

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

AAF Dr Mala Raghavan's talk 17/06/2021

Good afternoon everyone welcome to webinar seven of the Australian ASEAN economics forum online education during COVID-19 and beyond. Before we introduce our wonderful speaker today, I will do the Acknowledgement of the Country. The Australian and ASEAN economic forum online education during COVID-19 and beyond acknowledges the traditional owners of the land where this program was developed, the palawa people of the lutruwita nation. We pay respect to the traditional owners and to elders past present and emerging of the land on which all the University of Tasmania campuses stand. On behalf of the University of Tasmania, we acknowledge all countries participating in this forum and also acknowledge their elders and ancestors and their legacies to earth. We acknowledge the traditional owners of the lands where our partners and participants live and work across Australia and Southeast Asia.

So today it's um our great pleasure to welcome Dr. Mala Raghavan with regard to our webinar series. First of all we would like to express our gratitude to Dr. Mala for accepting our invitation to be one of the speaker in this very important series about online education so um and thank you everyone for your active engagement and for joining us today it's wonderful to see you as always.

So, Dr Mala is a senior lecturer in macroeconomics and head of discipline of economics and finance at the college of Business and Economics at the University of Tasmania. Before joining the university of Tasmania in July 2011, she held economic positions at Monash University and RMIT university in Australia. She is a research associate with the ACER institute of Tasmania and an assistant research fellow to bank network Malaysia and world bank group Malaysian. She has more than 20 years, 25 years of teaching experience at undergraduate and post-graduate levels at various universities across two continents including Australia and Asia and particularly in Asia she has worked in Malaysia, Singapore and Hong Kong.

Mala has demonstrated significant contribution to research and teaching in applied macroeconomics and international economics. By bringing her research experiences into classroom, Dr Mala built and designed curriculums that allow her students to understand how economic theory and data can be combined to explain the fast [inaudible] events she has continuously received the deputy vice chancellor's outstanding teaching commendation certificate, and in 2017, she was recognized as one of the colleagues of business and economics best teachers and was invited to participate in Tasmanian Institute of Learning and Teaching Matters Club initiative. Well done Dr Mala, this is a very impressive biography we are very lucky to have you in this room and thank you very much for your contribution and I believe we are all ready to listen to you now thank you very much.

Dr Mala

Thank you Vinh, for that introduction and thank you for inviting me to present in this forum and I'm one-person I'm actually hailed from southeast Asia also my I'm from Malaysia so I'm always passionate about the region even my studies and all the research that I'm doing on international trade is all related to ASEAN. So therefore, it's also for me it's a good thing to meet many other ASEAN members here on attending this forum and I would like to thank you Vinh and your team

Victoria and the others for putting up such a good uh you know discussion board like this to bring two different continents together particularly for Tasmanian academics to have this opportunity to engage with our ASEAN counterparts.

So today my topic because I think the past few weeks I've been following. Only yesterday I could not attend because I had another meeting so I could not attend the talk yesterday, but I've been attending in the past few uh presentations.

I think a lot of the issues that I'm going to talk about they've already the previous participants have already discussed or have already raised those issues but what I'm going to do today I'm going to talk more from my **economics perspective** because I think one was on health sociology and many different express aspects people have discussed so I think it's also look it's also good to look at from an economic angle: how do we teach economics online and um. So, I would like this this uh presentation today to be more of interactive so in between I have a lot of questions that I would like to throw to the audience uh to the participants also to contribute to that um the discussion. So let me put it in a PowerPoint slide mode can you all see this?

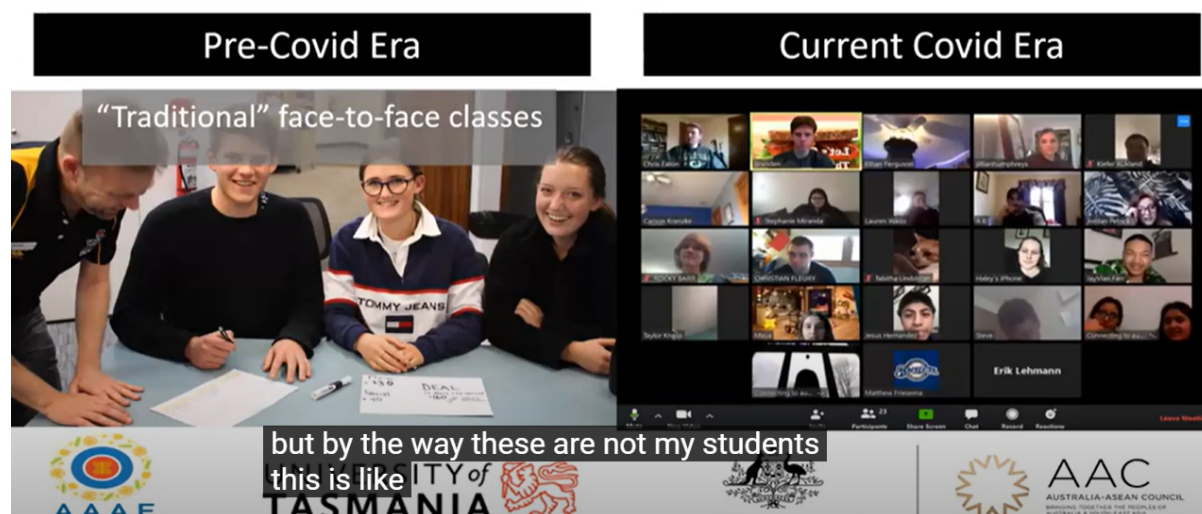
Right yeah so just to start off okay this the topic the or the title of my presentation is actually looking at um the **COVID-19 the catalyst for paradigm shift in economics and learning** so why do I call this a paradigm shift in economics and learning? I'll shortly I'll discuss I'll explain why I call that.

So this is just my background **I come from the discipline of economics and finance** I, belong to the college of business and economics.

Now if you look at the picture in the background now what do you think that picture is all about what class do you think it is? Anyone would like to try? You see the background picture you see the students standing there now what class do you think it is? *Performing arts?* Okay good guess. Anyone else? *She looks like they're on the field somewhere um it's like a field or forest or some kind you know.* Exactly, like yep it looks like a forest it's actually one of the Tasmanian forests, right yes so right now you're closer but what class is this? *Okay class um I think okay this is actually college students.*

Okay, this is actually out UTAS students and will you believe if I say this is an economics class? *Yeah i would we would I would yep.* So this is how our teaching was very student learned centres and this is one of the ecological economics class so when we put up many people thought it was forestry and many other things but actually it was an economics class conducted where they took the students one of my colleagues they took their students to the forest to study about the ecological system. So this experiential learning yeah exactly. So this is how economics was we were very face to face, very student centred kind of teaching in UTAS.

Mode of Economics Teaching



So I'm just going to show you um so this is the pre-COVID era if you look at it, this is my colleague Paul who I, we co-teacher unit this is how our class was. It's a face-to-face a very traditional face-to-face and we like being in the classroom we walk around we talk to the students that's how economics was taught by most of my colleagues in the discipline. So, from this perspective can you imagine we have to switch to something like this so that's that is a very challenging it's a mind setting we have to change our mindset.

But by the way these are not my students, this is like something I got from the website I couldn't get a nice picture of hours on the zoom so I just pick one of the pictures of images from the website so they are not my students, but we have to move from this. To me it looks like the Brady Bunch, you know all these little windows and we are looking at one another. It's not like the traditional class it's a very different feel right? So how do we make the online blended classes to be good and effective substitutes? We can't make them as a perfect substitute, but we have to make them as close as possible as engaging as possible. So there are a lot of challenges along the way that um we faced because suddenly to move from what you see in the left-hand side to something on the right-hand side. It's not an easy move, right?

COVID Era Teaching Challenges



So what I'm going to throw to you all at the moment just like over a cup of coffee let's talk about, is anyone in the audience teaching economics or statistics I think just now someone I spoke to Michael is it he said that he teaches economics. Anyone else teaching economics or statistics? Because I won't be able to see my screen because I've enlarged it so I think I need Vinh's help here to...any of the audience teaching economics or statistics. So, if anyone would like to share the experience this this challenging time how did you all move switch from uh face to face-to-face environment to something more of an online teaching? Anyone would like to share the experience? No, it's okay you're not being assessed, just would like to share your experience. Is there anything on the chat uh Vinh or ah would you like to share yep? Do you teach economics?

Swasti (Indonesia)

Sorry uh I'm teaching statistic um my department is psychology but uh sometimes I have to teach a statistic. Uh the challenge um in this pandemic is how to run the practical the practicing running. uh we use uh SPSS statistical so i make like a video for the tutorial but um yes because, it is my first-year student so yeah i find it difficult to expose them to the statistic.

Dr Mala

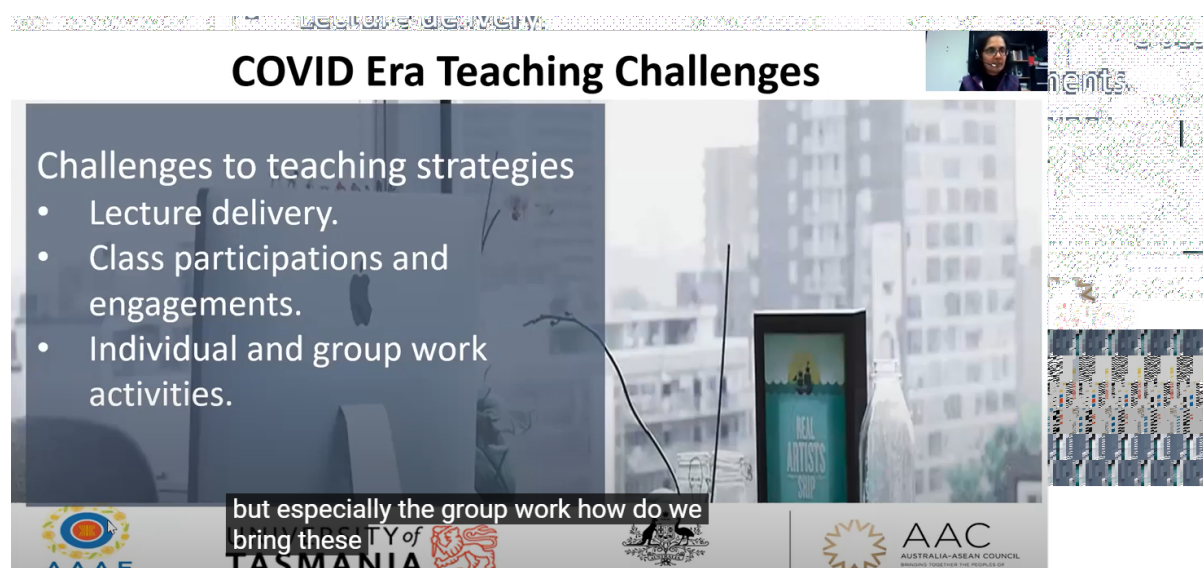
Exactly this is the same experience we had especially for first-year students they're new to the university as it is in a new environment at the same time you're putting them into you know they come from a high school you know suddenly transforming the university itself a new experience. On top of that, another layer is now they have to do everything online so we have a similar experience like you so we also some of my colleagues who are teaching statistics at the same issue so they're trying to use the zoom or blackboard collaborator to how to engage with the students. I can show you some of the examples that I use later uh probably we could share probably you did the same thing too so. So that's what I said I'm not going to say anything new some of you would have already applied those things it's just sharing our experience I see more of this presentation as sharing our experience.

Swasti (Indonesia)

And I find my one of my students like cheating when in assessment the output of the SPSS

Dr Mala

We will talk about all those issues I've got all that from assessments to engagements to lecture delivery yep.



COVID Era Teaching Challenges

Challenges to teaching strategies

- Lecture delivery.
- Class participations and engagements.
- Individual and group work activities.

but especially the group work how do we bring these

So this is uh so when we look at the challenges from our from my perspective and also from my colleagues perspective the challenges to teaching strategies that we found one is lecture delivery. Okay this is something I'm going to discuss about I'm going to show you some of the examples that we used how we particularly the examples that i use to transform the class from a face-to-face to an online platform. The second issue that we have this is something i think even the past few weeks all the presentations people talked about is class participation and engagements. **How do we get your students to engage right?** So what can we do to attract the attention because now the other day I think someone said you got to **compete with other social medias you know Facebook** and so how did we pull them from there and said hey look at our work you know how do we do that?

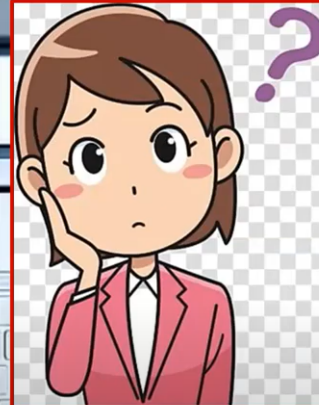
The third thing is the individual and group work activities this is another challenge. Individual work is not so bad, but especially the group work how do we bring these students together so that they can do their group work effectively? And the last one like what you say Swasti is this invigilated assessment this is a big challenge. So as I go through down that list first when i look at lecture delivery I thought oh that's going to be difficult but then when I look at class participation and engagement that sounds even more difficult as we go down the list it's getting more and more uh you know challenging. **So lecture delivery seems the easiest thing that we can handle compared to invigilated assessment so these are the issues that as I go I will be talking about.**

COVID Era Teaching Challenges



How to

- ensure “learner-centred” teaching philosophy is not jeopardised by the Covid-19 disruption?
- maintain high quality, stimulative and interactive student learning environment on an online platform?



to learn something it must be effective otherwise i don't see the

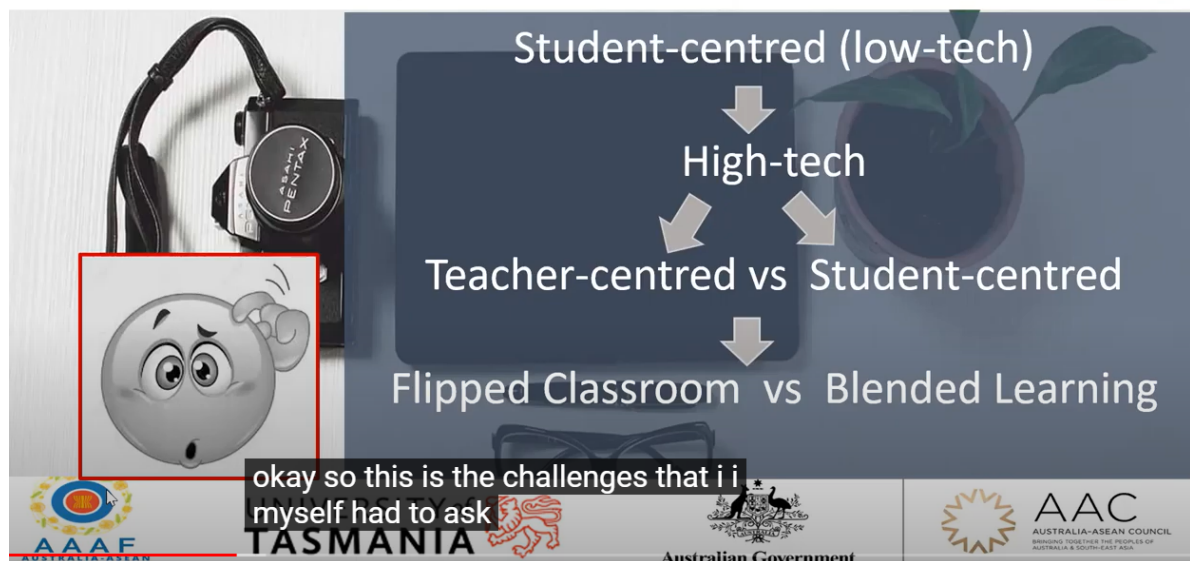
So, the next thing is okay now how do we ensure this learner-centred? As I showed you earlier the picture we are very learner-centred face-to-face engagement we always talk to our students we don't just go don't go and put our PowerPoint up and just teach we walk around we discuss we bring up latest issues in economics so how to ensure this learner-centred teaching philosophy is not jeopardized by the COVID-19 disruption. So, this was a big challenge for us we had to think through number two how to maintain this high quality stimulative and interactive student learning environment on an online platform so how to do that effectively it may not be perfect but how to do it as effectively as possible.

We are still learning we are still trying to perfect that model compared to last year when we immediately moved into online teaching, we did switch we did reasonably well as a team we all did reasonably well but this year we are trying to polish it up we are trying to improve ourselves.

We also learn from the mistakes that we made last year so as we are going, we are getting better at it so I'm sure along down the line we'll be getting better and better. But initially last year we had to do everything online like from workshops to lecture delivery but this year we have moved our lecture is still conducted online we not conducted online we upload our videos short videos, but our workshops are now we are going back to the classroom so it's more of a blended approach which I'll talk about uh later.

So these are the issues that um we are facing so you can see I'm already having a heavy head so how do we transform okay and make these classes as interesting as possible and make sure that it's not just transforming you also want the students to learn something it must be effective. Otherwise I don't see the point of simply transforming but you need to give careful thought how do we make this effective? How it must be a learning process for the students as well.

Teaching Styles and Approaches



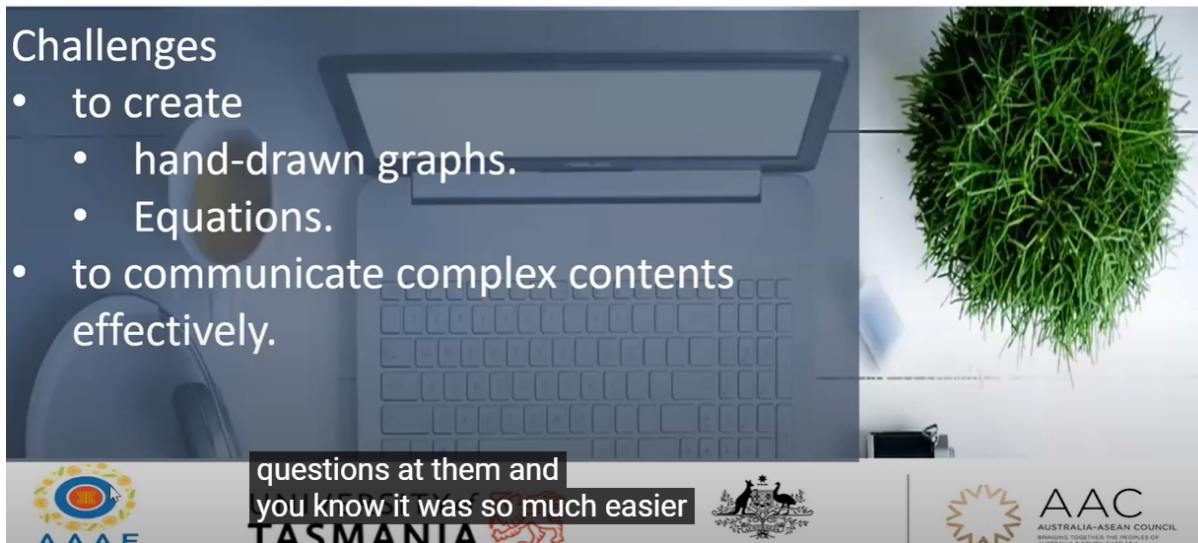
So this was our teaching our style and approaches so from a student centred. I put the word low tech in a bracket because we were not really low tech even pre-COVID time a lot of our materials are uploaded onto the online platform we call it MyLO uh my learning online. So a lot of this is a blackboard uh platform so where we upload all our materials so students already familiar with them with downloading their materials from the online platform the only thing is they used to print it out or they come to class and then we deliver it in the face-to-face class but before that we actually upload all these materials to them.

So in terms of material uploading it's not something new for the student but it's more of the approach the teaching aspects of it that suddenly from a face-to-face class they are moving towards an online platform okay to listen to uh recorded videos and also participating in a class on online or zoom class. So the focus is we are using from a student-centred low sort of tech to a high-tech where now we need to think about two aspects okay although before that we were student-centred now we cannot just be student-centred.

We also need to think of we also need to have some teacher centred here because when we are transforming the lectures like our video recording. So we looked at the flipped classroom so we have to make sure that our the way we deliver or record our lectures is effective so that has to be very teacher centred in that perspective. And then we take it to the classroom or when we later when we do the workshop it's more of a blended approach so with the expectation that the student has already watched the videos they have done their homework and then they come to the class for a discussion so you can see at this time I'm still trying to understand what is flipped classroom and what is blended learning and you know it's trying to get my head around and i try to find a clear definition on this and it's still I'm still i think I understood but i think it's sometimes i feel like i can still cannot see the difference between flipped classroom and blended learning.

Okay so this is the challenges that I myself had to ask from time to time okay when I'm preparing my materials. So I'm sure members of this okay audience here will have the same issues like I like what i had.

Lecture Delivery

Challenges

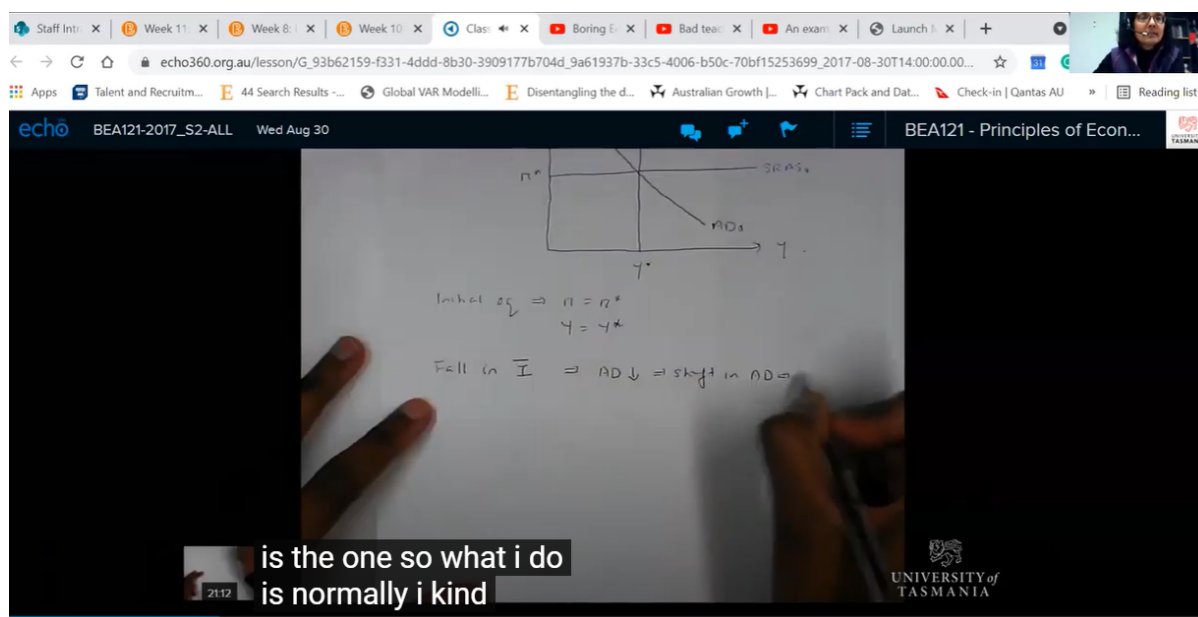
- to create
 - hand-drawn graphs.
 - Equations.
- to communicate complex contents effectively.

questions at them and you know it was so much easier

So what I'm going to do I'm going to cover three areas today okay in this presentation one I'm going to talk about the lecture delivery what are the challenges and also talk to you about your experiences about that and then what did i do from my perspective how did i deal with those issues. The second thing I'm going to cover is student engagement this is very challenging now what are the challenges and what can be done and what did i do and how whether it was effective. And then the third thing is that I'm going to cover is assessment okay the issues around assessments what are the challenges what are the changes that's required and what did we do in our units.

So let's look at lecture deliveries okay teaching and economics unit i mean many of the audience if they are **teaching economics they know what I'm talking about the challenges are, one is to create hand-drawn graphs right** because when although we give them beforehand our lecture notes printed lecture notes, but in the class normally i would like to draw and show it to them right? The other thing is equations i would like to write out the equations in the class derive those equations for them so they know exactly how it's done. Okay the theory behind that. Also we use this classroom the face-to-face class to communicate complex contents effectively because we're able to walk around throw questions at them and you know it was so much easier to do it in the classroom so I'm going to show you some um examples of how my classes were before the pre-COVID period so I'm going to stop sharing this and I'll come back to that. What I'm going to do is I'm going to share with you some of our examples that we had okay I'll come back to.

I think so can you see this screen? Okay so this is what I'm going to show you this is how this classroom where I take a printout um of my lecture notes. Okay I contact this was actually a recorded session from my face-to-face class.

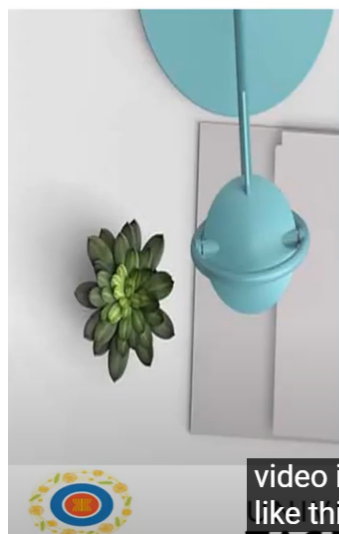


So I'm just going to click on this I'm just going to show you what so this is the one. So what I do is normally I kind of I'm just skipping so that I'm not going to bore you with my economics lesson see this is how we conduct okay. We show students I draw I talk to them I walk around so this is how the class was. It's very engaging asking them questions and they will respond and that's how it's done yeah. So this is how it was done and then to switch from this to create videos it's not easy. Because I'm actually talking to the students I'm actually developing the lesson as I'm talking to them so how do I do that now on a video okay without um I'm not just like talking to a machine how do I do that? So that this was a big challenge for us for many of us in the discipline because from many of my colleagues.

So this is the example so this is something I need to do now in a video, do short videos engaging videos which I'll show you later how we handle that problem. Okay so I'll stop this I'll go back to my lecture slides here.

Okay can you see my screen again the lecture screen? So this is where the challenge is right so you saw how the class was how it's done, is drawn hand drawn and showing equations step by step developing that. So how do we handle this this challenges? So moving from there, so the next part is oops it's not picking up.

Lecture Delivery

Changes

- Teacher-centred & high-tech learning
 - Flipped classroom.
 - Online instruction and lecture delivery.
- Use of multimedia authoring software
 - Create short engaging videos.
 - Some examples.

video if i'm just going to talk to you
like this you know teacher centered high

Yep so you can see that I was already really freaking out not only me but many of my colleagues also freaked out at this stage how do we do transform these classes into something more engaging? So the changes that we had to see okay that we had to think through is one now when we are doing the videos **it has to be teacher-centred and high-tech learning that means we need to focus on the flipped classroom approach how uh to do the online instruction and lecture delivery.** So this is something we need to think through. And how do we handle that? So we need to go back and look at what are the multimedia authoring software that are available for us so that we can create short, engaging videos.

I'm going to show you some boring ones because the classes got to be engaging okay when you go if face to face is different but when you're doing video if I'm just going to talk to you like this you know teacher centred high tech learning flip classroom online instruction lecture delivery you're going to lose your students. They're not going to listen to the videos that you're going to put up okay. So it has to be engaging it has to be short. **You cannot have like 40 to 50 minutes video in one stretch and we also got to understand from the students perspective right?** Yet it's not only our unit they're also doing other units so they are listening to four different lecture videos every week so we got to empathize with them so we have to make our videos short and engaging so I'm just going to show you some interesting bad videos that we shouldn't do okay. Just give me a minute.

Okay let me see just to show you this is they call it the boring economic lesson. Can you imagine having students like this? **We cannot afford to bore them** okay so we need to make sure that the lessons that we do okay it has to be engaging otherwise you'll have students like that looking at us and we are not even having a face-to-face class so we don't even know they may not even switch on the video to listen to our videos. Okay so this is one bad example that I wanted to show.

Another one is when doing online let me show you another example. Okay can you see that? So this lady is trying to do an online class like this. Can you imagine having a class like that and you're doing a video like this? We cannot afford to do that. So see so these are the important things that we had to think through okay when we created the uh when we create a video so many of some of my colleagues could be even doing another much better job but I will um later I will show you some of the videos that I did for my class.

So just to give you an idea of let me share the screen again. Okay so some of these classes so it's important that when we do these lessons okay we need to make sure that it is engaging okay, and it's also interesting for the students. So it has to be short and sweet yeah.

So now let's move on so what I'm going to do next is breakout session I want to ask y'all how to create an engaging interesting and effective videos. It could be different lessons could be your own lesson not necessarily economics. How do you think we can create an engaging interesting and effective videos and what multimedia authoring software tools that you think are available that you could use?

Lecture Delivery



Breakout Session

- How to create engaging, interesting and effective videos?
- What multimedia authoring software tools are available?

I'm going to open up to the audience now to the participants. How do you think we can how to create an engaging interesting and effective videos? So what are the rules to do that? Anyone? Come on I'm sure you all have something to share.

(Unknown)

Um I think that um Irish had a good point there with um her comment about the bloggers. I think we should um kind of follow what they are interested on and that is this uh social media activity so probably we should start using things like WhatsApp, Facebook videos even TikTok for designing our lectures that way right so as long as we can their spanning um the working memory online is very small, so they cannot really pay attention to too long right so one two minutes would be enough so if we can condense our lectures in one two minute fragments like TikTok style then they are likely to remember more than we actually think and that is our goal right, that they remember? And they can apply later so we can use a longer synchronous lesson to you know reinforce that thing that they have memorized and make it make it applied in exercises or things like that we can moderate online.

That's right so you need to look at your students right, the capacity they have and also the bandwidth like you said the short videos. So how we need to understand our students like you're right didn't we need to understand our students what uh what type of classes we are dealing what are type of subjects we are teaching. So all that matters how we create these short videos.

Sorry I couldn't read the chats because my screen when I enlarge it I can't see the chats what's coming through so I'm not able to respond to that. And uh of course there are lots of multimedia authoring software out there. So do you all have used anything that you all would like to share? What sort of multi uh these kind of software that you have used?

Irish Mae (Philippines)

Hi Dr Mala um a while ago I just posted on the group chat that that now I know basically why there are a lot of viewers um in these vlogs compared to our video recorded lectures. And then when you asked that question I was kind of um in denial I know the answer but I don't want to really blurt it out because I myself has really you know um reflected on what I did over the last um semesters and I just found out that I'm a boring teacher when it comes to having asynchronous sessions or sync yeah asynchronous um discussions. Simply because probably I I'm quite hesitant at the same time um I know all these I'm still young I know all these platforms and all that but that I couldn't um manifest it in me to you know to sound like these um highly energetic vloggers because I believe that if we are and we have the kind of energy kind of vibe then basically the students should also um you know enjoy whatever we're doing on video. So yeah that's a really tough um challenge for us to you know to do that but yeah I hope I'm as energetic as these bloggers so that yeah...

So it's a learning process for all of us we are not trained actors or you know like doing a video you have to be you know all these actors dancing around we are not like that we are typical boring academics like we are trying to switch our mind trying to pretend like we are trying to do things but we have to learn along the way. I'm with you Irish, I had the same issues like when we do videos I said oh I shouldn't sound boring you know I should sound a bit more lively. But believe me when I first started making videos I will delete and delete and delete I'll redo again and redo again and then come to a point where I thought oh in the class I make mistakes they can accept me so when I do videos I sometimes I make a mistake I said oh I just said that that was wrong I won't delete anymore I'll continue with my video and so I'm talking to them so I've come to that stage at the moment. So I'm just like talking to them you know rather than doing a very formal videos that's how... later I'll show you some of the examples that I've done.

Yep that's a good point and there are a lot of software's up there it need not be expensive this is something when I first started I thought oh they are going to be a very expensive uh to get these software and, I'm being an economist, I always like to find what are the cheapest way what are the effective ways you know my economics mind always sets in. So that's I was trying to find uh what are the other software that I could share with y'all some of these freeware that we have uh that that are available that we people could use when for teaching purposes.

So let's see what I have here. So what did I do in my class given this it's of course some of my colleagues might have even done it even better but I'm just going to share with you my own experience what I did. So this is actually a first-year unit, this is the basic the foundation macro micro economics which I share with another colleague of mine. He teaches the micro component and I'm as a microeconomist I teach the macroeconomics component. And the things that I did this is as I said is a compulsory unit for the entire faculty so the student numbers are big uh which is all the all the business students have to do this unit. So what I did was first thing is I had to create uh I created short videos every week I did about five to six videos uh each week covering the topic.

Lecture Delivery



What did I do?

- Created short videos (5 to 6 videos) each week.
- Each video - 15 to 20 mins duration.
- Multimedia authoring software
 - Power point → Slide shows → Convert to videos.
 - Doceri – Interactive whiteboard.
 - Document camera.
 - Zoom/Blackboard Collaborate.
 - Relevant examples.



these are some of the things that i've used powerpoint i find powerpoint

So I try to keep my videos within a 15 to 20 minutes duration so that it's not too long and students can just choose if that they don't understand a particular concept they just need to watch that particular videos instead of going through the whole process enough two hours of video that's asking uh too much for a young now students. As I said they've also got other units and they're also listening to videos and recordings from the other lecturers as well. See they're not just doing my unit they're also doing other units so I've got to be mindful about that.

And when we say multimedia authoring software these are some of the things that I've used PowerPoint I find PowerPoint is useful I turn that into slide shows and then I convert it to videos short videos. So this is one of the easiest because we all use PowerPoint, so this was easier for me to convert. So if I'm just putting up facts and I like to put a lot of pictures as you can see in my slides I like to use a lot of pictures and cartoons and all that so that was easy for me when I was using the PowerPoint slide which I'll show you in a short while the other examples for that.

And then another software of course there are many other software but one that I used was Doceri because this is someone from our teaching technologies, they sort of recommended this. We call this the interactive whiteboard because as I said I use a lot of formulas when I teach I write I like to write and explain so I use this Doceri software to do that. And then of course document camera but sometimes we could use document camera but that can be expensive process but we because the university we had I could use for some cases. But I'm going to show you the first two, the PowerPoint and Doceri which is within the means of everyone most of us. Doceri is a freeware and PowerPoint is we always use so. And then of course uh Zoom and Blackboard Collaborate those are the things I think you all are familiar with. So this is what I'm going to show shortly the software that are used in in my teaching. So I'm going to stop sharing this sorry to be you know going up and down because I've got this little screen so I'm trying to move around. So I'm just going to show you some of the examples that I used and of course you all feel free to share your experiences after this I will ask I'll talk to you about that.

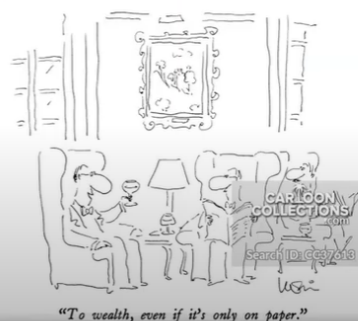
Okay let me give you an example of my yes think this is the one yeah so what I'm going to do I'm going to share with you this screen so you're able to see the screen okay so this is one of our blackboard later I'll show you the whole template how I use so I'm just going to enlarge this.

What is Money?

- **Money:** Assets that people are generally willing to accept in exchange for goods and services or for payment of debts.
- **Asset:** Anything of value owned by a person, firm or government.

money
so

Press Esc to exit full screen



So this is how I was teaching something on money so I try to use a lot of pictures. Let me reduce the volume I don't want you all to be listening to my boring lectures. Okay let's reduce that a little bit.

BEA111: Introduction to Markets and the Economy

Part 1: What is Money?

- Money and its Function
- Commodity vs Fiat Money
- Narrow vs Broad Money

HUBBARD
GARNETT
LEWIS
O'BRIEN



Hubbard textbook reading: Chapter 16

and what is the reading like today this particular video

Okay so I'm just going back so this is every week I try to keep it consistent like always when I start I'll put up what I'm going to do for in that that particular video and what is the reading like today this particular video I'm talking about what is money in its function commodities and so on. So then I try to bring in a little bit more um you know to attract the attention so I like to use cartoons and pictures and so some of the things that I use so I also used Homer you know some of this like I like Homer Simpson so I also used Homer Simpson like when we talk about money so I used all these platforms and I kind of teach giving them examples so that they can relate to what's in.

So this is just doing this was done using PowerPoint slides so I convert that into videos short videos and they are usually, this one came up to about 25 minutes, but usually I like to keep it within 15 min 15 to 20 minutes.

And then the other one that I wanted to show you all is, this PowerPoint one I think most of you know it's pretty straightforward we could use that.

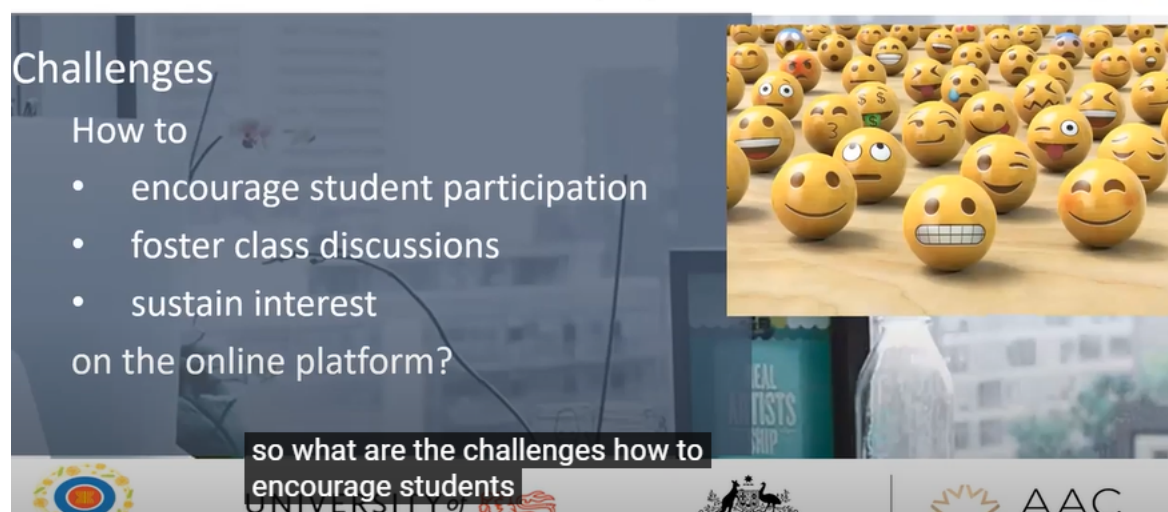
The other thing that I would like to um show is that Doceri which I used. Okay so this is something I would like to share with you that we used in our lesson.

[preparing screen share – didn't work?]

So this is uh what we call the Doceri software that I could um use and I could write something on it like it's like a white board and I write red exactly like what I was doing in the class. So this was very good and my students really liked that. So this is something they liked so much because they were able to follow as I'm doing. This is very similar like the Khan Academy right if you've seen the Khan Academy on the website where they also write and show so this is very similar to that. And it's a very it's a freeware Doceri you can actually download and you can and you have a touch screen you can actually write on it and show it to the student and you can create video straight away from there so this is how that was done. So these are the some of the software's that you can use especially like I know Swasti, you are saying that you're teaching statistics, this might be a useful platform that you could you could use because you can actually write and show and demonstrate what is going on there.

So these are the some of the examples so if you all want to know anything I can give you the link like the celery and all this these are the easy easily I actually call it a low hanging fruit that you can actually tap on and use it if you use it effectively uh it will be useful for the students and they like that because they feel like you're actually talking to them and showing them those examples now. Okay so that is in terms of uh teaching the sorry lecture delivery how I dealt with it. I'm still learning I'm sure there's a lot more to improve but at least for a start we managed to switch from face to face I think to some extent effectively, we managed to produce all these short engaging videos for the students. So far the students were very appreciative they liked what we were doing so that is a good sign as a starting point.

Student Engagements

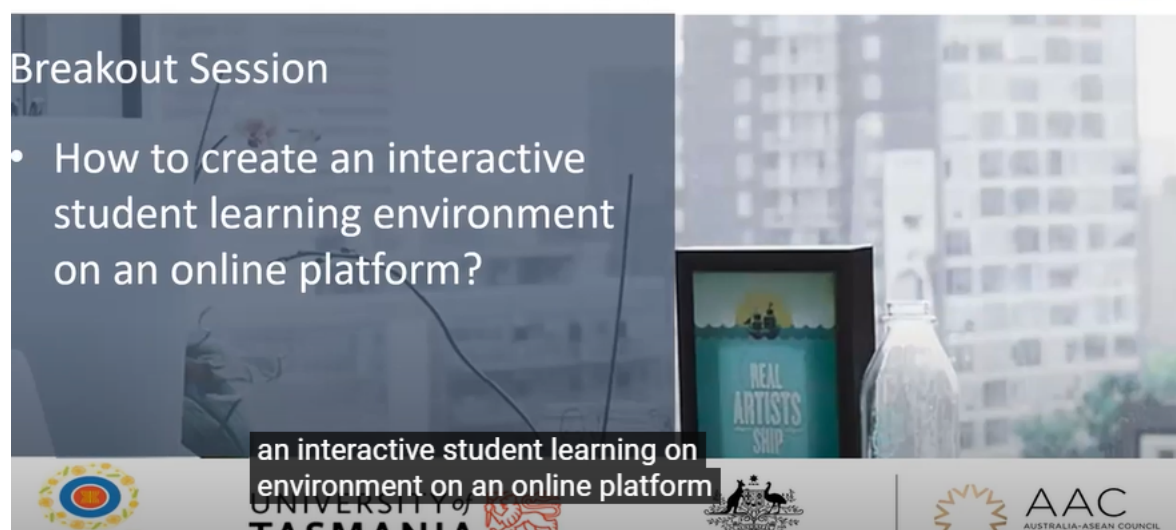


The next challenging issue was student engagement and I know this was raised many times in the previous presentations also student engagement so what are the challenges how to encourage students to participate? Okay foster class discussions sustain their interest on the online platform

okay? And as I think Irish or somebody did mention that there's a lot of distractions out there how to get the attention from those distractions. So how do we make this the class student engagement uh okay for students to be engaged in the in this unit.

So I like to show you so we cannot afford to have this that's not acceptable so how do we make our classes or our sessions more interesting. So before I just share what I did okay how do you think we can make or create an interactive student learning on environment on an online platform? How do you think we can do that?

Student Engagements

Breakout Session

- How to create an interactive student learning environment on an online platform?

an interactive student learning on environment on an online platform

Sorry I think uh if it's anything on the chat it might be a problem for me to read if someone can like to volunteer to say? So how do you think we can create an interactive student learning environment? How to keep like I think someone just now suggested I think Martin is it someone who suggested that uh you know we do this short on a TikTok or something you know like uh I know people use different platforms. I know some people use WeChat some use WhatsApp to get the students engaged uh in the discussions and so on.

Jess (Malaysia)

I'll show what or share one suggestion that or one thing that I've done and that's using the Google docs and google sheets and having students do one task at the same time so they're contributing to a group work. Go on an information hunt because they have the internet with them uh and then they come back and bring together and then nobody has to talk and then they are all happy.

Dr Mala

Yes, and you found that effective?

Jess (Malaysia)

Yeah actually some of my students really were grateful for it because they are shy and don't like talking so they felt like they were able to contribute and be proactive without having the risk.

Dr Mala

Yep, so yeah that's good isn't it sometimes it works that's why I say sometimes this online platform work in a different way effectively in a different way. Especially in a face-to-face class students are shy to talk but online because when they're keying in things they are much more engaging so that yep anyone else?

Participant (Philippines?)

Um what has worked for me is that I offered them something in return for doing a certain activity. For instance, most um we have a report that is the final assessment and so I divide the tasks in class as something that will help them to do the report. So if they do the task in class let's say I give them 15 20 minutes to do the task then I immediately provide them feedback to those who have finished it right. Throughout the class I have like three or four activities so almost everybody gets feedback immediate feedback and that seems to be a good encouragement for them.

Dr Mala

Very good because this is something I'm going to talk about later on, assessment also because when you do all these little tasks which is actually contributes to the assessment, it seems to be working well because they know that okay if I do this it's going to contribute later it's going to help me to in my assessment because this is kind of connected to the assessments. So this is how we also try to do that our student um engagements now we have to think about because end of the day students always think about marks okay as much as we say that marks is the last thing they should worry about this should be more learning process but we got to face it, for them marks end of the day they want to get good marks so if anything that we can connect to the assessments and it's going to help in their performance we are going to actually uh participate more.

So what we need to do in our case was that so some of it so this is where the student learn centred and high tech learning because just now lecture delivery we had to focus more on teacher centre and high-tech learning but now when we look at student engagements we got to look at from that perspective student-centred and high-tech learning. So what is one thing that is very important that **notice is effective and continuous communication** now Vinh is a very good example she'll always update us you will never keep us in the dark right every time after each session you notice that you will always uh you know inform us what's happening what is coming next, see that that that communication is important for students effective and continuous. **So students must feel that they are not left in the dark okay someone is like continuously when we communicate with them especially in this uncertain environment that is something that I find is very important continuously.**

And this is what they also when they do it student evaluation when they evaluate their academics they said they always like academics who continuously okay communicate with them and then like you said Martin like we **have to give clear measurable activities so they must be clear what they're doing when we say clear, measurable activities each task okay what we are doing like if you're giving quiz what is the purpose of that quiz student must understand from that perspective.** And if it's a return piece okay how do we are going to assess? So there must be a clear way clear measurable activities.

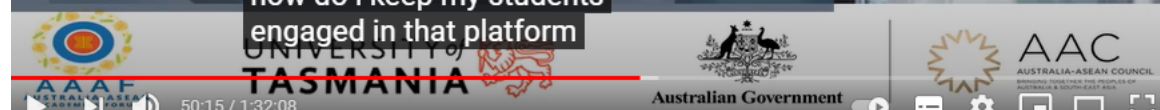
Student Engagements

Changes

- Student centered & high-tech learning
 - Effective and continuous communication.
 - Clear measurable activities.
 - Interactive workshops/activities.
 - Virtual group engagements.

Which aid students' digital learning experience

how do i keep my students engaged in that platform

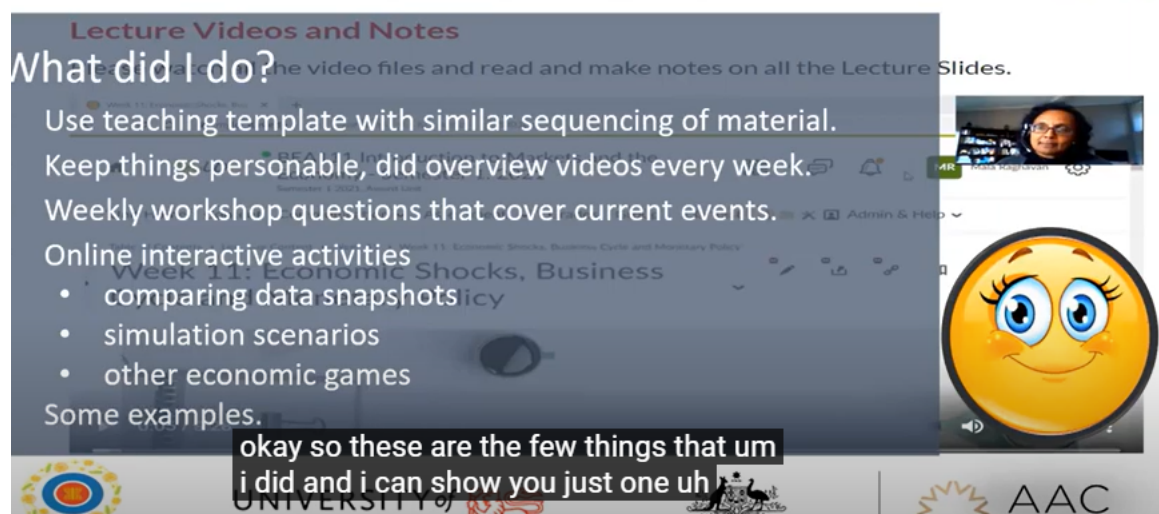


And also we need to have interactive workshops and activities. like this year we were fortunate because we could go back to the face-to-face class at UTAS but last year when we were under the strict lockdown, we had to do our classes online Zoom classes obviously. And we need to keep that interactive the class to be interactive and the workshops to be interactive and of course one of the ways for economics that I find that **if I want to keep the class interactive is always connect to the current situation what's happening in the current environment.** So COVID-19 was a in a way it was a blessing in disguise I use a lot of COVID-19 cases when we discuss about concepts in in macroeconomics. So that was so they feel they were engaging and I'll talk about you youth unemployment and so on which is kind of in a way it also it relates to them so they were they liked those kind of topics. So I tend to emphasize more on those areas.

And also creating a lot of virtual group engagements like I uh this is apart from the workshops so sometimes if students have a common problems or some concepts they are finding it hard so what I **do is I bring the students together. Now with Zoom it's so much easier to create this virtual group engagements.** So in a way they feel that actually although they don't see me in person but they are still like communicating with me through zooms and so on so these are the some of the things that we could do. But I'm not saying it's going to be possible for everyone I know someone uh one in one of the sessions they said that sometimes people with uh in some areas especially in rural areas the internet connectivity is not good so how do we do deal with that? So in that kind of circumstances we need to look at different things. So what I'm suggesting here may not work for everyone right.

So it's more of people like um have access to internet and also because of this subject that I'm teaching economics so I'm going more from that perspective how do I keep my students engaged in that platform.

Student Engagements

Lecture Videos and Notes

What did I do?

- Use teaching template with similar sequencing of material.
- Keep things personable, did overview videos every week.
- Weekly workshop questions that cover current events.
- Online interactive activities
 - comparing data snapshots
 - simulation scenarios
 - other economic games
- Some examples.

okay so these are the few things that um i did and i can show you just one uh

So this is, so what I did um mainly, um this is one of my MyLO page I just put it out there so use teaching template with similar sequencing of material so that students find it easier. Otherwise if it's going to be very messy that kind of discourage them from actually going online logging on and you know going uh accessing uh accessing these uh material see so we I so I was using teaching template with similar sequencing of material I'll show that every week I try to keep that consistent so that it's easier for them. So I will have what certain ways of presenting for example Vinh might have her style so the student should know that if I'm going into Mala's class this is how it's done if it's I'm going into Vinh's class it's going to be this is how it's done. So they we can have different ways but in my the way that I do it has to be consistent every week so that students know what to expect okay. As I said uncertain times like this we have to keep students you know we don't the last thing that we want them is to be worried and get stressed and you know that's the last thing that could happen.

So and we keep things personable so one thing that I did is every week apart from uploading my videos, I'll do a five minutes uh video just to talk wrap up what is this week's content is all about what they need to look at what are the important dates that they need to focus for that week. So I'll just do a five minutes video every week so that they know okay to give them an overview of what to expect for that week and what they have to do and so on so that's why I said the communication is very important.

Third thing is the weekly workshop questions that cover current events so this is when they come into whether they are doing online workshops or whether they're doing uh face-to-face workshops so this is they should have listened to the videos, the weekly videos, and then attempt the weekly workshop questions that cover.

So I tried to put in lot of current events so that they realize that okay what I'm learning in this class is actually useful it's not just theoretical it's not just hypothetical example it's actually a real current example so always bring in I will talk about the Tasmanian unemployment rate I'll talk about how is it this COVID is impacting the Tasmanian trade so that they they're able to see okay.

And I also do a lot of online interactive activities apart from my videos I also try to bring in some interesting videos short five minutes videos so that they can listen to um as Martin said just now I also give them activities online short engaging activities that could be kind of connected to their

assessments so if they have done this work that's going to help them in their assessment pieces. So because all those are connected okay so these are the few things that um I did and I can show you just one uh example.

So when I said that weekly content see this is one of the weeks that I teach like week eight okay I talk about labour market and inflation. So first I give them what is the learning objectives the areas that I'm covering so this is the five minutes video that I do that I'll go through run through what I'm doing in that step-by-step so I'll tell them under each video what is being covered and now why I'm looking at those videos or why am I using these examples so these are the examples again this is this week I had about six videos I give them my readings. So every week I try to keep that consistent okay additional reading. So for additional reading I try not to give them something long or 20 pages or 30 pages, I try to keep short articles that is relevant to the topic at the same time something that would interest them because if I'm going to give a 20 page additional reading they don't have the time and they're not interested. So I'll give something on youth unemployment in Tasmania, or I can say ask them questions can inflation be good for us? So this kind of short kind of catchy kind of topics uh articles that I give to them to read and I said okay think about it in this articles what.

Sometimes I also contribute a lot to media and all that sometimes I will pull out my own media um the news that I've contributed so that they know Mala is not just talking about in the class she's also actually what she's teaching us is the real issues okay that's out there that they need to know. And then I'll give them some you know this all these days online you can find a lot of um interesting things that's relevant so I talk about joblessness in COVID 19 pandemic for example and then I also use a lot of our reserve bank of Australia like in every country you know you could use your reserve bank resources because there are a lot of current events so I try to bring in some short videos for reserve bank videos. So this is like practical activities like I if they click on this they can play a little game how do they calculate inflation where how do they look at the basket of goods and how do they calculate inflation. So these kind of activities will help them in their assessment so I try to these are not assessed but you know something that is fun for them to do so that the when they do they understand the concepts and then later they can actually apply to their assignments or other assessments. And then of course I make it clear what they're supposed to do in their workshops and what are the assessment pieces that they need to do for that week. So I try to keep my communication clear so every week it's consistent so they know okay what is the checklist what am I supposed to do this week okay what is the deadline when am I supposed to do the submit this work and so on. So no one can come back and the students if they come back I said go back and look at that okay I will never spend time writing a long email you know I'll say go back and look at those all those information are there on the website.

So these are some of the things that uh I do so that to keep it consistent right so that they know what to expect every week. So they don't feel lost suddenly you know. So the best thing is always to do the same keep a similar pattern across the week okay.

So let me go back to sharing the screen so that's about the engagements that I've done and sometimes I think uh one of the presenters earlier the last week they did say that we have this what we call MyLO I can actually follow I know that whether students are doing their work whether they are you know whether they have actually download the materials and that they have done the work so sometimes I can actually check who is doing what if whether they have actually are the students engaging in those activities. So sometimes I do send them an email hey I said I've been noticing you have not been participating so that kind of jolt them a little bit so I do it from time to time kind of

those inactive students I kind of uh inform them you know it's time that you look at your work and you know do something about it. So they know that I'm watching okay so that the impression that they get.


So these are from the student engagement perspective now the last one that I would like to issues that I would like to talk about is the assessment. Another challenging area is the assessments so this is something I found it very challenging um because one students are overwhelmed okay with online assessments. Because as I said I'm doing assessment my colleague is doing assessment and other colleagues, so they are they are actually overwhelmed okay so we need to understand from their perspective also.

So that's the first second thing is difficulties in conducting invigilated exam okay because some of this not how do you maintain that you know when we do an online exam how do we make sure that you know students are not copying and copying and pasting and things? So this is one area is a very challenging area where we I had to think differently how I designed the questions, the exam questions I cannot use the traditional way you know I cannot ask define inflation or define unemployment that's ridiculous because they can always copy and paste the answers. So it's not really doing you know the job like you're not really assessing them so these are the issues that we had issues with academic integrity. I think Swasti you did mention about this room for you know heaps of opportunity for contract cheating okay room for plagiarism and all this academic integrity. Now how do we handle this?

Assessments

Breakout Session

- How to design take home exams/assessments?
- How to minimize
 - contract cheating?
 - plagiarism?



So now going throwing the question back to you all how do you think we can design take home exams and assessments and how to minimize this contract cheating and plagiarism? I need ideas from others as well how do you all deal with this?

Michael (country?)

So based on uh my experience what I did is I try to give them a unique form of assessment in such a way that it will minimize the tendencies of them asking for answers from their classmates. So what I do is I ask them their personal experiences I asked them how are they going to relate this concept to what they're experiencing right now so in that way they can also put some personal touch on it and I can say that this answer of my student is really unique from others so that's it.

Dr Mala

That's right that's a good way to do. You know you have to think differently that that's great yeah Michael because we cannot do it the way the traditional way of asking you know I even send back some of the example questions I said no we are not asking any more definition questions, we are not asking any simple questions it has to be very thinking critical thinking kind of questions. Otherwise they're just going to you're just giving them the opportunity to go on online and just key in the word what is the definition of inflation they're just going to take that and copy and paste and you cannot blame them it's out there right so this is something we need to do more of. The way we assess students has to change any other ideas?

Irish Mae (Philippines)

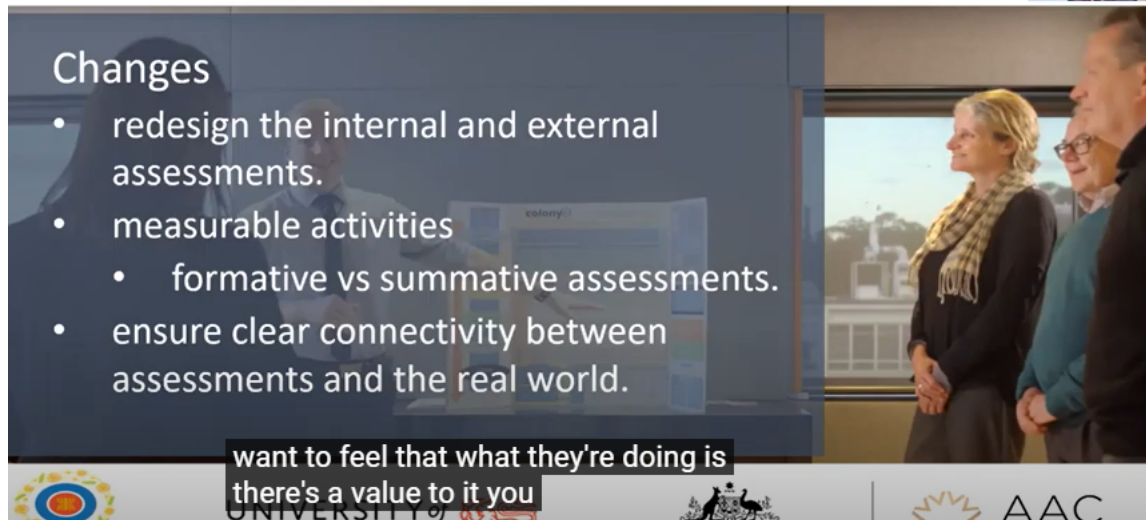
I was thinking I don't know if this also works with an economics class. In my case what I usually do is I don't focus really on um item equivalents or um basically putting marks or scores in each of the items but uh I'm more focused on whether or not they exactly got the skill or the competency for each of the tasks. So um this time around I focused more on that I didn't if I could really just count probably I just gave them quizzes um that are very objective with one to point equivalent, um probably twice but then the rest of the tasks there are a lot of tasks um and these tasks are more focused really on the skills and the competencies.

Dr Mala

Yep that's good. In economics we have two parts one is it's going to be very objective like uh I think it's like even like I'm Swasti like that it's a statistics right? That one is very objective so it's difficult to have a critical thinking kind of activities but like Irish like you said even from macro I have some topics that is very controversial there's no right or wrong answers. So I can throw that kind of questions and students always you know because their mindset is so objective they want the right answer I said no we don't have a right or wrong answer, it is how rationally you are discussing that topic. So this is how I try to mix it up with my assessments there are some aspects that we need to assess like a calculation and all that is a bit more objective but there are also the other parts that I could still you know that's why I said my style of questioning has to change. I cannot so I ask more of like open-ended kind of questions there's no exact specific answers to that. So that is one way how I uh come but overcome this this this problem but we're still learning as I said and students are learning we are also learning in the process.

So trying to find that you know the middle point where it works for everybody. Yep thank you yep thank you for all the suggestions I'm also learning from this group you know from what y'all are doing it's kind of nice people from different areas in economics. There could be some similarities across different uh you know subjects and so on.

Assessments

Changes

- redesign the internal and external assessments.
- measurable activities
 - formative vs summative assessments.
- ensure clear connectivity between assessments and the real world.

want to feel that what they're doing is
there's a value to it you

So we said the changes we got to redesign the internal and external assessment I think that's important not only internal is more take-home assignments and things like that but even external the final exams has to change right? And the measurable activities like I think what you have highlighted Irish it, there's a formative aspect of it and a summative assessment okay formative is more formal more objective you can give them quizzes and then you also need more kind of discussion type of topic because this is where the actual critical thinking is coming in. Because the formative assessment is more to see whether they understand the concepts they understand what is all about but the actual um thing that the learning process is taking place through the critical thinking and in economics that's very important the critical thinking is very important.

And also we need to ensure clear connectivity between the assessments and the real world because students always want to feel that what they're doing is there's a value to it you must attach that to the assessment. So in economics I probably in macro maybe it's easier for me I can always connect to what's happening in the environment you know when COVID-19 hit I show them the business cycle and I said why do you think it's happening here what are the indicators affected by this this crisis. And I also show all the current what the governor of reserve bank of Australia is talking about what's the treasurer is talking about so they're able to sort of okay what I'm learning in the class is actually useful. And I said you can go home and explain to your grandparents and your parents you know when they listen to the news if they don't understand you see you are well better off now you have more understanding to explain to them and they love that you know they think that they are able to explain to their family members. And some of them do come back and tell me you know I told them you know this interest rate is moving exchange rate is going to change and you know so it happens. So try to create that you know what they're doing is useful I think that's important.

Assessments



What did I do?

- Weekly quiz submission.
- Assignments
 - Short video, clearly outlining
 - purpose, learning objectives and expectations.
 - Interactive activities tied to the assignment.
- Redesigned the take home exam

So what did I do? Like uh like you Irish, I did a weekly quiz submission every week they have to submit uh quizzes. So usually, we give them about 20 questions and they only have 20 minutes it's a very short period window they have to finish within that window time so that it and like each week's queues only might contribute one percent of their final assessment but at least it's like keep going they consistently got to submit that.

And then the second thing is the assignments so when I created like I said the questions that I come up I look at the current event and I try to connect the theory that they did in the class and I give them the real data and uh and also to create a short video clearly outlining I think this is something Swasti also says, that I show them in the zoom okay how do you do this I show them the excel sheet that they have to look at. So I've created this short video clearly outlining what is expected out of this instead of just putting it everything in the writing I created like a video so that they know that if it's in the classroom face to face I would have talked to them so now I created this video to show them exactly what is expected out of that. So what is the purpose of that assessment what is the learning objective we are trying to achieve through that assessment and also the uh our expectations.

So and then the interactive activities like I said every week I think Martin was saying that I try to create this interactive activities every week which is kind of towards the end it's going to help them in their final assessment. So they have if they have not done the work they have to go back and do those activities so that they have an understanding of what this assignment is all about. So that is something uh I don't think as I said I'm still learning so are my colleagues, we're still learning we're trying to improve so um.


And then redesign the take-home uh exams like I can't give any more you know defining things kind of a very formative type of questions, but it has to be more of a critical thinking pieces that they have to do as a take-home exams.

So these are the things that I have done so far so the three areas that I have covered. So it's things that I I'm trying to do and I'm still learning I'm trying to incorporate that and then I see something works I hold on to that if something is not working then I start thinking putting my thinking hat on again and try to see how to overcome those issues.

Key Points



- Communication
- Consistency
- Continuity
- Connectivity



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

that to help
so just to say that i expect

So the final point as I said the key points that for me what I find important is communication that's important. Always keep communicating with your students whether they respond or not keep that communication going. Consistency is important every week you make sure that you have a consistent approach don't try it and not change this week you do this way next week and the students get confused and they're going to stop you know they're looking at their websites or stop doing things. Continuity make sure there's a connection between all the assessment pieces there's some continuity so what they're doing in one assessment pieces is kind of going to help them in the other assessments and so on. So there's a continuity and also connectivity with their external like we give them the real life examples connect that back to what they're studying in the class so that they feel what they're doing is relevant okay. So that's the key point from my experience.

I'm sure you all have you all are experienced teachers I'm sure lecturers and you have far more things that to help so just to say that I expect you know you all to be independent innovative critical thinkers who will do exactly as I said I said that is not um acceptable.

Yep so this is the beautiful uh Tasmania Hobart you can see the Derwent River this is can you see the building in the corner that's where my office is so um just to show you this is our business school so that's the building that you're seeing which is facing that river that you see and uh that's it from me yep so I I'm hoping to hear more from you all now.

Vinh

That's wonderful thank you so much Dr Mala for your fascinating presentation with a lot of concrete examples from your online teaching. I'm sure we or learn a lot from you myself I have learned a lot a lot from you um you your presentation covers almost all aspects of our online teaching including lecture preparation um student engagement uh student activity google small group work et cetera and then assessment almost everything. And yeah I have learned a lot that was those examples are really really helpful. Thank you very much and it's now time for questions and comments everyone now I will invite you to interact with the speaker by asking questions or offer your uh offering your comments.

Dr Mala

Oh, Vinh, I'm also learning and a lot of them shared the example which is also good for me.

Vinh

Yeah and I will share the chat um a number of participants share lots of information yeah education educational technologies access social I will send you this uh the information to all of you after this session.

So let me have James can I invite you to ask questions first?

James (Brunei)

Hey yeah all right uh since you so kindly invite me Dr Vinh and uh yeah thank you Dr Mala for this another engaging presentation. Links very well to what we discussed especially in those breakout groups last week. The question that I put up on chat to get to the point is that maybe to some extent we are all prisoners of whatever learning management system our university or institution operates in. Now okay those have all sorts of affordances and facilities for us here in Brunei at UBD it is Canvas you we gather for you in Tasmania it's Blackboard right? um yeah those all have lots of uh potential but to some extent like canvas with canvas conferences which is one option for the things that you've been discussing um but we what we can't do is move outside it what we can do maybe is make YouTube videos and embed those or link to them. But I was just wondering to throw the discussion open uh any other suggestions? I'm happy to see that other people on the chat have been giving lots of other very um insightful and original suggestions yep okay.

Dr Mala

So what do you think that are you having difficulties uploading or what was the question James sorry?

James (Brunei)

Well just um you know the point that we are kind of stuck because we can't jump from one learning management system to another we have to live with whatever living the university has supplied us. So that's a little bit of a constraint but of course other people would turn it into an opportunity and make the best of it I guess best of it.

Dr Mala

I think somebody also raised that they could use the WhatsApp and all the other yes some things outside yep although the universe is discouraged that I know UTAS they discourage us from you know try to use it at the platform so that we have control or we know what's happening right yep

Vinh

okay thank you thank you James and thank you Mala can I invite uh Hasta Wa Hari it looked like you had two questions.

Hasta Wa Hari

Yes, I had a question for Mala thank you for giving me your time um. So the question is uh do you also incorporate dynamic assessment in your class because actually dynamic assessments focusing on the educationally diverse settings. As you know we have different background settings that is very important to uh the other potential what is that the capacity of students with their diverse environment. So what do you think about it thank you?

Dr Mala

So when you say diverse environment are you um you're talking about the uh um their capacity that I know some are good students some are weaker students? Yeah that is that's a challenge like when we do a lot of these activities okay we do a lot of trying to engage usually the good students whatever you put in there is going to be engaged right? There are a group of weak students no matter what you do no matter how many times you nudge and you do that they are not going to engage there will be so it's always our target is this middle group. So we don't want to lose this this big middle group because this is where that once we get hold of this middle group then this this tail and is after that we need to focus on that. Because it's when like I have about like close to 500 students it's hard to get everybody but good ones I let them they are very independent they will not bother you they'll do everything that yes they're supposed to do they'll do it. But then you have this weak a lot no matter how many times I send them emails they don't even respond to that so there's one group that I can't just you just cannot do anything with them. And then this this middle group that my target is always this this middle big chunk of them so my focus is how do I engage if I see that you know they'll be when I see us some students wanna you know what they are not regulars but sometimes they come in sometimes they do this is where when I kind of send them an email or I said is there something going wrong. I don't ask them why didn't you do it instead of go more of a very uh in a in a very friendly way is there something are you having issues I notice that you're not participating? So that's sort of kind of once I do that after that they start participating and they said oh okay so you know the lecturer is actually watching them so they tend to participate.

And then when we talk about the ability to capture like you said yeah the face-to-face class you can actually see from their facial expression how many of them are getting it I mean now in in an online platform that is very difficult. So again when I look at the assessment sometimes I said okay do you want to have I have like a consultation you know now with zoom is so much easier sometimes I call up and I said do you have any issues or do you want to you know I look at your performance it looks like you're struggling and. So some of them will take it up but it is a challenge yep it's not uh some of them kind of oh you know being watched and they they're more nervous about it. So there is still as I said as we're still trying to grapple with this this environment trying to bring these students as much as possible yeah. I don't know whether I've answered your question.

Vinh

okay thank you very much for the question and for example answer us another question comes from Adriany from Indonesia. Adriany would you like to ask our speaker directly?

Adriany (Indonesia) via Vinh

Would you like me to ask on your behalf okay I can read it aloud so: thanks for the engaging presentation Dr Raghavan. I'd like to ask how to set students papers in a large class from seventy to one hundred students efficiently is work a good and objective way for each student to assess or are there any other strategies that we can use? Thank you.

Dr Mala

So we have a big numbers and uh we have tutors in my case I mean I was fortunate I'm having tutors to help me assess. So one of the things sometimes having tutors is good but it can also be challenging because when we mark we sort of we use our discretion right but when we when we are giving it to tutors they mark in very objective ways sometimes it can be very challenging so we have

to give a very clear instructions how they mark. And a lot of our assessments now because it's being submitted online is being assessed online so we have like a rubric we kind of create a rubric so we tell our tutors okay they have to meet this this rubrics so and then we I have got pre you know comments so that they can put up the comments for the students to so it's sort of copy and paste it's that when where there's relevant. And in some cases they can use their own the tutors who are marking they can use their own words to rephrase it to suit that student and so on.

So mainly that's how and then what we do is uh because the tutors are marking in the end when the marks come in then I just have to pick up randomly about 30 percent of that pieces and just quickly run through and see how they have assessed see. And one thing what I did I don't give every tutor to mark one whole entire pieces because our assessments normally that let's say there are three questions in three separate questions in the assessment and I have three uh tutors to mark each tutor will mark one question only, so that to keep that consistency across. Otherwise if I give one tutor to mark the entire thing he one could be very lenient another could be very strict in their marking so it may not be fair. So what we do is each tutor is given one question so throughout the at least they maintain the consistencies across the marking and that's how we do it. What is your experience Adriany?

Adriany (Indonesia)

Sorry for the unstable connection I was sort of um out at uh you know uh abruptly and then came back again. That this is actually the problem in most of the classes in our university in eastern part of Indonesia so we have large classes usually 70 even more than 100 you know students in a class and then the problem is that unlike uh your situation we don't have any tutors. So one lecturer needs to handle one large class and then when it comes to uh um you know giving assessment like giving papers I tend to put them into groups in this case. But I feel that probably it's not that objective for um you know each student in that particular group. Because maybe there are some weak students and then there are some excellent students so I'm asking these questions to you and then thank you very much for yeah.

Dr Mala

I understand your case Adriany some students just hate group work because of the problem that you've just mentioned because one they do work hard and there are free riders in the group who doesn't do much. So my students in the moment I said this is a group work they go group work like they hate it you know because uh they always had a bad experience or something. But I said look when you go out and work in the office you have to be working a team you know, so how do you deal you must you this is also a learning process you gotta learn how to deal with these kinds of characters. So I throw it to them back I said you have to get your mates to you know to contribute to this so how do you do if you're in an office are you just going to walk away? You have to deal with it. But I know it's easier said than done but it's a lot more challenging

Adriany (Indonesia)

Yeah many times I ask my like master students to out but sometimes there are objections from the department because they are not really actually you know real tutors in this class right yeah

Dr Mala

I understand that because when you rely on tutors there are a lot of you know students will come back they're not happy with the marking then I had it is a lot more work for us also to go through that uh assessment to review your I I understand that.

Vinh

Thank you very much to you both and um you have received lots of nice comments from the participant for your um presentation. One last question from Nico from Philippines right yeah

Nico (Philippines)

Yes so Dr Mala I have a question I don't know if this was already discussed because I was disconnected from the call due to a power interruption. So uh my experience in teaching in the university is that when students heard that the subjects is or will require them to do computation like simple math or even higher levels of math they are hesitant they are afraid. So what other tips that you can give to me or to the rest of the participants for us to you know give reassurance to the students that they will get through the course, they will be able to learn these higher concepts that we're trying to teach especially if it is related to computation thank you.

Dr Mala

So this is something I've experienced I constantly experienced because I used to teach statistics as well the moment statistics because it's a compulsory unit they come into the class they said I'm here because it's compulsory not because I want to be here. So all they already when they walk into the class they're already coming with that mindset I'm not going to do well in this unit so what I do I did this with a before is that I break it up into smaller tasks. So because initially when I first started I didn't get it you know this I know that I did very in a very traditional way going through all this then I realized the students were not engaged. What I did was I break those tasks into smaller components I said okay let's do this this easy bit right just look at these easy examples and work through this and then slowly I kind of embed you know something so this is where now that like Doceri just now I show you that white board that I write this because in the face to face class I used to do that I used to do step by step with them and they liked that. And suddenly online I can't I can't just put up the formula and just talk about it I cannot teach like that I found it hard so that's when I got this Blackboard Doceri uh and uh I used to write and talk and I said step like see this think about this think you know. Sometimes students are really weak even to you know from when you move from the left-hand side to the right-hand side when you put negative or positive they get confused you know so they're very basics and uh levels so we I had to do all this step-by-step to these students. And of course some of them is hard for them but for many once they know what's going on the simple examples once we go through with them the simple examples after that they kind of a bit more confident to look at something better I had some good um outcomes positive outcomes where students when they first started they were so nervous about it but towards the end they at least got credit or you know distinctions and something which they thought they are not going to get through for this unit. Swasti probably you could say something when you are teaching statistics

Swasti (Indonesia)

I'm sorry I just interrupt my phone call okay yeah but uh maybe um and not in statistic because my not always in statistics because uh sometimes I teach psychology. I agree with Martin that it's easy for me to make them in a small group yeah so maybe if Adriany have 70 to 100 yeah students I will make it a parallel class and then in one class I made a small group discussion and um to interact a

process uh sometimes I use a polling uh something like that. And about the project because I'm not good in making a fake video I asked them to make a video and it's related to the theory that I uh give for example if I teach about memory I will ask them to make a video uh it consists maybe like a song they make a song it consists a theory about memory or maybe poem or drama yes everyone's they won so they yeah it's uh maybe it's uh not very objective but uh they fun with it yeah if I give them an assignment like that. So I have many songs from them about memory about inhibition in memory about psychological topics.

Dr Mala

You see that's what ever so you have to look at your own students you have a better understanding of what their expectations are and what their capacity so end of the day is like I said it's you have to you know you have to tune to your students and uh to me the communication doesn't matter whether it's objective or not the communication is very important that they always must feel that their lecturer is actually helping them you know it's with them trying to also overcome this this environment current you know uncertain environment so like what you're doing you're not creating poems so they feel that that's the way of doing dealing with this you know.

Vinh

Yep thank you very much and uh we have one minute for one final question so Nico please go ahead. Nico are you still there?

Nico (Philippines)

Okay yes my question if there's one thing COVID-19 that's very successful at it that is that it's separated us physically right that all interaction has been limited if not stopped you know. I love collaborative tasks when it was still in physical face-to-face class. So my question is how do you integrate collaboration and how do you assess collaborative tasks of your students?

Dr Mala

Like the teamwork what you meant is that the group work okay. Like the unit that I teach in first year is mainly they're still doing the individual work but I can share like some of my colleagues I know they were doing like a like a group sort of work group work and uh um so what they do is one of the way I know that they have been trying to do is like presentations so when they you know the students got to present their work so that's the time like you know that they're forced to work together because when they present every member that the lecturer will know whether you have contributed or not contributed so that's one thing uh presentation now with the online is so much easier for them to do presentations so if we could capture I know some of my colleagues were doing that.

The other thing is I don't know whether you all do but in in UTAS probably win can share with me if it's different but we also have a form where we said okay like each member you know how much contribution they met did to that assignments like each of them will assess one another right? So there'll be a team leader and they each will have to assess how much the other team members contributed of course it can be a lot of controversial things because um some teams really work well and from the way they respond to that you know whether the team is having a problem or not. So I remember many years ago when I was doing this group work oh there will be fights and you know sometimes you are in the middle of the arguments so this is when I thought okay first years are not

really ready for group work let's keep it a simple say a single work individual work when they go to second year third year we emphasize the group work at least they're more mature at that stage. So as they go higher I find the group work presentations a lot of the presentation when I just give them group work it doesn't work but when I attach it with presentations, then I think it becomes more serious they take it more seriously because they know that when they're presenting it's going to show up whether you contributed to that work or not. That that's just my experience I don't know maybe some other people could say could contribute in this space.

Vinh

Yeah okay thank you very much thank you very much everyone for your question and Mala for all the insightful answers it's such an interesting discussion on the topic. I believe we have all learned a lot from each other and from Mala's presentation today I really love all of your current examples of your online teaching they have a lot.

So thank you very much everyone you have been engaging in this conversation so well and thank you very much for your time. And please remember we will have final webinar tomorrow for ICT Ananda so you can I believe in yeah you lots of group work and you say that's question for Ananda tomorrow and I'll see more of my group I know in ICT they do lots of group work okay thank you so much again uh Dr Mala um it's such an honour to have you in the forum and you have shared lots of examples about your teaching and I'm sure we are all appreciative of your expertise knowledge and experience. And we so look forward to seeing everyone again tomorrow thank you so also like to much everyone for your contribution and feel the same yes okay thanks so much everyone thanks so much and see you again tomorrow at the finals thank you yeah see you all right thank you bye see you tomorrow thank you thank you thank you miss mama yeah thank you.