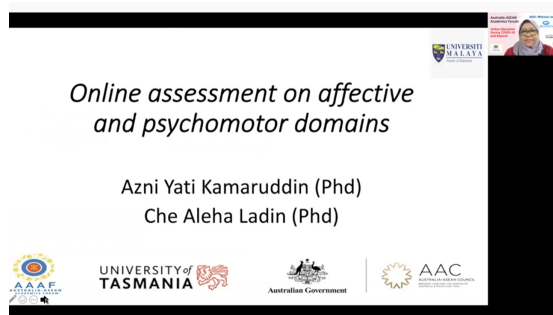# Australia-ASEAN Academics Forum:
Online Education during COVID-19 and Beyond

AAAF Dr Kamaruddin and Dr Ladin talk 14th Sep 2021

Transcript

We are from University of Malaya, is in central, in Kuala Lumpur. And without further ado I will share you my slides.

So this is our title, our online assessment on affective and psychomotor domains, will be presented in two sessions from me as Azni Yati Kamaruddin and Dr Che Aleha Ladin. I'm from Department of Educational Foundations and Humanities, Faculty of Education, University of Malaya, Malaysia.

So, my field is in values education, moral education, civics and citizenship education and character education. While Dr Ladin, my partner here, she also from the same department as me. She is specialized in visual arts education, assessment in visual art education, philosophy of education and also sociology of education.
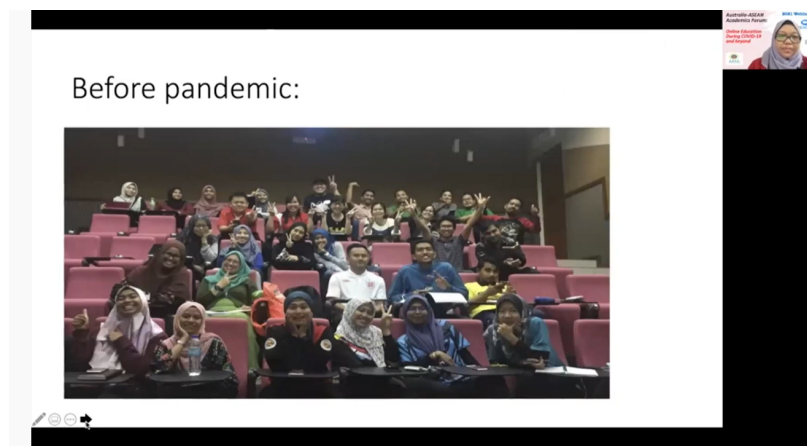
Okay, as we know, do we miss this scenario? Do we miss this situation? I do. I don't know about you, I do miss my, the mass lecture. I miss my students, I miss the environment, I miss their smell, their smile. I miss to walk around behind them and I miss to like to tease them whether they are paying attention or not. Before the pandemic.

So this is us, so happy after the class, so taking selfie. And also these are the students while they having their presentation before the pandemic.
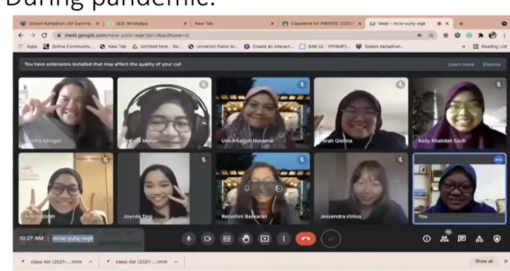

Unfortunately, education during COVID 19, 2020 and 2021 have been two years. For now, we in Malaysia we starting, the full online is in April 2020, and it has been two years of leading these inevitable changes in the higher education landscape. The realities of remote education have been brought to our doorstep by the pandemic. The disruption has an effect on teaching and learning and assessment processes.
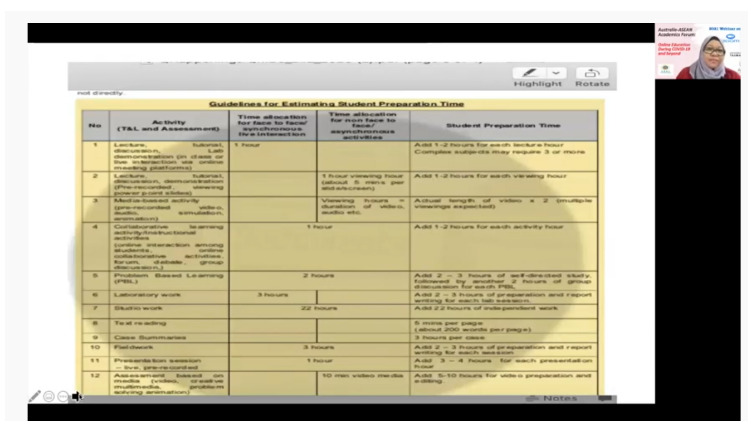

All right, so during the pandemic this is while they on their camera, as we ask them, please on your camera, say cheese or say smile. Okay, but this scenario is unfortunately, as I quite agree with Dr Noreen just now, is getting the moment of them or showing face is lesser, showing in the class is lesser, and showing motivation, showing a good attitude is lesser. The momentum is going downhill.
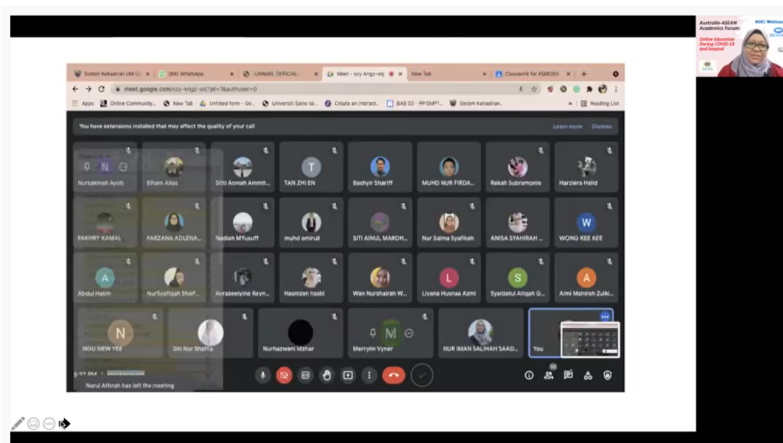
So this is what happened when we have class. No one want to on their camera, so we will be like DJ, saying hello, is anyone there, hello are you with me? And we will calling their name, hi, okay, anyone could answer. So you want to do discussion, anyone, with me. So, these are the scenarios. I don't know about other friends from Brunei or from Singapore, Vietnam and in Australia, do you face this same scenario, but as I said earlier, the momentum is getting lesser and lesser. The motivation of students is getting lesser. All right, so, for the University of Malaya, we have come out with, like, a structure how to do the teaching and learning online. Because since, as I said earlier, in April, is fully online and also we will continue the online classes this coming semester, semester one, for intake to 2021/2022. So it's been three semesters. Including next semester, it's already four semester.
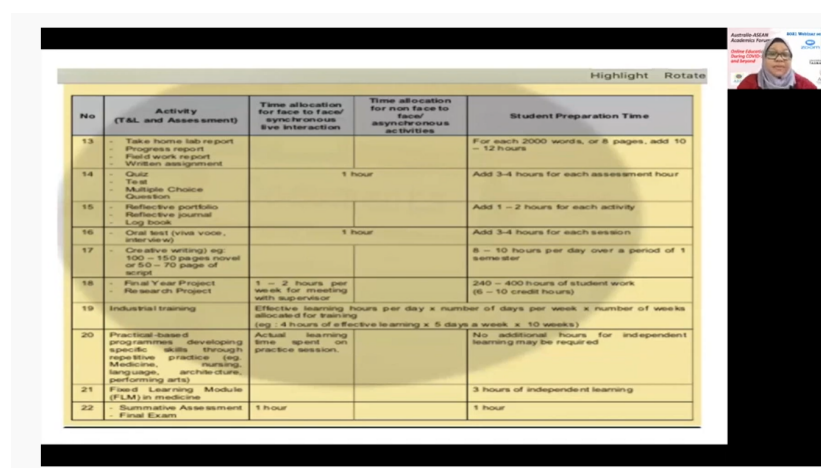

For University of Malaya, they have give us a few guidelines on how to… So these are the activity for teaching and learning. So we have a lecture, tutorial for one hour. This is for, if a class is about one or two hours. Okay, so due to the issue like connection, due to the issue like gadget and the communication and the motivation, so we try our best not to prolong our class, the online class. Let's say, if we have three hours, we cut it short, like one and a half hours or two hours. That is maximum, because most of the students, they are using, not all using wi-fi. Some of them using data and some of them, they come from b40, which means below 40,000 per annum income for their parents. They can't afford to have their own, they can't afford to have wi-fi, they can't afford to have a gadget on their own. Some of them, they have to share, even they are in the university level, they have to share their laptop with their siblings, other siblings. So we use a lecture, discussions and then we have a lecture then. So, this type of teaching and learning is only suggestions from our university, but of course we can always add, we can always edit or we can always find a better way of approach the students. Depends on the students, depends on the courses, depends on the

situation. Okay, so we have here collaboration learning activities. And we are encouraged to use more problem-based learning, for lab, studio work, because they can't go to a lab for those are from medical or science faculty. So, I'm not sure how they do about that.

So, but for us from faculty of education, most of the teaching and learning, we do it online. And so I don't know about other faculties here. So text reading, case summaries, field work. So since we can't do field work in our university and as well as upm, or else we have a course that called a Sulam, is a community service for the students, for university students. So we change it to eSulam. Instead of going to field work to do the community work, we guide them on how to do their community through online, so we call it e-Slam. So in e-Sulam, for example, students from TESL, they will organize one orphanage or a community centre so they can provide a tuition or tutor help for the orphanage. And they have to do some report. Of course, they had to record it for us, the lecturer, to give them assessment and marks. Also, we also have presentation session, live or pre-recorded. So for the assessment, some of us, we do e-portfolio, e-book and many more. So we have assessment based on media, that is, video, creative multimedia, problem solving and animation. So the tools that we use like powtoon, Kahoot, for assessment, and also we use, can't remember, a few tools here.

And also for the assessment, some of us, instead of using e-portfolio, we have, this is for those who are work in the lab, take home lab report. Sometimes, we also give them take home tests, take home quiz, take home report and others. Also, we have, we given them progress report, field work, written assignment. Apart from that, we also organize quiz test. This is for us to make it variety of teaching and learning, to make a variety of type of assessment that we give for our students.

Let me share you my experience for the first time that when we give them examination take home, we have a few issues and challenges. Instead of in normal examination they will produce one or two pages for 10 marks of written work. So, for the online assessment or online examination, instead of two pages, they produce more than 10 pages. So there is a plagiarism. There is an academic justice. So, we try to overcome that by giving them alternative assessments. So we also have reflective portfolio, reflective journal, also oral tests. We have a watching interview, creative writing.

And we also have this industrial training for our faculty. Because our faculty of education, we have three program for undergraduates. There is a TESL, teaching English a second language. We also have early childhood education and also we have counselling. So they, these students, they have three different type of industry training. For example, of course TESL, they will go to school. For early

childhood education, they will go to preschools or they will go to the child centre, so it's a different type of assessment. And for counselling, they have to go for to meet the clients and also they have to give treatment and they have to come up with a report with that. So there are three. They are a multi assessment on this industry training for our faculty. And that is faculty of education.

So we also have, this is not from my faculty, this is a practical base, it's like medicine, nursing. And for me, arts. So, like I explained just now, for the final exam, so, we have tried that in our last year for first time. So we have some issues of student writing unnecessary [inaudible].
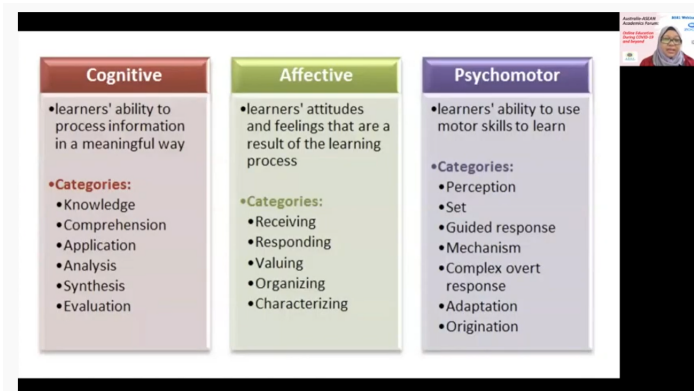
For the learning domains, as we know, we have three learning domains. That is cognitive, affective and psychomotor. For this presentation, we only continue on affective and psychomotor. But as we know, cognitive, the categories from the Bloom taxonomy is knowledge, comprehension, application, analysis, and synthesis. And for affective, the learning attitudes and feelings that are result of the learning process. And the categories are receiving, responding, valuing, organizing, and characterizing. So for psychomotor, this is about learner's ability to use motor skills to learn. So the categories are perception, set, guided response, mechanism, complex orbit response, adaptation, and origination.
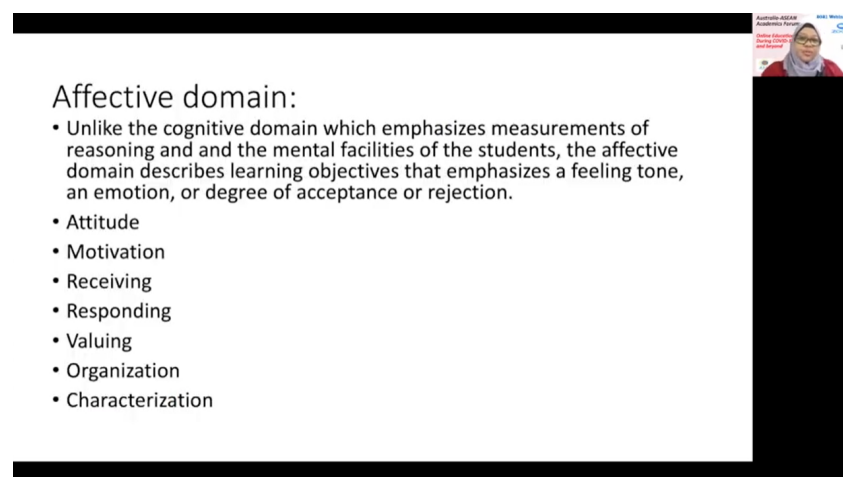
So, this is the affective domain that we focus on in this presentation. Is unlike the cognitive domain which emphasizes measurements of reasoning and the mental facilities of the students. The affective domain describes learning objectives that emphasize a feeling, tone, emotion or degree of acceptance and rejection. So we are looking at the students' motivation, attitude, receiving, responding, valuing and organization and characterization.
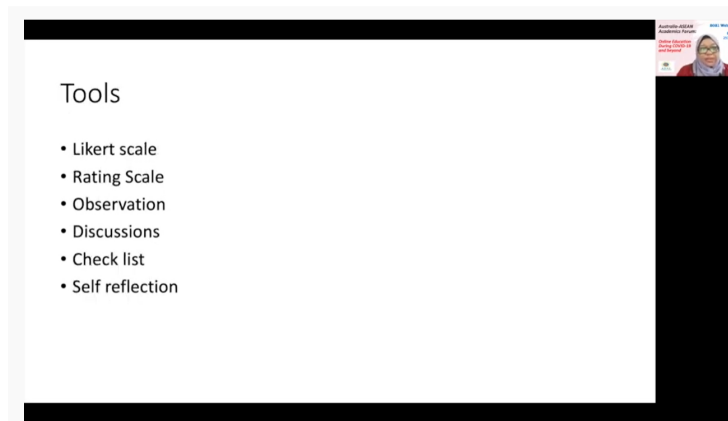
Okay, so in our assessment, whether face to face or online class, to assess the student in their affective domain, sometimes we use Likert scale, rating scale, observation, discussion, checklist and self-reflection. Unfortunately, for this online class, we can't use our observation, and as I explained earlier, the discussion is hardly to get their feedback from the students. So, most of the time, myself, I will use checklist or self-reflection.
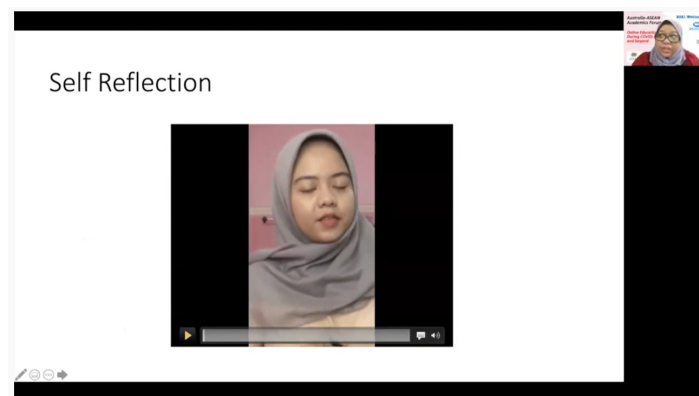
So this is an example of a student's self-reflection. For everyone's information, this is a sociology class where I asked them to evaluate a movie. Doesn't matter whether it's a Korean movie, a Hindi movie or English movie or Malay movie or Chinese movie. So, the task is for them to give reflections on how they feel about the teachers or how they feel about the students, and how they come out with their solutions if they one day become the teacher. So this is for your information. I already asked the student permission to share this video with us.

[Video plays of student reviewing movie]

So that is an example of how the students give their self-reflection through video.

Okay, so that's, the video that I shared just now is a part of assessment that I use on how to assess students on their affective domains. So if you can see that the students give their opinions on the motivations of the teachers and also how the students can relate the story of the main character to, for her to use in the future because the students that I share with is a future teacher in secondary schools. And also apart from that, also we, this is another reflection that I use as assessment on how to assess them in their affective domain. So this is individual reflections for everyone, information. These students, they have to go, Pix2006 is a code for Sulam, just now that I mentioned, where they have to do their community work at orphanage or schools. So this is the reflection that they have to write by the end of the project.

So this is in the questions I asked. Okay, what do you have learned from overall from subjects. So these are the answer given by the students. All right, and also teamwork and good support system. So, in this self-reflection, they are freely to give their opinion on how they feel about working together, although this is a true online meeting for a few sessions. But okay, they can do a very good discussion and they have a very good teamwork and they also have mentioned that they have a very good support system. This is what I always looking forward, to see are they prepared, although they are doing this subject or course through online, are they prepared with this. Okay, these are the type of the activity that they have organized with the orphanage. Here, we can see that they organize [X] and then also they organize quizzes. And this, what they said about becoming a future educator. All right, so that is only a few examples on how we, myself, assess the students, especially in their affective domain. Okay, so for the psychomotor five cycle mechanism.
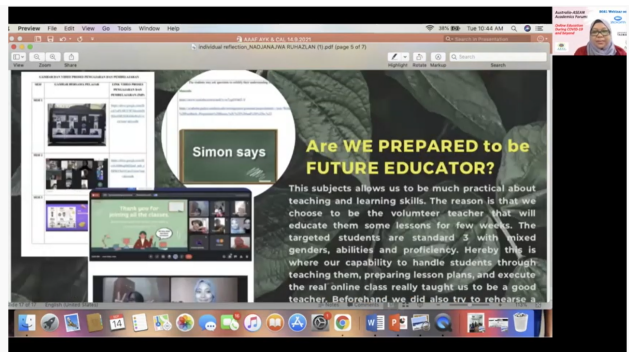

So this is the reflection, yeah, the Pix2006 and how they do their individual reflections.
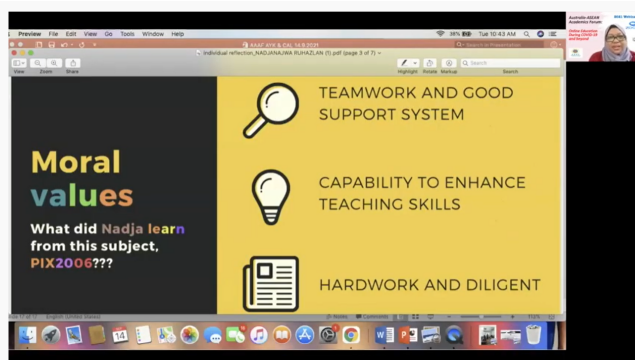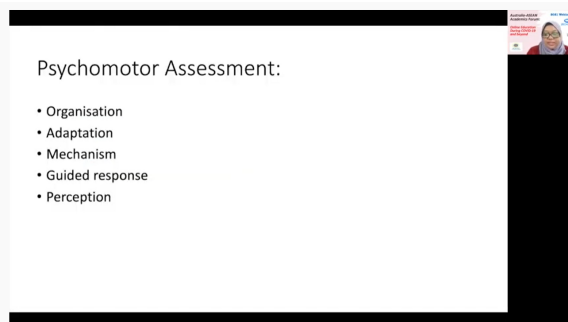

And so, these are what they have learned from these subjects.

And these are the values of the attitudes they have gained throughout the course.
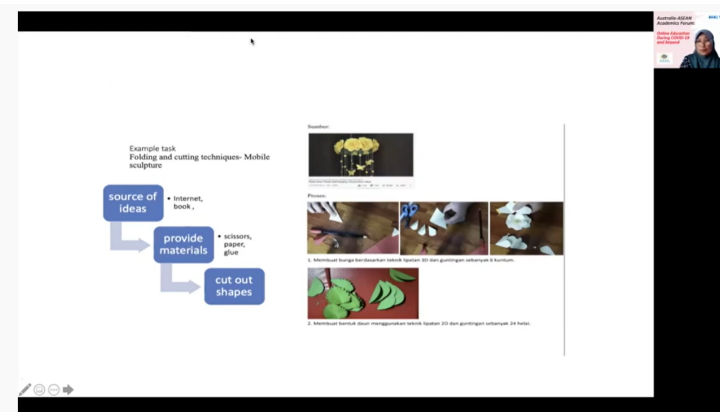

And these are what I explained earlier, are they prepared to become a future educator.

So, that is for the affective assessment. And perhaps, I would like to call my colleague, Dr Aleha, if you want to continue with the psychomotor assessment.

Good evening, thank you Dr Azni, my friend. I'm Aleha. I will describe how the process assessment in psychomotor.

As we know, students need to understand in visual arts, our assessment covers the cognitive, affective, and psychomotor domains. So, cognitive aspects include understanding the elements of arts, principles of art, knowledge of tools and materials, composition, form, finishing, understanding and appreciation. So, in psychomotor domain involves the evolution process in the product of materials. Assessment of affective aspect is conducted through recorded observation, attitudes, and behaviour of student. So, in psychomotor domain involves students' skills in using tools and

materials such as tools for drawing, holding a brush, as well as student artwork, making process skills and final result. This is difficult to observe realistically and evaluate for online learning. So, I want to explain about my students, how I assess my student in course art and craft at university of Malaya. This course has been taken by early childhood education students as compulsory course. For example, I give folding and cutting techniques. So I take example from portfolios. Students need to do assessment e-portfolio. So from the source, student will do a source of ideas, like from internet, book or magazine, and then, second, [x] scissor paper or glue and then cut out shapes.
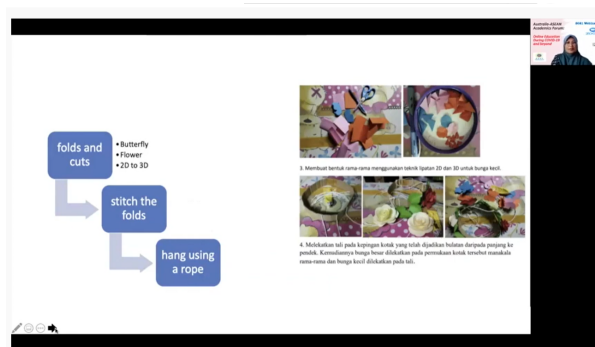
And that's the process. Student will fold and form butterflies. Next, they will share to make an interesting shapes, for example butterfly, flower, which is from, these are 2d design and to 3d. So after that, they will teach the forms. And last is …
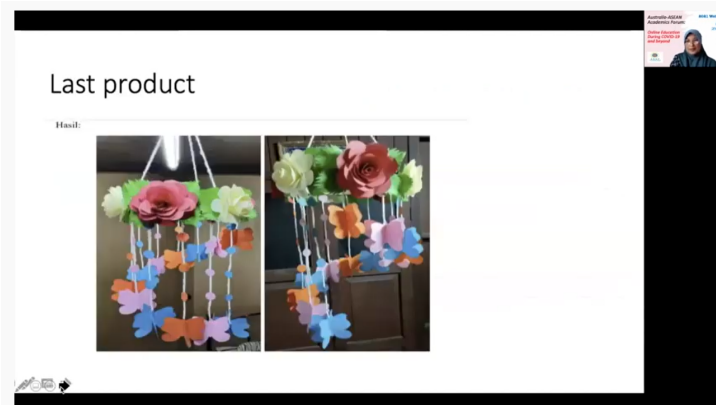

Like this last product. So this is a process to assess the student how assess psychomotor because process is very important, from product, before product.
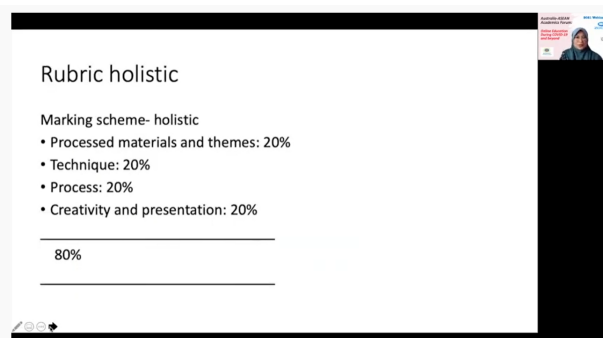
So, this is a rubric holistic that I made. For example, processed materials and themes, I give students 20%, techniques, 20%, process, 20% and creativity and student needs to present, 20%. This is one of how to assess the psychomotor and affective domain from visual education.

All right thank you Dr Aleha. We continue with challenges.
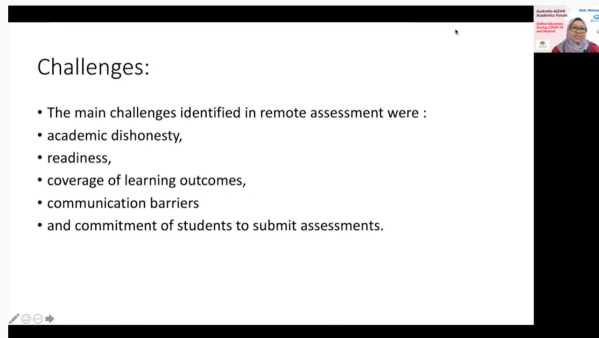
So, these are the challenges that myself and Dr Aleha, we have been discussed, both of us, what are the main challenges that we find in assessment, in especially in affective and psychomotor domain. For cognitive domain, we slightly, not many issue as we find in affective and psychomotor. The main challenges are academic dishonesty. This is what I explained just now, where students do plagiarism. And we also have caught two or three similar answers from different students. They sometimes, they copy and they forgot to edit and they sometimes, they forgot to change their friends' names. We have that issue. But because of, we know that they also have issue like coverage and some of them, they have a mental issue, stress issue, because they have been at home with no sources, no internet. We, if we find that kind of issue where they copy, we try to give them slightly another chance. But what, we give them a different type of assessment. And the readiness of the students, especially for affective and affective, where we have the discussion on the values, discussion of motivation, discussions of their feelings or their honest, what they feel. We hardly to get the outcome from them, we will hardly get a very direct or very pure answers for them. Probably because of too long at home, probably the motivation is getting lesser or down. We are really unsure, but we have cases in our faculty where students defer courses, students defer semester and even students, a few students from China, they said they can't use the Google Meet and they have to use VPN and they have to defer their semester.

So the coverage of learning outcomes is not there, it's not pure as what we can see from the face to face. Because from face to face, of course, we can see their reaction, we can see their body language, we can see their facial expressions, but not during online. It's only on paper, it's only on their video, perhaps the video, also they, have you've seen this now? They have taken the video a few times to make it come near to perfect. And communication barriers, of course communication barriers. We have communication barriers, like we have to wait two or three minutes to get the answers. We have to wait for the different students to give answers, because always, most of the time, the same students, perhaps because they become [x] to the lecturers, so they are willing to answer the question on behalf of their friends. And the commitment of the students to make assessments, some of them they are very good, they are, submit the assessment on time, a very good quality. But some of them, the quality of the assessment is not that good. Is it like they do it because of the, they have so many assessments from other lecturers, they have quizzes, they have report to hand out. So they do all the things in last minutes.

That's are the sums of that, these are some challenges and issues that we, myself and Dr Aleha, share. For your information, these are two subjects that we share for you. It's not from solely from the faculty, it's just from the point of view from myself and Dr Aleha.