AED Newsletter

New way to communicate with you: AED Newsletter

AED is always looking for ways to communicate its initiative to academics at Sunway University. Our new communication strategy, apart from email blasts and our Vine page updates, will be through **newsletters**!

Items lined up in this bi-monthly newsletters are:

- OpenLearning courses and AED programmes launched in each month
- Upcoming workshops, trainings and other AED initiatives
- What's new in AEDTLAS, our AED Resource Centre,
- Academics' good practices and achievements in teaching & learning

OpenLearning Courses Launched this February

Starting 7th of Feb, AED has launched the following courses on AED OpenLearning:

- *Exploring Student Engagement*
- *Curriculum Design and Development*
- *Rethinking Curriculum for Block Teaching (open for new academics)*
- *MIRO for Teaching and Learning* **(NEW!)**
- *Creating and Designing Tests on eLearn Blackboard* **(NEW!)**

To enrol, go to openlearning.com/sunwayedu

These courses are open from 7th Feb till 15th April 2022

AED Newsletter Highlights

AED'S NEW WAY TO COMMUNICATE WITH YOU

OPEN LEARNING COURSES & PROGRAMMES LAUNCHED IN FEBRUARY

WORKSHOPS & TRAINING LINEUP (FEB- MARCH)

INVITATION TO PRESENT AT AED WEBINAR

NEW MODULE ON BLOCK TEACHING

ACADEMICS' SHARING OF GOOD PRACTICES

Upcoming Workshops & Training

Outcome-Based Education
15th to 17 th Feb
1st to 3rd March

Introduction to Qualitative Research
23 to 24th Feb (2 days)

Screencast-O-Matic (Basic)
1/ 2nd March (0.5 days)

Using Padlet for Teaching and Learning
3rd March (1 day)

Experiential Learning through MS Teams
7th March (1 day)

Using OneNote to Support Project-based Learning
9th March (1 day)

Mental Health Awareness & QPR Suicide Prevention Gatekeeper Workshop
10th March (0.5 day)

Recording Educational Videos using Panapto
14/ 16th March (1 day)

Structural Equation Modelling SMART PLS Hands-on
17th March (1 day)

Screencast-O-Matic (Intermediate)
18th March (1 day)

Level up PowerPoint: From Slides to Presentation
21 to 22nd March (1.5 days)

Implementation of Digital Badges in Blackboard eLearn
23 and 24th March (2 days)

**Creative Academic Story Telling:
Selling Research to your Audience**
30th March (0.5 days)

ASIP 2022/ ITAPP 2022

The Academic Staff Induction Programme 2022 has been successfully launched on the 7th of February.

A new AED programme- Induction for Tutors and Part-timers Programme (ITTAP) 2022, will be launched on 14th February. The second programme is opened to Postgraduate students with teaching responsibilities and part-timers with no teaching qualification.

AED Webinar on 'Online Teaching & Learning'

AED is planning its fourth webinar on Online Teaching and Learning which will take place on 26 May 2022.

We invite you to share your stories/practice at the seminar. If you are interested, please contact Caroline Yap, at caroliney@sunway.edu.my or Ext: 7535

NEW MODULE ON BLOCK TEACHING

A new module on Block Teaching- Redesigning Teaching, Learning and Assessment for Block Teaching is in the testing stage.

The module will be launched on OpenLearning by the end of February. Information on enrollment will be rolled out soon.

OTHER AED SERVICES/ FACILITIES

If you are looking for opportunities to improve the quality of your educational videos, we invite you to use our recording room facilities.

To use our recording room, please attend our VIDEO RECORDING ROOM TRAINING (if you haven't done so).

Kindly book a training slot through this link: HERE

If you have attended the training and would like to book the recording room, please go to: HERE

If you would like to consult AED on areas of teaching and learning, please book a consultation slot at this link: → HERE

Sharing of Good Online Practices

Based on the experience gained in 2020, I have continued to add interactive content to my online lectures and improved the quality of my lecture slides (e.g. extra illustrations and activities, made slides less wordy, simplifying the explanation of certain concepts, elaborating on how a chapter relates to real-life applications).

Due to popular demand, I have continued to use the whiteboard on BB Collaborate for review questions. I have also revised several tutorial/workshop activities to be more 'hands-on' so that they can appreciate how the subjects are related to real-life settings.

Lee Ai-Suan (SMLS)

- Providing feedback for their submitted or presented works as a video recording that they can then view and reflect on their own.
- Providing an pre-recorded online tutorial for specific technical equipment and software that they are using for their projects. It is a more precise technical tutorial and troubleshooting rather than them searching on YouTube or Google for the specific one they need to see.

Delas Santano (SOA)

1. 100% online, project-based learning
2. Open-concept = students can see all project groups' progress, results, feedback + learn from each other
3. Visual + verbal + oral feedback (both positive & constructive) throughout the process

RESULTS: Gained positive feedback from the students (about course, assessment, instructor, engagement, student's self-development) which they did anonymously in the 13/14th week.

Siti Zuraiyni Yassin (CELS)

I reduce the topics (as compared to face-to-face classes) but have more in-depth discussions on particular topics covered. I embed exercises/ class activities after an in-depth discussion. Due to this reason, I mix the use of lecture and tutorial time.

For instance, I separate one chapter to 3/4 subtopics in two sessions (lecture & tutorial). Of course, this practice is only applicable when I have small number of students.

Teh Pek Yen (SHSM)

Sharing of Good Online Practices

I don't know if this counts but every session, I make sure to call on every student to answer something/ to summarize previous class or to give their opinion. Students have said it keeps them on their toes. I find this effective because at the beginning of the semester, there were a few who didn't watch the videos, didn't read the notes but towards mid sem, I can say the number of those who watched /read notes before class increased and they were prepared for class.

On top of that, students have said that giving videos before tutorial sessions are great as they can focus on the activity within the tutorial slot as they get immediate group feedback from me.

Farhana Azhani Abdul Rahman (CELS)

I have discovered that when a student emailed me and I ended the email asking about his/her progress, the student felt that he/she has been taken care of.

Ling Mee Hong (SET)

I believe taking time to remind students that they are not alone, and that they must be kind to themselves too has helped students. Listening to them and maintaining an open communication has been key in keeping their focus and attention over the last 4 semesters. I also believe that having my camera on most of the time is appreciated, so they feel like they are not talking in a void.

Maslisa Zainuddin (SOA)

I noted that students loved interaction and wanted "action" beyond just lectures online. They enjoyed activities like discussions, presentations and quizzes using Kahoot/Quizziz. Simple things like my Zoom backgrounds (I used the Squid Game, memes, movie-based backgrounds) stirred discussions and kept classes 'alive' and active.

Also, the introduction of my dogs Coco and Joy made me seem more authentic and human to them. Recordings through Panopto facilitated their viewing of the session and since I always added a few MCQ quiz questions at the end, I received feedback that they found these useful in ensuring comprehension and retention. Overall, I think I always tried to keep the students on their toes as I threw in polls, picked random names to discuss and kept probing for feedback.

Vijaya Sooria Sangaran Kutty (SOA)