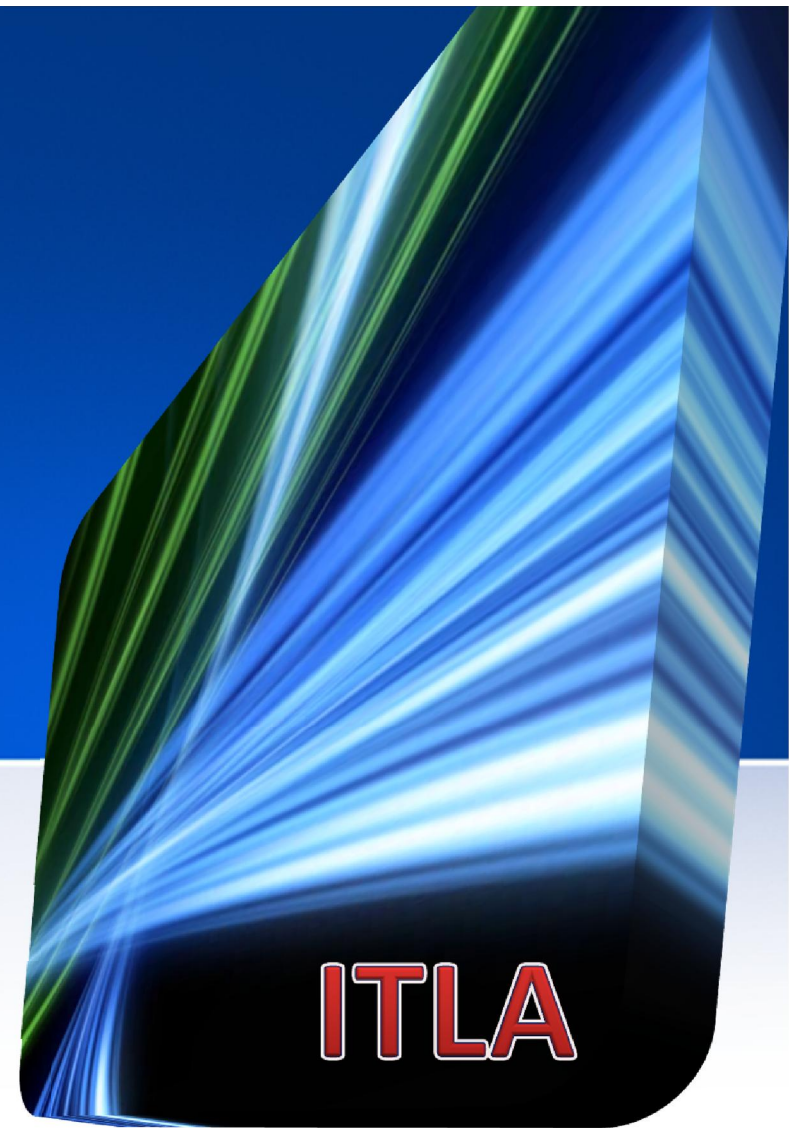


# Quality Facilitation and Learning at OUM

**The Roles and Initiatives of  
Institute for Teaching and  
Learning Advancement**

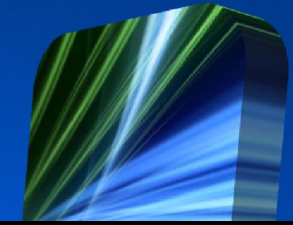


**Prof Dr Lim Tick Meng**  
**ITLA, OUM**

# OUM's Blended Mode



# OUM Learners/Tutors Statistics for January 2015 Semester



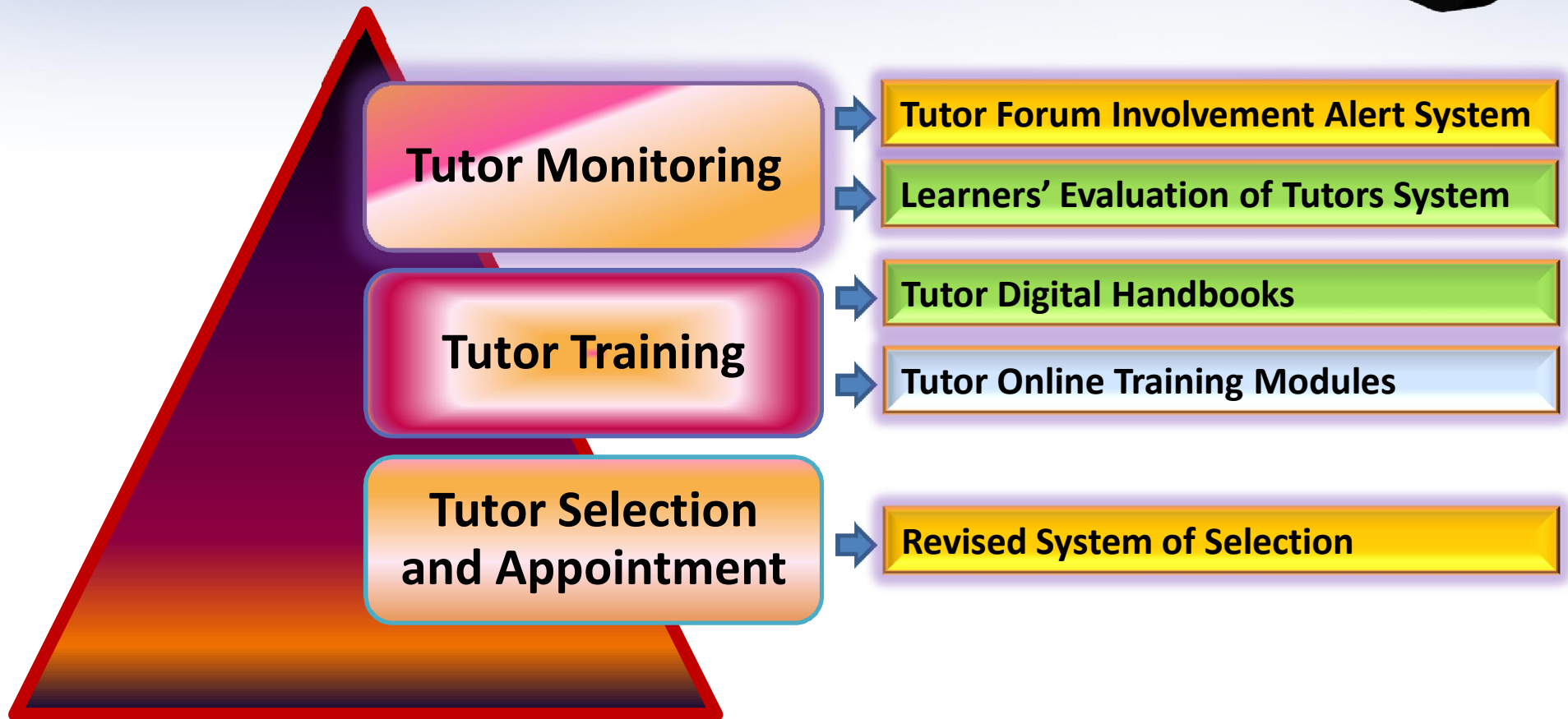
NO	ITEM	TYPE	TOTAL	OVERALL
1	No of active tutors	UG	2627	<b>3082</b>
		PG	455	
2	No of active learners	UG	24653	<b>27481</b>
		PG	2828	
3	No of courses taught	UG	636	<b>824</b>
		PG	188	
4	No of Learning Centres			<b>34</b>
5	No of active e-Tutors			<b>535</b>
6	No of e-Forums			<b>929</b>
7	Total number of Tutors in OUM's Database			<b>12250</b>

# Key Areas in ITLA Management



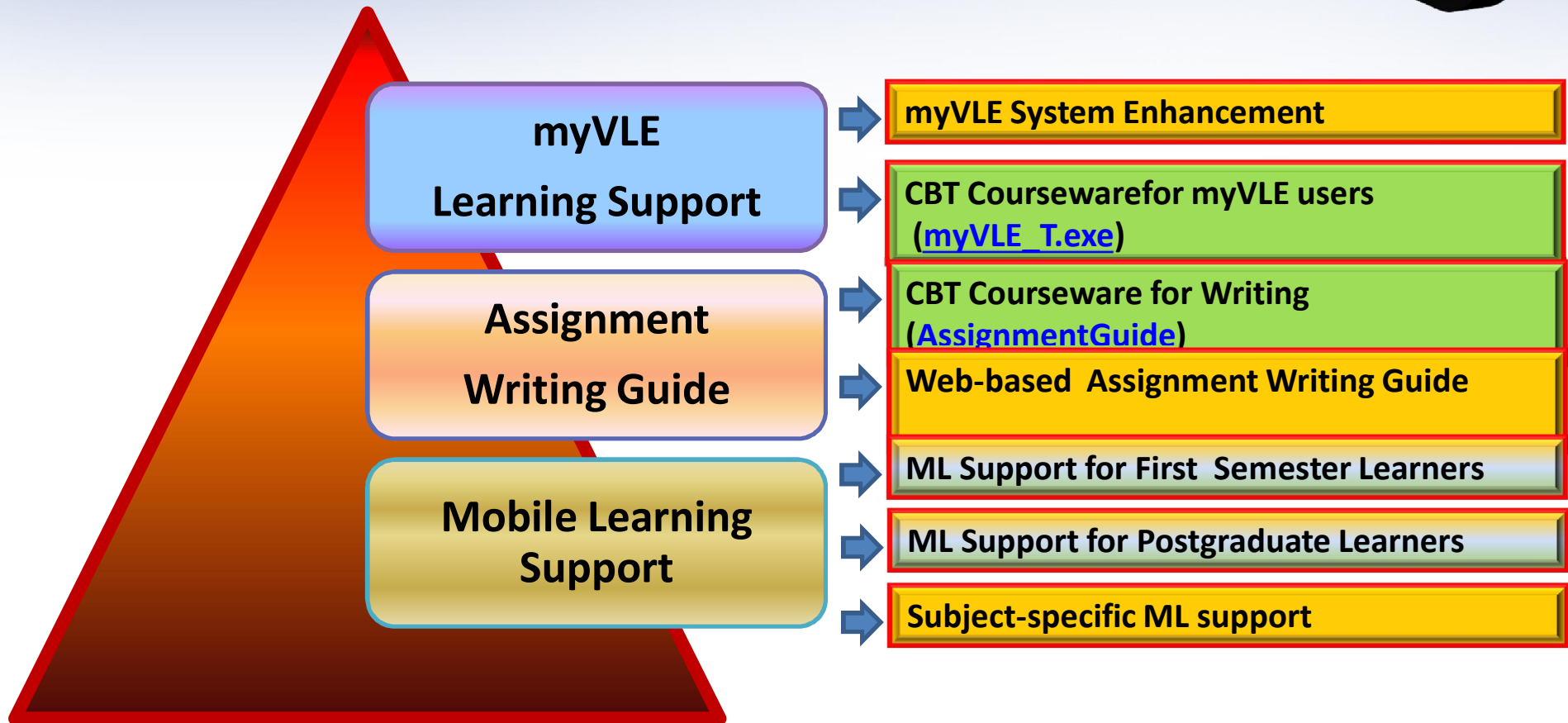
- **Quality of Facilitation**
  - Tutors' knowledge in the subject area
  - Tutors' pedagogical skills in facilitation
  - Tutors' attitude
- **Quality of Learning**
  - Learning system
  - Learning guides and support
- **Quality in Assessment**
  - Assessment System Automation

# ITLA Innovative Initiatives on Tutor Management towards Quality Facilitation



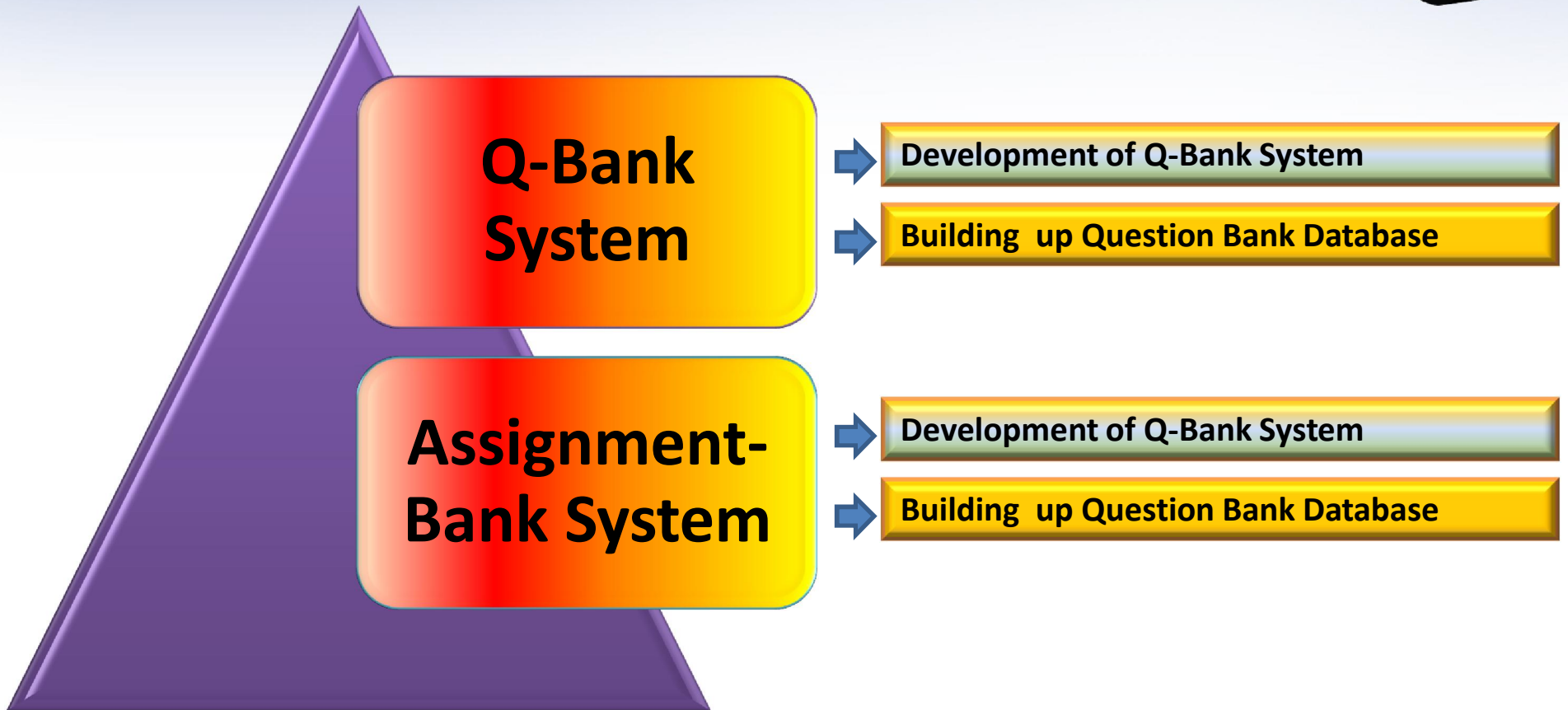
■ Planning   ■ In-Progress   ■ Completed

# ITLA Innovative Initiatives on Tutor Management towards Quality Facilitation



■ Planning   ■ In-Progress   ■ Completed

# ITLA Innovative Initiatives on Assessment System



■ Planning   ■ In-Progress   ■ Completed

# OUM's Question Bank System



- **OUM is in the process of improving the Qbank System for creating a database of quality assessment questions for all courses.**
- **This is important for OUM in preparation in our effort to move towards learners' flexible entry and flexible exit system of learning**

# Basic Principles of Qbank



Test Specification Table -  
A sample with correct entry

Test Specification Table							
Module Code:	HBM13103		Semester:	May		Year:	2012
Taxonomy Level	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Topic							
1	1						1
2			1				1
3		1		1			2
4							0
5			1				1
1		1				1	2
7		1					1
8							0
9	1						1
10					1		1
PART A (5 Questions))	2	3					5
PART B (3 Questions))			2	1			3
PART C (2 Questions))					1	1	2

**\*\* This should be part of an Item Banking System to facilitate the automated generation of suitable Examination Papers**

## Basic Structure of Item Bank

TOPIC	Know-ledge	Compre-hension	Appli-cation	Analysis	Syn-thesis	Eva-luation
1	T1C1	T1C2	T1C3	T1C4	T1C5	T1C6
2	T2C1	T2C2	T2C3	T2C4	T2C5	T2C6
3	T3C1	T3C2	T3C3	T3C4	T3C5	T3C6
4	T4C1	T4C2	T4C3	T4C4	T4C5	T4C6
5	T5C1	T5C2	T5C3	T5C4	T5C5	T5C6
6	T6C1	T6C2	T6C3	T6C4	T6C5	T6C6
7	T7C1	T7C2	T7C3	T7C4	T7C5	T7C6
8	T8C1	T8C2	T8C3	T8C4	T8C5	T8C6
9	T9C1	T9C2	T9C3	T9C4	T9C5	T9C6
10	T10C1	T10C2	T10C3	T10C4	T10C5	T10C6

## Generated Exam Paper

### INSTRUCTIONS/ARAHAN

Part A contains FIVE QUESTIONS. Answer ALL.

*Bahagian A mengandungi LIMA SOALAN. Jawab SEMUA.*

### QUESTION/SOALAN

### MARKS/MARKAH

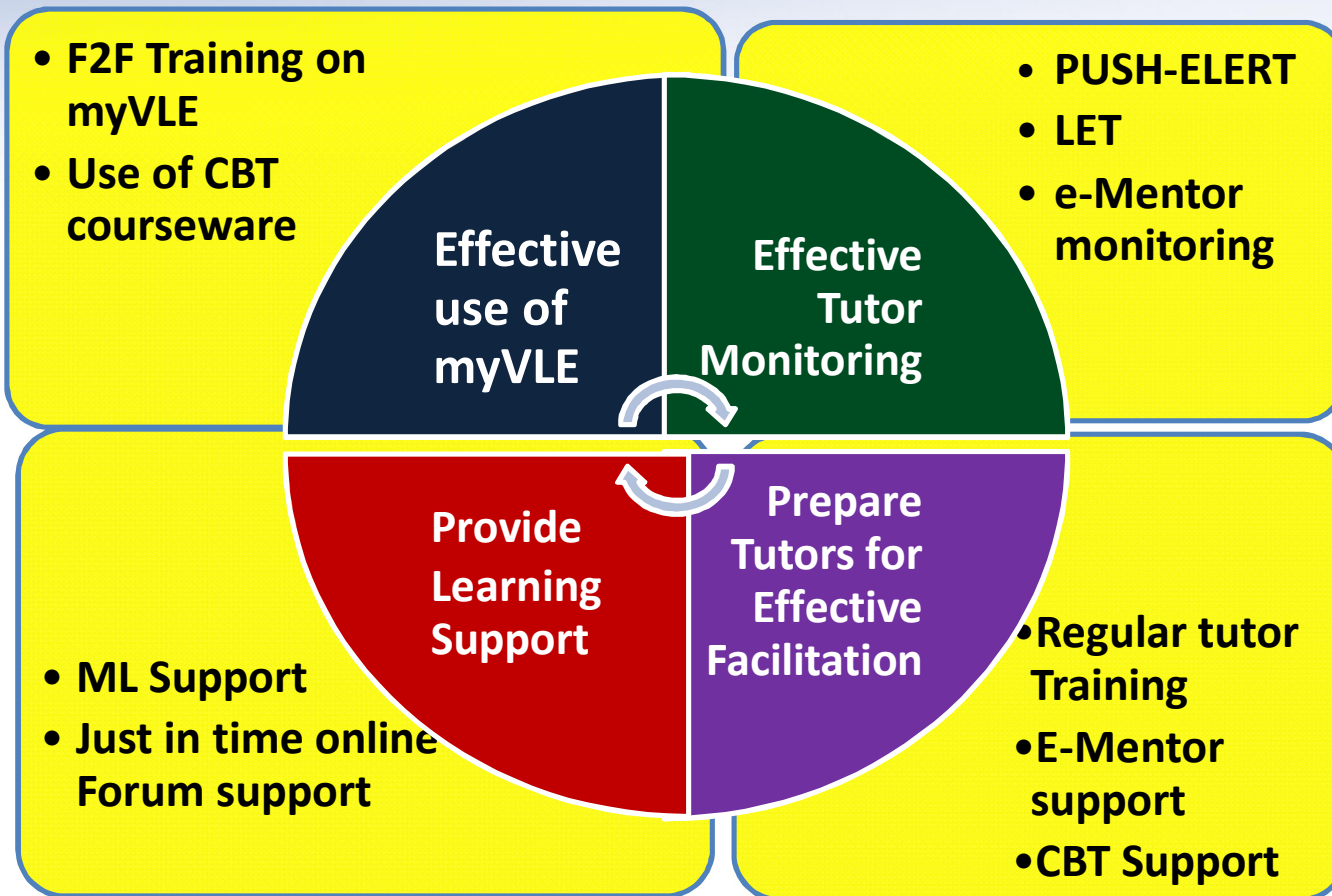
1. Show clearly the steps involved in performing differentiation of  $y = 4x^2$  using the First Principles.

Tunjukkan dengan jelas langkah-langkah yang terlibat dalam melakukan pembezaan bagi  $y = 4x^2$  melalui Prinsip Pertama.

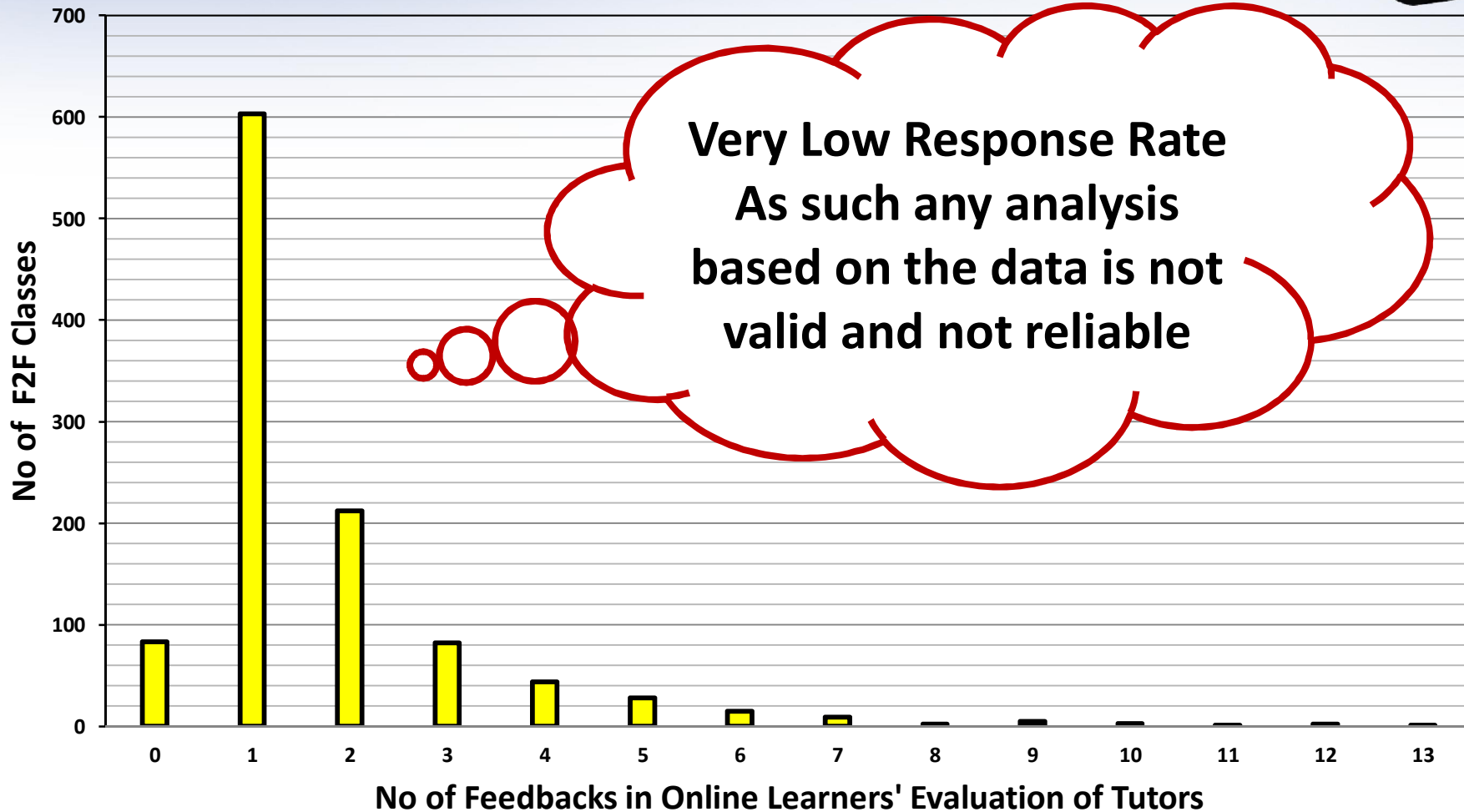
(4)

2. With the help of a suitable diagram, explain the meaning of a stationery point.

# Summary of Strategies Employed



# Analysis of “Students’ Online Evaluation of Tutors” for Sep-Dec 2013 Semester



# Linking Assignment Link to Learners' Evaluation Form

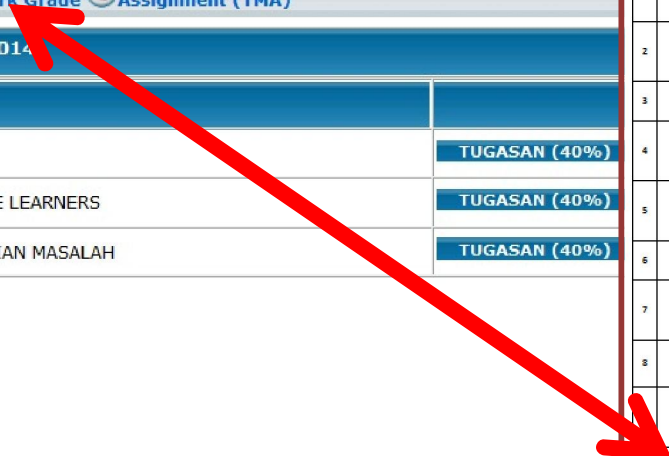


GRED PENILAIAN BERTERUSAN BAGI SEMESTER JANUARI 2014

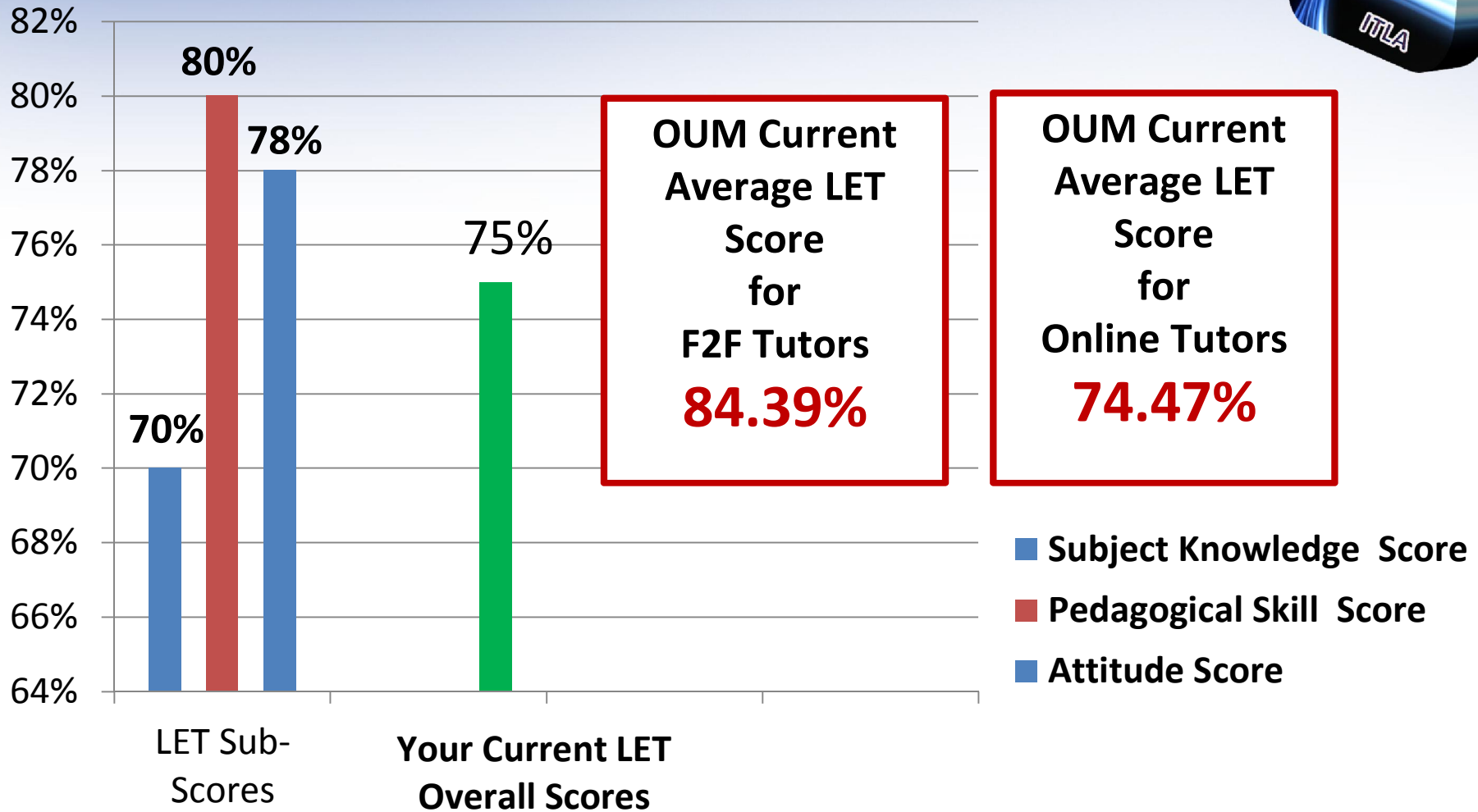
KOD	TAJUK KURSUS	
ABSA1103	PRINSIP AQIDAH	TUGASAN (40%)
OUMH1103	LEARNING SKILLS FOR OPEN DISTANCE LEARNERS	TUGASAN (40%)
SBFS1103	KEMAHIRAN BERFIKIR DAN PENYELESAIAN MASALAH	TUGASAN (40%)

Learners' Evaluation of Tutors (LET)  
ITLA, Open University Malaysia

NO	ITEM	Agree least					Agree Most							
		1	2	3	4	5	6	7	8	9	10			
1	The tutor is very knowledgeable in the tutorial subject. Tutor amat berpengalaman dalam subjek yang diajarinya.													
2	The tutor presents clearly and systematically in the tutorial session. Penyampaian tutor dalam sesi tutorial adalah jelas dan sistematis.													
3	The tutor is well prepared for the tutoring session. Tutor amat bersedia untuk sesi tutorial.													
4	The tutor provides additional notes and study materials. Tutor membekalkan nota dan bahan pembelajaran tambahan.													
5	The tutor is able to facilitate interesting discussion during the tutorial session. Tutor mampu mewujudkan sesi perincian yang menarik semasa tutorial.													
6	The tutor is able to motivate learners. Tutor mampu memotivasi para pelajarinya.													
7	The tutor shows enthusiasm in conducting tutorials. Tutor bersemangat semasa mengadakan tutorial.													
8	The tutor interacts well with the learners. Tutor berinteraksi amat baik dengan para pelajarinya.													
9	The tutor makes good use of audio-visual aids to enhance his presentation. Tutor menggunakan alat audio-visual bagi menambahkan penyampaiannya.													
10	The tutor is always punctual. Tutor sentiasa mengahiri masa tutorial.													



# LET Scores for F2F Tutor



# Greenhill LC Analysis for LET for Semester January 2015



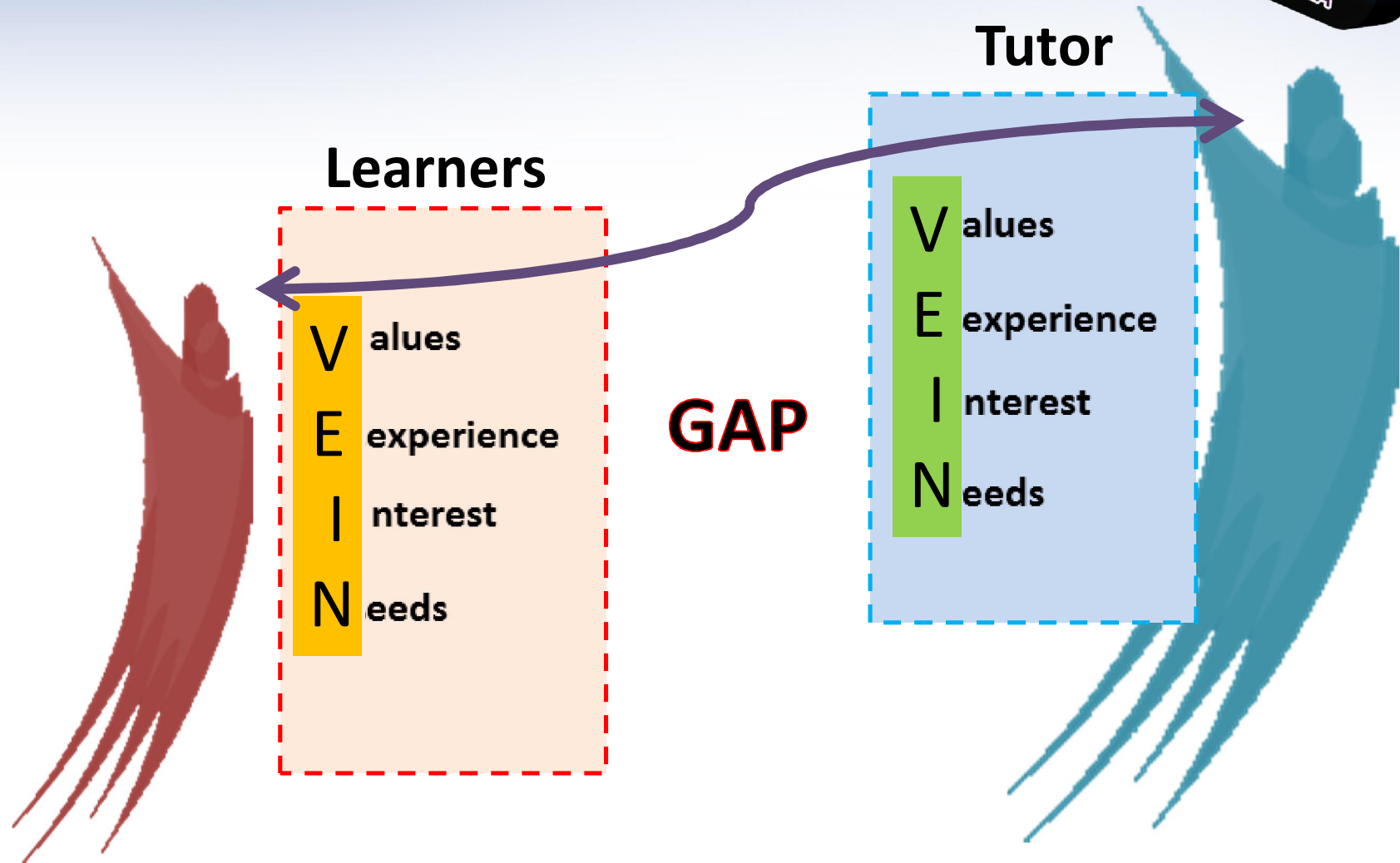
Learning Centre	Number of Courses Evaluated	Average Score of Tutors	Number of Tutors with Scores <70%	AVERAGE RESPONSE RATE
Manjung LC	24	82.65 %	1	77.78%
Perak LC	136	86.33%	6	70.33%
Greenhill LC	105	83.19%	12	65.30%

# Fundamental Principles of Quality Facilitation and Learning Support



- **Quality must be viewed through the eyes of the learners.**
- **It is not how much we have taught, but how much the learners have learned that matters**
- **Timeliness is essential element in quality facilitation and learning support**
- **Learning support must be aligned to learning needs**

# Bridging the Gap is one of the Major Challenges in *Effective* Tutoring



THANK YOU

ITLA

