Advancing Teaching and learning at OUM

by
Prof. Dr Shaari A. Hamid
Deputy Vice President
Institute of Teaching and Learning Advancement (ITLA)
About ITLA

- Established on August 16, 2010
- Mission: Promoting continuing enhanced student learning
- A consolidation of CTLA, CAPL, and CTMD
- Currently, organised into four units:
  1. Programme Delivery
  2. E-Learning
  3. Course Accreditation, and
  4. Course Assessment
ITLA STRUCTURE

DEPUTY VICE PRESIDENT
PROF. DR. SHAARI A. HAMID

PROGRAMME DELIVERY
Siti Farina Sheikh Mohamed
(HEAD)

E-LEARNING
Assoc. Prof. Dr. Safiah Md. Yusof
(HEAD)

COURSE ASSESSMENT
Dr. Tee Keng Kok
(HEAD)

COURSE ACCREDITATION
Lilian Kek Siew Yick
(HEAD)

RECRUITMENT
Norita Lebai Hassan
(Team Leader)
- Anizol Adik
- Mohd Firdaus Mohd Ali
- Shafrizan Sukri

TRAINING & DEVELOPMENT
Suriya Ab Majid
(Team Leader)
- Amalia Fadhilina Ahmad

MONITORING
Mohd Syalazi Aris
(Team Leader)
- Mohd Ridhwan Zulkifli

INFO. SYSTEM
Norjahan F.K Naysir
(Team Leader)
- Normasita Abd Samad

BUDGET COORDINATOR & SPECIAL FUNCTION
Harvinder Kaur a/p Dharam Singh
Main Functions of ITLA

1. Programme Delivery
2. e-Learning
3. Course Accreditation
4. Course Assessment
Programme Delivery

• Oversees F2F learning with respect to tutors and tutorials
• Handles F2F tutor management related functions:
  • providing training and materials for new tutors
  • conducting workshops for existing ones
  • monitoring the tutoring sessions
• Facilitation of online community amongst the F2F tutors
• Conduct activities to ensure improvement in the teaching and learning practices to ascertain learners receive quality learning
e-Learning

• Oversees all aspects of online learning at OUM related to online facilitation, resources, and online support
• Handles management of online tutors (e-tutors) and courses offered fully online
• Provides training in managing and conducting forum discussion boards
• Monitors e-tutors and conducts evaluations on e-tutors
• Provides support and continued development to e-tutors via an online community area (e-Tutors Community)
• Handles OUM’s:
  • online learners support centres
  • The Mathematics Resource Centre (MRC)
  • electronic gateway to English resources (e-GATE)
Course Accreditation

An Assessment Centre for the purpose of **Flexible Entry** and the award of **Course Credits**

**Flexibility Entry**
- Assesses candidates’ readiness to pursue education at the university level using lower entry requirements

**Streamlining the two modes of Course Credits**
- Credit Transfer and
- Accreditation of Prior Experiential Learning (APEL)
Assessment

• Assesses and assures the quality of assessment to improve student learning by the questions for examinations and assignments are of high quality

• Offers various blend of assessment modes offered to the faculties

• Subject matter experts (SMEs) can select the appropriate mode based on the learning outcomes of their respective courses
Certification
• Different levels of achievement among learners, selection of students for advanced programmes, employment

Student learning
• Promoting learning, changes in teaching strategies
# Purposes of Assessment 2/2

<table>
<thead>
<tr>
<th>Quality Assurance</th>
<th>Lifelong Learning Capacity</th>
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<tbody>
<tr>
<td>• Providing evidence to various stockholders to judge the appropriateness of standards on the programme</td>
<td>• Encouraging learners to develop ‘knowledge, skills and predisposition to underpin lifelong learning</td>
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</table>


Principles of Assessment 1/3

Validity
Measuring what they are supposed to measure

Reliability
Generating comparable marks across time, graders and methods

Effectiveness
Designed to encourage good quality, deep approaches to learning

Comparability and Consistency
Summative assessment requirements of awards of the same level across programmes and faculties and collaborations
Principles of Assessment 2/3

**Equity**
Learners enjoy equal opportunity to effectively demonstrate their learning

**Practicability**
Practicable for both staff and learners in terms of the time needed for completion and grading

**Transparency**
Information on assessment should be clear, accurate, consistent, and accessible to all staff, learners, tutors and external examiners

**Attribution**
Clear evidence that the tasks had been done by the candidates
How Do We Fare?

- Irreconcilable Differences in Pattern of Performances
- Absence of Pedagogical Relationship between Learning Outcome and Marks Awarded for OLP
- Intervention to Normalise Grade Distribution
- Variability of Marks in Remarking
# TENTATIVE REVISED ASSESSMENTS

## Components & Weights

<table>
<thead>
<tr>
<th>Blend</th>
<th>Lab Report</th>
<th>Assignment</th>
<th>Mid-sem Exam</th>
<th>Final</th>
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Assignments

- Form: Authentic assignments
- Use of standards, criteria and rubrics in dispensing, grading, and feedback to learners
- Online centralised submission
- Centralised grading by SME with group hands-on training
- Similarity check to detect plagiarism and collusion
- Timely Feedback.
SIMILARITY REPORT – JANUARY 2011

PERCENTAGE OF SIMILARITIES BY FACULTY
Mid-term

MCQ as one important element of assessment tool, either mid-term exam or Section A of final exam

Pegged to taxonomy of learning in the ratio of 5:3:2
## Final

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<th>Components</th>
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<tr>
<td>2-hr final</td>
<td>Type of Answers: MCQ, 20 items, 40% coverage Level of Learning: TOS 5:3:2 Approx Ans Time: 40 mins.</td>
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<td>3-hr final</td>
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<td>Mid-sem</td>
<td>Section A Type of Answers: Essays Level of Learning: Application &amp; Analysis Length of Answers: 2 – 3 pp, A4 Approx Ans Time: 100 mins</td>
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<tr>
<td>Section A</td>
<td>Section B Type of Answers: Essays Level of Learning: Evaluation &amp; Synthesis Length of Answers: 2 – 3 pp, A4 Approx Ans Time: 40 mins</td>
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<td>Section B</td>
<td>Section C</td>
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## Assessment Format: All Faculties

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Thank you
from ITLA