



## LECTURERS' EXPERIENCE CONDUCTING FULL ONLINE LESSONS IN THE PAST FEW WEEKS

As some of my lectures are pre-recorded, it made the delivery of the content more focused and prepared. I use EdPuzzle as my platform for students to view the lecture. I can embed some questions in the presentation for students to pause to answer. With this way, I can gauge their understanding and I can also know who has logged in and if they have completed the lesson. In addition, they are given 24 to 48 hours to watch the lectures at their own pace. This allows them more flexibility to stop, continue or repeat the lectures if needed.

So far, there is a high level of attendance and participation, and the students are obliged to answer the questions embedded in the lectures before they can proceed.

*Lecturer from Faculty of Applied Sciences*

I have conducted the student evaluation after each online session and majority of the students were satisfied with the online classes due to the flexible schedule and learning environment at. Moreover, having the chance to access recorded videos gave them the possibility of repeating the course as much as they need. I have also experienced a great class participation especially for lectures conducted on every Friday morning, as my students were no longer stuck in traffic, thus allowing them to join the class on time. Using online platforms such as CN, Zoom or Microsoft team has given the students and I a chance to have group discussions and forums at the end of each session where their feedback has helped me to enhance my skills as well. I believe that the current situation has given all of us (both staffs and students) an opportunity to develop our lifelong learning skills.

The student participation and their punctuality have been improved dramatically, as can be seen on their effort in being punctual even at 10 to 15 minutes earlier.

*Assistant Professor from Faculty of Engineering*

Online classes allow us to be more creative in conducting our lectures such as using different background related to the lessons in order to incite the students' curiosity, which can help improve participation and attendance. With online classes, students can no longer give excuses for not attending the lectures. They are also able to eat during online classes (should lecturers allow), which gives more flexibility to the environment.

In addition, lecturers are also able to observe the students better through the multiple windows on the computer screen and notice any signs of loss of interest or lack of understanding among the students. Problems that normally occur in physical classes such as students seated at the back not being able to pay attention are almost non-existent with online classes.

Attending online classes from the comfort of their house or hostel room allows the students to feel more comfortable and at ease, which indirectly increases their awareness and participation throughout the online session.

*Associate Professor from Faculty of Applied Sciences*

Yes, from the students' feedback, they appreciate the pre-recorded lecture videos I prepared for them using Screencast-O-Matic. I would play the video (15 minutes each) intermittently during my live online lessons on Zoom. I can ask questions and get their feedback.

Attendance taking is easy as Zoom will list those who are present in the 'meeting' and I can quickly take a snapshot. Students tend to be much bolder in asking questions via online class. They can also post written questions during the video sessions. My first two lectures via Zoom was scheduled on my normal class time (Friday, 2.30 to 5.30 pm), which continued without any disruption for 3 hours straight. There is a break time of 10 minutes for each class. Some students use the free time to chat with me or ask questions.

*Associate Professor from Faculty of Applied Sciences*

There is an almost full class attendance for every class. Surprisingly, students are more willing to participate as they could pose their questions in the chat column. I would answer them using audio so that my explanation could be given in length, followed by some discussions from the students. I personally think that being more comfortable in their own comfort zones allows the students to be more responsive during lectures. I am very pleased with the outcome of my online classes as well as assignment presentations as I have always experienced students skipping classes in the past. Apart from attendance, the students and I get to share more light moments using the chat features, which makes online classes more enjoyable. However, my students did mention that they do miss our physical classes as they miss the actual human interaction and meeting in person. So we replace them with emoticons instead.

*Assistant Professor from Faculty of Applied Sciences*

Student attendance has been encouraging with some students checking into the online classes 15 minutes to half an hour earlier to ensure they would not miss anything. Student participations has also improved, with the quieter students having more courage to share their answers in the chat box by the side of the screen. Students are often randomly asked questions and they can choose to either reply orally or type their answers in the chat box for discussion with other students and lecturers.

*Associate Professor from Faculty of Business*

Student participation has gotten better as students feel less shy talking through a screen. I see that students are braver to voice their questions and opinions since they do not need to do it face-to-face physically, which is less intimidating as they have the option to type if they do not feel like using the microphone or camera. This is an important step as it encourages engagement with peers within the course. The students are also less distracted by their phones as compared to a physical class. For an educator like myself, it is perfect as I encourage a more focused and discussion-oriented environment.

*Lecturer from Faculty of Social Sciences and Liberal Arts*

I would say that it's more convenient given the fact that we do not need to allocate travelling time in our everyday teaching. I conduct one-on-one lessons as well and this has proven to be as effective because we are able to discuss with each other better. It is pretty much the same as how I'd usually conduct one-on-one lessons on campus. Participation and anticipation have improved because students these days work better in front of the screen than asking questions during physical classes on campus. It is also a good mix for introverts and extroverts as well when it comes to asking questions.

*Lecturer from Institute of Music*

Our faculty management gives us a lot of support to adapt to online lessons. We were given training before the MCO started. We also communicate with our colleagues in our group chat to support each other. Student participation is better, and students have more flexibility in doing activities at their own time. They also do not feel shy to ask questions as they can text the lecturer directly without feeling embarrassed since no one is watching them.

*Lecturer from Faculty of Applied Sciences*

I can see that the teachings conducted through these tools give the students more comfort and ease at learning. Their participation is filled with enthusiasm. There is no issue for students to join the meeting if all students are enrolled in TEAMS and have their calendars sent before class. Almost all students can join the meeting on time before I start the class. I allow them to record my lectures, turn the microphone on to interact with me during class, or send messages in the chat box. These encourage more students to participate with no hesitation. I can see more involvement among them. This shows that students are less shy in online classes. I use a small white board when necessary in explaining my concepts. The students are able to see my slides, my videos with sounds, and explanations on my white board. I think that students are more pleased and interested.

*Assistant Professor from Faculty of Engineering*

Classroom activities such as online quizzes created using CN are fun, informative and interesting. They really help students a lot in revising and having a recap of the previous topics covered before the beginning of lectures.

Recorded lectures are very helpful to students that participate in online classrooms because they are able to play these video lectures repeatedly after the class. Students are satisfied with online teaching as they find it interesting and interactive.

Students in general have good experience with online teaching and learning because they have full control over their learning process and can work based on their own pace.

Online presentation is much more efficient compared to face-to-face presentation as students are given ample time to rehearse and practice before they post the presentation.

It is very convenient for students who are introverts. Students that are too shy to raise their hands to ask questions in classroom are more comfortable to interact with their lecturers and peers through the chatroom provided in the online learning platform.

Students have very positive feedback about online classes and recorded video lectures. Each session for most courses recorded the attendance rate of above 80%, indicating that students are keen to attend online classes.

Students find out that the Microsoft Teams app has some very cool features such as "Whiteboard" that enable them to interact with lecturer better during class.

Reviews done online with invited panellists transcend geographical boundaries.

There is a possibility to do a collaboration with worldwide architecture/interior design school that share the same online platform.

*Compilation from Faculty of Engineering, Technology and Built Environment*

The biggest impact is the advancement of technological tools, which enables smooth delivery of lessons. The digital learning tools support learning 24 hours a day, 7 days a week. Students are able to join online lectures using computers or mobile devices anywhere at their own convenience. Tools such as Google Hangout and Zoom allow live video lectures that give instant interactions with clear communications between educators and students. Furthermore, all lectures, tutorials and practical sessions can be recorded and uploaded online to UCSI Course Network. Students who missed the sessions can easily view it again online. It's also very convenient for them to do revisions by revisiting the videos again, thus leaving no problem for them to catch up on their lessons.

*Assistant Professor from Institute of Creative Arts and Design*

In the delivery of online lessons/classes, students begin to realise what online learning is all about and how useful it is. Online learning gives students a lot of flexibility and students can learn anytime and anywhere at their own convenience as long as they have internet connectivity. Without leaving the comfort of their homes, students are able to join the online classes and participation rate is increasing. The submission of assignments/report by students has been on an upward trend. For example, the final year project presentation conducted using video conferencing tool (Zoom) has achieved 100% participation rate with positive outcomes.

*Assistant Professor from Institute of Computer Science and Digital Innovation*

The sudden shift from traditional physical lectures to fully online classes has brought fears of uncertainty and the unknown. Surprisingly, this has rapidly shifted to be an otherwise positive experience. Both myself and my students have explored the potential of teaching and learning in different ways. The time spent to travel back and forth to campus was used to handle assignments and tasks more efficiently. The students' interactions with lecturers have significantly improved, perhaps because they feel more comfortable at home. Usually in traditional lectures, we advise students to not use any electronic devices during class but with online teaching, I have posted a few questions related to the topic I wanted to teach and asked them to search for answers via Google. It has been helpful in keeping them engaged and making the class more active. What I have advised my students to do before coming to class was to write 2 to 3 points of what they have learned from their last online classes as a way to review the previous lectures using their own words.

Overall, like any other challenges in our lives, we have found solutions to turn these challenges into opportunities. Thanks to the UCSI community, both students and staff, for letting life go on as normally and productively as possible during this difficult time.

*Associate Professor from School of Healthy Ageing, Medical Aesthetics & Regenerative Medicine*

We started to practise e-learning since the middle of March, and students have shown their excitement as it is something very new for them. We use ZOOM apps for e-learning lessons, which leaves them feeling more free and at ease in having more casual interactions with the lecturer - some of them even dress casually (pyjamas) during the e-learning section, which is not encouraged. Everything is still the same as with the physical class, with the teachings, sharing notes, assignments and projects. The only difference is that everything is done online. With online teaching, it is also easier for us to share some useful websites with the students.

*Lecturer from Institute of Creative Arts and Design*

We started the online lessons since the beginning of MCO period and lesson delivery has just got better and better. The monitoring system for online teaching delivery has been put in place by the UCSI academic management as soon as the order to close all Higher Education Institutions came in from the government. This has continued efficiently up until now.

We have explored the following online platforms to deliver our lessons: UCSI CourseNetworking (CN) Classcast, Microsoft Team, Skype, and Zoom. The choice of platform for the day varies, depending on the stability and speed of the internet connection. However, our experience in manoeuvring the variety of virtual classrooms has been smooth. From my personal experience, the attendance and participation of the medical students have remained exceptionally well - I manage to capture punctuality in the virtual classroom by QR code of the google form during the live class streaming. CN has been instrumental as the communication platform and the official plus secured medium for us to share all the academic information such as notes, reflections and others.

Coincidentally, the first online medical module for year 1 students was Respiratory System, which I find that its timing could not be any better as we could apply the knowledge and understanding to the current pandemic situation that we are facing now. The fact that we are all confined within our household compounds during the MCO period makes me concerned if the students are able to balance their studies and wellbeing at home. Thus, I use this opportunity to integrate a video assignment while introducing them to typical exams and practical sessions. The students are creative and they are able to demonstrate their physical work-outs during MCO period, to which they apply their knowledge in cardiovascular response - one of the important lessons in medical physiology.

*Lecturer from Faculty of Medicine and Health Sciences*

Online classes are convenient for students and lecturers. Lectures can be conducted anywhere using our own electronic devices. Based on feedbacks from lecturers, the online classes/consultations are highly efficient for person-to-person or small group discussions as compared to physical classes/consultations. Online classes are interactive medium that allows students to feel less barriers for communication and reflect more actively. It provides the opportunity of students asking questions and receiving prompt answers with proper recording of the Q&A sessions.

In line with the Sustainability Development Goals (SDG) 12 (Responsible Consumption and Production) and 15 (Life on Land), all forms of assessments can be submitted online, which is environmentally friendly. This helps to reduce the usage of paper and promote sustainable management of forest resources.

*Compilation from Faculty of Pharmaceutical Sciences*

I find it more effective for students to understand lessons better if I provide them with virtual resources such as Google Dictionary and YouTube videos on a certain topic. Students have also reflected that they feel more comfortable asking questions online or via Whatsapp on topics they don't understand as it is more "private". While they get to enjoy the more relaxed environment in participating in online lessons, students are still required to submit their assignments by a certain deadline (which they can adhere to). Since 2016, whenever I missed any lessons with any of my students, I will ask them to access my lessons online or send me a video of their practice sessions so that I could comment on their "performance" and help them improve. While all staff students are entitled to Office 365 subscription, there are also a lot of useful resources such as SharePoint (creating website for file sharing, event, and information), Microsoft Teams (for real time collaboration, channels with specific topics for various colleagues, smooth video calling access and others), and PowerApps.

*Lecturer from Institute of Music*

In terms of one-on-one consultations for research, remote learning is definitely the way forward. Most video-conferencing apps or software allow screen-sharing. Online teaching goes well with student-centred learning. Unlike traditional lectures, online classes come with many tools available that provide students a richer learning experience. Technology has allowed many different ways of learning. One is no longer bound by geographical location or time zone. Students can access a video lecture that is available at all times at their own convenience and structure their learning activities independently.

*Assistant Professor from Institute of Music*

More effort is made by the lecturer in ensuring that online classes go on as smoothly as possible. Although the remoteness of learning online means that students have lesser face-to-face interaction, the more active students have no problem in taking the time to ask questions both during and after class. Students are also required to be more prepared for online classes with assigned readings and homework that are to be completed in advance. Attendance is easily taken while online classes are conducted and class participation and activities could still be conducted on Zoom with features such as breakout rooms.

*Lecturer from Institute of Music*

The delivery of online lessons has improved with the support of our IT support. Learning feels seamless now. It can be done anytime and anywhere. This gives the students the opportunity to learn effectively at their own comfort. Similarly, students also find it interesting to learn online due to the various features that the online learning platform have to offer.

Online learning, however, has its limitation especially for practical courses such as kitchen practical and F&B practical. As such, the faculty is looking into alternatives to address these, such as video presentation, should the MCO extends. More focus will be given to the practical aspect of the study once the MCO is lifted to ensure students are not left out from their education journey.

*Compilation from Faculty of Hospitality and Tourism Management*