ONLINE TRAINING – UTLCHelpdesk Redesign Scheme of Work (SoW) for Syllabus in Time of Crisis

AP. Ts. Dr. Muhamad Shahbani Abu Bakar
University Teaching and Learning Center (UTLC)
Universiti Utara Malaysia
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shahbani@uum.edu.my

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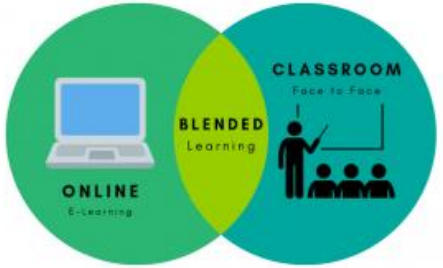
Pusat Pengajaran Pembelajaran Universiti
UNIVERSITY TEACHING AND LEARNING CENTRE
Universiti Utara Malaysia

Training Outcomes

- Identify the Teaching and Learning Environment in Time of Crisis
- Redesign Scheme of Works (SoW) for Syllabus in Time of Crisis

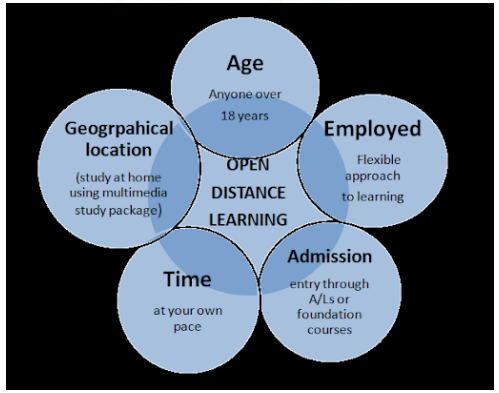
Introduction- Revised Academic Calendar

University	New Calendar Academic	Mode
[redacted]	13-Apr-2020	Online and ODL
	1-Apr-2020	Online
	27-Apr-2020	Online
	6-Apr-2020	Online and F2F – 1 June
	1-June- 2020	Normal/F2F
	3-June-2020	Normal/F2F
	5-April-2020	Online
	1-June-2020	Normal/F2F
	6-Apr-2020	Online and F2F – 1 June
	8-June-2020	Normal/F2F
	5-Apr-2020	Remote Teaching and ODL
	27-Apr-2020	Remote Learning
	6-Apr-2020	Online (Before GL KPT)



Normal Classroom - F2F/Blended

Course Syllabus in Program
Academic (Scheme of Work)



Open Distance Learning - ODL

ODL systems typically use **technology** to mediate learning,

- printed workbooks
- audio cassettes
- radio
- the web.

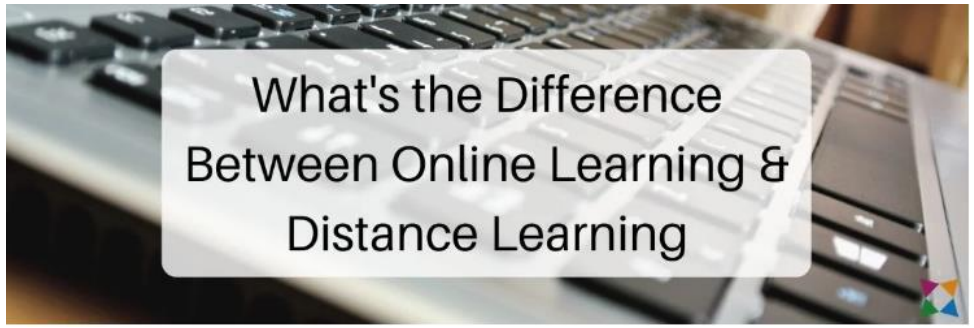
Online Learning - OL

Online Learning is any form of Learning conducted partly or wholly over the internet.

Remote Learning

Remote Learning is a strategy for learning continuity to be deployed for extended time away from campus.

Introduction- OL vs DL vs ODL



The key difference between online learning and distance learning is location.

With online learning (sometimes called eLearning), students can be together in the classroom with an instructor while working through their digital lessons and assessments.

When using distance learning, students work online at home while the teacher assigns work and checks in digitally.

Differences in Interaction

Because of the differences in location, the interaction between you and your students differs as well.

Online learning will involve in-person interaction between you and your students on a regular basis. This is because online learning is used as a blended learning technique along with other teaching strategies.

Distance learning includes no in-person interaction between teachers and students. However, you'll likely rely on digital forms of communication such as messaging apps, video calls, discussion boards, and your school's learning management system (LMS).

Differences in Intention

The final difference between online and distance learning is the intention of the teaching strategy.

Online learning is designed to be used in combination with a variety of other in-person teaching methods. It's a supplemental way of mixing things up in your classroom to provide a variety of learning opportunities for your students.

Distance learning is a method for delivering instruction solely online, not as a variation in your teaching style.

WHAT IS ODL?

Open and distance learning (ODL) combines two forms of education – open and distance – that focus on expanding access to learning. It is characterised by two factors: its philosophy and its use of technology.

Most ODL systems have a **philosophy** that aims to:

- remove barriers to education, and
- allow students to study what they want, when they want and where they want.

In short, ODL is about increasing educational **access** and increasing educational **choice**.

Teaching in Digital Age

Introduction- Lecturers/Students Readiness

Are our Lecturers/Students Ready for

Online/Distance/Open/

Remote Learning after Semester Break (Covid-19)?

Remote Learning/Teaching (MCO)

Remote Learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting. Information is typically transmitted via technology (email, discussion boards, video conference, audio bridge) so that no physical presence in the classroom is required;

All Type Of Teaching Deliveries And Assessments But NOT in

F2F

(Online Learning, email, Webex, Zoom, Whatapps, Telegram, SMS, Text, Post, Gaya Pos, Pendrive, CD, TV, House, Community, Industry)

Guidelines/Media Statement/Best Practices

KEMENTERIAN PENDIDIKAN TINGGI

UUM Universiti Utara Malaysia

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AACSB ACCREDITED

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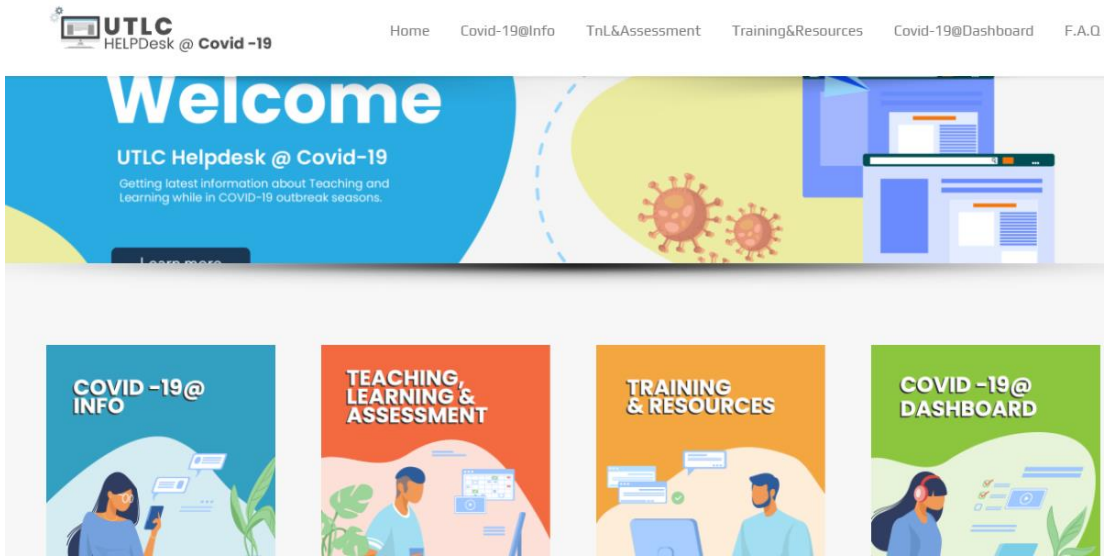


UNTUK EDARAN SEGERA

PANDUAN PENGENDALIAN PROGRAM PENDIDIKAN TINGGI SEMASA DAN PASCA PERINTAH KAWALAN PERGERAKAN COVID-19

PANDUAN UMUM

3. MQA akan mengambil kira perkara ini dalam penilaian akreditasi sebagai suatu yang tidak dapat dielakkan dan penambahbaikan yang dirancang hanya dapat dilaksanakan setelah keadaan kembali pulih. **MQA bersedia memberikan fleksibiliti yang bersesuaian kepada PPT** dan akan membuat penyelarasan bersama Panel Penilai MQA.

4. Oleh itu, PPT dinasihatkan untuk merekod dan mengemas kini sebarang tindakan dan langkah sementara yang telah dilaksanakan sepanjang tempoh Perintah Kawalan Pergerakan (atau lain-lain perintah seumpamanya selepas itu) dari semasa ke semasa.

5. Pusat Jaminan Kualiti Dalaman PPT adalah dinasihatkan untuk **menyelaras tindakan pasca krisis setelah keadaan kembali pulih.** Tindakan tersebut boleh berbentuk program pemulihan, pembetulan atau penambahbaikan berdasarkan keperluan. Ia boleh dilaksanakan secara berperingkat-peringkat

Readiness of Lecturers and Students

Lecturers

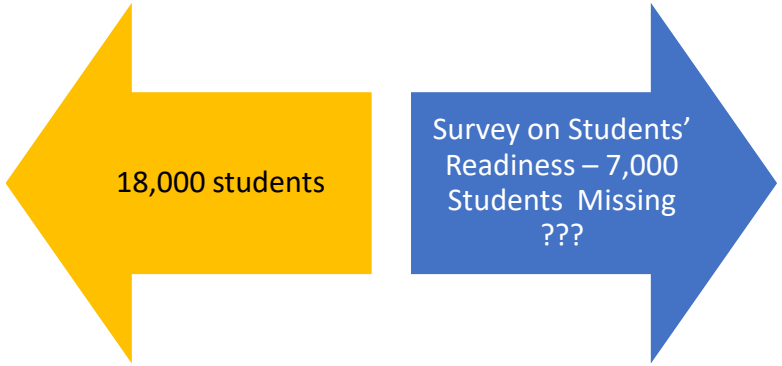
School	Course Design	Course Communication	Infra/Infostructure	Assessment	Readiness
AGN	4.10	4.33	3.65	4.16	4.06
IBS	3.87	4.08	3.62	3.93	3.87
OYAGSB	4.02	4.20	3.95	4.10	4.07
PACE	4.30	4.53	3.90	4.24	4.24
Pusat Asasi	3.80	4.27	3.95	4.20	4.05
Pusat Kokurikulum	3.41	3.37	3.21	3.43	3.35
SAPSP	3.78	4.02	3.50	3.67	3.74
SBM	3.89	4.07	3.56	3.82	3.84
SCIMPA	4.16	4.25	3.94	4.09	4.11
SEFB	3.58	3.94	3.52	3.69	3.68
SEML	3.96	4.15	3.66	3.85	3.90
SLCP	3.74	3.97	3.50	3.67	3.72
SMMTC	3.92	4.00	3.41	3.74	3.77
SOC	4.00	4.10	3.62	3.97	3.92
SOG	3.87	4.13	3.66	3.84	3.87
SOIS	3.75	4.11	3.73	3.91	3.87
SOL	3.74	3.87	3.42	3.73	3.69
SQS	3.79	4.04	3.47	3.81	3.78
STHEM	3.72	3.99	3.29	3.69	3.67
STML	3.81	4.08	3.58	3.88	3.84
TISSA	3.49	3.77	3.27	3.54	3.51
UUM KL	4.17	4.25	3.71	4.30	4.11
Mean	3.86	4.07	3.60	3.88	3.85

Over all mean (average)

3.85

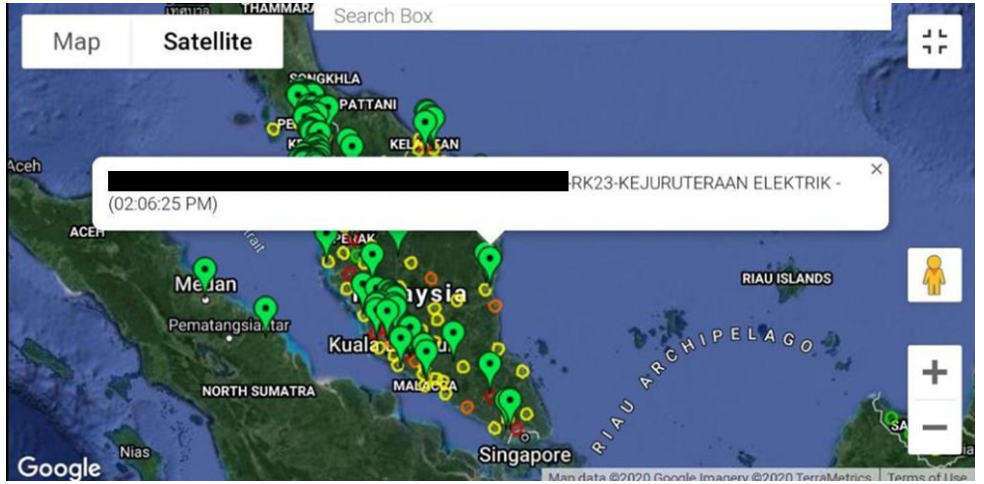
- Internet/Outside campus - Moderate/Low Access Internet
- Infra/Notebook/Phone – Low Specification
- Infra/Notebook/Phone - Share with family
- Others Consideration

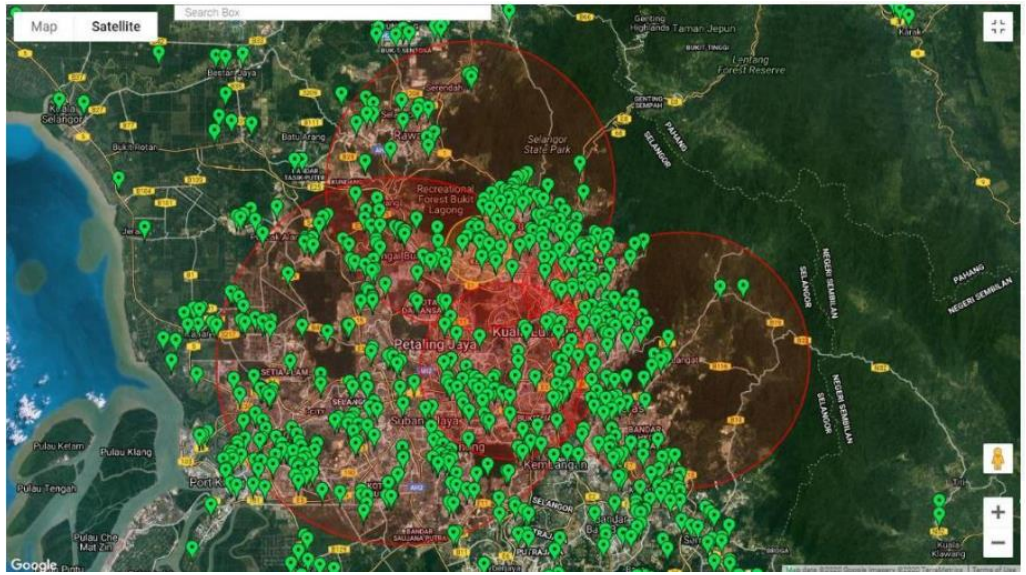
Students

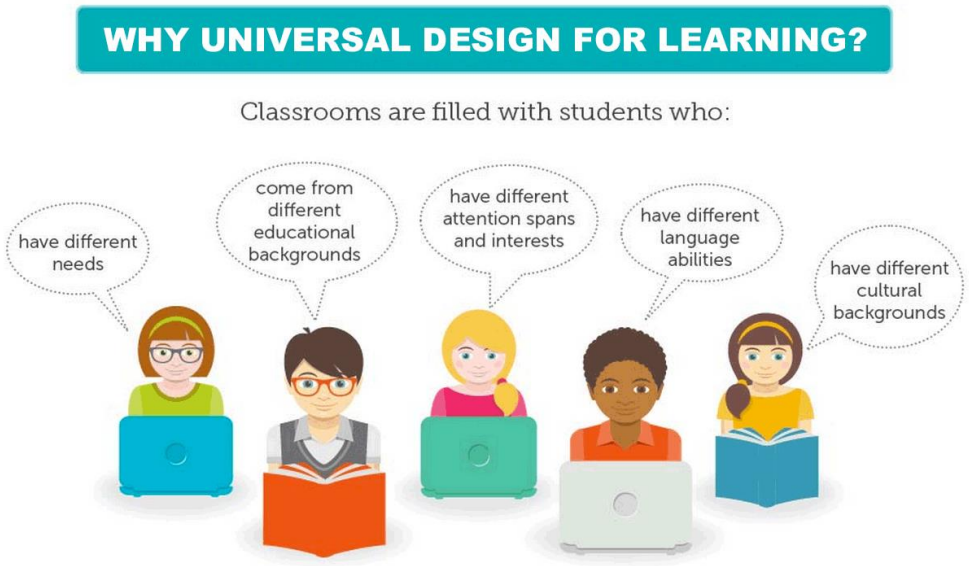


- No Profile – Missing after 18 March 2020
- Internet Access – Good/Moderate/Low/No Connection
- Infra/Notebook/Phone – Variety Specification
- Home Environment – B40 – Teaching Environment
- Work with Family during MCO
- Mental Health

Using GPS to Trace the Lecturers/Students







Input - Design for Learning

Source: UniMAP (2020)

Who Are Our Students?

How are they?

Reality check- Redesigning lessons in times of crisis can be daunting for some?

How can I help my students to achieve the learning outcomes?

Psychological well being

Are our students *under control* (Feeling of ability to handle the situations)? Have we reassured them that we are here to guide them through until they complete the semester?

Are the instructors under control? Is there help available when you need them?

Phone access

Can they be contacted? If not, what other ways?

Global Access

Are our students at home in Malaysia or abroad? Are we able to reach them?

Calendar

Do we have sufficient time to deliver, for our diverse students to prepare assignment and for us to mark?

Prior knowledge

What prior knowledge have been covered? Do we need to go over them or continue?

Internet Services

Do they have access to internet?

Do we have a shared space

LMS or other alternatives

Seek help from the learning community that is available within and outside of your institution by attending training

FauziahAbdulRahim@2020

Need Consideration?

"Work from home and submit your assignments online"
Home:

myMetro

Gantung diri 'homework' banyak

Hadzlihady Hassan

Tuala yang digunakan remaja itu untuk menggantung diri. FOTO Ihsan PDRM

TERTEKAN dengan kerja sekolah yang banyak menyebabkan pelajar menggantung diri dalam bilik air rumahnya di Taman Seri Relau, Paya Terubong, Georgetown kelmarin.

STUDENTS PROFILING (DURING MCO)

IF THESE ARE YOUR STUDENTS IN A CLASS OF 60

IN CAMPUS/UUM FACILITIES

0/60

Could do assignment

Spelling checkers

Can use features in software for better presentation

STRONG INTERNET

30/60

Mostly in cities/towns/ rural with landline

Can follow weekly schedule in SOW

Synchronous and Asynchronous are possible

Can use online tools for delivery and online assessment

MODERATE INTERNET

25/60

Cities/towns and rural

Module based

Can do asynchronous activities (given online; to do offline; submit online)

Synchronous – just in time teaching (not more than 30 minutes)

Whatapps/Telegram/SMS

NO ACCESS

5/60

Very remote

Back to basic

Module based

Printed materials with tasks/ pen-drive sent

Possible written

Postage delivery

Outcome-Based Education

Education is a process of changing the behavior patterns and/or knowledge of learners. Learning is cumulative in nature, where nothing has meaning or is learned in isolation. Shuell (1986) defines learning using three criteria: (a) a change in an individual's behavior or ability to do something, (b) a stipulation that this change must result from some sort of practice or experience, and (c) a stipulation that the change is an enduring one.

Spady (1994) has introduced the term outcome-based education (OBE) to describe an educational system which focuses a clear set of learning outcomes. OBE is an educational model in which curriculum, delivery, and assessment are developed, structured and implemented to facilitate key student learning outcomes (Spady, 1994; Driscoll & Wood, 2007) (**Figure 1.1**).

Figure 1.1. Outcome-based education, where intended learning outcomes inform curriculum, delivery, and assessment

Learning outcomes play a dynamic role in structuring and developing a curriculum. Curriculum development based on Backward Design promotes Understanding by Design (UbD) (Wiggins & McTighe, 2005).

UbD guides the planning process and structure of curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. The main concept in planning for outcome-based curriculum is constructive alignment (Tyler, 1949; Shuell, 1986; Biggs, 2003).

Source: MAGNETIC (NOBLe)

Process & Product in Teaching and Learning

The basic foundation is Constructive Alignment

Learning Outcomes

What are the learning outcomes involved?
What are the topics that are related to the learning outcomes?

How many hours are spent on the learning outcomes per week? How many weeks that need to be redesigned in view of crisis?

01

02

Study the topics and learning outcomes

Create activities that activate the verbs in the learning outcomes

Learning Activities

Students engage in activities that require them to activate the learning outcomes
Given FORMATIVE assessment
Evidence to ensure assurance of learning (can be observed or collected)

03

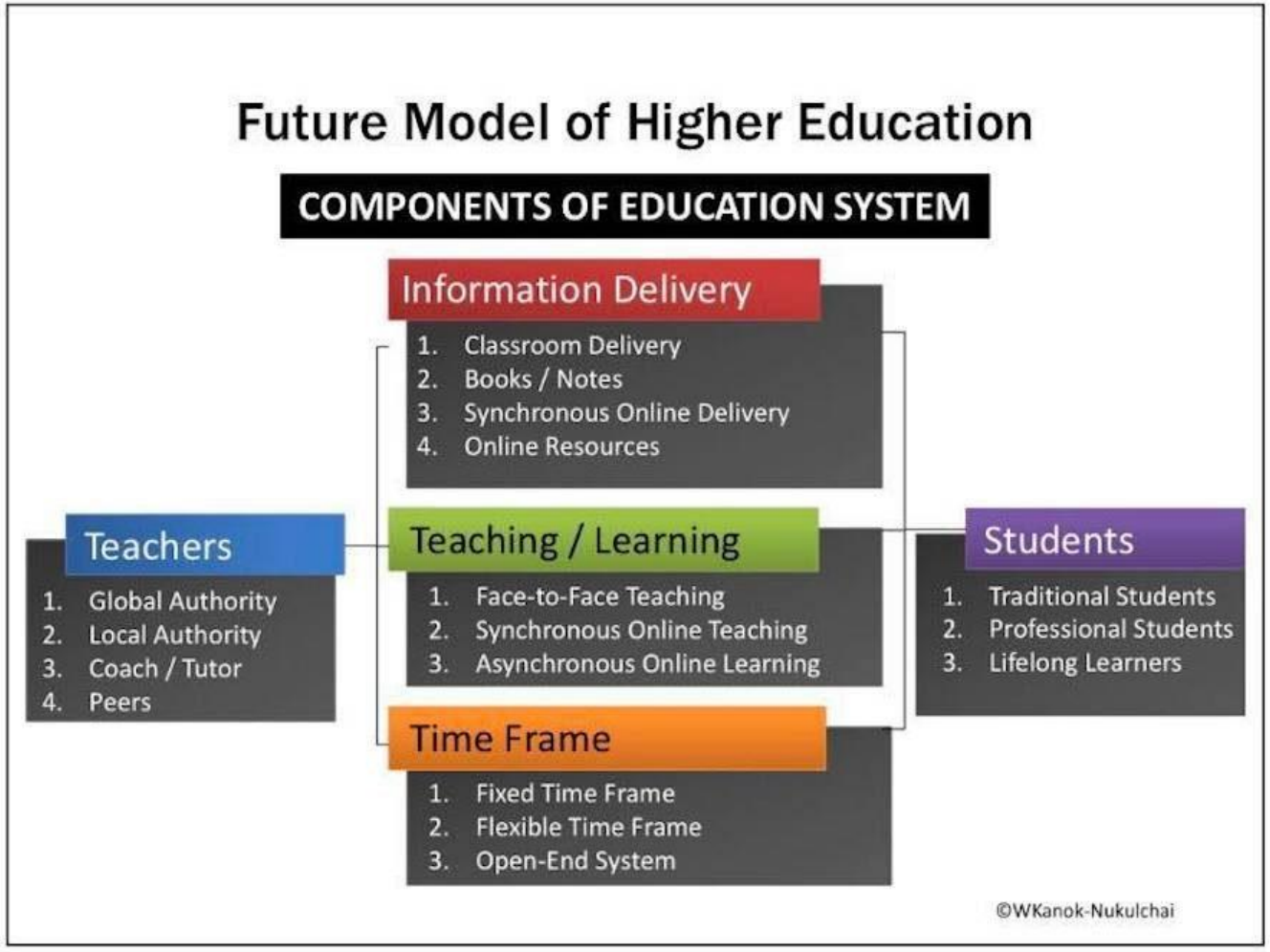
04

Summative Assessment

This is what counts - measures students' performance. The assignment/task will be added to the overall score (100%). It can be given/spread throughout the semester.

T&L Delivery – Learning Tasks

Type of theory	Learning tasks to which that theory is often applied
Behavioural	Rote memorising Training people to do routine tasks (e.g., issue driving licences) Learning arbitrary information (e.g., irregular verbs) Learning rule systems (e.g., the rules for assessing a person for social security benefits) Learning procedures where variation is not acceptable (e.g., the correct procedure to assemble a piece of equipment)
Cognitive	Classifying Concept learning Problem-solving Procedures Reasoning and argument Rules
Constructive	Case studies Complex situations Real-world problem-solving



Video Conference,
Zoom, Webex, Webinar

Real Time Audio

Video Recording

Animation

Multimedia

Discussion,
Forum, Chat

Presentation

Debate

Consultancy

Virtual Learning - 1 hour

Learning Material with 1 hour duration or 10-12 minutes Effective Teaching Video

Synchronous Activities involving Real Time Tools

Asynchronous Teaching and Learning Activities

Synchronous

Asynshronous

Using LMS or Web 2.0 Tools for Synchronous Delivery and Assessment

Continous Assessment (Formative or Summative)

Teaching and Learning Tools (LMS or Web 2.0) for Learning Activities and Colloboration

Online Quiz, Assignment, Project and other assessments

Source: MEIPTA (2020)

What is Assessment?

- Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning.

Huba and Freed, 2000

Assessment : definition

"The processes and instruments applied to measure the learner's achievements, normally after they have worked through a learning programme of one sort or another"

Mohanna K et al (2004) *Teaching Made Easy – a manual for health professionals*

DIFFERENT TYPES OF ASSESSMENT OF LEARNING

DIAGNOSTIC ASSESSMENT

One way to think about it: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.pics

Formative Assessment

Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.

NORM-REFERENCED ASSESSMENT

Compares a student's performance against other students (a national group or other "norm")

SUMMATIVE ASSESSMENT

Measures a student's achievement at the end of instruction.

Criterion-Referenced Assessment

Measures a student's performance against a goal, specific objective, or standard.

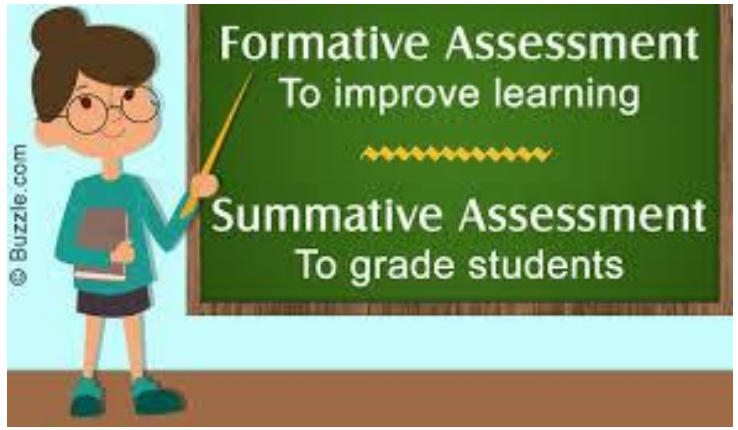
To get more information about assessment of learning & to download **NCERT solutions for class 6**
VISIT: WWW.STUDIESTODAY.COM

Formative or Summative

Formative	Summative
Helps students learn	Identifies how much has been learnt
Identifies misconceptions in a timely way	Generates marks
Incorporates feedforward	Can be difficult to incorporate in-module feedback
Check areas for improvement	Assess progress against goals
Learn	Measure

"When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment."

Paul Black



MQF CREDIT SYSTEM

DEFINITION OF CREDIT

Based on MQF (2011), one credit is equivalent to 40 hours of notional student learning time.

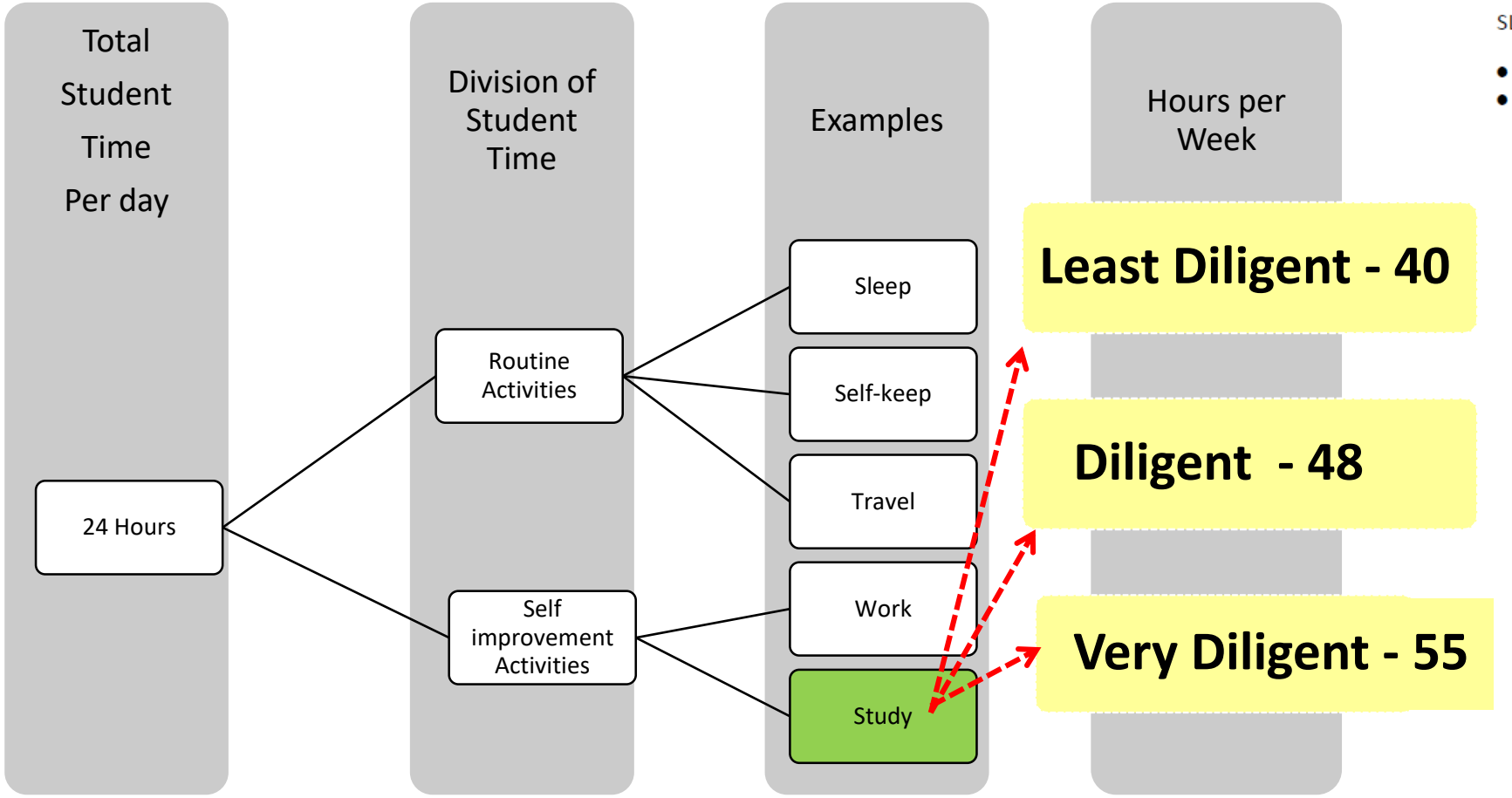
Notional learning hours is the time required for an 'average learner' to achieve the learning outcomes through all learning activities including attending formal teaching sessions, laboratories work, group work involvement, self reflection on prior knowledge and experience, preparation prior to formal learning sessions, personal programme planning, private study and revision, and assessment of learning, among others.

How to calculate credit for a course?

$$\text{CREDIT} = \frac{\text{Total Std Learning Time (SLT) for the course}}{40 \text{ (notional hour)}}$$

- *SLT must include preparation time and assessment time*
- ***NOT based on lecture hours, tutorial hours or practical hours per week per semester***

Student Categories and Learning Time



Good = diligent; weak = least diligent

SLT depends on course unit / credit

- 1 Unit @ Credit: 40 Notional Hours
- Therefore : for 3 units /credits : 120 Hours

Student learning Time (SLT) and Notional Hours

Units / Credits	Hours
2	80
3	120
4	160

Table 4 – Course Syllabus

Table 4. Course information

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and Year offered:
5.	Credit Value:
6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - …. CLO 2 - …. CLO 3 - ….
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assess-ment
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9		
CLO 1											
CLO 2											
CLO 3											
TOTAL											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.
(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2 - pages 16 & 18.)

9.	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilised in other settings.)

10. Distribution of Student Learning Time (SLT):

Course Content Outline	CLO*	Teaching and Learning Activities						Total SLT
		Guided Learning (F2F)				Guided Learning (NF2F) e.g.. e-Learning	Independent Learning (NF2F)	
		L	T	P	O			
1								
2								
3								
4								
Continuous Assessment		Percentage (%)						Total SLT
1								
2								
Final Assessment		Percentage (%)						Total SLT
1								
2								
GRAND TOTAL SLT								

L = Lecture, T = Tutorial, P= Practical, O= Others, F2F=Face to Face, NF2F=Non Face to Face
*Indicate the CLO based on the CLO's numbering in Item 8.

MQA – Course Syllabus Format – Table 4

1.	Name of Course :					Copy Sheet
	Course Code :					Update
2.	Synopsis :					Clear Form
3.	Name(s) of academic staff :					
4.	Semester and Year offered :	Semester		Year		
5.	Credit Value :	0				
6.	Prerequisite/co-requisite: (if any)					
7.	Course Learning Outcomes (CLO) : At the end of the course the students will be able to: (example) - explain the basic principles of immunisation (C2,PLO1)					
	CLO1					
	CLO2					
	CLO3					
	CLO4					
	CLO5					

8. Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment :

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)												Teaching Methods	Assessment
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12		
CLO 1														
CLO 2														
CLO 3														
CLO 4														
CLO 5														

Indicate the relevancy between the CLO and PLO by ticking "/" the appropriate relevant box.

(This description must be read together with Standards 2.1.2 , 2.2.1 and 2.2.2 in Area 2 - pages 16 & 18)

9.	Transferable Skills (if applicable) (Skills learned in the course of study which can be useful and utilized in other settings)	1	Digital Skills
		2	Interpersonal Skills Communication Skills Digital Skills Numeracy Skills Leadership, Autonomy & Responsible Personal Skills Entrepreneurial Skills Ethic & Professionalism
		3	
		4	

Code | INDEX | FORM

10. Distribution of Student Learning Time (SLT)

Course Content Outline	CLO*	Teaching and Learning Activities						SLT
		Guided Learning (F2F)				Guided Learning (NF2F) eg: e-Learning	Independent Learning (NF2F)	
		L	T	P	O			
								0
								0

Continuous Assessment		Percentage (%)	F2F (Implementation)	F (Implementation & Preparat	SLT
1					0
2					0
3					0
4					0
5					0
6					0
7					0
	Total	0	0	0	0

Final Assessment		Percentage (%)	F2F (Implementation)	F (Implementation & Preparat	SLT
1					0
2					0
3					0
4					0
5					0
	Total	0	0	0	0
				Total Assessment	0

**"Please tick (√) if this course is Latihan Industri/ Clinical Placement/ Practicum/ WBL using 2-weeks, 1 credit formula

Please Tick

GRAND TOTAL SLT **0**

L = Lecture, T = Tutorial, P= Practical, O= Others, F2F=Face to Face, NF2F=Non Face to Face

**Indicate the CLO based on the CLO's numbering in Item 8*

Sample of Course Assessment Plan (CAP)
(Science and Technology)

Course: Hydraulics (3 credits)

Course Learning Outcome (CLO)	MQF LOC	Delivery Method	Assessment Method*					Specific Task and Related MQF LOD Attribute	Student Learning Time (SLT)*
			Assignment	Quiz	Test	Project	Written Exam		
Analyse uniform and non-uniform flows in open channel. (C4)	Cluster 2	Lecture; Tutorial; PoPBL. (42 hours)	5% (3 hours)	5% (3 hours)	15% (5 hours)	5% (11 hours)	30% (8 hours)	Students need to analyse open channel flow characteristics and behavior for applications in civil engineering.	72 hours

The CLO addresses Level C4 (Analyzing) according to Bloom's Taxonomy for Cognitive Domain

Notes:
This table represents one(1) of the CLO of the entire course.
*The SLT has considered Guided Learning F2F, Guided Learning NF2F, Independent Learning NF2F and assessment time.

Source : Magnetic, NOBLe

Example of Course Assessment Plan: Interpersonal Skills

Course: Strategic Marketing (3 credits)

No.	Course Learning Outcomes (CLOs)	MQF LOC	Delivery Method	Assessment Method / Component*		Specific Task and the Related MQF LOD Attribute	Student Learning Time (SLT)*
				Peer review	Project Proposal Defence		
1	Synthesise stakeholders' feedbacks in regards to social and cultural issues (A4)	Cluster 3b	Project Based Learning (12 hours)	5% (4 hours)	15% (8 hours)	Students need to synthesise and respond to feedbacks from stakeholders in regards to their proposal related to university social responsibility (USR) events. (Interaction with real industry players or via role play)	24 hours

The CLO addresses Level A4 (Organising Values) according to Bloom's Taxonomy for Affective Domain

Notes:
This table represents one(1) of the CLO of the entire course.
*The SLT has considered Guided Learning F2F, Guided Learning NF2F, Independent Learning NF2F and assessment time.

Source : Magnetic, NOBLe

Example – SLT for Assessment

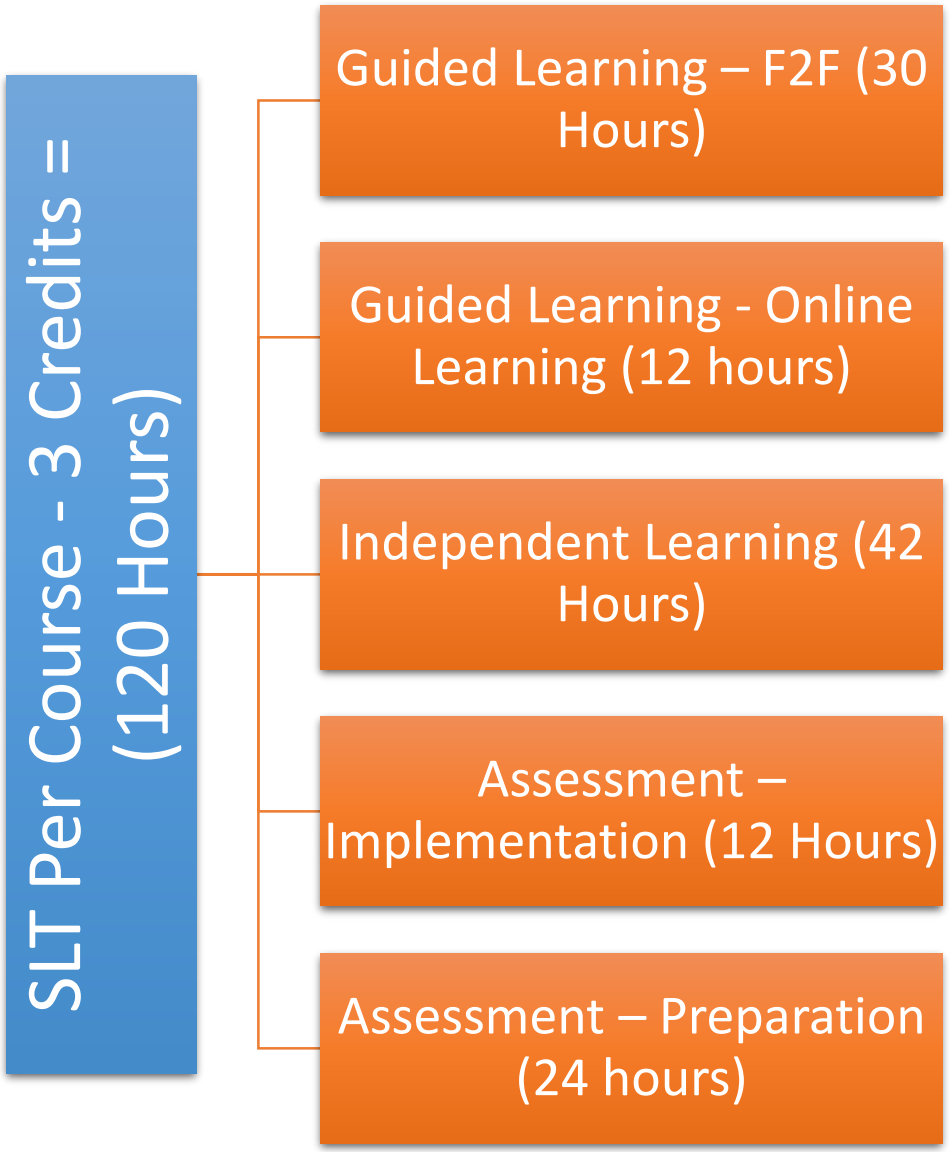
Assessment Methods	Time (hour)		SLT (hour)
	RT/NRT (a)	Preparation	
Writen assigment (1000 words) e.g., lab report, case report, etc i. if written assignment is about 500 words, SLT is 2.5 hours (500/1000 x 5 hours) ii. if written asignment is about 1200 words, SLT is 6 hours (1200/1000 x 5 hours)	-	-	5
Project assignment e.g., pre-recorded video, podcast, etc	1	4	5
Online oral examination e.g., interview, oral presentation, viva voce, etc	1	3	4
Online presentation e.g., final year project presentation, progress presentation, etc	1	3	4
Mutliple Choice Question (MCQ)	1	3	4
Online Quiz	1	1	2

RT: Real-time; NRT: Non real-time; SLT: Student Learning Time

 # Very Subjective: Depend to Domain Knowledge and Level of Assessment

Source : USM, 2020

Student Learning Time



Week	Guided Learning	Independent Learning	Assessment (Implementation & Preparation)
Week 1	3 Hours	Lump Sum (15 hours)	Done (Example: 10 hours)
Week 2	3 Hours		
Week 3	3 Hours		
Week 4	3 Hours		
Week 5	3 Hours		
Semester Break (During Covid-19)	**18 March 2020 – After Covid-19 Semester Break (New Academic Calendar)**		
Week 6 (In Time of Crisis)	Redesign the Scheme of Work (Balance – 27 hours) Suggestion • Remote Learning • Modular Based • By Course Outcomes • Understand learners	Redesign the Scheme of Work (Balance - 27 hours() Suggestions • SLT Combine with Guided learning	Redesign the Assessments (Balance - 26 hours) Suggestion • Alternative Assessment • Online Exam • Take Home Exam • Change Final Exam to Course Works/Project
Week 7 (In Time of Crisis)			
Week 8 (In Time of Crisis)			
Week 9 (In Time of Crisis)			
Week 10 (In Time of Crisis)			
Week 11 (In Time of Crisis)			
Week 12 (In Time of Crisis)			
Week 13 (In Time of Crisis)			
Week 14 (In Time of Crisis)			
Total (Sub)	42 hours	42 hours	36 hours
Total	120 hours (3 Credits)		

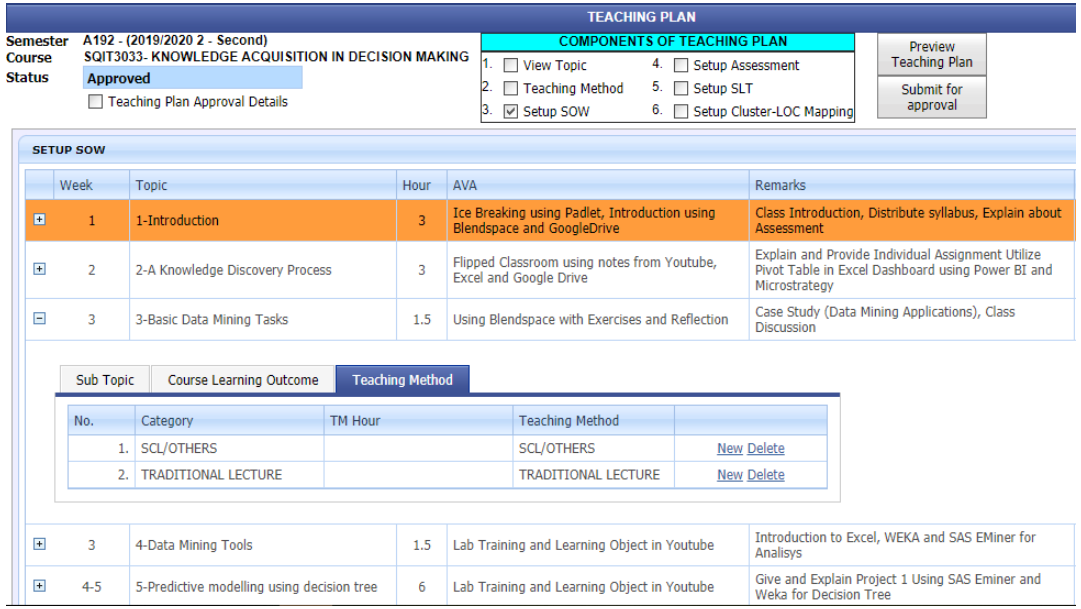
Scheme of Works

Scheme of work

A scheme of work is a plan that defines work to be done in the classroom. Involving learners in defining a scheme of work, whether for a short project or a long course, is an important step towards motivation and involvement.

Example
Before starting a project, a group works on defining a scheme of work for it.

In the classroom
Questions to ask learners for a scheme of work include:
What are your aims?
What do you want to produce?
Who is going to do what?
What resources do you need?
How long is it going to take?



TEACHING PLAN

Semester A192 - (2019/2020 2 - Second)
Course SQIT3033- KNOWLEDGE ACQUISITION IN DECISION MAKING
Status Approved
Teaching Plan Approval Details

COMPONENTS OF TEACHING PLAN
1. View Topic 4. Setup Assessment
2. Teaching Method 5. Setup SLT
3. Setup SOW 6. Setup Cluster-LOC Mapping

Preview Teaching Plan
Submit for approval

SETUP SOW

Week	Topic	Hour	AVA	Remarks
1	1-Introduction	3	Ice Breaking using Padlet, Introduction using Blendspace and GoogleDrive	Class Introduction, Distribute syllabus, Explain about Assessment
2	2-A Knowledge Discovery Process	3	Flipped Classroom using notes from Youtube, Excel and Google Drive	Explain and Provide Individual Assignment Utilize Pivot Table in Excel Dashboard using Power BI and Microstrategy
3	3-Basic Data Mining Tasks	1.5	Using Blendspace with Exercises and Reflection	Case Study (Data Mining Applications), Class Discussion

Sub Topic | Course Learning Outcome | Teaching Method

No.	Category	TM Hour	Teaching Method	
1.	SCL/OTHERS		SCL/OTHERS	New Delete
2.	TRADITIONAL LECTURE		TRADITIONAL LECTURE	New Delete

3	4-Data Mining Tools	1.5	Lab Training and Learning Object in Youtube	Introduction to Excel, WEKA and SAS EMiner for Analisys
4-5	5-Predictive modelling using decision tree	6	Lab Training and Learning Object in Youtube	Give and Explain Project 1 Using SAS Eminer and Weka for Decision Tree

SoW (Before Mid Semester Before 18 March 2020 – 6 Weeks– OBE)

SoW (A192 – After Mid Semester – Redesign Based on Current Scenario 27 April – 28 July 2020)

Template for SoW During Covid-19- Discussion

3 TYPES of Scheme of Work (T&L and Assessment)

- **Normal Students/Good Internet Access**
- **Moderate Students/ Moderate Internet Access**
- **Remote Students/ No Internet Access**

STUDENT LEARNING TIMES ???

Suggestion Method for T&L Delivery

Divide your lesson in modular form based on your remaining Course Learning Outcomes

COURSE LEARNING OUTCOMES	TOPICS	TOOLS & CREATIVE ACTIVITIES (Example of online delivery - if students are from category 1,2 & 3)
CLO1 (explain C2,A3) (LOC3c/communication)	1, 2	Kahoot, nearpod, Quizzes, mentimeter, Poll everywhere, Quiz via moodle – you ask or develop questions and students have a go at answering. Then from the statistics you would know which part needs attention – prepare for synchronous delivery if you need to (via Zoom, webex,) – JUST IN TIME
CLO2 (Analyse C4) (LOC2/critical thinking and problem solving)	3 4 5 6	Social science: Given a movie (search the ones in the youtube) ask students to analyse, Numeracy: Given a chart and details or case of world COVID-19 pandemic statistics, ask students to study the case and analyse
CLO3 (Design (C6, P7) (LOC3a/Practical)	7 8 9 etc	Given a project they need to design. Show their ability to justify their action and show how they can plan and execute the project until its success completion.(E.g: education – interactive online lesson, design – ergonomic chairs at home; engineering – based on what they observe in news design prototype that will benefit mankind in times of crisis)

	Course learning Outcome	Topics covered	SLT covered for topic		Delivery (online)	Assessment
FA	solve problems using major concepts like mediation, the notion of expert and novice, the concept of internalisation and zone of proximal of development and connect them to learning within the perspective of SCT in various contexts. (C3, A5) (social responsibility, social communication)	• Intro to socio-cultural theory • Vygotsky's works Collaborative learning	9 hours (of 42 hours)	Individual (mind map)	Provide reading materials. With guided questions for online discussion: Sample questions: 1. What are the distinct differences between the concept of 'scaffolding' and 'mediation' as gathered form your reading? 2. How would you illustrate the concept of novice vs expert based on your personal experience?	Lecturer's feedback Peer assessment Rubric (ability to solve problem) (Groups to exchange their analysis and report with other group)
				Group To use google doc To prepare analysis and report	Ask students to watch parts of movie entitled 'Dead Poet's Society' and ask them to identify the various concepts related to socio-cultural theory. Then solve the case given: *Why did the teacher decided to change his teaching method? What was the problem?How does his action help the students? Solve this in view of socio cultural theory. You can do this in group of three. Upon completing you can exchange with other groups to get feedback. Use the rubric given to provide your feedback.*	
SA			20 hours (watching, analysing, discussing, writing report)	Group To use google doc when analysing and reporti	Given the whole movie 'Hitchki" students in groups of three analyse the movie by using concepts on socio-cultural theory. *Elect a leader, you are to divide the sections of the movie for each member to analyse on how the teacher helped transform her students. For each of the section you need to solve and explain using concepts for socio-cultural theory the methods that the teacher used to change her students and provide your view how effective the method is and whether it is applicable in the Malaysian setting.*	Rubric CLO1 20%

FauziahAbdulRahim@2020

Redesign Scheme of Work (For Balance Weeks Only – After Semester Break) – For Discussion

SCHEME OF WORK (SEMESTER OBE) (A999)
COURSE : SCCA3013 STRATEGIC COMMUNICATION MANAGEMENT

WEEK / DATE / TOPIC NUMBER	TOPIC SUB-TOPIC	Course Learning Outcome	HOUR	TEACHING METHOD	AVA	REMARKS
1 & 2 10/02/2019 - 20/02/2019	1.0 Introduction 1.1 Definition of strategic communication 1.2 The importance of strategic communication	1) CLO1 – i. Identify the concepts and elements of strategic communication 2) CLO2 – ii. Distinguish elements of strategic communication management from various contexts	6.00	Category 1: i) xxxxxxx Category 2: i) xxxxxxx Category 3: i) xxxxxxx	Category 1: i) xxxxxxx Category 2: i) xxxxxxx Category 3: i) xxxxxxx	
3 24/02/2019 - 28/02/2019	2.0 Elements of strategic communication 2.3 Communication Design 2.3.1 Sender/ Keyspoke person 2.3.2 Channel 2.3.3 Message 2.3.4 Time-frame 2.3.5 Safety Valve 2.1 Context and situation and its influences 2.2 Receiver/ audiences	1) CLO1 – i. Identify the concepts and elements of strategic communication 2) CLO2 – ii. Distinguish elements of strategic communication management from various contexts	3.00	1) TRADITIONAL LECTURE 2) STUDENT CENTERED LEARNING/OTHERS 3) ONLINE LEARNING	articles and white board	

Source: Jawatan Kuasa Global Online Learning UUM

Redesign Assessment (For Balance Weeks Only – After Semester Break)- For Discussion

ORIGINAL

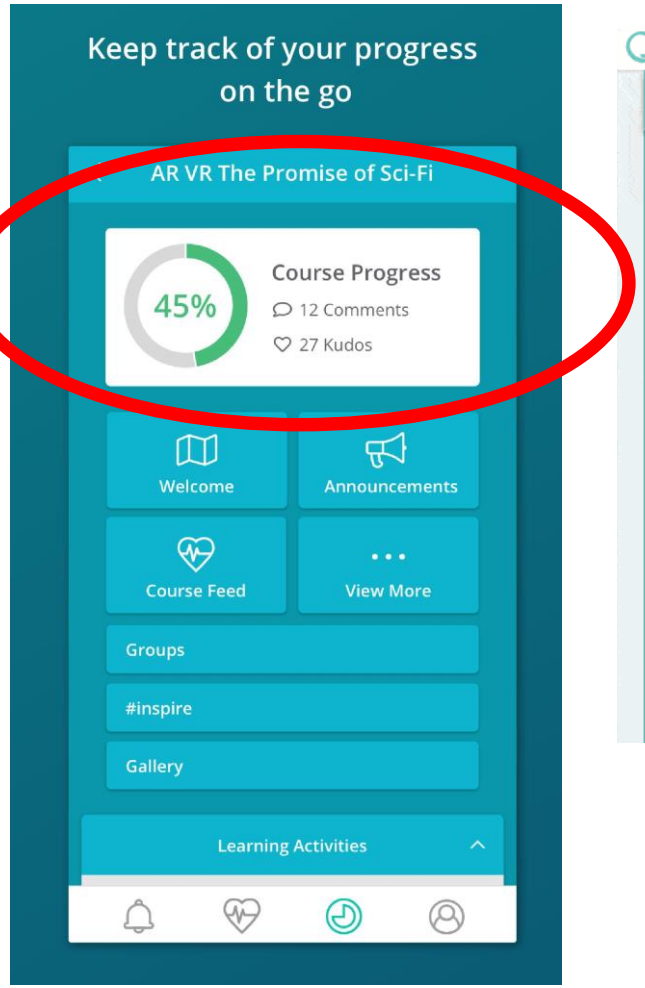
Course Learning Outcome	ASSESSMENT														
	FINAL EXAM			Group Assignment			Individual Assignme			Online Assignment			Total		
	Mark	LOC	W (%)	Mark	LOC	W (%)	Mark	LOC	W (%)	Mark	LOC	W (%)	W(%)		
CLO1	60.00	LOC1	20.00	0.00		0.00	0.00		0.00	0.00		0.00	20.00		
CLO2	60.00	LOC3a	20.00	0.00		0.00	0.00		0.00	0.00		0.00	20.00		
CLO3	0.00		0.00	0.00		0.00	20.00	LOC3d	20.00	0.00		0.00	20.00		
CLO4	0.00		0.00	30.00	LOC2	30.00	0.00		0.00	10.00	LOC2	10.00	40.00		
Total	100.00		40.00	30.00		30.00	20.00		20.00	10.00		10.00	100.00		

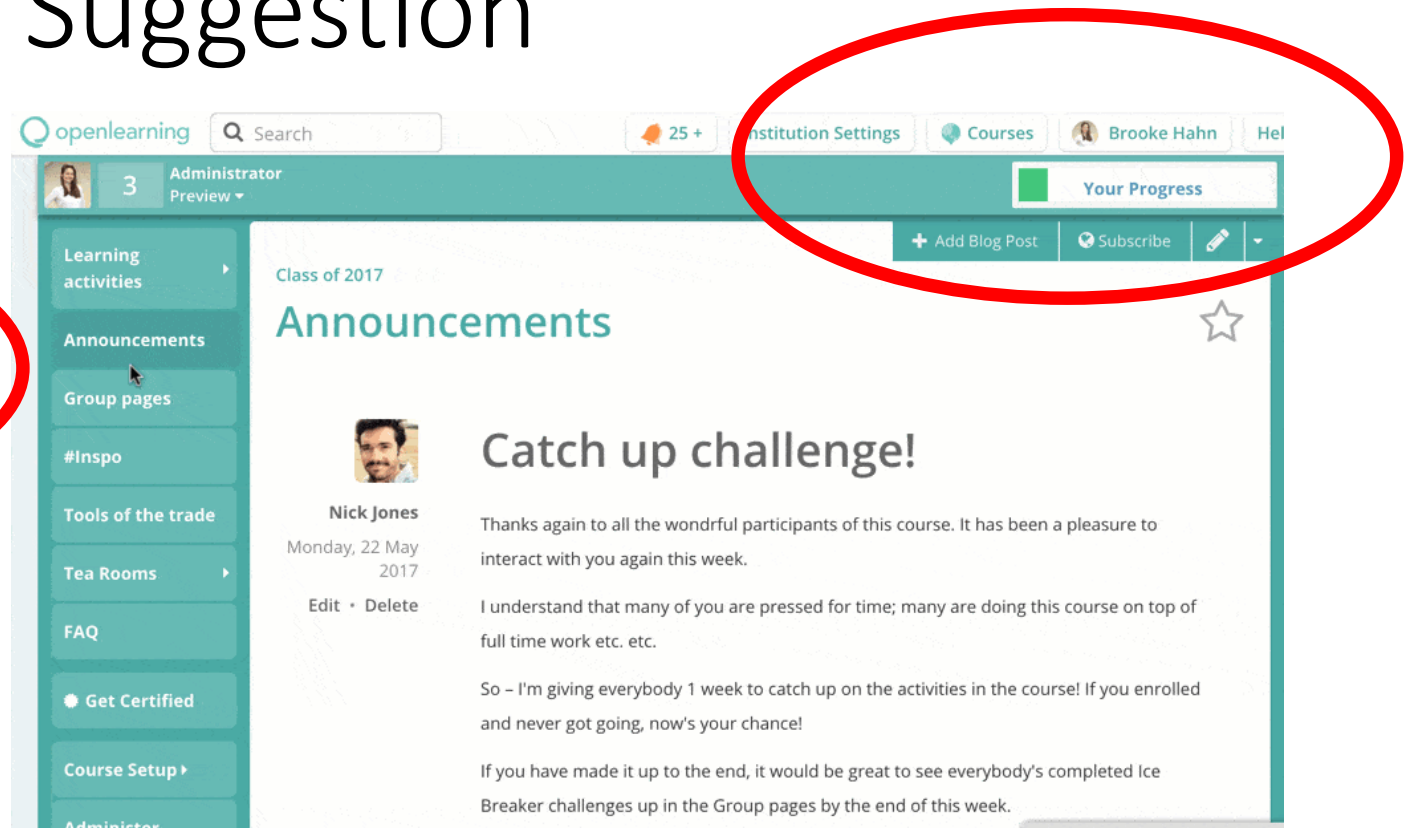
REVISED

Course Learning Outcome	ASSSSMENT															
	QUIZ 1			QUIZ 2			GROUP ASSIGNMENT			INDIVIDUAL ASSIGNMENT			ONLINE ASSIGNMENT			TOTAL
	Mark	LOC	W (%)	Mark	LOC	W (%)	Mark	LOC	W (%)	Mark	LOC	W (%)	Mark	LOC	W (%)	W(%)
CLO1	30.00	LOC1	20.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00		0.00	20.00
CLO2	0.00		0.00	30.00	LOC1	20.00	0.00		0.00	0.00		0.00	0.00		0.00	20.00
CLO3	0.00		0.00	0.00		0.00	0.00		0.00	20.00	LOC3 d	20.00	0.00		0.00	20.00
CLO4	0.00		0.00	0.00		0.00	30.00	LOC2	30.00	0.00		0.00	10.00	LOC2	10.00	40.00
TOTAL							**30.00**						**10.00**		**10.00**	**100.00**

Source: Jawatan Kuasa Global Online Learning UUM

Attendance - Suggestion





FAQ
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- Thank You -

04 - 928 4697 utlc@uum.edu.my www.UTLC.uum.edu.my