

UNISEL GUIDE FOR ONLINE TEACHING & LEARNING (APRIL SEMESTER 2020)

A. Introduction

This document should serve as a guide to all Unisel lecturers and students for online teaching and learning (T&L) for the April Semester, 2020. It includes information on platform, responsibilities, processes, and resources. If you have questions not answered here, please contact PPDM or faculty e-learning coordinator to assist you.

B. Online Platform and Tools

1. Lecturers should conduct the major course-related communication within E-learning V3 LMS Platform accessible at: <https://elearning-v3.unisel.edu.my/>
2. Other online tools under Unisel which can be utilised for course-related communication are Unisel OWC (BigBlueButton v2.3 Online Web Conference), G Suite for Education (Google Productivity Tools), YouTube (Online video hosting service, a part of G Suite), Skype for Business, and Office 365 for Education (Downloadable Office Applications)
3. External tools which can be used may include ZOOM, Webex (Online Web Conference), Flipgrid (Video Based Social Learning Platform), Padlet (Collaborative Group Work), Socrative, Kahoot, Mentimeter (Quizzes), Book Creator, WhatsApp, Telegram, Facebook Messenger (Instant Messaging Platform) and others.
4. Students and lecturers are given access to the Unisel e-learning portal. The portal access procedure is illustrated in **Appendix 1** (Student Access) and **Appendix 2** (Staff Access).
5. Lecturers should conduct no fewer than THREE activities including uploading of resources in the LMS Platform in two different days a week for each course.
6. Lecturers may provide pre-recorded teaching videos and upload them to their own "YouTube Channel" or save to "Google Drive". Links from "YouTube" or "Google Drive" should be clearly featured via "embed video". Suggestions for video or multimedia material development are in **Appendix 3**.

C. Course Information

7. Course syllabus should be posted to the platform no later than the first week of class. Information about what should be included on the syllabus is explained in **Appendix 4**.
8. Lecturers will have to modify the Course Information by changing the SLT-related activities such as face-to-face, guided non-face-to-face (online) and unguided non-face-to-face to ensure that the courses can be implemented through blended learning. To help lecturers in SLT calculations, please refer to the e-learning portal under "PPDM Community Resources".
9. The percentage of the formative and summative assessment components are maintained, based on the ratio approved by the MQA; only assessment methods can be changed from conventional to online.

D. Class Schedule and Attendance

10. All classes for registered continuing students for April 2020 Semester will commence on Monday, 6th April 2020.
11. T&L activities will be fully online from 6th April 2020 to 20th May 2020. After this period, all classes will be conducted as usual using the blended learning method.
12. Students may stay at home or in the hostel during the online teaching period. However, staying on-campus is encouraged to make use of the university online facilities.
13. Students are expected to attend classes online at their regularly scheduled time. All synchronous live instruction must follow the scheduled time. Any changes of class schedule must be suitable and should not clash with other classes.
14. Students' attendance should be recorded to be kept in the course file. Refer to **Appendix 5**.

D. Consultation

15. Lecturer should post a schedule of regular office hours that are convenient to students for consultation using online tools such as chat, email, WhatsApp, Telegram, SMS, phone call, video call, or some other synchronous tools.

16. While classes are conducted online, students are encouraged to reach out to lecturers for consultation or face-to-face meetings.

E. Documentation of T&L Activities

17. All T&L activities conducted through online tools such as Zoom, Skype, UNISEL-OWC, Google Meet, Live Forum and discussions through online applications such as *WhatsApp, Telegram and Facebook* must be documented.

F. Laboratory Works and Hands-On Activities

18. Laboratory components and field activities can be conducted online by using various strategies such as online simulation, demonstration through videos or linkage to YouTube channels, and students may then submit the reports online to the lecturer.
19. To avoid the risk of not being able to conduct the required hands-on session after the mid-semester break because of the MCO extension, faculties are advised not to offer non-prerequisite courses with large and compulsory laboratory components for the April Semester.
20. For prerequisite courses, lecturers are encouraged to provide enhancement session to the students during the subsequent courses.

G. Lecturer's Feedback

21. Lecturer should respond to student communication as quickly as possible. A statement of expectation for response time should be provided in the syllabus so that students are aware of the parameters.
22. Lecturer should provide regular feedback to students in response to discussion boards, forums, assignments, tests, and so on.

H. Assessments

23. All assessments methods will be done online complying with university rules for assessment.
24. Assessment activities must be appropriate to the course objectives and course requirements.
25. Some of the following formative and summative assessment formats may be considered: online quiz and test, e-portfolio, case study, case analysis, essay writing, open book exam, journal writing, learning log, virtual presentation, critique, simulation, reflective journal, game and others.

26. For courses that have a minimum of 70% continuous assessment component, the final examination can be replaced by other methods of assessment which support the CLO achievement.
27. Lecturers who suspect a student of plagiarism or any form of academic dishonesty should report the suspicion to the Dean of the Faculty. Unisel has a strict policy regarding academic dishonesty which is stated clearly in the Student Guide Book.

I. Students with No or Limited Accessibility

28. Inclusive and appropriate online learning method must be a priority and all T&L activities must consider students who have limitations in accessing the Internet for full online learning. See **Appendix 6**.
29. Lecturers are required to identify their students who have accessibility difficulties and assist them as much as possible.
30. Students who have limited or no access to the Internet at home are advised to come to the campus or stay on-campus after the Movement Control Order period ends.

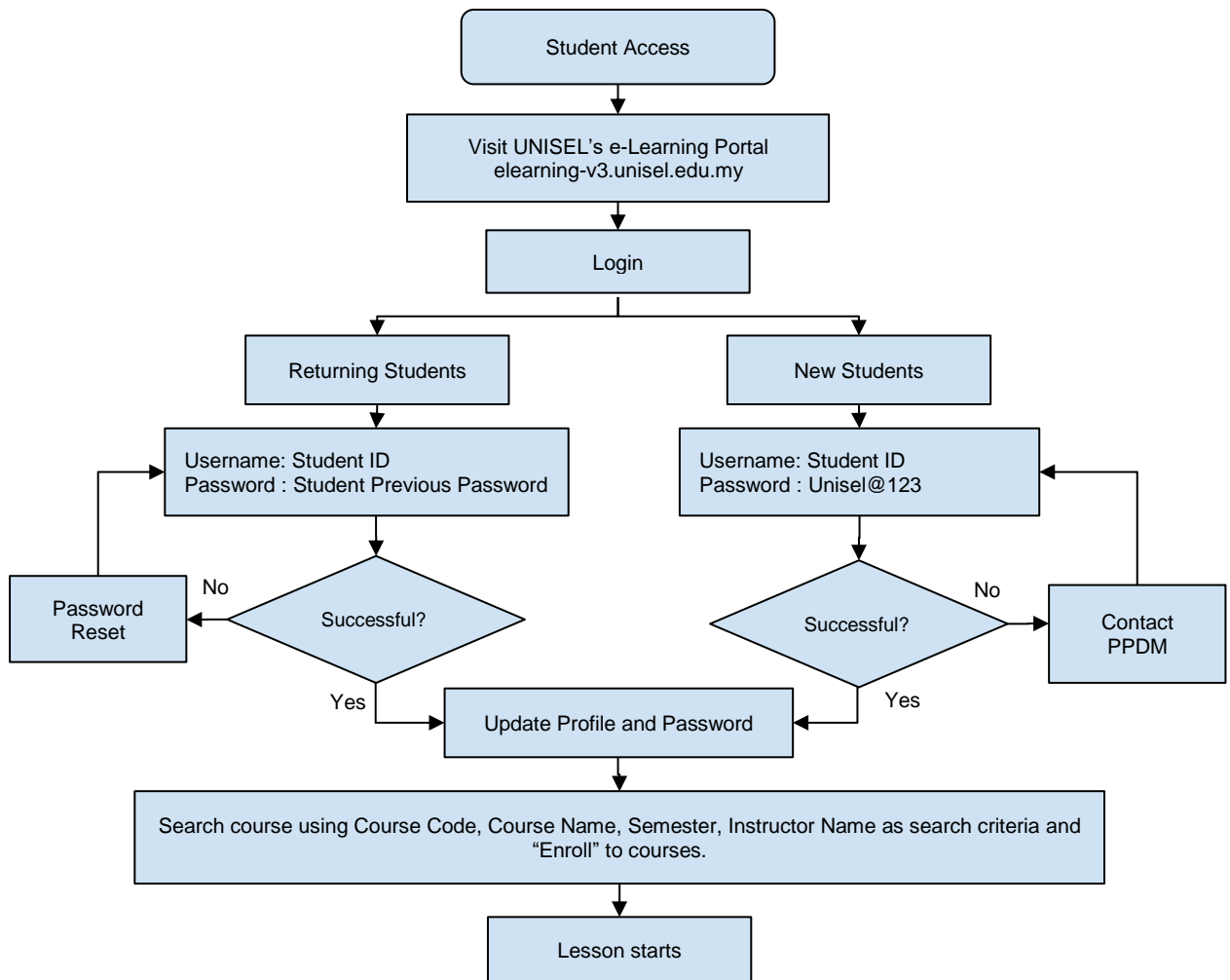
J. Online T&L Resources

31. Resources on online T&L for lecturers and students can be accessed from the UNISEL e-learning portal (PPDM Community Resource) that will be updated frequently.

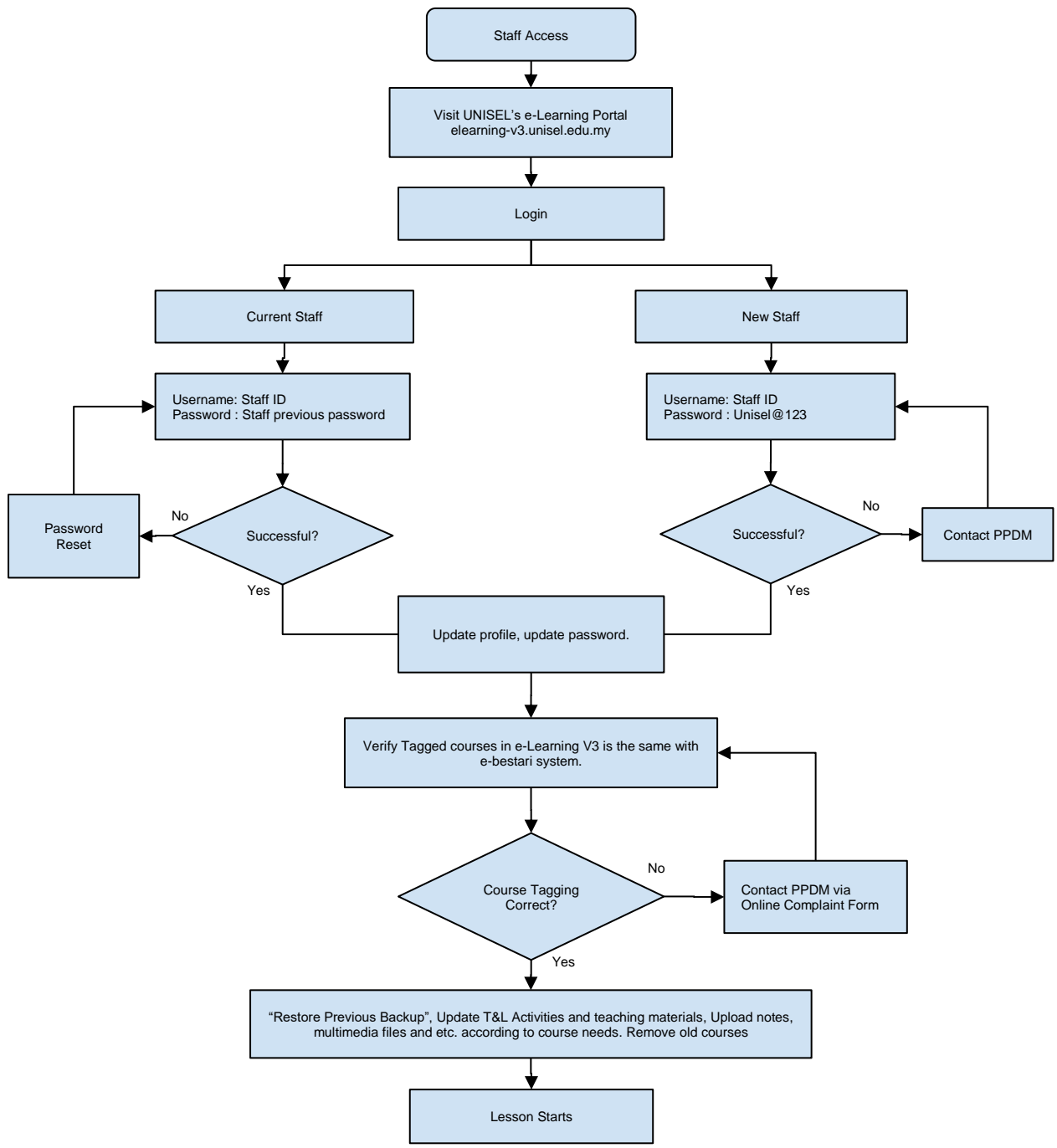
K. Creativity and Innovativeness

32. Teaching online requires different methods from the traditional classroom; lecturers must adapt and develop their skills to the online learning environment for effective and engaging learning.
33. Lecturers are encouraged to be creative, innovative and wise in facilitating an online course to have an impactful online presence, especially in the time of crisis.









Appendix 1: Student's e-Learning Portal Access



Appendix 2: Staff e-Learning Portal Access



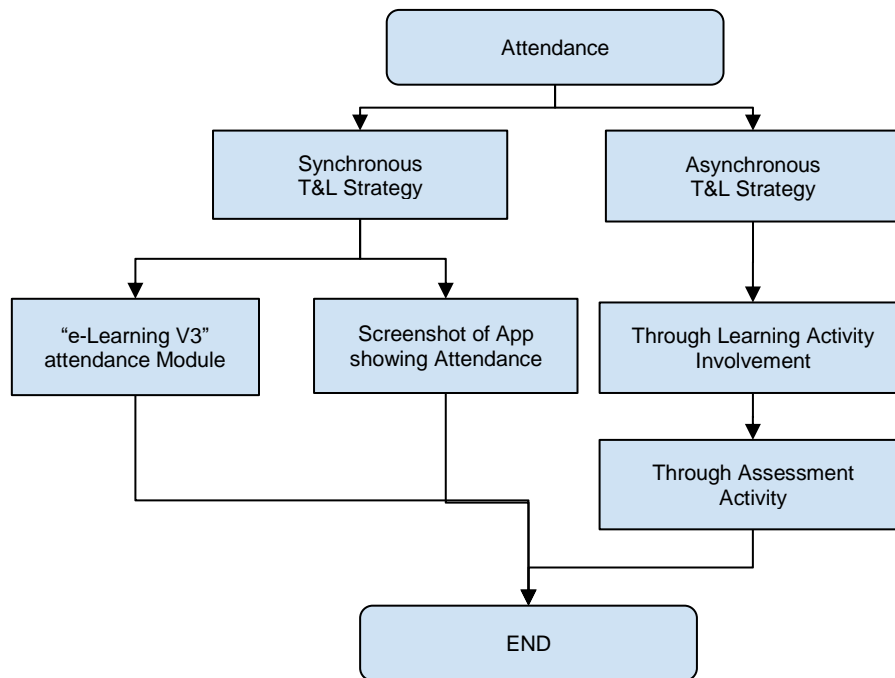
Appendix 3: Suggested Platform for teaching Video/Multimedia Materials Development.

| | | | |
|--|---|--|--|
|  | 1 Rakaman Skrin (Quicktime, Screencast-o-matic, Camtasia) | 5 Rakaman Video (Filmora, iMovie, Clips) |  |
|  | 2 Infografik (Canva, Piktochart, Pages) | 6 Rakaman Audio (Podcasts, Voice Memos) |  |
|  | 3 Animasi 2D (Biteable, Powtoon, Keynote) | 7 Gubahan Muzik Digital (GarageBand) |  |
|  | 4 Animasi 3D (Plotagon, Shapr3D, RealityComposer) | 8 Animasi Papan Putih - Whiteboard Animation (VideoScribe, Doodly) |  |

Appendix 4: Information which should be included in the course description.

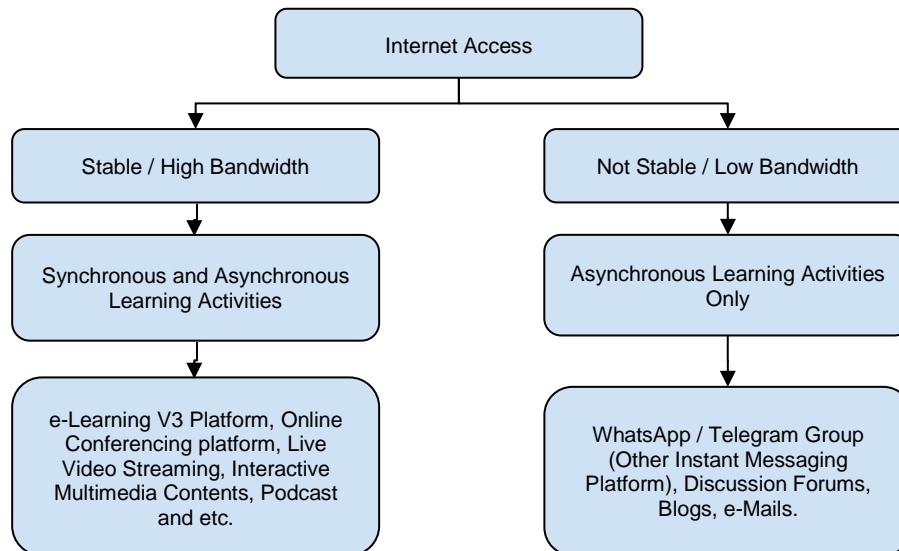
| Aspect | Items to details |
|-------------------------------|--|
| General | overview of the course |
| | course learning objectives (CLOs) |
| | course teaching plan / class schedule with dates of key events such as exams and quizzes |
| | an explanation of how to use the course (e.g., how to use activities, self-assessment and objectives) |
| | pre-requisite skill and knowledge that will be assumed |
| Learner | learner circumstances and requirement (internet connection, specific software, apps, reference book or articles, etc) |
| | Learners should introduce themselves in the first class of the semester (name, location, simple question ie; what do you think about online learning? etc) |
| Content | list of contents |
| | unit title and learning outcomes at unit level |
| Instructional design style | typical activities for each learning outcome & media to be used (according to specific pedagogy, andragogy, heutagogy) |
| Tutorial support | type of tutorial support to be provided (e.g., distance tutor, online tutor, online workshops) |
| | assignments to be submitted to tutors |
| Assessment | assessment details (e.g., number of occasions when assessment will take place and the type of assessments) |
| | an explanation of the assignments to be submitted and the system for submitting them |
| Developmental testing details | which parts of the course will be tested & how the testing will be done |
| | study skills advice (e.g., how to plan your time, how to make notes, how to learn from the web) |
| Support system | details of the support system, resources, and who to contact regarding different types of problems. |

Appendix 5: Student's Attendance Records



| | Synchronous | Asynchronous |
|----------------------|---|--|
| Mode | Live Online Session | Learning on Demand |
| Requirement | High Bandwidth | Low Bandwidth |
| Interaction | Real-time interaction occurs between students and facilitators. | Students have access to the online courses at any time and learn at their own pace. |
| Timing | All students must be online at the same time | Students will view the teaching video at their own time and pace |
| Advantages | Nearly as if it is a face to face mode and quick feedback. | Students with intermittent internet connection can participate as well. |
| Disadvantages | High internet requirement. Disadvantage to students from low income families. | Very low engagement with the lecturer. Have high tendency for drop-out and low understanding of the subject matter |

Appendix 6: Learning Strategies Based on Student and Lecturer Internet Access



[Disediakan oleh Pusat Pembelajaran Digital dan Multimedia (PPDM), dan Bahagian Hal Ehwal Akademik (BHEA) Universiti Selangor pada 30 Mac 2020]