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INNOVATING EDUCATION FOR A BETTER TOMORROW

INTERNATIONAL UNIVERSITY CARNIVAL ON E-LEARNING (IUCEL)
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Preface

by the Editors

Centre for Academic Development (CADE) Universiti Putra Malaysia had the privilege and honour of organising the International University Carnival on E-Learning 2022 (IUCEL2022) in collaboration with the Ministry of Higher Education Malaysia (MoHE). The event was supported by the Department of Higher Education, MoHE and the Public University e-Learning Council (MEIPTA). IUCEL2022 which was organized virtually on Gather, a metaverse platform from 28th to 30th June 2022, has marked UPM's capabilities to unearth the talents of 294 e-learning innovators representing 38 institutions from 10 countries (Malaysia, Germany, China, South Korea, Jordan, Iraq, Singapore, Philipines, Indonesia and Myanmar). IUCEL2022 was successful in providing a platform for educators to facilitate the dissemination and sharing of their innovation on e-learning which are aptly reflected through the papers presented in this e-proceedings.

We invited all presenters of IUCEL2022 to submit their extended abstract in June 2022. The selection of 163 articles from diverse disciplines was then concluded in September 2022. All papers were subjected to substantial peer review to ensure their originality, significance and impact on higher education..As a result, we are confident that this e-proceedings will be of interest to a diverse readership.

The theme of IUCEL 2022 inspired the title of this e-proceedings, "Innovating Education for a Better Tomorrow". We would like to take this opportunity to thank Professor Dr. Ismi Arif Ismail, the Advisor of IUCEL2022 as well as Associate Professor Dr. Wan Marzuki Wan Jaafar, the Chairman of IUCEL2022, for their vision and exceptional leadership in making the event a reality. We would also want to express our profound gratitude to all authors (as well the reviewers) who put in immense effort to contribute to these e-proceedings.

Finally, we would like to put on record our gratitude to all staff members at CADE, who made IUCEL2022 a resounding success.

Blended Learning to Remote Learning: The Role of Self-Directed Assessment

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Abstract

Online learning (OL) has become second nature in our current education arena. The unprecedented COVID-19 pandemic has expedited the evolution of OL. At the turn of the century Blended Learning (BL) emerged from the traditional electronic Learning. Today BL has evolved to Remote Learning (RL). Instructional Design is crucial for dissemination of knowledge not only in Face-to-Face Teaching and Learning mode but also in RL. The objective of this endeavour is to empower learners with meaningful RL experience. In order to achieve this, a meticulously planned Online Instructional Design (OID) was used among learners of MDU1023 at Faculty of Medicine & Health Sciences, University Malaysia Sarawak. Pertinent components of the learning process were used in this OID for MDU1023. This OID consists of Micro Learning, Personalised Learning and Accessible Assessment. For the component of Accessible Assessment, Self-Directed Assessment (SDA) were made available for learners of MDU1023. SDA is a compilation of questions in a database with careful annotation and curation relevant to the learning outcome of the course. The access to SDA was via Moodle platform known as electronic Learning Enrichment & Advancement Platform (eLEAP). Learners' perception of the OID used, were gauged via google-form-questionnaire. The psychometric response scale looked at respondents' level of agreement using 5-point Likert-scale. Ninety-five percent (N=74) response rate were obtained from potential 77 learners. Sixty-eight percent of the respondents were female. Unanimous positive feedbacks were received on all aspects of the three pertinent features of the OID. Each pertinent features of the OID had 5 items tested. The positive feedback ranged from 62.16% till 83.78% for Micro Learning, 71.62% till 90.54% for Personalized Learning and 72.97% till 79.73% for Accessible Assessment. Respondents reported in an open-ended question that the online educational engagement and eLEAP technologies used created a path for impactful learning experience. The customised Moodle app allowed the tracking of learning process indicating learning taking place positively. Therefore, this is an evident that well-planned OID in eLEAP facilitates and creates meaningful RL experience for learners. A lesson can be taken from this if we revert to normal BL post pandemic.

Keywords: Self-Directed Assessment, Formative Assessment, Remote Learning, Meaningful Learning, UNIMAS, eLEAP

Background of the Research/ Innovation/ Invention/ Design

The COVID-19 pandemic has been the impetus for the sudden metamorphosis of Blended Learning into Remote Learning (RL). The declaration of Novel Coronavirus (COVID-19) as a worldwide pandemic (Bahaeldin, 2020) has led to the Movement Control Order (MCO) in Malaysia (Bunyan, 2020; Jun, 2020; Sukumaran, 2020; Tang, 2022). The MCO forced Teaching and