

UNIMAS ONLINE TEACHING GUIDELINES



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UNIMAS ONLINE TEACHING GUIDELINES

This guidelines provides the necessary information to enable UNIMAS academics and related stakeholders to implement online teaching in the university. The guidelines are structured into seven essential steps to enable effective implementation of online delivery.

STEP 1: COMPREHEND THE UNIMAS BLENDED LEARNING (SUBSTITUTION) GUIDELINES

- 1.1. Blended Learning (Substitution) refers to the use of online learning to replace face-to-face learning sessions.
- 1.2. The UNIMAS Blended Learning (Substitution) Guidelines were approved by Senate No. 09/2019 (185) and updated in Special Senate No. 02/2020. The details of the guidelines are available at https://is.gd/BLSubstitution_Guidelines.
- 1.3. The following provides the key elements of the UNIMAS Blended Learning (Substitution) Guidelines:
 - 1.3.1. The guidelines allow 30% to 80% of Student Learning Time (SLT) of a semester to be delivered fully online. In the current COVID-19 pandemic situation, the percentage of full online implementation can be increased. Please stay alert for updates by the university.
 - 1.3.2. There is a need to align the online learning plan with related Course Learning Outcome(s) and Learning Unit(s).
 - 1.3.3. There is a need to record students' attendance either via QR code or their participation in chosen online activity(ies).
 - 1.3.4. The online learning plan will need to include 3 components (learning resources, learning activities, learning assessments).
 - 1.3.5. There is a need to provide a proper documentation of the online implementation as well as evidence of implementation. These are to be added to the course portfolio.
- 1.4. The Department of Higher Education, Ministry of Higher Education has also released the related guidelines which entitled "Garis Panduan Pelaksanaan Pembelajaran Teradun Gantian (Pembelajaran Dalam Talian)" in March 2020. These guidelines are available at http://gg.gg/bl_ebook_v2.
- 1.5. The implementation of Blended Learning (Substitution) in the university will follow the guidelines stipulated in item 1.2 as well as the latest guidelines released by the Ministry of Higher Education.
- 1.6. Table 1 provides a sample documentation for a Blended Learning (Substitution) implementation plan for 30% of SLT for a 3-credit course.

30% of SLT will involve 36 SLT hours.

TABLE 1: SAMPLE DOCUMENTATION OF A BLENDED LEARNING (SUBSTITUTION) IMPLEMENTATION PLAN

Component	Percentage	Total Online Learning Hours	Week	Implementation Types	Online Learning Hours
Learning Resources	40%	14	3 & 4	Narrated presentation	3
			8 & 9	Interactive content	4
				Live class streaming	3
				Articles	4
Learning Activities	40%	14	3 & 4	Discussion forums	2
			8 & 9	Mindmap	4
				Collaborative digital content creation	7
				Chat	1
Learning Assessments	20%	8	8	Assignment	6
			9	Reflection	2

- 1.7 The weightage of each component can vary within the range as indicated in Table 2 and the chosen weightage is in accordance with the teaching strategies employed.

TABLE 2: RANGE OF WEIGHTAGE OF EACH ONLINE COMPONENT

Component	Range of Weightage
Learning Resources	20 % - 50%
Learning Activities	20 % - 50%
Learning Assessments	10% - 20%

STEP 2: SET UP AN ELEAP COURSE PAGE

- 2.1 e-Learning Enrichment and Advancement Platform (eLEAP) is the official online learning platform of the university.
- 2.2 Every official academic course is entitled for a course space in eLEAP. In a course space, an instructor (or a team of instructors) is empowered to manage the learning resources, learning activities, learning assessments and students of that particular course.
- 2.3 An instructor may request for a course space by contacting the e-Learning Unit of Centre for Applied Learning and Multimedia (CALM) via eleap@unimas.my.
- 2.4 An instructor may also use external tools (more information in Step 3) in the online learning delivery but it is recommended that the links to these external tools are incorporated into the respective eLEAP course space so that students have one-stop access to all learning materials.

STEP 3: COMPREHEND ELEAP TOOLS AND EXTERNAL TOOLS**3.1 CATEGORIES OF TOOLS****TABLE 3: THREE (3) CATEGORIES OF ONLINE LEARNING TOOLS (ELEAP AND EXTERNAL TOOLS)**

1. LEARNING RESOURCES / INFORMATION	
eLEAP Tools	External Tools
1. Book 2. File 3. Folder 4. Label 5. Page 6. URL	1. YouTube 2. Powtoon, Prezi, WeVideo 3. SoundCloud 4. Microsoft PowerPoint, Google Slides, Slideshare, HaikuDeck, Speaker Deck 5. Microsoft One Drive, Google Drive, Dropbox 6. Microsoft PowerPoint Recording, Screencast-O-Matic, VideoScribe 7. Zoom, Microsoft Teams, Skype, Webex, LifeSize 8. OpenLearning, Khan Academy, Edmodo, Coursera, Udemy, EdX, Google Classroom 9. Facebook, Instagram, Twitter, Pinterest, Flickr
2. LEARNING ACTIVITIES	
eLEAP Tools	External Tools
1. Chat 2. Choice 3. Database 4. Feedback 5. Forum 6. Glossary 7. Group Self-Selection 8. H5P 9. Journal 10. Questionnaire 11. Wiki	1. Padlet, Wakelet, Lino, Blendspace 2. Mentimeter, Wooclap, AhaSlides 3. Dotstorming, AnswerGarden 4. Google Form, Microsoft Form 5. Flipgrid 6. Popplet, Coggle, easel.ly, Mindmeister
3. LEARNING ASSESSMENT	
eLEAP Tools	External Tools
1. Assignment 2. Quiz 3. Workshop 4. Turnitin Assignment	1. Socrative 2. GoFormative 3. Kahoot, Quizziz, Quizlet, Gimkit, Poll Everywhere, EdPuzzle

TABLE 4: LIST OF TOOLS FOR CREATING LEARNING RESOURCES

3.1.1 CATEGORY 1: LEARNING RESOURCES / INFORMATION

LEARNING RESOURCES: eLEAP BUILT-IN TOOLS				
Item No.	Tool		Description	Function
1		Book	Enables an instructor to create a multi-page resource in a book-like format, with chapters and subchapters.	Digital Book
2		File	Enables an instructor to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it.	Readable, Downloadable Files
3		Folder	Enables an instructor to display a number of related files inside a single folder, reducing scrolling on the course page.	Readable, Downloadable Files
4		Label	Enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course if used thoughtfully.	Additional Text, Graphics, Embedded Tools
5		Page	Enables an instructor to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google Maps.	A single webpage
6		URL	Enables an instructor to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL does not have to be the home page of a website.	Link to a website

LEARNING RESOURCES: EXTERNAL TOOLS (TO BE EMBEDDED OR LINKED IN eLEAP)				
Item No.	Tool		Description	Function
1		YouTube	Embed or link YouTube or any video on external video sharing site (Vimeo, DailyMotion, Microsoft Stream) in eLEAP using tools such as Page, URL, or Label.	Embed Video
2	  	• Powtoon • Biteable • Prezi Video	Create interactive and animated videos and presentations and link it in eLEAP page using tools such as Page, URL or Label.	Embed or Link Self-Created Video
3		SoundCloud	Record, upload, and share originally-created sound on SoundCloud platform and link it in eLEAP page using tools such as Page, URL or Label.	Embed or Link Self-Recorded Audio
4	   	• Google Slides • SlideShare • HaikuDeck • Speaker Deck	Create and share presentations on various presentation platforms and link it in eLEAP page using tools such as Page, URL, or Label.	Embed or Link Self-Created Presentation
5	  	• Microsoft One Drive • Google Drive • Dropbox	Upload folders and files in documents repository and share the link in eLEAP page using tools such as Page, URL, or Label.	Link to files and folder
6	  	• Powerpoint Recording • Screencast-O-Matic • VideoScribe	Enables an instructor to screen capture or record lectures, tutorials, and presentations and link screen recording in eLEAP page using tools such as Page, URL, or Label.	Link to files and folder
7	    	• Zoom • Microsoft Teams • Skype • Webex • LifeSize	Enables an instructor to give online lectures, meeting, presentation, and discussion in real time. The meeting can be scheduled and the URL of the meeting to be shared in eLEAP page using tools such as Page, URL, or Label.	Real Time Meeting, Live Discussion
8	    	• OpenLearning • Khan Academy • Edmodo • Coursera • Udemy	Enables an instructor to share relevant learning content from other online educational platforms for further readings or exploration on eLEAP page using tools such as Page, URL, or Label.	Additional Learning Resources

		• EdX • Google Classroom		
9	    	• Facebook • Twitter • Instagram • Pinterest • Flickr	Enables an instructor to share information and resources from social networking sites on relevant content to the course on eLEAP page using tools such as Page, URL, or Label.	Additional Learning Resources

TABLE 5: LIST OF TOOLS FOR CREATING LEARNING ACTIVITIES

3.1.2 CATEGORY 2: LEARNING ACTIVITIES

LEARNING ACTIVITIES: eLEAP BUILT-IN TOOLS				
Item No.	Tool		Description	Function
1		Chat	Enables students to have a text-based, real-time synchronous discussion. Can be one-time or repeated/scheduled meeting.	Live Discussion, Chat
2		Choice	Enables an instructor to ask a single question and offer a selection of possible responses/answers. Choice activity is suitable for gathering information only and is not gradable.	Poll, Voting
3		Database	Enables students to create, maintain, and search collection of entries (records) in which the structure of entries is defined by the instructor as a number of fields (check box, radio buttons, dropdown menu, text area, URL, picture and uploaded file).	Data Collection, Records
4		Feedback	Enables an instructor to create a custom survey for collecting feedback from students using a variety of question types including multiple choice, yes/no or text	Survey, Evaluation

			input, not to assess or test their knowledge.	
5		Forum	Enables students to have asynchronous discussions i.e. discussions that take place over an extended period of time. There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts.	Discussion, Chat
6		Glossary	Enables students to create and maintain a list of definitions, like a dictionary, or to collect and organise resources or information.	Data Collection, Records, Knowledge Sharing
7		Group Self-Selection	Enables students create and select groups for activities and assessments.	Group Formation
8		H5P	Enables an instructor to create interactive contents such as Interactive Videos, Question Sets, Drag and Drop Questions, Multi-Choice Questions, Presentations and many more. In addition to being an authoring tool for rich content, H5P allows an instructor to import and export H5P files for effective reuse and sharing of content.	Interactive Learning
9		Journal	Enables an instructor to obtain students' feedback as online text about a specific topic, review it, provide feedback and/or grades. The journal entry only be visible to the lecturer and the student who wrote it.	Reflection
10		Questionnaire	Enables an instructor to construct a survey using a variety of question types for the purpose of gathering	Survey, Evaluation

			data from users but not to assess or test their knowledge.	
11		Wiki	Enables an instructor to create a space for students to add and edit a collection of web pages. A wiki can be collaborative, with everyone being able to edit it, or individual, where everyone has their own wiki which only he or she can edit. A history of previous versions of each page in the wiki is kept by listing the edits made by each student.	Collaboration

LEARNING ACTIVITIES: EXTERNAL TOOLS (TO BE EMBEDDED OR LINKED IN eLEAP)

Item No.	Tool		Description	Function
1	   	• Padlet • Wakelet • Lino • Blendspace	Enables an instructor to create an online space in which both lecturers and students can add notes containing files, videos, music as well as embedding content from social media sites such as Twitter and Instagram. This online space can be embedded or linked in eLEAP using tools such as Page, URL, or Label.	Discussion, Collaboration, Brainstorming, Knowledge Sharing
2	  	• Mentimeter • Wooclap • AhaSlides	Enables an instructor to create an interactive presentation module to engage students during online lectures, presentation, or during face to face session. Embed or link in eLEAP using tools such as Page, URL, or Label.	Interactive Presentation, Poll, Voting, Selection
3	 	• Dotstorming • AnswerGarden	Enables an instructor to create a simple space for students to brainstorm and give short answers to a question. Embed or link in eLEAP using tools such as Page, URL, or Label.	Brainstorming
4	 	• Google Form • Microsoft Form	Enables an instructor to create a form with various types of questions. Embed or link in eLEAP using tools such as Page, URL, or Label.	Survey, Evaluation

5		FlipGrid	Enables an instructor to create a video style discussion platform instead of typed text. It allows sharing of short user-generated videos where students can add pictures or documents, include a whiteboard, text, and emoji. Embed or link in eLEAP using tools such as Page, URL, or Label.	Video Discussion, Chat, Group Collaboration
6	   	• Popplet • Coggle • ease.ly • Mindmeister	Enables an instructor to create a collaborative mind map with students or groups of students can create their own collaborative mind maps. Students can create rich and reflective mind maps of their thoughts, ideas and work with images, or link to YouTube and other media. Embed or link in eLEAP using tools such as Page, URL, or Label.	Mindmapping, Idea sharing

TABLE 6: LIST OF TOOLS FOR CREATING LEARNING ASSESSMENT

3.1.3 CATEGORY 3: LEARNING ASSESSMENT

LEARNING ASSESSMENT: eLEAP BUILT-IN TOOLS				
Item No.	Tool		Description	Function
1		Assignment	Enables an instructor to communicate tasks, collect work as well as provide grades and feedback. Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips to be graded and commented by the instructor.	Assessment Submission (Individual, Groups)
2		Quiz	Enables an instructor to create a quiz comprising questions of various types, including multiple choice, matching, short-answer and numerical. Each attempt is marked automatically, with the exception of essay questions.	Formative or Summative Assessment, Progression

3		Workshop	Enables the collection, review and peer assessment of students' work. Students can submit any digital content (files), such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor. Submissions are assessed using a multi-criteria assessment form defined by the instructor.	Peer Assessment
4		Turnitin Assignment	Enables an instructor to create a Turnitin link in eLEAP to Turnitin website in which the instructor can assess and provide feedback on students' written work using the assessment tools available within Turnitin Document Viewer.	Self-Assessment, Plagiarism Checking

LEARNING ASSESSMENT: EXTERNAL TOOLS (TO BE EMBEDDED OR LINKED IN eLEAP)

Item No.	Tool		Description	Function
1		Socrative	Enables an instructor to create a quiz that students can answer using their smartphones, tablets, or laptops during class and give instant feedback to the instructor. The quiz data can also be checked/downloaded at a later time.	Formative Assessment, Self-Review Progression
2		GoFormative	Enables an instructor to give and receive students' assignments in real time.	Live assignments submission, response
3	     	• Kahoot • Quizizz • Quizlet • Gimkit • PollEverywhere • EdPuzzle	Enables an instructor to create a fun and engaging online quiz game with many types of questions to gauge students' progression.	Formative Assessment, Self-Review

STEP 4: COMPREHEND ONLINE TEACHING PEDAGOGIES

- 4.1 Instructivism, constructivism, social constructivism and connectivism are the four main teaching pedagogies that can be employed in an online teaching.
- 4.2 Table 7 provides a brief description of each pedagogy and the possible roles of the instructor and students in each approach.

TABLE 7: ONLINE TEACHING PEDAGOGIES

Online Teaching Pedagogy	Brief Description	Roles	
		Instructor	Students
Instructivism	An instructor-centred approach in which the instructor decides on what is to be learned and how it is to be learned.	Provide lecture, learning resources, demonstration, activities to reinforce students' learning and/or activities for students to demonstrate their learning	Passively receive knowledge May participate in learning activities to reinforce and demonstrate their learning
Constructivism	A student-centred approach in which students are expected to learn or construct their knowledge and meanings through experiences and reflection. Focus on individual construction of knowledge	Provide modelling, coaching and/or scaffolding activities to facilitate learning	Construct new knowledge and meanings by actively engaging with activities facilitated by the instructor
Social Constructivism	A student-centred approach that is similar to constructivism but with the additional emphasis on the social and cultural context as the core element for learning to occur. Teaching and learning focuses on sharing and negotiating socially constituted knowledge.	Provide modelling, coaching and/or scaffolding activities to facilitate learning Facilitate peer interaction and cooperation between students	Work collaboratively with peers and instructor to construct knowledge Share knowledge and perspectives to assist peers and reinforce own knowledge

	Focus on individual construction of knowledge through collaboration		
Connectivism	A student-centred approach in which learning occurs via collaboration and interaction with various sources of knowledge. These include internet resources and online communities that may involve their own coursemates or those outside the university but with shared goals, shared exploration and shared meaning making process. Focus on rich knowledge building through collaboration that is afforded by digital network.	Facilitate the networking of students with other students or parties with shared goals or interests as well as with other sources of information Curate and classified sources of knowledge	Acquire knowledge by actively participating in discussions, information searching and exchanging ideas with peers and/or related parties Co-create knowledge with peers and share with each other

- 4.3 An instructor may employ more than one pedagogies in the Blended Learning (Substitution) implementation of a particular course depends on the subject matter of the course taught.

STEP 5: DESIGN THE ONLINE TEACHING

- 5.1 Synchronous online learning refers to real time online learning in which both the instructor and students are required to present virtually at the same time at different locations. It is best exemplified by online classes and webinars taught through an online virtual classroom. A virtual classroom replicates the physical classroom experience and can be highly interactive, engaging and collaborative. Synchronous online teaching mode is only feasible when all students have strong internet connection. More information on synchronous online teaching mode is available at https://is.gd/Synchronous_Tips
- 5.2 Asynchronous online learning refers to the type of learning that does not occur in real time but it is done on students' own time and at their own pace. The interaction between the instructor and students occur at different times and different locations. Asynchronous online learning is recommended for all Blended Learning (Substitution) implementation but is particularly crucial when not all students have strong internet connection. More information on asynchronous online teaching mode is available at https://is.gd/Asynchronous_Tips.

5.3 There are SIX (6) important considerations in designing online teaching for Blended Learning (Substitution) implementation.

5.1.1 Students' internet accessibility

An instructor needs to consider the internet accessibility of every student, particularly if students are in their respective residential areas during the planned online delivery period. An instructor is to use eLEAP in-built tools or other low bandwidth and asynchronous online learning methods if there is any student who has limited access to internet. When an online tool is used for assessment, the instructor must ensure the assessments are carried out fairly and equally across all students.

5.1.2 Students' time zone

If international students are involved, an instructor will need to identify an appropriate time to conduct synchronous online delivery.

5.1.3 Alignment with Course Learning Outcome(s)

The online learning plan must be constructively aligned with the existing Course Learning Outcome(s). Any changes to Course Learning Outcomes will require the university's approval.

5.1.4 Keep students' updated

An instructor is required to provide a clear instruction to every online implementation. Such an instruction can be communicated to respective students via the instructor's eLEAP course page or other communication channels such as email or group messaging apps.

5.1.5 Decide on an appropriate pedagogy(ies) to deliver the subject matter effectively.

Table 8 provides some guides on the possible teaching strategies and the emphasis of the three online components for each pedagogy type. These guides can serve to guide an instructor on the design of his or her online learning environment by selecting appropriate learning resources, learning activities and learning assessments to support the chosen teaching strategies. Higher weightage should be given to learning resources for an instructor-centred approach (instructivist). On the other hand, higher weightage should be given to learning activities for a student-centred approach. Please refer to Table 2 on the range of weightage allowable for each online component.

TABLE 8: TEACHING STRATEGIES AND ONLINE COMPONENTS FOR EACH PEDAGOGY

INSTRUCTIVIST	CONSTRUCTIVIST	SOCIAL CONSTRUCTIVIST	CONNECTIVIST
Teaching Strategies Direct teaching, Lecture-based lesson	Teaching strategies Problem-Based Learning, Experimentation, Inquiry-Based Learning, Case-	Teaching strategies Problem-Based Learning, Experimentation, Project-Oriented Problem-Based	Teaching strategies Online Peer Network, Service- Based Learning, Work-Based Learning

	Based Learning, Game-Based Learning	Learning, Team- Based Learning, Game-Based Learning, Gamified Learning, Challenge-Based Learning	
Learning Resources Provide resources such as lecture materials, additional references, demonstrations and so forth in any appropriate media format (text, image, audio, video, animation)	Learning Activities Provide activities to facilitate students in their knowledge construction Provide modelling, coaching and scaffolding activities to guide knowledge discovery	Learning Activities Provide activities to facilitate students in their knowledge construction through collaboration and interaction Provide modelling, coaching and scaffolding activities to guide knowledge discovery	Learning Activities Utilise social network extensively
Learning Activities Reinforcement of what had been delivered Formative assessment to gauge students' understanding	Learning Resources Guiding resources Resources curated by students Constructed knowledge shared by students	Learning Resources Guiding resources Resources curated by students Constructed knowledge shared by groups of students	Learning Resources Curated and classified sources of knowledge Co-created knowledge shared by students
Learning Assessment Evidence of acquisition of delivered knowledge	Learning Assessment Evidence of knowledge constructed by students	Learning Assessment Evidence of knowledge constructed by individual student or groups of students	Learning Assessment Evidence of rich knowledge building through collaboration

5.1.6 Produce a Blended Learning (Substitution) Implementation Plan

An instructor is required to produce an online implementation plan. Please refer to the sample in Table 1. Such plan will ensure the online tasks commensurate with the course credit load and Student Learning Time. This plan and all evidence of online implementation need to be added to the respective course portfolio.

STEP 6: DESIGN THE ONLINE ASSESSMENT

- 6.1 Online assessment can be conducted through eLEAP by using the Quiz tool. The advantages of using online assessment are the ability to run synchronous assessment, asynchronous assessment, automated feedback, and unlimited by any geographical location. The challenge of conducting an online assessment is the necessity to have stable and sufficient internet connectivity when the test is being administered.
- 6.2 The eLEAP Quiz allows instructors to create quiz questions such as:
 - 6.2.1 Multiple choice
 - 6.2.2 Matching
 - 6.2.3 Select missing word
 - 6.2.4 Drag and drop
 - 6.2.5 True/False
 - 6.2.6 Short answer
 - 6.2.7 Essay
 - 6.2.8 Numerical
 - 6.2.9 Embed media such as images, audio, or video as part of the question
- 6.3 Instructors can customise their Quiz:
 - 6.3.1 To shuffle and randomly select questions from the question bank.
 - 6.3.2 To allow students to try quizzes multiple times.
 - 6.3.3 To automatically grade the questions and record in the grade book.
(Note: Exception of essay questions).
 - 6.3.4 To determine the timeframe when the students will be able to view the feedback and correct answers.
- 6.4 eLEAP Quiz can be used as:
 - 6.4.1 Course examinations
 - 6.4.2 Mini tests for reading assignments or at the end of a topic
 - 6.4.3 Practice test using past exams
 - 6.4.4 Immediate feedback about performance
 - 6.4.5 Self-assessment
- 6.5 These questions are kept in the Question bank and can be re-used in different quizzes. Instructors can view the quiz report, such as grades, responses, statistics, and manual grading.
- 6.6 The major steps in setting up a Quiz that instructors should be aware of are as follows:
 - 6.6.1 Setting the general instructions of the Quiz and its properties such as availability, deadline, time limit, total marks and weightage, numbers of attempt allowed, automated or manual grading, and more.
 - 6.6.2 Adding question, assigning points, and providing feedback responses for all items.
 - 6.6.3 Previewing the Quiz to check for any potential issues.
 - 6.6.4 Informing students about the Quiz and when it will be made available.
 - 6.6.5 For more detailed technical steps, please refer to the Quiz technical guide on eLEAP Guide for Academics.

- 6.7 Best practices for conducting graded online assessment using Quiz:
- 6.7.1 Conduct a practice quiz at least a week before conducting the online assessment to allow students to familiarise with the online assessment environment. In addition, students can provide early feedback if they have an issue accessing the practice quiz.
 - 6.7.2 As suggested by MQA and other professional bodies, instructors must reflect on the validity, reliability, fairness, and integrity when conducting online assessment.
 - 6.7.3 Ensure that the questions are vetted before transferring the questions into the eLEAP Quiz. Instructors also need to vet the presentation aspect of the questions displayed on eLEAP before conducting the online assessment with students. This task can be done via a simulation or a dry run of the whole test-taking process via eLEAP Quiz.
 - 6.7.4 Reveal feedbacks and correct answers after the deadline. Check for cases where there are students who yet to take the online assessment or unable to complete the Quiz. It is advisable to reveal the feedbacks and correct answers to the Quiz questions after those matters have been addressed.
 - 6.7.5 Before conducting the graded online assessment, always remind students to observe important online test-taking preparations such as:
 - 6.7.5.1 *Academic honesty and integrity:* Their cooperation and thoughtfulness in this aspect are critical in ensuring fairness and integrity of the online assessment.
 - 6.7.5.2 *Deadline and time limit notification:* Instructors should state clearly the deadline and time limit that students need to complete their online assessment in the instruction section.
 - 6.7.5.3 *Contact information:* Students should have a mechanism to contact the course coordinator if students are facing technical issues while doing the online assessment.
 - 6.7.5.4 *Internet connectivity:* Students should verify that they have a stable network connection before starting an online assessment.
 - 6.7.5.5 *Shutting down unnecessary computer applications and web browser windows and tabs:* Students should be advised to shut down all other applications and activities on their computer before and during an online assessment.
 - 6.7.5.6 *Saving progress:* Remind students to regularly save their progress as they are working on the online assessment.
 - 6.7.5.7 *Completing the online assessment:* Remind students to double-check and ensure that they have successfully submitted all their answers in the online assessment before logging out from the assessment session.
- 6.8 Set features to minimise the chance of academic dishonesty in eLEAP Quiz by:
- 6.8.1 Randomising the questions.
 - 6.8.2 Shuffling the answer options for multiple-choice questions.
 - 6.8.3 Disabling the “Copy and Paste” function for essay questions.
- 6.9 For more information and assistance on using eLEAP Quiz, please contact CALM e-Learning Unit at leap@unimas.my.

STEP 7: ACTUALISE THE DESIGN

7.1 An instructor should fully utilise the eLEAP tools for creating learning resources, learning activities and learning assessments as explained in Step 2 in actualising the online learning design.

7.2 An instructor is advised to refer to the following user manual for instruction on how to use the tools.

7.2.1 'eLEAP Guide for Instructors' page on eLEAP

URL: https://is.gd/eleap_acad_guide



QR CODE:

7.2.2 Online Learning Video Compilation

URL: https://is.gd/unimas_olcompilation



QR CODE:

7.3 An instructor may also utilise other external tools. Table 9 categorises some recommended external tools according to their core functionalities. The URL of the tools are also provided.

TABLE 9: CATEGORIES OF EXTERNAL TOOLS FOR ONLINE TEACHING AND LEARNING

Categories	External Tools	URL
Video Resources	• YouTube • Vimeo • DailyMotion • Microsoft Stream	• https://www.youtube.com/ • https://vimeo.com/ • https://www.dailymotion.com/my • https://is.gd/microsoft_stream
Animation Video	• Powtoon • Biteable • Prezi Video • Vyond • VideoScribe • Adobe Animation • Animaker	• https://is.gd/Powtoon • https://biteable.com/ • https://prezi.com/video/ • https://www.vyond.com/ • https://www.videoscribe.co/en • https://is.gd/A_Animation • https://www.animaker.com/
Audio Recording	• SoundCloud	• https://soundcloud.com/
Presentation	• Google Slides • SlideShare • Haikudeck	• https://is.gd/Google_Slides • https://www.slideshare.net/ • https://www.haikudeck.com/

	• Speaker Deck • Prezi	• https://speakerdeck.com/ • https://prezi.com/
Document Sharing	• Microsoft One Drive • Google Drive • Dropbox	• https://is.gd/MS_OneDrive • https://www.google.com/drive/ • https://www.dropbox.com/
Screen Recording	• Power Point Recording • Screencast-O-Matic • VideoScribe	• https://is.gd/MS_PowerPoint • https://is.gd/ScreencastOMatic • https://is.gd/VideoScribe
Virtual Conferencing	• Zoom • Microsoft Teams • Lifesize • Skype • Webex	• https://zoom.us/ • https://is.gd/Microsoft_Teams • https://www.lifesize.com/ • https://www.skype.com/en/ • https://www.webex.com/
Online Educational Platform	• OpenLearning • Khan Academy • Edmodo • Coursera • Udemy • EdX • Google Classroom	• https://www.openlearning.com/ • https://www.khanacademy.org/ • https://new.edmodo.com/ • https://www.coursera.org/ • https://www.udemy.com/ • https://www.edx.org/ • https://classroom.google.com/
Social Networking	• Facebook • Twitter • Instagram • Pinterest • Flickr • Whatsapp • YouTube • Telegram • Tumblr	• https://www.facebook.com/ • https://twitter.com/ • https://www.instagram.com/ • https://www.pinterest.com/ • https://www.flickr.com/ • https://www.whatsapp.com/ • https://www.youtube.com/ • https://telegram.org/ • https://www.tumblr.com/
Discussion, Brainstorming	• Padlet • Wakelet • Lino • Mentimeter • WooClap • AhaSlides • Dotstorming • AnswerGarden • FlipGrid	• https://ms.padlet.com/ • https://wakelet.com/ • https://en.linoit.com/ • https://www.mentimeter.com/ • https://www.wooclap.com/ • https://ahaslides.com/ • https://dotstorming.com/ • https://answergarden.ch/ • https://info.flipgrid.com/
Video Editing	• WeVideo • Clideo • VideoScribe • Filmora by Wondershare	• https://www.wevideo.com/ • https://clideo.com/ • https://www.videoscribe.co/en • https://is.gd/Filmora_WS
Content Curation	• Blendspace • Seesaw • Wakelet	• https://www.tes.com/lessons • https://web.seesaw.me/ • https://wakelet.com/
Survey	• Google Form • Microsoft Form • Mentimeter • AhaSlides	• https://is.gd/Google_Forms • https://forms.office.com/ • https://www.mentimeter.com/ • https://ahaslides.com/
Mind Map	• Popplet	• https://popplet.com/

	• Coggle • easel.ly • Mindmeister	• https://coggle.it/ • https://www.easel.ly/ • https://www.mindmeister.com/
Infographic	• Canva • Piktochart • Pixlr Editor • Snappa • Adobe Illustrator	• https://www.canva.com/ • https://piktochart.com/ • https://pixlr.com/ • https://snappa.com/ • https://is.gd/A_Illustrator
Interactive Content	• Nearpod • ThingLink • Insert Learning	• https://is.gd/Nearpod • https://www.thinkinglink.com/ • https://insertlearning.com/
Augmented Reality	• Artivive • Blippar • Vuforia • ZapWork	• https://artivive.com/ • https://www.blippar.com/ • https://developer.vuforia.com/ • https://zap.works/
Gamification	• Socrative • GoFormative • Kahoot! • Quizizz • Quizlet • Gimkit • Poll Everywhere • EdPuzzle • Mentimeter • AhaSlides	• https://socrative.com/ • https://goformative.com/ • https://kahoot.com/ • https://quizizz.com/ • https://quizlet.com/ • https://www.gimkit.com/ • https://www.polleverywhere.com/ • https://edpuzzle.com/ • https://www.mentimeter.com/ • https://ahaslides.com/
Group Messaging	• Whatsapp • Telegram	• https://www.whatsapp.com/ • https://telegram.org/