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The 8th International Conference on Education in Muslim Society (ICEMS) 2022

“The Future of Education: Moderate, Inclusive, Professional, and Well-Being” August 22-24, 2022

ABOUT THE CONFERENCE



The 8th International Conference on Education in Muslim Society
(ICEMS) 2022 - 23RD August 2022 (Tuesday)



SPEAKER 3:
STRENGTHENING LANGUAGE EDUCATION
DURING POST-COVID-19 : AN INSIGHT INTO
TECHNOLOGY-BASED SOLUTIONS

PROF. TS DR MUHAMMAD SABRI SAHRIR
KULIYAH OF EDUCATION
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA - IIUM



DEFINITIONS

Moderate : avoiding extremes of behavior or expression, reasonable limits, calm, tending toward the mean or average amount or dimension

Tolerate: to allow to be or to be done without prohibition, hindrance, or contradiction, related to the technical or ethical standards of a profession

Professional: relating to, or characteristic of a profession, following a code of conduct as though it were a profession

EDUCATIONAL ISSUES DURING COVID-19 PANDEMIC

The use of instructional technology has become a crucial skill that teachers and educators need to master, especially in 21st-century education.

The outbreak of the COVID-19 pandemic has pushed educators towards emergency remote teaching and learning (ERTL) through various online platforms and technologies.

In the context of language learning, it is expected that the evolution of IR 4.0. can make the issues and challenges be overcome easily. However, the solution is not easy because one size does not fit all.

This present study will shed light on the reality of learning obstacles and challenges that teachers currently face and, later, suggest alternative technology-based solutions to strengthen foreign language learning during the COVID-19 pandemic.

COVIDNOW



COVIDNOW



Malaysia



Home



Vaccinations



Deaths



Ventilations



ICU



Hospitalisations



Cases

EN

Cases

Active COVID-19 Cases

Data for Malaysia


Data as of 22 Aug 2022, 11:59 pm

22nd August 2022


Local Cases
4,721,777 +2,066
Imported Cases
38,053 +12

Active Cases
37,696 -1,222

 Home Quarantine
36,187 96.0%

 PKRC
31 0.1%

 Hospitalised
1,409 3.7%

 ICU (Unventilated)
30 0.1%

 ICU (Ventilated)
39 0.1%


Recovered
4,685,979 +3,290


Deaths (including BID)
36,155 +10
Brought in Dead
7,681 +3

Distribution - Active Cases



Deaths

Data as of 22 Aug 2022, 11:59 pm

Deaths per 1M People

Data for past 2 weeks

Deaths Vent. ICU Hosp. Cases

Malaysia	3
Putrajaya	17
Melaka	11
Johor	6
Perak	4
Perlis	4
Kedah	4
Pahang	4
P. Pinang	3
N. Sembilan	3
Selangor	2
Klang Vly.	2
Sarawak	1
T'gganu	1
Sabah	1
KL	1
Kelantan	0
Labuan	0

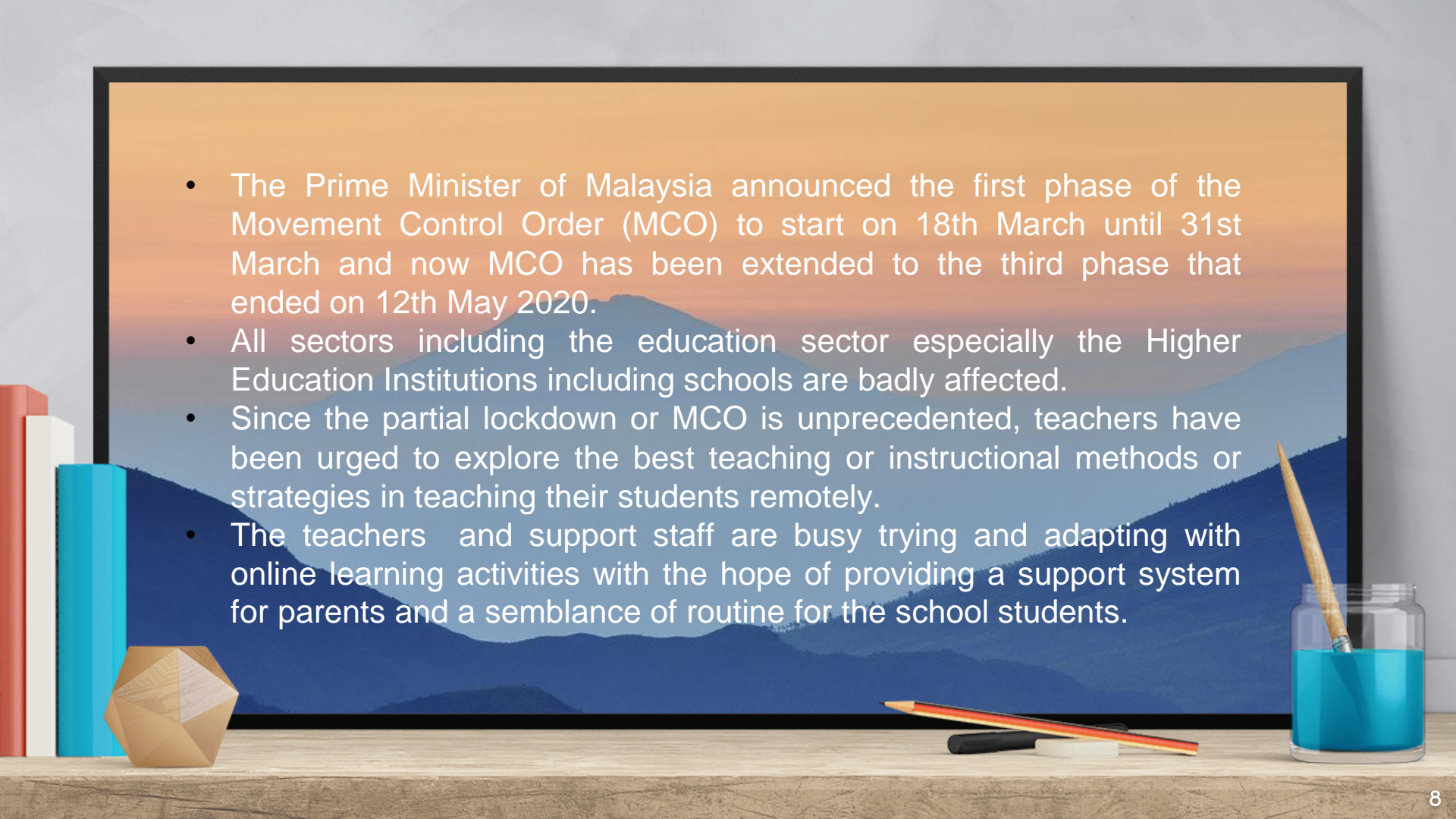


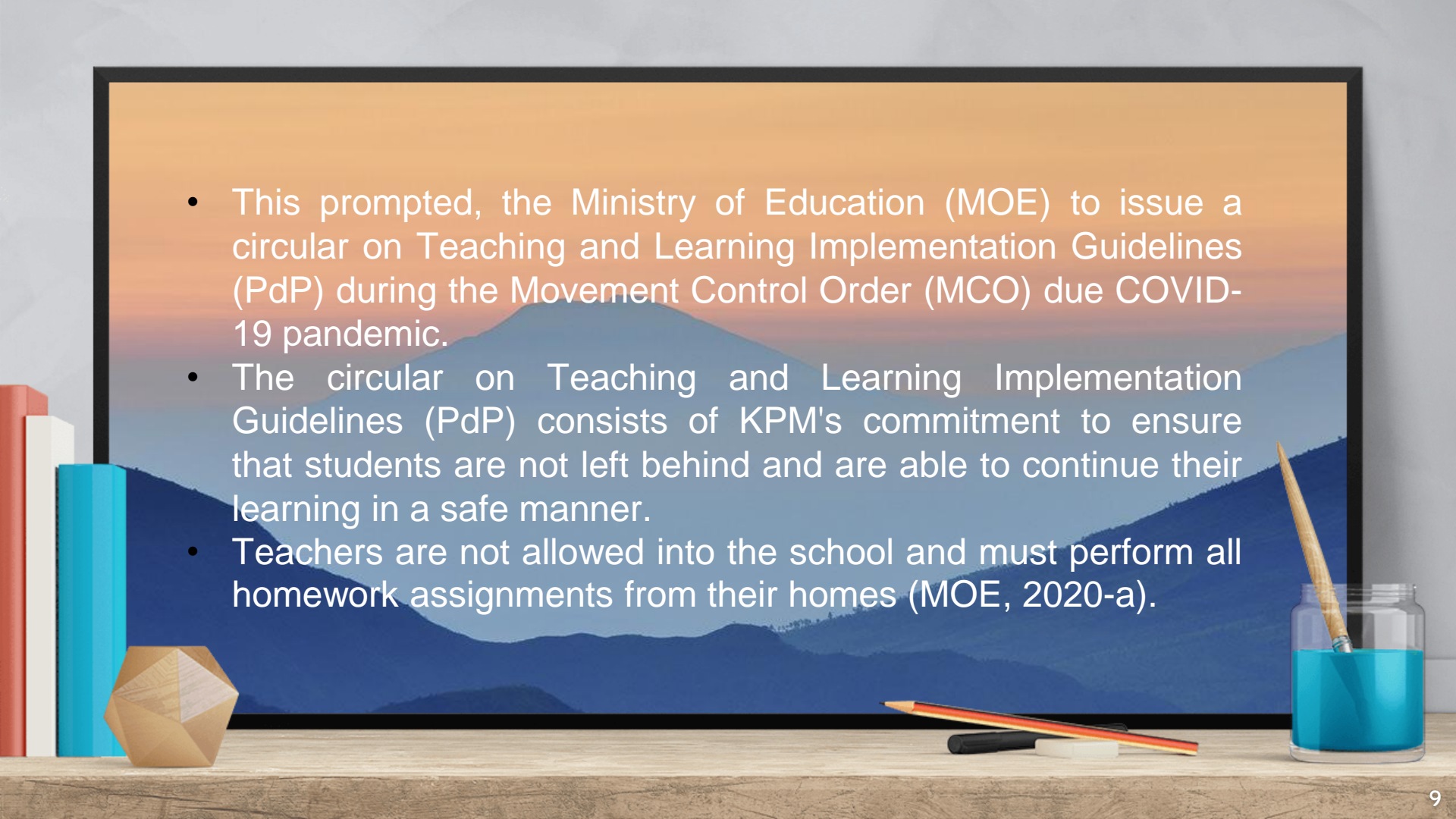
131 million children have missed out on three-quarters of their in-person instruction since March 2020, and nearly 77 million of them have missed almost all of it. Schools are still fully or partially closed in about 27 per cent of countries, according to the agency. – UNICEF



TEACHING AND LEARNING DURING COVID-19

- ON 31ST OF DECEMBER 2019, THERE WAS A GROWING REPORT ON THE ACUTE RESPIRATORY ILLNESS THAT STARTED IN CHINA, SPECIFICALLY IN THE AREA OF WUHAN CITY, HUBEI PROVINCE.
- THE VIRUS, WHICH IS LATER IDENTIFIED AS CORONAVIRUS DISEASE 2019 (COVID-19), ATTACKS THE RESPIRATORY SYSTEM AND CAN BE FATAL IF PATIENTS DO NOT GET IMMEDIATE TREATMENT.
- A MAJORITY OF COUNTRIES HAVE ANNOUNCED THE TEMPORARY CLOSURE OF SCHOOLS, IMPACTING MORE THAN 91 PER CENT OF STUDENTS WORLDWIDE AROUND 1.6 BILLION CHILDREN AND YOUNG PEOPLE (MIKS. J. AND MCILWAINE, J., 2020).
- ALMOST 1 BILLION PEOPLE ACROSS THE GLOBE ARE PUT ON HOME CONFINEMENT (LOCKDOWN/MOVEMENT CONTROL ORDER) (NST ONLINE, 22, MARCH 2020) AND MALAYSIA IS OF NO EXCEPTION.

- 
- The Prime Minister of Malaysia announced the first phase of the Movement Control Order (MCO) to start on 18th March until 31st March and now MCO has been extended to the third phase that ended on 12th May 2020.
 - All sectors including the education sector especially the Higher Education Institutions including schools are badly affected.
 - Since the partial lockdown or MCO is unprecedented, teachers have been urged to explore the best teaching or instructional methods or strategies in teaching their students remotely.
 - The teachers and support staff are busy trying and adapting with online learning activities with the hope of providing a support system for parents and a semblance of routine for the school students.

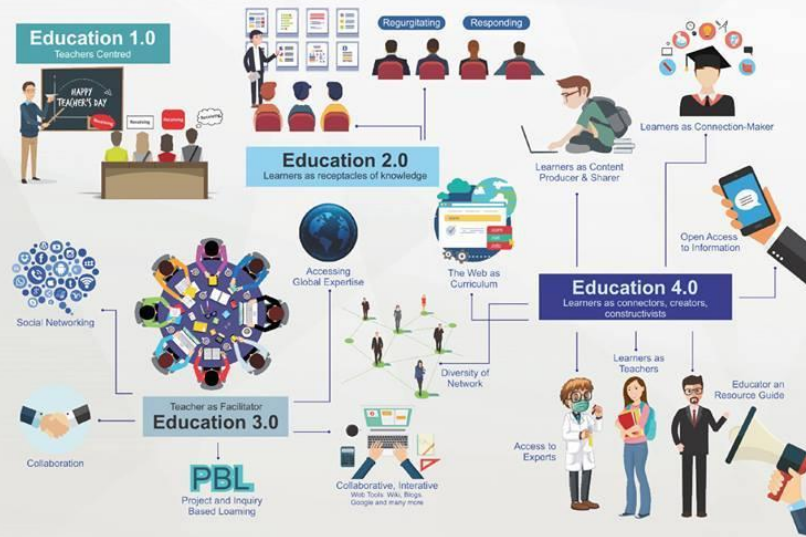
- 
- This prompted, the Ministry of Education (MOE) to issue a circular on Teaching and Learning Implementation Guidelines (PdP) during the Movement Control Order (MCO) due COVID-19 pandemic.
 - The circular on Teaching and Learning Implementation Guidelines (PdP) consists of KPM's commitment to ensure that students are not left behind and are able to continue their learning in a safe manner.
 - Teachers are not allowed into the school and must perform all homework assignments from their homes (MOE, 2020-a).



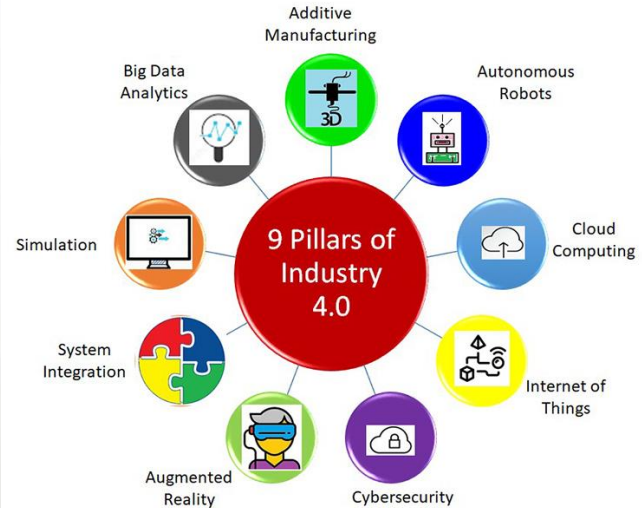
MANUAL PDPR KPM: ***KAEDAH PEMBELAJARAN & PENGAJARAN DI RUMAH***



Malaysia Education 4.0: Connectors, Creators, Constructivists...



Source: Abdul Rahim Hashim. (2017). *Preparing graduates for the 4th Industrial Revolution*. Plenary forum presented at the 7th World Engineering Education Forum 2017, Kuala Lumpur, Malaysia.



SHARING AN OPINION ON PDPR

Perancangan berstruktur semua pihak jayakan PdPR

Isu pembelajaran selagi lagi diperkatakan masyarakat. Antara saluran dan permasalahan disampaikan di media serta sering diperkatakan ialah kekurangan peralatan teknologi maklumat dan komunikasi (ICT) seperti komputer, gajet dan capaian internet.

Tidak kurang juga isu membabitkan jumlah adib berbilang kaum di rumah serta isi rumah dengan selengkapan ICT terhad, selain tugasan ibu bapa yang turut menjalankan tugasan pejabat di rumah semua ada secara spontanitas sebagai pembelajaran giliran.

Namun, bagi meningkatkan sektor seperti perkhidmatan, pembinaan dan ke-sihatan, amat sukar bagi pekerjaan untuk bekerja dari rumah sepenuhnya.

Apakah lagi mereka yang bekerja secara kontrak tanpa gaji tetap dan bergantung kepada syif serta jam tugasan.

Gejalaan peniaga juga mungkin menghadapi masalah mengarahkan anak untuk sesi pengajaran dan pembelajaran di rumah (PdPR) kerana ibu bapa sebenarnya menjadi 'peternak guru'.

Tanpa pemantauan dan bimbingan ibu bapa, PdPR akan terganggu. Dan, Kementerian Pendidikan (KEM) mengemukakan manual PdPR bertujuan membantu guru melaksanakan proses



Perancangan dan bimbingan ibu bapa penting untuk PdPR tidak terganggu.

(Dina Hassan)

itu sebagai alternatif pembelajaran norma baharu.

Berikhtarkan manual ini, sesi PdPR ialah proses pengajaran dan pembelajaran (PdP) dilaksanakan di rumah, pusat komuniti atau di mana-mana kawasan bersekolah.

PdPR juga boleh dilaksanakan secara

dalam talian atau luar talian dengan perancangan berstruktur dan berkesan.

Manual ini diterbitkan sebagai rujukan khas untuk guru, pentadbir sekolah, pasukan pejabat pendidikan daerah (DPP), dan jabatan pendidikan seperti KEM dan KPM sendiri.

Begitupun, ibu bapa boleh dib-

hentikan lebih berkesan melalui sesi mesyuarat dalam talian yang boleh diadakan antara pihak sekolah dengan ibu bapa. Cabaran dan permasalahan

PdPR juga mungkin berbeza-beza berdasarkan negeri, lokasi serta sekolah. Justeru, pendekatan inovatif boleh diambil dengan melaksanakan tinjauan analisis keperluan dan merancang tindakan dan penyelesaian bagi meningkatkan atau menyelesaikan masalah dihadapi.

Perancangan berstruktur dan berkesan antara pihak sekolah, guru dengan ibu bapa amat penting bagi menjayakan PdPR dalam apa jua cabaran.

Begitu juga isu keperluan terhadap selengkapan dan penggunaan peralatan ICT yang digunakan melalui sebelum pandemik COVID-19 melanda.

Namun, keperluan mendesak terhadap komputer, gajet dan capaian internet sangat memuncak dalam PdPR kerana peralatan teknologi ini bertindak sebagai 'pinu gerbang' kepada sekolah dalam talian.

Prof Nishah Dr Muhammad Isdril Sahir,
Kaliyeh Pendidikan, Universiti Islam
Andalusiana Malaysia (UAM)

Pembaca yang ingin berkongsi pandangan dan membuat aduan boleh e-mel ke bhforum@bh.com.my

COVID 19 GLOBAL OUTBREAK AND FUTURE EDUCATION IMPACT



DATA COLLECTION

- This study is conducted among Arabic school teachers in preparing online assessment for remote teaching and learning in addition to face-to-face situation.
- The respondents were purposively selected among 75 Arabic school teachers in Northern Malaysia on 28–29 March, 2021 from the states of Kedah, Penang and Perlis in a hybrid mode of training.
- This research instruments were investigating the teachers' knowledge about three essential components of TPACK, which include technology, content, and pedagogy as well their suggestions and feedbacks towards employing online assessment and effectiveness via adapted TPACK survey (Mishra & Koehler, 2006; Shulman, 1986)



سلسلة دورة تدريبية
دورة تكوينية لبرنامج عام ٢٠٢١م
 حول أدوات التقويم الإلكترونية لقياس أداء متعلمي اللغة العربية الناطقين بغيرها

DAURAH TADRIBIYAH SIRI 1/2021 (ZON UTARA)
PENTAKSIRAN DAN PENILAIAN KEMAHIRAN BAHASA ARAB
BERBANTUKAN TEKNOLOGI



Ustaz Nur Hafiz bin Abdul Kadir
Ketua Penolong Pengarah Bahagian Pendidikan Islam KPM



Ustaz Azizan bin Muhammad
Ketua Penolong Pengarah Bahagian Pendidikan Islam KPM



Ustaz Nur Hafiz bin Abdul Kadir
Ketua Penolong Pengarah Bahagian Pendidikan Islam KPM



Ustaz Azizan bin Muhammad
Ketua Penolong Pengarah Bahagian Pendidikan Islam KPM




Ustaz Nur Hafiz bin Abdul Kadir
Ketua Penolong Pengarah Bahagian Pendidikan Islam KPM

٢٩ & ٣٠ مارس ٢٠٢١ | ٨ صباحا - ٥ مساء
Dewan Al-Farabi, Jabatan Pendidikan Negeri Kedah





Majlis Perasmian pada Ahad, 28 Mac 2021 (3.30 petang)
Majlis Penutupan pada Isnin, 29 Mac 2021 (12.00 tengah hari)



Bahagian Pendidikan Islam KPM

post content.
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 29 March · 🌐

Video program pengantarabangsaan Daurah Tadribiyah Siri 1/2021 (Zon Utara) anjuran Bahagian Pendidikan Islam KPM dengan kerjasama Icescomalaysia_official.



🌟 Khairul Hakimy, Mohd Sabri Mohd Noor and 54 others 31 shares

DATA COLLECTIONS

The sampling was purposively selected from Arabic school teachers all over Malaysia who have participated in a training workshop organized by the ICESCO-KUIS, Ministry of Education and Kulliyyah of Education, IIUM. (March 2021).

Suggestions and feedback were also collected from open-ended questionnaires in employing platforms and applications for online teaching and assessment during COVID-19 among pre-service teachers doing their practicum in final year of study (December 2020).

Enhanced findings by ICESCO-KUIS and MOE workshop on 25th of September 2021.

Although the findings are related to the Arabic language setting, this study may also benefit other second or foreign language settings where the technology-based solution has not been effectively utilized by teachers in schools.

The findings can also benefit home-based learning environments, which require other considerations in order to improve and enhance foreign language learning during the COVID-19 pandemic.



DEMOGRAPHIC INFO!

Table 1: Gender

Gender	Frequency (N)	Percentage (%)
Male	19	28.4
Female	50	72.5
Total	69	100



DEMOGRAPHIC INFO!

Table 2: Age of Respondents

Category of Age	Frequency (N)	Percentage (%)
Below 25	1	1.5
Between 26 and 30	12	17.4
Between 31 and 35	9	13
Between 36 and 40	16	23.2
Between 41 and 50	25	36.2
51 and above	6	8.7
Total	69	100



DEMOGRAPHIC INFO!

Table 3: Highest Academic Qualification

Academic Qualification	Frequency (N)	Percentage (%)
Diploma	3	4.5
Bachelor	48	69.6
Master	16	23.9
PhD	2	3.0
Total	69	100



DEMOGRAPHIC INFO!

Table 4: Teaching Experience at Schools

Number of Years	Frequency (N)	Percentage (%)
Less than 5 years	17	25
Between 5 and 10 years	12	17.6
Between 11 and 20 years	29	42.6
More than 20 years	10	14.7
Total	69	100



DEMOGRAPHIC INFO!

Table 5: Location of Schools based on Northern States of Malaysia

Northern States of Malaysia	Frequency (N)	Percentage (%)
Kedah	44	63.8
Penang	14	20.3
Perlis	5	7.2
Others	6	8.7
Total	69	100

RESULTS AND FINDINGS

No.	Item	Frequency and Percentage				
		SD	D	N	A	SA
1	I can search for materials with the help of educational technology to understand Arabic and use them in the teaching process.	0	0	3 (4.3%)	41 (59.4%)	25 (36.2%)
2	I can use the internet to understand Arabic and use it in the T&L process.	0	0	0	37 (53.6%)	32 (46.4%)
3	I can use a teaching strategy that combines Arabic content, educational technology and pedagogy.	0	0	4 (5.8%)	44 (63.8%)	21 (30.4%)
4	I can choose Arabic resources and educational technology innovations based on suitability to meet the needs of the Arabic T&L.	0	0	3 (4.3%)	47 (68.1%)	19 (27.5%)
5	I can teach Arabic by combining pedagogy, Arabic content and educational technology.	0	0	4 (5.8%)	47 (68.1%)	18 (26.1%)

RESULTS AND FINDINGS

No.	Item	Frequency and Percentage				
		SD	D	N	A	SA
6	I can access Arabic resources and educational technology innovations to meet the needs of the Arabic T&L.	0	1 (1.4%)	7 (10.1%)	46 (66.7%)	15 (21.7%)
7	I can use educational technology to understand Arabic to support the Arabic T&L.	0	0	2 (2.9%)	48 (69.6%)	19 (27.5%)
8	I can use educational technology to understand Arabic to support Arabic research.	0	0	4 (5.8%)	47 (68.1%)	18 (26.1%)
9	I can demonstrate leadership in helping others coordinate the use of Arabic content, educational technology and pedagogy in schools.	0	2 (2.9%)	15 (21.7%)	47 (68.1%)	5 (7.2%)
10	I can find materials with the help of educational technologies to understand Arabic language and use them in the process of evaluating and assessment of Arabic language.	1 (1.4%)	0	4 (5.8%)	53 (76.8%)	11 (15.9%)

OPEN ENDED RESPONSES

- + Technological support
- + E-Learning resources
- + Instructional support
- + Human Resources Issues
- + Online Assessment
- + Suggested applications and platforms

OVERALL FEEDBACKS

Go to www.menti.com and use the code 9330 1933

Pendapat anda mengenai bengkel ini



WORKSHOP BY ICESCO-KUIS, MOE – 25 SEPT 2021

Cisco Webex Meetings Meeting Info Hide Menu Bar

File Edit Share View Audio & Video Participant Meeting Breakout Sessions Help

Speaking: ICESCO Malaysia (Host)

Unmute Stop video Share

Participants Chat

Type here to search

28°C Mostly sunny 5:12 PM 9/25/2021

FEEDBACKS BY PARTICIPANTS

Go to www.menti.com and use the code 9556 6027

Apakah cadangan aplikasi teknologi yang sesuai bagi aktiviti pengajaran bahasa Arab dalam PdPR?

Mentimeter



FEEDBACKS BY PARTICIPANTS

Go to www.menti.com and use the code 9556 6027

Apakah cadangan aplikasi teknologi yang sesuai bagi aktiviti pentaksiran bahasa Arab dalam PdPR?



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RE-OPENING PROCEDURES OF SCHOOLS

SCHOOLS TO REOPEN IN STAGES						
PRIMARY SCHOOL (OCT 3 / 4 - DEC 10 / 11, 2021)						
ACTIONS	PHASE 1	PHASE 2	PHASE 3	PHASE 4 (3-18 Oct)	PHASE 4 (17 Oct-1 Nov)	PHASE 4 (31 Oct-11 Dec)
PdPR for all students	✓	✗	✗	✗	✗	✗
Special needs students attend SKPK & PPKI without rotation	✗	✓	✓	✓	✓	✓
PdPR for other students	✗	✓	✓	✓	✗	✓
Private preschool / kindergarten students attend without rotation	✗	✗	✓	✓	✓	✓
Standards 4, 5, 6 to continue with PdPR	✗	✓	✗	✗	✓	✓
Standards 1, 2, 3 to attend school in rotation	✗	✓	✗	✗	✓	✓
Standards 4, 5, 6 to attend school in rotation	✗	✗	✗	✗	✗	✗
NATIONAL RECOVERY PLAN PHASE 1 - Kedah & Johor PHASE 2 - Penang, Perak, Kelantan, Terengganu, Pahang, Selangor, Kuala Lumpur, Putrajaya, Melaka & Sabah PHASE 3 - Perlis, Negeri Sembilan & Sarawak PHASE 4 - Labuan						

PdPR - Home-based teaching & learning | SKPK - Sekolah Kelangkaan Pendidikan Khas | PPKI - Special Education Integration Programme
Source: Senior Minister of Education Datuk Seri Dr Ruzi Jidin

SCHOOLS TO REOPEN IN STAGES						
SECONDARY SCHOOL (OCT 3 / 4 - DEC 10 / 11, 2021)						
ACTIONS	PHASE 1	PHASE 2	PHASE 3	PHASE 4 (3-18 Oct)	PHASE 4 (17 Oct-1 Nov)	PHASE 4 (31 Oct-11 Dec)
PdPR for all students	✓	✗	✗	✗	✗	✗
<ul style="list-style-type: none"> Form 6 (2nd semester) 2nd year IBD 3rd semester pre-university in Sports School, to attend without rotation 	✗	✓	✓	✓	✓	✗
Special needs students to attend SMKPK / SMPKV & PPKI without rotation	✗	✓	✓	✓	✓	✓
Students of international examination classes to attend without rotation	✗	✓	✓	✓	✓	✗
PdPR for other students	✗	✓	✓	✓	✓	✗
Students of other international examination classes attend in rotation	✗	✗	✓	✓	✓	✗
NATIONAL RECOVERY PLAN PHASE 1 - Kedah & Johor PHASE 2 - Penang, Perak, Kelantan, Terengganu, Pahang, Selangor, Kuala Lumpur, Putrajaya, Melaka & Sabah PHASE 3 - Perlis, Negeri Sembilan & Sarawak PHASE 4 - Labuan						

PdPR - Home-based teaching & learning | SKPK - Sekolah Kelangkaan Pendidikan Khas | SMPKV - Sekolah Menengah Pendidikan Khas Vokasional | PPKI - Special Education Integration Programme | IBD - The International Baccalaureate Diploma
Source: Senior Education Minister, Datuk Seri Dr Ruzi Jidin

Published: Sept 14, 2021
Berita Harian

SCHOOLS TO REOPEN IN STAGES						
SECONDARY SCHOOL (OCT 3 / 4 - DEC 10 / 11, 2021)						
ACTIONS	PHASE 1	PHASE 2	PHASE 3	PHASE 4 (3-18 Oct)	PHASE 4 (17 Oct-1 Nov)	PHASE 4 (31 Oct-11 Dec)
<ul style="list-style-type: none"> Pre-university in Sports School Students of public examination classes in full boarding schools to attend without rotation 	✗	✗	✓	✓	✗	✗
Students of public examination classes in day / private schools attend in rotation	✗	✗	✓	✓	✗	✗
Forms 3 & 4 in public examination classes in full boarding schools to attend without rotation	✗	✗	✗	✓	✓	✓
Forms 3 & 4 in public examination classes in day / private schools to attend in rotation	✗	✗	✗	✗	✓	✓
PdPR for Transition Class, Forms 1 & 2	✗	✗	✗	✗	✓	✓
<ul style="list-style-type: none"> Second year IBD students Form 3 Pre-university in Sports School to attend without rotation 	✗	✗	✗	✗	✗	✓
Full boarding school students to attend without rotation	✗	✗	✗	✗	✗	✓
Other students from private, international & expatriate schools to attend in rotation	✗	✗	✗	✗	✗	✓
NATIONAL RECOVERY PLAN PHASE 1 - Kedah & Johor PHASE 2 - Penang, Perak, Kelantan, Terengganu, Pahang, Selangor, Kuala Lumpur, Putrajaya, Melaka & Sabah PHASE 3 - Perlis, Negeri Sembilan & Sarawak PHASE 4 - Labuan						

PdPR - Home-based teaching & learning | SKPK - Sekolah Kelangkaan Pendidikan Khas | SMPKV - Sekolah Menengah Pendidikan Khas Vokasional | PPKI - Special Education Integration Programme | IBD - The International Baccalaureate Diploma
Source: Senior Education Minister, Datuk Seri Dr Ruzi Jidin

Published: Sept 14, 2021
Berita Harian

RE-OPENING PROCEDURES OF UNIVERSITIES

1/2

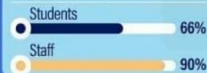
IPT TO REOPEN IN STAGES

- Begins Oct 15, 2021
- For the 2021/2022 academic session
- Involve students in all categories & for all phases of the NRP
- Priority will be given to those in need
- Only fully-vaccinated students, academic & non-academic staff are allowed on campus
- Subject to capacity on campus
- Students who cannot be vaccinated due to health reasons should contact respective IPTs to coordinate admission

VACCINATION PROGRAMME

- Known as VACC2 Campus
- A collaboration between MOHE & CTIF
- To help increase vaccine uptake among IPT residents before campus reopens
- Targets 100% staff & students to be registered as fully vaccinated in MySejahtera, by end-October 2021

COMPLETE VACCINATION (As of Sept 15, 2021)



WALK-IN VACCINATION

- IPT students & staff can be vaccinated at any PPV
- Just bring required documents:
 - Identification card / passport
 - Student / staff card
 - IPT offer letter for new students
- Permission letter from guardian needed for students under 18 years old

ISOLATION CENTRE IN IPT

- For symptomatic / COVID-19 cases
- IPTs are encouraged to provide self-test kits to students

STUDENT QUARANTINE PROCESS

- Sarawak: Fully vaccinated students are exempted from quarantine
- Sabah: Must be fully vaccinated. Compulsory to undergo self-monitoring and update status via MySejahtera app
- Labuan: Compulsory to undergo five-day self-quarantine at respective IPT. Students must conduct the RT-Ag swab test on the 4th day

20% TUITION FEE REDUCTION

- To benefit 555,350 students in public universities
- For 1st semester, 2021/2022 session
- The markdown costs RM175 million

IPT - Higher Education Institution
NRP - National Recovery Plan

MOHE - Higher Education Ministry
CTIF - COVID-19 Immunisation Task Force

Source: Higher Education Minister, Datuk Seri Dr Noraini Ahmad

Published: Sept 17, 2021
Bernama Infographics

IPT TO REOPEN IN STAGES

TEACHING & LEARNING

- Hybrid method & complying with SOP as stated by MKN
- For online courses, students can choose to pursue online PdP in their respective localities
- Laboratory / workshop / studio / research activities can be carried out in groups with SOPs

MOVEMENT OF STUDENTS

- Will follow the academic calendar of respective IPTs
- Must also identify students, determine their movement schedule & ensure they go through a strict health screening process

For students in the Peninsular:

- Only the permission letter to return to campus from IPT is required

For students in Sarawak, Sabah & Labuan:

- Subject to state government SOPs
- Must get police permission to travel interstate, take free RT-PCR test at government clinics

RETURNING TO CAMPUS

- With own vehicles
- Sent by parents / guardians who are completely vaccinated
- By flight
- Carpool is based on seating capacity, drivers & passengers must be completely vaccinated

** Contact respective IPT if there is a problem for transportation

INTAKE FOR INTERNATIONAL STUDENTS

- There are 3 categories:-

- 1 Students from the United Kingdom who were previously barred from entering
 - 2 Students of the Mobility & Edutourism programmes
 - 3 Students who wish to bring along their legal dependents
- Those who have completed vaccination must:
 - Register with EMGS before being allowed into Malaysia
 - Undergo RT-PCR test three days before entering Malaysia
 - Get tested & quarantine at designated locations upon arrival in Malaysia

Find out more at:
Website:
www.mohe.gov.my

MOHE COVID-19 operations room:
03- 8870 6777 / 6949 / 6623 / 6628

PdP - Teaching & Learning
SOP - Standard Operating Procedure
MKN - National Security Council

IPT - Higher Education Institution
NRP - National Recovery Plan

MOHE - Higher Education Ministry
CTIF - COVID-19 Immunisation Task Force

Source: Higher Education Minister, Datuk Seri Dr Noraini Ahmad

Published: Sept 17, 2021
Bernama Infographics

ISSUES IN EDU-COVID 19

- + Needs and challenges
- + Action plan for solutions
- + Cooperation between stakeholders
 - + Parents as assistant teachers
 - + Policy and guidelines
 - + Strategies and approaches
- + Monitoring and strengthening
 - + Continuous support and improvement
- + Post COVID 19 education





IMPLICATIONS ON LANGUAGE EDUCATION



- ADAPTING IR 4.0 TECHNOLOGIES FOR 21ST CENTURY SKILLS AND POST COVID EDUCATION NEEDS
- ENHANCING LANGUAGE SKILLS AMONG LEARNERS
 - ANALYSIS FROM DIFFERENT PERSPECTIVES
 - UPSKILLING OF TEACHERS AND LEARNERS
- COLLABORATIONS BETWEEN EDUCATORS/INSTITUTIONS
 - SHORT TERM AND LONG TERM PLAN
 - REVISING POLICIES AND GUIDELINES
- FLEXIBLE T&L DELIVERY AND ASSESSMENT, HYBRID COURSES, AUTONOMY, MOBILITY, ETC.





FUTURE CONSIDERATIONS



Flexible learning, online learning, blended learning,
hybrid learning ...school and universities.

Revision of academic programme, graduate
employability, job creator, digital transformation,

Challenges of lock down, low and middle income
families, lost the jobs ...

Enhancing education cooperation between the country
members, based on government based
organizations or NGOs.



SWOT ANALYSIS

STRENGTHS

WEAKNESSES

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OPPORTUNITIES

THREATS



THANKS!

Any questions?

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