

# IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

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CENTRE FOR PROFESSIONAL DEVELOPMENT  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



# IIUM EMERGENCY REMOTE TEACHING AND LEARNING

CENTRE FOR PROFESSIONAL DEVELOPMENT



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# CONTENT

## **FOREWORD/1**

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## **PART 1: INTRODUCTION AND GUIDE TO POLICIES AND PROCEDURES**

### **CENTRE FOR PROFESSIONAL DEVELOPMENT/4**

*Prof. Dr. Noor Lide Abu Kassim*  
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### **OFFICE OF DEPUTY RECTOR OF ACADEMIC AND INDUSTRIAL LINKAGES/6**

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### **EQUITY AND QUALITY IN EDUCATION/7**

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### **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*  
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### **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

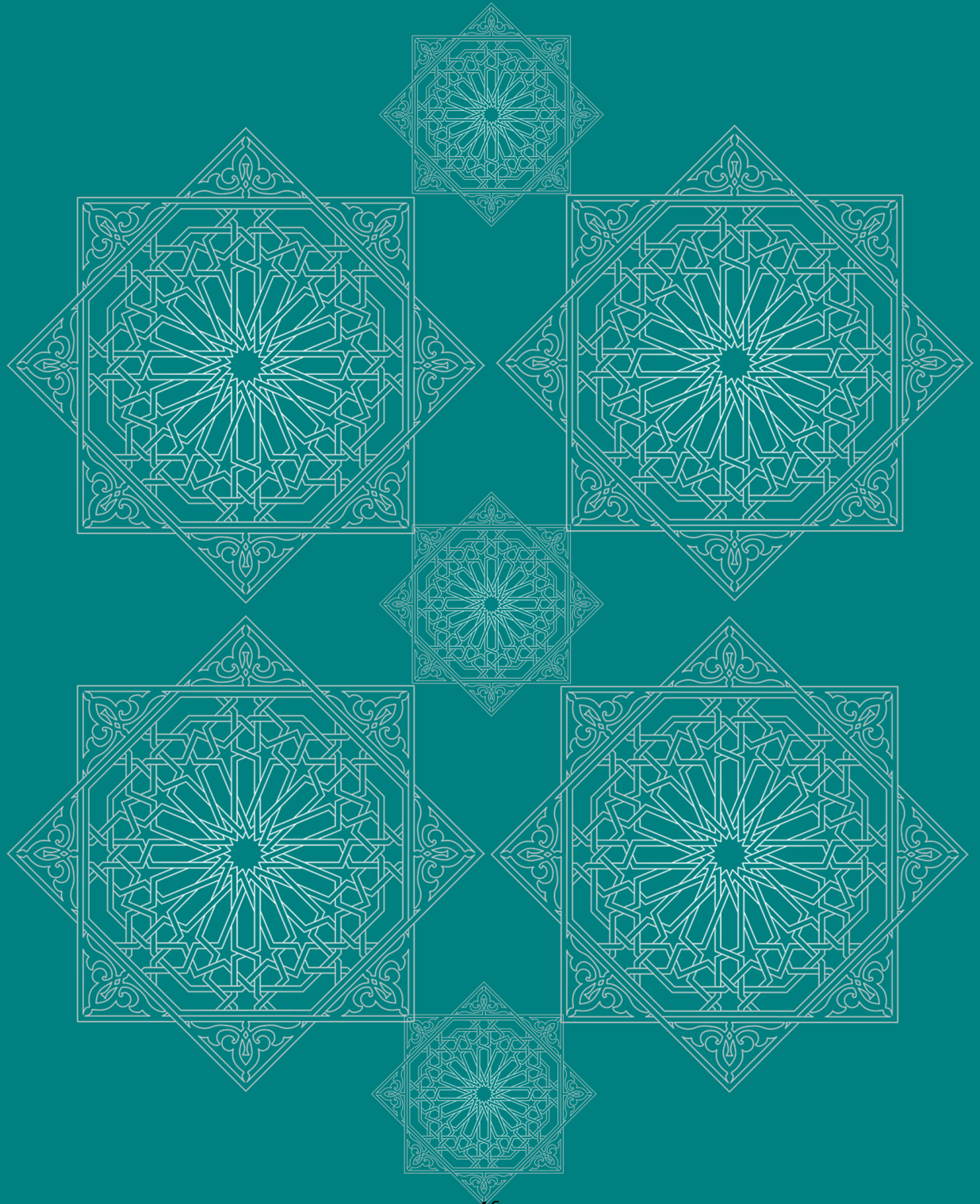
### SECURING ONLINE QUIZZES AND TESTS ON iTa'LeEM/179

### 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



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.



## STUDENT LEARNING TIME

### Student Learning Time (SLT)

How then does one calculate student learning time for RTL elements?

- Synchronous sessions - one-to-one conversion e.g., 30 minutes of live sessions equals 30 minutes of face-to-face, equals 30 minutes of SLT
- For non-synchronous sessions, lecturers are to adapt accordingly based on the nature of the tasks or activities students are to engage in. Examples are given here for lecturers to grasp the concept and adapt accordingly (These are neither exhaustive nor binding).

Task	Calculation	E.g SLT
Watching a video	Actual run time x expected number of viewings needed to achieve the objective.	5 min video x 4 expected views = 20 minutes SLT  5 min video x 6 expected views = 30 minutes SLT
Slides (basic, simple texts)	Number of slides x 3 minutes x expected number of viewings needed to achieve the objective.	10 slides x 3 minutes x 3 expected views = 90 minutes SLT  5 slides x 3 minutes x 4 expected views = 60 minutes SLT  7 slides x 3 minutes x 2 expected views = 42 minutes SLT
Slides (content-rich)	Number of slides x minutes expected x expected number of viewings needed to achieve the objectives	5 slides x 5 minutes x 5 expected views = 125 minutes SLT  6 slides x 4 minutes x 7 expected views = 168 minutes SLT
Play a game-based task	Actual run time x number of repetition expected	3 minutes x 1 repetition = 3 min SLT  10 minutes x 2 repetitions = 20 minutes SLT

These examples are given not for lecturers to calculate each and every activity, but to give the lecturers an idea that variations do exist, and lecturers should use this as a guide so as not to over-burden students or under-load students.

However, for good practice, it is recommended that lecturers keep a record of the assigned online activities and tasks and reflect on the effectiveness of these elements towards the achievement of the course learning outcomes.

Lecturers who wish to have a more structured approach, may refer to the Guidelines on eLearning for Malaysian HEIs published by the Ministry of Higher Education (2014).

## UNDERGRADUATE PROGRAMME GUIDELINES

Assoc. Prof. Dr. Gairuzazmi Mat Ghani

Director, Academic Management and Admission Division (AMAD)

The University's initial decision was to defer regular classes until 1st June 2020, where students would be back on campus and normal classes with some adjustments on physical distancing would be resumed. However, given that it may not be safe for students to be on campus in large numbers and attend classes as usual, until the end of the year, amendments have to be made to this approach.

The University has decided to adopt Emergency Remote Teaching and Learning (ERTL) to continue Semester 2, 2019/2020 lectures, and until all students are allowed back on campus. This is to ensure that the delivery of the academic programmes may be done such that students are able to acquire the knowledge, competencies and attitudes indicated.

This section provides the guidelines for students and lecturers for the ERTL period. These guidelines on the resumption of studies, conduct of classes, conduct of assessment, and industrial training are only valid for the ERTL period.

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