

**e-Learning POLICY**  
**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM)**

**1.0 INTRODUCTION AND OBJECTIVES**

Dasar e-Pembelajaran Negara (DePAN) 2.0 or National e-Learning Policy 2.0 supports the strategic essence of the 10th Malaysia Plan. One of the five strategic thrusts of the 10<sup>th</sup> Malaysia Plan is to develop world-class human capital by focusing on the 12 national key economic areas (NKEAs), especially in the field of information and communication technology (ICT) and education services. DePAN outlined two approaches towards developing e-content, original e-content and open e-content (OCW). It was expected that by 2016-2020, all IPTAs must develop original e-content for at least 25% of the courses offered. For 2021-2025, universities are expected to develop a minimum of 40% original e-content and 15% OCW content out of the curriculum.

DePAN 2.0 also specifies that e-Learning unit should be established to oversee the e-Learning activities at the university in collaboration with the IT unit of the university.

With that focus, the objective of quality education for all can be realized through the use of information and communication technology. Recent e-Learning technologies enable graduates of higher education institutions to be more competitive in the global arena. National e-Learning policy is an extension of the ICT policy proposed by the national ICT council to bring Malaysia to knowledge-based economies.

In line with DePAN 2.0 , the objectives of the IIUM e-Learning policy are to specify the implementation and practice of e-Learning in IIUM:

- a. To identify the roles and responsibilities of K/C/D/I in the practice and management of e-Learning system.
- b. To implement e-Learning practices in teaching and learning process in all courses in IIUM for both undergraduate and postgraduate levels.

## **2.0 SCOPE**

The scope of IIUM e-Learning Policy covers aspects of definition of e-Learning, e-Learning general policies, roles and responsibilities, process and implementation of e-Learning, incentives, and intellectual properties and copyrights.

## **3.0 DEFINITIONS**

### **3.0.1 e-Learning**

e-Learning is the use of a learner-centred electronic mediated environment (web, and other internet technologies).

### **3.0.2 Learning Management System (LMS)**

A Learning Management System or LMS is a platform that supports the implementation of e-Learning. It enables course information, lecture notes, learner communication and other learning activities to be accessed online through the institution's computer network. It also serves to enhance collaborative activities among learners and instructors. Currently, the official LMS for the University is iTa'LeEM (Innovative Teaching and Learning Environment System). Throughout the policy, the term LMS refers to current e-Learning platform, i.e. iTa'LeEM.

### **3.0.3 Course portfolios**

Course portfolios are online courses that are available and accessible by instructors through the LMS. Learners subscribed to the course portfolios in order to gain access to the course materials uploaded by the instructor.

### **3.0.4 Learning Objects**

Learning Objects are e-Learning content or modules that can be shared and reused by other instructor in other courses, using the same LMS.

### **3.0.5 Blended Learning**

Blended learning is defined as learning mode that utilizes at least 30% - 79% of the course content delivered online to complement the face-to-face learning (Sloan Consortium, 2010).

## **4.0 GENERAL POLICIES**

- 4.0.1 e-Learning in IIUM is a **compulsory** instructional method used by instructors to enhance the quality and effectiveness of teaching & learning.
- 4.0.2 Blended learning mode allows for a combination of conventional learning (face-to-face) & virtual learning methods.
- 4.0.3 All courses offered in a particular semester must be made available online in the beginning of the semester using the university's LMS.
- 4.0.4 All instructors are required to equip themselves with ICT skills to integrate online materials into teaching.
- 4.0.5 All learners are required to equip themselves with ICT skills to integrate online materials into teaching.
- 4.0.6 IIUM is responsible in providing the training, support and resources in the implementation of e-Learning.

## **5.0 ROLES AND RESPONSIBILITIES**

The following is the list of roles and responsibilities of all relevant parties involved in the use and development of e-Learning facilities in IIUM.

### **5.1 Senate**

The University's management through the Senate is responsible to adhere to the national e-Learning policy and to develop relevant IIUM policies for the implementation of e-Learning.

### **5.2 e-Learning Committee**

A university level e-Learning committee must be established to monitor the development of e-Learning in IIUM and to set the objectives of e-Learning in IIUM. The committee will also devise both short and long term plans to fulfill its objectives and to cater for the future expansion of the e-Learning in terms of infrastructure, hardware, software and security. The committee consists of the Director of CTL (chairperson), e-Learning coordinators (K/C/D/I), the Director of ITD, the Dean of Kulliyah of ICT and relevant Deans/Directors. The committee will meet at least once per academic semester.

### **5.3 Centre for Teaching and Learning (CTL)**

- 5.3.1 To provide LMS training for instructors.
- 5.3.2 To provide resources to instructors to design and develop learning objects.
- 5.3.3 To provide user manuals, tutorials, e-Learning guidelines and best practices for instructors.
- 5.3.4 To monitor e-Learning activities among instructors and learners
- 5.3.5 To report to relevant university authorities on the implementation of e-Learning in IIUM and the Ministry of Higher Education, Malaysia.
- 5.3.6 To conduct research and survey on the effectiveness of e-Learning initiatives in IIUM and to propose required improvements.
- 5.3.7 To provide customer support for instructors and learners on the use of LMS.
- 5.3.8 To promote the usage of LMS to IIUM community.
- 5.3.9 To collaborate with ITD in integrating LMS with other IIUM systems (functional)
- 5.3.10 To survey and recommend new e-Learning technologies.
- 5.3.11 To perform backup of course contents in iTa'LeEM for every semester and to troubleshoot functional issues with iTa'LeEM.

### **5.4 Information Technology Division (ITD)**

- 5.4.1 To provide and manage the technology infrastructure (internet connectivity, hardware and software) required for the implementation of e-Learning in IIUM.
- 5.4.2 To provide system and database administration support for iTa'LeEM servers and applications.
- 5.4.3 To integrate LMS with other relevant IIUM academic systems (technical)

## **5.5 Deans/Directors of Centre of Studies (CoS)**

- 5.5.1 To appoint e-Learning coordinators(s) from each Kulliyah to assist the implementation of e-Learning at the Kulliyah level (granted with reduction of teaching load).
- 5.5.2 To equip the classrooms with the necessary equipment to encourage the use of the LMS and e-Learning in teaching and learning.
- 5.5.3 To ensure effective implementation of eLearning at the Centre of Studies level

## **5.6 Academic Staff**

- 5.6.1 To develop e-Learning content for their courses.
- 5.6.2 To upload course description and course materials to the LMS for learners' reference.
- 5.6.3 To take full responsibility (validity, copyright) for the materials uploaded to the LMS.
- 5.6.4 To continuously update and enhance the e-Learning content of the course.
- 5.6.5 To attend e-Learning trainings provided by CTL, depending on the latest development of e-Learning technologies.
- 5.6.6 To regulate the use of LMS in their course(s)

# **6 PROCESS AND IMPLEMENTATION**

## **6.1 Implementation**

The e-Learning method of teaching and learning implemented in IIUM is to complement the traditional face-to-face classroom method. This method of teaching and learning is called a hybrid or blended approach.

As highlighted in the National e-Learning Policy (DEPAN 2.0), the teaching and learning at the University must be delivered through blended-learning approach. To comply to this policy, the use of LMS in IIUM is therefore compulsory.

## 6.2 e-Learning Committee

A University level e-Learning committee shall be established to monitor the development of e-Learning in IIUM and to set the objectives of e-Learning in IIUM. The committee will also devise short and long term plans to fulfill its objectives and to cater for the future expansion of the e-Learning in terms of infrastructure, hardware, software and security. The committee consists of the Director of CTL (chairperson), e-Learning coordinators, the Director of ITD, the Dean of Kulliyah of ICT and relevant Deans/Directors. The committee will meet at least once per academic semester.

## 6.3 Levels of implementation

The implementation of e-Learning will be in three phases based on the National e-Learning Policy (DePAN). The phases will be operationalized for the period of 2015-2025. The three phases are:

- a) Phase 1 - 2015
- b) Phase 2 - 2016-2020
- c) Phase 3 - 2021-2025

Every phase comprises SIX (6) major domains:

- A. Infrastructure & Infostructure
- B. Governance
- C. Online Pedagogy
- D. e-Content
- E. Professional Development
- F. Enculturation

### A. Infrastructure & Infostructure:

| Domain | Focus Area | Phase 1<br>2015 | Phase 2<br>2016-2020 | Phase 3<br>2021-2025 |
|--------|------------|-----------------|----------------------|----------------------|
|        |            |                 |                      |                      |

|              |                            |  |  |   |
|--------------|----------------------------|--|--|---|
| I<br>n<br>fr | Internet & WiFi coverage   | 1Gbps - 5Gbps internet access<br>(streaming of SD videos).                     | 6Gbps - 10Gbps internet access<br>(streaming of HD videos).                    | Minimum 10Gbps internet access<br>(streaming of Full HD videos, tele-presence). |
|              | e-Learning Platform        | e-Learning platform 2.0 and MOOC ready.  | e-Learning platform 2.0, MOOC and Mobile ready.                                | e-Learning platform 2.0, MOOC, Mobile and Learning Analytics ready.             |
|              | ICT Equipment and Software | 100% instructors and 90% learners own computer / notebook/ tablet/ smartphone. | 100% instructors and 95% learners own computer / notebook/ tablet/ smartphone. | 100% instructors and 100% learners own computer / notebook/ tablet/ smartphone. |
|              |                            | 50% instructors are given access to e-content development software.            | 75% instructors are given access to e-content development software.            | 100% instructors are given access to e-content development software.            |

## B. Governance

| Domain | Focus Area | Phase 1<br>2015 | Phase 2<br>2016-2020 | Phase 3<br>2021-2025 |
|--------|------------|-----------------|----------------------|----------------------|
|--------|------------|-----------------|----------------------|----------------------|

|             |   |  |   |  |
|-------------|---|--|---|--|
| G<br>o<br>v | Policy & Action Plan                    | <p>HEI e-Learning policy is enacted and implemented thoroughly.</p> <p>HEI must have a comprehensive e-Learning action plan.</p>   | <p>HEI e-Learning policy is updated according to the current needs in the use of new technology, ethics and copyright.</p> <p>HEI to implement e-Learning action plan thoroughly.</p> | <p>HEI e-Learning policy to be coordinated with international e-Learning policy standard.</p> <p>HEI to coordinate e-Learning action plan with national standard.</p>                  |
|             | Leadership and e-Learning Unit          | <p>HEI e-Learning leadership has up to date skills recognised institutionally.</p> <p>HEI e-Learning unit is established and fully operational.</p>  | <p>HEI e-Learning leadership has up to date skills recognised nationally.</p> <p>HEI e-Learning unit to collaborate in e-Learning activities nationally and regionally.</p>           | <p>HEI e-Learning leadership has up to date skills recognised regionally and globally.</p> <p>HEI e-Learning unit to collaborate in e-Learning activities regionally and globally.</p> |
|             | Human Resource and Financial Allocation | <p>HEI has a human resource and suitable designation to implement e-Learning activities.</p> <p>HEI to allocate 0.5% from the annual operational budget for e-Learning implementation.</p> | <p>HEI to provide training with certifications leading to e-Learning career pathway.</p> <p>HEI to allocate 1% from the annual operational budget for e-Learning implementation.</p>  | <p>Human resource related to e-Learning should acquire international certifications.</p> <p>HEI to allocate 1.5% from the annual operational budget for e-Learning implementation.</p> |

### C. Online Pedagogy



| Domain | Focus Area       | Phase 1<br>2015  | Phase 2<br>2016-2020   | Phase 3<br>2021-2025   |
|--------|------------------|--|--|--|
| O n li | Blended Learning | 30% of HEI courses are conducted in blended learning mode. | 50% of HEI courses to be conducted in blended learning mode. | 70% of HEI courses to be conducted in blended learning mode. |
|        | Open Courses     | Every HEI offers at least 3 open courses (MOOC)            | Every HEI to offer at least 15 open courses (MOOC)           | Every HEI to offer at least 30 open courses (MOOC)           |
|        | E-Assessment     | 5% e-Assessment in blended learning.                       | 10% e-Assessment in blended learning.                        | 15% e-Assessment in blended learning.                        |

### C. e-Content

| Domain | Focus Area         | Phase 1<br>2015   | Phase 2<br>2016-2020   | Phase 3<br>2021-2025   |
|--------|--------------------|---|--|--|
| e - C  | Original e-content | 10% of all courses offered contains original e-content.                           | 25% of all courses offered contain original e-content.                     | 40% of all courses offered contain original e-content.                     |
|        | Open e-content     | 5% of all courses offered by HEI are developed and offered as open courses (OCW). | 10% of all courses offered by HEI are developed and offered as open (OCW). | 15% of all courses offered by HEI are developed and offered as open (OCW). |

|  |                     |                                    |                                   |  |
|--|---------------------|------------------------------------|-----------------------------------|--|
|  | E-content standards | E-content standards are developed. | E-content standards are utilised. | E-content standards are coordinated internationally. |
|--|---------------------|------------------------------------|-----------------------------------|--|

#### D. Professional Development

| Domain      | Focus Area | Phase 1<br>2015  | Phase 2<br>2016-2020   | Phase 3<br>2021-2025  |
|-------------|------------|--|--|---|
| P<br>I<br>O | Knowledge  | 50% of the staffs are knowledgeable in TPACK ( <i>Technological Pedagogical Content Knowledge</i> ). | 75% of the staffs are knowledgeable in TPACK ( <i>Technological Pedagogical Content Knowledge</i> ). | 100% of the staffs are knowledgeable in TPACK ( <i>Technological Pedagogical Content Knowledge</i> ). |
|             | Skills     | 50% of academic staff has basic e-Learning skills.   | 75% of academic staff has basic e-Learning skills.   | 100% of academic staff has basic e-Learning skills.   |
|             |            | 50% of academic staff have advanced e-Learning skills.   | 75% of academic staff have advanced e-Learning skills.   | 100% of academic staff have advanced e-Learning skills.   |
|             |            | 75% of students have e-Learning skills.  | 100% of students have the skills to manipulate e-Learning content.                                   | 100% of students have the skills to manipulate and create e-Learning content.                         |

|  |          |   |   |  |
|--|----------|---|---|--|
|  | Practice | 50% of HEI staff practices Blended Learning.                    | 75% of HEI staff practices Blended Learning.                    | 100% of HEI staff practices Blended Learning.                    |
|  |          | 1% of HEI staff conduct research and development on e-Learning. | 5% of HEI staff conduct research and development on e-Learning. | 10% of HEI staff conduct research and development on e-Learning. |

### E. Enculturation

| Domain      | Focus Area             | Phase 1<br>2015   | Phase 2<br>2016-2020   | Phase 3<br>2021-2025   |
|-------------|------------------------|---|--|--|
| E<br>n<br>c | Acculturation          | 100% of instructors are e-Learning users.   | 50% of instructors are e-Learning contributors.                                    | 10% of instructors are e-Learning innovators.  |
|             |                        | 60% of students are e-Learning users.   | 25% of students are e-Learning contributors.                                       | 5% of students are e-Learning innovators.  |
|             | Recognition            | To recognise e-Learning proponent at institutional level.                               | To recognise e-Learning proponent at national level (MEIPTA/MOHE)                  | To recognise e-Learning proponent at regional and global level by MOHE.                    |
|             | Publication Equivalent | HEI develops guidelines and mechanisms to recognize e-content as equivalent to academic | HEI to implement guidelines and mechanisms to recognize e-content as equivalent to | Guidelines and mechanisms to recognize e-content as equivalent to academic publication are |

|  |  |              |                          |                             |
|--|--|--------------|--------------------------|-----------------------------|
|  |  | publication. | academic<br>publication. | standardised<br>nationally. |
|--|--|--------------|--------------------------|-----------------------------|

#### **6.4 Standards**

To ensure that the e-Learning implementation in IIUM fulfills its objectives, the materials uploaded into the LMS must be current and in line with the standards set by the University and the Kulliyahs.

#### **6.5 Staff and learner access**

All staff and registered learners of the university are automatically given access to the LMS. The LMS can be accessed on and off-campus using the same user id and password assigned by the CTL and ITD.

### **7.0 INCENTIVES**

7.1 IIUM will:

7.1.1 Consider involvement in e-Learning activities as one of the criteria for promotion and awards.

7.1.2 Provide appropriate incentives for instructors and Kulliyahs/Centres who are active in using and implementing e-Learning.

7.1.3 Provide appropriate incentives for instructors who develop e-Learning courses.

7.1.4 Recognize e-Learning courses (according to DePAN 2.0) developed by the instructors as equivalent to IIUM's KII for publications.

### **8.0 INTELLECTUAL PROPERTIES AND COPYRIGHTS**

The intellectual properties and copyrights of the online course materials and learning objects developed by instructors are governed by the IIUM Policy on Intellectual Property.