

IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

NOOR LIDE ABU KASSIM
ISARJI SARUDIN

CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



IIUM EMERGENCY REMOTE TEACHING AND LEARNING

CENTRE FOR PROFESSIONAL DEVELOPMENT



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

Centre for Professional Development (CPD)

International Islamic University Malaysia

Jalan Gombak,

Selangor Darul Ehsan,

MALAYSIA

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

Email: admin_cpd@iium.edu.my

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

First published in 2020

Publication © Centre for Professional Development, IIUM.

©

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

National Library of Malaysia

Cataloguing-in-Publication Data

IIUM Emergency Remote Teaching and Learning

EDITORS: Noor Lide Abu Kassim and Isarji Sarudin

eISBN 978-967-12577-5-3

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

IIUM Emergency Remote Teaching & Learning

Editors:

Noor Lide Abu Kassim and Isarji Hj. Sarudin

Contributing Members:

Noor Lide Abu Kassim

Isarji Sarudin

Izawati Tukiman

Zainurin Abdul Rahman

Tunku Badariah Tunku Ahmad

Gairuzazmi Mat Ghani

Muhammad Faris Abdullah

Lihanna Borhan

Ida Madieha Abdul Ghani Azmi

Andi Fitriah binti Abdul Kadir

Mohd. Feham Md Ghalib

Mohd Azrul Azlen Abd. Hamid

Rosemaliza Mohd Kamalludeen

Siti Zubaidah Anuar

Normaziah Abdul Aziz

Ainol Madziah Zubairi

Shamsuddin Abdullah

Amir 'Aatieff Amir Hussin

Joharry Othman

Hafizah binti Mansor

PUBLISHED BY THE CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

© Centre for Professional Development, 2020

CONTENT

FOREWORD/1

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

PART 1: INTRODUCTION AND GUIDE TO POLICIES AND PROCEDURES

CENTRE FOR PROFESSIONAL DEVELOPMENT/4

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

OFFICE OF DEPUTY RECTOR OF ACADEMIC AND INDUSTRIAL LINKAGES/6

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

EQUITY AND QUALITY IN EDUCATION/7

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

QUALITY ASSURANCE/8

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

UNDERGRADUATE PROGRAMME GUIDELINES/9

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

CENTRE FOR POSTGRADUATE STUDIES/14

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

PART 2: GUIDE TO INSTRUCTIONAL DESIGN AND DELIVERY

ERTL TEACHING AND LEARNING GUIDE/18

Noor Lide Abu Kassim

Definitions/18

Learning Environment/18

Available Infrastructure/18

Preparation for Course Delivery and Assessment/19

IIUM E-Learning Policy/20

Equity in Education/23

Outcome-Based Education and Student-Centred Learning /24

Outcome-Based Education (OBE)/24

Learning Outcomes Cluster (MQF 2.0)/24

Student-Centred Learning/24

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

GUIDE TO INSTRUCTIONAL DESIGN FOR ERTL/29

Rosemaliza Mohd Kamalludeen

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

UNIVERSAL DESIGN FOR LEARNING (UDL)/35

Izawati Tukiman

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

ADAPTING TO REMOTE TEACHING AND LEARNING/37

Siti Zubaidah Anuar

PART 3: GUIDE TO ASSESSMENT

ASSESSMENT/43

Noor Lide Abu Kassim & Ainol Madziah Zubairi

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

TRADITIONAL vs. ALTERNATIVE ASSESSMENT/47

Noor Lide Abu Kassim

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

PRINCIPLES IN DESIGNING ASSESSMENT TASKS/56

Noor Lide Abu Kassim

Practicality & Authenticity

Reliability/56

Validity/57

Some Important Questions in Designing Test Tasks/58

Item Format/59

Comparability of Test Tasks/60

PLANNING, DESIGNING AND IMPLEMENTING ALTERNATIVE ASSESSMENT/61

Ainol Madziah Zubairi & Noor Lide Abu Kassim

Considerations in Planning Alternative Assessment/61

Matching Learning Outcomes to Types of Alternative Assessment Tasks/61

Types of Alternative Assessment Tasks/61

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

Defining the Purpose of the Assessment/62

Selecting the Most Appropriate Assessment Task/62

Implementation of Alternative Assessment/62

OPEN-BOOK EXAMINATION/63

Zainurin Abdul Rahman

Elements of Open Book Examination/63

Concept: Avoiding Plagiarism/63

Procedure: Making Decisions/63

Procedure: Formulating Integrative Test Items/64

Recommended Process Flow/64

Platform/Medium for Open Book Exam/64

Test Items/64

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

Izawati Tukiman

SCORING RUBRICS/69

Noor Lide Abu Kassim

Why Use Rubrics?/70

How to Design a Rubric?/70

Types of Rubrics: Holistic vs. Analytic/70

Test the Rubric/70

Examples of Scoring Rubrics/71

How to Make Scoring More Reliable and Valid?/74

CONSTRUCTIVE ALIGNMENT/76

Noor Lide Abu Kassim & Lihanna Borhan

Constructive Alignment/76

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

PART 4: GUIDE TO ONLINE PLATFORM

iTa'LeEM/81

Mohd. Azrul Azlen Abd. Hamid & Feham Mohd Ghalib

GOOGLE CLASSROOM/124

Shamsuddin Abdullah

GOOGLE MEET/138

Mohd. Feham Md Ghalib

MICROSOFT TEAMS/148

Mohd. Feham Md Ghalib

ZOOM/162

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

E-PORTFOLIO (Pathbrite)/173

Joharry Othman

PART 5: SECURITY GUIDELINES FOR E-LEARNING

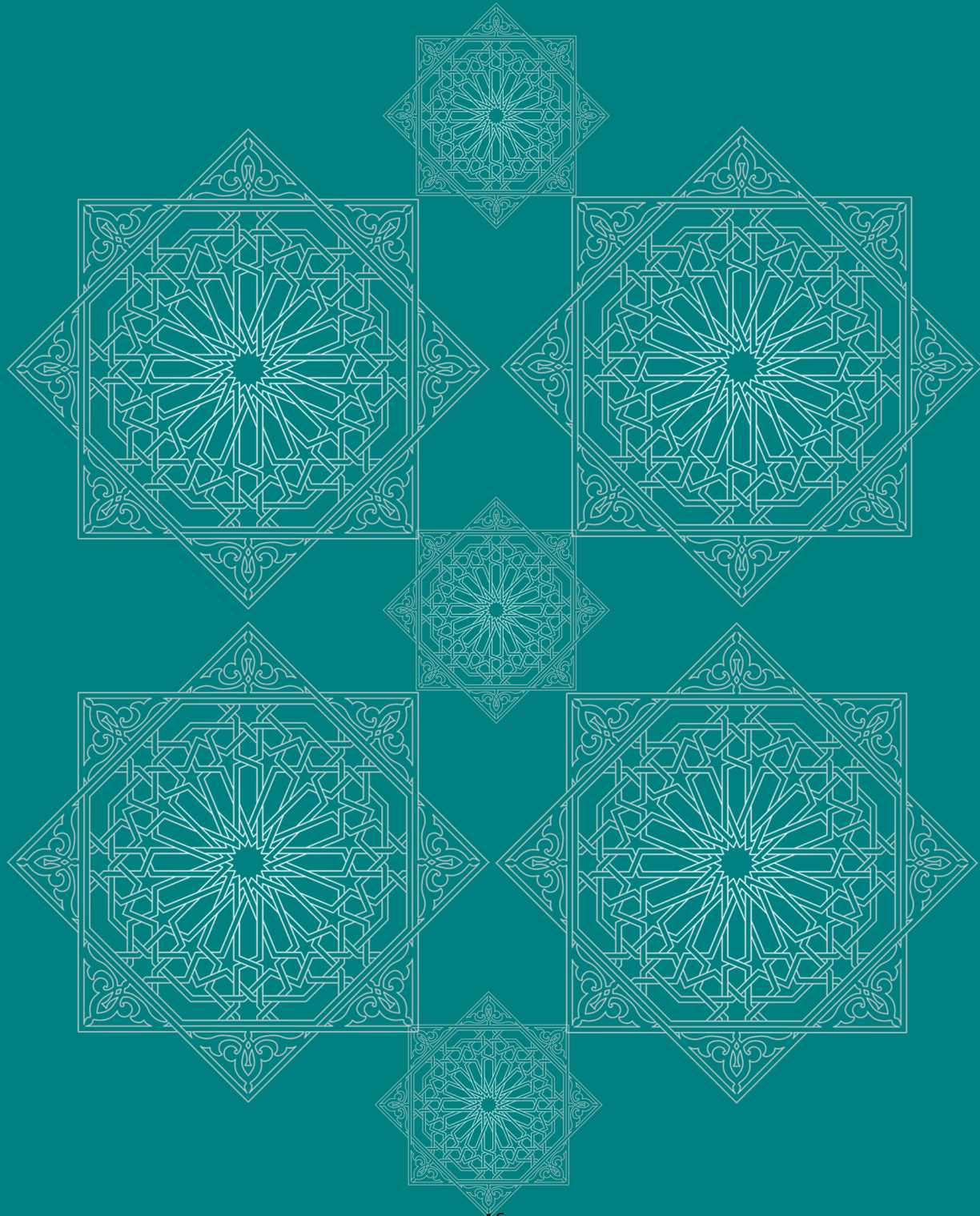
SECURING ONLINE QUIZZES AND TESTS ON iTa'LeEM/179

SIMPLE SECURITY GUIDELINES FOR E-LEARNING AT IIUM/185

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

REFERENCES/187

INDEX/188



OFFICE OF DEPUTY RECTOR OF ACADEMIC AND INDUSTRIAL LINKAGES

The on-going COVID-19 global pandemic has brought about a major paradigmatic shift overnight in the delivery of university courses and programs at all institutions of higher learning globally. The pandemic has propelled online learning to the forefront. At the International Islamic University Malaysia (IIUM), continual efforts are being made to address the challenges of COVID-19 in its delivery of teaching and learning. IIUM, like any other higher education institutions, had to shift all courses overnight, from a blended learning mode of delivery to a temporary norm called Emergency Remote Teaching and Learning (ERTL). This move is very critical as effective learning must continue in light of the global pandemic. Hence, the different approaches to remote teaching and learning have become the immediate agenda to deliver all of its educational programmes.

As a university that is aligned to a comprehensive framework of Maqasid Al-Shariah, the United Nation's Education for Sustainable Development (ESD), and *Falsafah Pendidikan Kebangsaan* (National Philosophy of education), there is a crucial need not only to ensure inclusive and equitable quality

education but also to promote lifelong learning opportunities for all. Hence, IIUM, through a concerted effort has come up with a handbook on Emergency Remote Teaching and Learning. It is a collection of best practices in the many aspects of remote teaching and learning to address all the challenges faced by both students and academics. This handbook is written in a very simple language highlighting important tips and relevant suggestions. A wide range of topics have been carefully selected and compiled to ensure quality education is maintained.

Comprehensive excellence in teaching and learning has always been at the heart of all students and academics in this Garden of Knowledge and Virtue. This handbook is a testament of a combined effort from many internal stakeholders at IIUM; namely, the Center for Professional Development (CPD), Academic Management and Admission Division (AMAD), Centre for Postgraduate Studies (CPS), Office of Knowledge Change and Advancement (KCA), Office of Strategy and Institutional Change (OSIC), Kulliyah representatives of Educators 4.0, and individual contributors from Centres of

Studies.

I am confident that academics will find this handbook very useful. Indeed, many chapters in this book provide invaluable tools for many teaching and learning settings. It is truly a humbling effort to bridge the existing gaps on delivering from a blended face-to-face and online learning, to a remote mode of delivery. It is all about engaging students with their lecturers and peers; and ultimately, for them to take charge of their own learning as the future is still indeterminate and the thought of having a singular face-to-face mode is far-fetched.

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



eISBN 978-967-12577-5-3



9 789671 1257753