

IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

NOOR LIDE ABU KASSIM
ISARJI SARUDIN

CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



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CENTRE FOR PROFESSIONAL DEVELOPMENT



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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

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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

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Rector, International Islamic University Malaysia (IIUM)

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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

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

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Director, Office of Knowledge for Change and Advancement,, IIUM

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

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Dean, Centre for Postgraduate Studies, IIUM

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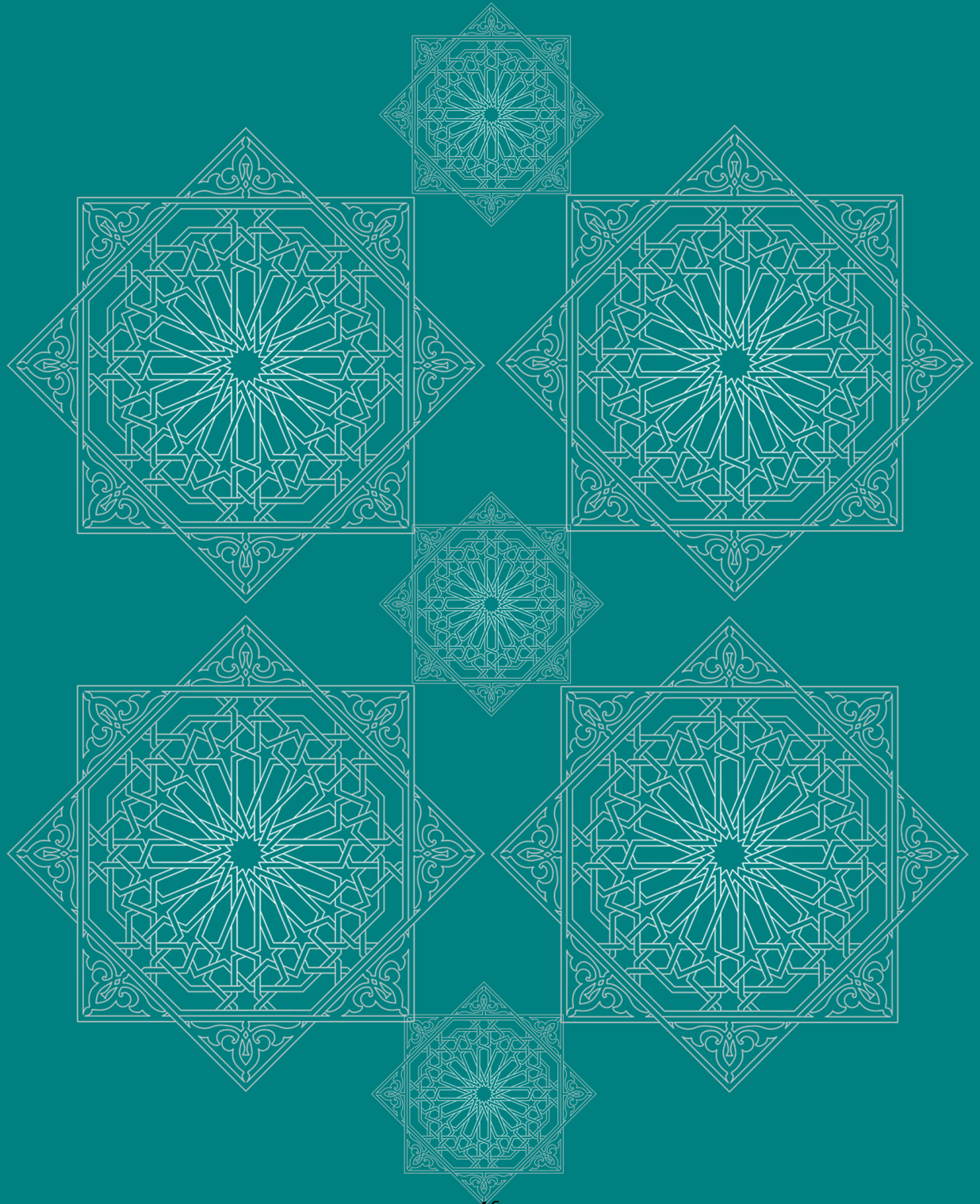
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GUIDE TO INSTRUCTIONAL DESIGN FOR ERTL

Rosemaliza Mohd Kamalludeen

Instructional Design

When an architect designs structures, buildings, and landscapes, they use all information gathered from the physical site, and then combine functional and aesthetic aspects, giving those who will be inhabiting that particular space pleasurable experiences.

Teachers are designers of learning experiences – they cannot force learners to learn, but they can provide learners with the best learning environment so that learning is inspired. As architects work on design blueprints, teachers work on learning blueprints.

Carr-Chellman (2016) defined Instructional Design as “the process by which instruction is created for classroom use through a systematic process of setting goals, creating learning objectives, analyzing student characteristics, writing tests, selecting materials, developing activities, selecting media, implementing and revising the lesson”.

ID is simply a teacher’s “lesson plan”. Teachers in schools prepare daily lesson plans as part of their teaching routine. As teachers in higher education, it is not common practice for us to prepare lesson plans. We usually work base off our course outline and make sure all content materials are complete to be presented to students. We then go about teaching our classes without being aware of the myriad of activities that would maximize student learning in order to achieve the intended learning outcomes.

Having a plan of instruction helps us determine whether the goals of the course are achieved through aligning learning objectives, learning activities and learning assessments. In short, ID is putting constructive alignment to work in our teaching practices.

Instructional Design Models

Instructional Design is systematic; therefore, there have been numerous experts who established models that are suited to a variety of learning needs.

Figure 10 illustrates the ADDIE Model, the most commonly referred to in the field of instructional design. ADDIE takes its name from the first letter of each phase.



Figure 10. The ADDIE Model

The ADDIE model phases are described as follows:

1. Analysis phase

Before any lessons are carried out, the teacher needs to know what kind of learning environment that he or she is dealing with – who are the learners, the learning gaps, resources that teachers have, and any other information that can be helpful for teachers to design their lessons. Needs analysis is also carried out to gauge student learning needs in that particular topic. Teachers are recommended to survey students before lessons begin.

2. Design phase

After gathering as much information as possible in the Analysis Phase, teachers start planning the learning objectives, learning activities and learning assessments. Teachers come up with an **instruction plan** at this stage. This is when constructive alignment principles must be given close attention to. All activities, assignments and materials must facilitate students to achieve the intended learning

outcomes. Assessments are designed so that they measure the LOs appropriately.

3. Development phase

Teachers then develop the learning materials based on the instructional plan in the design phase. This includes choosing appropriate materials, platforms, equipment, etc. that would expedite the mastery of intended learning outcomes by students. Teachers at this stage will be producing or curating videos, developing presentation slides, selecting reading materials, and also coming up with assessment materials.

4. Implementation Phase

This is when teachers execute their instructional plans. During this phase, feedback from students are essential to evaluate whether the lessons are impactful, and students meet the learning outcomes.

5. Evaluation Phase

Although placed at the last phase, evaluation in ID is carried out throughout the ID process. Evaluation in ID means evaluating the effectiveness of the instructions/lessons. Are the learning objectives met? Can the instructions be improved further? Are the learning activities appropriate? Evaluating each learning session helps teachers improve their delivery which will better facilitate student progress.

The ADDIE model is universal, and can be used for any form of instruction, be it face to face, blended learning or online sessions.

The ERTL demands physical classes to be shifted to an online environment. Designing online learning would require the same systematic process as face to face learning design but teachers must pay close attention to technological resources that both teacher and students have.



Designing Online Lessons

Online lessons aren't simply lecturing via Zoom. It is a totally different learning experience than face to face interactions. Therefore, careful decisions must be made in terms of what goes on in an online lesson – whether to have synchronous (live online lessons via video conferencing tools) or asynchronous lessons (on-demand lessons that students may access at their own convenience).

To ease the process of figuring out what to teach, how to teach and how to assess learning in an online environment, we will look at Gagne's 9 Events of Instruction as a guide. Gagne explained that there are nine things that must happen in a classroom session to maximize student involvement and learning in that particular lesson. Using Gagne's 9 Events as a guide will help teachers better design online lessons as each event addresses milestones that lessons need to achieve.

Figure 11 illustrates Gagne's 9 Events of Instruction. The first three events are related to lesson preparation before the intended content is presented to the students. Events 4-7 are part of the actual instruction and practice of intended content, and the last two events are related to assessment of learning.

Gagne's 9 Events of Instruction generally applies to classroom instruction. It can be applied to designing online instructions, too. Let's simplify Gagne's 9 Events by looking at the three categories: lesson preparation (or pre-instruction), instruction (content presentation) & practice (learner participation), and assessment of learning. Decide the types of activities that can be carried out during the online instruction; while making sure that all three categories of events are included.



Figure 11: Gagne's 9 Events of Instruction

Synchronous vs. Asynchronous Online Learning

The online learning environment is typically categorized into two types: synchronous and asynchronous. Synchronous online learning happens in real time, thus requiring greater bandwidth. However, it allows for real time virtual f2f interaction. Live streaming in the virtual classroom environment allows for immediate feedback.

Asynchronous online learning does not happen in real time. Its advantage is the low bandwidth that it requires for content delivery. Teaching and learning materials can be uploaded using relevant online platforms, and students can complete assigned tasks at their own pace. Types of materials include lesson modules, pre-recorded videos, lecture notes and slides. Feedback can be given through forums or chat box. Assessment methods such as e-portfolio, online essays, and videos, can be used using this environment.

The Instructional Plan

To guide teachers in designing their online lessons, refer to Figure 12 where a table adapted from the Learning Design Matrix developed by Kamalludeen (2018) visualizes the instructional plan.

TOPIC	LEARNING OUTCOME	LEARNING PREPARATION	INSTRUCTION & PRACTICE	LEARNING ASSESSMENT
What is the topic that you are teaching?	What are the learning outcomes that students are supposed to achieve?	Choose interesting activities that will trigger student curiosity & excitement	How will you present the content & get students to interact with the content?	How will students be assessed?

Figure 12. The Instructional Plan adapted from the Learning Design Matrix (Source: Kamalludeen, 2018)

Online Learning is Fun, Engaging and Rewarding when Designed Right

In short, this is an exciting time for everyone as we get to explore many possibilities. Learning has been disrupted and redefined, but it is definitely not regressing. Moving into something new always has its challenges, but if teachers look at the challenges as opportunities to redesign the education landscape into something fresh, current and vibrant, then our students will reciprocate.

Just remember, online learning is a totally different experience than face to face, therefore expectations must be recalibrated between both teachers and students.

	SYNCHRONOUS	ASYNCHRONOUS
What	Real time meetings & discussions: both learning facilitator and students	Learning using shared materials. No real time discussions
How	Hangout meet, zoom, Teams, whatsapp, chat rooms, audio conferencing, social media, whiteboards	E-mails, clouds, USB, printed materials, groups, LMS
Pros	Direct feedback, instantaneous interactions	Self pace, independent of time interactions
Cons	Quality depends on bandwidth especially for video conferencing and consumes internet data	Large size materials require Internet data. Printed materials/USB incur postal charges

Figure 13. Synchronous vs. Asynchronous

TOPIC/ Week	LEARNING OUTCOME(s)	LEARNING PREPARATION	INSTRUCTION & PRACTICE	LEARNING ASSESSMENT
Theories of Learning/ Week 1	Students should be able to define behaviorism, cognitivism and constructivism learning theories. Students should be able to compare and contrast behaviorism, cognitivism and constructivism practices in school settings.	Activity 1: <u>Asynchronous</u> Students will watch short videos on different school scenarios – Malaysia, Finland, Japan. <i>Link to YouTube videos will be given in Google Classroom (GC). Students to watch before Activity 2.</i>	Activity 2: <u>Asynchronous</u> Students read textbook chapter xx about learning theories, using PPT slides as guide. <i>PPT slides given in GC.</i> Activity 3: <u>Synchronous</u> Discussion over Zoom class & menti.com (1hr) Students will be asked to identify learning theories that are practiced in Malaysian school setting. What are the examples of practices related to each theory?	Activity 4: <u>Asynchronous</u> Students write a one-page reflection on their experiences during school and relate them to learning theories discussed. <i>Reflections to be submitted via GC</i>
Theories of Learning/ Week 2	Students should be able to explain social learning theory. Students should be able to elaborate how social learning theory is applied in school settings.	Activity 1: <u>Asynchronous</u> Students will be asked to reflect upon the celebrities they “follow” on social media and explain how the celebrities influence their lives. Share with the class in GC discussion box.	Activity 2: <u>Asynchronous</u> Students watch a lecture video on social learning theory & respond to the online quiz on Quizizz. Activity 3: <u>Synchronous</u> Discussion over Zoom class (1hr) How can social learning theory be put to practice in schools?	Activity 4: <u>Asynchronous</u> Students prepare a short write-up (not more than 2 pages) on examples of extra-curricular activities that can be carried out in schools related to social learning theory in addressing bully problems. Work in pairs & submit via GC.

The instructional plan helps teachers see at a glance, all the activities that students will be doing to achieve the intended learning outcomes. Teachers will also be able to see the flow of the lessons, and make sure that all of the events recommended by Gagne are carried out.

Pay attention to the variety of activities that is planned for the students. There is a combination of synchronous and asynchronous online sessions (Figure 13), variety of learning resources and also learning activities. You will also notice that there are not many tools used, just a select few (Figure 14).



Figure 14. Example of designing an online learning experience using the instructional plan

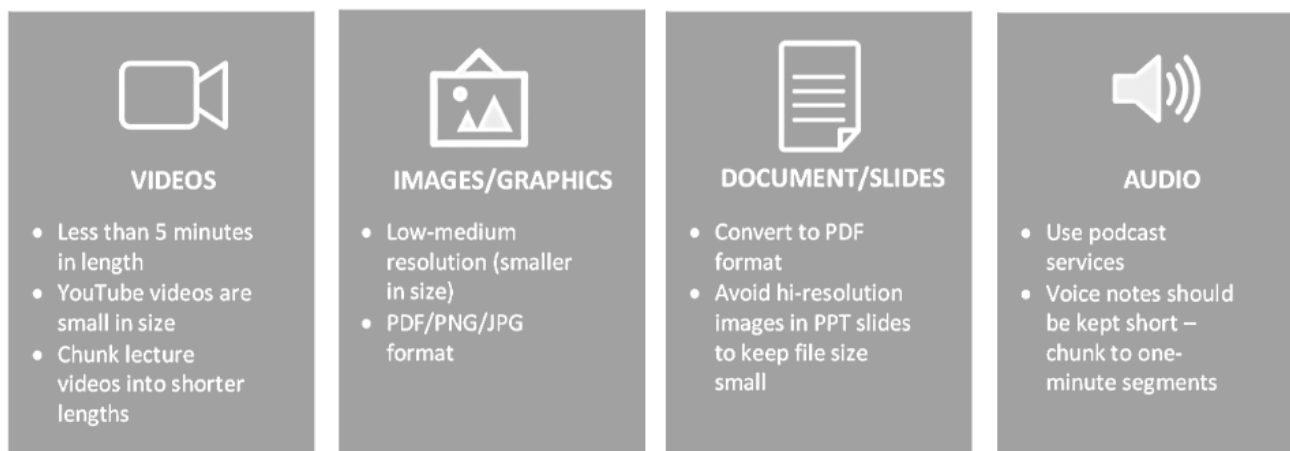


Figure 15. Bite-sized resource recommendations

Useful tips for teachers in selecting resources and activities for pleasant and effective online learning experiences

1. Make sure all instructions are clear and unambiguous

Online learning means the teachers are teaching from behind the screen. Therefore, all instructions given to students must be clear and easily understood to avoid confusion.

2. Keep all learning resources **bite sized**

Bite sized means small and manageable. Refer to Figure 14 for bite-sized resource recommendations.

3. Schedule synchronous classes only when absolutely necessary

Synchronous classes are important in keeping students engaged with the course and also the

teachers. Teachers must decide when is the most appropriate time to have synchronous sessions via video conferencing tools. All synchronous classes must be interactive – have activities that students can participate in during the lesson. Ask students to respond to questions in the chat box. Use polling tools like menti.com to gauge student responses. Get a few students to turn on their microphones and respond to the discussion. There are so many ways of getting students to be active learners during synchronous sessions and they could be very addictive and fun!

4. Stick to not more than 5 online tools for your class

Teachers are recommended to discuss with students to choose the online tools that everyone is comfortable with. Choose one for managing

learning resources, two to three for interactive activities such as quizzes and gamification, and one for synchronous class meets. Stick to the tools throughout your semester. You may, once in while introduce a new online tool based upon your needs, or just to explore something new with your students. The examples of tools in Figure 14 are Google Classroom, Quizizz, menti.com, YouTube, and Zoom.

5. Design a variety of learning activities

Teachers are recommended to come up with different types of activities. Learners have different preferences in terms of learning – some are more visual, others are auditory, kinesthetic, or read write. When you design your online learning experiences, incorporate all types of activities to appeal to all learning preferences. For example, instead of just asking students to watch lecture videos, incorporate textbook reading, research activities, and peer teaching when presenting learning content. This does not have to happen in each lesson; just be prepared with a few variations to keep students engaged and motivated.

6. Let students know how they will be assessed

Online learning demands new ways of assessment. Students need to be told explicitly how they will be assessed so that they are clear of the expectations on them. Rubrics must be clear and given to students together with the assessment pack.

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