

ONLINE TEACHING EVALUATION ITEMS (OTEI) AND GUIDELINES FOR ONLINE PRACTICUM EVALUATION (GOPE)

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ABSTRACT

Online Teaching Evaluation Items (OTEi) and Guidelines for Online Practicum Evaluation (GOPE) are two significant evaluation documents produced during the Restricted Movement Order (RMO) due to changes in the nature of Practicum assessment. OTEi is an assessment tool consisting of 20 items that evaluate trainees' online teaching performances while GOPE is a comprehensive guide for lecturers, mentors and trainee teachers on the evaluation of the online teaching performances. Items in OTEi were developed based on the need analysis and interview with several teachers and lecturers. This assessment tool is important to assess trainee teachers' competency in planning, conducting, facilitating online session and professional responsibilities. GOPE consists of 16 pages that illustrate the practicum processes and dates, evaluation weightage, online classes, components and scale for online teaching evaluation, calculation for overall marks for lecturers and mentors and information on Post Practicum. Both documents established systematic basis for online teaching observation and evaluation that is equitable as possible for all disciplines and styles of teaching. OTEi and GOPE received positive remarks from lecturers, mentors and trainee teachers. These evidence-based practices were presented at The Second Bukit Tinggi International Conference on Education (BICED) 2020 on 14 Sept 2020, by Dr Hamimah Hashim who was invited as a speaker to share the best practices for online practicum. OTEi and GOPE are aligned with our National Education Philosophy and synchronized with Twelfth Malaysia Plan (2021-2025), to adopt and innovate digital technologies, productivity and quality of life, and finally support Sustainable Development Goals (SDG) which aim to provide quality education to all.

Keywords: OTEi, GOPE, evidence-based, online teaching assessment

1. INTRODUCTION

The Restricted Movement Order (RMO) episode started in Malaysia when the first few COVID-19 cases were announced in early March 2020 with all schools and learning institutions were instructed to be suspended from all activities. Normal learning routines were disrupted with series of the pandemic waves precariously affected school communities at large. This include a total of 310 trainee teachers from the Faculty of Education, UiTM who were performing their pre-service training in schools as part of their final year undergraduate requirement. Since trainee teachers are treated as part of the school teaching forces, they are also expected to resume teaching using the open flexible delivery. The capacity of the trainees in general is highly dependent on two essential skills namely; online teaching competencies with digital knowledge and skills. These skills are quintessentially significant as teachers are teaching online from home, bearing on increased stress and anxiety level as they are confined indoor.

Alterations in the nature of the current practicum teaching has inevitably disrupted the practical assessment. Prior to the pandemic, the trainees were supervised and evaluated face to face by their lecturers and mentors. With the implementation of the online teaching session, the Faculty of Education needs to generate a new assessment tool to evaluate trainees for online teaching competencies. OTEi is a series of assessment items that evaluate online teaching performances while GOPE is a manual guideline to assist lecturers and mentors on online evaluation. The objectives of OTEi and GOPE are; i) to serve as an assessment tool to evaluate trainees online teaching performances, ii) to assist trainees with online classes and guide on the important aspects of online classes, iii) to guide lecturers and supervisors on grading and rewarding appropriate marks to the trainees.

2. NEED ANALYSES

OTEi was developed based on the need analysis that focuses on two issues. The first issue is the trainee teachers' online teaching competencies in managing online classes. The challenge of maintaining students' online engagement is critical. The second issue is the teachers' level of digital skills. According to Mohd Zulhilmi and Radzuan (2019), the impediment in digital skills are the lack of support system and teachers' reluctance to adopt the integration of ICT in their lessons. Online classes are a great alternative to normal school classes. Nevertheless, engagement in online classes require the teachers to have certain level of digital knowledge. The presence of COVID-19 will directly and permanently change the education plateau and experience, seeing that teachers and students must be able to adapt to working and studying online for various reasons and in mutable situations. OTEi assesses trainees' on professionalism aspects in dealing with students via online mode. Below is one of the questions in the need analysis for constructing OTEi. Additionally, series of interviews were conducted with teachers and lecturers in developing the OTEi and GOPE.

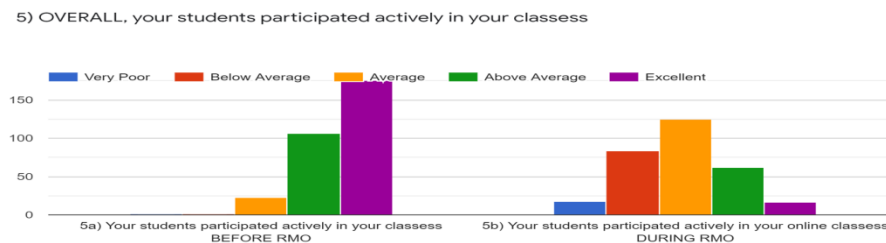


Figure 1. Students' Participation before and after RMO

3. CONCLUSION

The OTEI and GOPE are comprehensive online assessment tools to evaluate trainee teachers' online teaching competencies. They provide evidence-based mechanism for documenting online teaching evaluation and these practices support the National Education Philosophy. Both products have applied for Intellectual Properties certification from MyIPO (evidences are attached in slides document).

REFERENCES

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