

FPP BizNewz

eISSN 2600-9811

June - November 2021

INVESTMENT MANAGEMENT ECONOMICS MARKETING TECHNOLOGY

MERDEKA

EKONOMI 2021

ANXIETY DISORDER

Jangan Ambil Mudah

Do We Look Older Or Younger Than We Really Are?

SOLAH

A Testimony of Success

MUSLIM FRIENDLY TOURISM

The Promising Tourism Segments For Malaysia

To Online Or Not?

JEBAT Si Maine Coon

Photo by Polina Kuzovkova on Unsplash



TO ONLINE OR NOT?

¹Amirudin bin Mohd Zani & ²Roszainora binti Setia

¹Fakulti Pengurusan dan Perniagaan, UiTM Cawangan Terengganu

²Akademi Pengajian Bahasa, UiTM Cawangan Terengganu

Introduction

On 30th January 2020, the World Health Organization (WHO) announced COVID-19 as a public health emergency of international concern and later it was declared as global pandemic on 11th March 2020 (Cucinotta & Vanelli, 2020). Prior to that, Malaysia, revealed its first detected case of Covid-19 on 25th January 2020, traced to a Chinese tourist. On 4th of February 2020, Malaysia confirmed its first local Covid-19 case, a 41-year-old citizen (Elengoe, 2020). On the 16th of March 2020, the number of positive COVID-19 cases had reached 553, and the then Malaysian Prime Minister Tan Sri Muhyiddin Yassin announced the first Movement Control Order (MCO) from 18th March to 31st March 2020 to reduce the rapid spread of COVID-19 (Sukumaran, 2020).

COVID-19, like many other aspects of daily life, has had significant impacts on students, instructors, family, as well as educational organizations. Schools, colleges, and universities all over the world were forced to restructure their daily operations due to the pandemic so that students could comply specific SOPs and social distancing measures. Nevertheless, it turned out to be impossible to transit smoothly from a traditional educational environment to a distance and virtual learning in a single day. In the duration of time, the rapid transformation has proved to produce several obstacles and challenges. However, because no one knows exactly when the pandemic will be completely wipe out, educational institutions all over the world have decided to use the already available technical resources to create online learning materials for students in all academic fields (Adnan & Kainat, 2020).

Many researches indicated that online learning have improved knowledge retention and consumed less time as compared to

Basic Categories

traditional classroom learning methods, and because of the COVID-19, this transition would better be practiced for a longer duration (Cathy & Farah, 2020). In Malaysia, the Minister of Higher Education insisted that all physical teaching and learning processes for higher learning institutions to be substituted into online learning. Exceptions were only given to students who need to attend and be present in laboratories, workshops, design studios or require special equipment to conduct their research, to return to their respective campuses.

The learning activities, however, need to comply with the standard operating procedures (SOPs) which have been enforced by the authorities (Esther, 2020). According to B.N Yusuf (2020) in her research, online education is the best method for both students and educators, especially during the long, difficult and different phases of MCO. This is further supported by Hodges et al., (2020) , who stated that online education has been studied for decades and effective online teaching is the result of careful instructional design and planning.

With regards to online learning, Malaysia higher educations and lecturers have options to decide which methods suitable to be applied, from four basic categories of online learning methods for the purpose of teaching and learning. The types are explained below.

There are four basic categories of online learning methods:

- Asynchronous Online Courses

Asynchronous Online Courses (AOC) are the courses often referred to as self-paced programs and time independent, meaning that the materials can be accessed 24 hours per day/7 days per week. There is usually a component of teacher/student interaction in the form of virtual office hours, weekly or monthly “check-in” online conversations or emails, and other such communications. These courses can often be accessed from multiple devices, making it easy to learn on the go.

Classes are made up of pre-recorded lectures or slide presentations that can be downloaded with or without voice-over commentary. There are frequently interactive discussion boards or other designated forums where students can interact with one another. Email communication with the instructor and possible virtual office hours are part of this process. Collaborative tools, such as google drive, may be used for coordinating group projects or other interconnected activities. Student learning support tools, including virtual tutoring and resource centres, are often provided.

Because the learning form can be accessed at any time as recorded materials, it does not require students to participate in real time while the instructor is teaching. In fact, this makes asynchronous online learning more flexible for students in terms of time. For some students, asynchronous online learning could be superior to synchronous because it gives students time to recap and analyse the knowledge, they received (Triyason et al., 2020).

- Synchronous Online Courses:

Synchronous Online Courses (SOC) is courses that take place in real time such as virtual classrooms, live webinars, live webcasts, video or audio conferencing, instant messaging and many more. The instructor and students all log into the learning platform at the same date and time and the instructor delivers the lecture, demonstration, or other planned learning activity. The process is conducted live, and the students can ask questions in real time.

Attendance is often taken, and instructors post lecture notes and other materials for students who are unable to attend. Course books must be purchased, and syllabus will note due dates for reading assignments, course schedule, quizzes, tests, papers, projects, and other relevant information. Virtual office hours, tutoring and resources centres are often provided.

These types of courses can be used for any topic but are regularly used with a demonstration or visually based subjects such as chemistry, physics, engineering, art, photography, among others. In the synchronous form, students attend the class virtually while the instructor teaches. Therefore, the online platform technologies that are used to serve synchronous form requires high dependence on strong internet connection, involving some necessary hardware and software to help students and instructors in using audio and video while communicating (Khan & Qureshi, 2020).

- Hybrid or Blended Online Courses:

For hybrid or blended online courses, as the name implies, combine specific aspects of the synchronous and the asynchronous learning systems. Usually they often have the scheduled, live classes several times during the semester, but use pre-recorded lectures or presentations to deliver additional course materials.

In another type of hybrid learning called the Flipped Classroom Learning, the students are required to self-study a particular topic (mostly online) and interact with the teachers in the classroom to clear doubts. This structure is most used in soft-skills training that emphasises interpersonal interactions.

In college settings, the usage of blended learning style might be used for teaching students to become teachers themselves which they deliver through blended learning software. However in corporate environments, it might be used to teach leadership skills, sales processes, or other situations where a face-to-face component is necessary to be truly impactful.

- Competency-Based Online Courses

It is a personalized approach to learning, where specific skills are mastered to support a particular employment goal. A faculty mentor oversees the process and evaluates when competencies are reached. It is a self-paced program, but unlike a traditional asynchronous learning

Conclusion

course, there are no pre-recorded lectures or other materials. The student and mentor together create a learning process using the web-based documents, books, and job experience to help the learner develop skills and to define how and when competency has been achieved. Many colleges use competency-based learning to allow students who are already working in their field to achieve credit for skills they already have or can quickly develop. These credits are included in the degree requirements.

If we go back to the pertinent question: to online or not? we would realize by now that we are left with no choice but to adapt to the present situations and be flexible especially in the field of teaching and learning. The unprecedented global pandemic that we have no clear indication of its end, is something that we have to live with for an unforeseen duration of time. It is very important however that Malaysia higher institutes of learning regardless of public or private, to exercise cautions in applying the methods of teaching and learning so that the subjects of attention which are our students, not being left out in any ways. This is due to different and various background of the students, be it their surroundings, facilities, logistics, fluency, economic status, mental states and preferences.

References

- Adnan, M., & Kainat, A. (2020). Online learning amid the COVID-19 pandemic: Students' perspectives. *Journal of Pedagogical Sociology and Psychology*, 2(1). <https://doi.org/10.46627/silet.v1i3.46>
- Cathy, L., & Farah, L. (2020). The COVID-19 pandemic has changed education forever. This is how. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
- Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. *Acta Biomedica*, 91(1), 157–160. <https://doi.org/10.23750/abm.v91i1.9397>
- Elengoe, A. (2020). Osong Public Health and Research Perspectives COVID-19 Outbreak in Malaysia. *Osong Public Health and Research Perspectives Journal*, 11(3), 93–100. <https://doi.org/10.24171/j.phrp.2020.11.3.08>
- Esther, L. (2020). University lectures to go online until Dec 31, except for 5 groups. *News Strait Times*. <https://www.nst.com.my/news/nation/2020/05/595758/university-lectures-go-online-until-dec-31-except-5-groups>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educause*, 1–12. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and->
- Khan, N., & Qureshi, M. I. (2020). A systematic literature review on online medical services in Malaysia. *International Journal of Online and Biomedical Engineering*, 16(6), 107–118. <https://doi.org/10.3991/ijoe.v16i06.13573>
- Sukumaran, T. (2020). Coronavirus: Malaysia in partial lockdown from March 18 to limit outbreak. <https://www.scmp.com/week-asia/health-environment/article/3075456/coronavirus-malaysias-prime-minister-muhyiddin-yassin>
- Triyason, T., Tassanaviboon, A., & Kanthamanon, P. (2020). Hybrid Classroom: Designing for the New Normal after COVID-19 Pandemic. *Association for Computing Machinery*, 1–8. <https://dl.acm.org/doi/pdf/10.1145/3406601.3406635?accessTab=true>
- Yusuf, B. N. (2020). Are We Prepared Enough? a Case Study of Challenges in Online Learning in a Private Higher Learning Institution During the Covid-19 Outbreaks. *Advances in Social Sciences Research Journal*, 7(5), 205–212. <https://doi.org/10.14738/assrj.75.8211>



Photo by Potina Kuzovkova on Unsplash