



1st ONLINE TEACHING
ENHANCEMENT AND LEARNING
INNOVATION CARNIVAL (eTeLIC)
BOOK SERIES

EMBRACING NEW NORMS
WITH ASYNCHRONOUS
ONLINE LEARNING





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Editors:

WAN AB AZIZ WAN DAUD
MOHAMAD NAJMI MASRI
AHMAD ZAKI AMIRUDDIN

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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Online Teaching Enhancement And Learning Innovation Carnival (1st : 2021 : Online)

1st ONLINE TEACHING ENHANCEMENT AND LEARNING INNOVATION
CARNIVAL (eTeLIC) BOOK SERIES : EMBRACING NEW NORMS WITH
ASYNCHRONOUS ONLINE LEARNING / Editors: WAN AD AZIZ WAN DAUD,
MOHAMAD NAJMI MASRI, AHMAD ZAKI AMIRUDDIN.

ISBN 978-967-2912-76-7

1. Educational innovations--Malaysia.
2. Web-based instruction--Malaysia.
3. Educational technology--Malaysia.
4. Government publications--Malaysia.

I. Wan Ab Aziz Wan Daud, 1989-. II. Mohamad Najmi Masri, 1984-. III- Ahmad Zaki
Amiruddin, 1984-. IV. Title.

370.9595

Executive Producer: Azman Hashim. Copy Editor: Amirul Firdaus Zilah, Raihana
Sulaiman. Acquisition Editor: Siti Asma Mohd Rozid. Art Director: Yusroyka Karim.
Designer: Fatimah Ilias. Technical Assistant: Mohd Suhairi Mohamad.

Published by:

UMK Press

Universiti Malaysia Kelantan

Office of Library and Knowledge Management

16300 Bachok, Kelantan

(Member of Malaysian Scholarly Publishing Council (MAPIM))

(Member of Malaysian Book Publishers Association (MABOPA))

Membership Number : 201903)

Printed by:

Reka Cetak Sdn Bhd

No 12 & 14, Jalan Jemuju Empat 16/13D,

Seksyen 16, 40200 Shah Alam,

Selangor

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FROM BLENDED LEARNING TO ONLINE LEARNING: A JAVA PROGRAMMING COURSE CASE STUDY

Subject Area

Java Programming

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Issues

<Issues faced before innovation was introduced>

Before the innovation was introduced, interactions occur more frequently in classroom instead of online in blended learning. The online component of blended learning tends to focus more on passive activities such as downloading online lecture notes or as a tool to select members for group projects. Even with full online learning, recorded lecture videos are still passive learning for the students. Without face-to-face interaction, how far do the students understand after watching the videos remain unknown and to wait till after the students have taken the test, it will be too late to help the students. Furthermore, one-way learning can be boring and students might lose interest after watching one or two videos, which we do not want in full online learning. In addition, not all online learning activities are suitable to assist students to learn programming.

Innovation / Intervention

The innovation that had been conducted for our Java programming course is a mixture of asynchronous interactive online learning: H5P interactive videos, interactive lesson, online discussions and an-hour face-to-face online lecture. To ensure students' understanding, questions are placed at different points in our H5P interactive videos, creating interaction while listening to the lectures. The interactive lesson provided students a step-by-step guide to programming. This lesson was designed to be followed by questions to ensure that the students have explored the steps. Online discussions were created every week so that students are aware that their lecturers are there for them.