and also burden among students, each course is subjected to one day to conduct their take home examination. To provide fairness to students, the amount of time given was according to the difficulty of respective questions, as most courses allocated 1-3 hours for students to complete the examinations. During the examination, the lecturers took a role as invigilator, in which to assist students regarding any technical problems or to answer enquires on the questions raised by students. To ensure integrity, students were informed beforehand that their submissions would be crossed checked for plagiarism by Turnitin software. In my opinion Turnitin is best applied to the type of question that requires elaboration answers. A simple rubric applied is the higher the similarity detected the more marks will be deducted. We have found that the introduction of Turnitin had helped in maintaining examination integrity by deterring students from committing plagiarism. As for late submissions, students were warned their marks would be deducted if the submission was late without any acceptable reasons. By the end of the week all students successfully submitted all their take home examination answers.

The following week, MCQ examination was held. Due to the format of the examination, shorter time was allocated to complete this examination. Most courses prepared 20 MCQ questions to be answered by students in 1 hour and 30 minutes. To maintain integrity among the students, 3 sets of question was prepared with the

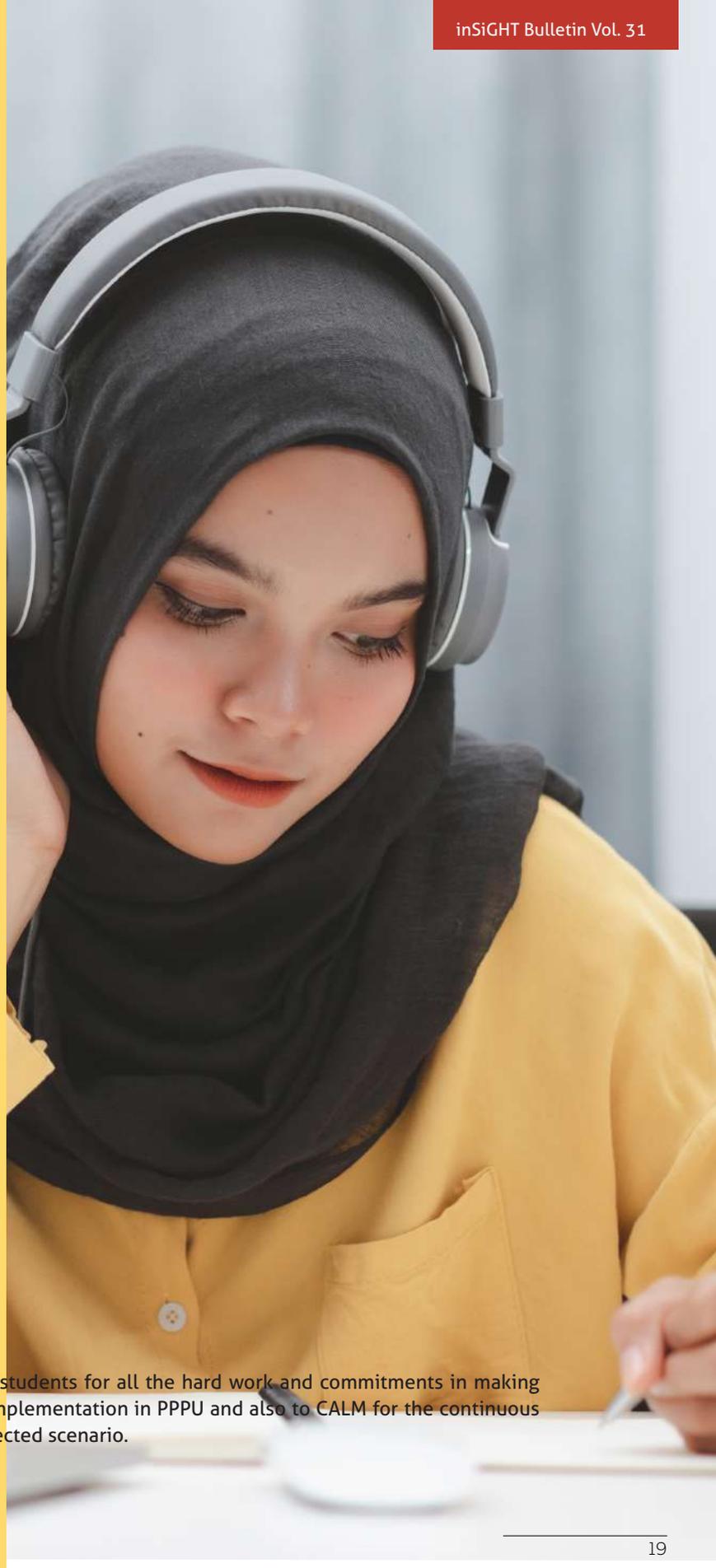
questions and answers arranged randomly. Therefore there would be less chance of students getting the same set of questions, deterring them from cheating. Just like in take home examination, lecturers were also assigned to invigilate the students during the MCQ examination. Besides that, lecturers need to ensure all students logged in during the examination, if there were any students had not logged in they would be contacted immediately. Generally it is a challenge for lecturers in dealing with integrity during online examination, but what I personally feel is there is no definite solution to ensure students would not cheat, but the steps taken should aim to minimise the possibility of cheating from occurring.

Conclusion

In conclusion, online learning experience for PPPU is challenging, due to many factors, such as time limitations and various problems faced by both students and staff. These factors should be considered in order to create an ideal online learning experience for all. From this experience we learned that proper planning, discussions and executions are crucial in making sure the online learning experience occurs smoothly. Both students and staff will face many obstacles during this process and it is very important that both sides willing to acknowledge the problem and try to identify the solutions together.

Acknowledgment

I would like to thank PPPU staff and students for all the hard work and commitments in making sure the success of online learning implementation in PPPU and also to CALM for the continuous assistance in dealing with this unexpected scenario.



TEACHING DIFFERENTLY DURING A PANDEMIC



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I had always imagined instructional practices in higher educational institutions to be fully online someday, but little did I imagine it to happen in 2020 and within a matter of few weeks. I am sure I am not alone. For many academics, the recent lockdown season was probably a period of putting together notes and instructional material on a new platform for many instructors. This was definitely different from previous online experiences, because before the instructors could vary between face-to-face and online practices. It also meant churning out digital learning materials which translated to more work and less time for research or a break. Listening to woes about poor connectivity, accessibility and bandwidth issues on social media one is able to sense the unspoken assumption that live chats or virtual online chat apps happen to be pure substitutes for classroom instruction, or are they? As Tracy Wilichowski and Cristobal Cobo (2020) tweeted: the damage brought on by the coronavirus pandemic has forced higher education to learn to: a) cope to reduce learning loss, ii) manage continuity in learning with safety in mind, and iii) treat this as an opportunity to improve and accelerate the higher education system. This brings us back to the earlier assumption.

If instructors, continue to point a camera at ourselves, read from notes or teach like what we do in the classrooms, we can sure that the result would be second best.

Given what we know about teaching and learning, technology and assessment; what we need to do when preparing to teach using a live social media tool would be to make it a setting for an outstanding pedagogy.

Coping

As a lecturer at Universiti Malaysia Sarawak, I teach discourse analysis and research methodology to undergraduates. Apart from a degree from the University of Arizona degree is in second language acquisition and teaching, I have some brief experience with attending online course via Coursera (e.g. online course on Comic book design and Linguistics), membership in some teacher group caucus on Edmodo and had attended several University/CALM initiated teaching webinars. These exposures have taught me valuable lessons on how to convey complex information in a way that will engage, help learners

understand and remember content and cope with this new normal. In other words, I learnt and am still learning to cope, manage, learn and maintain, upgrade and accelerate and this was not achieved overnight. I thank the giants before me.

Managing

In the comic book course, I learnt about “creating a project”. This taught me the value of putting thought into designing the various assessments that contributes to the learning and outcomes of the course before I can even think of getting to put something up into a platform like Instagram, YouTube etc. Given that this generation likes collaborating, creating and showing and telling, it was more important for learning outcomes to be based on getting them to realize these experiences through the course. When this is looked into, distance between students across both divides of the South China Sea may no longer be an issue. Also, platforms like WhatsApp and Instagram has made it possible for students to interact seamlessly and this is an asset to pedagogy. In other words, one had to rethink everything when starting on a new medium, redesign the content for the medium and keep up with some of the latest apps. I had to rework on this in line with the course outline. In putting together a digital comic book, I learnt about beginning with an idea, sharing, gaining feedback, thumbnail sketches, scripting, pencilling,

inking and later converting to digital designs and how to reach out to a wider audience. There was a stage for every level but to excel, one needed the support and encouragement of friends and this is where peeragogy became a valuable way to get one another to value their friends' work, see things differently and learn. My next task was to transfer and translate these knowledge into my existing courses and that helped me learn.

Learning

I guess, to many of us this is not new because in the early day of television viewing e.g. RTM, viewers were impressed by newsreaders like Bosco de Cruz and sports commentators Rahim Razali who provided daily information from prepared scripts. Things changed with the likes of colourful Ras Adiba Razi from TV3 with brought in on the spot reporting and audience participation. So, it is with tools like zoom, Microsoft team, webchat etc. I struggled with various platform in the beginning and my students did complain about difficulty in viewing. However, when I promised to put up the materials, included quizzes, recordings for those who were unable to follow on eLEAP, they were willing to give online instruction a chance. I asked them for feedback on the way we were learning. Based on their input, they were still not converted but were evolving and over time became more open to new online platforms. I had crossed the Rubicon.

Maintaining

The first thing they requested was for me to slow down. I understood. I spoke too much for my fear of not covering the syllabus. It was information overload and old school. My voice was shaky, lack of eye contact and it was hard for them to concentrate on the lectures. In other words, zoom and Team lectures tend to feel more detached compared to those delivered in person, which

made it hard for them to focus. I invested in a set of headphones and began with a teleprompter to help me speak slowly. I also tried to limit my online lectures to a short opening monologues, plus a few interludes of explanation to introduce new activities before directing them to breakout groups. I assigned students to read pages of 2-3 and look through the notes to each topic. They were required to answer a quiz every week via eLEAP. The notes were time consuming to prepare, but my students thought that was a great way to learn since my illustration skills helped. In addition to the other assigned readings, they were given the opportunity to view a series of short video lectures on the course website. During the online class time, students were made aware of the main points, and told to look at issue from a fresh angle. Discourse analysis allowed for learners to look at issues in relation to social realities and critical angles. This helped because this allowed me to express my excitement about an idea or happening and show how this is related, rather than give a theoretical and general explanation.

Upgrading

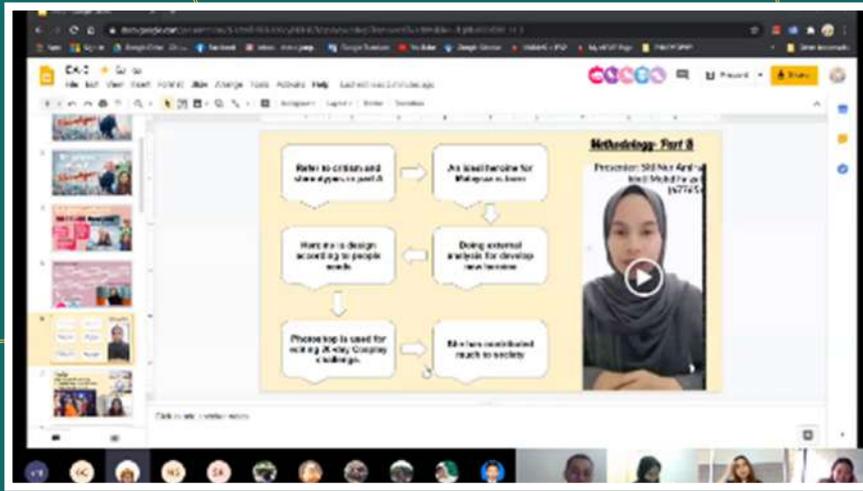
What my students liked best about the live on sessions was the fact that learning appeared personalized as all students had the opportunity to speak up or use the chat section. The students were also allowed to have small group discussion in breakout sessions.

Many students did feel shy about speaking up before a checkerboard of 25 – 30 classmates. They were allowed to turn off the video and mute their voices, but in small groups they were comfortable to thinking out loud and test out ideas on each other. Then when they came together, students were more aware of the topic and what was ahead. I was able to hear from more students during this season compared to the earlier face to face sessions. This was evident that learners were engaged and pursuing their learning actively.

Accelerating

So, what has this done for the overall university learning experience for the learner? The various online live chat applications regardless of their user friendliness has become a means of implementing active learning. The style of instruction became a way where students participate in the learning process rather than remain the passive audience. Over time, students who wanted to speak began to unmute and submit videos of their opinions and feedback which reflected more confident and enthusiastic learners. Some students went on to upload their work online and I was pleased to see their confidence and technology skills which they learnt on their own in order to demonstrate their skills and creativity. Active learning definitely made it easier for learners irrespective of where they were to learn, and easier to make this happen, here is my checklist.





Activities done through Microsoft Teams

Talk Less

The live apps were not meant to be a friendly talking head alone but opportunities for introducing lessons and kick-offs for smaller group work sessions and opportunities for getting the groups to return to the main sessions.

Motivate Students To Come Prepared

It is difficult to ditch live lectures since many of us have learnt to master it well. But the lectures need to be supported by notes or brochures. The notes and booklets enabled students to take in information that I would have explained if this had been a conventional face to face session. When students saw the materials in several forms (multimodality), it helped make the concepts stick.

Getting Students to Using Zoom Rooms

When left to work on their own, the students take ownership of their ideas, teach others and express their views, voice their dissatisfactions and clarify what is blur. They also text how far they can understand and set up their own WhatsApp group where they share and exchange ideas. Indirectly, all these multitasking helps them think critically and solve problems.

Varying the Rhythm and Structure

At some point, I began to gravitate towards Microsoft team because it gave us more room to teach without interruption, and it allows for recording and live streaming. It might not allow many students to appear in the checkbox

screen but it we have many other apps to compensate. So, given that these are adult students, I emulated the structure of a television variety show like ASTRO, where rather than only entertain and inform, I tried to deliver a cannon of theoretical approaches and frameworks in multiple ways. After each major theoretical framework and approach, students were asked to apply the concepts through forums to analyse a situation or solve a problem. The university's elearning platform was convenient since we managed to open up a chat session as helpline for students who needed to refer or verify information.

Conclusion

Finally, if you have made up your mind that live learning tools is not as good as classroom teaching, that it will be. So let's just give life and virtual learning a fair try and you will have taken the first step. Online learning can be infectious. Of course, online learning has its drawback. It may be less welcoming to students who lack good internet connection or a private place to study. It can leave everyone feeling disconnected and it can trigger internet fatigue. However, used well and paced out evenly, this form of learning can become the setting for transforming the university classroom into an active community of researchers, teachers and responsible citizens.

Acknowledgment

I would like to thank the second-year students from FLC for all the input, enthusiasm and interest in the course.

Online Surgical Teaching & Learning: Our Experience During The Pandemic

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During the pandemic and the implementation of Movement Control Order, the medical programme teaching and learning activities were significantly affected. Not only were the students not able to enter hospital facilities for clinical teaching, there have been no face-to-face lectures, seminar presentations nor Problem Based Learning (PBL) activities due to the restriction. For this reason, Year 3 MDP 30309 Surgery Posting theory teaching sessions were replaced with three weeks' online teaching program for the total of 78 students (combined classes of two postings) starting from 9th June until 25th June 2020 and followed by the End of Posting Online Theory Exam through eLEAP platform. The format of theory papers was 20 Multiple Choice Questions, 10 Best Answer Questions and lastly, 8 Short Essay Questions. At the end of this posting, students were requested to respond to Feedback Questionnaire in the eLEAP page and allowed to express their comments and suggestions on this online teaching programme anonymously. In this article, we would like to share our online teaching experience and review of the students' feedback.

The Challenge Begins

This was the first time the lecturers from Department of Surgery needed to deliver their lectures

fully online. Surgical online teaching has been practiced in few institutes and thought to be useful, but still not widely practiced in our medical school. Although our Department has adopted blended learning for the past few years, this remained a big challenge to the Department since not all lecturers were familiar with online teaching and might have difficulties to deliver the content of lectures effectively without direct interaction with the students. After finalizing the teaching plan and time table, the Department conducted an online Departmental Meeting to brief the lecturers and have them familiarized with the online teaching platform. The lecturers were free to choose any platform (Zoom, Microsoft Team, Webex) they were comfortable with, and encouraged them to have both synchronous and asynchronous teaching activities together. The MDP 30309 theory teaching sessions composed of five Lectures, seven Seminar Presentations, and eight PBL sessions. We have tried to keep the learning sessions as interactive as possible by providing chances for the students to present their slides online to the lecturers and other students.

The Delivery Methods

Every lecturer has their unique way of delivering lectures. One of

the favorite ways, as responded by the students in their feedback, was inter-session quiz between the asynchronous and synchronous teaching activities. The students needed to access the learning materials in eLEAP page and performed self-learning a few days before the online session. On the day of online teaching, the students needed to answer a set of quiz through eLEAP, and the lecturer would read through their answers immediately after the quiz was finished. And during the online teaching session, the lecturer would focus on the students' weakest part and gave them guidance accordingly. Regarding the delivery platform, about 75% of the students preferred Microsoft Team as it was more user friendly. Hopefully, some other more reliable and established software emerges in the near future making it a real possibility towards satisfaction of both the students and lecturers.

The Challenges Faced by Students

As one can normally expect, students staying at home were still in their domestic environment and their normal life at home still going around them and this can sometimes be a bit distracting. Everything about the remote teaching depends on the internet signal which comes with a cost. And, the cost incurred, can be

significant for some students. Even for those who already have a fairly significant data plan, there still was no guarantee about a stable connection. Some localities, with poor connection, students said, experience fluctuations in the signal strength and this negatively affect the attentive participation of the whole group. Some students even needed to rush to a mall nearby for the sake of better connection. Convenience of staying home, rendered possible by the online teaching made the students found it very motivating and conducive to put more effort into the study after the teaching was over and left them fresh and energetic for the rest of the day. More time being available for self-study enabled them to digest the topics better and let them explored more on the scope of reference materials. Some students felt bored if the lectures were too long especially students' presentation in the seminar and PBL sessions.

The Effectiveness of Online Learning

Based on the students' feedback, 70% of them agreed the online teachings were effective. As in the conventional way usually conducted, students were always encouraged to ask questions

whenever they need further explanation along the way of presentation or teaching. The students promptly responded with any queries they have in their mind. With good connectivity, no problem had been encountered in students raising questions or explanation by the lecturers reaching back to students. But, undeniably, it can be no match to face-to-face teaching and probably that is why at least some students prefer the latter.

Conclusion

Conducting fully online teaching and learning activities in surgical subjects was indeed a new experience for both lecturers and the students in our department. All the hard work of teaching being accomplished from the comfort of home, freedom from the hassle of the annoying traffic on the way to the classroom, and expenses for the transport, the lecturers and students all alike would have appreciated this new experience of online teaching and it certainly is going to be one of their favorites. Quite obviously, the downside is that, because of there being so many limitations like connectivity, costly data charges on the part of students, the need for familiarity with currently available teaching

software, and some difficulties with interaction between students and lecturers, some obstacles possibly might emerge.

Acknowledgment

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- Staff from Academic and Exam Unit, FMHS, UNIMAS.

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Asynchronous Online Learning Activities in The Research Methodology Class

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The COVID-19 pandemic has inspired educators to transform their way of teaching. Educators can use the opportunities to adapt either synchronous or asynchronous methods of teaching. This transformation did not only take place in Malaysia but it has also impacted the education system globally. According to the World Stat Outbreak (2020), 11,073,418 million citizens in countries all over the world have been affected by this unprecedented situation.

The synchronous or asynchronous methods demand educators to make thorough preparations. The synchronous method so-called live session (real time session) involves media usage such as video conferencing and live chat and it requires high bandwidth accessibility (Hrastinski, 2008). The synchronous method offers opportunity to students in terms of engaging directly with the instructor. The synchronous method provides students a social connection between students and instructors in times of crisis.

To adapt a synchronous method such as conducting a live session, educators must consider the student's capability to access high-speed Internet since live session requires high bandwidth. On the other hand, for asynchronous method, students do not necessarily need a high bandwidth internet connection to learn the subject materials. Moreover, it is very much cost-effective and

imposes less burdened on students who have to purchase the internet data.

It is best to adapt the asynchronous method considering the various challenges encountered by students. There have been some arguments on the lack of "engaging" learning process through asynchronous method because of the absence of live interactive session with the students. This assumption should be shifted. In fact, learning outcomes can be achieved by the students through asynchronous method. Students can have an equal access to effective learning and participation via asynchronous method. Students can still receive direct feedback from instructors in their learning activities.

Asynchronous method in Teaching & Learning

Instructors can experience an interactive teaching and learning with the students through technologies used in the asynchronous method (Mayadas, 1999). The asynchronous method in teaching and learning can be applied to reflect on the complex issues. The asynchronous method can also be used as means of communication with the students especially when the internet connection is low which allows the students to learn their materials at their own pace. The asynchronous learning is a practical method

because it considers three types of interaction that involve within students, between instructors and students, and between students and course content (Bernard et al., 2009).

Students can easily access their learning activities through asynchronous method thus it encourages the student-centered learning approach. Students can access and complete their tasks at their own pace, and at different times. They can also retrieve their class notes, listen to the pre-recording video, interact with their classmates through activities such as forum, reflection, quizzes, and receive continuous feedback from their instructors using chatroom or message via whatsapp.

One of the advantages of asynchronous method is the flexible modus operandi (Hrastinski, 2008). This approach allows students to access their materials such as the audio or video version of their class lectures, handouts, and reading articles. They can work independently because they can easily access their course anytime and anywhere. This method is appropriate for those who have low internet accessibility and students with very limited mobile data. Through the Learning Management System such as Moodle and eLEAP or any other learning channels, instructors can upload their materials for teaching and learning and provide means of

communication between students and instructors similarly with physical classroom.

Not all students share similar learning styles. Hence, the use of asynchronous method can address certain learning needs. Students are given some autonomy and opportunities to drive their own learning such as to choose the topic that they want to focus first before doing the next task. This method provides some flexibilities especially to instructors with tight and busy schedules, having to juggle with teaching and working on research and publication.

The asynchronous method can be a cost-effective strategy. Students use low bandwidth and less internet data for this type of learning. Instructors will have an ample time to provide feedback and responses on student's work through this method. Students were more likely to receive constructive feedback from instructors through asynchronous method (Murphy et al., 2011).

However, this method of teaching and learning can be challenging as well. The instructors might experience difficulties to sustain student's motivation in this type of learning environment. Students should also maintain their self-discipline and have a good time management to complete all activities required for the course. Instructors must also dedicate themselves to provide constructive and continuous feedback to their students in order to avoid the frustration among students (Huang & Hsiao, 2012).

The Nature of Research Methodology Class

We choose to adapt Asynchronous method in the Research Methodology class after having much consideration on the students' needs and challenges

such as having lack of access to internet connection and the money that they spend on the internet data.

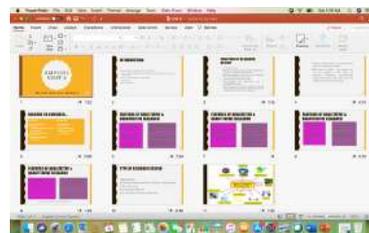
In the Research Methodology class, students are required to read notes, reading materials and join the activities that have been set up by the instructors. Students are given the opportunities to communicate with the instructors via Whatsapp interaction. The variety of asynchronous used in the class has allowed the students to achieve their learning objectives such as to understand concepts in research as well as to translate the knowledge into practice.

The course learning outcomes for this course are to apply the concepts and characteristics of research as well as to analyze the various research methodology and procedure to be followed in carrying out a research. Knowledge in concepts and characteristics of research is essential for students to continue to the advanced stage of research knowledge and understanding. The ability of students to analyze the various research methodologies in quantitative or qualitative research design will benefit them when they begin their own research project in the future. Then, this course also exposes the students to outline the research proposal based on concepts and procedures and write the reporting of research report.

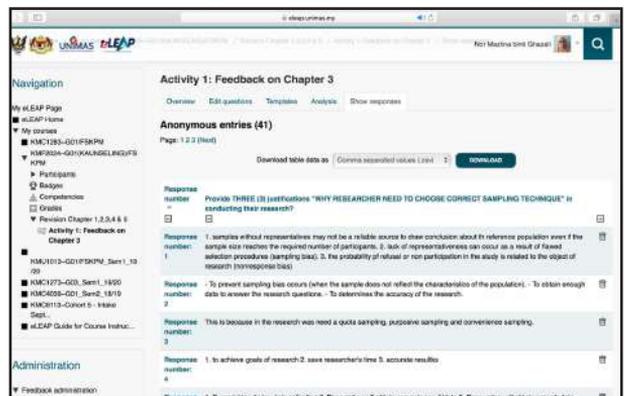
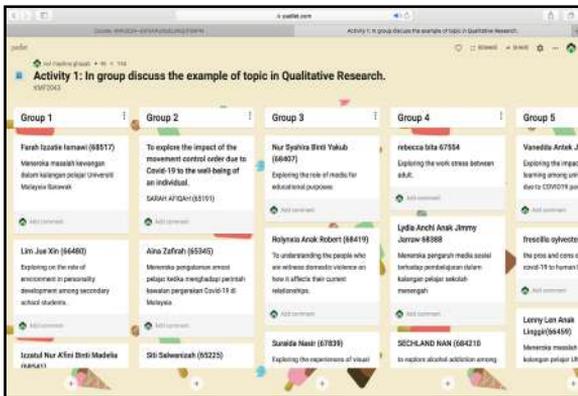
Reflection

The asynchronous approach used in this course is categorized into three parts. Part A is the power point slide for students' reference. Pre-recorded power point slides with audio were produced for the students. The pre-recorded power point slides were "chunked" into several parts so it would be easy for the students to learn the subject in a more organized way. The content of the power points were drafted with concise and

important information only and display captivating information to students in the form of infographic, diagram, images, and tables. It is very important to produce a concise yet impactful presentation slide to enhance student's comprehension toward the course content. The audio recording feature in the power point has become an effective medium for the instructors to convey their important messages to students via asynchronous method.



Part B consists of activities given to students in this course. A few tools have been utilized to set up the activities. eLEAP is the main platform we have been using to obtain student's feedback. Students were required to give responses based on the questions posted by the instructor. Other than Feedback tab in eLEAP, we have also used Forum as medium of discussion and interaction with students. Students were allowed to complete the activities during class or at different time of the day. We also have utilized Padlet for student's engagement. Students reported their research activities through Padlet. They were also given the opportunities to ask questions. Students were required to prepare a narrative infographic to conclude the content of the unit. Students with the most creativity in creating the narrative infographic would receive recognition from the instructors. Their outstanding work will be displayed on eLEAP. Recognizing student's effort is particularly important because it drives student's motivation in learning research method which often be perceived as dull subject by the students.



Asynchronous Activities Done on Padlet and eLEAP

Reading materials were also provided to students to support their understanding in the content that they have gathered from the pre-recorded power point slides. In this course, a minimum of three (3) reading materials have been provided to increase student's understanding on the particular learning unit. Students will expand their knowledge in the related learning unit topic through reading the additional reading materials. This process of learning might also trigger the students to ask more questions related to the subject.

The final part is the assessment as to measure the student's comprehension in research method. We have utilized assessment tools such as quiz feature in eLEAP, quizzis, and Socrative. All these assessments are efficient ways to monitor and evaluate student's learning that saves time for educators. With immediate feedback through assessment, students could focus on areas of research methodology that needs to be improved and make revision to enhance their comprehension.

Students' Feedback on Asynchronous Method of Teaching

Students have described that they have benefited from this method of teaching. They have learned from feedback, activities,

and assessments provided by the instructors. Students have also indicated that this is a cost-saving method and it lessens the student's financial burden. The asynchronous method is a feasible alternative for students living in the remote area where they can still have access to learning activities and assessment provided by the instructors at any time that they are available in terms of time and accessibility to internet connection.

In addition, through asynchronous method, students are empowered to work independently and they can develop their self-discipline. They get to learn the skills to explore and find answers through their own discovery. They may also develop their critical thinking skills along this journey because they have to analyze and brainstorm on how to apply the various types of research design through this course.

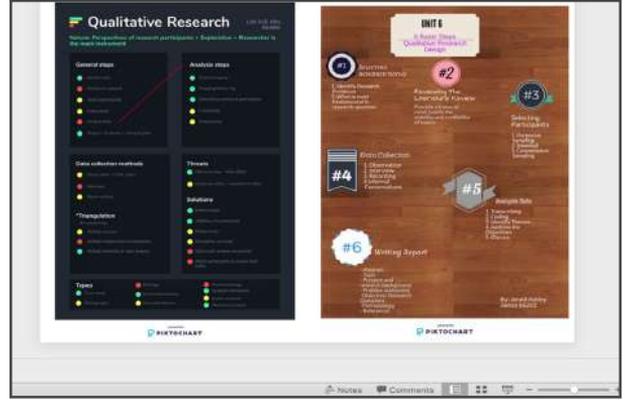
Conclusion

Considerations on the method of teaching and learning in times of crisis involve several factors such as internet accessibility, cost of platform for real-time and non-real time session, and hardware used by the students. Some students have no personal computer or laptop. Therefore, it could become an obstacle for them to attend a real-time online class. Instructors should take into account challenges

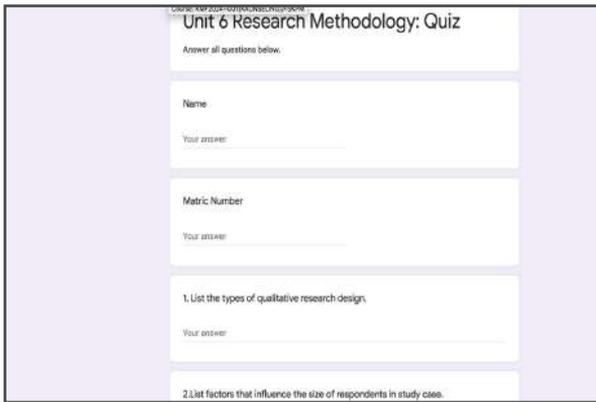
experienced by the students when selecting certain methods of teaching and learning. An instructor should conduct a survey to identify the needs of students prior to choosing an appropriate teaching and learning method.

The asynchronous method of teaching allows instructors to engage with their students through non-real time approach. This is particularly important especially during the pandemic situation where some students have lack of privileges to access to learning. No students should be left out for access to learning especially in the time of crisis.

In summary, asynchronous method can be part of the solution to overcome issues of accessibility and remove barriers in learning for students. We believe that asynchronous strategy can equally produce an impactful learning experience for the students. In fact, asynchronous method offers an opportunity for the instructors to transform their one-way, conventional teaching practice into a whole new and exciting teaching experience. Though it is more time consuming and requires an intense preparation, but all the efforts invested on the asynchronous method are worthwhile. ■



Samples of Narrative Infographic Produced by the Students



Name	Progress (%)	1	2	3	4	5	6	7	8	9	10
EBABE	12%	critical	year	B							
06517	100%	summary	findings	B	APA style	2015	disposal	confident	yes	time gap	super
Alhamb Derafi Agtri	100%	Describe	Assessme	A	democrat	research	Your dis	Honesty	Retrive	Popular	Attract
Akud	4%	Altera									
Amanda	100%	Summary	Research	B	APA style	2015	disposal	Confidant	Yes	Phantom	Super
Aufar	100%	critical	Sign	B	APA style	2015	disposal	confident	yes	popular	super
Bidayno anak Jampi I	20%	Systemat	you will	B	APA style	Always					
Caesay	100%	literatu	Research	B	APA style	2015	disposal	spareness	Yes	methodol	literat
Caesay	52%	comprehe	Research	B	APA style	2015	disposal	spareness	Yes	popular	reputa
Caesay	32%	describe	Research	B	APA style	2015	disposal	confident	no		
Caesay	20%	literatu	Research	B	APA	five year					
Caesay	8%	literatu	discover								
Chayra Choong	100%	Disal	Theorie	A	APA style	(2015)	disposal	Response	Yes	Empiric	Super
CHRI CHEW Lin	100%	literatu	informal	B	APA style	Wrong st	Disposal	-inform	Yes, it	popular	Super
Darah aljaja	100%	simple i	to know	A	scientif	scr. di	recomend	informed	no	years	Super
FRESILIA SILVESTE	100%	literatu	year	B	APA style	2015	disposal	methodol	yes	theory	profes

Evaluation and Assessments Using Google Forms (Quiz Mode) and Socrative

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Chemical Engineering PoBL Implementation During The Pandemic: Open Source vs. Campus-Wide Licensed Software

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During the enforcement of Movement Control Order (MCO), all higher learning institutions have been ordered to temporarily halt all activities related to teaching and learning. Lecturers were instructed to make transition to online learning by converting their usually face-to-face classes into virtual classes either live conferencing or through the learning management system

This transition had a significant impact on the organization of chemical engineering project-oriented based learning (PoBL) called Integrated Design Project (IDP), especially on the process simulation works where the students are supposedly working at the simulation laboratory to simulate the assigned chemical processes by using campus-wide licensed simulation software called Aspen Plus. The disadvantage of subscribing to this type of license is, the number of computers that can be installed is very limited due to the number of purchased licenses and this software is normally being installed in the university's registered computers.

Consequently, the students will not have any access to this software during this pandemic period. Hence, open-source license simulation software might be an alternative software to replace Aspen Plus to ensure the learning objectives of PoBL can be achieved at the end of the semester and the students manage to enhance their skills in operating the simulation software. This article will commence with a brief description of this PoBL and followed by the alternative teaching and learning method that could be implemented in ensuring all the course learning outcomes can be achieved at the end of the semester during this pandemic period.

Brief description of the Project-oriented Based Learning (PoBL)

Chemical engineering integrated design project is one of the requirements set by the Engineering Accreditation Council to be fulfilled by the chemical engineering students during their engineering study. This project is classified as project-oriented based learning where the students

are given only the topic and the project requirements. Then, by applying all their prior knowledge gained during their first, second and third-year studies, the students are required to design a complete chemical pilot plant based on the title and requirements given at the beginning of their six-semester study and this project is ended at the end of their seventh-semester study.

During the execution of this one-year project, the students are divided into several groups consisted of four to five students and guided by both academic and industrial advisors. The main role of the former advisors is to ensure the theoretical framework is correctly implemented and the main role of the latter advisor is to guide the students from the industrial perspective. By having both perspectives, the students will gain valuable knowledge and skill in solving real case studies. This project will prepare the students for the future especially for those who tend to work as a consultant. At the end of this project, the students will be various

aspects such as their fundamental knowledge, their problem-solving skills, and their interpersonal skills in managing their group members and communicating with the advisors. The students are also learned to do the weekly reporting by submitting the minute of meetings. Hence, their real project progress can easily be monitored and any problems occur during the project execution can be solved immediately.

Open-source Software Vs. Campus-Wide licensed software

Open-source software is defined as a free software that can be used by any person without having an obligation to purchase authorisation and permission right to use it (Licenses & Standards). However, for the campus-wide licensed software, the person who wishes to use this type of software is obliged to buy the authorization and permission right from the software ownership. Generally, the cost of one license is relatively high and consequently, the number of the purchased licenses are limited. Thus, this type of software is only installed at the high-performance computer located in the simulation laboratory. On the other hand, for the open-source software, the number of units is unlimited and the students can freely install this software in their personnel desktop or laptop. Furthermore, in term of the software installation procedure, the open-source software is less complex than campus-wide licenced software due to fewer stages in the standard operation procedure (SOP). Generally, the open-source license possesses a standalone type license and meanwhile, the campus-wide licensed software possesses a network type license. Standalone type license does not require internet connectivity during the installation and meanwhile, the network type license requires good internet connectivity because the activated

license need to be connected to the software-owner server not only during the installation process but also during the utilization of the software. Additionally, the connection between the activated license and the software-owner server needs to be done correctly and even one error would affect the software operation. Thus, during the installation, the wide-campus license software requires a skilful technical person to install this type of software correctly. But, for the open-source software, it does not require a skilful person because the installation manual is generally user friendly and the software is easy to be installed. Lastly, the open-source license software is widely used globally and discussion among the users could be organized to discuss all the arisen issue related to software utilization. On the other hand, campus-wide license software is only used by specific people especially those who can afford to purchase the license cost. Thus, the public discussion on the arisen issue related to this type of software is relatively difficult to organize because all the arisen issues could only be solved or discussed among the active users. As a conclusion, the open-sources software is more beneficial than the campus-wide license during this pandemic period due to its flexibilities in term of cost implication, technical specification, accessibility, and technical skill requirement.

Project-oriented Based Learning (PoBL) activities during the Pandemic Period

Since the MCO enforcement on 18 March 2020, all the activities related to this Integrated Design Project has been conducted via email, WhatsApp application where one WhatsApp group called "IDP 2020" have been created for this purpose and eLEAP, which is an official platform used by both students and lecturers in UNIMAS for online teaching and learning

purposes. During this period all the students have been reminded via WhatsApp group to update their progress every week on Friday by submitting their minutes of meeting to the Project Coordinator via email. In their minutes of meeting, the Project Coordinator could measure and evaluate the progress of the projects as well as the involvements of the group members by identifying the absenteeism. All the arisen issues regarding the project requirements are discussed via WhatsApp group. Meanwhile, for the arisen issue regarding the group members involvement, the group leader or any group members are allowed to discuss with the Project Coordinator via WhatsApp application or email, personally. By doing this, all the information and pieces of evidence provided are treated as private and confidential. To improve their interpersonal skills in managing their group members, they are encouraged to take a turn in preparing and chairing the group discussion.

Besides, in term of technical skills required for this project, several face-to-face seminars on reaction analysis, mass and energy balance, process block diagram and process flow diagram have been conducted before the MCO enforcement. Meanwhile, for the seminar on the process simulation which has been scheduled during MCO has been pre-recorded using Screencast-o-Matic application and uploaded on eLEAP. This is because some of the students have limited internet connectivity that causes difficulties on having synchronous via online mediums such as Cisco Webex Meetings application. In the pre-recorded seminar, open-source license software called DWSIM is used to replace the current campus-wide licensed software called Aspen Plus. DWSIM is chosen due to its technical specifications that are relatively similar to Aspen Plus software and less complex to be installed and operated. Before

the seminar day, the students has been informed via the WhatsApp group and eLEAP to install this open-source software in their personnel laptop or desktop. A step-by-step guidance on downloading has also been screen recorded and uploaded in eLEAP where students could refer to download DWSIM into their personal laptop and desktop. DWSIM software is relatively flexible because it can be installed in all types of computer including MacBook. Thus, the students will not supposedly be facing any problems to install this software in their personnel laptop and desktop. Pre-recorded seminar has taught the students in operating and manipulating the software correctly. Additionally, the students have been taught as well to analyze the output results. Thus, the students should be able to apply this knowledge in simulating their integrated design project by referring to the provided pre-recorded seminar.

Furthermore, to assess the student understanding in operating and manipulating this software, they will be assessed individually through a mini-project. In this project, an unknown chemical reaction will be given which requires the students to decide individually the suitable of chemical reaction. Thus, the reactions proposed by the students differ from one student to other students. Then, once the chemical reaction is decided, the students will proceed with the mass and energy balance equations as well as with the assumptions with the main aim to determine the operating conditions as well the process dynamic behaviour. Later, all the operating conditions and the physical properties will be embedded in the software to obtain the process output with the assumption that the chemical process occurs at the steady-state condition. Unfortunately, two students, namely as Student A and Student B were unable to simulate DWSIM due to the technical problems in downloading the software into their laptops. In order to assess students' skills in simulating DWSIM, an online assessment has been conducted where both of the students and lecturer were having online face

to face via Cisco Webex Meetings. During the online meeting, both of the students have been given a short briefing on the assessment and a chance to simulate DWSIM by allowing them to 'take control' of the lecturer's laptop and simulating DWSIM which already provided in the lecturer's laptop as shown in Figure 1 and Figure 2. Then, both of the students were assessed individually by the lecturer in different sessions, which is one to one session within 1 hour duration. Figure 3 and Figure 4 showed the the lecturer was assessing both of the students individually while the students simulating DWSIM via Cisco Webex Meetings

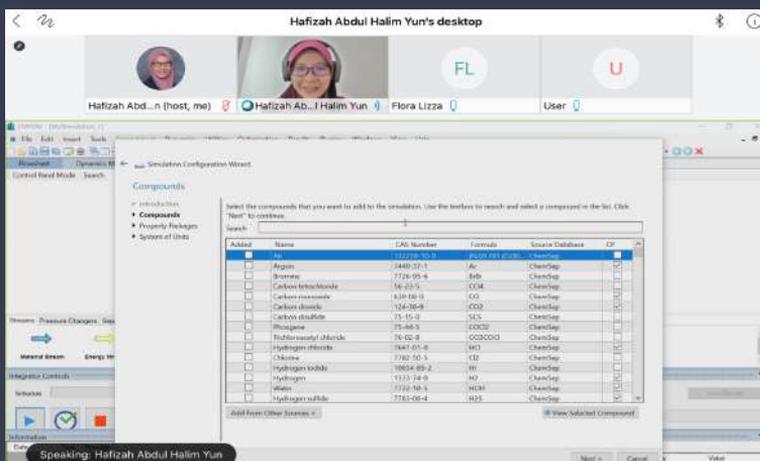


Figure 1: Screenshot of a lecturer giving a short briefing to both of the students (Student A And Student B) on DWSIM simulation online assessment

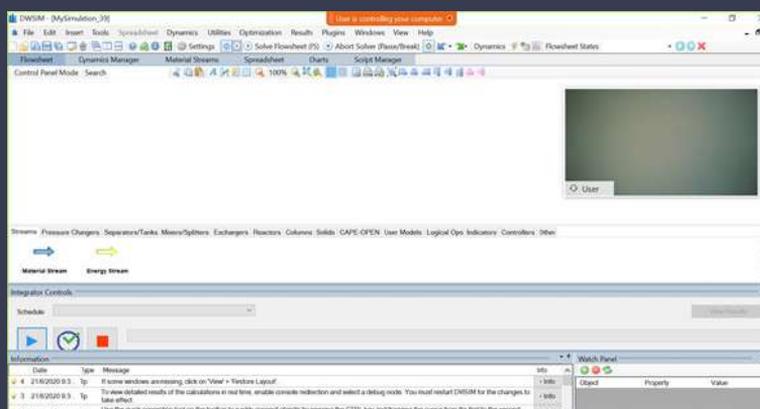


Figure 2: Screenshot of Student A simulating DWSIM by controlling lecturer's laptop via Cisco Webex Meetings

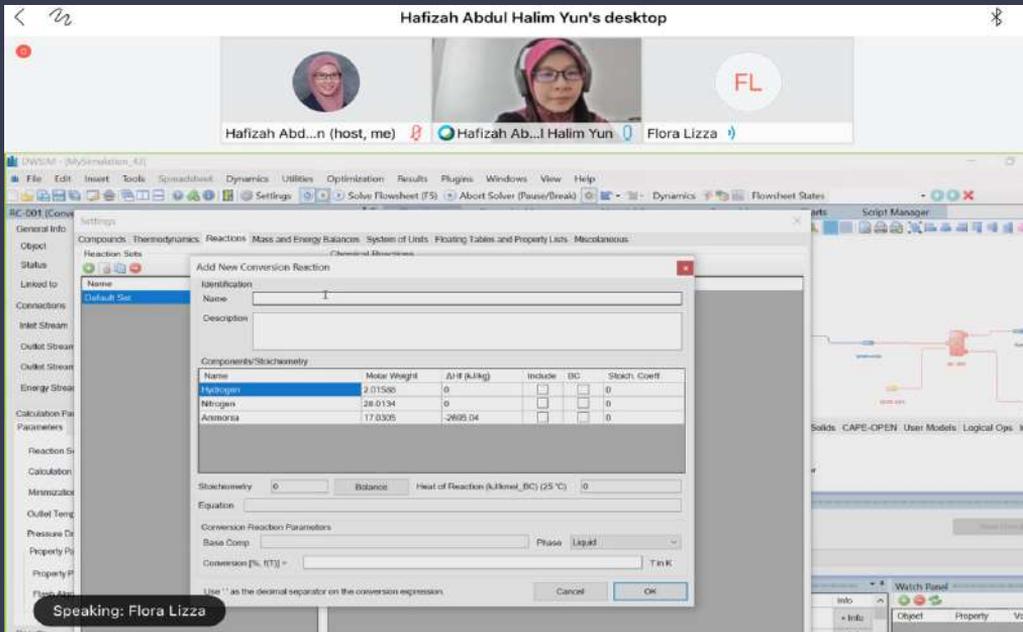


Figure 3: Screenshot of the lecturer assessing of Student A in simulating DWSIM via Cisco Webex Meetings

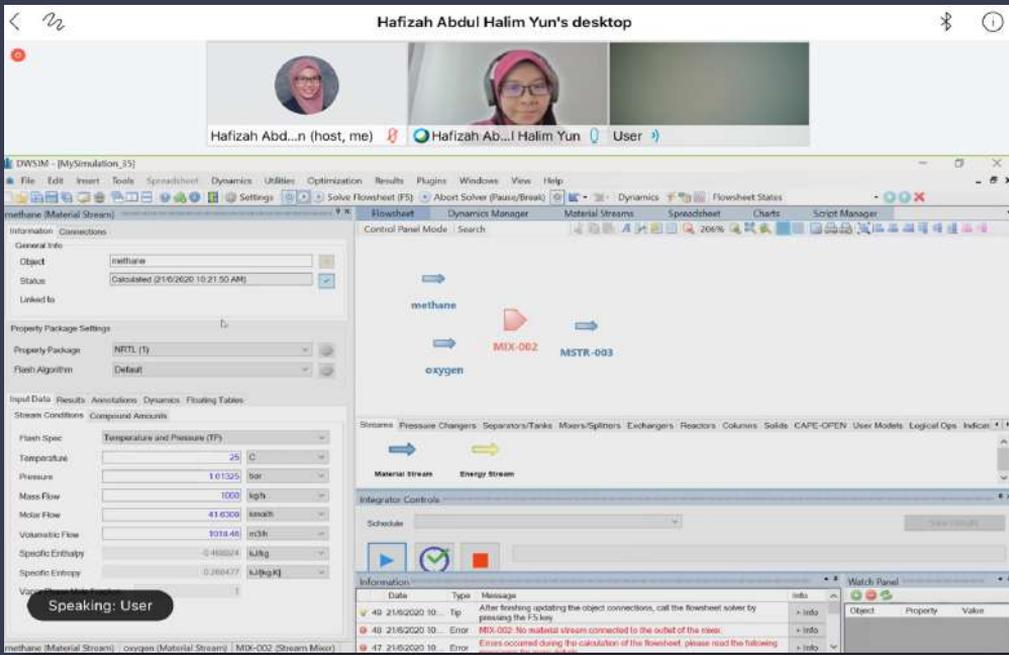


Figure 4: Screenshot of the lecturer assessing of Student B in simulating DWSIM via Cisco Webex Meetings

A response by Student A in terms of conducting and simulating DWSIM via Cisco Webex Meetings are stated below:

A response by Student A in terms of conducting and simulating DWSIM via Cisco Webex Meetings are stated below:

“I was not able to fully explore the application as the live session is quite short but I am very grateful for the chance to simulate the process by using the lecturer’s laptop. In the short span of time, I managed to come out with a result and managed to see how changing some parameters would affect the process. It was a great experience in overall.”

Due to a ‘take control’ feature available in Cisco Webex Meeting, the lecturer is still able to assess all of the students in simulating DWSIM, despite of having students who are unable to simulate DWSIM using their own laptop. At the end of the simulation study, all of the students including Student A and Student B must execute the sensitivity analysis by varying the operating conditions and the report should be written in the form of technical essay with the minimum and maximum length 4000 and 5000 words, respectively. Additionally, the students will be given seven days to accomplish this assessment. Later, the rubric are used to evaluate the technical essay submitted by the students and has been evaluated in term of different aspects starting from the selection of the reaction until the sensitivity analysis. Every technical essay are evaluated by two panels to ensure the reliability and validity of the marks.

Besides this mini-project assessment, the students are assessed through final design report, oral presentation, and teamwork assessment. Oral

presentation and teamwork assessment are categorized together with mini-project under individual assessment and meanwhile, the final design report is categorized under collective assessment. Teamwork assessment is assessed by the Project Coordinator through submitted minutes of meeting and peer assessment. During the peer assessment process, the students will rank their group members based on their contribution from the least to the most contribution. Meanwhile, for the final design report, the rubric will be used to evaluate the content of each of the chapters submitted by the students. To ensure the validity and reliability of the marks, the final design report will be assessed by industrial and academic panels and the reports will be sent by the Project Coordinator to them via email. Lastly, due to the pandemic period, a face-to-face oral presentation is replaced by online oral presentation either via Cisco Webex Meetings or Microsoft Team applications.

Conclusion

The enforcement of MCO during the pandemic period has a significant impact on the organization of the integrated design project especially on the accessibility to the simulation laboratory where the students could simulate their chemical process by using campus-wide license type software, Aspen Plus. However, during this novel industrial revolution IV, a lot of open-source license type software has been developed by a non-profit organization, one of them is DWSIM which is developed by Daniel Medeiros. This software possesses relatively similar specification as Aspen Plus. Thus, the organization of this integrated design project remains as before the pandemic period. Last but not least, the utilization of this software equips the students’ skills in utilizing other types of software that are available on the campus. ■

Acknowledgement

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ZOOMING IN ON THE USE OF VIDEO CONFERENCING APPS IN EDUCATION

The Good, The Bad & The Ugly

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It is often said that unprecedented times called for unprecedented measures. Undoubtedly the Coronavirus Disease 2019 (COVID-19) is an extremely disruptive event. For many of us, 18th March 2019 is likely to be an unforgettable date forever etched in our minds as this day was the starting day of a cordon sanitaire (also known as movement control order or MCO in Malaysia) aimed to flatten the epidemiologic curve of COVID-19. Along with that MCO came a whole set of new (and not so new) ways of doing things that were not part of our routines before.

Certainly, there would be new ways of doing things when we were being forced to do them. The real question is not whether there would be "new normal" or not. The real question is how sustainable these set of new norms are in the post-MCO era. The answer to this question would depend on the good, the bad and the ugly sides of this new norm. This article is an anecdotal account detailing some of my personal experiences in using video conferencing applications as well as some of my thoughts on how sustainable I believe the use of such video conferencing applications would be in the post-MCO era.

The Surge of The Use of Video Conferencing Applications

As lecturers, regardless of whether we like it or not, we had to frantically learn how to use a number of video conferencing applications. Indeed, the usage of such video conferencing applications like Zoom, Google Meet, Webex, etc. surged enormously even in Malaysia since the beginning of the MCO. Data from the Malaysian Digital Association (MDA) showed that the volume on Google's Meet surged approximately 950% in sequential traffic assessment on a rolling 7-day period in March 2020 as compared to the first half of March 2020, whilst the usage of Zoom saw a phenomenal burst of traffic, in excess of 3,180% during the same period of time (MDA, 2020).

The Good

Personally, one of the obvious advantages of using video conferencing applications is that it saves me tremendous amount of time, particularly the travelling time from Kota Samarahan main campus to city campus in Kuching for classes. I can now simply switch on and logon to the video conferencing application within minutes to deliver the same contents. Furthermore, I am no longer subjected to the technical limitations of the available liquid-crystal display (LCD) projectors such as its brightness, image resolution, color, etc. as well as the different configurations of the desktop or laptop connected to that LCD projector. These include the different fonts availability, software versions of the PowerPoint

etc. that would render the nice fonts that I have set in my slides into unsightly replacement fonts when I run them on the desktop in the tutorial room. By using video conferencing application, I can ensure “what-you-see-is-what-you-get” (WYSIWYG) - the exact fonts, colors, resolutions, images, etc. that I have intended my audience to visualize.

The other great advantage lies in the fact that with the use of such applications, we are no longer bounded by space and physical distances.

The postgraduate emergency medicine weekly teaching session, for example, can now be attended by doctors pursuing postgraduate specialty studies and their specialists from various hospitals in different part of Sarawak – from Sibu, Miri, Bintulu and Sarikei hospitals. In other words, we have essentially transformed the small scale presentation sessions confined in a tutorial room in the Emergency and Trauma Department of Sarawak General Hospital to a state-level postgraduate weekly teaching session.

The Bad

One downside of these applications is that they consume a lot of your internet data. A group Zoom meeting for example, would require a bandwidth of 800kbps to 1.0Mbps for high quality video (Abbott, 2020). This would translate into 810 MB and 2.4 GB per hour, or between 13.5 MB and 40 MB per minute of data usage (Abbott,

2020). Hence, it is not uncommon to have issues such latency, frozen screen, poor quality audio or even getting disconnected periodically. During one interview on the new intake for our medicine program, for example, one of the applicants repeatedly getting disconnected. We wasted almost 5 – 10 minutes for this high-stake interview to begin. When the applicant finally managed to get connected seamlessly, her motivation and her emotion seemed to be affected and this turn, may have affected her performance in the interview.

In other words, one needs to be aware of the impact of the loss of non-verbal cues that could potentially affect the outcomes of an interview. In a meta-analysis by Blacksmith et al (2016), the authors demonstrated that performance in technology-mediated interviews were rated lower due to the fact that applicants are restricted in their ability to demonstrate their social skills. Ratings could further be lowered in a vicious cycle manner because of the applicants' anxiety as a result of their frustration or the lack of a chance to perform and impress their interviewers. Using video conferencing application can also be challenging for the interviewer. For example, how could one accurately assess an applicant's motivation and resilience through an image displayed on a video camera? I still remembered an applicant for the medicine program interview kept looking away from the camera, smiling occasionally – apparently seemed to be in communication with someone in the room. In my mind, I was wondering – was he being coached by someone behind the camera? Asking factual questions such as “what do you know about COVID-19?” may also not be a good idea in this setting as

I had noticed that some applicants kept looking at a corner of their screen or on their keyboard. Were they reading from a prepared text or a webpage on their screens?

In fact, it has been reported that using and focusing on a video conferencing application for a long time can be very tiring. This phenomenon is sometimes colloquially also known as “Zoom fatigue”. My personal experience is that I often had to figure out what were my students thinking and doing “behind” the digital wall. It is akin to “groping in the dark” and it can be particularly troublesome when I am sharing my PowerPoint presentation in full screen and I would not be able to see the faces of the 35 students on their profiles (and anyway, my students often do not switch on their videos). In a face-to-face teaching session, at a glance, I can immediately see how many students are paying attention, who are wandering mindlessly and who are sleeping, but not so in a video conferencing application.

As described in the Mehrabian's communication model, the message of our communication is conveyed not only through verbal signals or words, but also through non-verbal cues as well. In fact, only 7% of our message is communicated through the actual words spoken. Up to 55% of the message is through our body language and another 38% through the tone of our voice. That is why, in a study by Schoenberg et al (2014) on perception of transmission delay in communication over a phone conferencing system, it was found that a delay of a mere 1.2 seconds would make people perceive the responder as less friendly, less cheerful and less self-efficient. The reason for this is because

video conferencing imposes a higher cognitive load (e.g., due to background noise, interruptions, time pressure, and visual distractions). This decreases the mental resources that would otherwise be available for systematic cognitive processing such as focusing on the contents (Ferran & Sussman 2008). Even the quality of the videos may make a difference. Low quality videos for example, can influence the speaker's communicative behavior. People tend to be more cautious and wary in their communication and tend to use longer and more redundant descriptions, when the quality of the videos are bad (Jackson et al, 2000).

The Ugly

There have also been concerns where video conferencing applications could have been invaded, intruded or "bombed" by strangers (colloquially also known as "zoombombing"), resulting in the issue of infringement of privacy, installation of malware, stealing of personal data, etc.

The risk of hijackings can be further compounded when we are not careful to practice some security measures when holding video conferencing meetings. In some cases, the perpetrators are learning about the Zoom sessions because the meeting details and links are shared on social media. While the security issues of these video conferencing applications would improve in subsequent version upgrades (O'Flaherty, 2020), the onus is still on us as consumers to ensure that we take precautionary measures to minimize the risk such as enabling waiting room, enabling password protection or even requesting every participant

to register (e.g. using Google Form, where the meeting links would only be revealed to them through the Google Form email replies after they have completed and submitted their forms).

Conclusion

I am one of those who believe that the buzzword "new normal" is an overhyped cliché.

I believe there will not be many new norms. I am skeptical. Why? Because human habits are hard to change. People will tend to fall back to their "usual ways" of doing things particularly if the new ways (e.g. social distancing, frequent handwashing) inconvenience them. In a study by Lally et al (2010), for example, to form new habits and to sustain these new habits to a level of automaticity would require an average of 66 days (but this can range from 18 to 254 days). Lally et al (2010) also found that even if the participants were motivated to create new habits, approximately half of them did not perform the behavior consistently enough to achieve habit status. Easier tasks (such as drinking more water and eating more fruits during lunch) were easier to be formed and automated than forming and sustaining the habit of more strenuous tasks such as exercising regularly for 15 minutes. But in this regard, I believe that video conferencing applications will be a sustained new alternative or new option in higher education because of their advantages. There are, however, many instances where video conferencing applications cannot and will not replace face-to-

face interactions. After all, human beings are social creatures. Is there any wonder why social distancing can be so difficult?

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Expansion and Incorporation of Simulation-Based Medical Education in the Current O&G Posting During Covid Era

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Bill Gates mentioned in his google notes that global innovation as the key to limiting the damage in this Covid era. This included innovations in testing, treatments, vaccines, and policies to limit the spread while minimizing the damage to economies and well-beings. His address focused on Covid infection, however, people created an alternative pathway to achieve the pre-covid target in all areas while trying their best to reduce the risk of infection. All fields halted their movements to a certain extent as the Covid infection showed no mercy or no boundary.

For medical training programme, we have to create an innovative platform to continue the teaching and learning process. All classroom switched to be virtual or online. There are obstacles on availability, accessibility and affordability but the virtual teaching and learning seems to secure its place in education. It seems reassuring as long as Covid is going on, however, it is definitely challenging to study hands-on and clinical skills as the safety and availability of patients with the understanding of patients' rights limit the

students' ability and accessibility. Learning clinical skill seems to be impossible in this situation but, the students must be deliberately equipped with standardized competency which emphasizes on communication skills, history taking, professionalism, ethical issues, examination skills, procedural skills and so forth.

The halt will relatively hinder experiential education which is an active process during which the learner constructs knowledge by linking new information and new experience with previous knowledge and understanding (Cannon-Bowers JA,2008). In this article we proposed an option to improve in this area by promoting the role of simulation in medical training programme.

Our aim in taking care of pregnant women is to achieve the safe and sound delivery with healthy baby. During this laboring journey, many problems can easily arise. Emergencies are routine and they are really stressful for health carers as they are necessary to take care of two lives. Profound theoretical knowledge, competent practice and systematic, solid

clinical experience are equally contributed to handle the situation competently. Simulation is an option to achieve our goal and it plays an important role in improving these skills.

Actually, simulation is not new in various fields. Simulation models are easily available and accessible although simulators are definitely costly to a certain amount. Simulation Based Medical Education (SBME) can contribute considerably to improving medical care by boosting medical professionals' performance and enhancing patient safety (Amitai Ziv, Shaul Ben-David & Margalit Ziv, 2005).

One favoring fact is that our University has its own simulation laboratory. Before Covid-era, we normally conduct one simulation workshop once per year 5 obstetrics and gynaecology posting. With the current situation, we need to utilize the resource to its fullest. We planned to innovate the simulated patients or simulated clinical scenarios to fill in the knowledge and practice gap for year 5 medical students.

First, all lecturers address scenarios in our routine practice that are considered important to know or understand. We try our best to create the common medical scenarios or situations although simulations can present in many forms such as sophisticated software programme or models or mannequins and so on.

The discussion for these scenarios are carried out among the lecturers according to our learning outcome and course outcome. Then, we discuss among ourselves how to model them into practice.

The following is an example of our planned strategy to help the students dealing with obstetric emergencies. We use one scenario to reveal our model of strategy to aid in teaching method.

Pre-eclampsia (PE) is a serious problem in developing countries as it takes third place for maternal mortality. The early recognition of the condition, its severity and immediate action is the sole key to solve this problem. Things to consider (Learning points):

1. Early recognition

- By theoretical knowledge of PE/E (Eclampsia) - Definition
- How to assess the severity by impending signs?
- Classification of severity
- Identification of risk factors for PE
- Associated complications

2. Immediate measures

- Items prepared for emergency situation
- Steps to tackle the problem (Theory /Hands-on)

3. Monitoring

- Parameters to be observed (Theory/Hands-on)

4. Early observation of possible complications (If arise later) and their prevention

- e.g., Acute pulmonary edema.

5. Definitive management

How to set-up a simulation workshop with scenarios

Aim

To achieve the learning outcome (After this simulation, students should be capable of recognition of the disease and assess the severity)

Targeted audience and running time set up

Year 5 medical students (O&G posting), 35 per posting. Simulated station takes 30 minutes to finish for 5 students per station. (Not included lecturer). Common Scenarios are created - on different Age/Gravida Parity/Gestation/ BP with fetal complications/ Biochemical data

Resources

Simulated laboratory is available with isolated rooms inside. We arrange each room with chairs circling around the table. The items necessary for resuscitation/ treatment and mannequin are placed over the table. The scenarios are placed on the top of the table in laminated white card. All participants are assigned and acted accordingly instructed by the main role player as in real clinical situation. The students take turn to act as a main role player.

Pre-workshop medical knowledge

Before starting the work station in simulated scenario, their profound knowledge on preeclampsia is refreshed with restraint lecture (small talk highlights the importance of the subject

and essential practical points). Interactive as question and answer session is enclosed. Points to ponder during/after the workshop:

1. Definition of PE
2. Assessment of severity
3. Decision of level of care
4. Procedural steps to provide the care.
5. Vigilant observation of complications from disease itself or treatment.
6. Prevention of further unnecessary untoward effects (e.g., repeated fits)
7. Documentation of events
8. Debriefing/ Planning for discharge/ future fertility plan
9. Reflection on their role (feedback from trainer/peer/ Roleplayer)

After simulation

Reassessment of competency with viva station for new or used simulated scenario reassure the acquisition of their knowledge on the subject. The improvement in higher psychomotor skill by repetitive performance on the simulated patients (mannequin) make our students well-equipped with full scale competent clinical skill in safe medical environment. Interpersonal communication skill and allocation of team members in teamwork, leadership, stress management and decision making are learned through well-structured simulated scenarios. The most beneficial output is the students can learn from their mistakes without causing serious damage to the patient. They too can reflect themselves upon their acts.

It is needless to give an evidence that the simulation workshop set-up with its frequent attendance contribute a beneficial progress in the students' learning curve in

terms of acquisition of knowledge and getting higher psychomotor skill. There were studies indicating the effective role of simulation in medical and nursing education, evidenced by Issenberg in systematic review (S. Barry Issenberg, William C. McGaghie, Emil R. Petrusa, David Lee Gordon & Ross J. Scalese, 2005). It provides the consistent and comparable experiences to all students in safe environment with making less mistakes which can be correctable with improving their performance with repeated efforts (MacKinnon K, Marcellus L, Rivers J, Gordon C, Ryan M, Butcher D, 2015).

The clinical reasoning skill with critical thinking thrive with repeated practice and it helps the students to be more confident of themselves to deal with real clinical situation.

Issenberg et al, (2002) stated that "seliberate practice involves (a) repetitive performance of intended cognitive or psychomotor skills in focused domain, coupled with (b) rigorous skills assessment, that provides learners (c) specific, informative feedback, that results in increasingly (d) better skills performance, in a controlled setting."

Although educators highlighted the role of simulation in medical education, a cross-sectional survey of Australian and New Zealand pre-registered nursing education (Fiona et al., 2018) stated that simulation program hours are inconsistently reported and underutilized in terms of potential contribution to clinical learning.

In our setting, we have to admit that there is no solid evidence regarding the preset utilization time of simulated scenario and

workshop yet. It is open for authors to look into this issue and we really expect to get an answer in near future.

A systemic review on health care disciplines in the use of simulation based education as substitution for clinical placement in prelicensure programmes mentioned that direct substitution of stimulation for clinical practice ranged from 5 % to 50%. (Fiona et al., 2019). It is a mean of increasing clinical education capacity. (Fiona Bogossian, et.al, 2018). Therefore, we agreed that simulation is a supplementary, but not an alternative tool in the medical education to overcome the patient-based clinical learning.

In conclusion, as educators, we propose to expand the role of clinical simulation practice in order to narrow the learning gap in this difficult time. We completely agree that the practice will bring the expected benefits for students to achieve the desired clinical skills on common cases and foster them to be more confident and competent in provision of care. ■

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Non-Face to Face Drama: The New Normal in Teaching Theatre

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Studios are empty. The scene and properties shop located behind the Experimental Theatre stage is very quiet. The atmosphere is deserted. At this time of the year, after the mid-semester break is usually a period for all Drama and Theatre students to sit together in the midst of preparing a show. Sound from a machine will dominate the space and student voices can be heard practicing their line for the upcoming show. This is a common scenery for the Drama and Theatre Programme in the Faculty of Applied and Creative Arts, UNIMAS. Students will get an opportunity to involve and manage a theatre production as part of their class project. Year two students will be in charge for the performance while the first-year group will act in the show as part of their assessment. The courses in the Drama and Theatre Programme relies on this final production to conduct the class evaluation and give students an authentic experience working in a theatre production.

Covid-19 pandemic arrived when students and lecturers in Drama and Theatre Programme are still figuring their way in planning

and working for an upcoming theatre production. This an annual production will usually be organized in April and November by Unimastage. The pre-production process is already in the rehearsal mode. Students and their respective lecturer will attend a rehearsal every night from 7:30 PM up to 11:00 PM, depending on the scene involves. At these moments, lecturers have briefed and give students their assessment based on the production work as well as the final stage performance that they need to do in order to complete the courses. Everything is ready in place. All of a sudden, everything has to be stopped. Control Movement Order has been issued by the government where any activities involving a big group of people have to be postponed or canceled. This is the point where non-face to face drama begins. Therefore, this writing will evolve on the new normal on teaching theatre in higher education, specifically at University Malaysia Sarawak.

Practical Class

For those who are familiar with

theatre teaching, they will agree that the need of face to face contact during stage performance as well as teaching and learning is essential in order to help students moving forward and mastering skills needed in acting, directing, and designing. Unfortunately, this cannot be achieved by doing an online class. Practical is the core of theatre learning. Students need to go through rehearsal by rehearsal to practice their skills and mastering theory that they learned in class. The instructor or lecturer needs to be physically present in the room to give them immediate feedback on their acting or directing. For instance, in an acting course, students need to physically perform a short monologue to practice their skills. In the usual situation, the instructors or lecturer will give a direct comment after their attempt and the student will perform the monologue again based on what has been advised. The idea for performing monologue activity is to give the students an experience in developing character acting before they involve in the real theatre rehearsal. Besides, listening to the instructor or lecturer feedback helps to develop

the character that they are working on and students in the acting class can also learn from their peers' comments and reactions.

One method that works very well in teaching theatre is receiving feedback from peers.

Andrade (2010) mentioned that peer and self assessment do not involve students in grading or scoring their own or their neighbor's work; rather, they are processes during which students reflect on the quality of their own or their classmate's work. By listening to their peers' comments, students will get a different perspective on their performance. In theatre performance, some people might enjoy your acting while others may not be convinced enough to believe that the character works. Therefore, students need to familiarize themselves with this situation. Some students will give positive comments, yet there might be harsh and ridiculous feedback. This is where the lecturer plays their role in handling and filtering the right comments for the students. With online learning in place, feedback sessions from peers can be very difficult and impossible to handle. This is due to the class environment that is far from authentic experience where the feelings that the students have while acting from their home will never be the same with performing in the studio. It is technologically challenging and full of distraction.

Theatre Directing class, on the other hand, lays unique issues to be solved when online learning has been implemented during

the Covid-19 pandemic. In this class, students are required to be a theatre director and come out with a scene to be presented in front of an audience (classmate). According to Fliotsos (2004), the director's job is complex; this pivotal figure must learn about all areas of theatre in order to synthesize the elements of the production into an aesthetic whole. As a result, the directing class is usually practical-based, and student needs to rehearse to gain experience as a theatre director. In Drama and Theatre Programme, directing students will direct a short scene at the end of their course as a final project. They will prepare from the beginning of the semester until the last week of class by learning elements of production, practically at the Experimental Theatre in the Faculty of Applied and Creative Arts. Each director will work with actors from the acting class (usually first-year students) to develop their scene and finally staged it in front of the audience.

On the other hand, the director's job scope is to work with the actors closely and develop the character's emotion, feeling, and movement together. Theatre Directing students will guide their actors to achieve the character goal and objective. This is where the learning process happens informally without the students noticing that they are actually honing their ability in both acting and directing through this project. When online learning is implemented, this learning scenario cannot be created. Students are not able to be in the same studio anymore. Now, everybody is in the comfort of their home. In addition, they are scattered all over the place in Malaysia. Things get more complicated for directing class.

Theatre Directing students need actors to deliver their projects. However, there are no actors at home. The only person available for them now is their family. There is a debate among the lectures on this issue. Who will act in their scene? Should they ask their family to act in their project? How are the marking and evaluation will be conducted?

Authentic and Performance-Based Assessment

Before planning for the online class, it is necessary for the lecturers to understand the nature of assessment in the drama and theatre field. Schmid (2003) stated that appropriate assessments should reflect the student's grasp of concepts, knowledge and ownership of skills. Selecting the right assessment will give a big impact on students' growth as a director, actor, or designer. Assessment chosen should be able to stimulate their skills and most importantly, they can use the knowledge in the real world after graduating. Therefore, in drama and theatre classes, authentic assessment is one of the best methods to be practiced as a preparation for the students in facing real production life after they are graduating. An authentic assessment allows students to deal with real production issues and give them an opportunity to learn from experience involving in theatre production. Besides, authentic assessment such as performance-based assessment is one of the approaches in evaluating students' drama and theatre. A performance-based assessment provides the students an opportunity to explore their talent in the drama and theatre fields like acting, directing,

designing, or managing and at the same time being evaluated. This kind of assessment forces students to succeed, not only in staging the production, but learning valuable experience during the process that usually needs to be recorded as a prove for assessment.

Mueller (2014) defines authentic assessment as a form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills. This relates to the Drama and Theatre Programme approach in selecting assessment for students. For instance, students who took Theatre Production class every semester are required to produce a stage play and they need to compile their process in the form of a portfolio. The lecturer will assess the portfolio based on the rubric prepared at the beginning of the semester. Besides evaluating students based on their progress in developing their final project, they will also be exposed to the real-world theatre production environment. When students graduated and work in drama and theatre field, they will face the exact environment that they faced during their final class project. Eventually, students need to adapt what they have learn during the assessment into different production that they are working on.

Nevertheless, Schmid (2003) mentioned that performance-based assessments enable classroom teachers, districts, and states to monitor individual student outcomes. He also describes written exams, in and of themselves, do not necessarily measure the totality and relatedness of students' grasp

of declarative and procedural knowledge that are necessary to understanding the arts. In the drama and theatre field, the major argument that always becomes an issue is how to measure student's performance. For instance, how a lecturer indicates good acting or directing is varied as it is very subjective, and different people have their own perspective towards the arts. This is where rubrics play an important role to ensure the students understand on what criteria they have been evaluated for. Acting rubrics will explain to the students about the elements that they should pay attention when putting up a performance. In Drama and Theatre's performance-based assessment, students will be evaluated by examining their progress through their acting journal or portfolio. What is more crucial is their process of discovering and exploring skills required rather than final performance. In our opinion, during the final project evaluation, there might be certain factors that influence students' performance such as technical issue and their physical condition. Hence, it might not be the best performance that the students are able to present. Therefore, involving directly in their process to the final project will give the lecturer a chance to know the students and understand their capability. Moving to an online platform needs a very thorough consideration before deciding on class activity and evaluation to accommodate performance-based assessment.

Preparing For the New Normal

When news on teaching and learning activities shift to an online platform, classes in UNIMAS is in the middle of the mid-semester

break. Half of the class sessions have already been conducted and some of the assignments had been completed. For the Drama and Theatre Programme, the assessment will usually take the whole semester to be completed. This is because students need to compile their progress reports in their E-portfolio (wixsite). For example, in GKD 1034 Theatre Production class, students will manage a stage performance that has been approved by the faculty and most of the assessment was based on this project. From the beginning of the class until the last week of the semester, students will create E-portfolio for evaluation purposes. The preparation for the production is almost 60% and this final project consist of 40% of their final marks. This final project is essential to determine student's grades and marks. However, all plans that are already in place need to be reconstructed and new strategies must be implemented in order to finish the remaining classes (7 more class sessions left).

During the Movement Control Order (MCO) was implemented, lecturers in the university were struggling with their courses by preparing their plan for the rest of the semester. There is no clear indication of when the class will be continued and most of the lectures are not ready to face these challenges. Luckily, the university took a progressive initiative by providing the academic staff with a series of talk and sharing sessions to help lecturers face the pandemic. Credit should go to the Centre of Applied Learning and Multimedia for their amazing effort in organizing this session. Eventually, for Drama and Theatre Programme, they need to adapt their practical learning environment with the

current situation. Consequently, the program comes out with several strategies to comply with the new normal in teaching theatre. The strategies are restructuring the course plan, determine a reliable online synchronous and asynchronous tools for class activity and assessment, accommodating the low bandwidth students, and revising final project assessment.

Before teaching and learning can be moved to an online platform, the course plan for the class needs to be revisited and studied carefully. This will allow the lecturers to suit appropriate activities and approaches in their teaching. For instance, in my GKD 1034 Theatre Production class, there are 5 learning units left before the end of class. Learning units involve a massive practical session that requires students to manage a theatre production. Hence, the learning unit that involves practical sessions needs to be changed and replace with a more theoretical approach. However, changing the learning unit consume a lot of time to determine content suitability and preparing the teaching material. Plus, most of the books and class material are at the office and no movement was allowed during this period. The academic team finally decided to keep the learning unit as per what it is while lecturers were encouraged to explore on their delivery method, class activities, assessable resources for students since there is no way that they can go to the library during student learning time. Eventually, it brings the process for the lecturers to increase their effort in selecting appropriate tools for teaching and learning activities.

Choosing suitable online learning tools for students can be a very difficult process for lecturers. University through the Centre of Applied Learning and Multimedia makes this easy for the lecturers by listing potential tools that can be used for their teaching and learning. Lecturers received an email with a list of synchronous and asynchronous tools that they can explore for their classes. For my class, after experimenting with several synchronous tools, I prefer to use the Zoom application to conduct my class. I noticed that there are 40 minutes time limitations in Zoom for each session. At the beginning of the online class, 40 minutes is enough for me. However, after 2 to 3 classes, I need more than 40 minutes to conduct theatre directing and production class. This is because I divided students into several groups and personally meet them virtually through Zoom for 20-30 minutes to discuss on their final project. In teaching directing, students require a lot of attention and guidance to succeed in their assessment. Reflecting on the performance-based assessment, students will be evaluated through their process of making the final project. Therefore, as the lecturers, I will get involve and monitoring their progress by meeting them in a smaller group that I find very helpful for the students.

When using an online learning platform, there is no doubt that there will be a student struggling to connect to the internet. Students who are categorized under low bandwidth groups should receive equal treatment with the high bandwidth group. In order to accommodate them, my approach is by conducting a connection test before the class is officially started.

By doing this, I will be aware of which students have a good or bad connection and start to address the issues. At the beginning of the class, I had a student who does not have any connection to the internet at all. I contacted her through phone and messages to explain task and assignment changes. However, in the following week, she amazingly took her own initiative by renting a room at a nearby town to continue the class.

The effort by this student makes me jump into a perspective in dealing with this online learning issue as both lecturers and students need to cooperate and work together.

Students should also play their role and responsibility to ensure that they can join the class session without fully relies on lecturers to solve their problems.

Finally, the major changes that I made in accommodating non-face to face drama class are revising student's final projects. Based on the discussion before, theatre assessment undeniably required a practical approach to do the evaluation. Changing the assessment to an examination and make them read all acting and directing theories will never make this online experience become better. According to Yanikkaya (2011), students tend to have a clear-cut distinction between theory and practice. Therefore, changing practical class to theory-based will never work in this case. Drama students have designated theory classes to accommodate the

theoretical part. Adding more in my class will load them with more and more theory without getting a chance of practicing it. Eventually, I came across the idea in creating a theatre production guideline as a preparation for next semester's production. In this situation, I need to be reasonable because half of the preparation are already in place, and they are almost at the stage in staging the production. So, I took an initiative to create an assessment that requires them to continue from where they left before the MCO period. They are still planning and managing the production without staging the play. They need to write and documented the processes involved in managing the production in an E-portfolio. While for another practical assessment, I replace the assessment to creating a checklist, infographic, and a poster that involved no practical

session but more to understand the concept.

Conclusion

In conclusion, non-face to face drama class can be achievable. However, the impact of the class might never be the same with face-to-face class. In new normal drama teaching, the lecturer's creativity is pushed to the limit to create an enjoyable and meaningful session. Despite the students are unable to have a practical session class, Drama and Theatre Programme succeed in providing drama online class which is something impossible. Finally, this pandemic teaches us that teaching can happen in a different form. It doesn't matter through face to face or online session, teaching is always about sharing your experience to create a new experience. ■

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Teaching and Learning During “Old Normal” and “New Normal”: Modifications, Justifications and Lessons Learnt

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Teaching, learning and assessment activities are crucial part of a course delivery in educational institutions. While face-to-face (F2F) teaching remains as an important component of teaching and learning, blended and online learning have grown progressively over the past few years and become an essential part of educational institutions around the globe. In 2020 the need to deliver courses fully online was suddenly amplified by the movement control measures implemented due to the COVID-19 pandemic. The pandemic has forced the courses which were taught F2F or in a blended manner, to be taught fully online. This sole online teaching approach requires some significant changes to not only the course delivery but also every aspect of teaching and learning.

The vast literature in teaching and learning acknowledges the challenges faced by instructors when moving from F2F or blended teaching environment to online teaching (De Gagne, & Walters, 2009; McQuiggan, 2007; Worley & Tesdell, 2009), however, only a handful of studies has focused on the instructors and explored the changes made as well as their thought processes (Connolly, Jones, & Jones, 2007; Redmond, 2011).

This article provides a personal yet professional account of two lecturers' journey in adapting themselves to the new normal of teaching and learning during the COVID-19 pandemic. It provides description of the modifications made by the course

instructors to their teaching, learning, evaluation and other related activities when they had to shift from blended to full online course delivery. The paper also discusses the similarities and differences as well as the new lessons learnt from their endeavour.

The Beginning

Our semester for undergraduate study in UNIMAS started on 28 January 2020 as scheduled in the UNIMAS Academic Calendar for Undergraduate Study for Semester 2 Academic Session 2019/2020. As usual we had a normal start to the semester and went on with the first 7 weeks of teaching. Then, our students went on their mid semester break on 14 March 2020 and were supposed to return to campus on 22 March 2020 to resume classes. On the other hand, as the spread of COVID-19 pandemic across the globe was worsening, the news on possible lockdown was brewing in Malaysia. The Movement Control Order (MCO) was implemented in Malaysia on 18 March 2020. Initially it was intended for a period of two weeks and was expected to end on 31 March 2020 (Tang, 2020). It was only natural that we thought of it as a temporary situation. Also, since the students were on mid semester break, we assumed that it would be a short extension to the mid semester break. At this point, we were not too worried as we expected to resume teaching and learning activities as usual in April 2020. However, this expectation was

short lived. To our surprise another extension to the MCO was announced, with high possibility of further extension. This is when we started to realise that we may not be able to see our students and resume classes as before. At the same time, we also attended the webinars offered by UNIMAS and other local as well as international institutions to update ourselves. We realised that the possibility of having to teach fully online is a global phenomenon during this pandemic. Thus, while waiting for official announcements and the revised academic calendar from the university, we started to have discussions on how we could proceed with our classes fully online.

In UNIMAS, as in most tertiary institutions, each course offered under a degree programme, goes through thorough planning before it is offered to students. Thus, planning and delivering a course is guided by many documents such as detailed course outline with course aims, objectives, delivery methods, topics covered, etc. Also, professional development courses are offered from time to time for academics to update and enhance their knowledge. We are fortunate that in UNIMAS the internet and Wi-Fi connection is decent enough and eLEAP which is an online learning platform is made available for lecturers to support their online delivery.

As educators who are passionate about our teaching, we constantly keep up with developments in teaching

and learning and have embraced the 21st century learning for years. We conduct our classes in a blended manner which combines F2F learning and supported with online learning. Using eLEAP, we combine various other online applications such as Google Drive, Kahoot, Quizzes, Padlet, and Mentimeter. Also, for every class we teach, we have a WhatsApp group for quick updates and reminders.

When the need to teach fully online emerged due to the COVID-19 pandemic, we must admit that we were not in complete panic state, mainly because we have been conducting online learning to some extent through our blended approach to teaching and learning. However, we also realised the need to make necessary adjustments to deliver our course as effectively as we would F2F in our move to full online course delivery.

Course plan

The first step we took was to relook at the course outline. We paid extra attention to the course learning outcome and evaluation. While the learning outcomes were possible to be achieved through full online delivery, the evaluation task and rubrics needed some minor modifications. For example, the learning outline and the corresponding assessment task shown in Table 1.

Table 1: Comparison of Tasks Assigned to Address the Learning Outcome

Learning Outcome	
Explain academic topics orally using appropriate language and presentation	
Original Task Instruction	Modified Task Instruction
<ol style="list-style-type: none"> 1. In groups of 3, you are required to work on your Explanation Report and present an overview of your Explanation Report. 2. Your group's presentation must cover the essential parts of your Explanation Report. 3. All 3 members of your group must present in a continuous flow and is given two minutes each. 4. You will be assessed individually for your delivery and visual aids, and as a group for teamwork – smooth transition from one presenter to another. <p>Note: Refer to the Scoring Rubrics for Oral Presentation for details</p>	<ol style="list-style-type: none"> 1. In groups of 3 or in pairs or individually, you are required to work on your Explanation Report and present an overview of your Explanation Report. 2. Your or your group's presentation must cover the essential parts of your Explanation Report. 3. You or each member of your group is required to make a two-minute oral presentation of your explanation Report. 4. Record your presentation individually and provide the link to your recording at the entry given in eLEAP. Mention your name and matric number at the beginning of your presentation. 5. For those doing the explanation report in a group, you are still required to do your recording INDIVIDUALLY. Mention your name, matric number, group) 6. You will be assessed individually. <p>Note: Refer to the Scoring Rubrics for Oral Presentation for details</p>

In the original task, the students were required to work in groups of 3 and do their oral presentation F2F in-class. However, due to the students' limitations in working together online, in the modified version of the task, the students were given the choice to work in groups of 3, in pairs or individually. In line with this, details addressing the different number of members for the oral presentation were included in the task instruction. Also, the students were required to record their oral presentation individually and submit their link online at eLEAP.

In line with the changes made to the assessment task, the scoring rubric for the oral presentation was also modified. As shown in Table 2, the original scoring rubric contains three major criteria which are delivery, visual aids and group synergy. For delivery, four sub-criteria are assessed which are voice

projection, fluency, pronunciation, and non-verbal communication which includes eye contact, and body language. Since the original presentation required students to work in groups of three, teamwork in the form of transition from one presenter to another was assessed. On the other hand, in the modified version, although the students could work in groups, their oral presentation needs to be recorded and submitted individually. Thus, two major modifications were done to the rubrics. Firstly, for the delivery criterion-while voice projection, fluency and pronunciation were maintained, non-verbal communication was removed because there are no audience involved as in when they present F2F in class and body language is not required for the video recording. Secondly, since the recording is done individually, group synergy criterion was also removed.

Table 2: The Original Scoring Rubrics

Marking Scheme for Oral Presentation (15%)			
Delivery (20 marks)	Voice projection	5	• Speaks with appropriate variation in tone and volume, very good control of stress and intonation patterns
		4	• Speaks with satisfactory variation in tone and volume, good control of stress and intonation patterns
		3	• Some variations in tone, occasionally speaks in uneven volume, satisfactory control of stress and intonation patterns
		2	• Generally monotonous, some intonation, uneven volume, limited control of stress and intonation patterns.
		1	• Monotonous, low volume, no control of stress and intonation patterns
	Fluency	5	• Speech is very fluent and natural
		4	• Speech is fluent
		3	• Speech is reasonably fluent, occasional hesitations and false starts/pauses
		2	• Speech is generally jerky with some hesitations and false starts/pauses
		1	• Speech is frequently jerky with hesitations and false starts/pauses
	Pronunciation	5	• Pronunciation is good, minimal slips, clearly comprehensible
		4	• Pronunciation is generally good, occasional slips, comprehensible
		3	• Occasional problems with pronunciation, comprehension is sometimes hindered
		2	• Repeated problems with pronunciation, comprehension generally hindered
		1	• Pronunciation is not intelligible, comprehension severely hindered
	Non-Verbal Communication	5	• Maintains good eye contact, refer to notes only when necessary, fluid body language-enhanced presentation
4		• Maintains eye contact most of the time, minimal reference to notes, use of body language enhanced presentation	
3		• Maintains reasonable eye contact, regular reference to notes, some use of body language	
2		• Occasional eye contact, mostly read the notes, minimal body language	
1		• Almost no eye contact, merely reading the notes, stiff- almost no body language	
Visual Aids (3 marks)	Readability	3	• Texts/graphics readability is easy, colour, fonts type and size vary appropriately for headings and subheadings
		2	• Texts/graphics readability is sometimes easy, in a few parts the use of graphics, colour, fonts, italics, bold, distracts readability
		1	• Texts/graphics is extremely difficult to read with distracting colours, small font size, poor use of headings, subheading, indentation
• Individual Score (23 marks)			
Group Synergy (2 marks)	Teamwork	2	• Team presented well together, clear sense of transition from one member to another, well-coordinated participation from all group members
		1	• Team presentation is lacking, lacks transition from one member to another, lacks coordinated participation from all group members

Course Delivery

During our usual blended learning approach to teaching and learning, we use PowerPoint slides to explain basic concepts to students and the slides are usually uploaded on eLEAP after every lesson. For the full online version, we modified our delivery by including voice recording of our explanations to the PowerPoint slides. The slides were also uploaded to eLEAP but this was done before class time. This modification was aimed to provide more time for students to go through the content for the week. Thus, during our online synchronous sessions which were done via Webex, we did not have to spend too much time explaining the slides but use the short online meetings to address students doubts and queries. Also, to keep students' internet data usage to the minimum, use of the camera was deactivated but screen sharing was utilized when required.

During F2F lessons with students, we conduct in-class activities to engage students in the process of learning. In our effort to maintain meaningful learning experience for students, we provided similar tasks asynchronously online for each lesson via eLEAP. Keeping in mind the possible instability of internet access at students' location, we provided additional time from about 12-36 hours for students to complete the tasks for the lessons.

Students' access to technical devices and Internet connection

Educators have emphasized that effective teaching and learning using technology must be driven by sound pedagogical strategies (Connolly, Jones, & Jones, 2007; Govindasamy, 2001; Kohler & Mishra, 2009). At the same time as we were brainstorming on the changes that may need to be done to the course plan, we collected information about our students' access to devices required for online learning such as smartphone, laptop and printer as well as internet connection. We discovered that our students could be divided into 3 major categories as shown in Table 3.

Table 3: Categories of Students

Technical Requirement		Category 1	Category 2	Category 3
Internet access		high	moderate	low
Technical devices	smart phone	personal	personal	personal
	laptop/desktop/tablet	personal	shared	-
	printer	personal	shared	shop

Our philosophy for teaching and learning has always been 'Education for All'. In realizing this philosophy, we always try our best to ensure that all our students are given the required attention.

We ensured that the approach we adopted in delivering the course caters to the many characteristics of our students - those with high, mediocre and low bandwidths, committed and passionate students as well as those who merely wish to 'get the course over with'. As mentioned earlier, the materials uploaded in the eLEAP caters for all. The resources provided are sufficient for the students to acquire the relevant knowledge. Online discussions were created to provide opportunity for students who would like to seek further clarification or passionate learners who value knowledge acquisition. It addresses the needs of students who not only have a decent bandwidth, but also those with the enthusiasm and passion to learn.

Students who experience unstable Internet access is another category that needed to be addressed. We identified their preferred medium of communication. Then, provided them materials and flexibility to submit completed tasks either via email and/or WhatsApp. In every announcement made, a note to highlight and assure students that they are free to contact the instructors if they face any problems was included.

Lessons Learnt

As emphasized by Dikkers (2015), there are many intersections between F2F, blended and online learning. For effective delivery, all it takes is commitment and passion to make learning meaningful for students. In addition, similar to lecturers, students are also capable of adapting to changes and new requirements. With proper guidance and clear description of task and rubrics, students are capable of producing good quality work F2F as well as online. For example, we discovered that students are very creative and have good ICT skills from their submission of their oral presentation recordings. Their slides and styles of presentation are impressive. Some of them submitted voice recorded PowerPoint slides, while others submitted in the form of movie with text appearing as they presented. We would not have discovered these aspects of students' abilities if not for the movement restrictions which required online submission of the oral presentation.

We also discovered that 'problematic students' remain the same as before and during the lockdown. The same students did not submit their assignments before and during the lockdown. Nevertheless, they are not excluded from our efforts to provide them with the motivation, flexibility, opportunities, care, and concern that are required. Thus, as educators who go the extra mile, we need to find out what is hindering them from completing the assigned tasks, motivate them and provide additional attention. We identified them and established contact via SMS, WhatsApp and email despite their tendency to use Internet connection as an excuse. We continued to engage with them to mitigate the challenges they were experiencing. Support was also provided through extra guidance and extended deadlines as well as choices of platforms for submissions of tasks.

Conclusion

The movement restriction implemented as a result of the COVID-19 pandemic highlights yet another way for us to deliver our academic course. This situation has provided us with many challenges as well as opportunities never before explored fully. It disrupted our course delivery reducing it to just one option which is full online and made us rethink our teaching strategies as well as created the need to engage with our students across time and space. Despite the challenges, opportunities abound not only for lecturers but also for students to be creative and to explore ideas which are tenets of good and evolving education. The necessity to rethink and redesign teaching and learning has become stronger and more relevant as a result of the COVID-19 pandemic. ■

Acknowledgment

We would like to thank CALM UNIMAS for equipping us well way before the pandemic. The professional development courses and the support provided enable us to cope and make a smooth transition from blended learning to complete online learning during the movement restriction due to the COVID-19 pandemic.

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Creating Interactive Videos for Teaching and Learning



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Due to the COVID-19 pandemic outbreak, Malaysia began its lockdown on 18 March 2020, after our Prime Minister Yang Amat Berhormat Tan Sri Dato' Haji Muhyiddin bin Haji Mohd Yassin officially announced the Movement Control Order (MCO) two days prior. At such short notice, UNIMAS took the drastic decision to embrace fully online teaching and learning (T&L) for all courses.

We had to revamp our teaching and learning strategy with the most notable shift; recorded lecture videos. In a physical lecture, we can directly engage with students, however, with videos, such interaction is lost. How do we know if the students are actually paying attention or, do they understand what is presented in the video? In this article, we share our experience in using one of the hidden gems in eLEAP that is very useful for creating interactive videos. At the end of the article, we provide six simple steps that can be used as a guide.

H5P Plugin for Moodle

H5P is a Javascript-based open source framework that allows instructor to design interactive HTML5 content which can be linked or embedded anywhere. Its website (www.h5p.org) offers various tutorials on every single activity that can be created using H5P. The

plugin is also made available in learning management system such as Moodle, hence, we are lucky to have this plugin in eLEAP. The plugin can be found in the list of activities as shown in Figure 1.

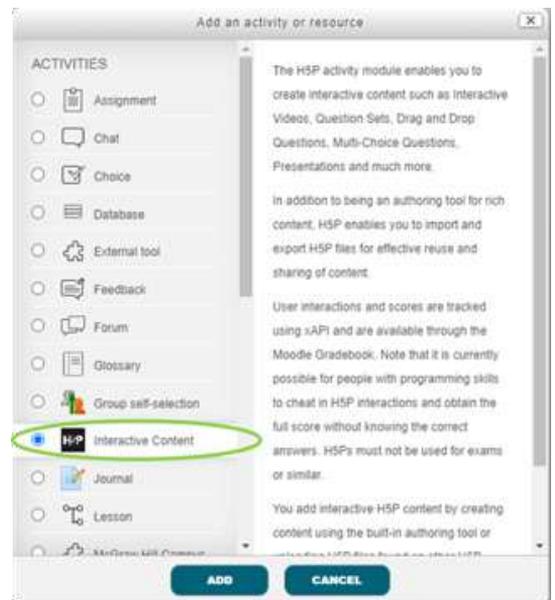


Figure 1. H5P listed as activity in eLEAP

Videos for Teaching Programming

Video is a great tool that offers opportunities to develop effective teaching and learning contexts. Making the video interactive transforms the linearity of the information and creates opportunities for students to participate in the learning process.

We created videos for our students taking TMW6044 Computational Thinking and TMF2954 Java Programming to support their online learning during the remaining 7 weeks of this semester. The videos consist of pre-recorded lectures and programming demonstration, which we have uploaded into YouTube (Although we presented here from our own courses, any YouTube or recorded videos in the format of MP4 can be used).

We simply copied the link to our YouTube video into H5P in eLEAP and then created interactions in the video editor to include elements such as fill in the blanks, multiple choice questions, drag texts, add more statements or links and many more. These elements were placed at certain times in the video to get students' responses or to provide more information about a certain topic. In Figure 2(a), a fill in the blank was placed in the video to check students' attention after the debugging concept was explained in the video while in Figure 2(b), multiple choices question directly related to the programming example presented in the recorded lecture video,

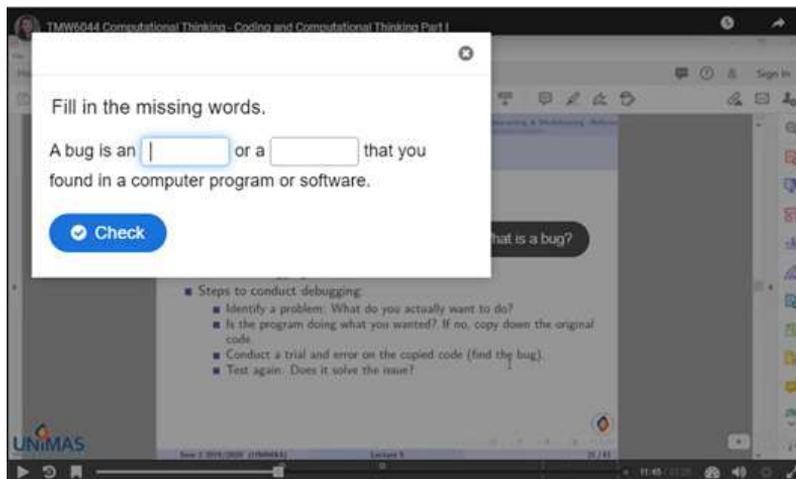


Figure 2(a). An interactive element in the lecture video of TMW6044 Computational Thinking.

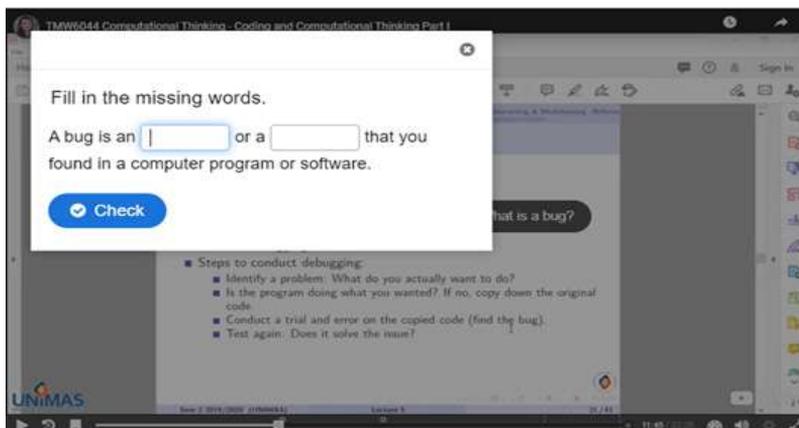


Figure 2(b). An interactive element in the lecture video of TMF2954 Java Programming

At the end of the H5P video, we added a submit screen just before the video ends to enable students to send their responses. This function allows us to record students' participation for asynchronous learning. The students' results can be found in Grades in eLEAP. Figure 3 shows the submit screen as viewed by students and Figure 4 shows example of their results from participating in the H5P video.

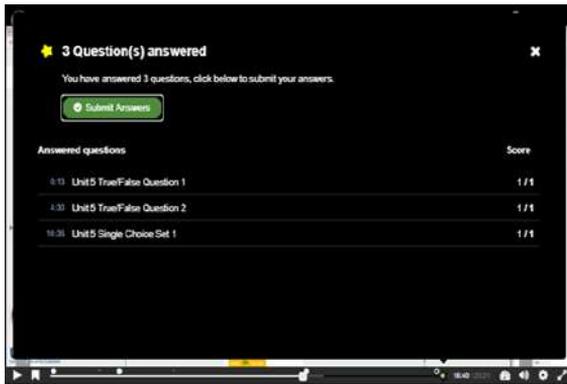


Figure 3. Students can submit their answers through the H5P video.

Surname	First name	H5P The while Statement
[Redacted]	[Redacted]	10.000
[Redacted]	[Redacted]	5.000
[Redacted]	[Redacted]	10.000
[Redacted]	[Redacted]	5.000
[Redacted]	[Redacted]	10.000

Figure 4. Students' results after participating in one of H5P lecture videos, as displayed in Grades in eLEAP

Testimonials from Students

We gathered a few testimonies from our students after they have used the interactive videos to study the topic.

“Overall, I find it interesting and informative. The questions placed in between the videos was one way to make me pay attention to the lessons. The questions were simple and understandable as it requires me to refer to certain parts of the video in order to answer the questions correctly. In my opinion, the questions are important because it feels like a real classroom setting which includes a lot of Q&A session. In a way, it gives a classroom interaction vibe between lecturer and student.” – Daphney Julian anak Unting, student of TMW6044 Computational Thinking Semester 2 2019-2020.

“This week’s online video did demonstration of the codes which was great to immediately apply the theory into practice. But I also liked last week’s video where it was done slide by slide explaining as we go. Maybe, a mix of both would be nice?”

– Vafa anak Varong, student of TMF2954 Java Programming Semester 2 2019-2020

“Yes, it is very easy to follow and the interactive videos with the questions at the end are really good. It helps us to make sure that we really understand what we are supposed to learn.”

– Cessie Valenie anak Edwin, student of TMF2954 Java Programming Semester 2 2019-2020

Conclusion

The MCO period has unleashed our creativity to develop online teaching and learning content despite

the devastating effect of COVID-19 global pandemic. It has given us the capacity to become resilient to change and overcome obstacles in remote teaching. Thankfully, eLEAP has provided various means to help us to prepare a full online teaching mode and one of the hidden gems that we discussed in this article is the H5P plugin. The plugin helps educators to create interactive content in videos for students to participate when they are watching the videos. Furthermore, their responses can be recorded and used as attendance for asynchronous learning. We hope that our experience and the simple guide that we have shared in this article can help our peers

to prepare their future online teaching and learning activities. ■

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Simple guide to get started with H5P in eLEAP



Reaching the Unreachable: Remote Learning for Remote Learners?

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“If it matters to you, you’ll always find a way”

The reason why I begin my article with a photo of my ex-student Chirapond Eyan is because she is a perfect example of the quote above. The photo was a screenshot of her video sent to me via WhatsApp as part of the one-minute speaking activities that I told my students to do during the mid-semester break. It was just to help them improve their confidence in using the English language on a daily basis. As you can see, she recorded the video at her kampung, surrounded by trees with a very limited network coverage. Took her a while to upload any submission to me but she completed the tasks without fail every single time.

That was 5 years ago and she was not the only one in my class who were staying in rural and remote areas where “remote learning” was indeed a great challenge. Many actually surprised me in their



willingness to complete online tasks (asynchronous) so much so that they made me realise “the will to learn is indeed more important than the medium itself”. But what can we do to help those affected ones?

The Irony of Remote Learning

As we relentlessly try to encourage the use of remote learning as a temporary measure during a crisis like the COVID-19 pandemic, it is often those in the “remote areas” that are affected the most. Remote learning in its truest sense occurs when learners and instructor are separated by time and distance and therefore cannot meet in a classroom. It can take many forms

but the popular one is of course online learning (be it synchronous or asynchronous), as technological boom has allowed more areas to be covered with Internet access.

With more and more learning content available online, ironically many educators still confined themselves to the age-old norm of “lecture-style” or “chalk-and-talk” approach. On one hand, some request students to join hours of “live class” despite knowing some students do not have access to stable Internet connection or their attention span is low. On the other hand, some decide to take the easy way out of merely uploading materials without explanation or guidance.

It's ironic because those are the same "attitudes" educators complained about their students — not putting efforts or merely waiting to be spoon-fed.

Reaching the Unreachable

While I am also learning in this journey as an educator, here are some points from what I observed over the years and what are the things that we could do to reach out to the "unreachable". Mind you the "unreachable" ones may not only be those in remote areas, it also covers those who are well-connected but couldn't fully reap the benefits of online learning.

1. Make Learning Worthwhile

I've seen countless examples of how some lecturers go online to conduct live class and read from the slides for one to two hours with minimal interactions with the students. Or some who went online for only 15 minutes expecting students to master a whole unit with no proper guidance. The point is when learners are told to get connected (some would take greater effort to do so), make the time spent worthwhile. It's not the quantity that matters, it is the quality.

A clear mapping between intended learning outcomes and suitable chunking of online tasks and interaction is crucial. Focus on key activities that enhance their understanding or enrich the learning experience. So even if the students need to walk the "extra mile" (literally) to get connected, they will find it meaningful and worth the efforts.

2. Be More Flexible and Provide Alternatives

If educators can accept that remote learning is a temporary measure during a crisis then they should be more flexible as it is not like face-to-face teaching will be replaced forever. They should not be harsh on themselves as well as their students. I know some educators are "unhappy" and "angry" because they cannot "function at their best".

Relook at what should be covered and provide alternatives especially in terms of assessments. Those without Internet access can perhaps be given a chance to submit their work through a different medium (like submitting their hand-written task by snail mail) or educators can find ways to reach out to them. As many educators chant the mantra of "no-one-size-fits-all" in education, this is the best time to find ways to prove it. Seek help and guidance with an open mind rather than being offensive that all these are giving educators more problems. If online learning is not possible, then find alternative ways.

3. Let's All Work Together

This is a sincere call to all educators. Don't feel like this is a lone battle. You can re-group as a team within your circle of colleagues and discuss ways to help the affected students. The same way we all work together to help the frontliners in producing PPE, educators should also work together to help the learners. Because when we are in a constant negative state of mind alone, we will surely feel the burden and refuse to find solutions. It's time to work it out together.

While remote learning or online learning is no longer an option in the 21st-century, we should also accept the fact that there are still learners who do not have the opportunities to be part of it (hopefully not for long).

But let's not "slaughter" remote learning as if face-to-face learning is flawless. Just like how one of my colleagues said "I taught a class of 90 students face-to-face, I think only half are paying attention, now that I need to teach online, at least I get to examine my teaching and make it more meaningful for them".

Thus, to reach the unreachable, we should first reach deep into our heart, soul and mind of being an educator. Hopefully, that is not unreachable. ■

HAPPENINGS@CALM

OFFICIAL LAUNCHING OF UNIMAS INSPIRING LEARNING SPACES (UNIMAS INSPIRE)

On 15 October 2020, UNIMAS launched 10 learning spaces which have been redesigned to meet the needs of 21st century learning. It is part of the initiative under UNIMAS Fellowship of Teaching and Learning Advancement (UNIMAS FoTL). These learning spaces are the manifestation of UNIMAS continuous efforts to enhance the quality of learning experience by empowering student choice, increasing student engagement, and most importantly to INSPIRE them to become the best in their fields. The launching was officiated by UNIMAS Vice Chancellor, Professor Datuk Dr Mohamad Kadim Suaidi.



At the launching ceremony, specially-made signage of the learning spaces were given to the Deans and Directors. Certificates of appreciation were also presented to the team that was involved in the initiative.



Scan the QR Code
to take a peek
at the new spaces



HAPPENINGS@CALM



VIRTUAL SESSIONS with SoTL ADVOCATES in ASIA

10 SEPTEMBER 2020 (THURSDAY)

Speakers

MORNING SESSION
9:30 am to 12:00 pm

The Value of SoTL While
Setting Up a New Medical College



DR PREMAN RAJALINGAM
Head, Teaching, Learning and Pedagogy
Divisions
NANYANG TECHNOLOGICAL UNIVERSITY
(NTU), SINGAPORE

AFTERNOON SESSION
2:00 pm to 4:15 pm

SOTL for a Holistic
Educational Development



DR NACHAMMA SOCKALINGAM
Programme Director, Learning Sciences Lab
SINGAPORE UNIVERSITY OF TECHNOLOGY
AND DESIGN (SUTD), SINGAPORE

Supporting SoTL as An Interdisciplinary
Undertaking: A Reflection on
Multiple Collaborative Endeavours



DR TRACY ZOU
Assistant Professor, Centre for the Enhancement of
Teaching and Learning
UNIVERSITY OF HONG KONG (HKU),
HONG KONG

The Current Situation of Faculty
Development in Japanese Universities
and an Overview of SoTL Projects at
Teikyo University



PROF. DR FUMIKO INOUE
Director, Centre for Teaching and Learning
TEIKYO UNIVERSITY, JAPAN

Evidencing Your Achievement Through An Inquiry
Approach to Teaching



ASSOC. PROF. DR JOHAN GEERTSEMA
Director, Centre for Development of
Teaching and Learning
NATIONAL UNIVERSITY OF SINGAPORE
(NUS), SINGAPORE

Infusing SoTL Into Curriculum
Development



PROF. DR CHEN CHWEN JEN
Senior Director, Centre for Digital Learning and Multimedia
UNIVERSITI MALAYSIA SARAWAK (UNIMAS),
MALAYSIA

Opening Remarks
9:30am (GMT +8)
by Vice Chancellor of UNIMAS

YBHG PROFESSOR DATUK DR MOHAMAD KADIM BIN SUAIDI



DR MARK GAN
Associate Director, Centre for Development of
Teaching and Learning
NATIONAL UNIVERSITY OF SINGAPORE
(NUS), SINGAPORE

Check out the re-
corded session
at [https://bit.ly/
SoTLCALM](https://bit.ly/SoTLCALM)

"Grab this opportunity to gain insights and updates on various aspects of Scholarship of Teaching and Learning (SoTL) in this region."

WE ARE NOW ON YOUTUBE!

UNIMAS

**Shifting to the New Normal
in Teaching: Responsibilities
of UNIMAS Academics**

Webinar by YBhg Professor Dr Ahmad Hata bin Rasit
Deputy Vice Chancellor (Academic & International)
18 May 2020 (Monday) | 2.00pm - 3.30pm

SUBSCRIBE

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CALM UNIMAS

1st TELIC 20

Congratulations to UNIMAS academics who represented the university at the **Teaching Enhancement and Learning Innovation Carnival 2020 (TELIC'20)**. The UNIMAS team won 5 Special Awards, 9 Gold Medals, 7 Silver Medals and 9 Bronze Medals for their innovative and creative ideas in teaching and learning particularly in facing the new normal.

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UNIVERSITI MALAYSIA SARAWAK

Congratulations

for the excellent performance at the
Teaching Enhancement & Learning Innovation Carnival 2020
9 Gold Medal Winners

 Dr Hashimatul Fatma Hashim (F021) Also Best of Category B Winner	 Amella Zuli Robert Jusik & Team (F021) Also Best of Category A Winner	 Cheuk Kee Man & Team (F02)	 Assoc. Prof Dr Bishaya Marid Nky & Team (F03) Also Best of Category C and Best of the Best Winner	 Dr Sarah Phoo Samson Juan & Team (F031)
 Prof Dr Chaw Hong Sheng & Team (F045)	 Assoc. Prof Dr Chui Wen Gek & Team (F046)	 Dr Nurulhidayah Sahill & Team (F051)	 Dr Nur Andria Binti Choral & Team (F051)	

from
Chairman
Vice Chancellor
Board of Director
Staff and Students

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Congratulations

for the excellent performance at the
Teaching Enhancement & Learning Innovation Carnival 2020
7 Silver Medal Winners

 Ir. Dr Abdul Bazar Abdul Karim & Team (F046)	 Professor Dr Nurmalia Abdulhish Goh & Team (F046)	 Sr. Siti Diana Tampahi & Team (F06)	 Sr. Nadia Zakri & Team (F06)
 Dr Dedy Pauli Cate (F046)	 Abdul Hakim Bin Hashim (F046)	 Ahmad Ali Bin Karnal (F046)	

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Congratulations

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Teaching Enhancement & Learning Innovation Carnival 2020
9 Bronze Medal Winners

 Kuan Wai Ling (F02)	 Assoc. Prof Dr. Adhitya Edward Roy A/L. Soneya (F045)	 Dr Nurshahin Subull (F031)	 Bedarman Sulaiman (F031)	 Fuzia Binti Mohamad Shuang & Team (F031)
 Chong Chee Sun (F044)	 Dr Adibah Binti Yusoff & Team (F044)	 Mohamad Anwar Bin Abu Bakar & Team (F044)	 Rashid Zaki & Team (F044)	

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