



**UNIVERSITI
MALAYA**

ONLINE TEACHING AND LEARNING GUIDELINE BY UNIVERSITI MALAYA



The 4th Edition | September 2021

#UMTeachOnline

**Online Teaching and Learning
Guideline
By
Universiti Malaya**

Online Teaching and Learning Guideline by Universiti Malaya
Fourth Edition, September 2021

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PREFACE

Allow me to begin with sincere praise and thanks to all the dedicated lecturers in Universiti Malaya who did their best in teaching online when UM, and the world, was forced to shift to fully online teaching and learning (T&L) due to the global COVID-19 pandemic that struck us in Malaysia in early 2020.

Teaching is challenging and teaching online can be doubly challenging. UM is fortunate to have dedicated lecturers going the extra mile to ensure that our students benefit from positive and impactful learning experiences despite our own challenges adapting to a new normal in T&L. We encountered unforeseen difficulties along the way but we also experienced unexpected, sweet successes (e.g., students scoring well at the end of the semester despite the challenges). Our collective experience was very valuable in helping us to be more confident, more skillful and better prepared to teach online.

Improving upon the previous editions of UM Online Teaching and Learning Guideline and drawing upon student feedback, lecturer experiences, training, webinars and workshops to plan the way forward with online T&L, I am pleased to present this latest edition of the Online Teaching and Learning Guideline. This comprehensive guideline is prepared by The Academic Enhancement and Leadership Development Centre (ADeC) with input from several Responsibility Centres (RCs/PTJs) under the Deputy Vice Chancellor (Academic & International) portfolio, in particular the Quality Management and Enhancement Centre (QMEC) and the Academic Strategic Planning (ASP) Centre.

I would like to stress that online teaching and learning is a different mode of delivery and should be implemented conscientiously taking into account student's mental health brought about by the impact of Covid-19.

This current update includes suggestions for aligning course design to avoid overburdening students with excessive workloads and balancing synchronous and asynchronous contact sessions, in addition to the principles of course design, evaluation, and delivery of online T & L. The most recent effort made by the university to improve online examination integrity through the use of the Respondus proctoring tool and UM Vaccination Policy to safeguard our students' clinical placements was also featured in this updated guidance.

The university is continuously working to improve the teaching and learning experience for both lecturers and students well into the future.

And to all UM academics, on behalf of the university and on behalf of our students, I offer our gratitude and admiration for your sustained efforts in making UM a premier university for its student learning experience.

I wish you all the best in your online (and offline) teaching and learning.

Professor Dr. Kamila Ghazali

Deputy Vice Chancellor (Academic & International)
Universiti Malaya



UNIVERSITI MALAYA ONLINE TEACHING AND LEARNING GUIDELINE.

1.0 Purpose

The purpose of this 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:

- An email sent by the Deputy of Vice-Chancellor (Academic and International) titled "ONLINE LEARNING MODE WILL CONTINUE UNTIL 31 DECEMBER 2020" dated 29th July 2020
- 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);*
- *Universiti Malaya Vaccination Policy approved by UM Senate on 22 July, 2021 and the University's Board of Directors (Lembaga Pengarah Universiti) on 12 August, 2021;*
- Proctored Examination Document (Please refer to <https://spectrumexam.um.edu.my>)
- Respective Professional Bodies Updated Requirements; and
- All other relevant and current policies, procedures and circulars issued during the COVID-19 pandemic by UM management, MQA, and the Government of Malaysia.

3.0 Guideline

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.** In the case of unavoidable changes, the course Proforma (UM-PT01-MQF-BR005) **MUST** be brought to the Senate for approval. 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 activities must take into consideration students' ability to access the teaching and learning materials and assessment requirements at their respective residential areas. Thus, lecturers need to consider applying low-tech teaching strategies for students with limited Internet access, 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 at <https://spectrum.um.edu.my> (Figure 1).



Figure 1: SPeCTRUM's Logo

- f. 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, and so forth. (Refer to <https://adec.um.edu.my>).
- g. With 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. Ensure your course achieve the 'Blended Learning' status by employing the tips outlined in Figure 2.

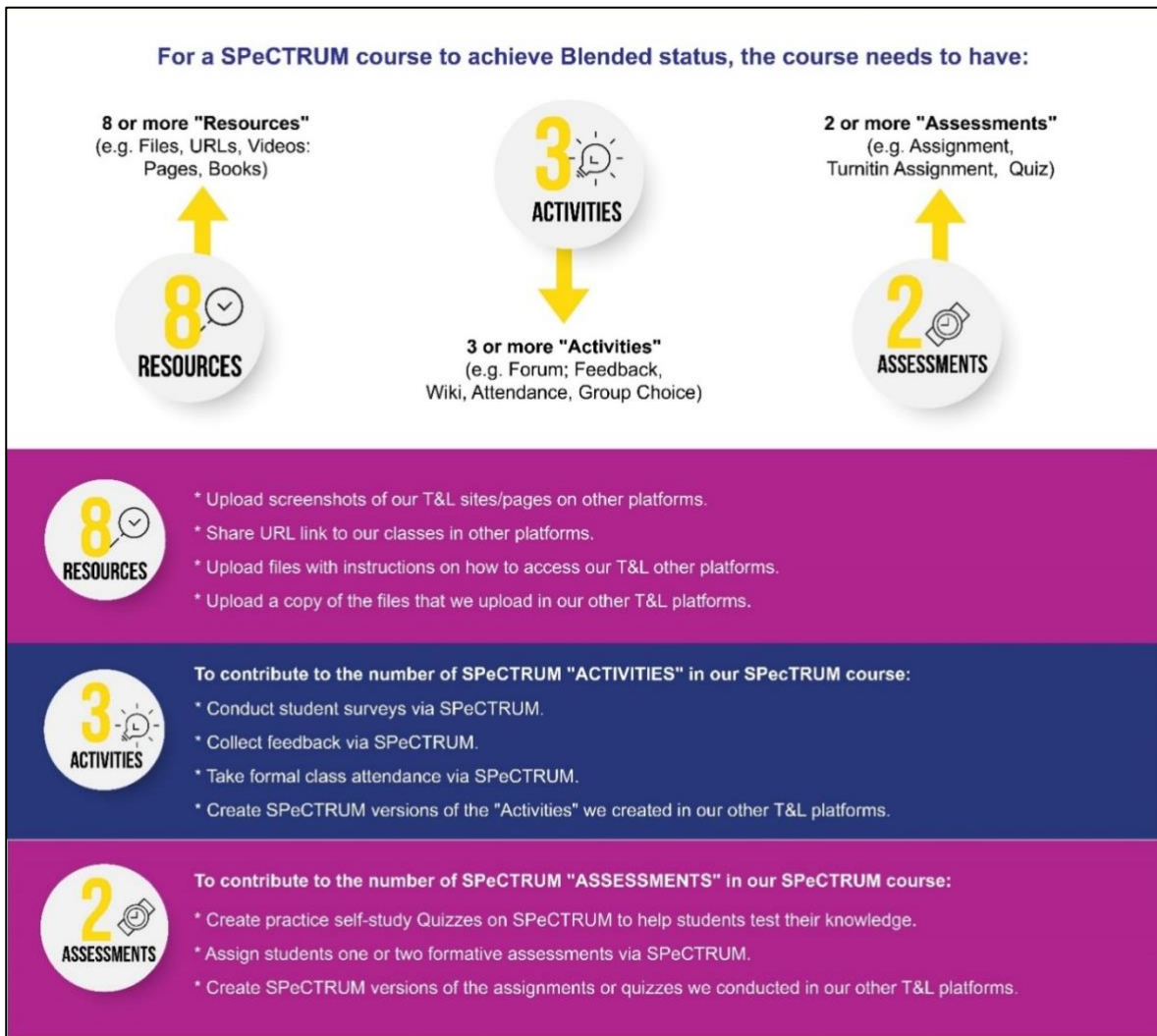


Figure 2: Blended Status in SPeCTRUM

- i. For courses heavily reliant on face-to-face interactions such as community engagement, design studio, clinical bedside teaching, and courses involving practical elements such as laboratories, studio, service-learning, work-based learning and so forth, the respective Responsibility Centres (RCs/PTjs) and lecturers are encouraged to be creative in arranging the use of on-site laboratories, studio, clinics and the like. For instance, RCs/PTjs may allocate specific weeks for first, second, third, final year, and postgraduate students.
- j. All Universiti Malaya clinical undergraduate and postgraduate students enrolled in clinical academic programmes at the Faculty of Medicine, the Faculty of Dentistry, and the Faculty of Pharmacy should be vaccinated prior to the start of their clinical activities, as stated in the Universiti Malaya Vaccination Policy (Figure 3), which was approved by the UM Senate on 22 July 2021 and the University's Board of Directors (*Lembaga Pengarah Universiti*) on 12 August 2021. The policy can be accessed via <https://bit.ly/UMVaccinationPolicy> (Figure 3).

UNIVERSITI MALAYA
VACCINATION POLICY

Approved by
Senate | 22 July 2021
UM Board of Directors | 12 August 2021

Effective Date
Academic Session 2021/2022

Administering Offices

- ▶ Deputy Vice-Chancellor (Academic & International)
- ▶ Faculty of Medicine
- ▶ Faculty of Dentistry
- ▶ Faculty of Pharmacy
- ▶ Academic Administration & Services Centre (AASC)
- ▶ Student Affairs Division/UM Health Clinic

To access the document, please visit the following portal:

UG Students/PG Candidates

▶ **MyUM Portal**
<https://bit.ly/UMVaccinationPolicy>

UM Staff

▶ **UM Portal --> PTj Info --> ASP Centre**
<https://portal.um.edu.my>

Alternatively, for quick reference please visit :

<https://umacademic.um.edu.my/announcement>

Professor Dr. Kamila Ghazali
Deputy Vice-Chancellor (Academic & International)

3 September 2021

Figure 3: Poster of UM Vaccination Policy

- k. Lecturers are also encouraged to explore various instructional strategies such as online demonstrations, virtual laboratories, simulations, video- or audio-based feedback, and alternative assessment methods to complement such courses.
- l. 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 small group approach is implemented, lecturers must ensure that the assessments carried out are fair and equal across all groups.
- m. All changes to the course design and delivery 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 as well as assessment 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* form (UM-PT01-MQF-BR004).
- c. The following calculation illustrates the SLT for several online interactions based on the e-Learning Guidelines for Malaysian 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 minutes 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.
 - **Time spent for instructional activities.** This covers activities such as interacting in group discussions, online collaborative activities and 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. Delivery of instruction can be done in two ways: synchronous or asynchronous learning interactions (Figure 4). Lecturers are advised to design and host a mixture of synchronous and asynchronous T&L activities with the student.

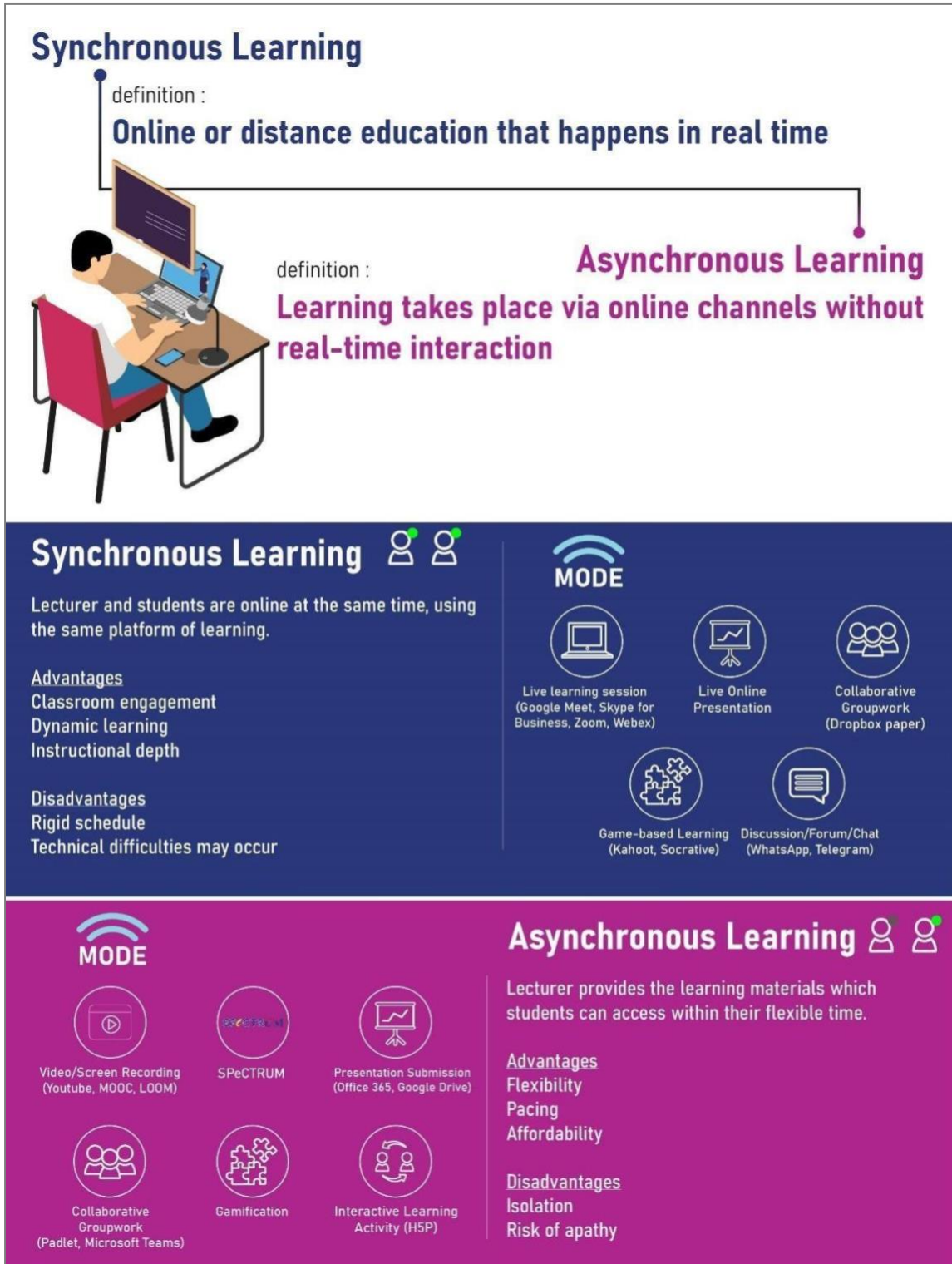


Figure 4: Synchronous and Asynchronous Learning

- b. Moving conventional teaching and learning practice into an online delivery mode 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 experiences for them.
- c. ADeC has compiled numerous resources in the form of blog posts, infographics, references and URL links to help lecturers to design and execute online learning delivery and these are available at <https://adec.um.edu.my>.
- 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 the **Course Information for Current Semester/Term* form (UM-PT01-MQF-BR006) and disseminating it to all students via SPeCTRUM.

Students should be informed about:

- teaching and learning activities and important dates for the semester/term;
 - types of assessment and detailed weightage for each assessment; and
 - duration and scheduling of synchronous type of assessment.
- e. Weekly-scheduled classes may be conducted synchronously according to the class schedule. Classes that cannot be held at the scheduled time can be replaced with an asynchronous class.
 - f. Lecturers should consider students with poor Internet connection/limited data plan when designing synchronous classes. Hold conversations with the students and review the need for synchronous classes regularly.
 - g. It is suggested that a synchronous class be structured as follows:
 - Presentation of online content (i.e., learning materials) – in various forms for example online (live) lectures, pre-recorded presentations, YouTube videos, links to webpages related to topic of learning, and so forth.
 - Learners' activities – minimum of 1 activity per topic.

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;
 - Invite guest speaker(s) to the online session; and
 - Conduct live teaching sessions using other communication channels including WhatsApp and Telegram.

See Figure 5 for guidelines on good practices for students learning in the synchronous learning environment.

GOOD PRACTICES FOR STUDENTS LEARNING IN SYNCHRONOUS (LIVE) LEARNING ENVIRONMENT

Synchronous learning refers to teaching and learning that occur in real time i.e. students and lecturer are physically or virtually present at the same time, but not in the same place.

Get confirmation from your lecturer which platform will be used for the synchronous sessions.





Preparation a day before the class	15 minutes before the class	During the class	After the class session
 <ul style="list-style-type: none"> Be sure that you get the invitation to or correct URL for the online session. Double-check the URL with your lecturer and course mates, if possible. Install a web camera, a microphone and prepare headphone for in-class interaction. Test these equipment a day before the class session begin, so you have some time to fix them or find a better equipment. 	 <ul style="list-style-type: none"> Look for a dedicated space where you can stay focused during the live session. Dress appropriately as a student. Remember, this session is a class session, not a social session. Eliminate unnecessary distractions and noises. These include browsers and applications such as Skype, WhatsApp. It may also affect your connection speed. Join the online class 10-15 minutes before it starts, if possible. Test your webcam and microphone to make sure the work properly. 	 <ul style="list-style-type: none"> Mute your microphone. This will enable better audio and video connection for your lecturer's presentation as well as eliminate noises from the background. Take the chance to be active in the session by asking questions, answering questions, and/or sharing resources. Before asking your questions, politely get permission to speak from your lecturer. Take turns to talk to give chance for your classmates to speak as well. You can also use the 'raise hand' feature in the online meeting platforms, if you want to say something in the meeting. You can also use the chat feature to interact with your lecturer and classmates. Always self-identify yourself when speaking so that your lecturer and classmates know who is talking. Use appropriate and respectful language. 	 <ul style="list-style-type: none"> Take note of the requirements e.g. readings and assignment deadlines. Contact your lecturer and classmates for further inquiries. <div data-bbox="1141 963 1428 1456" style="background-color: #800080; color: white; padding: 10px;"> <p>E-LEARNING STUDY TIPS</p> <p>Get a study-buddy. Call or text each other to start and finish your online lesson.</p> <p>Maintain and follow a fixed schedule for doing your online lessons. Ensure you complete each day and each week's lesson on time.</p> </div>

Figure 5: Good Practices for Synchronous Learning Environment

- c. Microsoft Teams and/or Google Meet are the official video conferencing tools for synchronous teaching and learning tools for UM.
- d. If the lecturers decided to use other platforms such as YouTube Live Stream, Facebook Live video, Zoom, Webex, StreamYard or other web conferencing tools, they need to discuss it with the students. This is to ensure students are not burdened to install various applications in their PCs, laptops or mobile devices.

- e. Lecturers are required to follow the official class schedule where possible. For instance, if the official class schedule was 9.00 am to 10.30 am, the lecturer must conduct synchronous sessions within that timeline. This is to ensure students have smooth transition from one course to another and to avoid course clashes.
- f. Duration of the synchronous sessions may be flexible and can be divided into several sections. For instance, in a 3-hour class session:
 - The first hour of the session is allocated for online lecture;
 - The second hour is dedicated for online group discussions; and
 - The third hour is for online group presentations.
- g. Get the students to actively participate in the session by encouraging them to:
 - Write ideas, comments, share resources using the chat box;
 - Share ideas and comments verbally; and/or
 - Present their works to everyone in class using the screen sharing feature.



Figure 6: Tips on Participating in Online Discussion Forum

- h. Lesson materials delivered in synchronous mode must also be available for student to access asynchronously (i.e., recorded online class meetings for the benefit of students who are unable to join the synchronous sessions).
- i. Lecturers may refer students to Figure 6 for tips on participating in an online discussion forum.

3.2.2 Asynchronous teaching and learning

- a. Asynchronous 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. Although asynchronous learning is encouraged, lecturers are strongly advised to follow the Community of Inquiry (COI) framework that highlights the importance of establishing teaching, social and cognitive presence in their online courses (Appendix 4).
- c. Strategies may include:
 - Pre-recorded lectures with interactive activities
 - Screencasting i.e. video recording of your computer screens
 - Slidecasting i.e. audio podcasts combined with slideshow and learning activities
 - Going through a reading list and writing reflective notes/answering online quizzes
 - Create a lesson module in SPeCTRUM and have the student go through the learning sequence
 - Going through a Massive Open Online Course/ Microcredential (MOOC/MC) course and contributing to the discussion and answering assessments in the platform.
- d. Tools: Various tools are available such as the H5P and Lesson module in SPeCTRUM, Edpuzzle, Microsoft PowerPoint, Loom screen recorder, Screencast-o-matic, Adobe Captivate, Camtasia Studio, and Jing. Web conferencing application such as MS Teams, Google Meet and Zoom can also be used for recording of lectures.
- e. Recorded lectures can be used to deliver learning content. However, lecturers are encouraged to edit the previously recorded lectures, chunk them into short sections and embed learning activities and assessments to curate a meaningful and immersive learning experience for the students. H5P and Lesson module as well as Edpuzzle are suitable for this purpose.
- f. Lecturers are required to hold virtual office hours and online consultation hours during the asynchronous weeks to ensure that students have access to the lecturers and to establish online teaching presence (refer to **Appendix 3** on teaching presence).
- g. Many models can be considered for online teaching and learning delivery such as the Conversational Framework by Diana Laurillard (UCL, 2018).

3.2.3 Recording participation in online class

Attendance in this manual refers to student participation in online class activities.

- a. Lecturers are required to record students' attendance throughout the semester.
- b. Various strategies can be used (see Figure 7), including:
 - SPeCTRUM attendance module (allowing students to record their own attendance)
 - Download the attendance list when using MS Teams for online (live) classes;
 - Screen capture students who are present during the online (live) classes;

- Have students to register attendance using chat box in the online (live) classes;
- Use 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.
- Use Google form with customised attendance code. (Refer to <https://adec.um.edu.my> for guidance).

*These evidences can be used as documentation in the Course File.

- c. Students need to be informed of the methods that will be used to record their attendance, so that they are aware that their participation will be used as evidence for attendance.



There are various ways to record online attendance such as:

- SPeCTRUM QR code attendance*
- Google form with customized attendance code*
- Screen capture of students who participate in online (live) lecture
- Count the number of students who logged in your online (live) lecture
- Electronic timestamp of students' online activities including:
 - Submission of assignment, homework, lab report etc.
 - Participation in online discussion, forum, chat etc.
 - Forum log
 - SPeCTRUM log



*Guidelines available at bit.ly/onlinemode_UM or scan the QR code

Make sure to inform students that you are using these methods to record their attendance, so they are aware that their digital footprint will be tracked as evidence of attendance.

There are some tools you can use to help record your student's online attendance, as shared in ADeC's blog post.
















Read the full post by Dr. Zahiruddin Fitri at bit.ly/ADeCblog_onlineattendance

Figure 7: Tips on Recording Online Attendance

3.3 Online Teaching and Learning Assessment

- Student learning outcomes and marks (grades) are assessed via (i) continuous assessments, throughout the semester and (ii) summative assessments at the end of the semester.
- Conventionally, continuous assessment used to be conducted via assignments, quizzes, mid-semester tests, while summative assessment used to be conducted via a final examination.

- c. Lecturers must now reduce reliance on conventional ways of conducting both continuous and summative assessments (especially final examinations), and instead use alternative assessments (see Table 1: Assessment Framework and Figure 8: Selected Examples of Alternative Assessments).
- d. For continuous assessment, the assessment mode can be the conventional method (but adapted to be conducted online - for example: online quiz, interview, written reflection, report writing etc.). However, alternative assessments are preferable (for example: online portfolio, website, blogging, vlog reflection, etc.).
- e. For practical or performance-based CLOs, lecturers may design assessment where students are required to conduct live online performance, and/or submit a recorded version of their performance in video format. Refer to http://bit.ly/ADeC_AlternativeOnlineAssessment for more examples of alternative online assessment methods.
- f. For final assessment, the university strongly recommends lecturers to NOT conduct final examinations (except when required by the respective accreditation body). It is recommended to design alternative assessments such as projects, portfolios, take-home open-book exams, reflective logs and so forth. Refer to http://bit.ly/ADeC_AlternativeOnlineAssessment for more information.
- g. Table 1: **Assessment Framework** shows the assessment framework to be adopted for online teaching and learning in UM. The framework covers both formative/continuous and summative assessment. Lecturers should select the dimensions of assessment they plan to conduct before choosing the appropriate assessment methods that best reflect the CLO desired by the course. Refer to Figure 6 for some examples of alternative assessments suitable for replacing face-to-face final examination.
- h. Weightage for each continuous and summative assessment must follow the approved weightage as in **Course ProForma* form (UM-PT01-MQF-BR005). **Any changes to the weightage must be approved by the Senate.**
- i. It is highly recommended for the lecturers to coordinate the number of assessments, dates and deadlines with other lecturers from the programme to ensure students are not overburdened with overwhelming multiple assignments from various courses in any particular duration of the semester.
- j. Ensure all instructions for the assessments are in Malay language or bilingual (for the benefit of international students, if any).

Table 1: Assessment Framework

Formative Assessment		Summative Assessment		
Assessment FOR Learning <ul style="list-style-type: none"> • Activities without marks • “Low stakes” Continuous Assessment with small marks (e.g. 1%, 2%, 5%) 		Assessment OF Learning <ul style="list-style-type: none"> • Continuous Assessments with high impact on marks (e.g. 10% and above) • Final Assessment (e.g. completion of LO/end of semester) 		
Alternative Assessments (examples)				
High Order Thinking (HOT) Assessments	Self-Assessment	Animation Cartoon Strip Case Study Clinical Work Concept Map Debate Demonstration Drawing Gamification Group Quiz	Infographics Interview Lab Learning Reflections Mind Map Online Discussion Open Book Exam Oral Presentation Peer Review Performance	Portfolio of Works Poster Project Work Role Play Short Video Simulation Sketch Book Skills Demonstration Social Media Post Studio
	Peer Assessment			
	Group Assessment			
	Performance-Based Assessment			
	Portfolio-Based Assessment			
	Technology-Based Assessment			
Low Order Thinking (LOT) Assessments	Traditional Assessments	Essay Exercise Questions Final Examination Quiz Report Test		

Selected Examples of Alternative Assessments to Replace Face-to-Face Final Examination

The alternative assessment examples below range from more traditional assessment methods to new innovative ones, and include implementation via SPeCTRUM, collaborative online platforms, as well as low-tech platforms such as email and phone calls.

METHODS	PLATFORMS
<p>Multiple Choice Questions (MCQ)</p> <p>Order of questions can be randomized</p>	<ul style="list-style-type: none"> - SPeCTRUM Online Quiz function
<p>Open-Book Test/Exam</p> <p>Questions should be problem-based and/or require critical thinking or Higher Order Thinking Skills (HOTS)</p>	<ul style="list-style-type: none"> - SPeCTRUM Online Quiz Function - SPeCTRUM Assignment Function - Submit answers via email attachment - Submit answers via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform - Handwritten exams can be done by having students scan their answer sheets and submitting them as PDF files. - CamScanner and other phone scanning apps.
<p>Written Assignment</p>	<ul style="list-style-type: none"> - SPeCTRUM Assignment Function - Submit assignment via email attachment - Submit assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform
<p>Submission of Lab Report</p> <p>Submit report based on prior lab work</p>	<ul style="list-style-type: none"> - SPeCTRUM Assignment Function - Submit file via email attachment - Submit file assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform - Handwritten exams can be done by having students scan their answer sheets and submitting them as PDF files. - CamScanner and other phone scanning apps.
<p>Final Project Report</p>	<ul style="list-style-type: none"> - SPeCTRUM Assignment Function - Submit assignment via email attachment - Submit assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform
<p>Individual Interview /Viva via phone</p> <p>Lecturer can present students questions via phone for the student to answer verbally</p>	<ul style="list-style-type: none"> - Any regular phone - Online video conferencing / calling applications (e.g. Skype, Zoom)
<p>Portfolio of Works</p> <p>Compilation of student's works showcasing the student's best efforts or their skills/understanding related to the course.</p>	<ul style="list-style-type: none"> - Padlet and other online "walls" - WordPress, Medium and other online publishing platforms - Submit portfolio via email attachment - Submit portfolio via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform
<p>Reflection on Learning Experience (Written Reflection)</p> <p>Students recall, describe, analyze and synthesize what they learned in the course, and share their personal experiences and thoughts about it.</p>	<ul style="list-style-type: none"> - SPeCTRUM Assignment Function - Submit file via email attachment - Submit file assignment via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform



<p>Project Video</p> <p>Students can record their project activities in a video file or create a video as their course project</p>	<ul style="list-style-type: none"> - Smartphone video-recorder and MP4 file AND/OR YouTube, Vimeo etc. - Submit MP4 file/video link via SPeCTRUM Assignment Function - Submit MP4 file/video link via email attachment - Submit MP4 file/video link via personal messaging (PM) in Facebook, WhatsApp or other instant messaging platform
<p>Virtual Lab Work</p> <p>Conduct lab-based assessment using online virtual lab or virtual lab apps</p>	<ul style="list-style-type: none"> - PraxiLab and other virtual lab applications
<p>Social Media-Based Project</p> <p>Students demonstrate understanding or skill in a subject by creating social media posts/stories around a specific question or theme</p>	<ul style="list-style-type: none"> - Instagram Stories - Facebook Page/Posts
<p>Poster/Brochure /Infographic</p> <p>Students demonstrate understanding or skill in a subject by creating social media posts/stories around a specific "big question" or theme</p>	<ul style="list-style-type: none"> - PowerPoint - Piktochart - Other visual communication applications/platforms
<p>Video Clip / Animation</p> <p>Students demonstrate understanding or skill in a subject by creating social media posts/stories around a specific "big question" or theme</p>	<ul style="list-style-type: none"> - Powtoon and other video animation applications



The above list is not exhaustive, and there are many other alternative ways of assessing student learning at the end of the semester. As course lecturer/coordinator, you are the best person to determine the most suitable and most pragmatic assessment method.

In general, there are several things that all course instructors must consider when redesigning your end-of-semester assessment method.

TIPS

- Check if all students have access to the technology needed for the assessment you planned. If most students have access, but only a small number do not, consider giving special consideration to these students. You can assign them a less technology-intensive assessment, for example a phone interview (see "Individual Interview/ Viva via phone").
- If you instruct your 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.
- As much as possible, try to conduct asynchronous assessments and learning activities so that students with poor connectivity don't lose out.
- Deadlines may be a bit more difficult for students to meet. So you may need to be more flexible. Before setting a deadline for submission, get input from your students whether the deadline is viable. Some students may require special consideration and extended or more flexible deadlines (e.g. students stuck at home with younger baby/toddler siblings or children who may disturb them when they are trying to study)
- For assessments that are labour-intensive to mark/grade, do you have co-instructors who can help to carry the burden, or will you do the marking alone? If you are marking alone, select less labour-intensive assessments like the Multiple Choice Question.

Figure 8: Selected Examples of Alternative Assessments

3.3.1 Online Assessment Platform

- a. For confidentiality and security, the official online assessment platform is SPeCTRUM (<https://spectrum.um.edu.my>).
- b. To enhance efficiency, a proctored platform, SPeCTRUM Exam portal (<https://spectrumexam.um.edu.my>) should be used for all real time final examination (Figure 9).

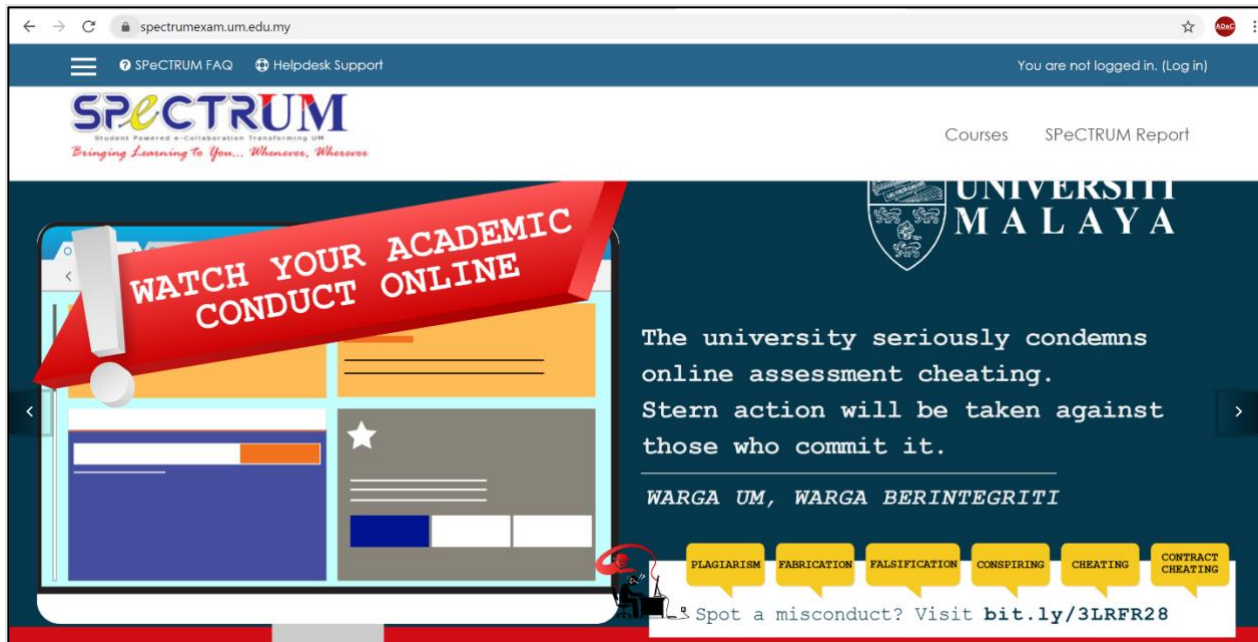


Figure 9: SPeCTRUM Exam platform

3.3.2 Continuous Assessments

- a. Continuous assessments (refer to UM-PT01-MQF-BR003) should be conducted using alternative online assessment methods, unless physical or face-to-face implementation is necessary such as laboratory experiments, and so forth. Alignment to respective CLOs must be retained.
- b. As much as possible, continuous assessments should be in the form of online assessments. The Course or Programme Coordinator needs to ascertain that the assessment deadlines are well planned and not crammed towards the end of the semester. This will ensure, and keep with, the practice of giving feedback for continuous assessment. Feedback must be given to students in due time for lecturers to improve their teaching and students to improve their learning.
- c. Lecturers must prepare a marking scheme and/or rubric as a guide to ensure uniformity and/or consistency in online continuous assessment. Unclear marking criteria will affect assessment reliability and thus unfairness may occur.
- d. Lecturers should announce the results of every assessment within a reasonable time to the students.
- e. If lecturers decided to conduct continuous assessment in the form of quizzes, they may use the proctoring tools (LockdownBrowser and Respondus Monitor) available in SPeCTRUM Exam platform.

3.3.3 Final Assessment / Summative Assessment

- a. Because of the uncertainties during the COVID-19 pandemic situation, and possible travel/movement restrictions, physical face-to-face final examinations are NOT ALLOWED, except under special circumstances, such as clinical or laboratory-based courses, or where mandated by professional board regulations.
- b. It is **NOT advisable** to conduct final summative assessment in the form of online real-time final examination using SPeCTRUM.
- c. It is **highly encouraged** to conduct summative assessment using alternative assessment methods as detailed in Table 1 which in general are not tied to the final examination dates stated in the University academic calendar.
- d. The alternative assessment(s) must be constructively aligned to the Course Learning Outcomes (CLO) declared in UM-PT01-MQF-BR003. Lecturers should allow enough time for assessment and marking to meet the University timeline for marks entry.
- e. The alternative summative assessment(s) must be able to measure students' overall grasp of the course, and be mapped to the same CLO(s). The alternative assessment must also be able to distinguish the students' individual performance and ensure the assessment outcome reflect the students' level of attaining the CLO. (Refer to 3.3.4)
- f. Lecturers are **allowed** the flexibility and creativity to conduct Alternative Summative Assessment(s) once each CLO has been completed. Once the CLO of the course is completed, lecturers may do summative assessment of that CLO any time within the semester.
- g. All online real-time final examination should be conducted as proctored examination through SPeCTRUM Exam platform at <https://spectrumexam.um.edu.my>. Please refer to Proctored Examination Document at <https://spectrumexam.um.edu.my>.
- h. Only if absolutely necessary, for example, accreditation body requirements, an online real-time proctored final examination should be conducted using SPeCTRUM Exam platform. The decision should be made at the academic programme level. The duration and time limit should be decided by considering the expected word count of students' answers.
- i. All online real-time final examinations may be conducted during the final examination period. Please refer to the schedule on Notices to All Examiners/Supervisors. The faculty needs to ensure adherence to the requirements of security and fairness, and avoidance of plagiarism or cheating and ensure proper student identification.
- j. The e-proctoring platform, which consists of Respondus Monitor and Lockdown Browser tools, is available for use in the SPeCTRUM Exam platform. These tools enable students to take online assessments from a remote location while maintaining the integrity of the exam process and guaranteeing that exam candidates are on an equal footing. Please see the ADeC blog (<https://adecum08.wordpress.com/>) for further information on how to use this e-proctoring platform. You may also learn more about e-proctoring technologies by enrolling in the online E-Proctoring Lecturer programme on the SPeCTRUM Exam platform.
- k. The Respondus Monitor and Lockdown Browser tools necessitate that the student take the exam in front of a webcam-enabled device (PC/laptop/iPad) and a special safe browser. This functionality is available in the Quiz module. Prior to the exam, the lecturer should ensure that these facilities are available to the students. Please see the Invigilator and Student Responsibilities at SPeCTRUM Exam <https://spectrumexam.um.edu.my>.

3.3.4 Assessment Weightage 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:

Table 2: Example Assessment Weightage

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

*Alternative assessment weightages = Original assessment weightages as declared in original Course Pro-Forma.

- b. Replacement of the Final Examination with Alternative Assessment(s) should be discussed and agreed in a Department/Faculty Vetting Committee. **However, if there is an application to make changes to the weightage of Continuous Assessment and Final Examination (Alternative Assessment), which differs from the original Course Pro-Forma, then approval must be obtained from the Senate.**
- c. 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 conventionally-planned assessments:

Table 3: Mapping of Alternative Assessment to CLOs

	Conventional Assessment	Alternative Assessment	Original CLO	Alternative CLO*
Continuous Assessment	Quiz	Online Quiz / randomised MCQ	CLO1	CLO1
	Mid-semester Test	Written Assignment	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.

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

Table 4: Mapping of Conventional and Alternative Assessment to CLOs

Course Learning Outcome (CLO)	Conventional Assessment	Alternative Assessment*
CLO1	Quiz	Online Quiz / randomised MCQ
	Mid-semester Test	Written Assignment
	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)

* Alternative assessment to CLO alignment = Conventional assessment to CLO alignment


3.3.5 Reliability and Validity of Alternative Assessments

- a. When designing an alternative assessment, it is essential that the assessment method meets the following conditions:
 - The alternative assessment should have the same weightage and alignment to the CLO as the conventionally-planned assessment.
 - The assessment should also be relevant and related to the specific knowledge or skill that is being assessed while 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 process should be adapted to the alternative final assessment method that is decided by the respective course lecturers.
- c. The Vetting Committee must ensure that the assessment methods and tasks are constructively aligned to the CLOs and meet the appropriate taxonomy level.
- d. Verification that the methods and tasks that 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 records also include verification of tasks or questions appropriately aligned to CLOs with marking schemes and/or rubrics.
- e. 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 the Vetting Committee members. Transmission of all documents classified as CONFIDENTIAL online must use passwords or access by invitation. Lecturers must ensure confidentiality to avoid any leakage.
- f. For guidelines on conducting Online Vetting of Assessment Instruments, please refer to **Appendix 4(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 such as the final examination. However, there are numerous ways to deter dishonesty in assessment.
- b. The best way for deterring cheating while facilitating meaningful learning is to design assessments that engage students' higher order thinking skills (HOTS), for example, via proposing solutions to complex problems. This will put emphasis on the method or thinking process rather than the actual final answer (e.g. a particular value from a calculation-based question, or a list of points or items for other types of questions).
- c. Other methods of deterring 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. UM has subscribed to the Respondus Monitor and Lockdown Browser (see 3.3.3) in order to improve exam integrity and combat student cheating. Students' activity will be tracked and lecturers will be able to examine any suspicious behaviour detected by the tools.
- e. Lecturers can also use various online tools to detect plagiarism (e.g., Turnitin) and deter cheating (e.g., randomised 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.
- f. To deter students from cheating, lecturers should 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 a written statement.
- g. Any examination misconduct is not compromised. Figure 10 depicts the rules and regulations, as well as examples of prohibited items/acts and the consequences of misconduct.

ALL THE BEST FOR YOUR EXAMINATION



**UNIVERSITI
MALAYA**

STUDENT MISCONDUCT IN EXAMINATION

Rule 8, University of Malaya (Student Discipline) 1999

No student shall :


- Take out from or take into the examination hall any unauthorized book/ paper/ document/ graphic/ any other things.
- Receive book/paper/document/graphic/any other thing from unauthorized persons in the examination hall
- Write or have it written by other person any information/diagramme(s) on any parts of the body or clothes
- Communicate with any other student during examinations by any means
- Cheat or attempt to cheat in examinations

University of Malaya Regulations 2019


Bachelor Degree: Regulations 33
Doctoral and Master: Regulations 44
Regulations 45 (Academic Dishonesty)

1. Academic dishonesty may occur in various forms including but not limited to:
 - (a) plagiarism
 - (b) fabricating information
 - (c) falsifying information
 - (d) conspiring or abetting
 - (e) cheating in examinations
 - (f) contract cheating and disguising
2. Any student who is found committing an act which amounts to academic dishonesty can be subject to disciplinary action by the University.


EXAMPLES OF PROHIBITED ITEMS/ACTS IN EXAMINATIONS




Written notes on body part(s)




Access to Assessment-help sites




Unauthorized use of electronic/virtual device



Written notes on personal items



Leaving the online examination without consent



Communicating with other student(s)

*Any other unauthorized items as determined by Invigilators

CONSEQUENCES OF MISCONDUCT

(Shall be liable to any one or any appropriate combination of two or more of the following punishments)

A warning

A fine

Suspension from being a student of the University for specific period

Expulsion from University

APART FROM THE STATED CONSEQUENCES, YOU MIGHT ALSO BE LIABLE TO

Repeat the related course

Lose your scholarship/ sponsorship

Prepared by :
Student Affairs Division (BHEP) and Examination & Graduation Section, AASC

Figure 10: Student Misconduct in Examination

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) with 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, lecturers should set a platform and/or time (e.g. SPeCTRUM chat, WhatsApp, Telegram etc.) 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 confusion that may arise. Your online presence can also be a deterrent against cheating.
- f. Conduct a trial run or mock-exam with all students before undertaking synchronous online assessment (e.g., a real-time online e-proctored exam). This will allow the lecturers and students to become acquainted with the assessment platform as well as the question-and-answer format as it appears on the screen. More importantly, issues and defects can be identified and fixed before to the real examination. To ensure that all students participate, make the mock-assessment a requirement before they are allowed to take the real test.

3.3.8 Special Considerations

- a. When assigning an online assessment, lecturers and course instructors need to carefully consider student access to technology. This includes international students and students with special needs. The Respondus Monitor and Lockdown Browser, for example, require students to have a webcam enabled device for it to run. Communicate any technological requirements early so that students can make the necessary arrangement for conducting the assessment.
- 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 make available recordings of live lectures and 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, 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 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 toward the end of the semester.

4.0 Copyright

- a. Lecturers are reminded to be aware of copyright issues when utilising resources from the internet for teaching. Most educational materials fall under fair educational use policy but need to be properly acknowledged.
- b. Lecturers are also encouraged to share teaching materials using the creative commons licenses but be selective when sharing assessment materials under the same licensing. Lecturers have the authority to determine the use of their course materials by their students. Without their permission, no one should copy, distribute, delete or modify the course content.
- c. Best practice is to incorporate the copyright statements for online materials used and to state the lecturer's own creative commons licenses within the course resources.
- d. More information on alternative to copyrighting under Creative Commons licensing can be found at <https://creativecommons.org/licenses/>

5.0 Other Related Matters

- a. Guides, tips, webinars and tutorials on online teaching, teaching strategies and assessments to assist lecturers in teaching online can be found at <https://adec.um.edu.my> under the #UMTeachOnline tag (Figure 11).

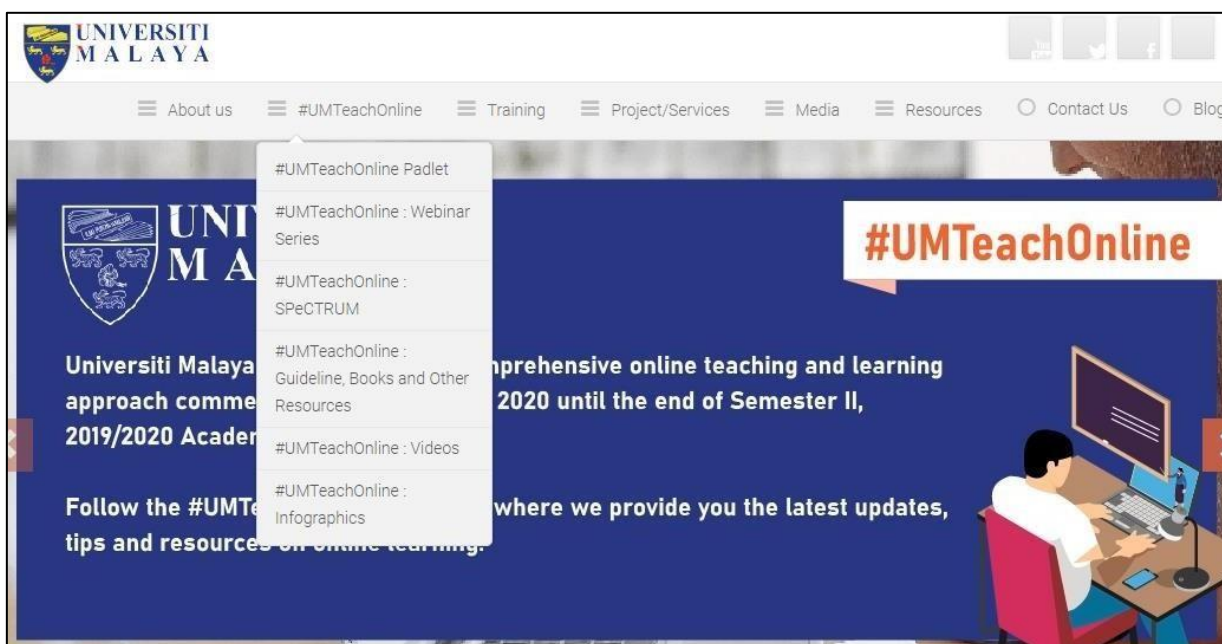


Figure 11: Screenshot of #UMTeachOnline Submenu in ADeC's Website

- 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 department 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 ensure all changes made are documented and kept/stored for easy retrieval. The following documents should be updated and approved by the Faculty/Academy/Centre before use:
1. Alignment of Learning Outcomes to Assessment (UM-PT01-MQF-BR003);
 2. Student Learning Time (UM-PT01-MQF-BR004); and
 3. Course Information for Current Semester/Term (UM-PT01-MQF-BR006).
- g. Examples of revised UM-PT01-MQF-BR003, UM-PT01-MQF-BR004 and UM-PT01-MQF-BR006 are available on QMEC's website (<https://qmec.um.edu.my>) for your reference.
- h. 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.

6.0 References

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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	Non Face-to-Face
Both learner and instructor are physically or virtually present. Instructions may be carried out through mediating technology (synchronous).	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 slide content 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-mins video x 2 = 20 mins of student viewing time]	Multiple by 1 – 2 x viewing hours	Student 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 (500 words) [3 mins x 5 = 15 mins]		Average time on each page can be determined by the 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: Online Course Planning Template

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	<ul style="list-style-type: none"> • Short 2-minute YouTube video introducing the topic • Online (live) lecture using Microsoft Teams or Google Meet 	Watch video related to the topic	Answer 5 multiple-choice questions in SPeCTRUM's Quiz section
CLO 2	- Please complete accordingly –			
CLO 3	- Please complete accordingly –			

Appendix 3: 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 emphasises 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 interpersonal relationships with each other, and to feel they are being part of the community.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Introduce the course structure e.g. CLOs, weekly class meetings, etc. • Communicate clear course expectations to the students e.g. assignments to be completed, student attitude, etc. • Be visible to the students by having virtual office hours, attending to student inquiries, facilitating student discussions, etc.
Cognitive presence	The ability for the online community to construct meaning through sustained reflections and discourses.	<ul style="list-style-type: none"> • 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.

Appendix 4(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 assessment related documents from any form of leakages. The very least is to have password encrypted documents. 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 4(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 for ensuring 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).

Two recommended approaches are 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 relevantfiles 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 students 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 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 Appendix 5(b).

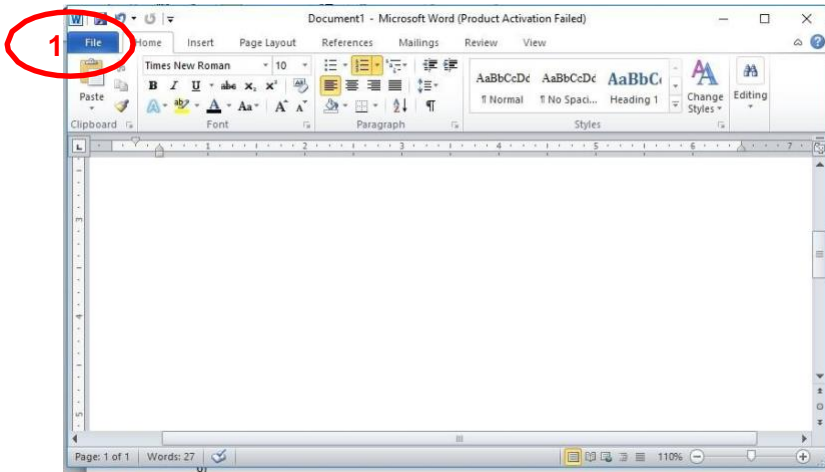
Approach 2: Synchronous

- a) Moderation meeting can be done through Google Meet or Microsoft Teams .
- b) Ensure 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 authorised to know about it.)
- c) The sessions should be brief as the moderators have already moderated the questions.

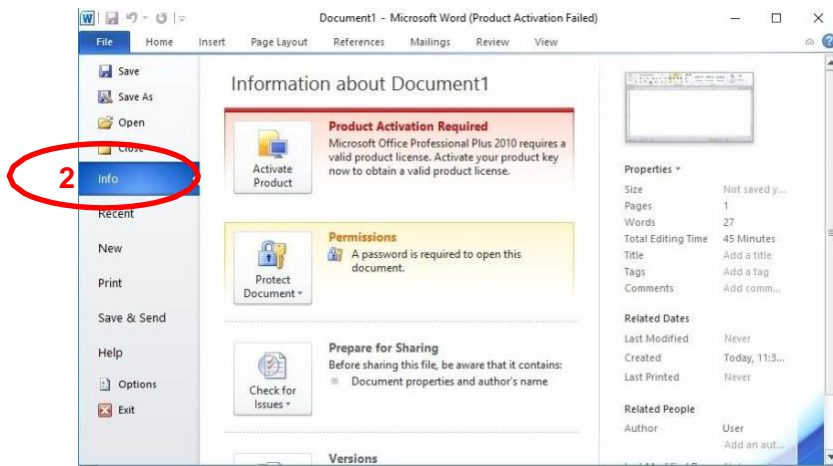
Appendix 4(b): How to encrypt a document with Microsoft word or ZIP

A. Microsoft Word

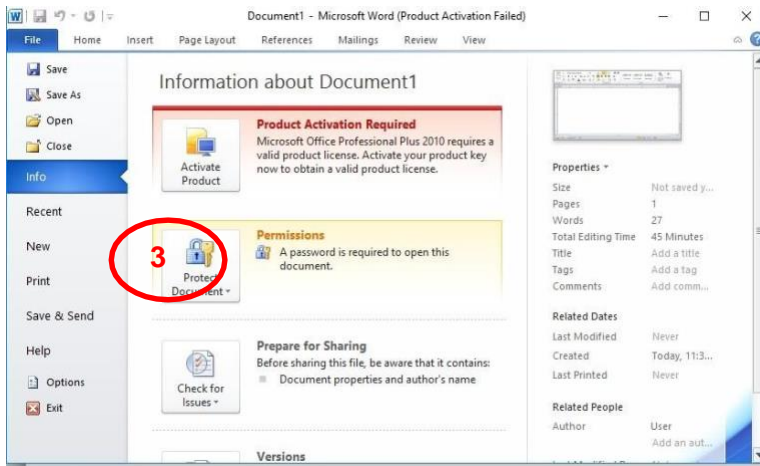
1. Click File



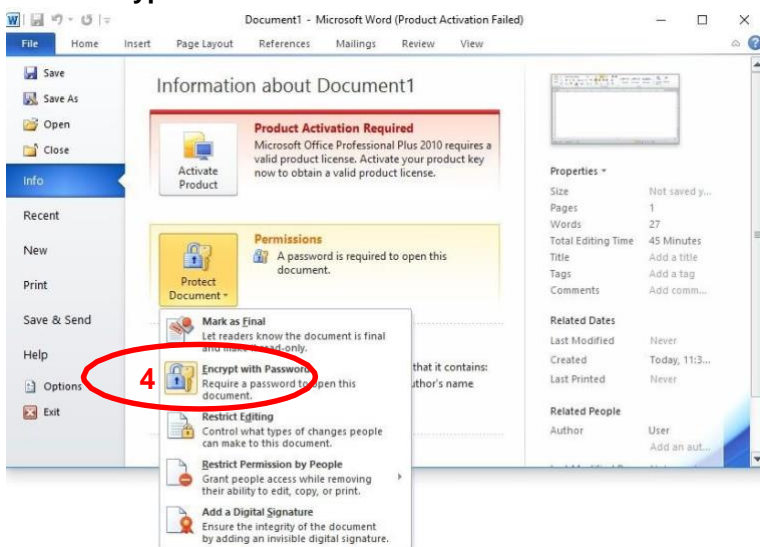
2. Click Info



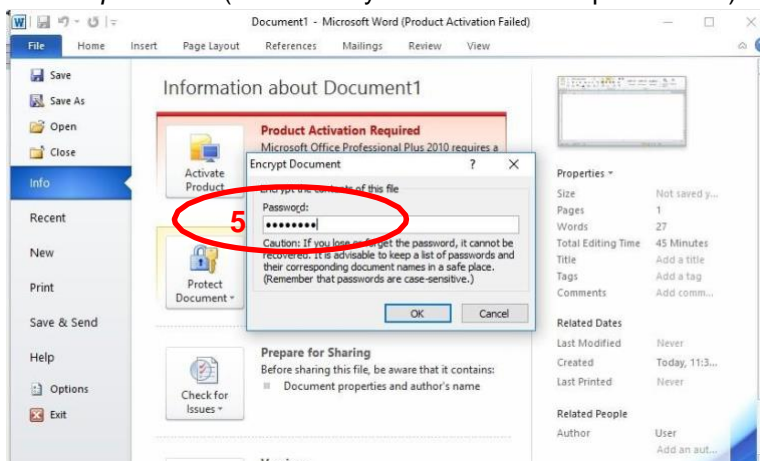
3. Click Protect Document



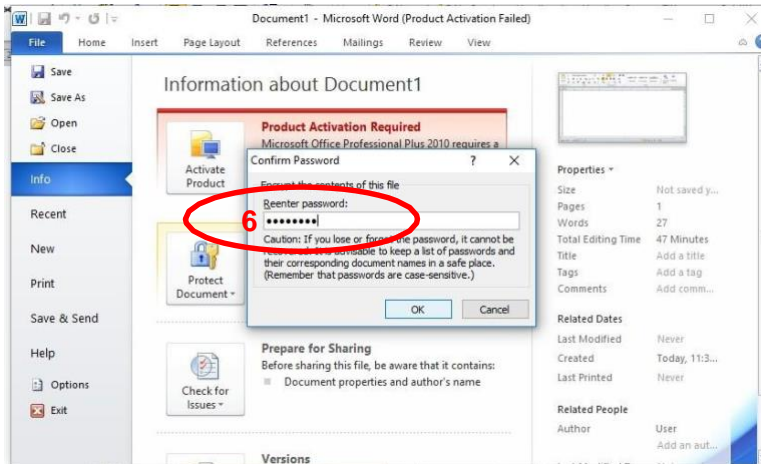
4. Click Encrypt with Password



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



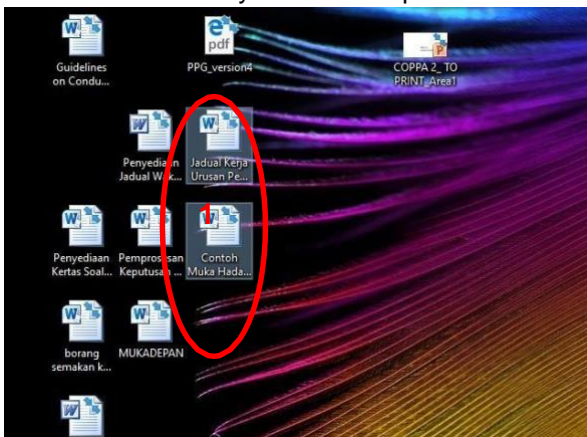
6. Confirm the *password*



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

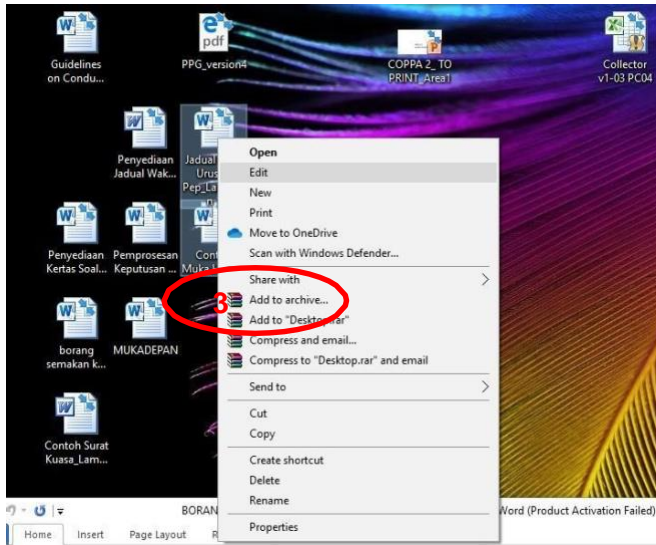
B. WinRAR Files

1. Select the files that you want to zip

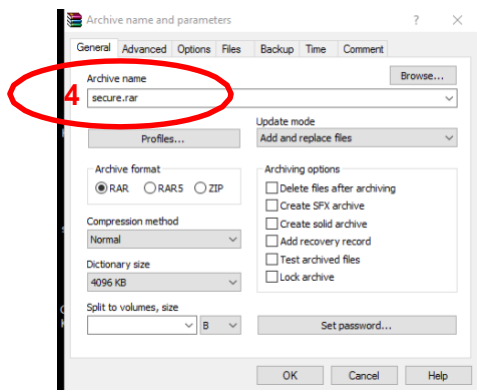


2. Press the "left click" button of your mouse

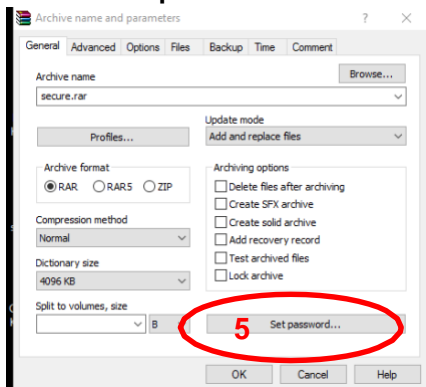
3. Click Add to archive



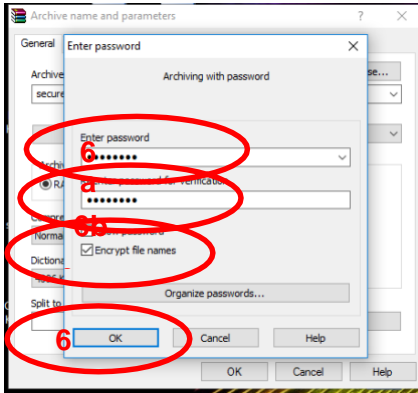
4. Give a file name



5. Click on Set password

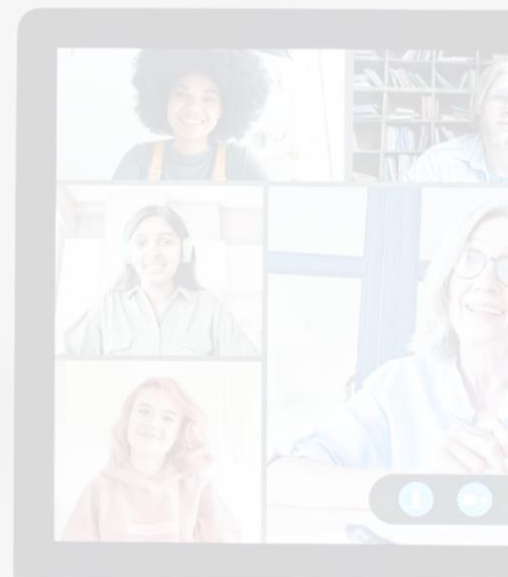
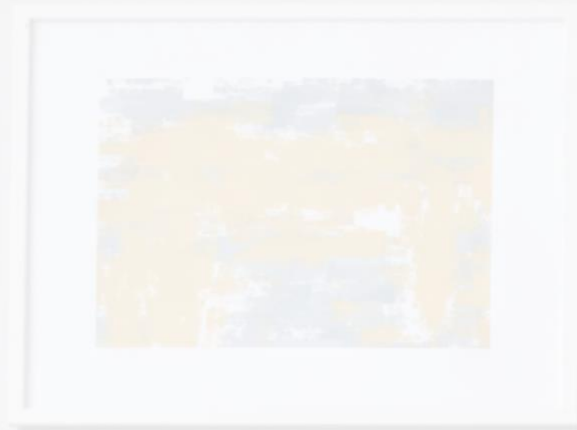


6. Enter a. Password, b. Reenter password, c. Select encrypt file name. d. Press **ok**.



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

END OF GUIDELINE



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