POLICY, RULES AND REGULATIONS (2016-2018)

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INTRODUCTION

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TECC or Technology Enable Collaborative Classrooms* are new 21st century learning spaces being introduced in the Politeknik Malaysia (Malaysian Polytechnics) teaching and learning environment. A TECC will consist of several basic technological tools that MUST be used to assist and enhance the practiced instruction via the use of research, presentation, and collaborative technologies. TECCs were conceptualized to be future learning spaces, hence its learning methodology MUST be different from any other learning methodology practiced within the institution. At least one TECC environment is being provided/will be provided to each Malaysian Polytechnic institution within the duration of 2015 – 2018.

By our definition, TECCs are learning spaces that **MUST** be used to promote the following concepts:

a) **21st Century Learning Skills
b) **Education 3.0
c) **Higher Order Thinking

This document is specifically written for Politeknik Malaysia and it will provide both prescriptive and descriptive instructions that **MUST** be deployed and expanded upon to ensure the effectiveness of these new learning environments.

Note to Politeknik Malaysia:

TECC (Technology Enabled Collaborative Classroom) should not be confused with TEC (Technology Enabled Classroom)

1.0   TECC USE POLICY

There MUST be a coherent strategy developed by the institution to enable both the following policies to work in tandem in achieving the TECC's objectives.

1.1   TECC CENTRAL POLICY /REGULATIONS
The Central Policy from the Instructional and Digital Learning, Center for eLearning and Teaching, Department of Polytechnic Education for the year 2016/2018 is as follows:
- TECC usage is open to all programs within the institution,
- All programs within the institution **MUST** have between 1-4 courses experiencing the TECC learning environment,
- The utility factor of TECC **MUST** be at least 75-80% per semester.
- TECC's usage, scheduling and maintenance **MUST** be organized by the eLearning committee of that institution,
- The eLearning Officer under the guidance of the Deputy Director (Academic) is responsible for the running of the TECC as described by this document,
- The TECC at any time of the year **MUST** be kept operational, clean and ready for use at moment's notice,
- The eLearning committee is responsible to plan, propose and upgrade the TECC environment and its use as in accordance with the objective of this document - The TECC room design **MUST** be seen and felt as a 21th Century Learning environment,
- Institutions are encouraged to develop an **action plan (2016-2018)** and progressively develop their TECC environment and/or practices taking into account local strength and challenges.
- The underline encouragement for the use of the **Bring Your Own Device (BYOD***)** concept as a supportive and an alternative tool to enhance the learning experience **MUST** be considered.

***BYOD for this present moment refers to the use of personal and individual devices and access technologies to experience digital learning within the Learning Management System and the World Wide Web. BYOD also refers to the availability of WIFI access within the institution especially in the TECCs.

1.2   TECC LOCAL POLICY

The institution **MUST** develop and deploy their own set of rules and regulations which <u>may</u> include the following points:
- Rights of Use,
- Timetabling Planning,
- TECC Code of Conduct for educators and students (Both parties has distinct roles to play. The rules of academic engagement MUST be clear to those involved in TECC),
- Encouragement of BYOD and its impact on living in the 21th Century to both educators and students,
- etc,..

2.0   PEDAGOGY AND INSTRUCTIONAL APPROACH

Both the lecturer and the student have clear roles to play to enable a new forward thinking pedagogy to prevail. Each **MUST** understand their expectations and limits during a TECC session. Heads of Departments (HODs) and specific Program Leaders (PL) **MUST** plan the use of TECC so that lecturers and students will gradually improve their learning skills from semester one till the final semester. HODs and PLs together with the eLearning committee **MUST** plan to determine which course within their program that is deemed appropriate for the TECC environment. As the TECC use may be limited, a central committee within the institution via the agreement of the Deputy Director (Academic) **MUST** decide as too which course gets preference to the use of TECC.

2.1   ROLE OF THE LECTURER/FACILITATOR

The role of the lecturer **MUST** change within TECC. All lecturers within TECC are to act as only as facilitators. This is a role that requires far greater preparation on the side of the educator as it is not as simple and straightforward as that of a lecturer. This document gives an outline as to how this can be achieved.

2.2   ROLE OF THE STUDENT

The role of the individual student **MUST** change within TECC. All students within TECC are to act as collaborators in learning. As individual and as a team, students are to learn to manage and strengthen their own learning skills. This should be done in stages (progressively between semesters) with the planning of the HODs, PLs, and the eLearning team.

2.3   CURICULUM OUTCOMES
TECC is very much suitable for Course Learning Outcomes (CLOs) that stresses on Cognitive and Affective domains. All courses with a dominant cognitive domain, C2 (Understand) till C5 (Evaluation) level within the Blooms Taxonomy pyramid may use the TECC. All CLOs that stresses the Affective domain are suitable for TECC. The latest approved curriculum document should be referred too at all times.

2.4   USE OF LECTURE
Theoretical Lectures are strictly **prohibited** within the TECC. There **MUST NOT** be any lecture session being practiced within the TECC, all lectures (if necessary) MUST be conducted outside TECC facilities such Lecture theaters, common class rooms, online environments, etc.

2.5   COLLABORATIVE DISCCUSIONS
All learning experiences **MUST** be conducted via a collaborative team-like environment. Facilitators are to organize and conduct the learning experience via groups - pairing can be done as minimum as two per group to not more than five. The use of effective group learning methodology should be explored and developed creatively so as to ensure that effective learning takes place.

Some of the instructional methodologies suggested here are:
-    **Inquiry Based Learning
-    **Problem Based Learning
-    **CDIO, etc.

The methodology of Peer Instruction via an **Interactive Teaching** method **MUST** also be considered especially in the later semesters.

2.6   PRESENTATIONS AND REFLECTIONS
TECC **MUST** use the mode of group/individual presentations and reflections as a means of encouraging and fostering learning. Hence presentation techniques and reflective practices **MUST** be encouraged. Both facilitator and students **MUST** progressively develop their presentation and reflective techniques.

2.7   BLENDED LEARNING AND THE FLIPPED CLASS
TECC **MUST** be part of the **blended learning and the **Flipped Classroom pedagogical approach. All TECC users **MUST** have and use personal online platforms via a Learning Management System (LMS-CIDOS) or WEB 2.0 to enhance learning. The LMS/Web 2.0 applications MUST be able to track student's progress and reflections.

All lecturers **MUST** plan and execute their lessons via the Blended Learning Distribution Table (BLDT) and the Blended Learning Fulfillment Record (BLFR) documents that were introduced in 2015.

The purpose of the Flipped Classroom concept is to ensure that deep learning occurs. Lecturers MUST prepare online learning theory contents and meaningful topics/questions/situations for TECC discussions. Hence, TECC facilitators and students **MUST** learn to develop their own learning and teaching and materials via VIDEOS, ANIMATIONS, PDFs etc.

2.8   GAMIFICATION
TECC environment **MUST** practice the concept of **Gamification (Digital or non-digital in form) to make learning attractive and fun. The concept of rewards, kudos and levels achievements are to be introduced in TECC environment. The nature and degree of Gamification is entirely up to the professional discretion of the Facilitator. As a simple rule, 10-30% of learning should use the Gamification approach.

2.9   *'HOT'* JOURNEYS & DEEP LEARNINGS
TECC **MUST** focus on learning journeys and not entirely fact finding, hence, making mistakes and learning from them are very important. Special marks should be given to students who make mistakes and are able to learn from them. The instruction **MUST** focus on promoting Higher Order Thinking (HOT) based on the curricular requirements. Based on facilitators discretion, TECC learning environment are permitted to exceed the curricular requirements if the level targeted to achieved will reinforce learning, e.g. a C1 (Knowing) level outcome may need a C2 (Understand) level experience to reinforce meaning.

3.0   ASSESSMENT PRACTICES

3.1   FORMATIVE ASSESSMENT
TECC **MUST** be used to reinforce learning. The use of **formative assessment **MUST** be practiced as part of the learning and teaching environment. The form of formative assessment can designed using a digital or non-digital format. **NO** form of summative assessments is allowed to be conducted in the TECC.

3.2   FEEDBACK SYSTEM
Facilitators **MUST** provide feedback promptly to student's inquiries, thoughts and assignments. TECC facilitators MUST develop a feedback system effective enough to provide swift guidance. A feedback routine should be designed and discussed with the students to get their full cooperation and their understanding.

3.3   PEER ASSESSMENT
TECC **may** also deploy **Peer Assessment as part of the formative assessment practices.

4.0   USE OF TECHNOLOGY

4.1   DIGITAL TECHNOLOGY AS A TOOL
TECC recognizes that digital technology is to be used solely as a tool. However, both lecturers and students **MUST** upgrade their digital skills to ensure that TECC objectives are met. Technology use **MUST** include the following activities:
-      browsing for information,
-      formative assessments,
-      reflection engagements,
-      exploring and presenting of ideas
-      archiving of progress/portfolio
-      online collaborative exercises, etc.

4.2   WEB 2.O
TECC encourages the use of any WEB 2.0 application as part of its blended learning practiced. However, all the links to these applications MUST be listed in the LMS-CIDOS. Student's progress **MUST** be tracked and proofs of progress MUST be readily available for audits.

4.3   LIFE WITHOUT DIGITAL TECHNOLOGY

In the case of the absence of digital technology or the lack of adequate WIFI, BANDWITH etc., lecturers **MUST** create non-digital instructional materials and plan for a non-digital TECC environment. A BACKUP PLAN is always need as the most important concern in TECC is deep learning via collaborative exercises. Some of preferred techniques in a non/low digital environment include:

- . PRE-DOWNLOADING and not STREAMING videos during TECC
- PRE-CLASS research and fact finding
- PRE-CLASS exercise print outs.

5.0   DESIGNING YOUR OWN TECCs

Institutions without a TECC **may** design and setup their own form of TECC or create additional TECCs, however the above listed criteria must be met.

SUMMARY:

TECC usage **MUST** be strictly for learning and teaching purposes. Institutions should strategize its usage for selected courses within each program. The eLearning committee together with Deputy Director (Academic), HODs and PLs are responsible for selecting the most appropriate courses to be conducted within TECC and ensuring TECCs success.

TECCs are POLITEKNIK MALAYSIA's attempt to usher in a new pedagogical method that is suitable with the requirements of the 21st Century. Momentary challenges are expected to arise and linger, hence, **a strong commitment and dedication by all relevant parties are required if the TECC initiative is to achieve its objectives.** As embedded in the concept of TECC itself, the spirit of collaboration and cooperation is important in ensuring its success.

**The following concepts are prevalent of the World Wide Web (WWW). The web should be carefully used as a resource to obtain guidelines as to practices and guidelines required by this document. Celtpoliteknik.org has and will continue to provide links to any appropriate resources available online.