Redesigning Assessment for Holistic Learning Conference
20th & 21st November 2017
Crystal Crown Hotel, Petaling Jaya
Committees

WELCOME

Message of Welcome:

General Chair, Dato’ Professor Dr. Awg Bulgiba Awg Mahmud

Co-Chair, Dr. Aishah Abu Bakar

Co-Chair, Professor Dr. Fauza Ab Ghaffar

Director, Dr. Farrah Dina Yusop

Itinerary

Monday, 20th November 2017

Tuesday, 21st November 2017

Conference Information

Venue Maps

Keynote Speaker: Redesigning Assessment for Holistic Learning

FORUM 1: Alternative Assessment in the Context of Redesigning Higher Education

FORUM 2: Alternative Assessment: Voices from the Field

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RAHoLE Participation

Acknowledgement

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# Redesigning Assessment for Holistic Learning Conference

**20th & 21st November 2017**  
Crystal Crown Hotel, Petaling Jaya

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<td>Dato’ Professor Dr. Awg Bulgiba Awg Mahmud</td>
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| Co-Chair              | Dr. Aishah Abu Bakar (Ministry of Higher Education, MOHE)  
Professor Dr. Fauza Ab Ghaffar (University of Malaya, UM) |
| Director              | Dr. Farrah Dina Yusop |
| Registration & Finance| Norazura Hassim  
Syarila Nurasma Ahmad |
| Logistics & Placement | Mohd Hairolnezam Kahmis  
Ummu Saadah Zubir |
| Program committee     | Dr. Amira Sariyati Firdaus  
Dr. Zahiruddin Fizri Abu Hassan  
Dr. Mahmoud Danaee  
Dr. Nur Azah Hamzaid  
Yap Min Chen |
| Technical & Photo / Videography | Mohd Hakimin Sharuddin  
Muhammad Zaiamri Zainal Abidin  
Norazrulazam Pauzee |
| Souvenirs & Promotions| Ferlynda Fazleen Jamaludin |
| Copyediting           | Muhammad Aiman Abdul Halim |
| Secretariat           | **MOHE**  
Dr. Nazli Mahdzir  
Rahayu Ab. Rashid  
Wan Zainuddin Ali Aspar  
Ain Najihah Azmi  
Nor Anah Salim  
**UM**  
Dr. Tengku Adeline Adura Tengku Hamzah  
Dr. Zati Hakim Azizul Azizul Hasan  
Zulhizmi Abdul Rahman  
Muhammad Afiq Dzulkifli  
Nurul Salwani Mohamad Saadon  
Siti Khadijah Mohamad Hussain  
Muhammad Hakim Kamaruzaman  
Kalai Arasu a/l Devaraja  
Mohd Syazwan  
Rowena a/p Moses |
Assalamualaikum and greetings.

I would like to bid everyone welcome to all distinguished guests, invited speakers and participants of this 2-day Redesigning Assessment for Holistic Learning (RAHoLE) Conference 2017.

This conference is the first national conference to be co-organized by University of Malaya’s Academic Enhancement and Leadership Development Centre (ADeC) and the Ministry of Higher Education. This conference will feature academicians from various institutions in Malaysia, including our own UM academics who will share their practices concerning various alternative assessments.

The organizing committee has managed to gather and document impactful works on alternative assessments by academics throughout Malaysia.

I would like to thank the team in ADeC, headed by Prof. Dr. Fauza Abdul Ghaffar, in making this conference a success. I hope everyone are able to keep moving forward with the spirit we share today for the betterment of our students, and our beloved nation as a whole.

Best regards.
Assalamualaikum and greetings.

On behalf of the Department of Higher Education, Ministry of Higher Education (MOHE), I am honored and delighted to welcome you to the first Redesigning Assessment for Holistic Learning (RAHoLE) Conference 2017. 

The conference is a joint effort between the Ministry and University of Malaya’s efforts towards producing holistic and balanced graduates, as highlighted in our National Education Blueprint (Higher Education), or MEB (HE) 2015-2025.

In the spirit of innovative and alternative assessment, let us strive to share and expand our experiences in this 2-days conference, towards better and holistic assessments.

Thank you and wassalam.
Assalamualaikum and welcome to everyone participating in Redesigning Assessment for Holistic Learning (RAHoLE) Conference 2017.

On behalf of the organizer, it is my pleasure to take this opportunity to say thank you for your participation in this conference—a conference dedicated specifically for practitioners of innovative and alternative assessments, to meet and share their practices and experiences.

The diversity of participants’ background will provide an interesting opportunity for discussion, collaboration and exchange of ideas. It is hoped that RAHoLE 2017 will be successful in fostering relationship among academics, educators, researchers and practitioners involved with holistic assessment, thus enriching our current assessment practices.

Thus, we encourage you to take this opportunity not only to exchange experience and ideas, but also to further expand the networking with fellow academics in the spirit of promoting holistic assessment practices.

Best wishes.
Dr. Farrah Dina Yusop

Assalamualaikum and greetings to all RAHoLE 2017 conference speakers, panellists, academics and participants.

It is my pleasure and privilege to welcome you to the first Redesigning Assessment for Holistic Learning (RAHoLE) Conference. Our appreciation goes out to all visitors, participants, panellists and our keynote speaker for your presence in this conference.

RAHoLE 2017 presents a new conference format, comprising of traditional keynote speech, forums, panel of discussions and an innovative Poster-Voster Gallery Walk that showcases our colleagues’ works in alternative assessments. The main output from this conference is publication of a mini guidebook on alternative assessments which will be presented to the Ministry of Higher Education (MOHE) to be shared with other higher education teachers-practitioners. Collection of these works is hoped to spark interest and ideas that will inspire us to explore various innovative ways of assessing our students.

My special thanks goes to the Academic Enhancement and Leadership Development (ADeC) team and volunteers as RAHoLE 2017 secretariat who are creative, passionate and committed in contributing ideas, time and energy in ensuring the success of this conference. We sincerely hope that everyone would greatly benefit from this conference.

Thank you.
## Redesigning Assessment for Holistic Learning Conference

**20th & 21st November 2017**  
Crystal Crown Hotel, Petaling Jaya

### ITINERARY

**MONDAY, 20TH November 2017**

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<td>9.30am – 10.30am</td>
<td>Keynote Speech: <strong>Redesigning Assessment for Holistic Learning</strong></td>
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<td>10.30am – 11.00am</td>
<td>Morning Tea Break/Poster Voster Gallery Walk</td>
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<td>11.00am – 12.00pm</td>
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<td>12.00pm – 1.00pm</td>
<td>Keynote Forum: <strong>Alternative Assessment in the Context of Redesigning Higher Education</strong></td>
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<td>Lunch Break/Poster Voster Gallery Walk</td>
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<td>2.00pm – 3.30pm</td>
<td>Forum: <strong>Alternative Assessment: Voices from the Field</strong></td>
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<td>3.30pm – 5.30pm</td>
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<td>6.00pm – 8.30pm</td>
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### TUESDAY, 21ST November 2017

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<td>Publication Workshop</td>
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<td>10.00am – 10.30am</td>
<td>Morning Tea Break/ Poster Voster Gallery Walk</td>
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<td>Expert Group Presentation</td>
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<td>12.30pm – 1.30pm</td>
<td>Awards and Closing Ceremony</td>
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<td>1.30pm – 2.30pm</td>
<td>Lunch (End)</td>
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</table>
Conference Bag
Each registered participant receives a conference bag at the time of registration.

Certificate of Attendance
A certificate of attendance will be awarded to participants upon submitting feedback forms to RAHoLE secretariat. Please ensure your name are correctly written at the registration table.

Catering
Morning tea, lunch and afternoon tea will be available and are included in the registration fee. Please refer to the program itinerary for catering times.

Disclaimer
The conference committee reserves the right to make changes to the conference program at any time without notice. Please note that this program is correct at the time of printing.

Poster Voster Gallery Walk
Posters and vosters (video posters) will be available to view at any time in the designated poster viewing kiosks located in Crystal Ballroom.
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VENUE MAPS

Crystal Ballroom

legend:
1- sofa 5 seater for VVIP
2- vip seat 50 unit
3- classroom table/chair for 100 pax
4- discussion roundtable/chair for 100 pax

5- poster/vester board 25 unit
6- VVIP holding room cum studio
7 - selfie wall
8- coffee area
9- partition
Dr. Paula Hodgson
The Chinese University of Hong Kong
Monday, 20th November, 9.30am – 10.30am, Crystal Ballroom.

Dr. Hodgson was one of the pioneers in promoting and supporting e-Learning in the Hong Kong. She has been working in higher education since 1997, and served the Hong Kong Polytechnic University (PolyU) for seven years. Then, she worked in University of Auckland in New Zealand. Competent in consulting with teaching academics, she has established excellent tracked records in supporting faculty from disciplines.

In 2008, she put her educational theories to use when she taught in the University of Hong Kong using learning technologies including Web 2.0, her research focused on the blended mode of learning and assessment experiences for first-year university study. She placed high value on a learning-centred approach to teaching and on engaging learners in a way that challenges their preconceived ideas in achieving both intended and unintended learning outcomes. She received an approval rating of over 90 percent from her students in a teaching feedback questionnaire relating to teaching effectiveness.
Serving in Centre of Learning Enhancement and Research since September 2015, her work covers professional development, running a SMART assessment project which received two rounds of teaching development funding of a total MR$7,662,727 exploring assessment design and student learning experiences through assessment and program assessment. She advocates the use of flipped learning with peer instruction in class as an effective engaging teaching and learning strategies in the university. Currently, she is the co-principle investigator of the following joint-university Teaching and Learning project 2016-19 funded by the University Grants Committee in Hong Kong:

- ‘Coding, Design, and Global Involvement: Engaging Students in Multi-domain Active Learning Through the Creation of Mobile Apps and an Apps Resource Centre (ARC)’;
- ‘Augmenting Physical Learning Spaces with Location-based Services Using iBeacon Technology for Innovative Learning and Teaching’;
- ‘Enhancing learning outcomes for students through a data-driven review of the 4-year curriculum in UGC funded programs’.

Dr. Hodgson was invited to provide talks to tertiary education in Hong Kong, Vietnam, and visitors of scholars from China and Germany. In addition, she is an ongoing reviewer for Higher Education, Assessment and Evaluation in Higher Education, Computers and Education, Education Research International, the World Conference on Educational Media and Technology (EDMEDIA), and the Higher Education Research and Development Society of Australasia (HERDSA) conference.
Her research publications cover peer assessment, using learning technologies for teaching, learning and assessment, outcome-based education, and service leadership. Current research interest is pedagogies in Massive Open Online Courses (MOOCs) as she has attained distinguish results in MOOCs offered in Harvard Law School, Harvard University Graduate School of Education, The University of Melbourne and the University of Hong Kong.

Her selected publications can be viewed at
Education has gone through phases of change, from building basic knowledge for manual work to high levels of competence for managing complex tasks. The biggest change is connectivity in the technology-mediated learning environment, which has allowed learners to learn beyond self-imposed boundaries, including time and space, in the past two decades. The disruptive innovation of massive open online courses started in 2012 provides an unprecedented option in education. Education 4.0 emphasizes innovative knowledge production, and learners act as a major source of tech evolution in the service of producing innovation. This implies that classroom learning should be a time for students to work through the process of design, from unbundling problems to resynthesizing options and possibilities, to creative potential solutions. Nevertheless, the mode of assessment seems predominantly to reinforce memorization, understanding and analysis of knowledge. Innovation and creativity invite learners to learn from mistakes and a mindset of making the impossible possible. Assessment needs to embrace the creative process in which on-going feedback is the way to groom learners to develop the required mindset and competence in education 4.0. This implies that educators need to redesign both assessment methods, assessment tasks relate to authentic real-world problems and maximize alternative formative and summative assessment through technologies.
KEYNOTE FORUM

FORUM 1
Alternative Assessment in the Context of Redesigning Higher Education
Monday, 20th November, 12.00pm – 1.00pm, Crystal Ballroom.

FORUM MODERATOR
Dr. Adelina Asmawi
Universiti Malaya

FORUM PANELLIST
Associate Professor Dr. Joharry Othman
Universiti Islam Antarabangsa Malaysia

Mr. Mohd Yazid Abdul Hamid
Seek Education Sdn. Bhd
FORUM 1
Alternative Assessment in the Context of Redesigning Higher Education

Synopsis
As Greek philosopher Heraclitus had noted: the only constant thing in the world is change. Today, the world is facing rapid changes and innovations, especially in technological advancements. Such advancement is globally acknowledged, hence calling for the need to redesign our industry and higher education. Students today are different in so many ways, yet they will soon graduate and most will be entering the working world. Hence, it is also important for us to understand the current employers’ expectation towards graduates and latest assessment methods being used to gauge potential employees’ strengths and weaknesses.

As academicians who are very familiar with the conventional practices, how ready are we to take part in redesigning our higher education? What changes do we need to make in our assessments in order to embrace changes and overcome challenges that come with new initiatives such as iCGPA and Industry 4.0? What are the alternative assessments currently being employed and need to be employed to address such changes in higher education and industry? Come and join our panellists and share your insights in this interactive forum.
FORUM 2

Alternative Assessment: Voices from the field

Monday, 20th November, 2.00pm – 3.30pm, Crystal Ballroom.

FORUM MODERATOR
Dr. Adelina Asmawi
Universiti Malaya

FORUM PANELLIST

Performance-based Assessment
Associate Professor Dr. Jaafar Jantan
Universiti Teknologi MARA

Self and Group-based Assessment
Professor Dr. Rohaida Mohd Saat
Universiti Malaya

Portfolio-based Assessment
Professor Dr. Debra Sim Si Mui
Universiti Malaya

Technology-based Assessment
Mr. Zaid Alsagoff
AQL Learning Innovation Consultancy
FORUM 2
Alternative Assessment: Voices from the field

Synopsis
Alternative assessment is usually designed to enable students to take active roles and become more involved in their own learning. Excellent educator should be able to utilize alternative assessments to trigger students' higher-order thinking skills, so they do not only memorize information, but able to assemble them into complex understanding and insights. That sounds very well in theory, but how does it works in practice? The panellists in this session will share their thoughts, provide overview and insights of RAHoLE 2017 participants’ current works in researching and practicing alternative assessments based on five themes: portfolio, performance-based, self- and group-based assessments, and technology-based assessments.
The Academic Enhancement and Leadership Development Centre (ADeC) is a one-stop centre for improving and developing learning and teaching among University of Malaya (UM) staff during their academic career.

ADeC's newly revamped organizational structure reflects ADeC's commitment to support UM academic staff's learning and development (L&D) in core areas of a balanced academic career:

- e-Learning
- Leadership and Wellbeing (LeadWell)
- Research Training (RTU)
- Teaching and Learning (T&L)

Email: adec@um.edu.my
Professional Development Programs at ADeC

ADeC offers wide range of professional development programs in 4 areas: Teaching and learning; Research; Supervision; and Leadership and well-being. Below are examples of our programs. We also offer customizable programs for diverse groups of educators, researchers, educational administrators and policymakers. Certificates of participation for each course will be issued and endorsed by ADeC and University of Malaya.

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<td>Best practices to enhance your researcher development</td>
<td>Supervising industrial training and community engagement</td>
<td>Becoming your best: strengths-based approach to flourishing in academia</td>
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<tr>
<td>Create engaging learning experiences using 21st century technologies</td>
<td>Protecting your intellectual property: Trademark, patent and copyright</td>
<td>Supervising final year and capstone projects</td>
<td>Academic culture and profession</td>
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<tr>
<td>Teaching interactively using OBE strategies</td>
<td>The arts of academic writing and publication</td>
<td>Supporting students in their early stages</td>
<td>7 habits of happy lecturers</td>
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<tr>
<td>Designing Learner-Centered learning environment</td>
<td>Conducting and writing systematic review of literature</td>
<td>Supporting students during their final stages</td>
<td>Managing stress and building resilience</td>
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<tr>
<td>Flip your classroom with flipped teaching approach</td>
<td>Preparing and writing bibliometric paper</td>
<td>Graduate on time (GOT): What it takes</td>
<td>Striving for work-life balance in academia</td>
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<tr>
<td>Managing your blended learning course effectively</td>
<td>Designing your research</td>
<td>Student-Supervisor relationship</td>
<td>Conflict resolution</td>
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<tr>
<td>Gamify teaching and learning experiences with technologies</td>
<td>Questionnaire design &amp; development</td>
<td>Supervision styles: Which one are you?</td>
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<tr>
<td>Create digital books for teaching and learning</td>
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<tr>
<td>Creating effective assessment for students</td>
<td>Structural Equation Modeling (SEM) analysis Quantitative analysis with PLS-SEM</td>
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<td>Assess your students the OBE way</td>
<td>Quantitative analysis with AMOS</td>
<td>Applying adult learning strategies for postgraduate learning</td>
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<td>Delivering effective feedback to enhance learning</td>
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<tr>
<td>Reflecting on your teaching</td>
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<td>Managing university-community partnerships</td>
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PUBLIC WORKSHOP | EXPERTS

1. Dr. Adelina Asmawi, Universiti Malaya
2. Assoc. Prof. Dr. Ainol Madziah Zubairi, Universiti Islam Antarabangsa Malaysia
3. Prof. Dr. Debra Sim Si Mui, Universiti Malaya
4. Dr. Fatimah Hashim
5. Assoc. Prof. Dr. Jaafar Jantan, Universiti Teknologi MARA
6. Assoc. Prof. Dr. Joharry Othman, Universiti Islam Antarabangsa Malaysia
7. Dr. Mohd Shahril Nizam Shaharom, Universiti Malaya
8. Mr. Norjoharuddeen Mohd Nor, Universiti Malaya
9. Assoc. Prof. Dr. Raihanah Mohd Mydin, Universiti Kebangsaan Malaysia
10. Dr. Renuka a/p V Sathasivam, Universiti Malaya
11. Mr. Zaid Ali Alsagoff, AQL Learning Innovation Consultancy
# Abstract

## Group-based Assessment

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<td>Holistic assessment- an idea from the WOU experience</td>
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<td>VidCase: An Alternative Assessment Method for the Millennials Students</td>
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<td>Assessment of Cognitive Level in Database Subject using Problem-based Learning Approach</td>
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<td>• Universiti Teknikal Malaysia Melaka</td>
<td>An Adaptive Self-Assessment Approach For Engaging Massive Open Online Course (MOOC) Learning</td>
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<td>Wiki As An Online Reflection Tool In Pre-Service Teachers’ Teaching Practicum</td>
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<td>Professional Behaviour Among Dental Students: Comparing Self And Peer Vs Teacher Assessment In Improving Student Performance</td>
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<tr>
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Performance-based Assessment

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**Portfolio-based Assessment**

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## Technology-based Assessment

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# Technology-based Assessment

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Redesigning Assessment for Holistic Learning Conference
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