

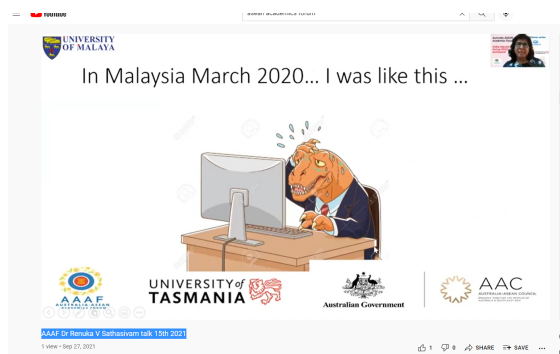
Australia-ASEAN Academics Forum: Online Education during COVID-19 and Beyond

AAAF Dr Renuka V Sathasivam talk 15th 2021

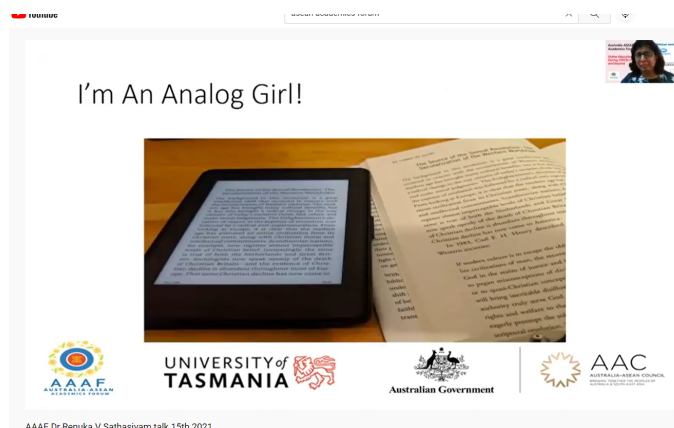
Transcript



I'll just like to give a brief introduction. So my topic today is don't reinvent the wheel. Let's mimic, face-to-face instruction in an online environment. A little brief introduction about myself. I'm a senior lecturer from the University of Malaya and you can call me Renu. And University of Malaya is ranked number one in Malaysia and it's one, it's the oldest public university in Malaysia. So, I'm working with the department of mathematics and science education in the faculty of education and my email address is shown there because I looked at this presentation as a sharing session. So, I have seen a lot of my colleagues out there who have done outstanding research, but I feel that I am going to start off my talk today more from the heart than collecting hard data.



This was me in March 2020. I consider myself a dinosaur when it comes to internet and I have been teaching since 1993 in higher education. So those days was just face to face. No one even thought about using the computers. So I was very comfortable with this. So, when they went into a lockdown in March, 18th of March 2020, I was a dinosaur and I was like, oh my god, how am I going to do this, how am I going to do my classes.

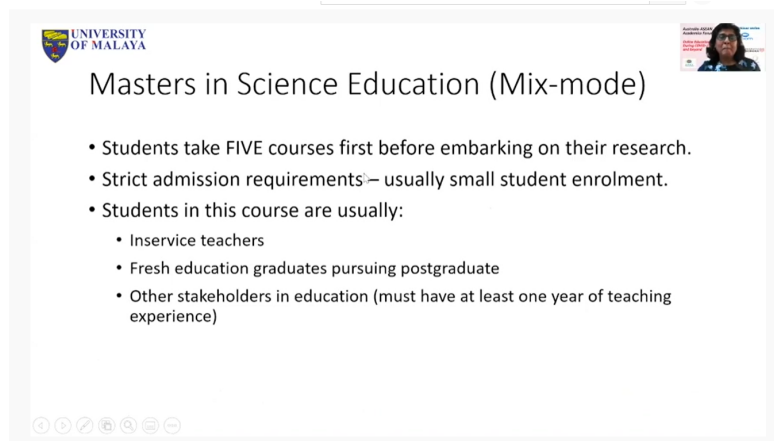


And I would like to consider myself an analogue girl. So, you give me a hardcover book anytime and I can picture myself on a beach and reading that story and transporting myself in that places. But if you give me a kindle and say, read the same story here, and I'll be waiting for that sound, a message coming for me, asking me to do something. So, I'm more of the face to face. I love to see my students, I like to see their body language, I like to see the expression, so that dinosaur is me.



So, how am I going to go when you suddenly ask me to change? But I will not, I mean, University Malaya has actually prepared us for this type of situations before. Because prior to, at least about two years prior to this pandemic, we have been having this thing called e-learning week. So, in our 14 weeks of semester, one week will be considered an e-learning week. So, in this e-learning week, even though the lecturers are physically in their office, the students are physically in their dormitory or hostels and we are all in close proximity to one another, we do not come to the lecture hall. We are supposed to conduct our class online. But that was and it is, our LMS system is known as Spectrum. And they were also trying to test out our Spectrum because they know they couldn't, the Spectrum was not powerful enough to conduct the traffic if all the faculties went under this e-learning. So, they used to have a few faculties per week to go under these 14 weeks, that's one week to go on online learning. But that time was very much different from the pandemic, because the week prior to this e-learning week, I see my students. The week after this e-learning week, I meet my students face to face. So, the e-learning week was probably just putting up a video and then asking them to, at this minute, please look and see what is your comment about the video or whatever, something very simple because I know don't worry, next week I'm going to see them again. And if I do have any problems of uploading some video or students say, I can't get into the chat or whatever, it is no problem. I just have to call one of my colleagues and say hey, come here quickly, I don't know how to upload this. So, and I have a wonderful group of colleagues who are always willing to help.

So, e-learning week wasn't much of this kind of stress, didn't give me the scars and stress compared to the pandemic. And as you know, I already almost have 28 years of teaching. So, I always tell my colleagues, the younger ones, I don't think I'm going to use technology. I always make it a point to go for class until the pandemic strikes.

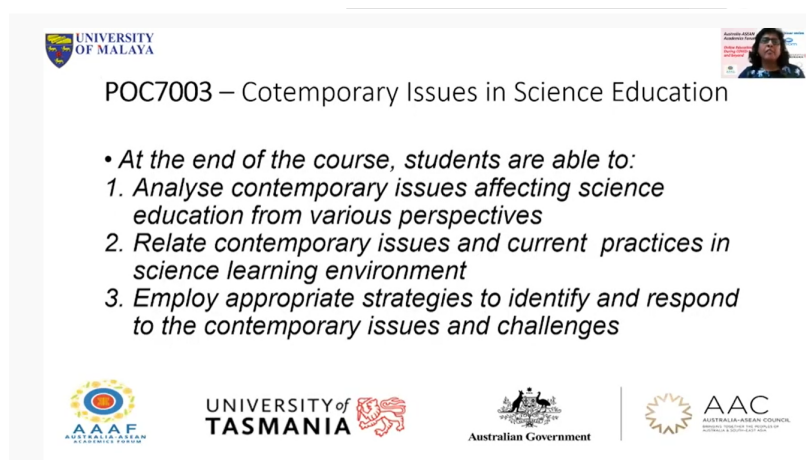


UNIVERSITY OF MALAYA

Masters in Science Education (Mix-mode)

- Students take FIVE courses first before embarking on their research.
- Strict admission requirements— usually small student enrolment.
- Students in this course are usually:
 - Inservice teachers
 - Fresh education graduates pursuing postgraduate
 - Other stakeholders in education (must have at least one year of teaching experience)

So, for this particular session I'm just going to focus on one of my course. And this course falls under a postgraduate course called master's in science education. It is a mixed mode, so we have three different types, three different modes. The first one is fully research. Then we have this mixed mode, and then we have coursework. So in this mixed mode, the students will take five courses which are very related to research, like research methodology or learning theories, or the course that I'm teaching which is contemporary issues in science education. So they give to get them some ideas about researchable questions that they might want to use when they actually do their thesis, their dissertation. But has a very strict admission requirement. So we normally have a very small student enrolment, in the sense that sometimes we might have up to 40 applications but our acceptance rate is only 20%. So, the students in this course are usually in-service teachers. So it's actually these teachers who plan to do this master's education, may want to further their studies to do their PhD. We also have fresh education graduates. So, they have a bachelor's in science education or education. And we also have students who are other stakeholders in education. You might be working in a home school or you might be interested in education. So, the number of student enrolment is normally about six, seven to maximum about 12 per class.



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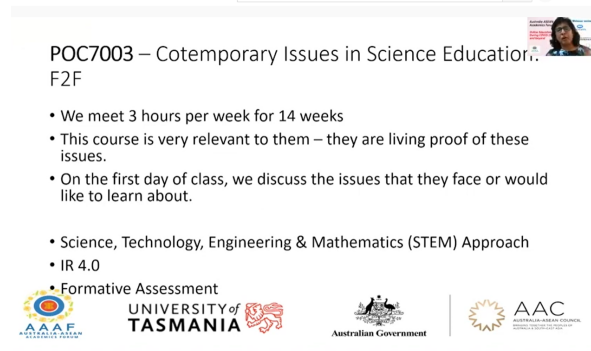
POC7003 – Cotemporary Issues in Science Education

- *At the end of the course, students are able to:*
 1. *Analyse contemporary issues affecting science education from various perspectives*
 2. *Relate contemporary issues and current practices in science learning environment*
 3. *Employ appropriate strategies to identify and respond to the contemporary issues and challenges*

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And so, if you talk about contemporary issues, so, this is the learning outcome. So, they need to analyse the contemporary issues affecting science education, then they need to relate these

contemporary issues and then you employ strategies to identify and respond. So, this is the learning outcome that they are given at the first day of when they meet me.

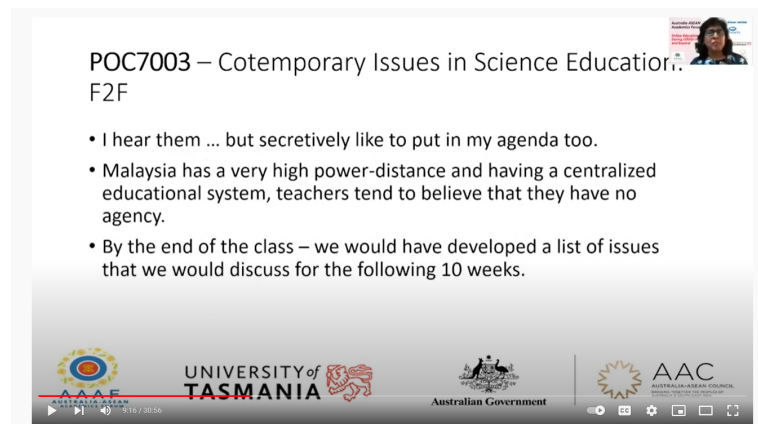


POC7003 – Cotemporary Issues in Science Education: F2F

- We meet 3 hours per week for 14 weeks
- This course is very relevant to them – they are living proof of these issues.
- On the first day of class, we discuss the issues that they face or would like to learn about.
- Science, Technology, Engineering & Mathematics (STEM) Approach
- IR 4.0
- Formative Assessment

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So, when we were doing face to face, so, in the slides I'm going to talk about how I do in face to face as versus how I'm going to do it online. We meet three hours per week for the 14 weeks, and of course we don't use the complete 14 weeks because the first week is actually introduction, where we talk, we discuss with the students about the course outcomes and also the continuous assessment, the types of assessments that we will be doing. And this course is actually very relevant to them because they are living proof of these issues. Because many of them are also teachers in school, so they face these issues. And they are all science teachers, so these are, on the first day of the class we discuss these issues with them. So basically, they will talk about stem approach, they talk about education 4.0, they talk about classroom assessment. So, these are issues that they would probably discuss about.



POC7003 – Cotemporary Issues in Science Education: F2F


- I hear them ... but secretively like to put in my agenda too.
- Malaysia has a very high power-distance and having a centralized educational system, teachers tend to believe that they have no agency.
- By the end of the class – we would have developed a list of issues that we would discuss for the following 10 weeks.

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So of course, on the first day, I also do some research. I hear them. But secretly I like to put my agenda into, so certainly I want to let the course of the subject, the course, the flow of the course to go, you know, I want to put in my, a little bit of my voice too. So, in Malaysia we have a very high power distance culture and a very centralized education system. We have a very comprehensive curriculum. And we have, it's stated down there their content standards and the learning standards. And even they do give suggested activities. So, sometimes, because it is so comprehensive and it's so centralized that all teachers in Malaysia use this curriculum, that sometimes teachers tend to believe that this is given down to me, I should carry this out. And they might, I'm not saying all. They might feel that oh, this is how I should be moving along. So I would like to tell them, look, I would like to put in this agenda in, like, teacher agency as one of my topics that I want to talk with them. So, after, at the end of this class, so this class is actually, as you know, adult learners and I give them the full, a very free way of taking ownership of their learning. So, they are going to be, they are going to

discuss these issues and I am just going to facilitate the process. So, we will develop a list of issues. So, for, let's say, we say there's 10 weeks left, considering they have exams and some sort of presentations to do, and if there's ten of them in the class, so there will be two of them taking, two in a group working on one issue.

POC7003 – Cotemporary Issues in Science Education.
F2F



Teacher agency is it the same as maid agency?







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So, this issue, so this is the joke that we always have. So I say, I'm going to do, I want you all to know about this teacher agency. And many of the students say oh, there's such a thing as teacher agency like maid agency. They know what it means but they haven't heard the word teacher agency and how it is in one, so we always have this inside joke.

POC7003 – Cotemporary Issues in Science Education.
F2F

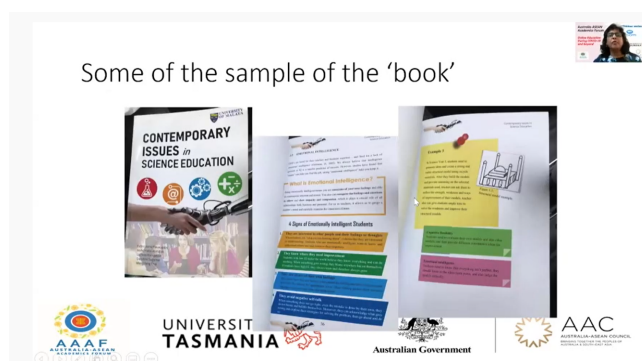
- The following week I would 'model' one issue at the beginning – usually about assessment (My area of interest).
- This lesson gives insight about how they should carry out their topic of discussion.
- It takes about 4 hours – divide into a span of 2 weeks. Usually, the first week, their duty is to explain the issue, why it persist and some suggestions. In the following week, the presenters would give a mini task relevant to the topic and peers are encourage to participate. There is a lot of Q&A taking place here.

So, the following week, what I would do is I will model one of these issues. So, I will tell them this is how I want you to do your presentation, why I want you to do it this way or whatever it is. Then this will give them insight on how for them to carry out their own topic. So, if they are given a topic, how they need to carry it out, so in normal face-to-face, it takes about four hours and it's divided into a span of two weeks. So the first week, they discuss these issues, what are the issues, why is it, what are the barriers from teachers, science teachers are not doing these issues and all that. And the second week, they actually have to role play, so that, because sometimes when we talk about it, I mean, I think it seems easier. Oh yeah, I should do this, but when you are actually in it, you know. So they will give a stem task and ask the teachers to play the role as if they are students, and what are the issues that they will find from different perspective, from the teacher's perspective or the student's perspective. So they take ownership of the whole class. That means if my group, the two of us are in charge today, we will decide. But of course, I don't just leave them on their own. They will see me before this, so I will scaffold them, discuss with them what are the issues.

So, and before I go further, is at the end of it I tell them on the first day, we learn all these issues, we learn at the end of it at 14 weeks. But those issues will remain or those suggestions will remain within these forms, so why not we actually write it down into a book so that we can take this booklet and go around and share it with our peers in school. So, but this book would be a collaborative effort among all the students. So even though they are in charge of one, they will end up writing a booklet, I would say. So, because these students will go on to write, do a research and write a thesis, and many of them feel when you say you need to write, they believe that writing is about copying down. So once I write something on the board or write something down, it is there, they don't look at writing as a thinking process. And it needs to be revamped a few times. So, this entire process I will always monitor. I mean, we will always have group discussion, so when they are doing it in their own group, the two of them, they will come and see me personally, when we are doing face to face. They will show me their slides, they will talk to me about their issues, they will talk to me about the suggestions, and sometimes they do have misconceptions so I need to correct them.

So, this is actually what I would give them. And so, they need to identify the issue. They need to discuss it with their peers, they have to put a discussion in writing and then they have to share, put final touches and share it.



So, at the end of it, they actually do come out with a hard cover of books with a lot of, I tell them. don't do too much of writing, because teachers are very busy people. I understand it. They want something that is, I can look at it, see whether I can do it. So they come up with it and I always tell them, this is just an assignment, so it's not a book per se as a book, because if we want to talk about book, we need to talk about plagiarism, we need to talk about copyright and all that. So, it's basically for education purposes. So, there are a few, but most of my assignment is in my office, and we are locked down now, so I don't go to work. So, I'm working from home, so I just managed to find one of it.

POC7003 – Cotemporary Issues in Science Education. F2F

PEER ASSESSMENT??

YOUR DUTY
Please give a score for each of your classmates for the development of the book. You need to look at the person's contribution HOLISTICALLY and use the scale to give a score. You cannot use the same score for two individuals.

TAKE NOTE:
You do not have to give a score for yourself. Just write NA beside your name.

SCORING SCALE

No.	NAME	POC180003	POC180004	POC180005	POC180006	POC180007
1	XXXX					
2	XXXX					
3	XXXX					
4	XXXX					
5	XXXX					

EXAMPLE

STUDENT C is filling up the form.

No.	NAME	SCORE
1	Student A	XXXX
2	Student B	XXXX
3	Student C	XXXX
4	Student D	XXXX
5	Student E	XXXX

What do you want to say about...

Your TOP Scorer _____

Your BOTTOM Scorer _____

So, and at the end of it, it's a 40% assignment and they do a lot of those work when I'm not seeing them. Yes, I have the discussion with them, but when they actually go on into their writing they are very much on their own. So, I actually like to have a peer assessment at the end of this, at the end of the course. They need to do a peer assessment, so it is a confidential document. So, the peer assessment is like this, because the number of group students are small, so I actually list down all their names. And I tell them, so normally, it's about seven of them. So, if there's seven of them, I say you can give a score of one to ten. But if you give one person ten, you cannot use that ten again on somebody else. So, you need to think very carefully and ensure you're giving the right score to the right person. And at the bottom there, they need to say why they are giving a certain score for somebody, why they consider them the top scorer, what kind of contribution they have done. And for the bottom scorer, why they feel that that person should only deserve a certain amount of marks. So, I told them that you can start at five, you can start at four, you can give one person ten, the other person four, the other person three. It doesn't matter, but you need to justify it. So, it gives me an insight of how much of work has been done. And sometimes I have intuition that, oh yeah, this person is not doing work or whatever it is, but now when I'm actually giving them their full grades I can actually see wow, this student is not performing because her friends or colleagues, her peers have given very bad, I mean, a very bad review.

Because otherwise, they all contribute one book, and so if I give someone very low marks they can always turn on and say, I also contributed to the book, so how come you are not giving me the same mark? So the peer assessment here is actually a very good document for me to, when I want to give a more holistic assessment.



So, this is one of my students. I asked their permission. She was in the first batch, 2017. So, I told her to send me a message. I said I'm doing this forum and I want to talk about this course that we did on face to face. Teleka here actually was a burnout already. She said I know I just wanted to give up teaching until I said one more chance. I'm just going to do my master's and see how it works. And she said that course actually opened up my eyes and I could see a lot of things. I thought I knew a lot of things but then I realized I didn't know so many things. And from there she has actually prospered and she's now doing modules, she's actually won a lot of stem competition and she always refers back to me and says it starts from there. And then, she actually comes back to me when I send my students for practicum school experience, she comes back sometimes to give talks. And I tell her, please motivate the students because when they go to school, I have no experience teaching in school. Please let them know and motivate them. So, this is one of the success to me.



And then, the pandemic strikes, so this is the new batch that I did beginning of this year.

The Dilemma ... Why re-invent the wheel?

Decided to mimic face-to-face framework











And so, when it came back to this course again, I said it's working so well. I have [?], do I need to revamp my whole course? Do I need to revamp my whole course to actually, or can I mimic some of the face-to-face framework.

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•WEEK 1

- Meet the students via Google Meet
- Introduction of the course requirements/evaluation process
- Issues that were discussed – student-centered, STEM, IR4.0, student unresponsiveness etc.

So what I did was on week one, so now we cannot see our students, we're all working from home or they're all in their home, so I try to mimic. So first week, we meet students via Google Meet. We introduce the course, we discuss the issues, they talk about students' unresponsiveness and all that. But I have to make some decisions here, some crucial decisions, because as much as I don't like to do things online, I feel many of these students are also adult learners and they might have the same reservations that I have too.

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ASSIGNMENTS (Semester 2 – 2020/2021)





POC7003

REINVENT A WHEEL (to K group work)

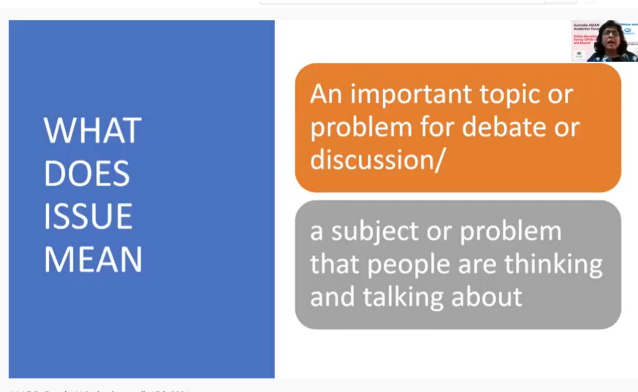
For this assignment we would focus on contemporary issues (e.g. AI, online teaching, STEM, Teacher Agency, Education 4.0, Visible Thinking). You are required to collaborate with your peers to create a book that you feel would be relevant to teachers in Malaysia. Generally, you bring in articles on current issues and we re-interpretation these ideas and so write them as a narrative form. Your active participation is required. Each (or a pair) of you would take the lead of one aspect but all must participate.

You would be involved in the creation of a cover for your book and all illustrations as well as page layout. Try to give your creativity pieces flowing so that the end product is something that we can all be proud of.

Identify the issue	Look at various issues that are available. Critically review the issues. Do you agree? Do not simply follow blindly.
Discuss with peers	State what you understood about the issue. Listen to peers. Compare and contrast ideas. Look at pros and cons of the issue. Engage with your peers. Be productive.
Put a Discussion in Writing	Document what you have discussed. Paraphrase your ideas. Write in simple and understandable way. Share concrete proof of what you say or claim. Start WRITING.
Put the final touches & share	Create a catchy title for each chapter and for your book. Share them to your peers at school. Get their feedback.

So I give them the same assignment.



WHAT DOES ISSUE MEAN

An important topic or problem for debate or discussion/

a subject or problem that people are thinking and talking about

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But we talk about issues, so what is issues. So we talk about issues, it's something that we want to discuss and debate about.



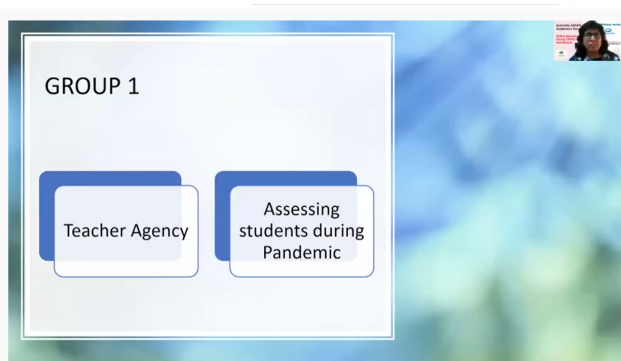
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WEEK 2

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And week two, I will break, I'll give them their groups. So now I've decided, instead of having two hours, four hours, breaking it up into two hours, it's too much online. First of all, it's too much of a burden for the students to think about how am I going to create this activity online. That's the first thing. And the second thing is also, it's stretching the issues too wide. So I just want to give them a quick discussion about the issues. And based on the pandemic, these decisions are made based on my experience doing the pandemic and how do I feel. So, in this group I had seven of them, so it was two, two and three. Each of them were given two issues.

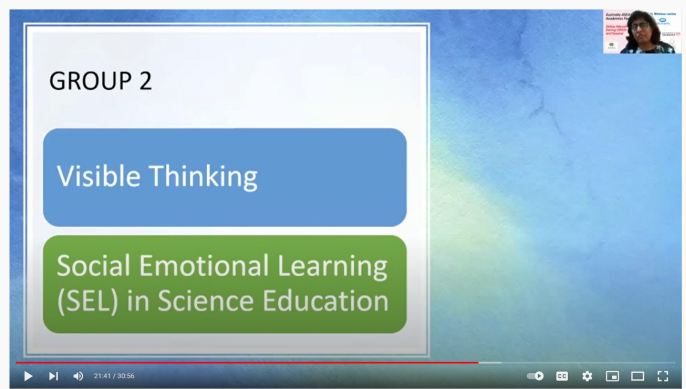


GROUP 1

Teacher Agency

Assessing students during Pandemic

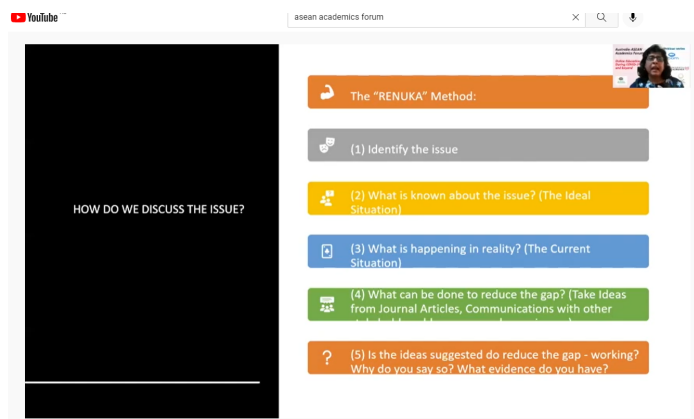
And so, some of the issues that they were given was this one.



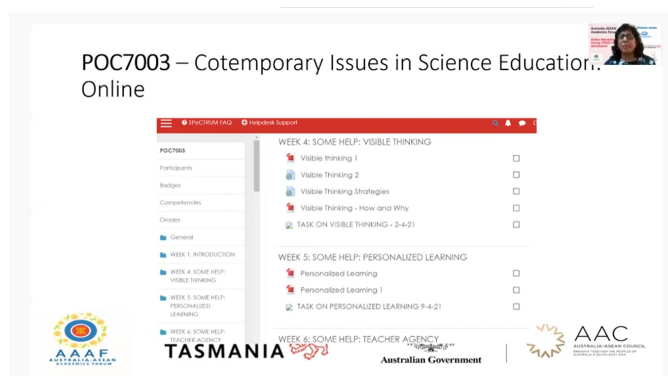
We talked about some students committing suicide because, so, what, how can we put that in science education.



And education 4.0 and personalized learning.



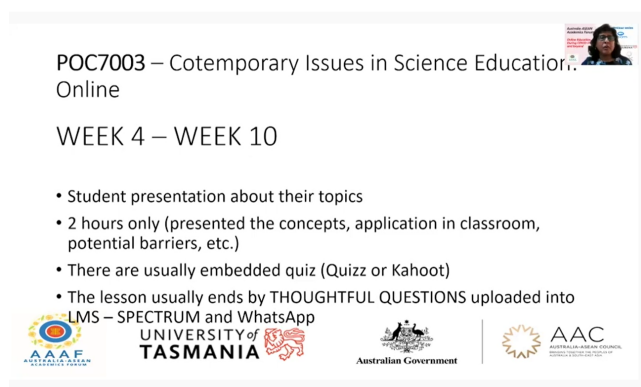
And I also give them a sort of thing, I say come on, let's write it down in a method of, let's identify the issues, what is the ideal issues, what is happening in reality, what can be done. So, try to look from journal articles. So, this is giving them a slight peek into what they will be doing when they actually do the research, and what kind of suggestions they can do to reduce this gap. Have they done it in school themselves, and how they think it can be.



So, this is our LMS system. So, I do give them some help. So there are some articles that I read and I think this is good. Let me put it up. They can watch some videos and all that. So for each group they have one.







And as usual, they will come and meet me in sense of Google Meet, so I'll take each group individually. We take about 30 minutes, but normally it even goes up to one hour. So they have two topics, so we discuss about that topic. This is where they share their ideas. Sometimes, they do have misconceptions even after reading those things, how they would present these ideas. Because some of them have got very good ideas, but they kind of put 300 words in one slide, and I said, who is going to pay attention to you if you do that. And then, of course, their time management. So, they're going to do a presentation for two hours. Do you have enough time to do it. And then, do you want to question your peers, some sort of assessment going on. And at the end of it, I told them I want you to give an open-ended question for them to think about what has happened, what you discussed.



So, week four to week ten is when these students will come and present. So, they have two hours with me and this time I didn't do any presentation, because I know I would be hopeless when I do it

face to face. But I spent that time to actually coach them. So they met me more than once before they came online and it was a co-learning session, co-construction of knowledge, because they had all these apps that could do funny things and wonderful things, and I'm like, I want to learn this. Before, so they have Kahoot, I mean, the normal ones, and they also have different ways of presenting their slides and all that. So at the end of it, they will usually give a few thoughtful questions which will be uploaded into our Spectrums and students can think, have to think about it.

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THOUGHTFUL QUESTIONS

EXAMPLES:

1. "What are the challenges you face as a teacher when assessing during pandemic?"
2. "What are the strategies you find it easy for you to utilize to assess your students during this pandemic?"
3. "Which of the three elements of teacher agency that you would practice in your professional sphere? Give the reason."
4. "Which Visible Thinking routine would I include in the classroom? Give the reason."

So, one of the three elements of teacher agency that you practice in your professional sphere, give the reason. So, in their slides they probably talked about these three elements of teacher agency. So they just want you to, so this is where they just think of the idea and just write it down and then pass it out. And this is where, when I do my reflections, this one section is where I did not do much, because once they write it in, I didn't really have the time to look at it and put it back to them and give a good classroom discussion. So, I mean, this is where I feel that you know what.










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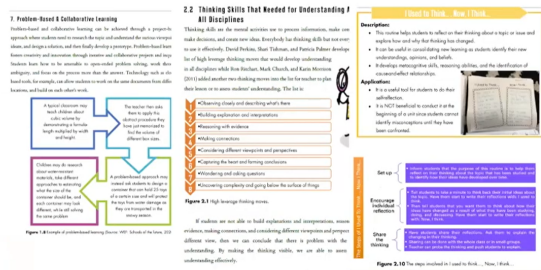


So they did come up with an e-learning book.

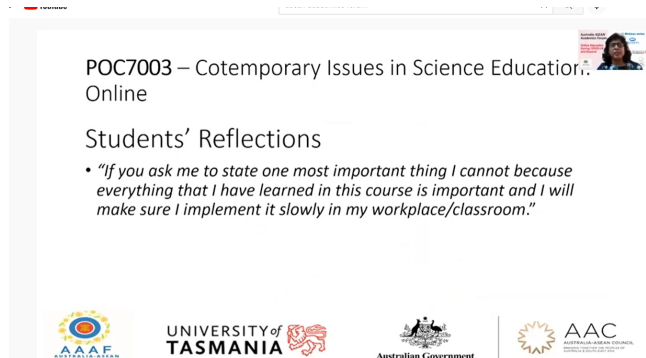





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And this is some of the contents they have in it.

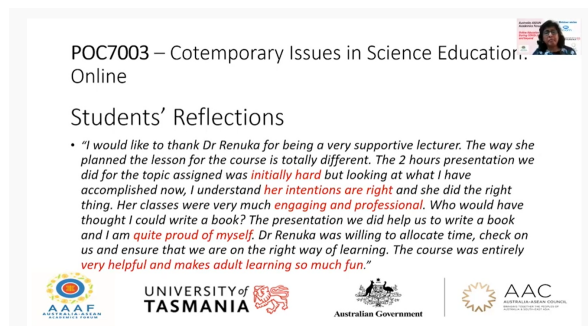


POC7003 – Cotemporary Issues in Science Education.
Online

Students' Reflections

- *"If you ask me to state one most important thing I cannot because everything that I have learned in this course is important and I will make sure I implement it slowly in my workplace/classroom."*

And if I asked the students, so the students were actually supposed to, I gave them a reflection. So I said, there is no marks here but it's just like how I saw you throughout the week to give you back feedback. So I was sometimes very critical, like I keep asking do you think by putting these 300 words people are going to pay attention to you. So I said, I was very critical to you because I wanted you to improve. So I said, this is the first time I'm doing online, so I need you to be critical when you give me feedback so that I am able to improve. So they did, some of the ones that say this is something that I learned, is important and I will implement it slowly. Because I said, don't implement all of these issues because you're going to burn out. Take one of the issues that is mostly close to your heart and see how you can work on it.



POC7003 – Cotemporary Issues in Science Education.
Online

Students' Reflections

- *"I would like to thank Dr Renuka for being a very supportive lecturer. The way she planned the lesson for the course is totally different. The 2 hours presentation we did for the topic assigned was initially hard but looking at what I have accomplished now, I understand her intentions are right and she did the right thing. Her classes were very much engaging and professional. Who would have thought I could write a book? The presentation we did help us to write a book and I am quite proud of myself. Dr Renuka was willing to allocate time, check on us and ensure that we are on the right way of learning. The course was entirely very helpful and makes adult learning so much fun."*

And then, this is another one, another student said yeah, it was initially hard because they had to do the presentation, they had to do writing. But then she realized after that that my intentions were correct. And it was very engaging and professional. And in fact, this student says, I'm actually very proud of myself and I, she said, this course has been very helpful and it also makes adult learning so much fun. So, because we need to give adults that freedom and to discuss issues that they feel is close to their heart, that could help them professionally. And for this one online, I didn't have the peer assessment because I felt that it was unfair to ask them to assess their peers when there were so many things going on at the background. There's so much of noise in the background in the sense that some of them didn't have a strong internet, some of them, their spouses, because they were teachers, so they still had their jobs but their spouses lost their jobs. And they were, had family members who were infected or has passed away due to COVID. So these things do affect their learning. So, I felt it was not fair for me to give them the peer assessment and ask them to access the students' work. So, and more so, I've actually met them throughout the course more often, because I always try to make up for it, thinking that online I'm not giving them the best that I can. So I felt that no, I shouldn't be giving them one.

Student's Reflection

There are a few challenging moments that I faced in completing group assignment during this pandemic. It was difficult to having discussion when we can't meet. Luckily, we manage to use Google Meet medium and each group members put their hands together to complete the tasks. Besides that, it was difficult to gather information when we can't go to the library.

But there are also issues, everything, there will be issues. Like, they say it's so difficult to, well, they find it difficult to have discussion online and they also find that sometimes some of the information, they can't go to the library, because I know some of the documents are hard copy.

Lecturer's Reflection



So my reflection, this is the slide that I did on the last week before they went off and I said, this is how I see you all, from just a seedling right up to a strong healthy coconut tree. And I've seen them grow throughout these 14 weeks, you know.

Lecturer's Reflection

Communication is VERY important. Online we use Apps, but the quality of conversation must be there.
Must take into consideration about students' feelings.
The quality of teaching must be good.

And if you ask me about my reflection, about your choices that you made online, trying to mimic your face-to-face instruction, I would say the key is we might use different media, so we might use WhatsApp or we are not using, we are not there physically. But the communication is still very important in the sense that if students say, I can't reply, can I type it in, I say can you call me so that I can talk to you. Because I will still believe that the quality of the communication is still very, very important. And of course, you must take into consideration about students' feelings. I mean, in this case since they were adult learners, they were mostly around Kuala Lumpur area, they were okay,

but I had some students, my undergrad students, who suddenly their laptop, they are in a rural area, like how Prof Hall was talking about, that in Sarawak where they have just boats as working as school buses. So, students come up to me and say, I can't finish this in time because I do, my laptop broke down, I have to wait for so and so to lend me her, my neighbour, to lend. Take your time, because I feel that it's something that we are learning as we are going through in this pandemic. But I also believe that we cannot compromise on the quality of teaching. So, even though, yes I have, you've seen I have tweaked a bit, I've taken out a bit, but I can give valid reasons. I mean, based on my intuitive reasons that this I will not do this time, or this is how I'm going to do it. So, the level must be there. Like, I talk about not giving them peer assessment because I didn't want to overburden them with all these things going on in their background. And then they have to evaluate their friends. I felt that that was not fair on my part. So again, I asked why reinvent the wheel. So not just tweak it and thank you very much.

