

IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

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CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



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CENTRE FOR PROFESSIONAL DEVELOPMENT



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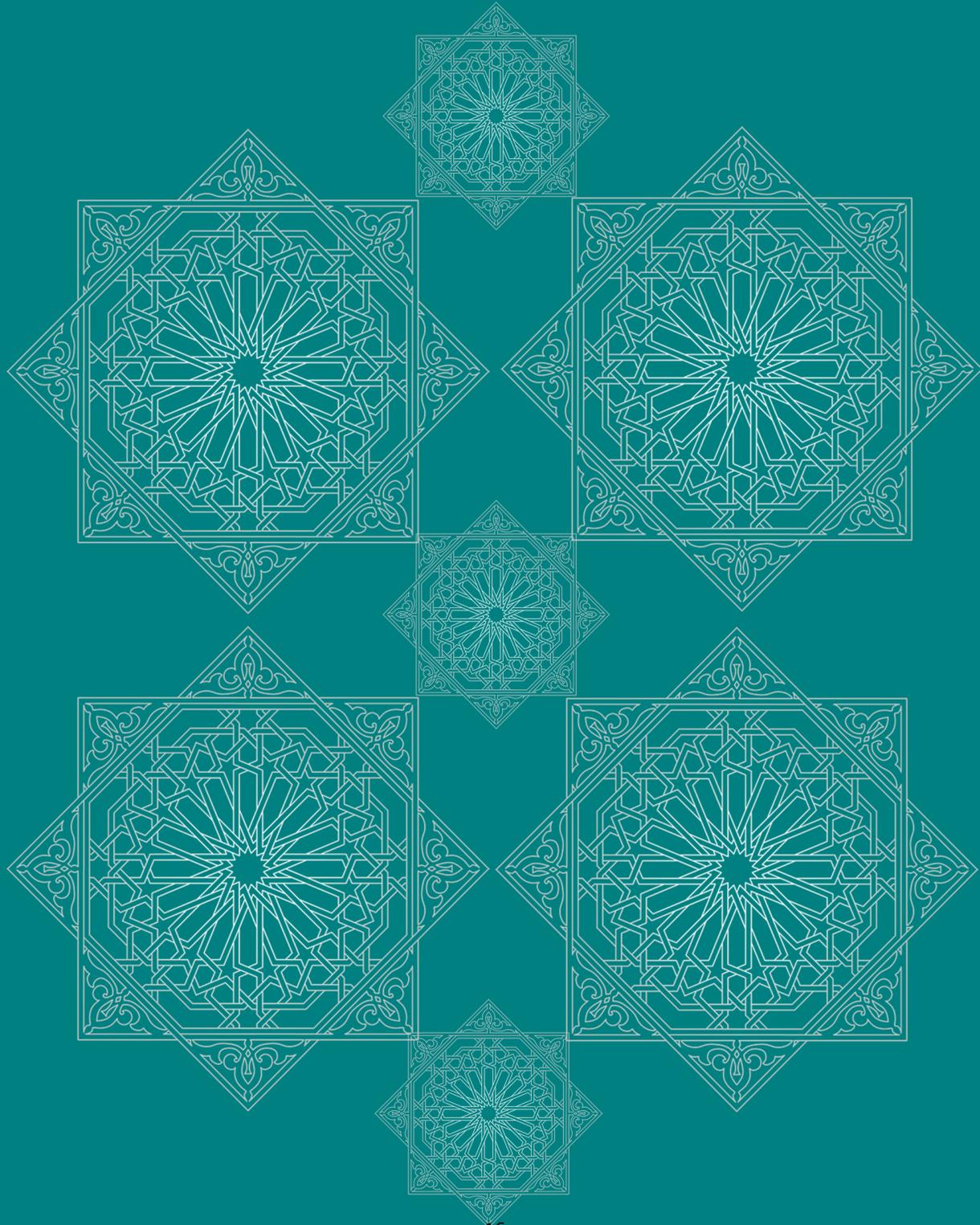
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INTRODUCTION

CENTRE FOR PROFESSIONAL DEVELOPMENT

This Emergency Remote Teaching & Learning Handbook (ERTL) has been written to assist academics in carrying out teaching and learning activities via remote and/or online learning. Given the COVID-19 pandemic which has resulted in a nation-wide Movement Control Order (MCO) and Conditional Movement Control Order (CMCO), the University has taken steps to ensure that disruption to student learning will be minimized as much as possible and quality education is maintained.

To ensure equitable access to learning, the University has rescheduled all academic activities to June 1st, 2020 to enable those who are financially challenged and have limited access to internet networks to be identified and assisted so that they are not left behind. With the recent recommendation from the Ministry of Higher Education for universities to carry out online teaching and learning activities until December 2020, a comprehensive handbook is needed to ensure the quality of education provided by the IIUM is maintained.

It is important to highlight that the guidelines presented

here are to be read together with existing IIUM academic policies and procedures. Other guidelines or policies, such as those by the Malaysian Qualification Framework (MQA), the Ministry of Higher Education, professional bodies or any other agencies that govern the accreditation of the IIUM academic programmes must also be read together with the guidelines presented in this handbook.

The contents of this handbook are divided into several parts for easy reference. The first part presents guidelines related to University policies and procedures. These have been formulated to address the present needs of emergency remote teaching and learning.

The second part covers aspects pertaining to teaching and learning. These include definitions of relevant terms; guidelines on the planning and implementation of remote and online teaching and learning; as well as brief descriptions of student-centred teaching and learning approaches, instructional design, designing online lessons, and adapting to remote instructional delivery.





The third part focuses on matters related to assessment, which include comparisons between traditional and alternative assessment methods, designing appropriate assessment tasks, as well as maintaining reliability, validity and fairness in assessment. The final part provides a step-by-step guide on the use of recommended online platforms and security guidelines for online teaching and learning.

The contents of this handbook have been written by office bearers and academics who have contributed their time and efforts for the benefit of the entire IIUM. I thank them for their dedication, may Allah SubhanawaTaala reward them abundantly Here and in the Hereafter. Ameen.

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