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ONLINE TEACHING AND LEARNING GUIDELINE DURING COVID-19 PANDEMIC

BY UNIVERSITI MALAYA



#UMTeachOnline

Online Teaching and Learning Guideline During COVID-19 Pandemic

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ONLINE TEACHING AND LEARNING GUIDELINE DURING COVID-19 PANDEMIC

1.0 Purpose

In response to the Movement Control Order (MCO) due to the Novel Coronavirus (COVID-19) pandemic announced by the Prime Minister of Malaysia on 16th March 2020 and the announcement of the extension of the MCO, Universiti Malaya (UM) will implement a comprehensive online teaching and learning approach commencing from 27th April 2020 until the end of Semester II, 2019/2020 Academic Session.

The purpose of this Online Teaching and Learning Guideline is to assist UM academic staff and all related stakeholders in implementing online teaching and learning (T&L) effectively.

2.0 About the Guideline

The guideline has three (3) main sections:

- Online Teaching and Learning Design;
- Online Teaching and Learning Delivery; and
- Online Teaching and Learning Assessment.

Each section also addresses the quality assurance of the online T&L and assessment. For the purpose of this guideline, **online teaching and learning** refers to the teaching and learning activities that take place in an internet-connected environment and/or using e-learning platforms.

The guideline should be read with the following documents:

- COVID-19: Way Forward for Teaching and Learning (T&L) dated 26th March 2020 (*COVID-19: Maklumat Terkini Mengenai Perancangan Aktiviti Pengajaran dan Pembelajaran (PdP) bertarikh 26 Mac 2020*)
- *Makluman Keputusan Surat Pekeliling Senat No. 1, Sesi 2019/2020, Pejabat TNC(A&A);*
- *Panduan Pengendalian Program Pendidikan Tinggi Semasa Dan Pasca Perintah Kawalan Pergerakan COVID-19 (MQA);*
- Respective Professional Bodies Updated Requirements; and
- All other relevant policies, procedures and circulars issued during the COVID-19 pandemic by UM management as well as the Government of Malaysia.

3.0 Guidelines

3.1 Online Teaching and Learning Design

- a. All courses need to be designed and implemented based on the principles of student-centred learning that encourage students to actively participate in the

learning activities. Consequently, lecturers should consider applying both synchronous and asynchronous interactions with the students (Refer to 3.2.1 and 3.2.2).

- b. In addition, online teaching and learning should also involve collaborative learning, problem-based learning, and other suitable teaching and learning strategies.
- c. The design and delivery of the online T&L must support and be constructively aligned with the predetermined Course Learning Outcomes (CLO). No changes should be made to the approved CLOs of the course. The alignment between CLO, online teaching strategies and assessment should be updated and recorded in **Alignment of Learning Outcomes to Assessment form (UM-PT01-MQF-BR003)*.
- d. All online T&L implementations need to consider students' ability to access the teaching and learning materials at their respective residential areas. Thus, lecturers need to consider applying low-tech teaching strategies for students with limited access to internet, for instance, using softcopy or print-based materials, and WhatsApp or Telegram communication channel. (Refer to resources on these at <https://adec.um.edu.my>).
- e. The online T&L activities should be implemented using SPeCTRUM as the university's official learning management system.
- f. However, lecturers are also free to use other Web 2.0 tools available online in designing and delivering learning for the students. T&L may also occur outside of SPeCTRUM, for instance, using external applications such as Quizziz, Socrative, Loom, Facebook, etc. (Refer to <https://adec.um.edu.my>).
- g. In reference to (f), lecturers are required to provide the links to the external websites and/or applications in SPeCTRUM. This is to ensure that students have a one-stop-centre to access all the learning materials.
- h. For courses that rely heavily on face-to-face interactions such as community engagement, design studio, clinical bedside teaching and courses that involve practical elements such as laboratories, studio, service-learning, work-based learning etc, the respective Responsibility Centres (RCs) and lecturers are encouraged to be creative and explore various instructional strategies such as online demonstrations, video- or audio-based feedback, and alternative assessment methods.
- i. Lecturers are required to ensure that the number and complexity of tasks given commensurate with the course credit load and student learning time. Lecturers can plan to conduct online assessments with small groups of students to avoid congestion. If this approach in small groups is implemented, lecturers must ensure that the assessments carried out are fair and equal across all groups.
- j. All changes to the design and delivery of the courses should be documented in an updated **Course Information for Current Semester/Term form (UM-PT01-MQF-BR006)* for quality assurance of the revised T&L mode or other equivalent documents.

3.1.1 Student Learning Time (SLT)

- a. The Student Learning Time (SLT) should be reviewed since a high percentage of SLT shall be allocated for self-learning. Extra time should be designated for non-face-to-face activities to ensure the CLOs are achieved.
- b. All changes to the SLT **MUST** be reflected in the updated Student Learning Time UM-PT01-MQF-BR004 form. This is to assist in ensuring that at least 70-80% of planned activities have been conducted.
- c. The following calculation illustrates the SLT calculation for several online interactions (based on e-Learning Guidelines for Malaysians Higher Education Institutions, 2014):
 - **The time spent in synchronous live interaction** (for example using Google Meet, Teams meeting, WebEx, or Zoom). This is calculated as equivalent to face-to-face meeting.
 - For example, 60 minutes synchronous live interaction = 60 minutes face-to-face meeting.
 - **The average time on 'screen' and the number of screens viewed.** Average time spent on 'screen' is generally calculated as being between 3-5 minutes per screen.
 - For example, students have to view 30 lecture slides online. One slide is considered as one screen = $30 \text{ slide} / \text{screens} \times 5 \text{ minutes (average)} = 150 \text{ minutes}$.
 - **The run-time for required media-based assignments.** This run-time is for activities such as viewing pre-recorded videos, audio, simulation or animation. Refer to the actual length and estimate the expected multiple viewings of media.
 - For example: Students have to view 8 minute video, 3 times = 24 minutes.
 - **The time required to consume content.** This includes online activities where students read articles, or watch a video. Lecturer has to make a reasonable estimation. On the average, university students spend two (2) minutes to consume an article written in single space on an A4 size paper .
 - For example: Students have to read a 10-page article (assuming that one page has around 500 words) = $2 \text{ minutes} \times 10 \text{ pages} = 20 \text{ minutes}$.
 - **Time spent for instructional activities.** This covers activities such as interacting in group discussions, online collaborative activities, interactions among students online. A lecturer has to make a reasonable time estimation for the number of hours calculated. Time estimated for online interaction is similar to face-to-face interaction.
 - For example: Students have to debate during an online discussion for 1 task, 40 minutes = 40 minutes face-to-face interaction.

Refer to **Appendix 1** for further guidance on calculating SLT for online T&L and assessment.

3.2 Online Teaching and Learning Delivery

- a. Moving conventional teaching and learning practice into an online delivery must be done taking into consideration both the opportunities and drawbacks of the online medium. Lecturers are encouraged to consider including students in designing the best delivery methods to ensure effective, engaging and meaningful learning experience for them.

- b. ADeC has compiled numerous resources in the form of blog posts, infographics, references and URL links to help you design an execute online learning delivery and this is available in <https://adec.um.edu.my>.
- c. Lecturers are also required to refer to COVID-19: Way Forward for Teaching and Learning (T&L) dated 26th March 2020 (*COVID-19: Maklumat Terkini Mengenai Perancangan Aktiviti Pengajaran dan Pembelajaran (PdP) bertarikh 26 Mac 2020*) guidelines.
- d. It is important for the lecturers to inform the students about the scheduling of activities before hand to ensure an efficient teaching and learning delivery. This can be done by updating **Course Information for Current Semester/Term form (UM-PT01-MQF-BR006)* and disseminate it to all students.

Students should be informed about:

- teaching and learning activities that will be done and important dates to be followed;
 - types of assessment and detailed weightage for each assessment; and
 - duration and scheduling of synchronous type of assessment.
- e. Delivery of instruction can be done in two ways: synchronous or asynchronous learning interactions (Refer to 3.2.1 and 3.2.2).
 - f. Lecturers are advised to host a minimum of **3 synchronous learning interactions** when the semester restarts (week 6):
 - at the beginning of;
 - middle of; and
 - before the end of semester (Refer to **Appendix 2**).
 - g. For each of the remaining weeks, lecturers are encouraged to prepare 3 components:
 - Presentation of online content (i.e. learning materials) – in various forms e.g. online (live) lectures, pre-recorded presentations, YouTube videos, links to webpages related to topic of learning, etc.
 - Learners' activities – minimum of 1 activity per topic; and
 - Assessment – minimum of 1 assessment per topic.

Refer to **Appendix 3** for suggested template to design an online course.

- h. All changes made for Week 6 onwards must be documented in an updated *UM-PT01-MQF-BR006* or other forms of documentation.

3.2.1 Synchronous teaching and learning

- a. Synchronous learning refers to teaching and learning that occur in real time i.e. both learner and instructor are physically or virtually present at the same time, but not in the same place.
- b. Strategies may include:
 - Conduct live online lectures; and/or

- Invite guest speaker(s) to the online session.
- c. Tools: Teaching can be delivered using synchronous media applications such as YouTube Live Stream, Facebook Live video, Skype for Business or other web conferencing tools. More information on these tools are available at <https://adec.um.edu.my>.
- d. Get the students to actively participate in the session by encouraging them to:
 - Write ideas, comments, sharing resources using the chat box;
 - Sharing ideas and comments verbally; and/or
 - Present their works to everyone in class using the screen sharing feature.

3.2.2 Asynchronous learning

- a. Asynchronous learning refers to teaching and learning that occur not in real time. It can occur not only in different locations, but also at different times.
- b. Strategies may include:
 - Pre-recorded lectures;
 - Screencasting i.e. video recording of your computer screens; and/or
 - Slidecasting i.e. audio podcasts that are combined with slideshow.
- c. Tools: Various tools are available such as Microsoft PowerPoint, Loom screen recorder, Screencast-o-matic, Adobe Captivate, Camtasia Studio, and Jing.
- d. There are many models that could be considered for online learning delivery based on literature, however we strongly suggest that lecturers consider either:
 - the Conversational Framework by Diana Laurillard at <https://blogs.ucl.ac.uk/abc-ld/moving-activities-online-as-easy-as-abc/>; or
 - the Community of Inquiry (COI) model by Holly S. Fiock <http://www.irrodl.org/index.php/irrodl/article/view/3985/5296>.

Appendix 4 provides a summary of COI and its application in online teaching and learning environment.

3.2.3 Recording participation in online class

Attendance in this manual refers to students' participation in online class activities.

- a. Lecturers are required to record students' attendance throughout the semester.
- b. Various strategies can be used, including:
 - Use SPeCTRUM QR code attendance. Refer to <https://adec.um.edu.my> for guidance.
 - Screen capture students who are present during the online (live) classes;
 - Count the number of students who logged in the online (live) classes;

- Check the electronic timestamp of students' online activities, including but not limited to:
 - submission of assignments, homework, lab reports, etc.
 - participation in online discussions, forums, chats, etc.
 - forum logs; and/or
 - SPeCTRUM logs.
 - Using Google form with customized attendance code. Refer to <https://adec.um.edu.my> for guidance.
- c. Students need to be informed that these methods will be used to record their attendance, so that they are aware that their participation will be used as evidence of attendance.

3.3 Online Teaching and Learning Assessment

- a. All assessments conducted commencing Week 6 to the end of Semester II, 2019/2020 Session should be conducted via e-learning. Refer to <https://adec.um.edu.my> for examples of alternative online assessment methods.
- b. Lecturers are to refer to the *Makluman Keputusan Pekeliling Senat No. 1, Sesi 2019/2020*, and *COVID-19: Way Forward for Teaching and Learning (T&L) dated 26th March 2020 (COVID-19: Maklumat Terkini Mengenai Perancangan Aktiviti Pengajaran dan Pembelajaran (PdP) bertarikh 26 Mac 2020)*, for guidance on conducting alternative assessment.

The main excerpt translated from the documents are listed below:

- Flexibility is given to conduct final assessment, via summative assessment, non-face-to-face with alternative assessment methodology which is not tied to the university's final examinations period as stipulated in the university's academic calendar.
 - Final summative assessment may be conducted at any time at the end of the semester. The alternative assessment method must be constructively aligned to the Course Learning Outcomes (CLO) that is similar to the CLO of the previous final examinations (refer to *UM-PT01-MQF-BR003*).
 - Replacement of the Final Examination with Alternative Assessments requires the approval of the Vetting Committee. However, **if there is an application to make changes to the weightage of Continuous Assessment and Final Examination which differs from the original Course ProForma, then approval must be obtained from the Senate in April.**
- c. Weightage for each continuous assessment and final examination must follow the approved weightage as in **Course ProForma form (UM-PT01-MQF-BR005)*. **Any changes to the weightage must be approved the Senate.**

3.3.1 Continuous Assessments (Formative assessment)

- a. For continuous assessments that were originally planned (refer to *UM-PT01-MQF-BR003*) as physical, face-to-face implementation (e.g. in-class test, presentation,

laboratory experiments, etc.), alternative online methods should be used. Alignment to respective CLO must be retained.

- b. Continuous assessments that were already planned as online assessments may proceed as scheduled. Keeping in mind that students will now have additional online alternative assessment workload (formative assessment), the Course Coordinator needs to ascertain the deadlines for assessments are well planned and not intensive towards the end of the semester.
- c. Lecturers are required to ensure that the number and complexity of tasks given commensurate with the course credit load and student learning time. Lecturers can plan to conduct online assessments with small groups of students to avoid congestion. If this approach in small groups is implemented, lecturers must ensure that the assessments carried out are fair and equal across all groups.
- d. Lecturers must prepare a marking scheme and/or rubric as a guide to ensure uniformity and/or consistency in the online continuous assessment. Unclear marking criteria will affect the reliability of the assessment and thus unfairness may occur.
- e. For the formative assessments, lecturers should provide feedback on students' achievement within a reasonable period of time so that students can improve their performances in subsequent assessments, and in the course as a whole.

3.3.2 Final Examination (Summative Assessment)

Summative assessment refers to methods used to evaluate students' knowledge, skills, and at the conclusion of a defined instructional period, i.e. end of semester.

- a. For courses with a final examination assessment component, it is highly encouraged to replace the final examination with non-face-to-face, summative assessments. These alternative summative assessments are not tied to the final examination dates stated in the University academic calendar. The alternative summative assessments may be conducted at any time at the end of the semester.
- b. The alternative summative assessment must be able to measure students' overall grasp of the course, and be mapped to the same CLO(s), as the originally-planned final examination (refer to *UM-PT01-MQF-BR003*).
- c. If necessary, online face-to-face final examination may be conducted for courses with fewer than twenty (20) registered students using SPeCTRUM.
- d. Such online face-to-face final examinations may be conducted during the University's revised final examination period. Please refer to the schedule on Notices to All Examiners/Supervisors prepared by AASC.
- e. Due to the uncertainties of the COVID-19 pandemic situation, and possible travel/movement restrictions, physical face-to-face final examinations are **not** encouraged.

3.3.3 Online Assessment Platform

For confidentiality and security purposes, the official online face-to-face final examination (or equivalent assessments) platform is SPeCTRUM.

3.3.4 Assessment Weightages and Course Learning Outcomes (CLOs)

- a. The original weightage for continuous assessment and for final examination (as in UM-PT01-MQF-BR005), as stated in the Course Pro Forma, should be maintained and not changed. For example:

Weightage	Continuous Assessment	Final Summative Assessment
Original Weightage	Continuous Assessment 60%	Final Examination 40%
Alternative Weightage*	Continuous Assessment 60%	Alternative summative assessment 40%

* Alternative assessment weightages = Original assessment weightages

- b. The original alignment between assessments and course learning outcomes (CLOs) should also be maintained and not changed. Below is an example of how alternative assessments can be “mapped” to the same CLOs as the originally-planned assessments:

	Original Assessment	Alternative Assessment	Original CLO	Alternative CLO*
Continuous Assessment	Quiz (completed before MCO)	-	CLO1	-
	Midsem Test	Online Quiz 1	CLO1	CLO1
	Fieldwork	Internet Research	CLO2, CLO3	CLO2, CLO3
	In-Class Presentation	Video-presentation	CLO2	CLO2
Summative Assessment	Final Examination	Learning Reflections	CLO1, CLO3	CLO1, CLO3

* Alternative assessment to CLO alignment = Original assessment to CLO alignment

Based on the same example above, the table below is another way to understand how CLOs mapped to the originally-planned assessments are also aligned to alternative online assessments.

Course Learning Outcome (CLO)	Original Assessment	Alternative Assessment
CLO1	Quiz (completed before MCO)	-
	Midsem Test	Online Quiz
	Final Examination	Learning Reflections (i.e. Written reflection on learnings throughout the course)
CLO2	Fieldwork	Internet Research
	In-class presentation	Video-presentation
CLO3	Fieldwork	Internet Research
	Final Examination	Learning Reflections (i.e. Written reflection on

		learnings throughout the course)
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* Alternative assessment to CLO alignment = Original assessment to CLO alignment

3.3.5 Reliability and Validity of Alternative Assessments

- a. When designing an alternative assessment, it is essential that the new method of assessment meets the following conditions:
 - The alternative assessments should have the same weightage and CLO as the originally-planned assessment.
 - The assessments should also be relevant and related to the specific knowledge or skill that is being assessed whilst preserving the taxonomy level.
- b. To ensure the validity and reliability of the Final Summative Assessment (Final exam or alternative assessment), vetting or moderation should be implemented. The Vetting Committee must ensure that the assessment methods and questions are constructively aligned to the CLOs and meets the appropriate taxonomy level.
- c. Verification that the methods and questions have been vetted can be recorded using existing template/forms developed by the Responsibility Centres (RCs). All Heads of RCs must ensure that the vetting/moderation record also includes the verification of questions appropriately aligned to CLOs with marking schemes and/or rubrics.
- d. All documents pertaining to the vetting process are **CONFIDENTIAL**. Should the vetting process be conducted online, RCs must ensure that all documents are only accessible to members of the Vetting Committee. The transmission of all documents classified as **CONFIDENTIAL** online must use passwords or by invitation. Lecturers must ensure confidentiality to avoid any leakage of questions and answers.
- e. For guidelines to conducting Online Vetting of Assessment Instruments, please refer to **Appendix 5(a)(b)**.

3.3.6 Deterring Plagiarism/Cheating

- a. Remote online assessment presents opportunities for plagiarism/ cheating that may be minimal in a traditional face-to-face assessment like the final examination. However, there are numerous ways to deter dishonesty in assessment.
- b. The best way for deterring cheating whilst also facilitating meaningful learning is to design assessments that engage students' higher order thinking skills (HOTS), for example, via finding proposing solutions to complex problems.
- c. Other methods to deter plagiarism and cheating include assigning unique questions/tasks so that each student's assessment item is different from the other. However, care must be taken to ensure that all students are assessed at the same level of difficulty and complexity for the same learning outcome.
- d. Lecturers can also use various online tools to detect plagiarism (e.g. Turnitin) and deter cheating (e.g. randomized multiple-choice questions (MCQ) question order). Strict time-limits on online assessments (e.g. timed online quiz), and the use of video face capture technology can also be used to deter cheating.
- e. To deter students from cheating, lecturers can educate and warn students about the penalties for cheating and plagiarising. In addition, students can be required to

agree to a statement of authenticity before beginning and before submitting each assessment. Lecturers may require students to video/audio record their statements, or type/write and sign written statement.

3.3.7 Communicating Instructions for Alternative Assessments

- a. Keep in mind that students will be even less familiar with alternative online assessments than their lecturers. It is very important to guide the students through the new assessment method.
- b. Provide students (via SPeCTRUM) an updated teaching schedule. The updated UM-PT01-MQF-BR006 can be used to inform the students.
- c. Be sure to provide clear instructions, in writing and in video/audio recording where possible.
- d. For asynchronous assessments, set a platform or time for students to communicate with lecturers to clarify and answer students' questions about the assessment.
- e. For synchronous online assessments, be available throughout the entire assessment time, as well as 10 minutes before and after the assessment. Your accessibility is important for troubleshooting technical issues and any confusions that may arise. Your online presence can also be a deterrent against cheating.
- f. If conducting synchronous online assessment (e.g. a real-time online exam), conduct a trial run or mock-exam with all students. This will allow both the lecturer and the students to become familiar with the assessment platform as well as the question-and-answer format as it appears on screen. More importantly, problems and bugs can be detected and resolved before the actual assessment takes place. To ensure all students participate, you can make the mock-assessment a mandatory pre-requisite for students to be allowed to take the actual assessment.

3.3.8 Special Considerations

- a. When assigning an online assessment, lecturers and course instructors need to carefully consider students' access to technology, as well as their current situation under the Movement Control Order (MCO). This include international students and students with special needs.
- b. Check if all students have access to the technology needed for the assessment planned. If most students have access, but only a small number do not, consider giving special consideration to these students. Assign them a less technology-intensive assessment, for example, a phone interview.
- c. If lecturers instruct the students to use apps with limited-access in the free version, make sure they keep track of the time they have left to complete and save their work in a permanent file.
- d. As much as possible, try to conduct asynchronous assessments and learning activities so that students with poor connectivity do not lose out.
- e. Deadlines may be a bit more difficult for students to meet. Lecturers may need to be more flexible than usual with synchronous assessment times and asynchronous assessment deadlines. Before setting a time for a synchronous assessment time, or

a deadline for submission, get input from students whether the date and time is viable. Some students may require special consideration and extended or more flexible deadlines (e.g. students with limited internet access; students stuck with in a small home with young babies/toddlers who may disturb them when they are trying to study).

- f. Keeping in mind that students will now have additional online alternative assessment workload (formative assessment), the Course Coordinator needs to ascertain the deadlines for assessments are well planned and not intensive towards the end of the semester.

4.0 Other Related Matters

- a. Guides, tips, webinars and tutorials on online teaching, teaching strategies and assessments to assist lecturers to teach online can be found at <https://adec.um.edu.my> under the #UMTeachOnline tag.
- b. Lecturers may also subscribe to ADeC's WhatsApp and Telegram communication channels for updated information on online teaching.
- c. Please note that ADeC **does not have access** to add instructors or students into their respective SPeCTRUM course pages. The lecturer's name and student lists are added via an automated system whereby data from UMSiTs (previously from ISIS) is fed to SPeCTRUM.
- d. Thus, please inform the **staff in charge of the lecturer's time table at your respective departments or Academy/Faculty** so he/she can add the information in the system, so that it will appear in SPeCTRUM.
- e. For technical difficulties related to UMSiTs and SPeCTRUM, please contact PTM's Helpdesk at <https://helpdesk.um.edu.my>.
- f. For Quality Control, **please make sure all changes made are documented and kept/stored for easy retrievable**. The following documents should be updated and approved by Faculty/Academy/Centre before use:
 - i. Alignment of Learning Outcomes to Assessment (UM-PT01-MQF-BR003);
 - ii. Student Learning Time (UM-PT01-MQF-BR004); and
 - iii. Course Information for Current Semester/Term (UM-PT01-MQF-BR006).

Examples of revised BR003, BR004 and BR006 are available on QMEC's website for your reference.

- g. All T&L activities must be documented/recorded. Records of implementation (including students' participation and assessment) must be kept in line with the principles of quality assurance and continual improvements. The keeping of records and/or documents may be in various forms, softcopy or hardcopy.

Appendix 1 Guidelines for Estimating Student Learning Time, SLT for E-Learning

SLT includes all formal and non-formal teaching & learning (T&L) activities, inclusive of face-to-face T&L (lecture, tutorial, practical, etc.), self-preparation time (preparation for assessment, revision, assignment, project, etc) and formal assessment (continuous assessment and semester end examination).

40 notional hours = 1 credit

Face-to-face

Both learner and instructor are physically or virtually present. Instructions may be carried out through mediating technology (**synchronous**).

Non Face-to-Face

Learning takes place without the presence of the instructor. Interactions occur not directly (**non-synchronous**).

*The hours suggested are general guidelines and depend on the complexity of the activity. Where available, please refer to the requirements of the discipline.

Activity	Time allocated for student activity	Student Preparation Time	Notes
Live interaction with students (using Zoom, Google Meet, etc) for lecturer/tutorial/discussion/demonstration, etc.	[F2F] 1 hour	Multiple by 1 - 2	May take 3 preparation time hours for complex topics.
Collaborative learning activity (group work and discussion among groups based on topic given by instructor/PBL/etc.)	[NonF2F] 1 hour	Multiple by 1 - 2	180 words per minute (the assumption is made that students read all of their peers' postings for the duration of the lesson).
Viewing uploaded 'on screen' material (e.g. PowerPoint slides)	[NonF2F] Each screen 5 mins on average [18 slides =1.5 hours]	Multiple by 1 – 2 x viewing hours	Average time on each slide can be determined by the instructor based on the content of slides and number of words.
Media-based activity (pre-recorded videos, audio, simulation, animation, etc.)	[NonF2F] Multiple by 2 mins for each min of media [10-min video x 2 = 20 mins of student viewing time]	Multiple by 1 – 2 x viewing hours	Students preparation needed for the topic before consumption of online material
Text Content (student reading a 5-page article)	[NonF2F] Multiple by 3 mins per page		Average time on each page can be determined by the

	(500 words) [3 mins x 5 = 15 mins]		instructor
Instructional activities: assignment (group discussion, forum, online collaborative interaction, etc.)	[NonF2F] 1 hour	Multiple by 1 - 2	
Presentation session	[NonF2F] 0.5 hour	Multiple by 3-4 hours	
Online quiz/test	[NonF2F] 1 hour	Multiple by 3-4 hours.	
Written assignment (2000 words) [uploaded on SPeCTRUM/e-mailed/etc.]		10 – 12 hours	120 minutes granted for preparation time 20 words written per minute 30 minutes granted for each page of writing
Case summaries		3 hours per case	
Creative writing [e.g. 100-150-page novel or 50-70 pages of script]		8-11 hours per day over a period of 1 semester	Recommended SLT per week: 40 – 55 hours (Conducting research for a formal writing assignment - 120 minutes granted per page of writing)
Reflective portfolio entry		1-2 hours	

Appendix 2 Suggestions of Online Teaching and Learning activities for Week 6 to Week 14, Semester II 2019/2020 Academic Session

Note: Minimum 3 asynchronous sessions

Suggested week	Component	Suggested activities (for lecturers)	Suggested activities (for students)
Week 6	Synchronous interaction using online meeting tools e.g. Google Meet, Zoom, etc.	• Meet and greet students • Brief students on the structure of the online course from week 6 to week 9 • Conduct online (live) lecture	Participate in online (live) lecture
Week 7 to week 9	Asynchronous interactions	• Share teaching and learning materials in SPeCTRUM • Assign homework or formative assessments	• Self-learn using the materials provided in SPeCTRUM • Complete and submit assigned homework or work on the formative assessments
Week 10	Synchronous interaction using online meeting tools e.g. Google Meet, Zoom, etc.	• Conduct online (live) lecture • Check on students' understanding of previous weeks • Host live Q&A or discussion session	Participate in online (live) lecture
Week 11 to 13	Asynchronous interactions	• Share teaching and learning materials in SPeCTRUM • Assign homework or formative assessments • Prepare end-of-course survey about students' experiences in online teaching and learning	• Self-learn using the materials provided in SPeCTRUM • Complete and submit assigned homework or work on the formative assessments
Week 14	Synchronous interaction using online meeting tools e.g. Google Meet, Zoom, etc.	• Summarize class content • Do a course revision with students • Conduct online discussion session on the topics • Brief students on the alternative assessments that will replace final	Participate in online (live) lecture

		exams • Ask students to complete end-of-course survey	
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Appendix 3 Online Course Planning Template Semester II 2019/2020, Academic Session

Course learning objectives (CLOs)	Topic	Presentation of content delivery	Learner activities	Assessment
CLO 1 At the end of this lesson, students should be able to identify 5 phases of instructional design	Topic 1: Introduction to instructional design	• Short 2-minute YouTube video introducing the topic • Online (live) lecture using Zoom	Watch the video and answer the guiding questions in SPeCTRUM's forum section	Answer 5 multiple-choice questions in SPeCTRUM's Quiz section
CLO 2	- Please complete accordingly –			
CLO 3	- Please complete accordingly –			

Appendix 4 Community of Inquiry (COI) Framework

The Community of Inquiry (COI) framework is a social constructivist model of learning processes in online learning environments that highlights the importance of instructors' presence and engagement with learners in an online learning environment.

COI emphasizes on the importance of Teaching Presence, Social Presence, and Cognitive Presence. *Presences* in an online environment may be established through the activities of directing, guiding, listening, and sharing of experiences and/or insights with learners.

Following is a brief summary of these presences along with suggested tips and strategies.

Types of presence	Description	Application in online learning environment
Social presence	The ability of the online community (i.e. instructors and learners) to communicate and develop inter-personal relationships with each other, and to feel they are being part of the community.	• Ice-breaking activities e.g. self-introduction session using the discussion or forum feature • Address students in the discussion by name • Create online profile and share personal information e.g. hobbies, family, work etc.
Teaching presence	The ability to design and facilitate meaningful learning experiences in the online course, and to support learners throughout the course.	• Introduce the course structure e.g. CLOs, weekly class meetings, etc. • Communicate clear course expectations to the students e.g. assignments to be completed, attitude of students, etc. • Be visible to the students by having virtual office hours, attending to students' inquiries, facilitating students' discussions, etc.
Cognitive presence	The ability for the online community to construct meaning through sustained reflections and discourses.	• Develop learning activities that are challenging, engaging, and require higher-order thinking. • Encourage learners to reflect on their learning • Encourage learners to apply what they are learning to other situations. • Encourage experimentation,

		divergent thinking and diverse points of view in online discussions.
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Appendix 5(a) Quality Assurance in Conducting Online Vetting of Assessment Instruments

This guideline highlights the key processes implicated when conducting online vetting. It is important that all lecturers take the necessary precautions and security measures to safeguard all documents in relation to their assessment from any form of leakages. The very least is to have password encrypted document. The basics are:

- (i) sending or uploading the password encrypted document*
- (ii) then, use another means of communication (preferably a phone call) to deliver the password.

*To encrypt a document, one can follow these instructions:

Click File > Info > Protect Document > Encrypt with password > "Enter your password"> " Reenter your password to confirm it">

or refer to **Appendix 5(b)** for illustrations.

However, each Responsibility Centre (RC) can follow, modify or propose their own method and the Head of the RC will be responsible to ensure that the online vetting process is done securely.

The key processes in an online vetting involve:

- Transmission of the Final Examination (FE) or summative assessment document and marking scheme (or any other assessment method that is to be vetted).
- Transmission of the moderation documents.
- Vetting committee meeting.

A. Transmission of the Final Examination (FE) assessment document and marking scheme (or any other assessment document that is to be vetted).

There are two recommended approaches suggested below.

Approach 1: Email

- a) Sender fix a time with the Receiver to email the FE assessment document.
- b) Once the time has been fixed, send the FE assessment document (encrypted) over to the Receiver. Take a screenshot of the email as evidence. Then delete the mail and clear it from the trash.
- c) The Receiver downloads and deletes the file as well as clears the trash.
- d) The Receiver informs the Sender that the file has been received.
- e) The Sender passes the password over to the Receiver using other means of communication. (e.g. phone call).

Approach 2: SharePoint

- a) Setup a SharePoint with password protection.
- b) Zip all the relevant files (FE assessment document) and introduce a password for the zip file.
- c) All the relevant files must also be password protected.
(Note: Please use different passwords.)

B. Transmission of the Moderation Documents.

The following lists some of the criteria that should be moderated.

Criteria	Comments
Alignment of questions with course learning outcomes (CLO) (UM-PT01-MQF-BR003)	Compulsory
Appropriateness of the taxonomy level (UM-PT01-MQF-BR003)	Compulsory
Appropriateness of the difficulty level	Compulsory
Time duration	It should be noted that the FE may be conducted through online where the students have to upload their solution. Thus, a certain flexibility should be given to the student for submission of their answers
Clarity of the question and the distribution of the marks with the answer scheme.	Compulsory
Technical aspects (E.g., spelling, format)	Spelling is compulsory. However, formatting may not be relevant if the exam is conducted online.

For certain RCs, there may be additional criteria. There are two recommended approaches suggested below.

Approach 1: Existing Forms

RCs may use forms currently in use. Then the transmission of the forms can be done in a similar manner as in transmission of the FE assessment document. Refer to Section A.

Approach 2: Online Forms

- a) Decide the critical information needed based on the existing forms.
- b) Moderation must be done before External Examiners review the operation of the marking and internal moderation process.

- c) Ensure questions have fulfilled all the criteria from the exam section (refer table above).
- d) Prepare Google forms (or any other online forms) with the required information.
- e) Give access only to the relevant people (Examiner, moderator and the vetting committee)

C. Vetting committee meeting

The vetting committee can have their 'meeting' synchronously or asynchronously. There are two recommended approaches suggested below.

Approach 1: Asynchronous

This is similar to the approach used to transmit documents. Refer to Section B.

Approach 2: Synchronous

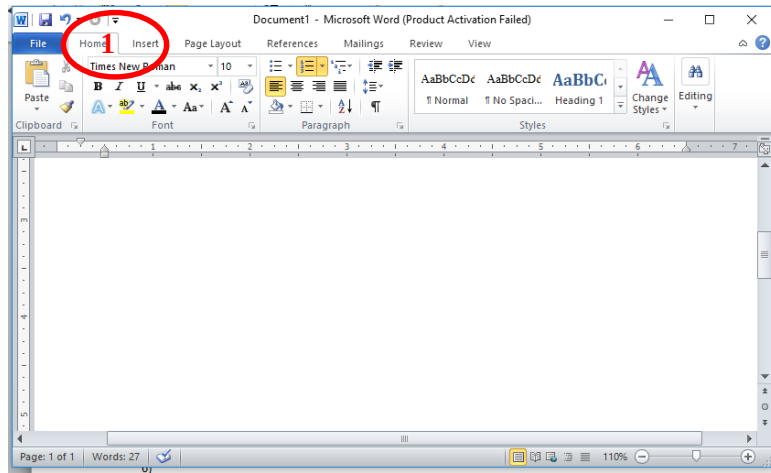
- a) Moderation meeting can be done through Skype or Zoom.
- b) Make sure that every person involved in this meeting is in a secure room (the discussion cannot be heard by people outside the room, if those outside are not authorize to know about it.)
- c) The sessions should be brief as the moderators have already moderated the questions.

Appendix 5(b)

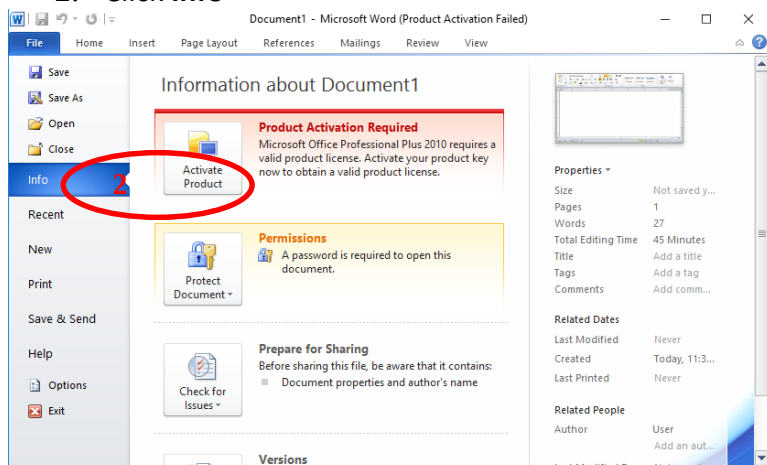
How to encrypt a document with Microsoft word or ZIP

A. Microsoft Word

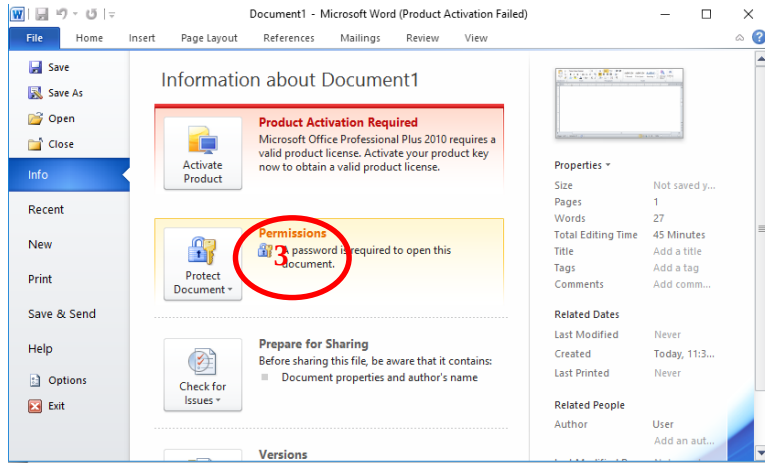
1. Click File



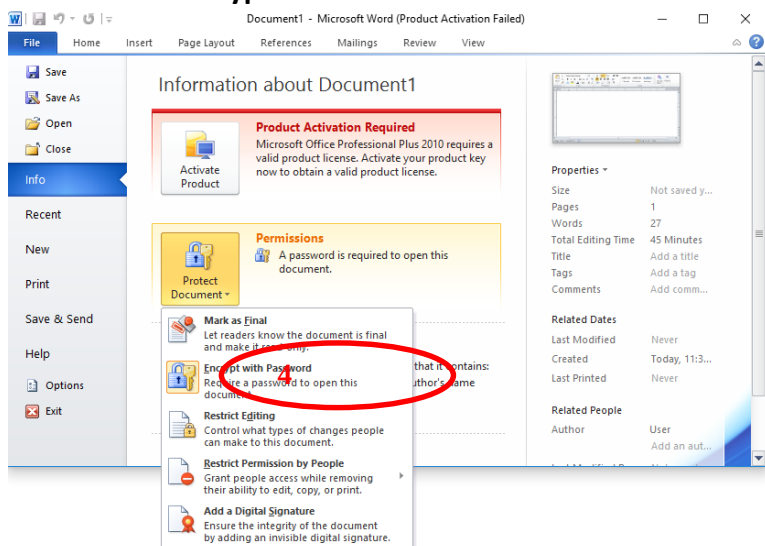
2. Click Info



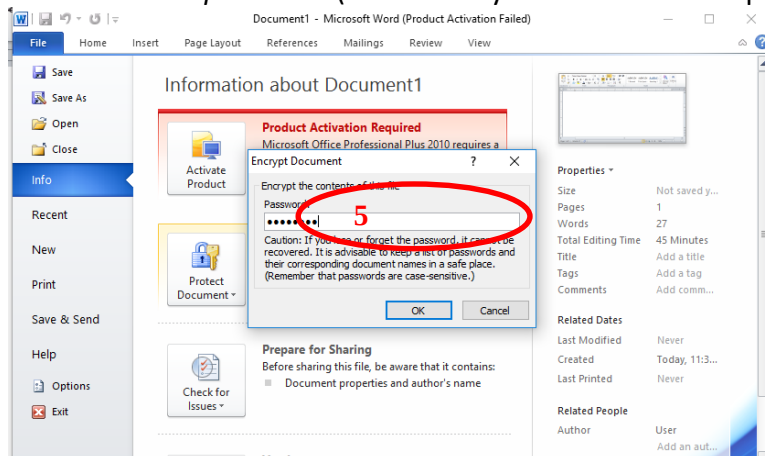
3. Click **Protect Document**



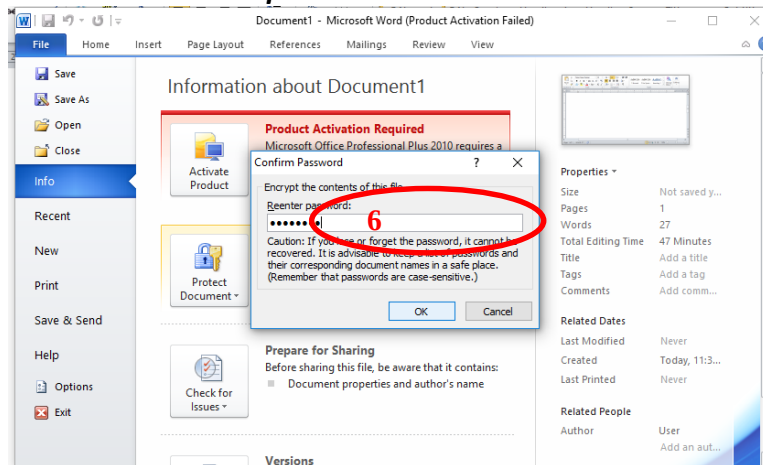
4. Click **Encrypt with Password**



5. Enter a *password* (Make sure you remember this password!!!)



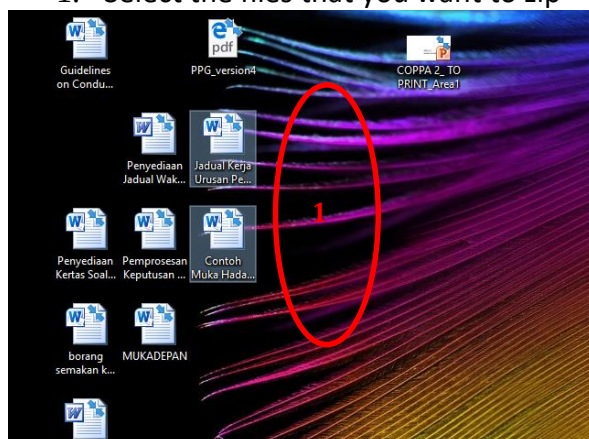
6. Confirm the *password*



7. You have successfully created a password for your document.

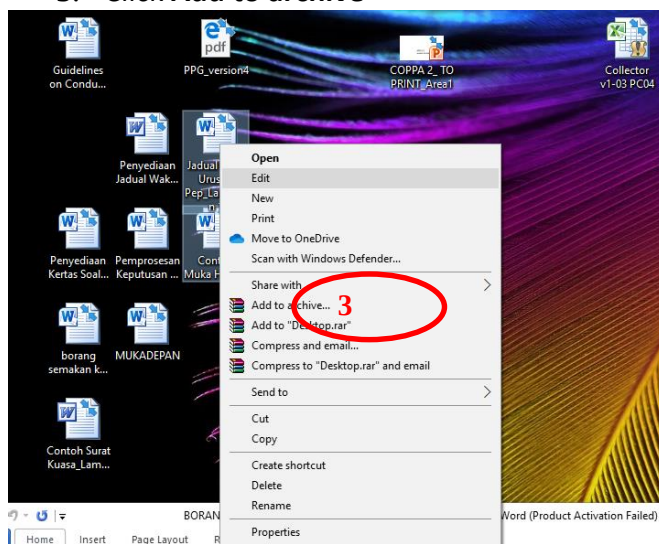
B. WinRAR Files

1. Select the files that you want to zip

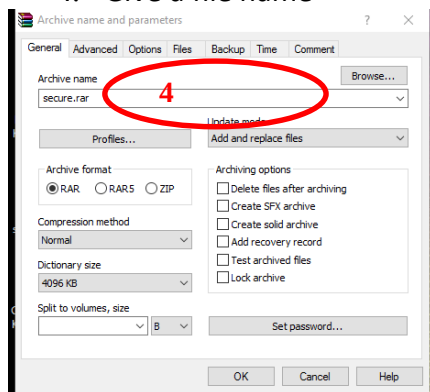


2. Press the "left click" button of your mouse

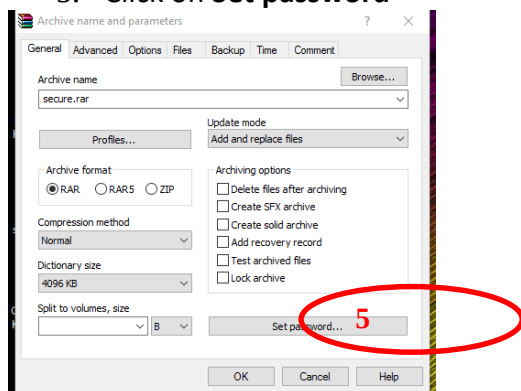
3. Click **Add to archive**



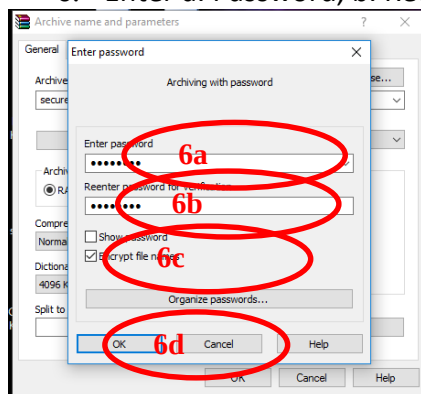
4. Give a file name



5. Click on Set password



6. Enter a. Password, b. Reenter password, c. Select encrypt file name. d. Press ok.



7. You have successfully created a password for your RAR files.