

# 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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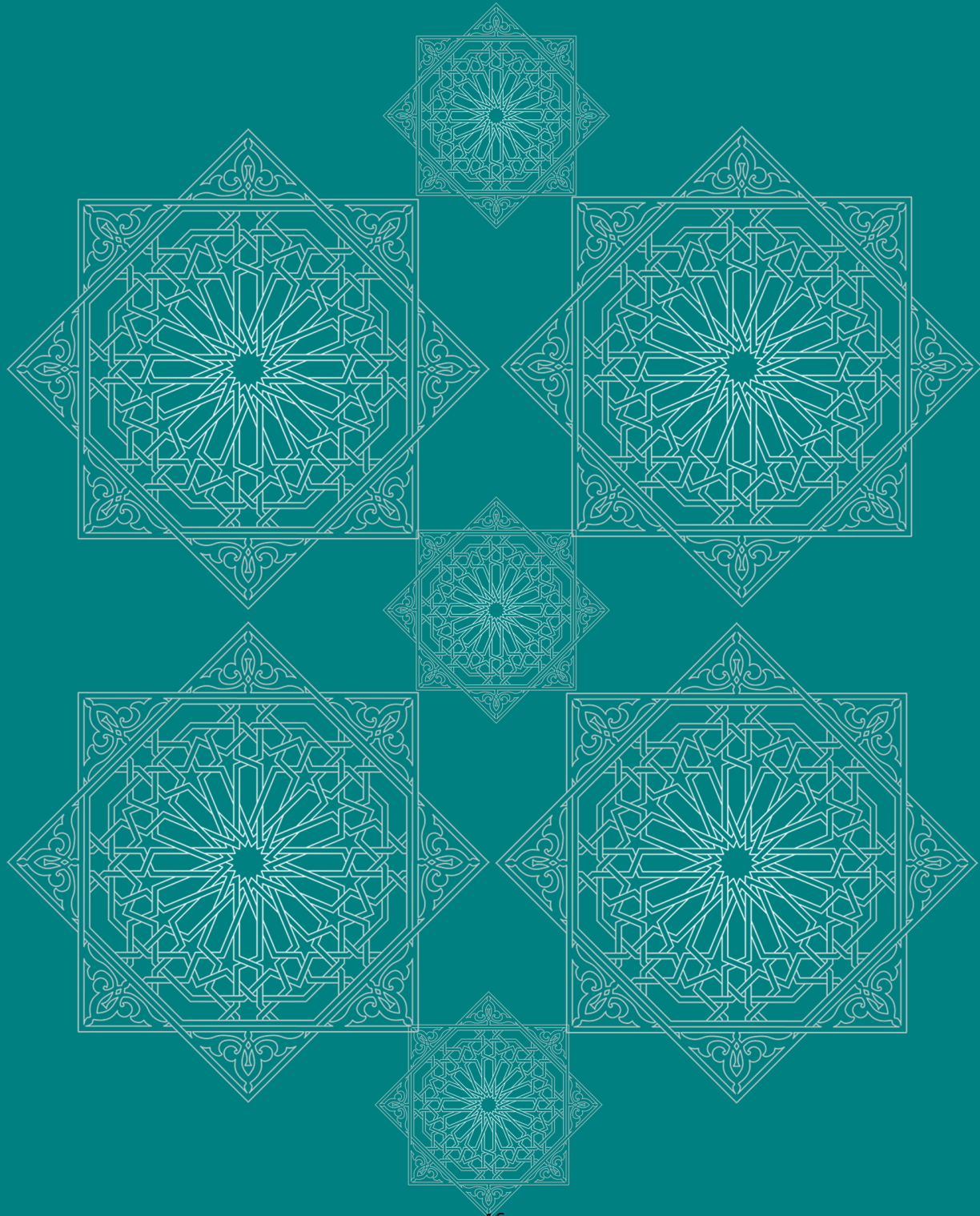
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## EQUITY AND QUALITY IN EDUCATION

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

As a result of the COVID-19 pandemic, IIUM sees remote teaching and learning as an emergency stopgap measure to minimize disruptions to the delivery of education to the students. At the onset of the movement control order, the University was well aware of the possibility that remote teaching and learning may need to be deployed if the period of movement control order is extended. Hence, instead of rushing to reopen the campus, the University took a bold decision to defer the reopening of the campus to June 2020.

Among the reasons for this decision were to ensure sufficient lead time for all lecturers to prepare for the delivery of courses through remote channels and to put in place measures to ensure all students would be able to follow remote teaching and learning so that no students are left behind.

IIUM believes that the elements of preparedness, quality and equity must be

entrenched in teaching and learning, regardless of whichever mode the teaching and learning take place, either face-to-face or remote. This is imperative so that the delivery of education is seen as just and fair to both lecturers and students.

Despite many other public universities in Malaysia rushing to resume their semesters through remote teaching and learning as early as April 2020, IIUM feels that proper planning has to be effected before any form of university-wide remote teaching and learning can be implemented successfully. IIUM believes that rushing lecturers and students from blended to a fully remote platform will only result in substandard teaching and learning. Lecturers are employed primarily for their technical and professional competencies. It is unreasonable and unfair to expect them to be able to change their teaching method overnight and at the same time retain the same level of instructional delivery quality to students.

Similarly, students must also be mentally ready to engage in remote learning. For many of our students, fully remote learning is a new experience and they need to be gradually fashioned into embracing remote learning. Not knowing what to expect, and also what is expected of them from remote learning can demotivate and put off students from learning at all.

Thus, IIUM recommends that sufficient lead

time is important before implementing remote teaching and learning to ensure preparedness of the lecturers and students. Sufficient lead time allows necessary training on remote teaching and learning to be offered to lecturers and students, and also allows lecturers to explore the various methods and platforms that best suited the delivery of their course contents.

When deliberating on the feasibility of remote teaching and learning, many tend to look only as far as students' access to devices and the internet. IIUM, however, believes that lack of personal learning space, especially at their homes, would also hinder students to follow remote classes effectively. These usually involve students from the less fortunate families and students with special needs.



To ensure equity in education, these under-privileged students should be brought back to university campus where they can utilise university facilities to follow remote classes like the rest of their peers. To deprive them of education while other students are following remote classes during this pandemic, is unfair and unjust. Thus, IIUM recommends that unless and until all students are being accorded equal opportunity to follow remote classes, remote teaching and learning would not be a viable and fair measure for education delivery.

In the presence of preparedness, quality and equity, IIUM agrees that remote teaching and learning can become a worthy complement to face-to-face teaching and learning in providing a richer, better and fairer educational experience for its students. In the long term, IIUM will continue to enhance the quality of its education delivery, both in terms of face-to-face and remote teaching and learning.

## QUALITY ASSURANCE

Assoc. Prof. Dr. Lihanna Borhan

Director, Office of Knowledge for Change and Advancement (KCA)

Remote teaching and learning (RTL) in the context of IIUM does not directly equate to online and distance learning. Currently (as of June 2020) none of the programmes are accredited to run as open distance

learning (ODL) mode.

However, RTL should be a part of our conventional mode, as it is an element of blended learning. During ERTL, it will be more than the 30% limit of the conventional mode. During normal times, courses should have 30% of their pedagogical delivery done via RTL.

RTL may be done in various ways. In the blended approach, RTL elements may be organized either by weeks (by alternating F2F and RTL or by block of F2F followed by block of RTL), by topics, or by tasks. Lecturers may also choose to conduct it in other ways, as long as there is a justified rationale and the sessions are well-documented. Lecturers have the discretion to design their own blended learning approach.

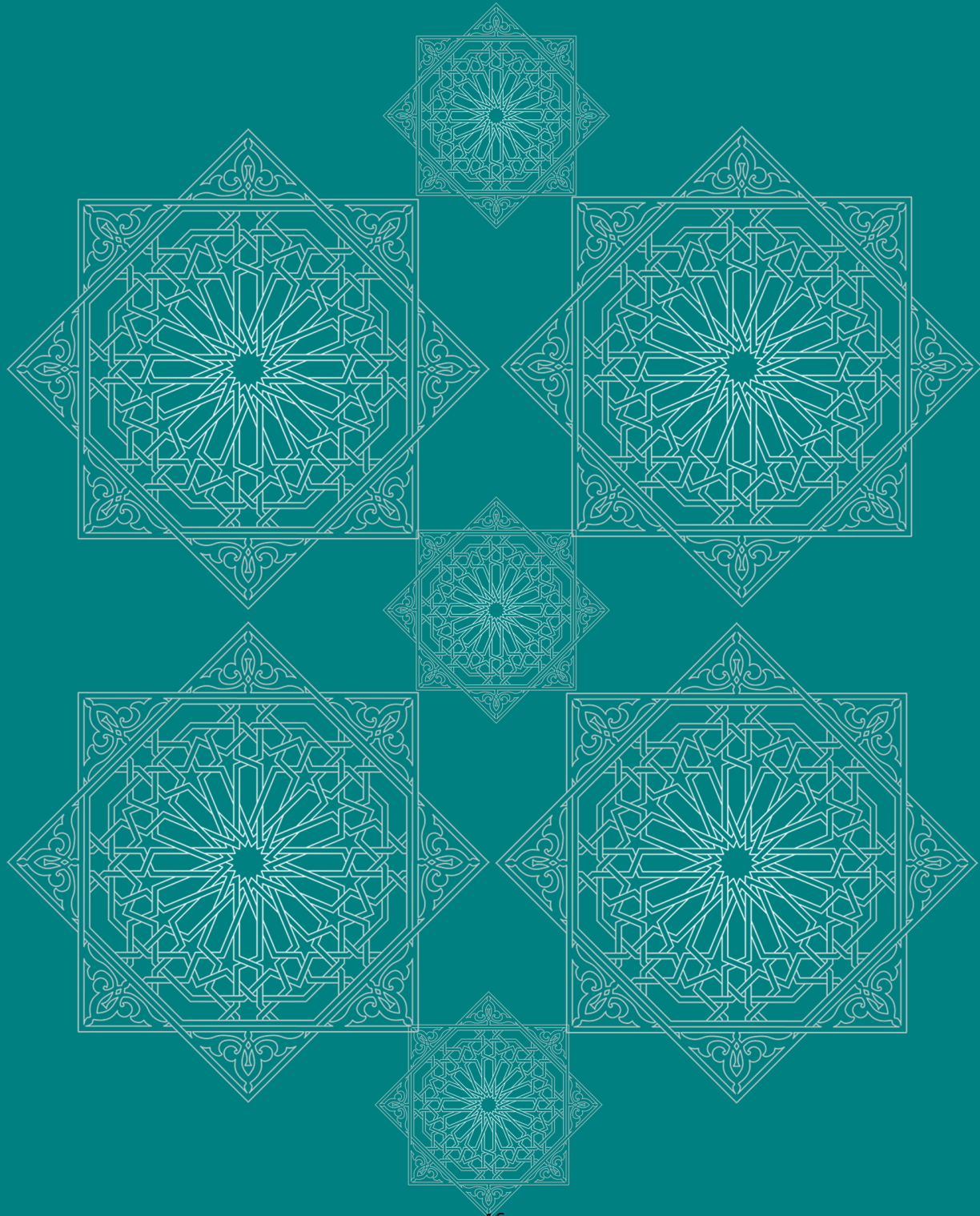
## F2F TO ONLINE CONVERSION

RTL is not just a question of changing platforms i.e., moving practices that are normally done face-to-face to an online platform. Instead, RTL should be seen as another pedagogical element that will enrich the learning experiences of the students.

As such, there is no one-to-one conversion of face-to-face elements to the online mode. The most important part for the lecturers to remember is that course learning outcomes are achieved. For each RTL element used, the lecturer is aware of the objectives and ensure that the objectives are achieved within a reasonable amount of time.







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