



UNIVERSITI  
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Office of  
Deputy Vice  
Chancellor (Academic  
& International)

**CIDL**  
Centre for Innovative Delivery & Learning Development

# Notes for ODL @UiTM

*Office of the Deputy Vice Chancellor  
(Academic and International)*

AMANAH | PASSION | INSPIRED







## Preamble

This eBook is dedicated to all UiTM lecturers who have taken the effort to unlearn and re-learn delivery and assessments to ensure the Open and Distance learning and teaching processes are in place and appropriately addressing the needs and diversity of our students. It contains summaries of steps and notes on teaching, facilitating and assessing that will help future ODL practices in UiTM. The notes are short and precise; further reference to university circulars and guidelines are recommended



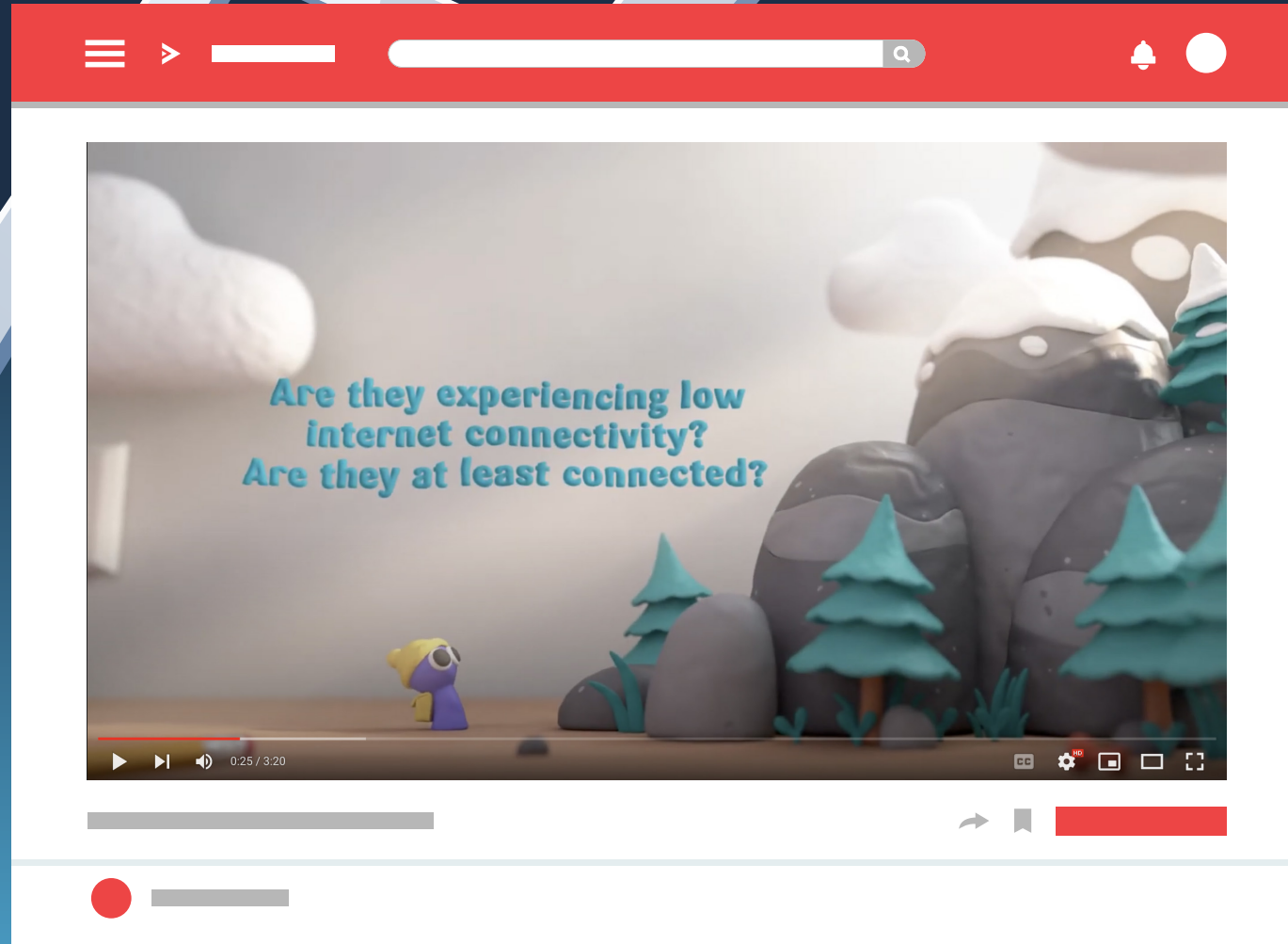
# Defining ODL @UiTM

Open and Distance Learning (ODL) is learning at a distant through an online platform or any form of remote delivery method that ensures *no student left behind*.

Learning sessions are conducted synchronously or asynchronously.







**Click to watch**

<https://www.youtube.com/watch?v=dzSSGcrFgTY>





# Note 1: Revise the Course

The Resource Person (RP) scrutinizes and makes improvement on the course based on four attributes

## ESSENTIAL

content and assessments must be consolidated to achieve the stipulated outcomes; omit 'nice to have' content that will not affect the outcomes.

## ALIGN

assessments to outcomes; only 3-4 assessments are needed. Reduce the number to a maximum of only 4 graded assignments.

## DIFFERENTIATE

graded summative assessments from the rest. Some formative assessments are graded while others are non graded assessments. Plan non graded formative assessments as activities during learning sessions.

## SIMPLIFY

One graded assessment may address two or more learning outcomes. It is not necessary to re-assess students on outcomes that have been assessed in another assessment item.



## LAMAM SESAWANG UTAMA:

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<https://sites.google.com/uitm.edu.my/covid19uitm>  
[hea/home](https://hea/home)  
<https://cidl.uitm.edu.my/>

MQA Advisory Note 4/2020  
Surat Pekeliling Timbalan Naib Canselor (Akademik Dan Antarabangsa) 1 / 2020  
Garis Panduan Penglibatan Pelajar dalam ODL di UiTM  
Garis Panduan Pelaksanaan Penyampaian & Pembelajaran F2F & ODL UiTM 2020 Dasar PdP UiTM  
Polisi Penyampaian Fleksibel 2019  
Polisi Pentaksiran Dan Penilaian Akademik UiTM Pindaan 2021





# Note 2: Student Learning Time

Calculate the Student Learning Time (SLT) rigorously

- 1 - 2 Hours to digest the content of the day's learning session
- — Hours to build a video (1 min video = 3-4 hours/SLT, depending on the content/project)
- — Minutes to write a respond to a question
- — Minutes to reflect on a case
- — Hours to watch a video and reflect
- — Hours to record response and submit as video



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# Note 3: Designing ODL

Know the students : Analyse their prior knowledge, prior experience, access to technology and the internet, learning environment, family support etc

- Run Technology readiness Survey & Learning Style Inventory
- Not all students are exposed to video editing skills
- Some are without good connection
- Build a student profile (learning environment, family etc) Identify the design appropriate for the delivery of the course
- Not all outcomes can be achieved through student discussions only nor will lectures address all outcomes
- Vary accordingly by outcomes, by weeks, by topics/content
- Most importantly, calculate the weekly SLT and minimize technology that require strong connection and data



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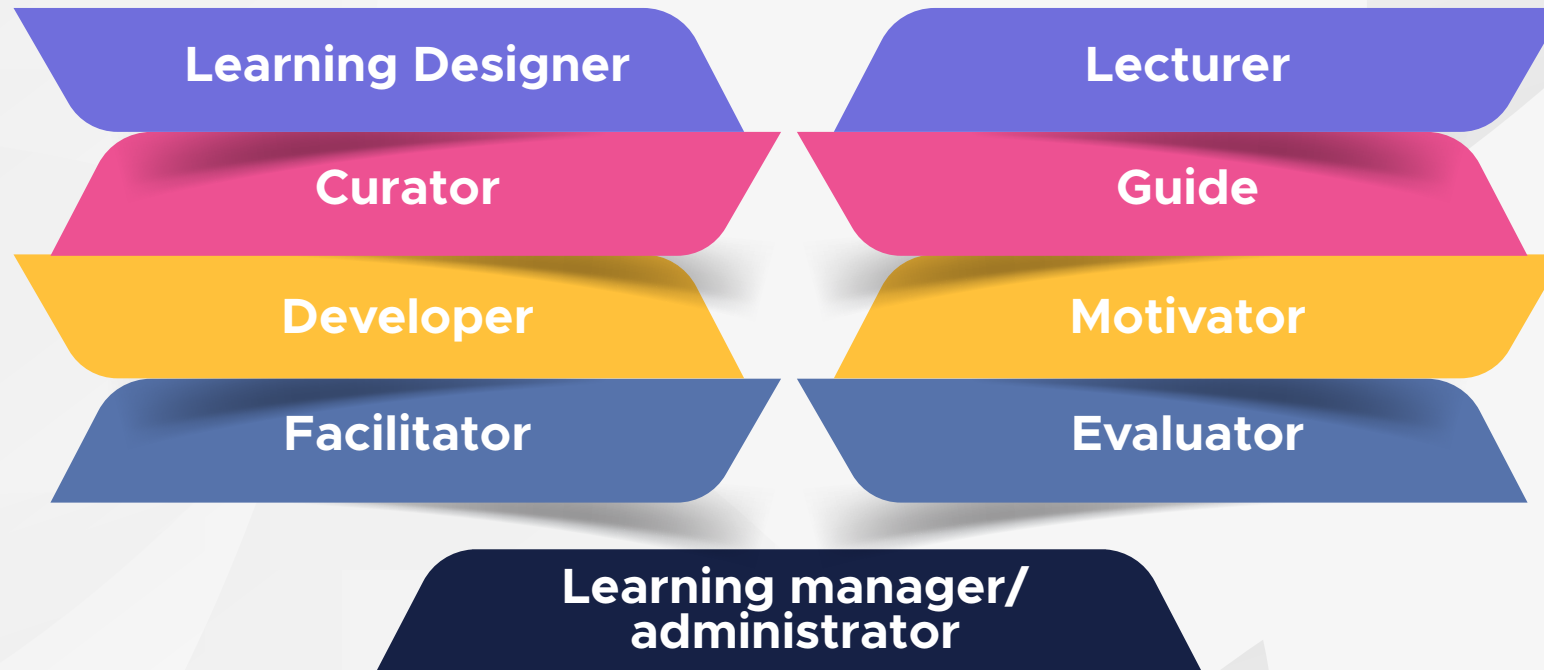
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Garis Panduan Pelaksanaan Penyampaian & Pembelajaran F2F & ODL UiTM 2020  
Dasar Pengajaran dan Pembelajaran UiTM  
Education 5.0@UiTM  
Polisi Penyampaian Fleksibel 2019





# Note 3A: Designing ODL

Know the multiple roles a lecturer plays  
Basically, one designs the ODL experience



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Dasar Pengajaran dan Pembelajaran UiTM  
Kerangka Pengajaran Kolaboratif UiTM  
Education 5.0@UiTM





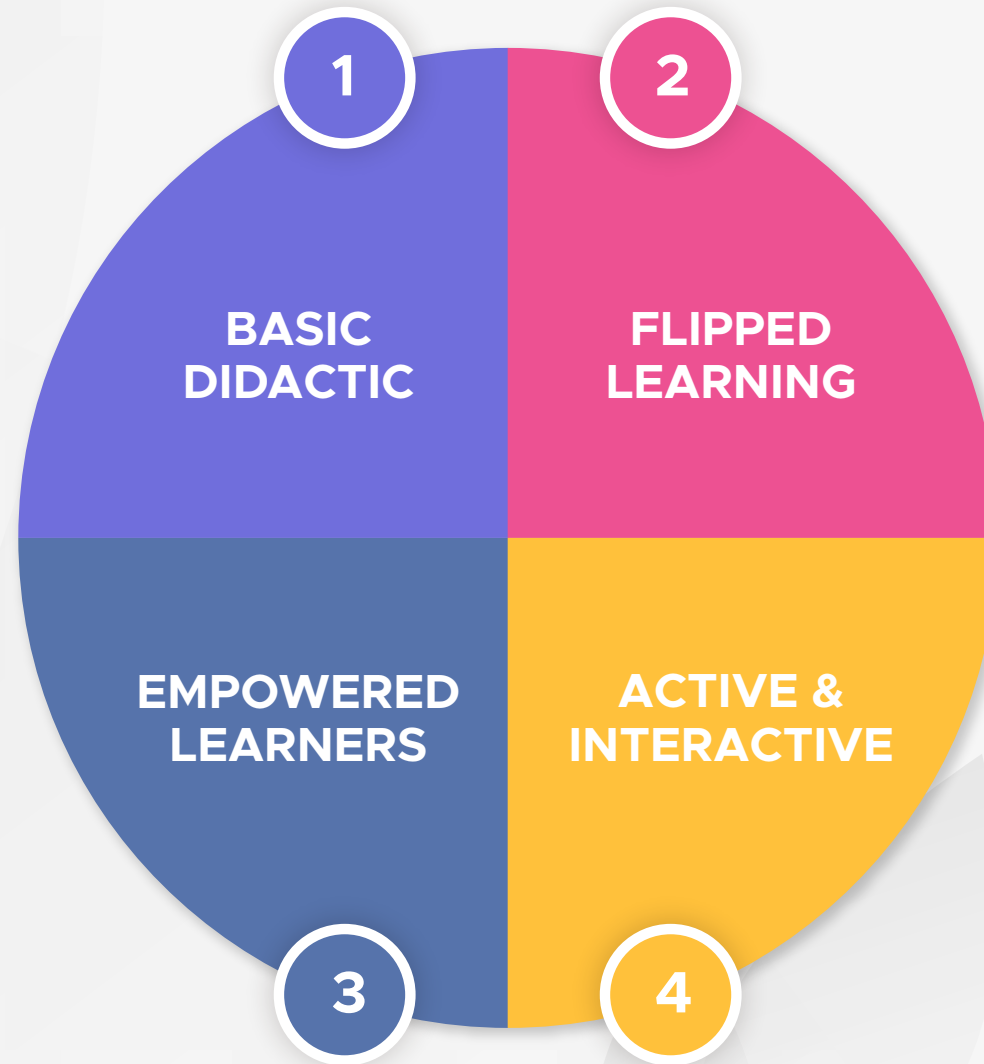
# Four Prevalent Designs in UiTM ODL Delivery

## BASIC DIDACTIC

- A typical lecture-like delivery
- Instructor provides content
- Students work on task to demonstrate understanding
- Instructor provides feedback after task completion

## EMPOWERING THE LEARNERS

- Learners given more autonomy in working on a project or a task
- Instructors provide task guidelines and affirm competence through personalized (group) feedback



## FLIPPING

- Students work on task before ODL session with instructor
- Instructor provide guidelines on task
- Instructor reiterates content, provides feedback and facilitates higher order learning in an active session

## ACTIVE & INTERACTIVE

- Instructor provide content
- Facilitates comprehension and guides higher order learning
- Instructor provides feedback during the interactive session



Example 3 cr. courses	Before class	During	After class
<b>BASIC DIDACTIC</b>	<p>None</p> <p>Approx. SLT <b>Time</b> : Own prep time</p>	<ol style="list-style-type: none"> <li>1 Lecturer present content in a simplified version</li> <li>2 Discussion</li> <li>3 Students start on task with lecturer's supervision</li> </ol> <p><b>Time</b> : 1 hour max (synchronous) Spread over 4 - 5 hours (asynchronous)</p>	<p>Students complete tasks and submit Lecturer gives feedback</p> <p><b>Time</b> : 1 hour, Max: 2 hours Plus own revision time</p>
<b>FLIPPED 1</b>	<p>Students read or work on a substantial task beforehand</p> <p>Approx. SLT <b>Time</b> : 2 hours</p>	<ol style="list-style-type: none"> <li>1 Discussion and exercises during class (live or asynchronous)</li> <li>2 Conclude at the end of class</li> </ol> <p><b>Time</b> : 1 1/2 - 2 hours (synchronous) Spread over 2 - 3 hours (asynchronous)</p>	<p>Students do own revision and synthesis</p> <p><b>Time</b> : Own revision time</p>
<b>FLIPPED 2 PRE-POST</b>	<p>Students do simple introductory task eg watching a 3 min video and give opinion</p> <p>Approx. SLT <b>Time</b> : 30 min 1 hour</p>	<ol style="list-style-type: none"> <li>1 Lecturer present content in a simplified version</li> <li>2 Students start on task with lecturer's supervision</li> </ol> <p><b>Time</b> : 1 - 1 1/2 hours (synchronous) Spread over 3 - 4 hours (asynchronous)</p>	<p>Students do own revision and synthesis</p> <p><b>Time</b> : Own revision time</p>

Example  
3 cr. course  
8 - 10 SLT/week

## Before class

## During

## After class

### INTERACTIVE SESSION

None

Approx. SLT  
**Time :** Own prep time

- 1 Lecturer present content with intermittent Qs or interactive elements
- 2 Students work on task with lecturer giving input
- 3 Student complete task and submit

**Time :** 2 - 3 hours (synchronous)  
Spread over 4 - 5 hours (asynchronous)

Students do own revision and synthesis

**Time :** Own revision time

### POWER TO THE LEARNERS

Students work in groups  
Students post

Approx. SLT  
**Time :** 3 - 4 hours

- 1 Lecturers and peers provide feedback
- 2 Conclude at the end of class

**Time :** 1 - 1 1/2 hours (synchronous)  
Spread over 2 - 3 hours (asynchronous)

Students do own revision and synthesis

**Time :** Own revision time

### SMALLGROUP PEER LEARNING

Students build or are assigned groups of 10 - 15 / learning communities

Approx. SLT  
**Time :** Own prep time

- 1 Lecturer present main content in a lecture
- 2 Students convene in their groups/learning communities

**Time :** 1 - 1 1/2 hours (synchronous)  
Spread over 2 - 3 hours (asynchronous)

Lecturers facilitate learning in small groups  
Students complete tasks in small groups

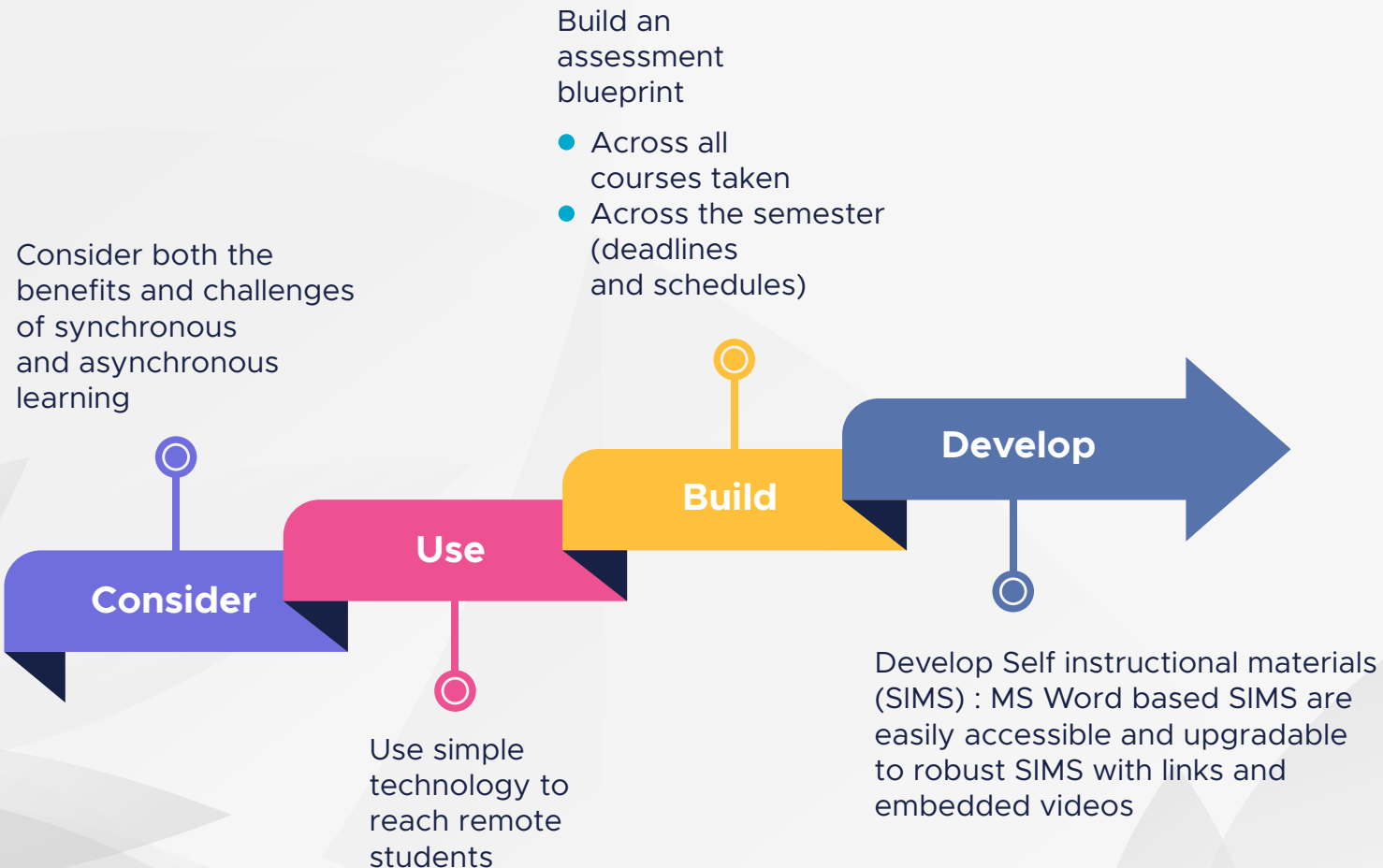
**Time :** 2 - 3 hours  
(asynchronous)  
Own revision time



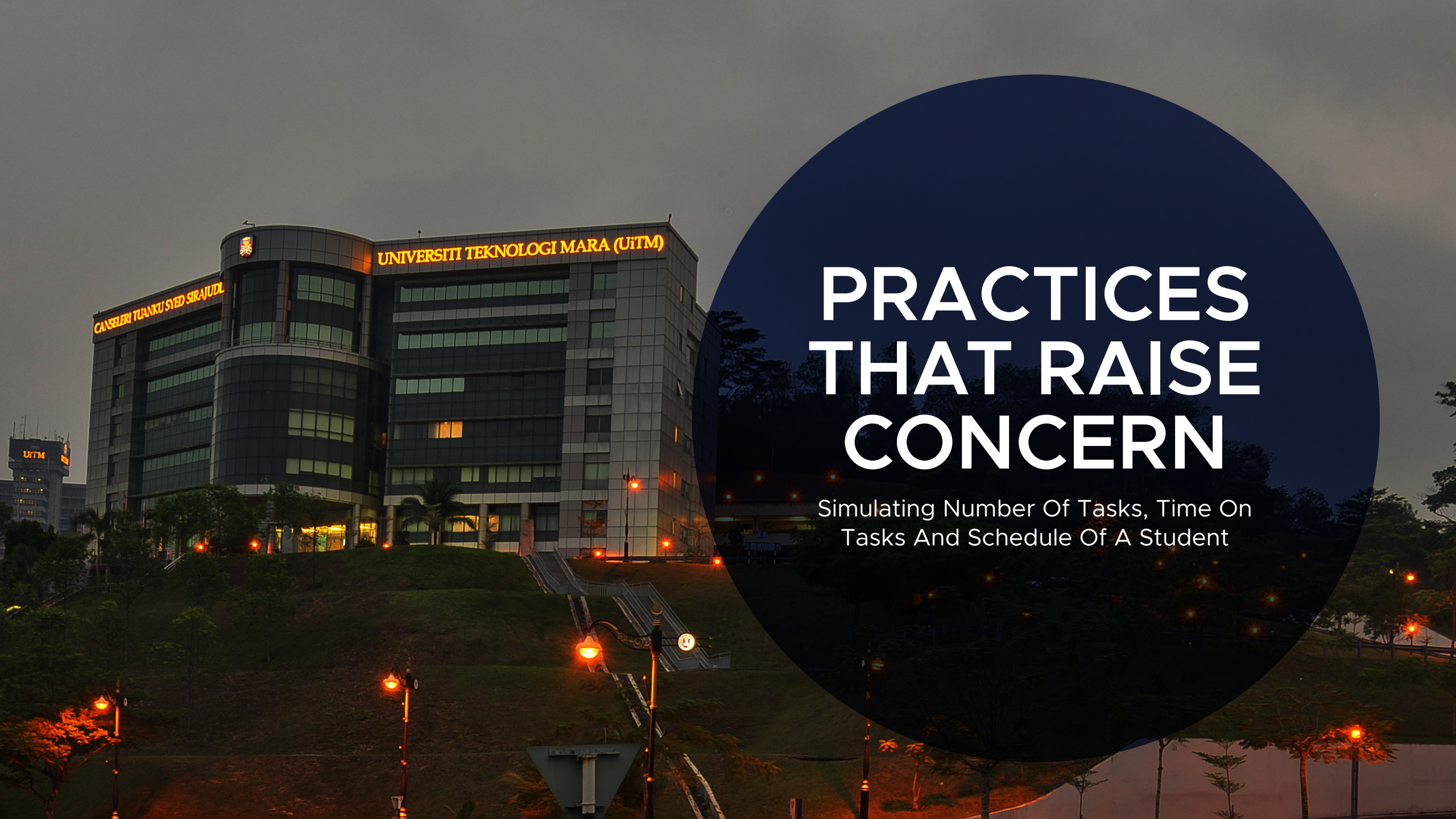
Example 3 cr. course 8 - 10 SLT/week	Before class	During	After class
<b>MASS LECTURE</b>	None          Approx. SLT <b>Time :</b> Own prep time	Lecturer present content with minimal intermittent Qs or interactive elements          <b>Time :</b> 1 - 1 1/2 hours (synchronous)	Students attend tutorials          <b>Time :</b> Own revision time
<b>GUIDED TUTORIALS</b>	Students are assigned tutorial groups of 10 - 15 / learning communities          Approx. SLT <b>Time :</b> Own prep time	<ol style="list-style-type: none"> <li><b>Students convene in their tutorial groups</b> / learning communities after a mass lecture</li> <li>Lecturers facilitate learning in the tutorial groups</li> </ol> <b>Time :</b> 1 - 1 1/2 hours (synchronous) Spread over 2 - 3 hours (asynchronous)	Students complete individual tasks or group tasks          <b>Time :</b> 2 - 3 hours (asynchronous) Own revision time
<b>GUEST LECTURE (Collaborative Teaching)</b>	None          Approx. SLT <b>Time :</b> Own prep time	Guest Lecturer present content. Interactive Q & A session          <b>Time :</b> 1 1/2 - 2 hours (synchronous)	Students reflect / answer Qs          <b>Time :</b> 1/2 - 1 hour (asynchronous)

# Note 3B: Designing ODL

Calculate the Student Learning Time (SLT) rigorously





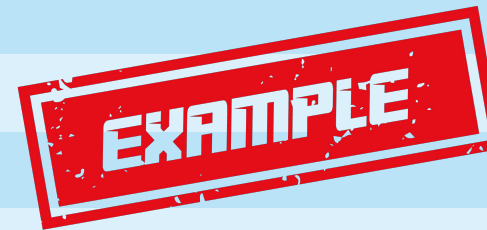


# PRACTICES THAT RAISE CONCERN

Simulating Number Of Tasks, Time On  
Tasks And Schedule Of A Student

**Simulating SLT on Basic Tasks in a week**  
**(Assuming 6 courses taken and all 3 cr. Courses): Note the hours incurred**

WEEK 4	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Lecture / Discussion (Synchronous video conferencing)	3 hrs		2 hrs		1 hrs	2 hrs
Lecture/ Discussion (Synchronous - WhatsApp / Telegram)				4 hrs		
Lecture (Asynchronous narrated slides)		2 hrs			2 hrs	
Watch and discuss videos		1 hr				
Readings (1 article / 1 topic in a textbook)	2 hrs		2 hrs	2 hrs		2 hrs
Worksheet / Exercises / Problem solving			3 hrs	3 hrs		
Review / Critic	2 hrs					
Discussion forum on specific topic	1 hr	1 hr				
Group task - presentation					2 hrs	
Web based task (search, blog, eportfolio etc)		2 hrs			1 hr	
Create product - video, poster, infographics						6 hrs
Case study discussion					3 hrs	
Self Study	? (2)	? (2)	? (2)	? (2)	? (2)	? (2)
<b>TOTAL</b>	<b>8 hrs + 2</b>	<b>6 hrs + 2</b>	<b>7 hrs + 2</b>	<b>9 hrs + 2</b>	<b>9 hrs + 2</b>	<b>9 hrs + 2</b>






**Simulating assessments in a semester (Assuming 6 courses taken):**  
**Note the number of items and the need for assessment blueprints**

COURSE 1	COURSE 2	COURSE 3	COURSE 4	COURSE 5	COURSE 6
Quiz 1	TEST	Presentation of proposal (G)	QUIZ	Needs Analysis Presentation (G)	Problem sets
TEST 1	Individual 3 min Videos	TEST	Case Report (G)	TEST	TEST
Quiz 2	Video (G)	Project (G)	TEST	Product Development (G)	QUIZ
Industry Case (G)	Presentation(G)	Project showcase (G)	Portfolio	Project Paper (G)	Term Paper
TEST 2	Article Review	Video Report	Presentation(G)	FINAL ASSESSMENT/ EXAM	Video presentation (G)
8 Lab reports	FINAL ASSESSMENT/ EXAM	FINAL ASSESSMENT/ EXAM	Reflections		FINAL ASSESSMENT/ EXAM
FINAL ASSESSMENT/ EXAM		How many do we really need?			



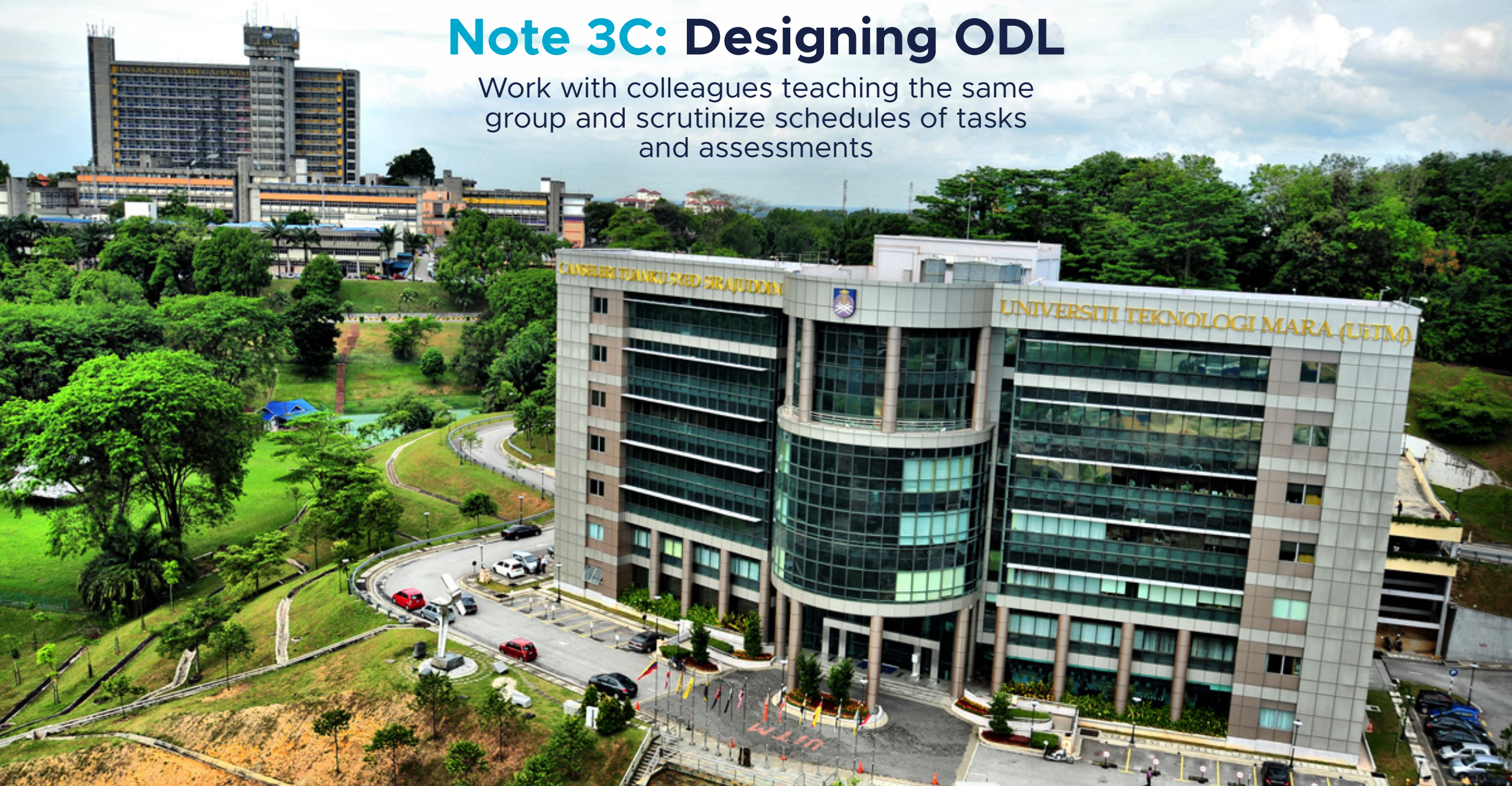
**Simulating Schedules and Deadlines in a semester (Assuming 6 courses taken):**  
**Note the need for proper planning among lecturers**

WEEK	COURSE 1	COURSE 2	COURSE 3	COURSE 4	COURSE 5	COURSE 6
Week 2 - 3	Lab report Quiz 1			QUIZ	Needs Analysis Presentation (G)	Problem set 1
Week 4 - 5	Lab report TEST 1	3 min Video	Presentation of proposal (G)	Reflection	QUIZ	QUIZ
Week 6	Lab report Quiz 2			Reflection		Problem set 2
Week 7 - 8	Lab report	Article Review		Reflection TEST	Product Development (G)	Problem set 3
Week 9	TEST 2	TEST	TEST	Reflection	Product Development (G) TEST	TEST
Week 10 - 11	Lab report	Video (G) Presentation (G)	Project (G)	Reflection Case Report (G)	Product Development (G)	Problem set 4
Week 12 - 13	Lab report		Project showcase (G)	Presentation (G)		Problem set 5
Week 14	Industry Case (G)	Term Paper	Video Report	Portfolio	Project Report (G)	Video presentation (G)
Week 16 - 18	FINALS	FINALS	FINALS		FINALS	FINALS



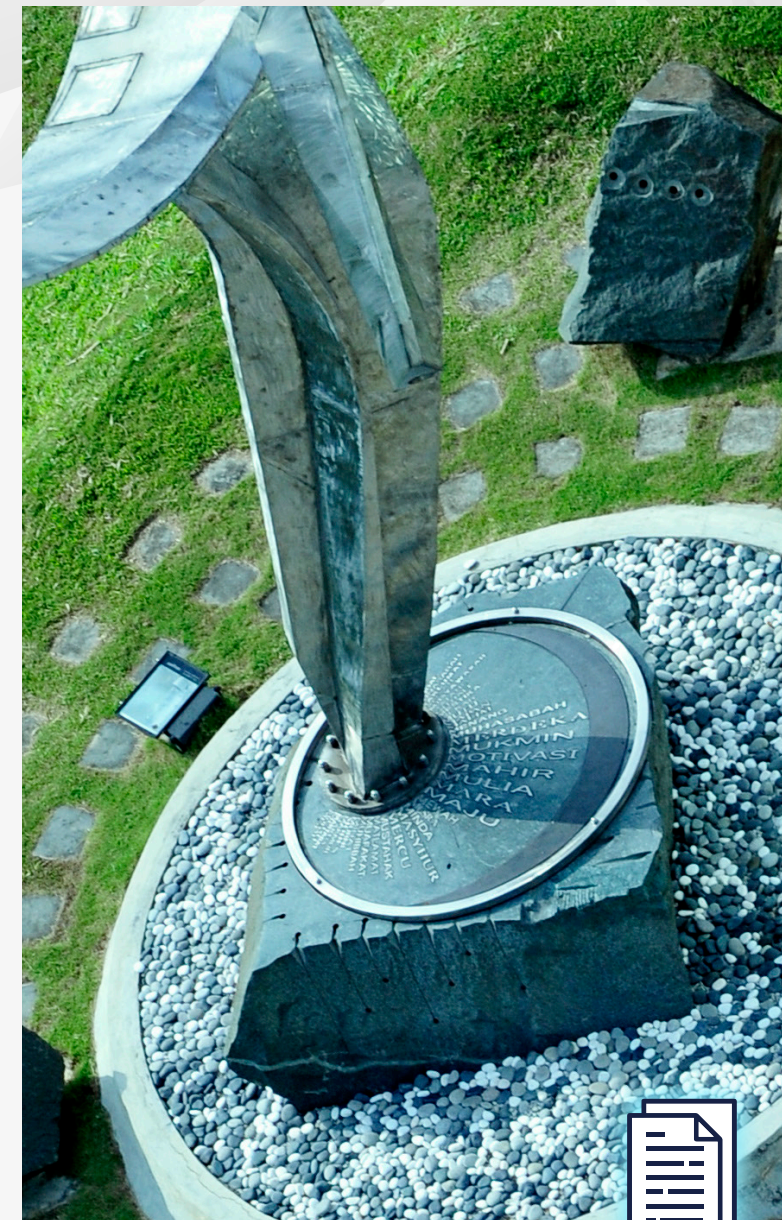
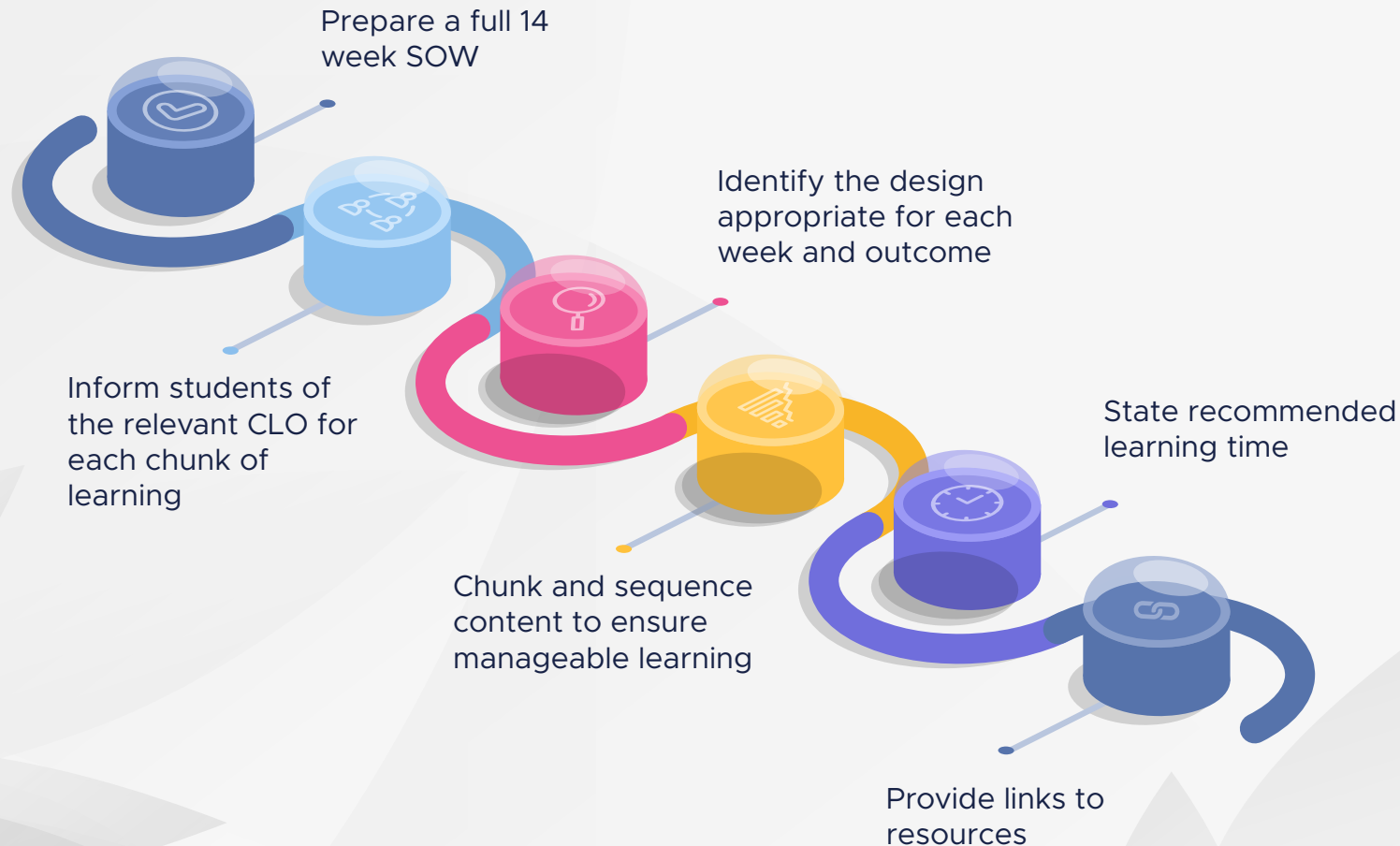
# Note 3C: Designing ODL

Work with colleagues teaching the same group and scrutinize schedules of tasks and assessments





## Note 4: Scheme of Work (SOW)



Week	Topic	Sub - Topic	Tasks / Activities/Assessments	SLT from F2F and Non F2F	Additional readings
<p>Week 4 (13/4 – 19/4)</p> <p>(CLO 2 – To discuss emerging technologies and the issues related to integrating technology in Malaysian T &amp; L)</p>	<p>Topic 4:</p> <p>Issues Related to Technology in the organization</p> <p>Tool introduced: PIXTON</p>	<p>Issues and topics</p> <ul style="list-style-type: none"> <li>Equity &amp; Connectivity</li> <li>Unequal distribution</li> <li>Health risks</li> <li>Copyright Issues in IT usage</li> <li>Copyright Law in Malaysia</li> <li>Cyber Law in Malaysia</li> <li>Toxicity and Distractions</li> </ul>	<p>Reflect on you own difficulty and submit reflection personally to the instructor</p> <p>Online synchronous session</p> <p>Go through slides 1 - 30 PPT</p> <p>Discussion using both text and audio</p> <p>Watch video on Top ten Issues : <a href="https://www.youtube.com/watch?v=_mBcMCbOIYY">https://www.youtube.com/watch?v=_mBcMCbOIYY</a></p> <p>Post response to issues ; <a href="https://padlet.com/aziahn or/innovate">https://padlet.com/aziahn or/innovate</a></p> <p>Consolidate : Choose one learning issue</p> <p>- create a comic strip using pixton.com via <a href="https://login.pixton.com/g69nx">https://login.pixton.com/g69nx</a> (GRADED)</p>	<p>30 min</p> <p>1.5 hr</p> <p>10 min</p> <p>30 min</p> <p>1 hr</p>	<p><a href="https://blogs.worldbank.org/europeandcentralasia/can-technology-help-mitigate-impact-covid-19-education-systems-europe-and">https://blogs.worldbank.org/europeandcentralasia/can-technology-help-mitigate-impact-covid-19-education-systems-europe-and</a></p> <p><a href="https://www.cognizant.com/us/en/archives/whitepapers/documents/reimagining-the-university-in-a-student-centric-world-codex3729.pdf">https://www.cognizant.com/us/en/archives/whitepapers/documents/reimagining-the-university-in-a-student-centric-world-codex3729.pdf</a></p> <p><a href="https://www.educause.edu/research-and-publications/research/top-10-it-issues-technologies-and-trends/2020">https://www.educause.edu/research-and-publications/research/top-10-it-issues-technologies-and-trends/2020</a></p> <p><a href="https://www.cnet.com/tech/services-and-software/school-districts-reportedly-ban-zoom-over-security-issues/">https://www.cnet.com/tech/services-and-software/school-districts-reportedly-ban-zoom-over-security-issues/</a></p>





# Note 5: Delivery

- Minimize the duration of online synchronous video sessions
- Focus on involvement / participation over a few days or a week
- Online video conferencing session may not be possible for some students, thus participation before and after the session may be translated as attendance.

e.g.

viewing recorded / narrated videos, answering  
one or two questions via WhatsApp / Telegram / SMS

- Schedule several online synchronous video sessions to enhance 'social presence'



# Note 5A: Activities in ODL

Learning activities must be chosen wisely, based on each of its purpose i.e to / for

Enhance  
Comprehension

Drill and Practice

Extending / Connecting  
learning to the real world

Applications /  
Demonstration  
of knowledge and skills

Reflection on learning

- Non graded learning activities must be planned within limits of the total SLT per week for the course :

Eg : For a 3 cr course, total SLT/week is approx. 6-8 hours

- Total SLT / week for the course must include

- i Lecture session + discussion + activities,
- ii Self learning/revision and
- iii Assessments ( if relevant)





## Note 5B: Technology in ODL

Practice minimalism in technology: Use of minimum levels of technology, carefully chosen with precise attention to their advantages and limitations, in support of well-defined instructional objectives

- Take an Essentialist perspective - Focus on what is essential
- Focus on the purpose and objectives
- Concentrate on what matters most

Use of videos is not the solution to all learning needs

- A simple worksheet will work wonders for learning sentence structure
- A mind map proves useful in consolidating a topic

Scrutinize the full range of low to high tech tools for teaching and learning

- Select one that fits the learning goals and students access to gadgets and the internet



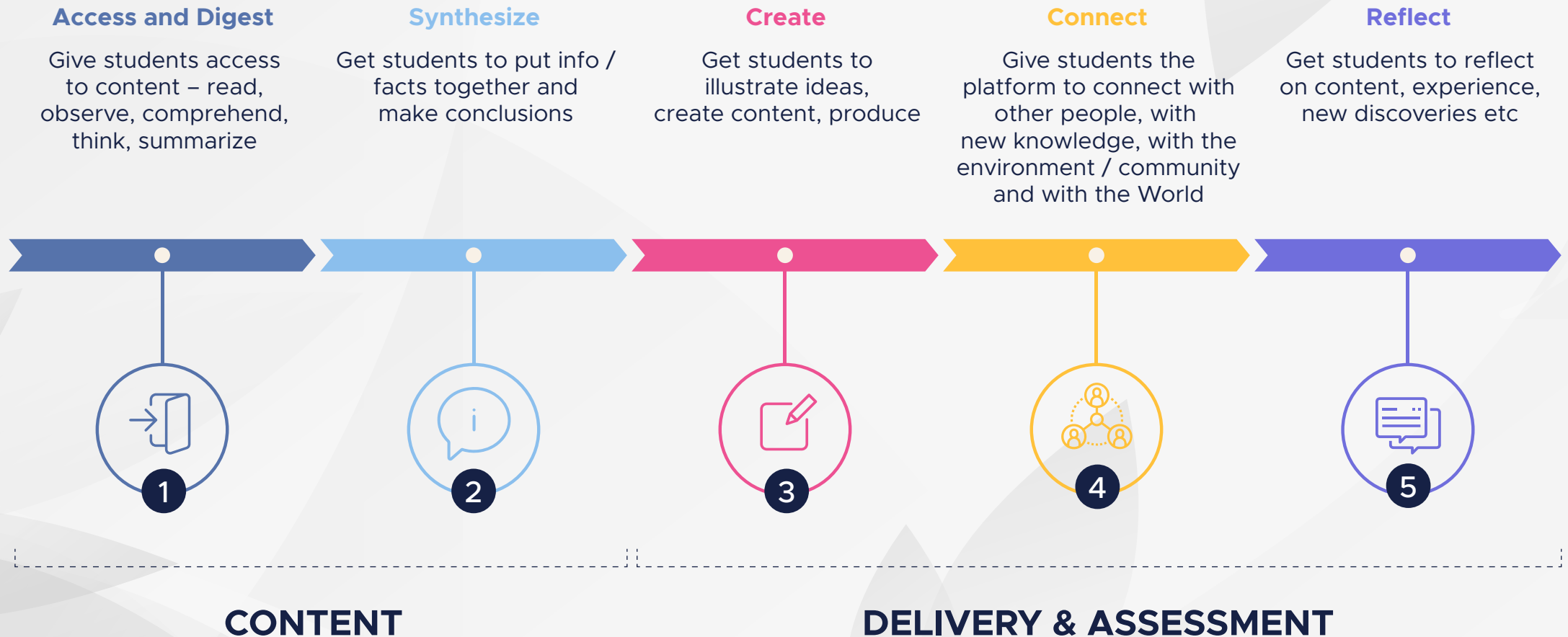


# Note 5C: ADAB in ODL Delivery and Assessments

- Inform students of what is expected of them (time, participation, grasp of content, assessment)
- Demonstrate the platform or main technology to be used
- Prepare options for those with low internet connectivity
- Make learning materials accessible in many forms
- Negotiate deadlines
- Be aware of Special Needs Learners and their limitations
- Exercise UNIVERSAL DESIGN of LEARNING



# Appropriating Technology in ODL : Content, Delivery, Assessment



# Note 6: Interactivity in ODL

Interactivity must be planned and designed in ODL

- learner - learner interaction (think pair share, groupwork, dialogue, games, collaborative learning)
- learner - instructor interaction (questions and responses, feedback sessions)
- learner - content interaction (instructions/guide for study, learning activities, use of resources,)
- learner - self interaction (reflections)

Students must be connected to the lecturers and to other experts / resources

- Publish consultation hours, turnaround time, feedback / response time

Students must also interact with the real world

- Build in relevance (provide examples of the real world, community close to the students)
- Bring in context - the relationship between the subject matter and real world applications.





# Note 7: Motivation and Support

## MOTIVATE

- Students need to know they are on the right track thus FEEDBACK is a must
- Students face difficulties and may fall behind, thus flexibility and pace must be supported
- Students are separated and isolated from their peers and the lecturer, thus staying connected is important
- Learning on one's own may be difficult to sustain thus blends and variety of techniques should be administered

## SUPPORT

What matters most in ODL?  
There is someone who guides;  
someone who facilitates

- Demonstrate empathy and compassion
- Students are more driven on affective events and outcomes that will change them
- Run DASS at mid semester to gauge students' level of anxiety and stress.
- Respond to SOS
- Care





A high-angle, close-up photograph of a person's hands typing on a silver laptop keyboard. The person is wearing an orange and white checkered button-down shirt with the sleeves rolled up. Their fingernails are painted a vibrant red. The left hand features a large, ornate ring on the ring finger. The laptop is open, and the keyboard is clearly visible. The background is a dark, textured surface, possibly a desk or a bag.

# SEEK TO INSPIRE

It is the AMANAH of a lecturer to deliver, support and ensure that the students undergo meaningful learning experience and achieve the learning outcomes within the stipulated Student Learning Time (SLT)



Excellence is the gradual result of  
always striving to do better

**Have a Wonderful  
Semester!**

**[p.tncaa@uitm.edu.my](mailto:p.tncaa@uitm.edu.my)**

Office of the Deputy Vice Chancellor (Academic and International)







**Click to watch**  
(Successful OD Learner)  
[https://youtu.be/W\\_79NO6rlz4](https://youtu.be/W_79NO6rlz4)

# Related Academic Resources

Dasar PdP UiTM

MQA Advisory Notes  
4/2020

Surat Pekeliling TNCAA  
Bil 1/2020

Garis Panduan  
Penglibatan ODL

Garis Panduan  
Penyampaian dan  
Pembelajaran ODL

Polisi Pentaksiran  
dan Penilaian UiTM  
Garis Panduan Pentaksiran Alternatif

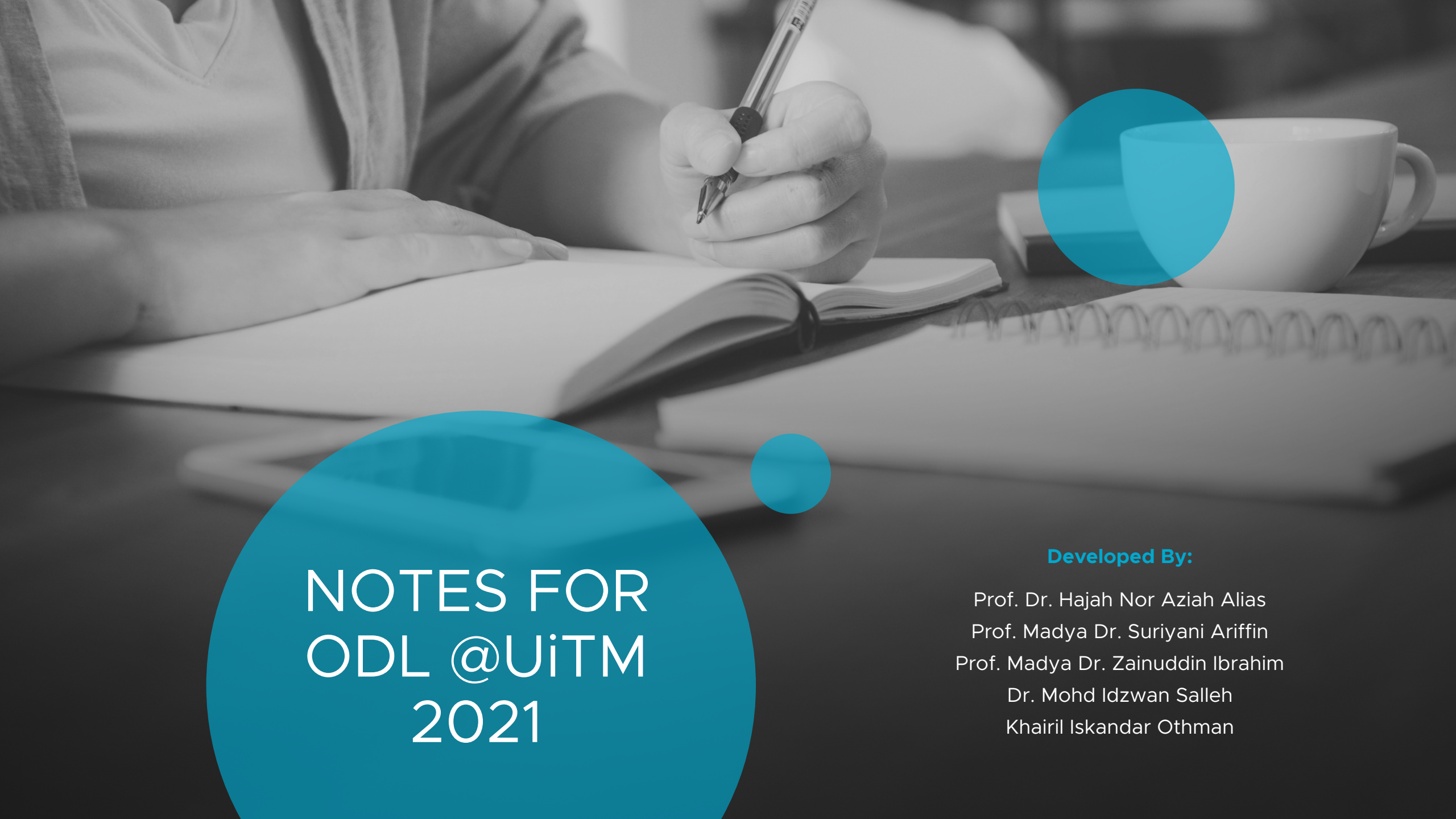
Academic Virtual Townhall:  
Ushering into a New Semester  
10<sup>th</sup> August 2020  
25<sup>th</sup> February 2021

Kerangka Pengajaran  
Kolaboratif

Polisi Penyampaian  
Fleksibel

Portal and Websites:  
HEA, Covid19uitmhea,  
CIDL, BPPA





# NOTES FOR ODL @UiTM 2021

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