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NOV
2020

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AIU BLENDED LEARNING
GUIDELINES

TABLE OF CONTENT

SECTION	ITEM	PAGE
PRELIMINARY	Preamble	i
	Preface from YBhg. Prof. Dato' Dr. Abd. Aziz Tajuddin, Vice Chancellor and President	ii
1	1. BLENDED LEARNING DELIVERY	
	1.1 Blended Learning Implementation	1
	1.2 Student Learning Time (SLT)	2
	1.3 Online Instruction	2
	1.4 Synchronous Instruction	3
	1.5 Asynchronous Instruction	4
	1.6 Attendance Record	4
2	2. ASSESSMENT IN A BLENDED LEARNING ENVIRONMENT	
	2.1 Continuous Assessment (Formative Assessment)	5
	2.2 Final Assessment (Summative Assessment)	6
	2.3 Online Assessment Platform	6
	2.4 Assessment Weightages and Course Learning Outcomes (CLOs)	7
	2.5. Reliability and Validity of Alternative Assessments	8
	2.6 Communicating Instructions for Alternative Assessments	9
	REFERENCES	10
	APPENDIX	11

PRELIMINARY

Preamble

These regulations shall be the main policies that regulate the blended learning of the Albukhary International University (AIU). This document outlines comprehensive online teaching and learning approaches for Higher Education Institutions to achieve the goals and objectives set by the Malaysian Higher Education.

The purpose of this Online Teaching and Learning Guideline is to assist all AIU academic staff, students and all other stakeholders in implementing online teaching and learning efficiently.

Finally, the document is published to all staff and students of AIU for reading and adhering to the guidelines, as well as to manage, supervise and administer the academic affairs to ensure the quality and standard of the academic programmes at AIU.

The AIU handbook for blended learning has been developed by a Committee of the University consist of the academics and administrators, comprises of the following members: -

1. Professor Dr. Mohd. Shakir Md. Saat
2. Mr. Ildefonso Halipa
3. Dr. Kamalesh Ravesangar
4. Mr. Nidhoil Mohamed Ibrahim



ALBUKHARY INTERNATIONAL UNIVERSITY

BLENDED LEARNING HANDBOOK

**PREFACE FROM YBHG. PROF. DATO' DR. ABD. AZIZ TAJUDDIN.
VICE CHANCELLOR AND PRESIDENT OF
ALBUKHARY INTERNATIONAL UNIVERSITY**

Albukhary International University (AIU) aspires to transform itself into a digitally connected campus that is benefiting students, academics, staff and surrounding communities. Align with this aspiration, AIU will develop into a modern campus that boasts enhanced student learning and quality of life, lower operating costs, greater security and safety, improved environmental sustainability and many other benefits.

Emerging Technology Usage in Education is one of the six (6) University's Strategic Shifts. This shift focuses on three (3) main strategies with the aim to improve support for the smart-learning ecosystem, establish and gain global prominence in Social Business through smart learning platforms.

In order to achieve this aspiration, AIU has produced a Blended Learning Handbook. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

The face-to-face learning works well, nonetheless there is a lot of room for further improvement. Therefore, to accelerate the learning process at a much faster rate, this year the University decided to go deeper with the emerging technologies of blended learning.

It is hoped this Blended Learning Handbook would open the eyes of the students as to the importance of learning efficiently either face-to-face or online learning. It is AIU's sincere wish that the students will refer to this guide during the period of their association with the University, in the quest to advance themselves as representatives of unique, holistic, adaptable, balanced, well-rounded, and life-ready graduates.

Professor Dato' Dr. Abd Aziz Bin Tajuddin, FASc, FIPM
Vice Chancellor and President
Albukhary International University

1. Blended Learning Delivery.

1.1. Blended Learning Implementation.

1.1.1. Lecturers can choose any of the following blended learning models to adapt: -

- Face-to-Face Driver: A teacher in a classroom instructional setting uses online learning for remediation or supplemental instruction.
- Rotation: Students move back and forth between online and classroom instruction.
- Flex: The curriculum is delivered primarily through an online platform, with teachers providing onsite support.
- Online Lab: An online course is delivered in a physical classroom or computer lab.
- Online Driver: Courses are primarily online and physical facilities are used only for extracurricular activities, required check-ins, or similar functions.

1.1.2. Lecturers can as well choose from any of the following ways to implement the online component of a blended learning course:-

- By hours in week: In a traditional course, the face-to-face instruction will be reduced with the rest of the hours converted to guided online learning.
- By weeks: Online learning is designed according to the weeks in the semester.
- By alternate weeks: Online learning is designed into alternate weeks.
- By topics: Topics are chosen to be taught online and the hours are estimated based on the length and depth of the topics.
- By tasks: Tasks are chosen to be completed online rather than in-class. The estimated time to complete is calculated equivalent to student learning time in class.
- Case by case: Technology is integrated into the classroom. Students are assigned technology related tasks (the present F2F hours are maintained).

1.1.3. The lecturers can utilize other models of blended learning as long as the instruction and learning tasks are carefully designed and student learning time calculated to meet the credit hour requirement.

1.2. Student Learning Time (SLT).

1.2.1. The Student Learning Time (SLT) should be reviewed since a high percentage of SLT shall be allocated for self-learning. Extra time should be designated for non-face-to-face activities to ensure the CLOs are achieved.

1.2.2. All changes to the SLT MUST be reflected in the updated Blended Learning Plan (Appendix A). This is to assist in ensuring that at least 70%-80% of planned activities have been conducted.

1.2.3. The following calculation illustrates the SLT calculation for several online interactions (based on e-Learning Guidelines for Malaysians Higher Education Institutions, 2014): -

- The time spent in Google Meet for synchronous live interaction is equivalent to face-to-face meetings.
- Screen time for presentation materials such as PowerPoint, Google slides and Prezi is generally calculated according to the number of slides based on the average time between 3–5 minutes per slide. One slide is considered as one screen time. A 10-slide presentation is equivalent to 50 minutes SLT.
- Run-time for multimedia materials like pre-recorded videos and audio is measured based on the length and the estimation of multiple viewings of the materials. Viewing and 8-minute video twice is equivalent to 16 minutes SLT.
- Consumption of reading materials is measured by the number of minutes a student spends reading a single space A4 size paper written article. Lecturers should make a reasonable estimation based on the average of 10 minutes per page. Reading a 10-page article (assuming that one page has around 500 words) is equal to 100 minutes SLT.
- Time spent for instructional activities; lecturers should make a reasonable estimation on the length of time incurred to finish the task. This comprises activities such as online collaboration, group discussion/work, and answering worksheets. Time estimation should be similar to face-to-face interaction, a 20-minute online group discussion is equal to 20 minutes SLT.

1.3. Online Instruction.

1.3.1. Moving conventional teaching and learning practice into an online delivery must be done taking into consideration both the opportunities and drawbacks of the online medium. Lecturers are encouraged to consider including students in designing the best

delivery methods to ensure effective, engaging and meaningful learning experience for them.

- 1.3.2. There are numerous resources on the web to help you design and execute blended learning delivery.
- 1.3.3. It is important for the lecturers to inform the students about the scheduling of activities beforehand to ensure an efficient teaching and learning delivery. Students should be informed about:
 - teaching and learning activities that will be done and important dates to be followed;
 - types of assessment and detailed weightage for each assessment; and
 - duration and scheduling of synchronous type of assessment.
- 1.3.4. Delivery of instruction can be done in two ways: synchronous or asynchronous learning interactions.
- 1.3.5. Lecturers are advised to host a minimum of 3 synchronous learning interactions in one semester; preferably at the beginning of; middle of; and before the end of semester.
- 1.3.6. For each of the remaining weeks, lecturers are encouraged to prepare 3 components: -
 - Presentation of online content (i.e. learning materials) – in various forms e.g. online (live) lectures, pre-recorded presentations, YouTube videos, links to web pages related to topic of learning, etc.
 - Learners' activities – minimum of 1 activity per topic; and
 - Assessment – minimum of 1 assessment per topic.

1.4. Synchronous Instruction.

- 1.4.1. Synchronous learning refers to teaching and learning that occur in real time i.e. both learner and instructor are physically or virtually present at the same time, but not in the same place.
- 1.4.2. Strategies may include:
 - Conduct live online lectures; and/or
 - Invite guest speaker(s) to the online session.
- 1.4.3. Tools: Teaching can be delivered using synchronous media applications such as Google Meets, YouTube Live Stream,

Facebook Live video, Skype for Business or other web conferencing tools.

1.4.4. Get the students to actively participate in the session by encouraging them to: -

- Write ideas, comments, sharing resources using the chat box;
- Sharing ideas and comments verbally; and/or
- Present their works to everyone in class using the screen sharing feature.

1.5. Asynchronous Instruction

1.5.1. Asynchronous learning refers to teaching and learning that occur not in real time. It can occur not only in different locations, but also at different times.

1.5.2. Strategies may include:

- Pre-recorded lectures;
- Screen casting i.e. video recording of your computer screens; and/or
- Slide casting i.e. audio podcasts that are combined with slideshow.

1.5.3. Tools: Various tools are available such as Google Slides, Desmos, Microsoft PowerPoint, Loom screen recorder, Screencast-o-matic, Adobe Captivate, and Camtasia Studio.

1.6. Attendance Record

1.6.1. Attendance refers to students' participation in online class activities.

1.6.2. Lecturers are required to record students' attendance throughout the semester.

1.6.3. Various strategies can be used, including:

- Screen capture students who are present during the online (live) classes;
- Count the number of students who logged in the online (live) classes;
- Check the electronic timestamp of students' online activities, including but not limited to:
 - submission of assignments, homework, lab reports, exit tickets, etc.
 - participation in online discussions, forums, chats, etc.

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

2. Assessment in a Blended Learning Environment

2.1. Continuous Assessment (Formative Assessment)

Formative assessment refers to any form of assessment, such as quizzes, tests, essays, projects, interviews, or presentations, in which the goal is to give students feedback about their work while it is in progress, to help students correct errors or missteps, or to improve the work along the way to the final product.

- 2.1.1. Formative assessment: weekly quizzes, tests, projects, presentations, individual assignments, group assignments.
- 2.1.2. Formative assessments could be conducted commencing Week 2 to the end of the Semester.
- 2.1.3. Lecturers are to refer to the Course Outline and study guide to plan the assessments.
- 2.1.4. The lecturers or Programme Coordinators need to ascertain the deadlines for assessments are well planned and not intensive towards the end of the semester.
- 2.1.5. Lecturers are required to ensure that the number and complexity of tasks given go along with the course credit load and the Student Learning Time (SLT).
- 2.1.6. If the number of students is very huge, lecturers can choose to conduct online assessments with small groups of students. However, lecturers must ensure that the assessments carried out within different groups are fair and equal.
- 2.1.7. Marking schemes and rubrics must be prepared.
- 2.1.8. Lecturers should provide feedback on students' achievements, comments, or grades within a reasonable period.

2.2. Final Assessment (Summative Assessment).

Summative assessments evaluate student learning, knowledge, proficiency, or success after an instructional period, as a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted.

2.2.1. Courses with a final examination assessment are highly encouraged to be replaced with non-face-to-face and summative assessments or coursework.

2.2.2. The dates of these converted assessments are not tied to the final examination dates stated in the University academic calendar. They may be conducted at any time at the end of the semester.

2.2.3. The alternative summative assessment must be mapped to the same CLO(s), as the originally planned final examination.

2.2.4. These alternative summative assessments must be vetted to ensure the cross-mapping with the CLO(s).

2.3. Online Assessment Platform

2.3.1. The official online face-to-face final examination (or equivalent assessments) platform is Google Classroom.

2.3.2. Other alternative assessment platforms could be considered, especially those that can be linked to Google Classroom such as EdPuzzle.

2.3.3. Video and online presentation assessments are to be done via Google Products such as Google Meet and Google Hangout.

2.3.4. Students are advised to submit Google related documents such as Google Doc and Google dashboard for presentations.

2.3.5. Recommendations

For confidentiality and security purposes, it is recommend that the university to consider the following: -

- Utilizing well-known LMS.
- Considering a highly secured exam platform such as Exam.net, (VLEs), such as Moodle and Blackboard, and Moodle Quiz.

2.3.6. Online Assessment-based alternatives

An online assessment could be conducted in different forms:

- Open online exam, Open Book Text that could last for 24 hours, the longest duration allowed for students with a low internet connection.
- Multiple Choice Questions (MCQs) using Moodle Quiz and Stack
- Portfolios
- Reflective journals
- Group / Collaborative assignments
- Presentations / Performances
- Video documentary assignment
- Blog
- Group work Assignments
- Video / Audio recordings, podcasts

2.4. Assessment Weightages and Course Learning Outcomes (CLOs).

2.4.1. The original weightage for continuous assessment and for final examination as listed in the modules course outline should be retained and not changed. For instance:

Weightage	Continuous Assessment	Final Summative Assessment
Original Weightage	Continuous Assessment 70%	Final Examination 30%
Alternative Weightage*	Continuous Assessment 70%	Alternative Summative Assessment 30%

**Alternative assessment weightages = Original assessment weightages*

2.4.2. The original alignment between assessments and course learning outcomes (CLOs) should also be retained and not changed. Below is an example of how alternative assessments can be "mapped" to the similar CLOs based on the originally planned assessments.

	Original Assessment	Alternative Assessment	Original CLO	Alternative CLO*
Continuous Assessment	Quiz (completed before MCO)	-	CLO1	-
	Mid-Semeseter Test	Online Quiz 1	CLO1	CLO1
	Fieldwork	Journal Online Review	CLO2, CLO3	CLO2, CLO3
	In-Class Presentation	Pre-Recorded Slides	CLO2	CLO2
Summative Assessment	Final Examination	Final Project	CLO1, CLO3	CLO1,CLO3

**Alternative assessment to CLO alignment = Original assessment to CLO alignment*

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

Course Learning Outcomes (CLO's)	Original Assessment	Alternative Assessment
CLO1	Quiz	
	Midsem Test	Online Quiz
	Final Examination	Final Project
CLO2	Fieldwork	Journal Online Review
	In-Class Presentation	Pre-Recorded Slides
CLO3	Fieldwork	Journal Online Review
	Final Examination	Final Project

***Alternative assessment to CLO alignment** = Original assessment to CLO alignment

2.5. Reliability and Validity of Alternative Assessments

2.5.1. It is important that the new method of assessment should meet the following criteria when designing an alternative assessment as stated below: -

- The alternative assessments should have the similar weightage and CLO as the originally planned assessment.
- The assessments should also be relevant and related to the specific knowledge or skill that is being assessed whilst preserving the taxonomy level.

2.5.2. Vetting and moderation processes should be implemented in order to ensure the validity and reliability of the Final Summative Assessment (Final exam or alternative assessment). The Vetting Committee should make sure that the assessment methods and questions are effectively mapped to the CLOs and meets the relevant taxonomy level.

2.5.3. Verification that the methods and questions have been vetted can be recorded using existing templates/forms developed by the school. All School Deans and Programme Heads must ensure that the vetting/moderation record also includes the verification of questions applicable to CLOs with marking schemes and/or rubrics.

2.5.4. All documents related to the vetting process are CONFIDENTIAL. The School Deans and Programme Heads must ensure that all documents are only approachable to members of the Vetting Committee. The conveyance of all documents constituted as

CONFIDENTIAL online must use passwords or by invitation. Lecturers must ensure confidentiality to prevent any leakage of questions and answers.

2.6. Communicating Instructions for Alternative Assessments

- 2.6.1. Keep in mind that students will be even less familiar with alternative online assessments than their lecturers. It is essential to guide the students through the new assessment method.
- 2.6.2. Provide students (via Google Classroom) an updated teaching schedule which can be used to inform the students.
- 2.6.3. Ensure to provide clear instructions through writing and in video/audio recording where possible.
- 2.6.4. Set a platform or time for students to communicate with lecturers to clarify and answer students' questions about the assessment based on asynchronous assessments.
- 2.6.5. Lecturers should be available throughout the overall assessment time, For synchronous online assessments, as well as 10 minutes before and after the assessment. The availability is important for troubleshooting technical issues and any confusions that may arise. Online presence can also be a deterrent against cheating.
- 2.6.6. It is essential to conduct a trial run or mock exam with the students during synchronous online assessment (e.g. a real-time online exam). This will help both the lecturer and the students to become familiar with the assessment platform as well as the question and-answer format as it appears on screen. More importantly, problems and bugs can be identified and settled before the actual assessment takes place. Lecturers can make the mock assessment as a compulsory prerequisite for students to be allowed to take the actual assessment.

REFERENCES

The blended learning guideline used the following as a reference in establishing this document: -

- AIU 5-Year Strategic Plan 2020
- e-Learning Guidelines for Malaysians Higher Education Institutions, 2014
- *Panduan Pengendalian Program Pendidikan Tinggi Semasa Dan Pasca Perintah Kawalan Pergerakan COVID-19 (MQA);*
- University Malaya Online Teaching and Learning Guideline During COVID-19 Pandemic.

Appendix A. Blended Learning Plan



ALBUKHARY INTERNATIONAL UNIVERSITY

BLENDED LEARNING PLAN

Programme:

Course:

Semester:

Academic Session:

Lecturer:

Week	Topics	Learning Outcomes	Student Learning Time	Synchronous Instruction			Asynchronous Instruction			Independent Learning			Total SLT
				Activity	Estimated SLT	Computed SLT	Activity	Estimated SLT	Computed SLT	Activity	Estimated SLT	Computed SLT	
			Total	0									0



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PUBLISHED BY:

ADMISSION AND ACADEMIC MANAGEMENT DEPARTMENT (AAMD)

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