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HANDBOOK

SELF-INSTRUCTIONAL MATERIALS (SIM)



1. Introduction to Self-Instructional Materials

Self-Instructional Material (SIM) is a type of instructional material that enables learners to acquire knowledge and skills in a self-paced, self-directed manner. SIM is designed to provide learners with a flexible and accessible learning experience that allows them to take control of their learning process.

The **purpose of SIM** is to enable learners to learn on their own, without the need for constant guidance or support from an instructor. SIM is particularly useful for learners who may have limited access to traditional classroom-based instruction, or who prefer to learn at their own pace.

Self-Instructional Material (SIM) is **designed to be a comprehensive learning experience** that is self-contained. It should provide learners with all the necessary resources and information to complete the course. In contrast, traditional classroom-based instruction may require additional materials or resources, as well as direct instructions from the instructor.

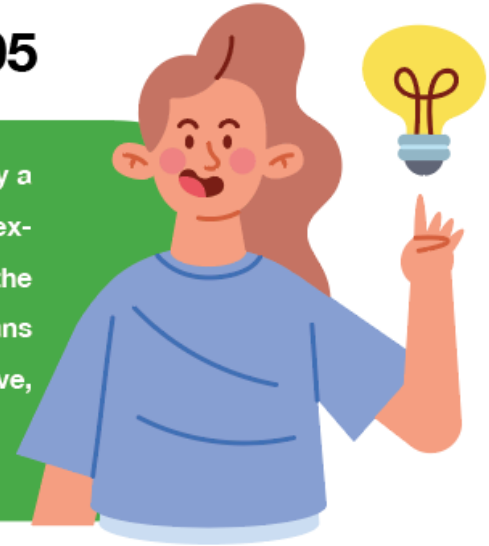


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“An educational material that facilitate personalised learning. SIM is developed based on sound instructional design principles (namely it should be learner-friendly, written in conversational writing style and use simple language, include learning activities, self-assessment and feedback). The material may be in various forms; print-based, web-based, multimedia, etc. Study guide can be an integral part of SIM.”

Commonwealth of Learning, 2005

In distance learning, there is no teacher. The teacher is replaced by a combination of learning materials and tutors. Because tutors are expensive and because distance learners mostly study at home, the tutors are only involved with learners for short periods. This means that the learning materials have to carry out all of the 14 tasks above, except for marking work.



In other words, the learning materials themselves will define what is to be learnt, provide information, give examples and so on. Creating materials that can do this is a complex technical task. That is where the need for a good understanding of instructional design comes in the subject of this handbook.

2. Characteristics of Self-Instructional Materials Design

Self-instructional materials are designed to help learners acquire new knowledge and skills on their own, without the need for a teacher or instructor. Here are some principles that can help guide the development of effective self-instructional materials:

Characteristics of SIM

2.1 Self-learning :

The SIM should enable learners to learn on their own, without the need for constant guidance or support from an instructor.

2.2 Self-explanatory :

The SIM should be written in a clear and concise manner that is easy for learners to understand without additional explanations.

2.3 Self-contained :

The SIM should be self-sufficient, providing all the necessary information and resources for learners to complete the course without additional materials.

2.4 Self-directed:

The SIM should empower learners to take control of their learning process, allowing them to set their own goals and pace.

2.5 Self-evaluating:

The SIM should include regular opportunities for learners to assess their progress and understanding of the material.

2.6 Self-motivating:

The SIM should be designed to inspire and motivate learners to engage with the material, complete the course, and continue their learning journey.

3 Types of Self-Instructional Materials

3.1. Printed-based

Teaching materials designed and developed in **a form based on text and images** such as modules, guidelines, and printed workbooks, which can be accessed as a hard copy or soft copy.

1. **Modules:** Structured documents that cover specific parts of a curriculum, offering self-contained lessons on particular topics.
2. **Guidelines:** Instructions or rules provided in written form to help students understand concepts or procedures.
3. **Printed Workbooks:** Activity books that contain exercises and tasks for students to complete, reinforcing their learning.

These materials are characterized by their reliance on text and images to convey information. They can be accessed in physical form as hard copies or digitally as soft copies, making them versatile for different learning settings.

3.2. Multimedia-based

Teaching materials designed and developed in **a form based on application systems** such as courseware, websites, animations, ebooks, web 2.0, Massive Open Online Courses (MOOC), narrative presentations, and can only be accessed as a soft copy.

1. **Courseware:** Software designed to assist in the educational process, often including lessons, assessments, and tutorials.
2. **Websites:** Online resources that provide access to a wide range of educational content, including text, images, and videos.
3. **Animations and Ebooks:** Digital books and animated content that can illustrate concepts in a dynamic way, making it easier for learners to grasp complex ideas.

4. **Web 2.0 Tools:** Interactive internet-based applications like blogs, wikis, and social media platforms that facilitate collaborative learning.
5. **Massive Open Online Courses (MOOCs):** Online courses aimed at unlimited participation and open access via the web, often provided by universities and educational institutions.
6. **Narrative Presentations:** Digital presentations that tell a story or demonstrate a concept through a combination of text, images, and multimedia elements.

These materials are accessible only as soft copies, requiring electronic devices and, in most cases, an internet connection to access.

3.3. Audio-visual

Teaching materials designed and developed in **a form based on audio, video, or both**, such as:

1. **Audio Recordings (Podcasts):** Digital audio files that learners can listen to, which may include lectures, interviews, or discussions on various topics.
2. **Video Recordings (Videocasts):** Digital video content that can range from recorded lectures to educational documentaries or tutorials.
3. **Screencasts:** Digital recordings of computer screen output, often accompanied by audio narration, used to demonstrate software applications or present slides.
4. **Simulations (VR, AR, MR):**
5. **Virtual Reality (VR):** Computer-generated simulations of 3D environments that can be interacted with using special equipment like VR headsets.
6. **Augmented Reality (AR):** Overlays digital information on the real world, enhancing the learning experience by integrating digital elements into physical environments.
7. **Mixed Reality (MR):** Combines elements of both VR and AR, creating environments where physical and digital objects coexist and interact in real-time.

These materials can be in analog (older formats) or digital form, offering diverse ways to experience and interact with educational content beyond traditional reading or static visuals.

3.4 Comparison of textbooks with self-instructional materials

SELF-INSTRUCTIONAL MATERIALS	TEXTBOOKS
Are divided into study units, sometimes representing a week's work	Are divided into chapters, based on topics rather than study time
Include a study guide on how to use the materials and how to study by oneself	Do not include study guides or study guidance
Include study tips (e.g., on note-taking)	Do not include study tips
Include examples	Include examples
Include diagrams and pictures	Include diagrams and pictures
Include numerous activities	Have few or no activities
Provide feedback on answers	Do not provide feedback

4. Developing Self-Instructional Materials

4.1 Before Developing SIM

4.1.1 Determine Learning Objective:

Before developing SIMs, it is important to determine the learning objectives that the materials will address. Learning objectives should be **clear and specific** and should describe what the learner is expected to know or be able to do after completing the SIM.

For example, if the SIM is designed to teach a language, the learning objectives might include being able to speak and understand basic conversational phrases, read and write simple sentences, and understand the basic grammar rules of the language.

4.1.2 Identify Target Audience:

Knowing the target audience for the SIMs is crucial in developing content that is relevant and appropriate for the learners. The target audience could be students of a particular age group, professionals in a particular industry, or individuals with a specific level of knowledge or experience.

Understanding the **needs, interests, and preferences** of the target audience will help to ensure that the SIMs are engaging and effective.

4.1.3 Choose the right format:

The format of the SIMs should be **chosen based on the target audience, learning objectives, and the resources available**. For example, if the target audience is located in a remote area with limited internet access, an online course may not be the most effective format. Instead, a book or a series of audio recordings might be more appropriate. Similarly, if the learning objectives require visual or interactive elements, a video or an interactive e-learning module may be more effective.

4.1.4 Develop a Structure and Outline:

Once the learning objectives, target audience, and format have been determined, it is important to develop a structure and outline for the SIMs.

The structure should be logical and **easy to follow**, with **clear headings, subheadings, and sections**.

The outline should **include all the topics and subtopics** that will be covered in the SIMs, as well as any learning activities or assessments that will be included.

4.1.5 Write Clear and Concise Content:

The content of the SIMs should be clear, concise, and engaging. **Use simple language and avoid jargon or technical terms** that the target audience may not understand. The content should be organized logically, with each section building on the previous one. Use examples, case studies, and real-life scenarios to illustrate key concepts and make the content more relatable and relevant to the learners.



**SIMPLE
WORD**



**JARGON
WORD**

4.1.6 Include Interactive Elements

Interactive elements, such as **quizzes, activities, and assessments**, can help to engage learners and reinforce learning. These elements should be designed to be challenging but achievable and should provide immediate feedback to the learner. Including interactive elements also helps to break up the content and make the SIMs more engaging.



Should be designed to be **CHALLENGING**
but achievable and should provide
IMMEDIATE FEEDBACK to the learner

4.1.7 Test and Revise:

Once the SIMs have been developed, it is important to test them with a sample of the target audience to ensure that they are effective and engaging. Feedback from the learners should be used to revise and improve the SIMs before they are finalized. In conclusion, developing high-quality self-instructional materials requires careful planning, consideration of the target audience, and the use of effective instructional design principles. The content should be clear, concise, and engaging, and should be delivered in a format that is appropriate for the learners and their environment.

SIM Structure / Element

4.2.1: Welcome Note

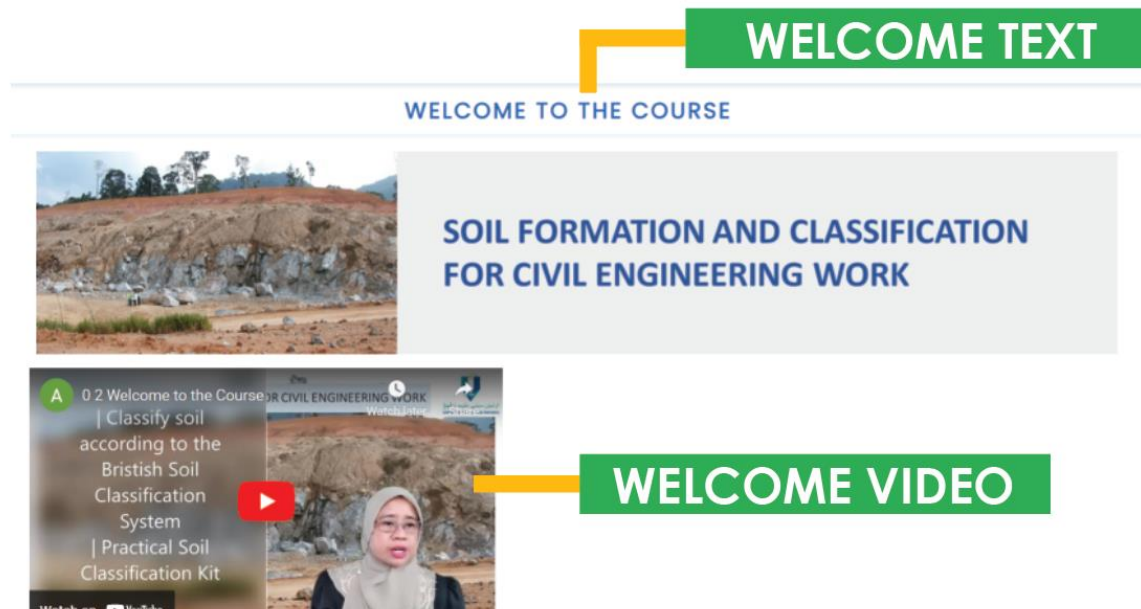


Fig 1: Example of Welcome Note

This purpose of the welcoming message is **to create a welcoming ambience to the learners**, into the course. The content of the message could be motivational words and basic descriptions of the course. Certainly! Here are some examples of welcoming messages for courses:

1. Warm Greetings to Our Newest Learners!
2. Hello and Welcome to [Course Name]!
3. Greetings, New Participants!
4. Welcome Aboard [Course Name]!

4.2.2: Course Information / Synopsis

This course information should cover the following items:

1. Course learning outcomes

Use a consistent format for every learning outcome or objective. This will make them easy to read and understand and help to ensure that they are aligned with the course goals. Clearly state what the learner will be able to do after completing each objective. This provides a clear understanding of the expected outcome and helps to align the course content with the learning objectives.

LEARNING OUTCOME

Upon completion of this course, you will be able to

CLO1. Discuss the soil definition and its implication in civil engineering work

CLO2. Describe soil formation and its characteristics for civil engineering work.

CLO3. Classify soil using the British Soil Classification System for civil engineering work.

2. List of Topics

COURSE STRUCTURE

This is a three-week course covering three main topics with duration for topic varies from 2 - 4 hours depending on the complexity of the topic. You may also complete this course at your own convenient time with the total time to be spend is 9 hours

- Topic 1: Soil in Civil Engineering (1.5 hours)
- Topic 2: Soil Formation (1.5 hours)
- Topic 3: Soil Classification and Naming (6 hours)

List of Topics + Duration

All the above topics will be delivered through a mixture of guided thinking questions, narrated and annotated PowerPoints, videos, quizzes, and practical hands-on activity for soil classification. You may check your learning progress by participating in the discussion and quizzes provided in every topic. You may also interested in submitting your guided tutorial provided which you may get a feedback from your course facilitator.

Fig 2: Example of Course Structure

4.2.3: Instructor Information



YOUR FACILITATOR

Name, Career, Academic, Experience


Hi! I am Associate Professor Ts. Dr. Aishah Abu Bakar, from the Civil Engineering Technology Faculty, Universiti Malaysia Pahang. I have more than fifteen years of teaching experience in this course and have fair engagement with industry. I really hope you will enjoy going through this course, as I have embedded two unique features into this course and they are

1. Malaysian context to Soil Formation and characteristics
2. Practical soil classification activity

Looking forward to be with you throughout this course. Let's get started

 aishahabubakar@ump.edu.my  +6017 371 0089

Email / Contact Number



Profile Picture

Fig 3: Example of Instructor Information

Creating an engaging and informative introduction for an instructor in a learning course is crucial for setting the tone and establishing credibility. Here's a structured approach you might use to draft an effective introduction:

- **Professional Background**

1. Briefly summarize the instructor's professional background.
2. Highlight relevant degrees, certifications, or areas of expertise.
3. Mention any notable organizations, companies, or institutions the instructor has been associated with.

Eg: Hi, I am Dr. Jane Smith. I hold a Ph.D. in Computer Science from MIT and specialize in artificial intelligence and machine learning. I have worked with leading tech companies like Google

- **Teaching Experience**

1. Outline the instructor's experience in education, focusing on areas relevant to the course.
2. Include the number of years of teaching experience and any special recognitions or awards received.
3. Mention specific subjects or courses the instructor is known for or has previously taught.

Eg: With over 10 years of teaching experience, I have received the Excellence in Teaching Award twice. I have taught courses ranging from introductory programming to advanced machine learning.

- **Industry Experience**

1. Detail the instructor's practical experience in the field related to the course.
2. Highlight any significant projects, roles, or achievements in their career.
3. Discuss how the instructor's real-world experience will inform the course content and benefit the students.

Eg: I contributed to the development of award-winning AI algorithms at Google and have published over 30 papers in top-tier journals.

- **Expectations for the Course**

1. Outline what the instructor expects from students regarding engagement, participation, and coursework.
2. Highlight the instructor's main goals and outcomes for the students by the end of the course.

Eg: Students are encouraged to actively participate in discussions and projects. I aim to foster a collaborative environment where everyone feels valued and inspired.

4.2.4: Activity

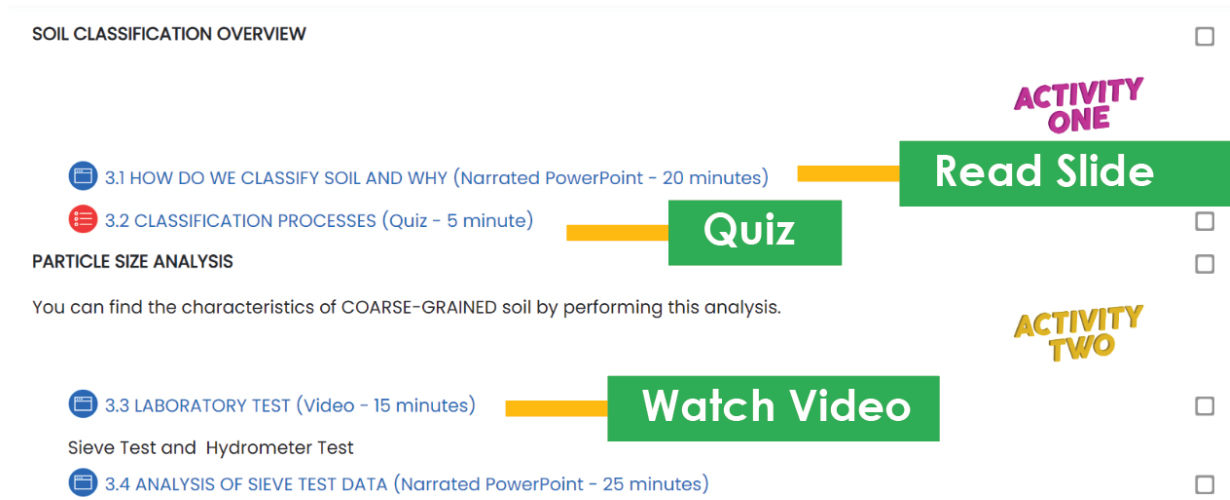



Fig 4: Example of Activities

1. The activities implemented need to **support learners to achieve the course's learning outcomes** and **motivate** them to complete it.
2. Activities can be implemented through two learning techniques, namely **Synchronous** and **Asynchronous**.
3. The types of activities that need to be prepared are for the **purpose of**:
 - a. **reflection and self-exercise** (using questioning techniques, gamification, review and check your understanding).
 - b. help learners **check understanding** of topics and prepare learners for activities and assessments in the module.

4.2.5: Assessment

 3.16 ASSESSMENT – THE MCTO: SOIL CLASSIFICATION TEST KIT – (Practical Assessment – 60 minutes)

If you wish to earn a credential for this course, please download the assessment instruction provided and carry out the practical task using the MCTO Practical Kit delivered to you via delivery agent. Follow the instruction carefully, conduct your practical task, take pictures if necessary and complete your practical assessment sheets. Submit your assessment task here.



Fig 5: Example of Assessment

1. The assessment carried out is for the **purpose** of:

- a. **Reinforcement**, where assessment marks are not taken into account for grade calculation (assessment for learning), or
- b. **Measurement of learner achievement** (assessment of learning), where assessment marks are considered for grade calculation.

2. Assessment can be **carried out by automatic review** (using the Quiz function) or **by the instructor** (using the Assignment function).

Checklist of Assessment



1. LEARNING OBJECTIVE

Ensure that the assessment aligns with the course's learning objectives and intended outcomes



2. ASSESSMENT FORMAT

Choose an appropriate assessment format that aligns with the course content and learning objectives



3. ASSESSMENT FEEDBACK

Provide Immediate feedback to learners on their assessment performance to support their ongoing learning and development



4. ASSESSMENT DIFFICULTY

Ensure that the assessment's level of difficulty is appropriate for the intended audience



5. ASSESSMENT TIMING

Provide adequate time for learners to complete the assessment, and allow flexibility in the deadline to accommodate learner's schedules and learning styles



6. ACCESSIBILITY

Ensure that the assessment is accessible to all learners, including those with disabilities or different learning preferences.



7. ASSESSMENT VALIDITY

Ensure that the assessment measures what it is intended to measure, and consider the assessment's reliability and validity



8. ASSESSMENT SECURITY

Ensure that the assessment is secure and that learners cannot cheat or plagiarize



9. GRADING

Develop a fair and consistent grading system for the assessment that align with the learning objectives



10. ASSESSMENT REVIEW

Regularly review the assessment to ensure that it aligns with the course content, is up-to-date and is effective in assessing learners' understanding and knowledge

4.2.6 Feedback

1. Feedback is an essential component of the learning process and should be provided regularly. This helps learners understand their strengths and weaknesses, and to make improvements to their learning strategies.
2. There are several ways that learners in a self-instructional course can receive feedback:
 - a. **Self-assessment:** learners can evaluate their own performance by comparing their work to the course objectives and criteria. This can be done through quizzes, practice exercises, or self-checks.

SOIL FORMATION AND CLASSIFICATION FOR CIVIL ENGINEERING WORK

The screenshot shows a quiz interface. At the top, there are navigation links: Home, My courses, BET1263_MC01, and TOPIC 3: SOIL CLASSIFICATION FOR ENGINEERS. Below this, a specific quiz is highlighted: 3.2 CLASSIFICATION PROCESSES (Quiz - 5 minute) with a Preview button. The main content area displays a question: 'The aim of sieve test and hydrometer test are to determine the size of soil particles and its distribution.' Below the question, it says 'Select one:' followed by two radio button options: 'True' and 'False'. On the left side, there is a sidebar for 'Question 1' with status 'Not yet answered', 'Marked out of 1.00', and a 'Flag question' option. On the right side, there is a 'Quiz navigation' section with three question indicators (1, 2, 3), a 'Finish attempt ...' link, and a 'Start a new preview' button.

Fig 6: Example of Self-assessment (Quiz)

- b. **Peer review:** learners can exchange work with their peers and give each other feedback. This can be done through forums (discussion boards), group assignments, or review sessions.

The screenshot shows a discussion forum interface. The title is '2.5 LET'S GO THROUGH MUDDIEST POINTS ON CLAY MINERALS (Discussion - 5 minutes)'. Below the title, there is a red question mark icon and a text prompt: 'Use this space to put up any query that you have related to the Clay Mineral reading materials and narrated PowerPoint.' At the bottom, there is a blue button labeled 'Add a new discussion topic' and a note in parentheses: '(There are no discussion topics yet in this forum)'. A gear icon is visible in the top right corner of the forum area.

Fig 7: Example of Peer Review (Discussion)

- c. **Instructor feedback:** Instructors can provide feedback through various channels such as email, forums (discussion boards), or virtual office hours. Instructors can also provide feedback on assignments submitted by the learners.
- d. **Automated feedback:** The Quiz function allows automated grading and feedback for the learners to self-check their understanding.

The screenshot displays a quiz question: "Is any of the following you consider as SOIL". The question is marked as "Partially correct" with a score of 0.33 out of 1.00. The learner has selected two options: "a. Ground granulated blastfurnace slag" and "d. sand". The automated feedback indicates that these two options are considered as soil types, but also notes that the learner's answer is partially correct because other options (mud, silt, coal bottom ash, laterite) are also correct.

Fig 8: Example of Automated Feedback (Quiz)

4.2.7: Learner Monitoring

1. The functionality of tracking learner learning activities (**Completion Tracking**) needs to be activated to guide learners to complete the provided learning activities and enable instructors to monitor learner engagement.
2. The Report function can be used by instructors to check learner engagement in more detail and used as a basis for feedback.

3. Indicators and tracking conditions that learners have completed a material/activity/assessment can be set where **the system will automatically update** the achievement status such as:

- a. learners must have **obtained a minimum grade/score**
- b. the learner has visited the URL of the **material/activity/assessment**.
- c. learners have **responded to forum posts, or posted at least one message**/topic in the forum
- d. learners have submitted at least one glossary input
- e. Various functions in the LMS platform can be used to monitor learner engagement and achievement as shown in the table below.

Purpose	LMS Function
Registration	Course enrolment
Measurement of learning outcomes achievement	Activity Completion, Log Report, Grade, Restrict Access, Badge, Certificate
Monitoring of course engagement	Activity Completion, Report, Learner-at-risk prediction, Badge
Support and progress feedback	Messaging, Forum
Course completion reporting	Course Completion, Certificate
Learner satisfaction survey	Feedback
Evidence of learner achievement	Dashboard, Badge, Certificate, Log Report, Backpack, Portfolio

5. Grade and Gradebook functionality can be used to update learner scores. Assessment weights can be set. learners can check their scores to guide them to complete learning.

6. The Forum functionality can also be used specifically as a communication space between learners and instructors, for example sharing learning tips and discussing any general questions about the course.

4.2.8 Additional Reading

1. To supplement self-instructional materials, consider incorporating additional reading materials that learners **can use to deepen their understanding** of the topic.
2. Be sure to provide guidance for learners on how to use these resources effectively, such as **providing summaries or questions for reflection**.
3. It's also important to ensure that all materials, including additional reading materials, are accessible to all learners.

4.2.9 Attribution and References

1. **Give attribution to credit the source** of images, texts, ideas, etc., used in building your material.
2. **Cite and provide the list of references** to allow your learners to trace back ideas through the materials development.

5. Technological

■ Tools for Creating SIM

5.1 Video Editing ([Cap Cut](#)) ([Clip Champ](#))



Cap Cut

Link: <https://www.capcut.com/>



Clip Champ

<https://clipchamp.com/en/video-editor/>

5.2 Graphic ([Canva](#)) ([Edit.Org](#))



Canva

<https://www.canva.com/>



Edit.Org

<https://edit.org/>

5.3 Royalty-free Sources ([Unsplash](#)) ([Pixabay](#))



Unsplash

<https://unsplash.com/>



Pixabay

<https://pixabay.com/>

5.4 Animation ([Powtoon](#))



Powtoon

<https://www.powtoon.com/>

5.5 Screen Recording [\(Camtasia\)](#) [\(CoolCam\)](#)



Camtasia

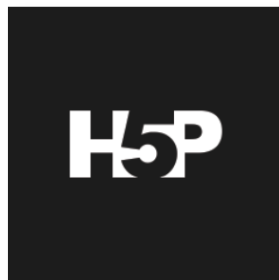
<https://www.techsmith.com/video-editor.html>



CoolCam

<https://coolcam.coolcut.tv/>

5.6 Interactive Content [\(H5P\)](#) [\(Panopto\)](#)



H5P

<https://h5p.org/>



Panopto

<https://www.panopto.com/>

5.7 Artificial Intelligent (AI Tools) [\(Elevenlabs\)](#) [\(Invideo\)](#)

- AI Voice Generator:



ElevenLabs

<https://elevenlabs.io/>

- AI Video Generator:



Invideo

<https://invideo.io/ai/>

6. Conclusion

In conclusion, the handbook on self-instructional materials **serves as a comprehensive guide** designed **to empower learners** with the resources, strategies, and understanding necessary to navigate their educational journey independently. By embracing a variety of materials, from printed texts and multimedia-based resources to audio-visual aids, this handbook aims **to cater to diverse learning preferences and needs**.

It underscores the importance of self-directed learning in today's digital age, **encouraging learners to take advantage of technological advancements** such as e-books, MOOCs, and virtual reality simulations. Furthermore, it emphasizes the significance of adaptability and self-motivation in fostering a lifelong learning mindset.

As learners progress through their self-instructional journey, they are not only acquiring knowledge but also **developing critical thinking, problem-solving skills, and the ability to learn autonomously**. This handbook ultimately serves as a beacon for those seeking to enhance their personal and professional growth through self-directed learning, providing the tools and insights needed to succeed in an ever-changing world.

6.1 Summary Key Points

Designing an effective learning guide is an essential element in creating a successful self-instructional material (SIM) for open and distance learning (ODL). A learning guide is a roadmap that guides the learners through the learning process, providing them with clear instructions and guidance on how to engage with the learning material. Here are some tips for instructors on designing an effective learning guide for their SIM:

Summary **Key Points**

- 1. Clear**
Learning Objectives
- 2. Organize**
Learning Content
- 3. Clear & Concise**
Language
- 4. Encourage Learners**
to Interact
- 5. Provide**
Feedback

- 1. Begin with a clear statement of the learning objectives** for the course. This helps learners to understand what they will be learning and what they will be expected to achieve by the end of the course.
- 2. Organize the content in a logical and sequential manner and break it down** into manageable sections. This makes it easier for learners to navigate the material and understand how it all fits together.
- 3. Use clear and concise language throughout the learning guide.** Avoid using technical jargon or overly complex language that may confuse or overwhelm learners. It is encouraged to write in personal style, using I, we, you, etc.
- 4. Encourage learners to interact with each other and with the instructor.** This can be done through online forums, discussion groups, or other interactive activities that promote collaboration and engagement.
- 5. Provide learners with feedback on their progress and performance.** This helps them to understand their strengths and weaknesses, and to identify areas where they need to focus their efforts.

6.2 SIM Checklist

SIM Checklist

<h3>1.General</h3> <p><input type="checkbox"/> All the materials in the SIM course have addressed SIM principles: Self-learning, self-explanatory, self-contained, self-directed, self-evaluating and self-motivating.</p>	<h3>2.Introduction</h3> <p><input type="checkbox"/> Does the introduction provide the context of the module, activate prior knowledge, and create motivation to learn?</p> <p><input type="checkbox"/> Does it provide a clear overview of what learners can expect from the module?</p>
<h3>3.Learning Outcomes</h3> <p><input type="checkbox"/> Are the learning outcomes clearly stated, measurable, specific, achievable, and relevant to the learners' needs?</p> <p><input type="checkbox"/> Are they aligned with the overall objective of the module?</p>	<h3>4.Instructor Information</h3> <p><input type="checkbox"/> Does the instructor's information provide the instructor's name and contact information?</p>
<h3>5.Content</h3> <p><input type="checkbox"/> Is the content logically organized, clear, current, accurate, and relevant to the learners?</p> <p><input type="checkbox"/> Does it effectively support the learning outcomes?</p> <p><input type="checkbox"/> Is the type of media used appropriate and meaningful?</p> <p><input type="checkbox"/> Has the content been checked for copyright infringement?</p>	<h3>6.Activities</h3> <p><input type="checkbox"/> Are the online activities aligned with the learning outcomes and assessment?</p> <p><input type="checkbox"/> Can the planned online activity be successfully carried out through the learning management system?</p> <p><input type="checkbox"/> Is the activity accessible and user-friendly for all learners?</p> <p><input type="checkbox"/> Do the online activities provide opportunities for learners to engage with the content and each other?</p> <p><input type="checkbox"/> Can the activity be completed in the allocated time?</p>
<h3>7.Assessment</h3> <p><input type="checkbox"/> Does the module include an assessment to measure learning outcomes?</p> <p><input type="checkbox"/> Are the assessments well-aligned with the learning outcomes, effectively measuring learner learning and progress, and accessible to all learners?</p> <p><input type="checkbox"/> Can the assessment be completed in the allocated time?</p> <p><input type="checkbox"/> Are the grading, evaluation, and feedback processes for the assessment manageable for the instructors?</p>	<h3>8.Layout</h3> <p><input type="checkbox"/> Are the materials grouped by the combination of learning items that the learners need to complete on weekly basis?</p> <p><input type="checkbox"/> Do the materials arranged according to logical order?</p> <p><input type="checkbox"/> Can the assessment be completed in the allocated time?</p> <p><input type="checkbox"/> Are the grading, evaluation, and feedback processes for the assessment manageable for the instructors?</p>
<h3>7.References</h3> <p><input type="checkbox"/> Does the content is cited and given the credit to the source of the content?</p> <p><input type="checkbox"/> Does the list of reference materials is provided?</p>	<h3>8.Summary</h3> <p><input type="checkbox"/> Does the summary effectively summarize the main points and learning outcomes of the module?</p> <p><input type="checkbox"/> Does the summary provide a clear conclusion and next steps for learners?</p> <p><input type="checkbox"/> Is supplementary learning material provided for learners to dig deeper into the subject matter?</p>

www.cirel.umpsa.edu.my