QUICK START GUIDE

for

UNIVERSITI MALAYSIA SABAH LEARNING MANAGEMENT SYSTEM

Thor-Seng Liew, Md Hafizi Ahsan @ Miskam, Mahadirin Ahmad, Mohd Azhar Dris

QUICK START GUIDE FOR UMS LEARNING MANAGEMENT SYSTEM

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A list of video tutorials for most of the tools described in this book can be found here: `http://smart2.ums.edu.my/course/view.php?id=8647`. Please send your feedback to `thorseng@ums.edu.my`, `mdhafizi@ums.edu.my`, `muhadir@ums.edu.my`.

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The publication of this book was made possible via a collaboration which involved various experts and staff to create and sharing their knowledge. The objective was to solve the real problems facing by Universiti Malaysia Sabah (UMS) staff in how to enhance the e-learning process since 2001 with the responsibilities carried by Department of Information Technology (JTMK) & Communication. With the changing of time and technology, the importance of information technology which created the 'internet of things' give an impact for UMS to implementation the idea of 'Industrial Revolution 4.0' in campus. This involved the establishment of the Centre of E-Learning in UMS (CEL) in collaboration with JTMK and the launching of Smart2UMS to enhance the blended learning for all.

With that, this book come to accomplish all the effort to involved all the academicians, student and administrative to use smart2ums in their daily work routine. We thank CEL and JTMK, Universiti Malaysis Sabah for all the supports. We thank Kenneth Francis Rodrigues for proofread and edit part of the text. We like to express our gratitude to the Institute for Tropical Biology and Conservation for the opportunity and collaboration to publishing this book. Finally, we hope this small contribution will be a 'point of departure' for us to face the reality today and to achieve our mission to be an innovative university of global standing.

Chapter 1

Overview of this book

The book in your hand right now contains the step-by-step flows of basic functionalities of SmartUMS (`http://smart2.ums.edu.my/`). These functionalities can be leveraged to help you to implement more progressive learning approaches, such as blended learning, student centred learning, active learning, managing assessments, and engagements with the students. Thus, this book is an utmost important to serve any lecturer who then decided to learn these skills.

This book is organised into two parts. **Part 1** describes basic customisations and settings to create and manage a course in SmartUMS before semester, during the semester and after the semester. **Part 2** describes and discuss some tips to improve various aspects of your course page by doing some extra advanced settings, including user interface, monitoring student progress, administration of student marks, and questions bank.

Chapter 2

Why SmartUMS

SmartUMS has been developed on the basis of the Moodle learning management system (LMS) (`https://moodle.org/`). It is one of the most robust LMS in the world with around 1400 plugins. It is a free and open-source system developed based on pedagogical principles and distributed under the GNU General Public License. It does not incur overhead costs for UMS.

Most importantly, SmartUMS is fully owned by UMS which UMS has the full institutional control over the system, especially with respect to security and privacy issues by UMS.

While SmartUMS is to be used as the primary blended learning platform, users are permitted to use other tools/platforms to create learning content and activities which can then be linked and incorporated into the course page in SmartUMS, so that students can access all via one platform.

Chapter 3

Part 1: Basic Settings

Here you will be guided on how to basic customisations and settings for you to create and manage a course in SmartUMS before semester, during the semester and after the semester.

3.1 Before you start

3.1.0.1 Login to SmartUMS

- Login to SmartUMS `http://smart2.ums.edu.my`
- If you do not have an account yet, please email to `admin_lms@ums.edu.my`
- Next, you have to login to the site with your username and password.

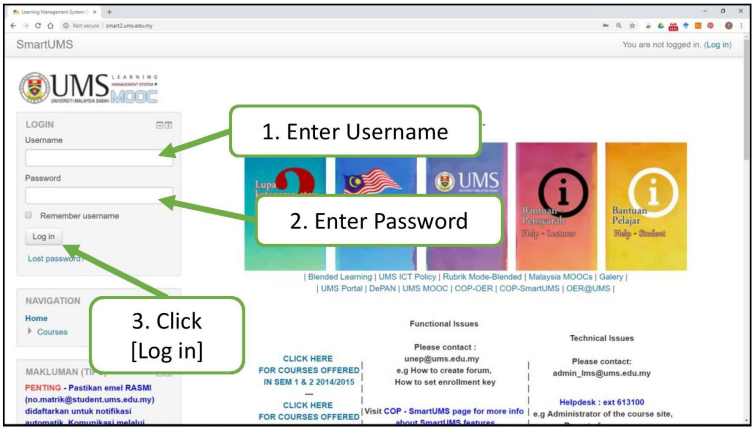


Figure 3.1: Login to SmartUMS

3.1.0.2 Check Your Course in SmartUMS

- After you have login to the site, check [My courses], you can see a list of the course that you can access.

- If you do not see your course, please email to `admin_lms@ums.edu.my` in order to create your specific course in SmartUMS.

- If you can see the course then you click on the course and start to customise the course page at SmartUMS.

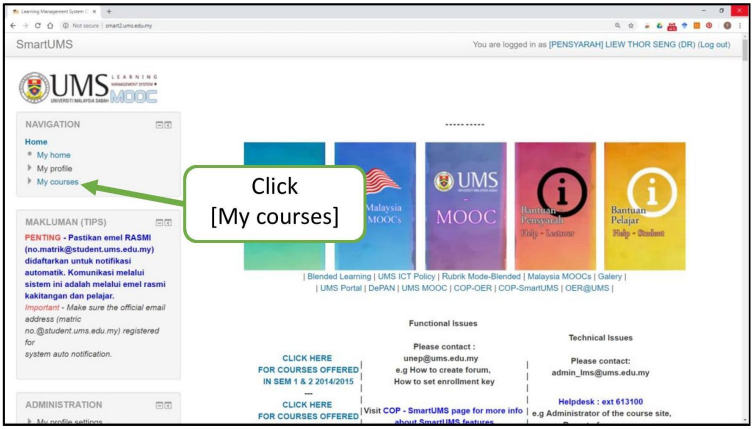


Figure 3.2: Check your course in SmartUMS

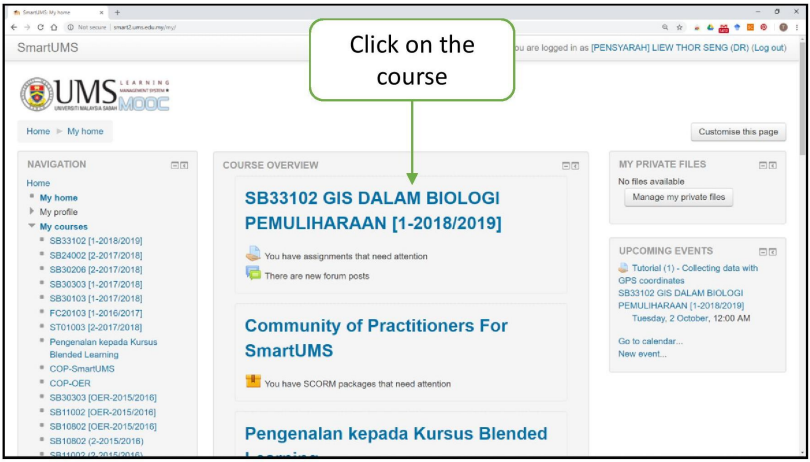


Figure 3.3: Check your course in SmartUMS

3.1.0.3 Enrol the Other Lecturer to the Course

- If you teach the course together with a colleague you may add your colleagues via the learning management system. You may grant them permission to edit the content.

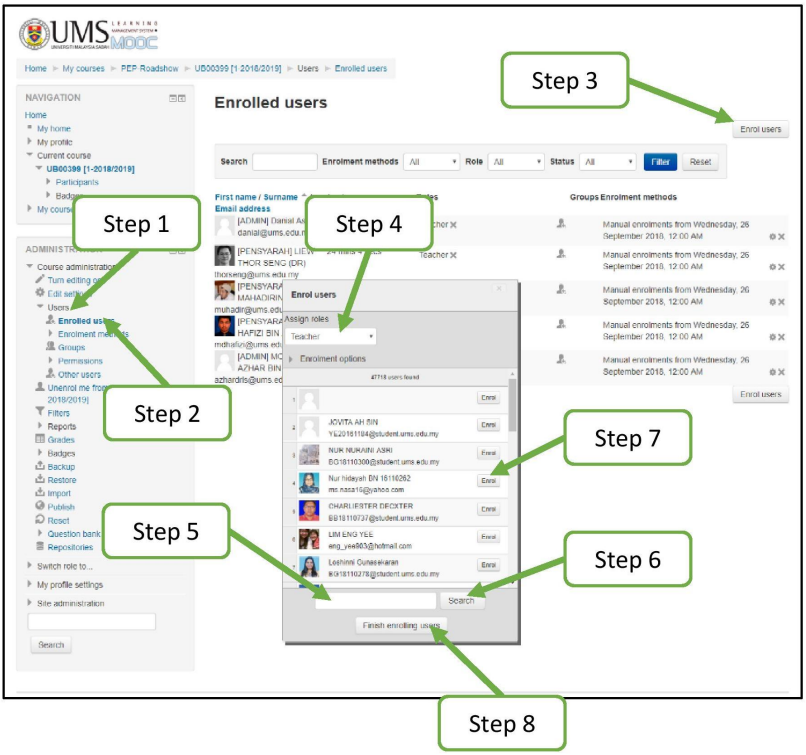


Figure 3.4: The 8 steps to enrol the other lecturer to the course

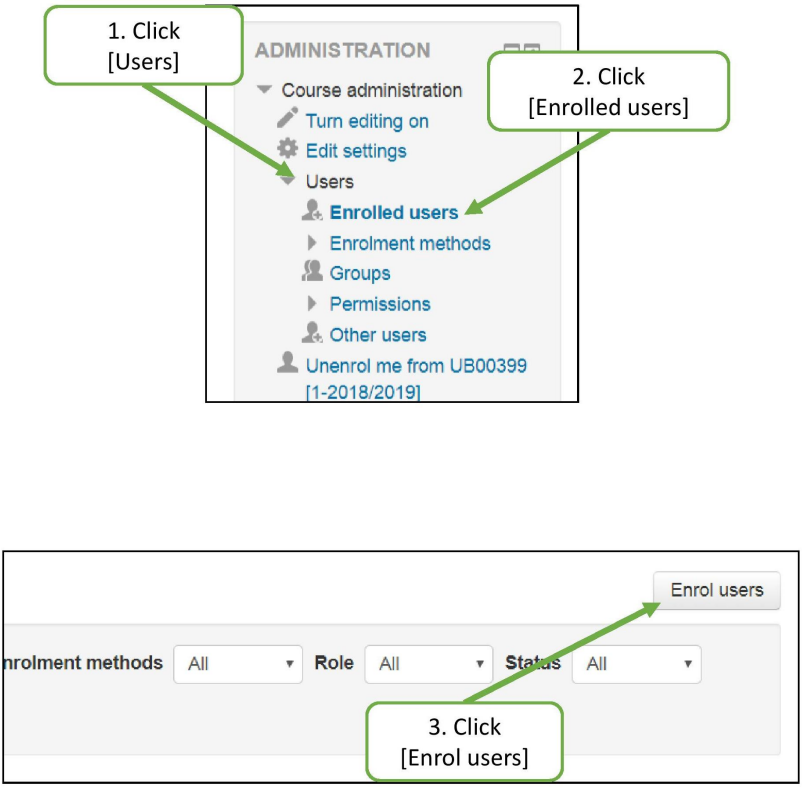


Figure 3.5: Step-by-step to enrol the other lecturer to the course

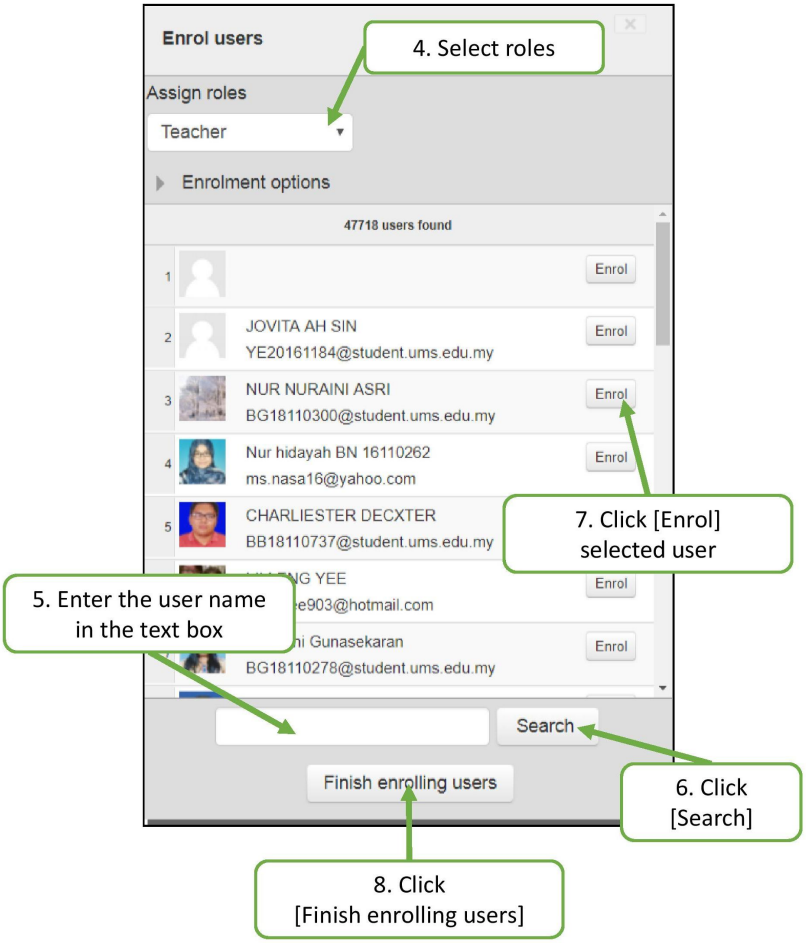


Figure 3.6: (continued) Step-by-step to enrol the other lecturer to the course

3.2 Now you are ready

The setup of your course in SmartUMS requires three phases,Prior to the Commencement of the Semester, During Semester and After Semester.

3.2.1 Prior to the Commencement of the Semester

Please check the schedule of lectures via the following website (`http://bpa.ums.edu.my/index.php/en`) and the student list (`https://smp.ums.edu.my`) Concurrently, there are a few settings you need to make in the SmartUMS as a preparation of course which include: import the course content, course setting, section setting, uploading learning resources, and designing activities.

3.2.1.1 Import the Course Content

If you have created courses at SmartUMS during earlier past semesters, and you are planning on teaching the same course in the current semester, you may want to import the entire course. You can directly import all or selected learning resources and learning activities from the previous semester course page into the new semester course page.

After importing the entire or part of the course, you may update the course settings, learning resources and activities manually.

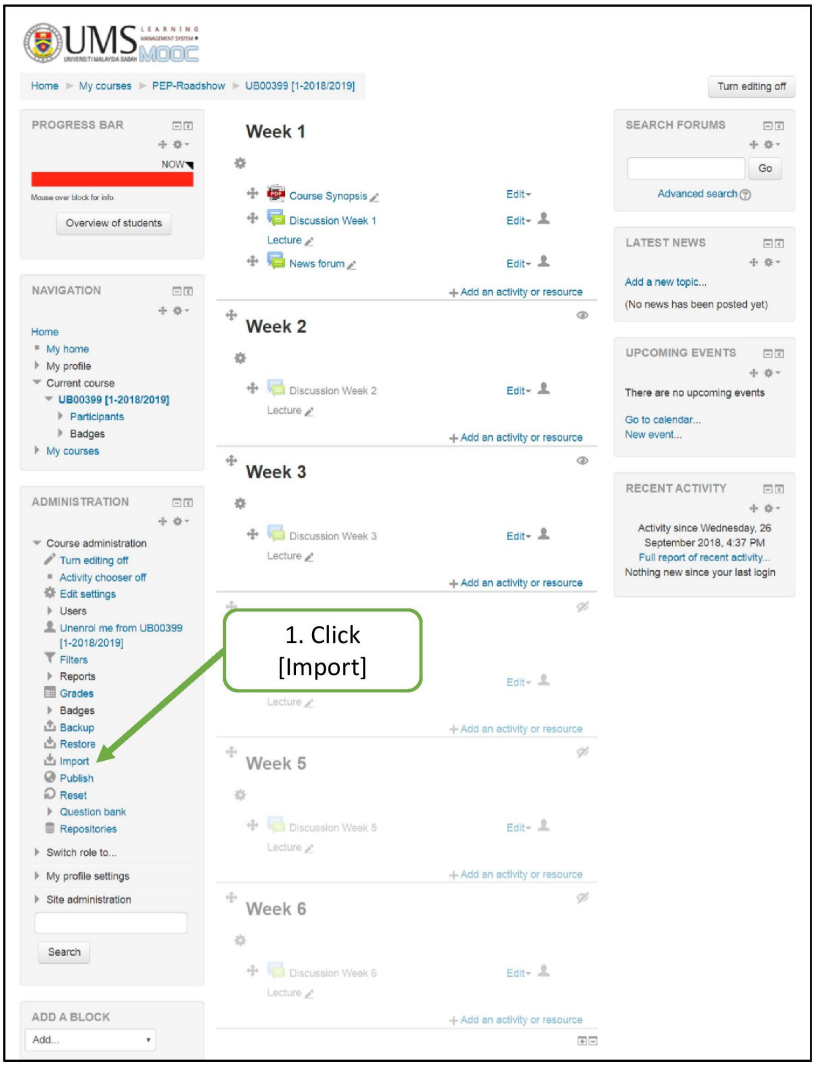


Figure 3.7: Step-by-step to import the course content

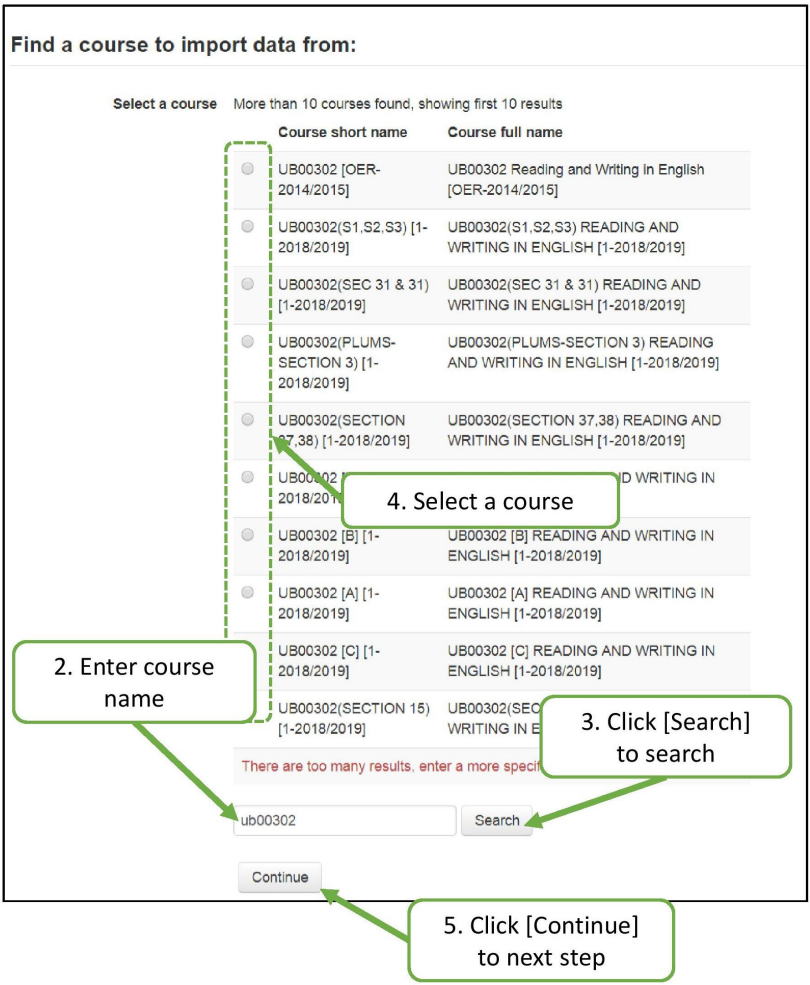
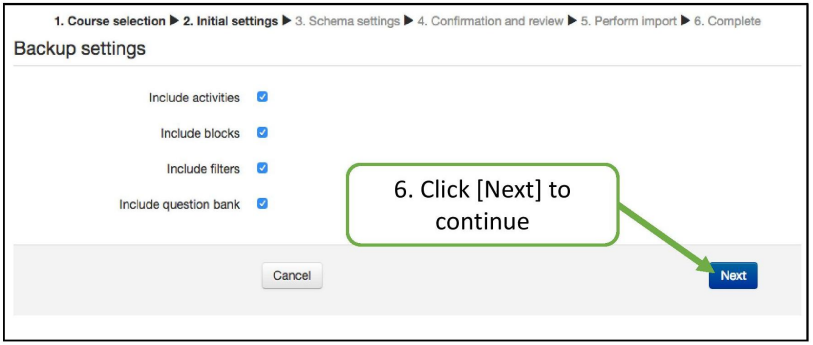


Figure 3.8: (continued) Step-by-step to import the course content



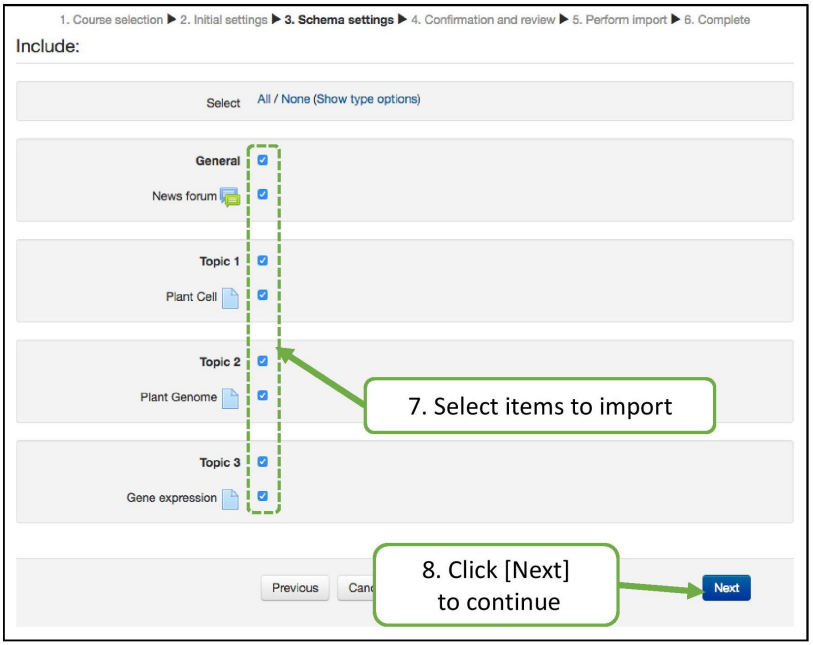


Figure 3.9: (continued) Step-by-step to import the course content

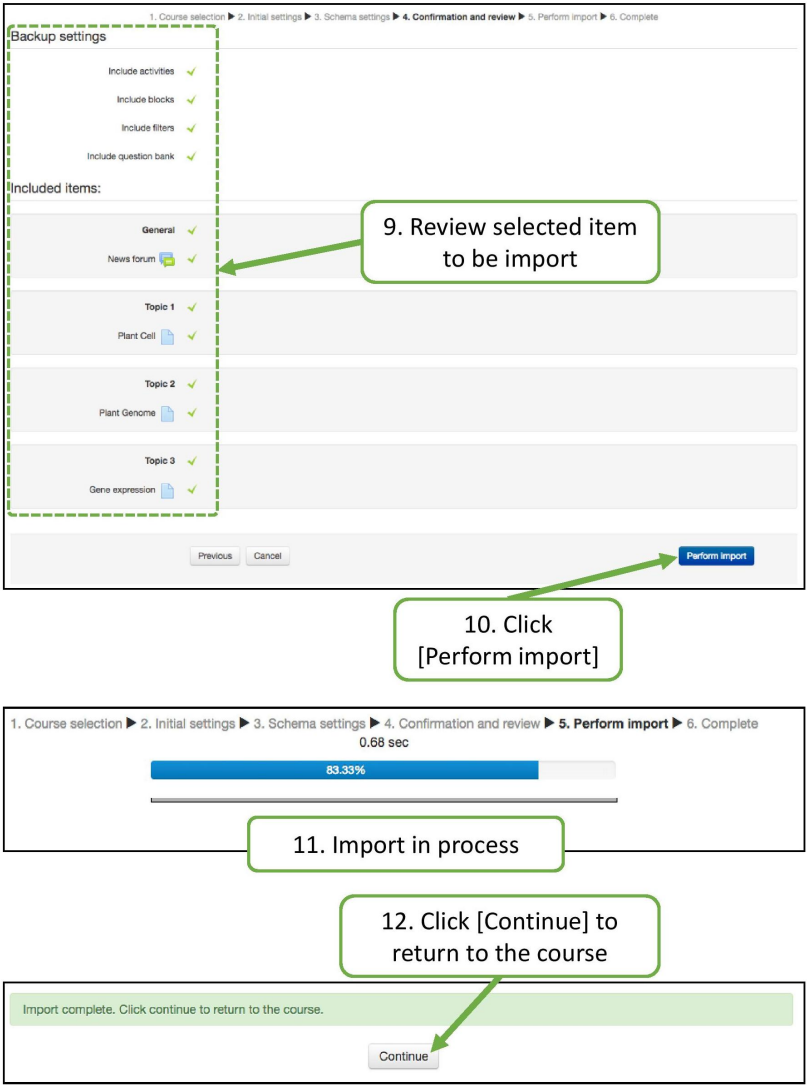


Figure 3.10: (continued) Step-by-step to import the course content

3.2.1.2 Course Settings

After you complete the 'import process', you can continue using the current setting or make some changes or adjustment. Otherwise, If you just started the new course, course settings are the most important tasks in the early stage in using SmartUMS. In Edit course settings, you can decide the course format (weekly or topic format), write the course summary, set the course starting and ending dates, and enable the completion tracking mode

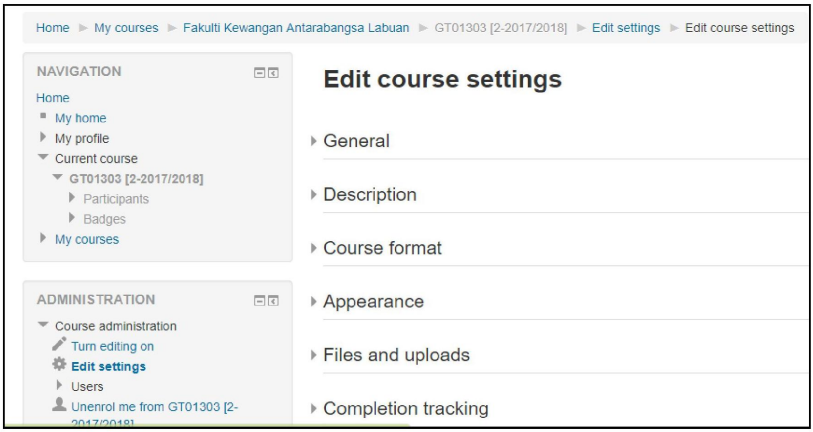


Figure 3.11: Step-by-step to do course settings

Phase 1- Course Settings
Step 1 to Step 4 – Course administration: Course Settings
Edit Course Settings Overview

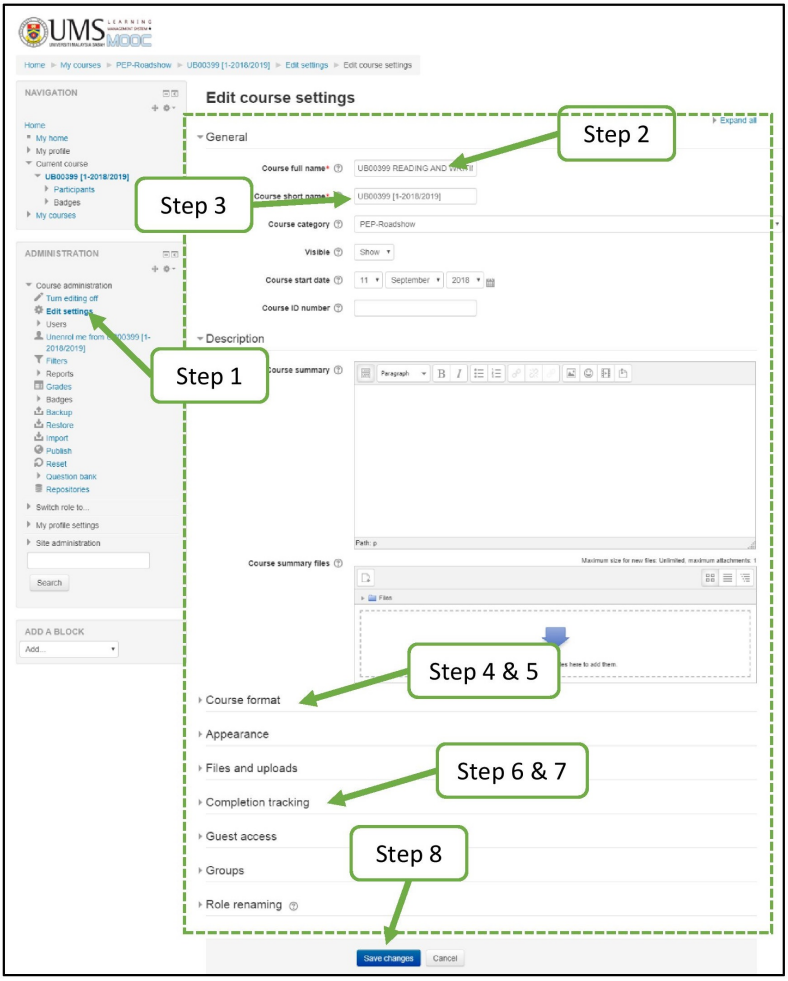


Figure 3.12: (continued) Step-by-step to do course settings

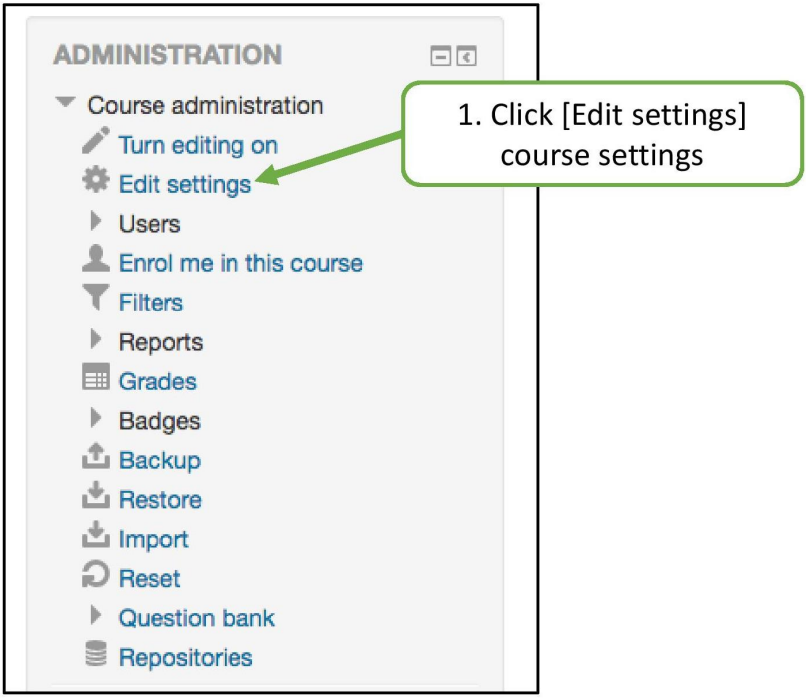


Figure 3.13: (continued) Step-by-step to do course settings

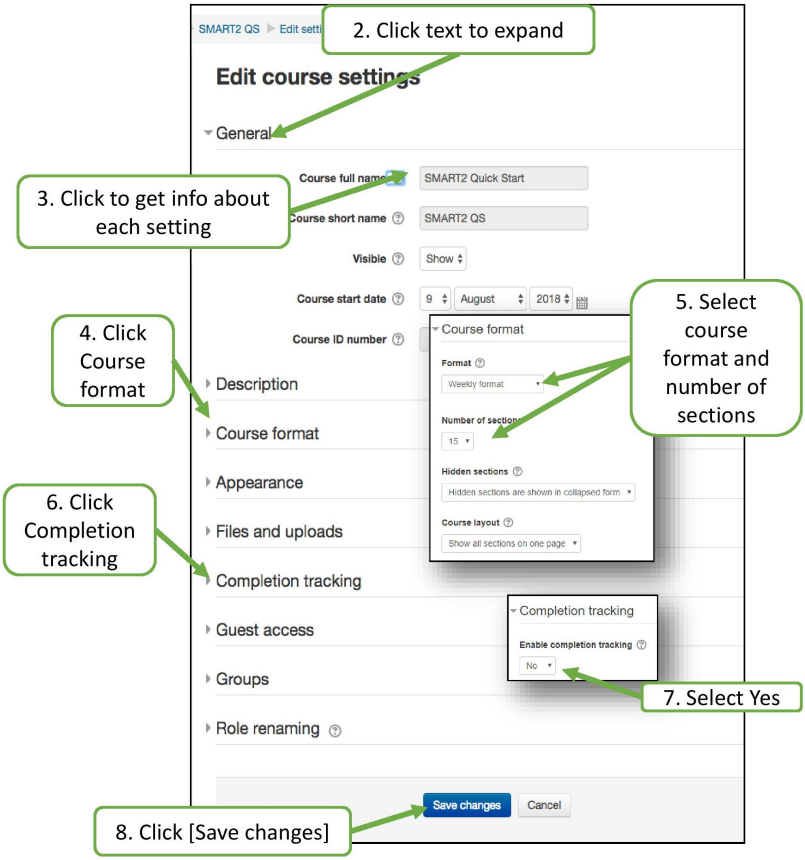


Figure 3.14: (continued) Step-by-step to do course settings

3.2.1.3 Section Settings

After the course settings have been completed, the next tasks are to rename section and to write summary for the section. A course is always divided into several sections to organise resources and activities for students.

Each section can be a topic of the lecture (Chapter 1, Chapter 2, etc.) or a temporal one (Week 1, Week 2, etc.). Section name and summary should consist of text that inform students of the learning outcomes of the topic or week, stimulate recall of prior learning of the previous topics, provide sufficient learning guidance for students to navigate around the learning resources and activities.

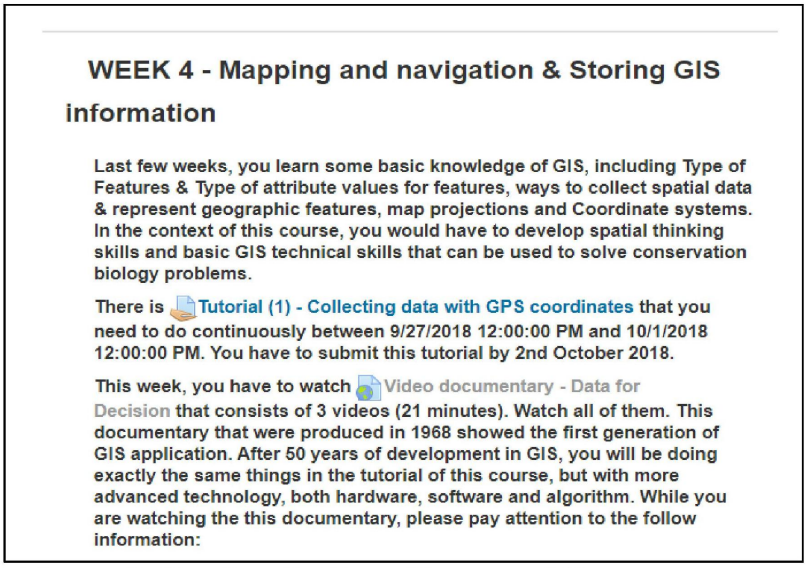


Figure 3.15: Example of a section with Section name and summary

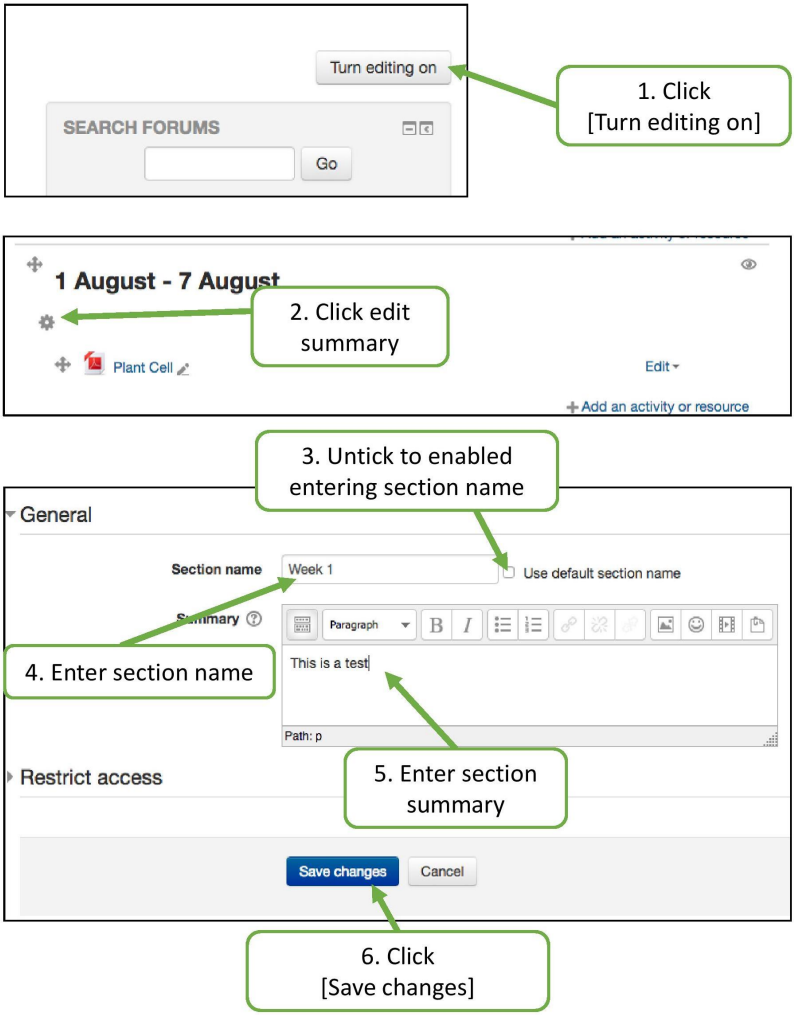


Figure 3.16: Step-by-step to do section settings

3.2.1.4 Uploading Learning Resources

After section settings, the content of the topics can be presented in the sections. You can upload learning resources such as syllabus, lecture notes, reading materials, and articles for your students to access whenever they want.

SmartUMS supports a range of resource types that you can add to your course, such as a single file, several files in a folder, internet links or URLs, a page resource and a multi-page resources with a book-like format, called a book.

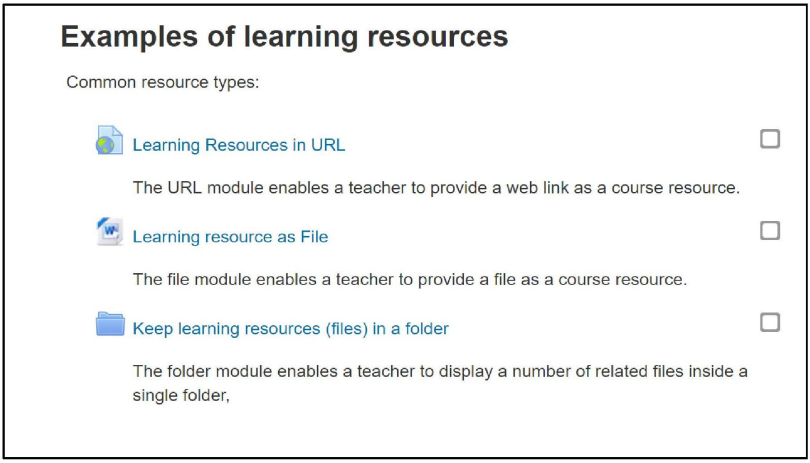


Figure 3.17: Examples of different types of learning resources

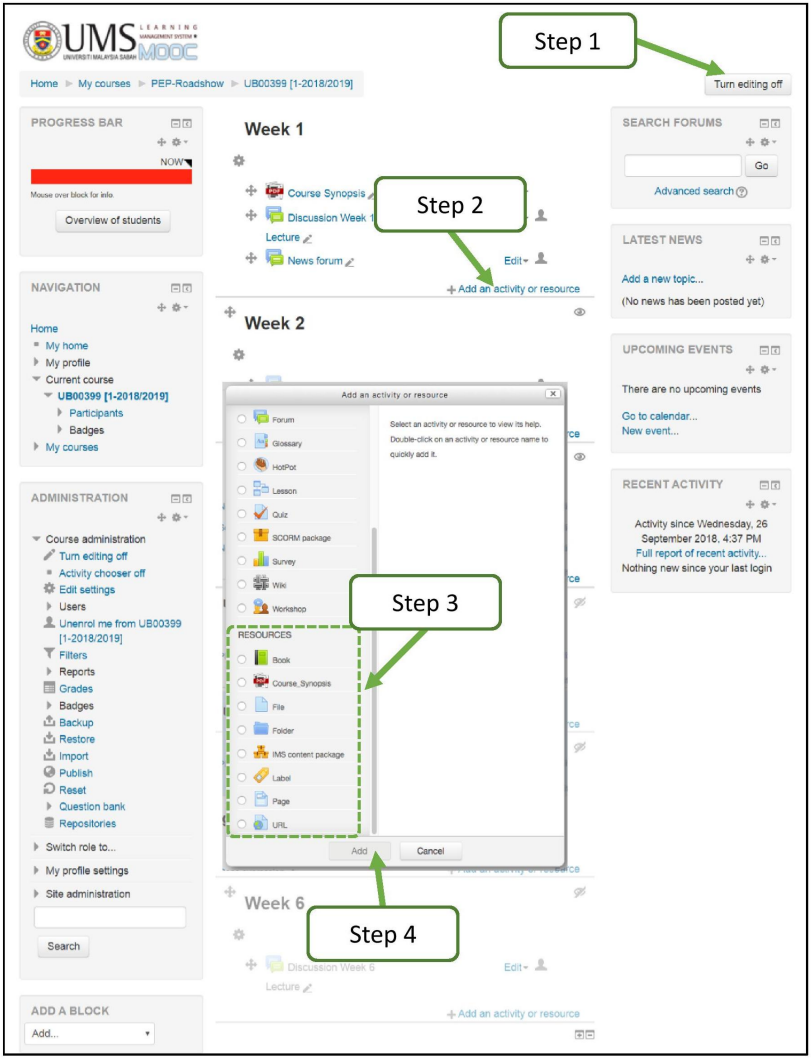


Figure 3.18: The 6 steps to upload learning resources

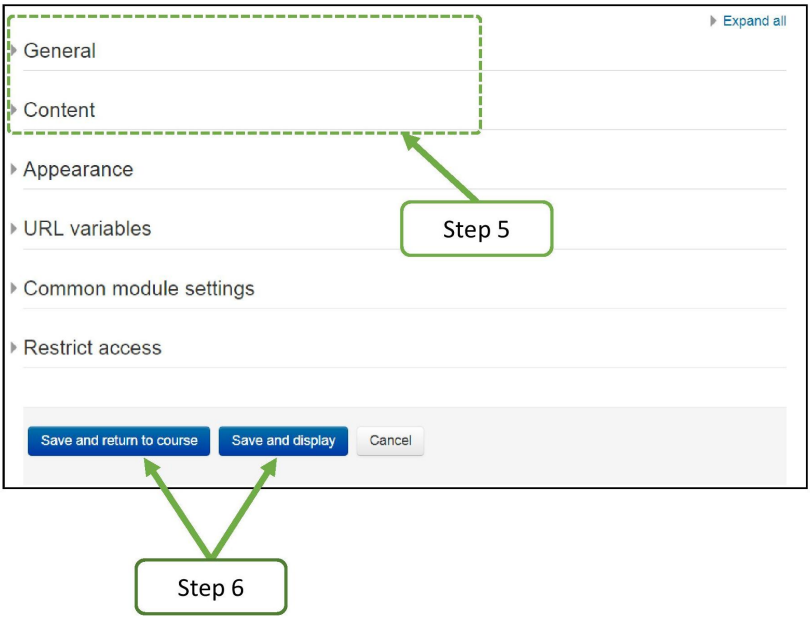


Figure 3.19: (continued) The 6 steps to upload learning resources

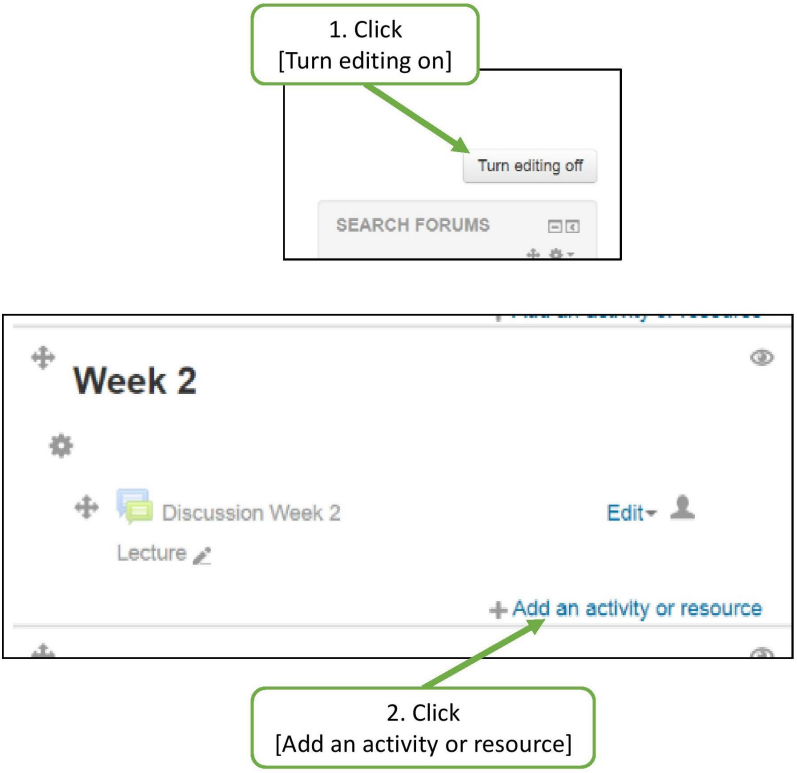


Figure 3.20: Step-by-step to upload learning resources

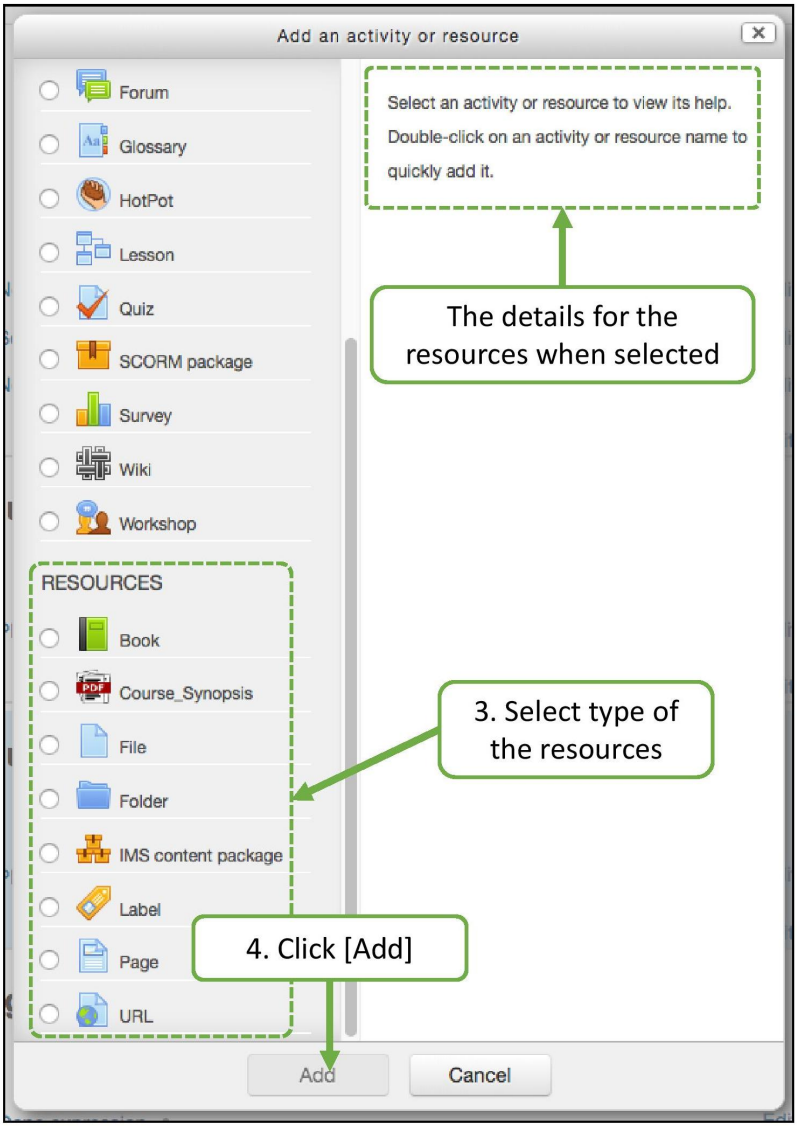


Figure 3.21: (continued) Step-by-step to upload learning resources

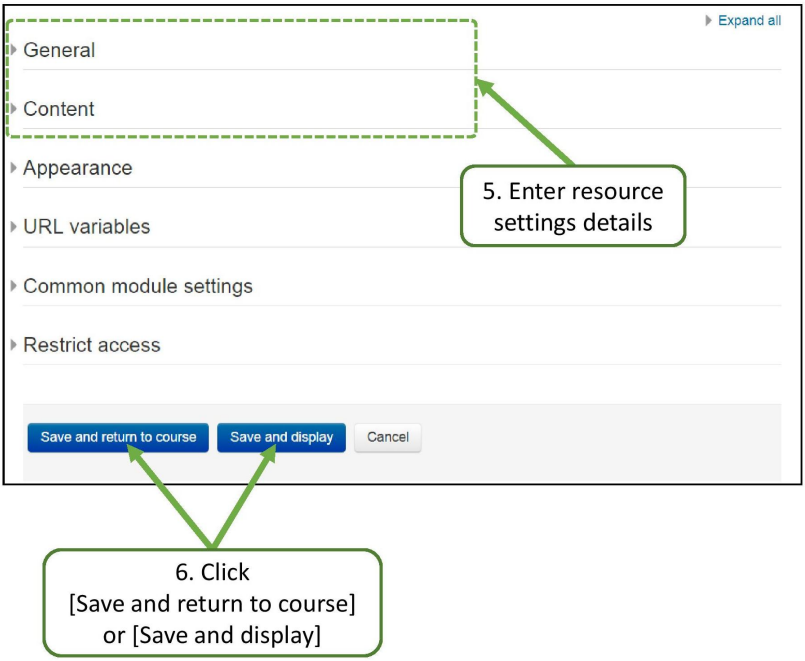


Figure 3.22: (continued) Step-by-step to upload learning resources

3.2.1.5 Designing and Creating Activities: Forum, Assignment and Quiz

In addition to the learning resources, it is important to create learning activities for students to practice (assess performance) and provide feedback. To create that, this book will guide you through the three most popular online activities that you can design in SmartUMS as your course assessments: *forum, assignment and quiz.*

First is **forum activity** which potential to facilitate multiple-way discussion: between you and your students, and among students. This online discussion forum allow discussion to happen outside the regular classroom meetings and provide more times for your students to develop and share their ideas and thought.

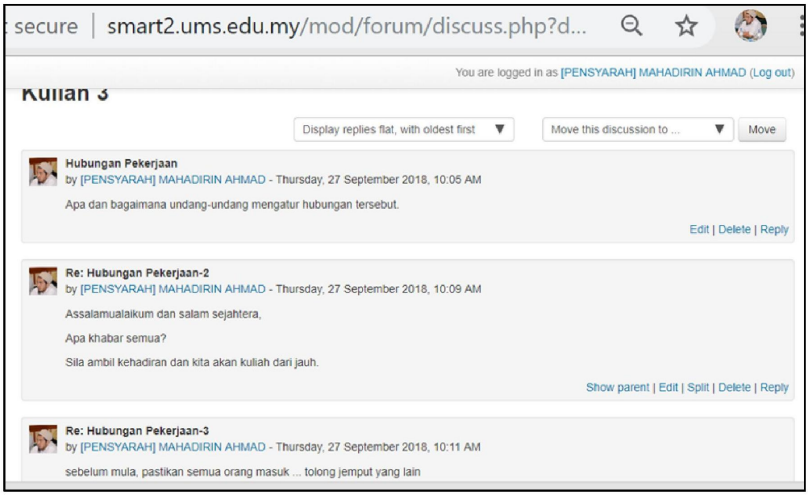


Figure 3.23: Example of forums

Figure 3.24: Add a forum

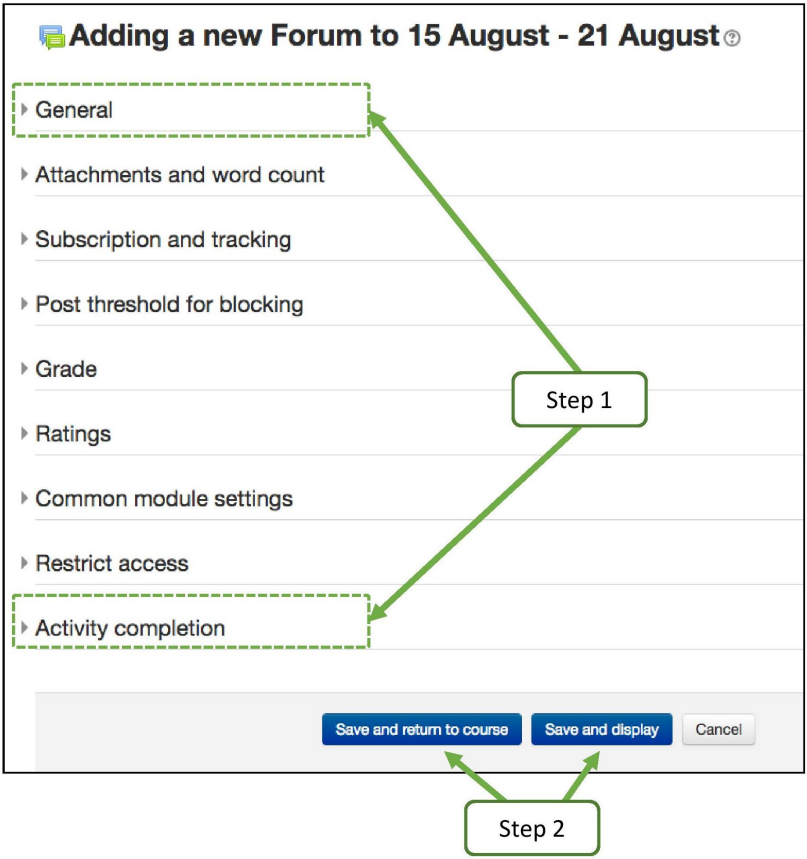


Figure 3.25: Step by step to setup a forum

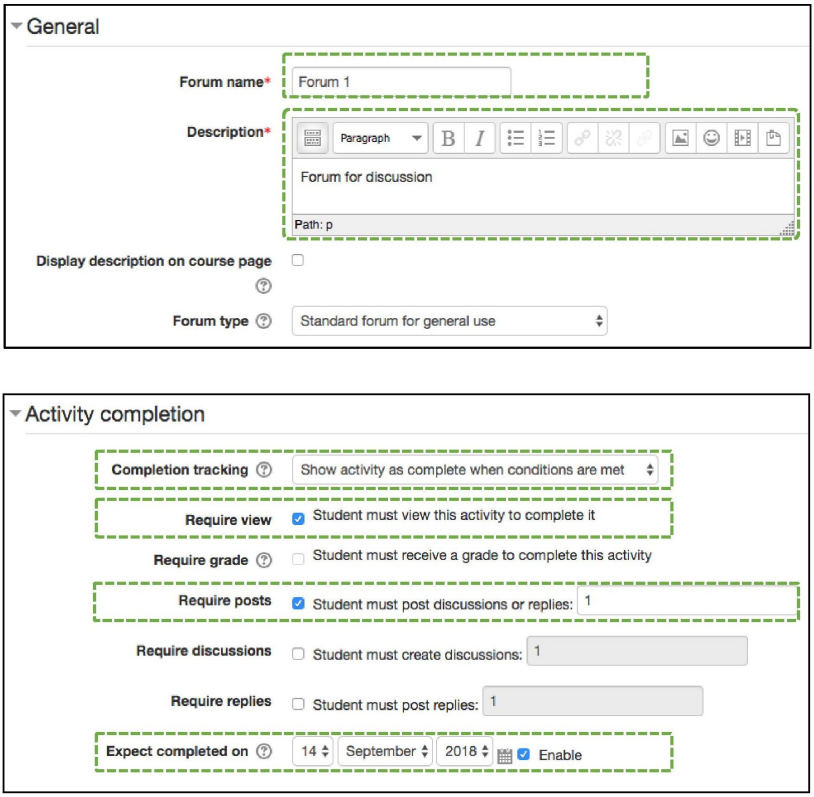


Figure 3.26: (continued) Step by step to setup a forum

The second activity is an **assignment activity** with the function to provide platform for the students to submit their work online. It is an easy way for the lecturers to track and grade student assignments.

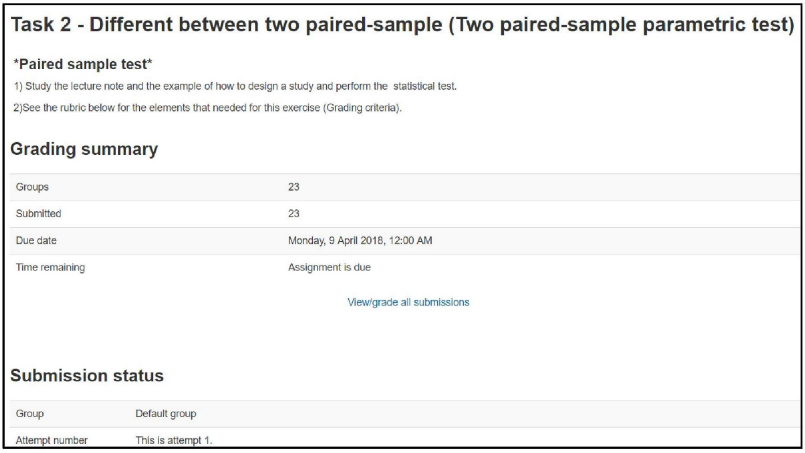


Figure 3.27: Example of an assignment submission interface

Figure 3.28: Manage submission of assignments by using SmartUMS

Figure 3.29: Add an assignment

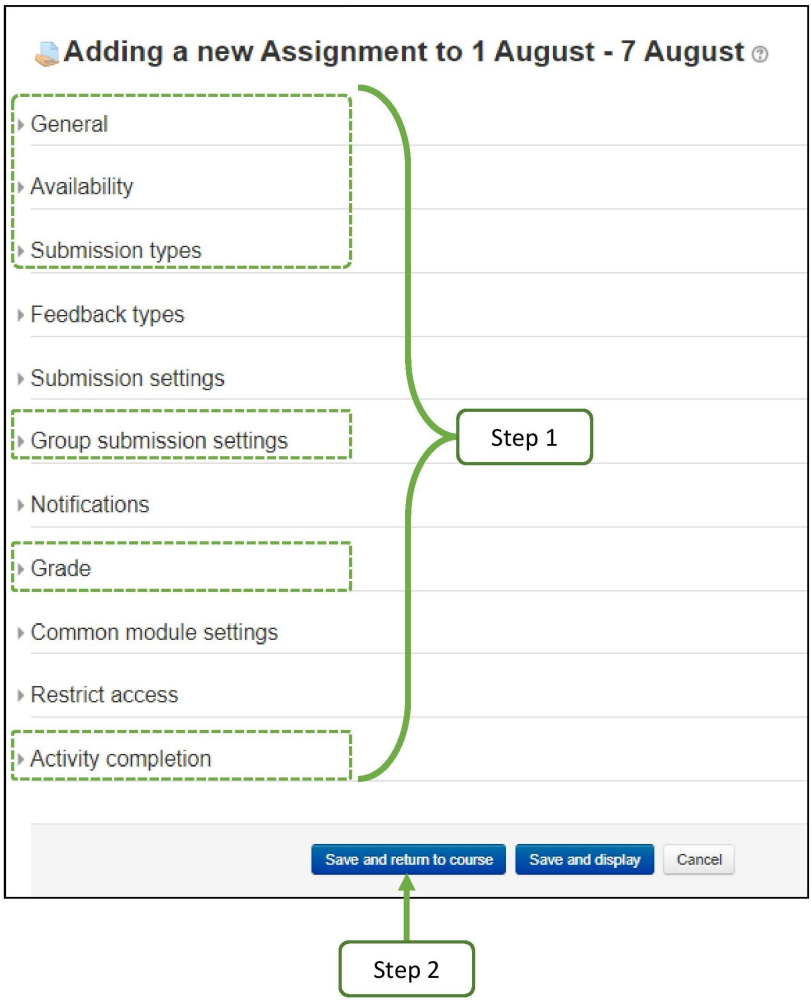


Figure 3.30: Step by step to setup an assignment

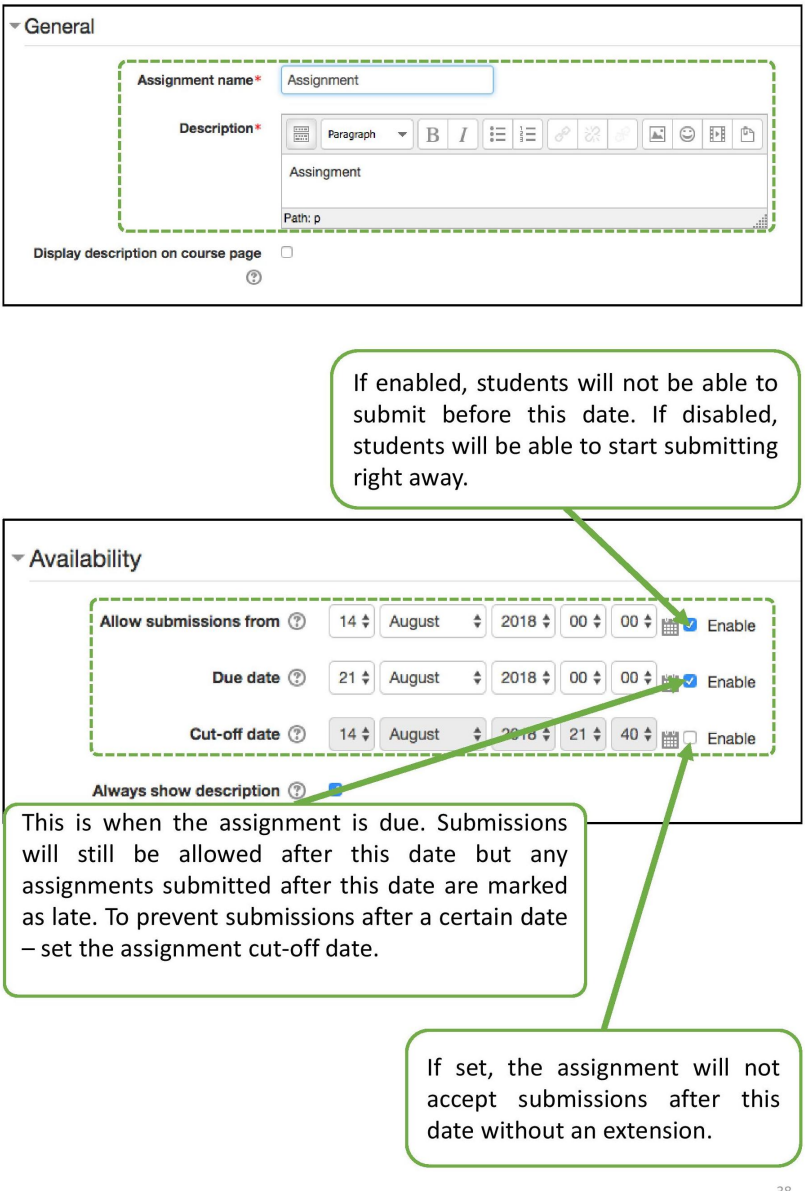
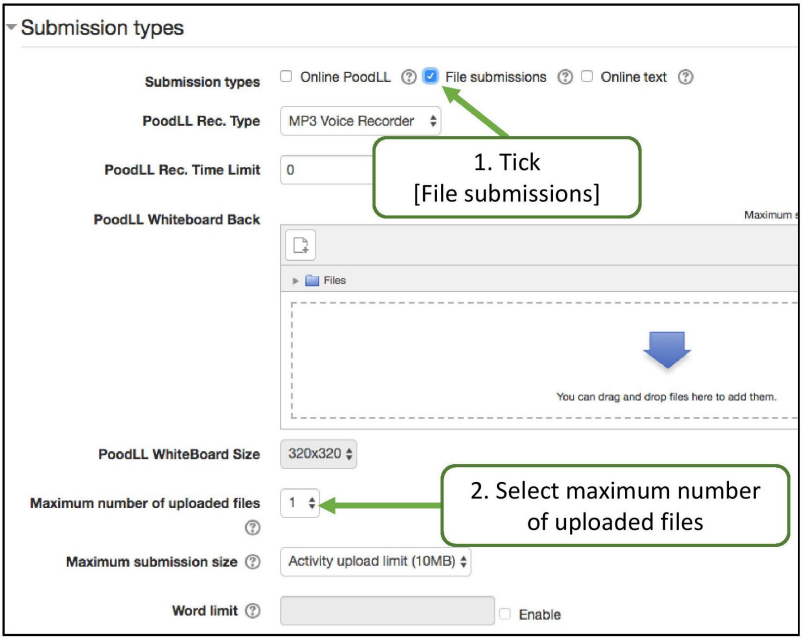


Figure 3.31: (continued) Step by step to setup an assignment



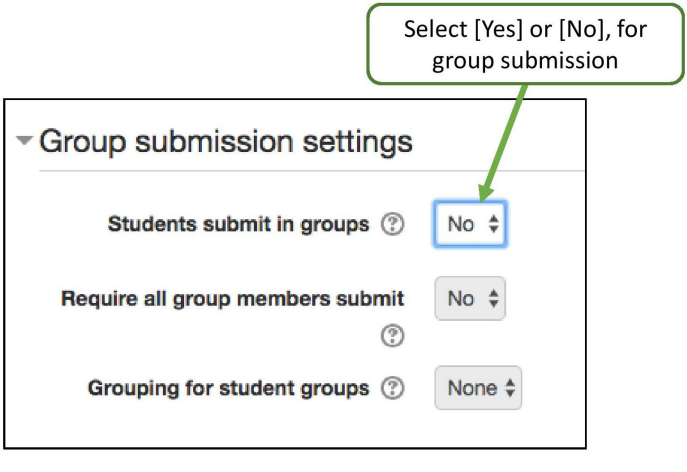
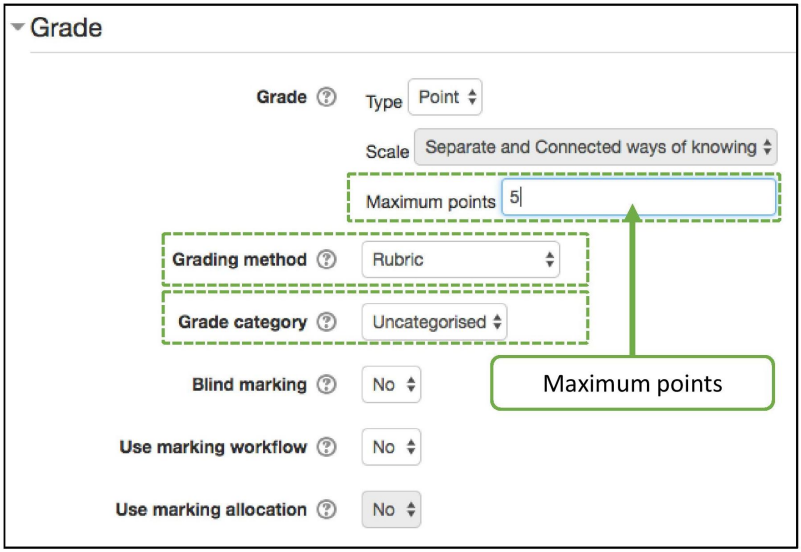


Figure 3.32: (continued) Step by step to setup an assignment



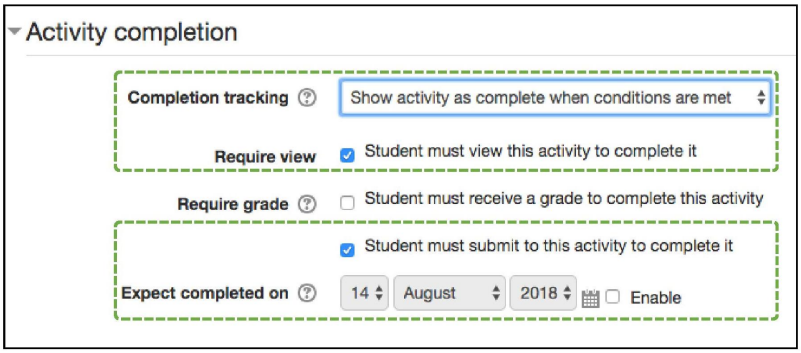


Figure 3.33: (continued) Step by step to setup an assignment

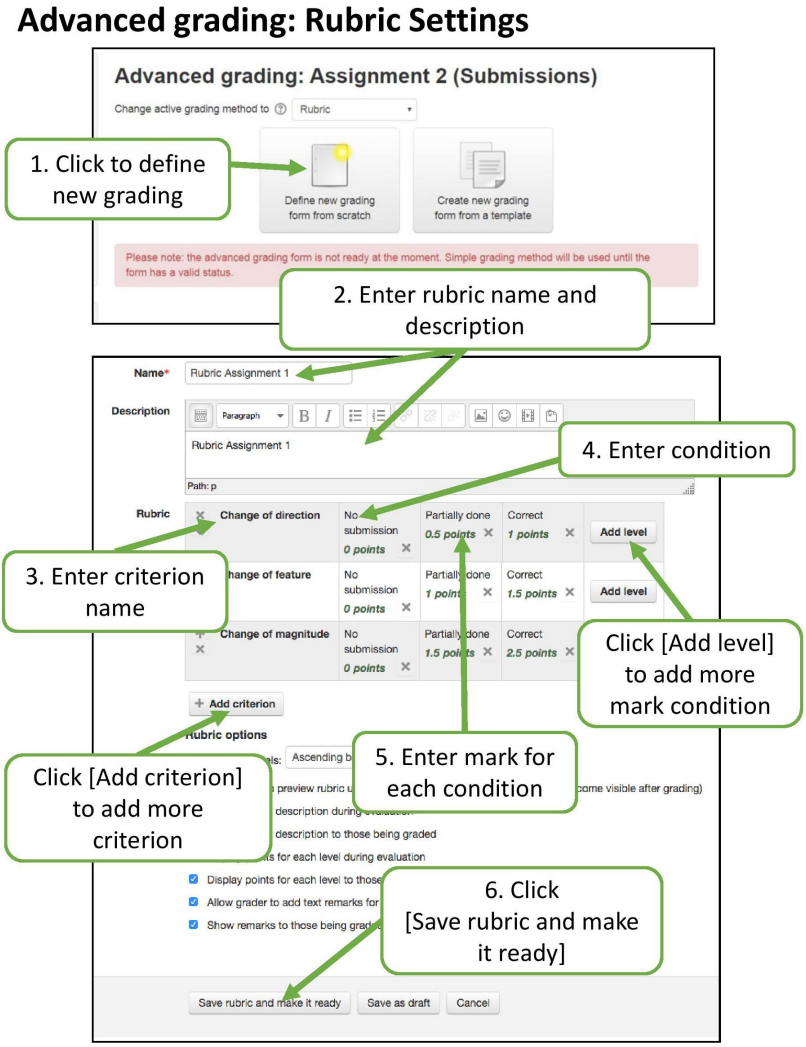


Figure 3.34: (continued) Step by step to setup an assignment

The third activity is **the quiz** which allows you to design and build quizzes (or, mid-term examination questions) consisting of a large variety of question types, including multiple choice, true-false, and short answer questions.

Quiz activity is more complex to be setup as compare to other activities. It involves: establishing question bank, creating quiz questions, creating a quiz, and add questions to a quiz.

Establishing Question Bank

Using question bank is an efficient way to store, organise and retrieve questions. Efforts spend in building your question bank will benefit you in the long run. The large amount of the questions that you have created and stored in the question bank allows you to generate random questions quiz and reuse the questions in future quizzes.

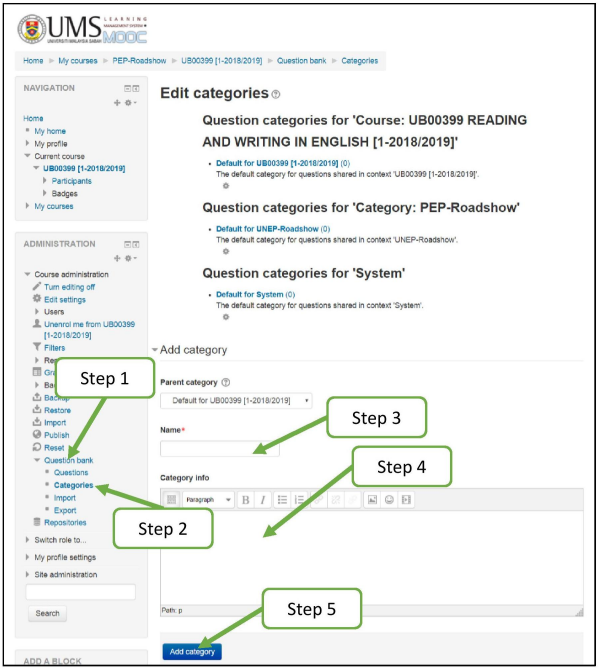


Figure 3.35: The 5 steps to establish question bank

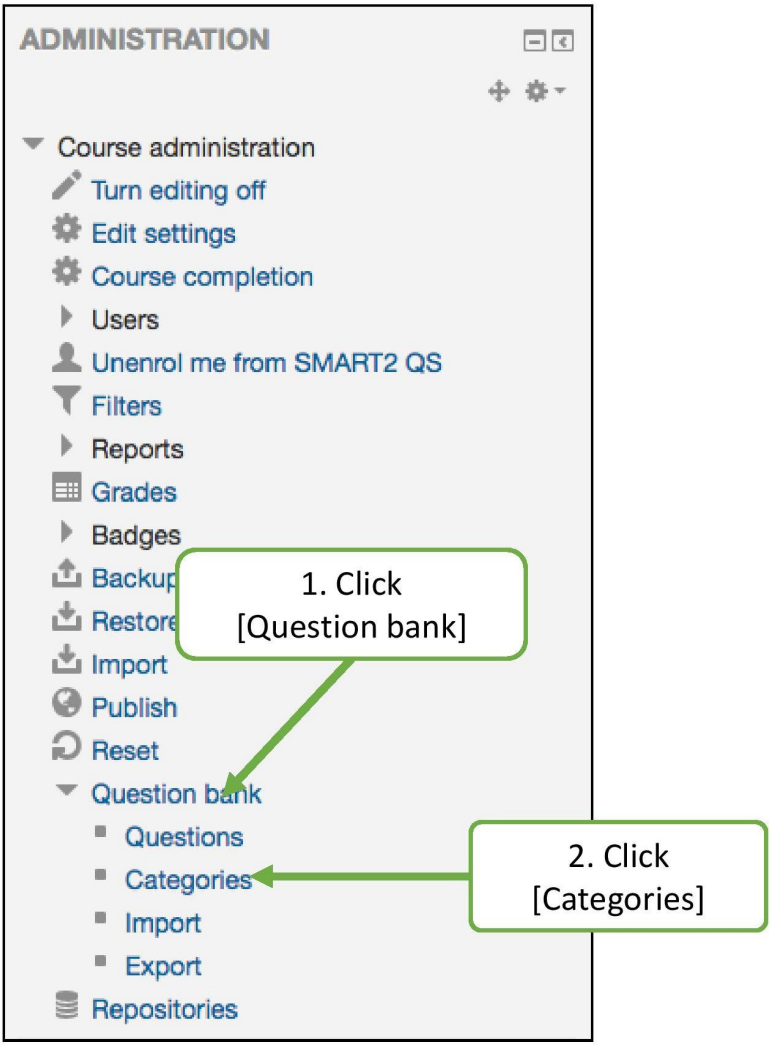


Figure 3.36: Step by step to setup a question bank

Figure 3.37: (continued) Step by step to setup a question bank

Creating Quiz Question

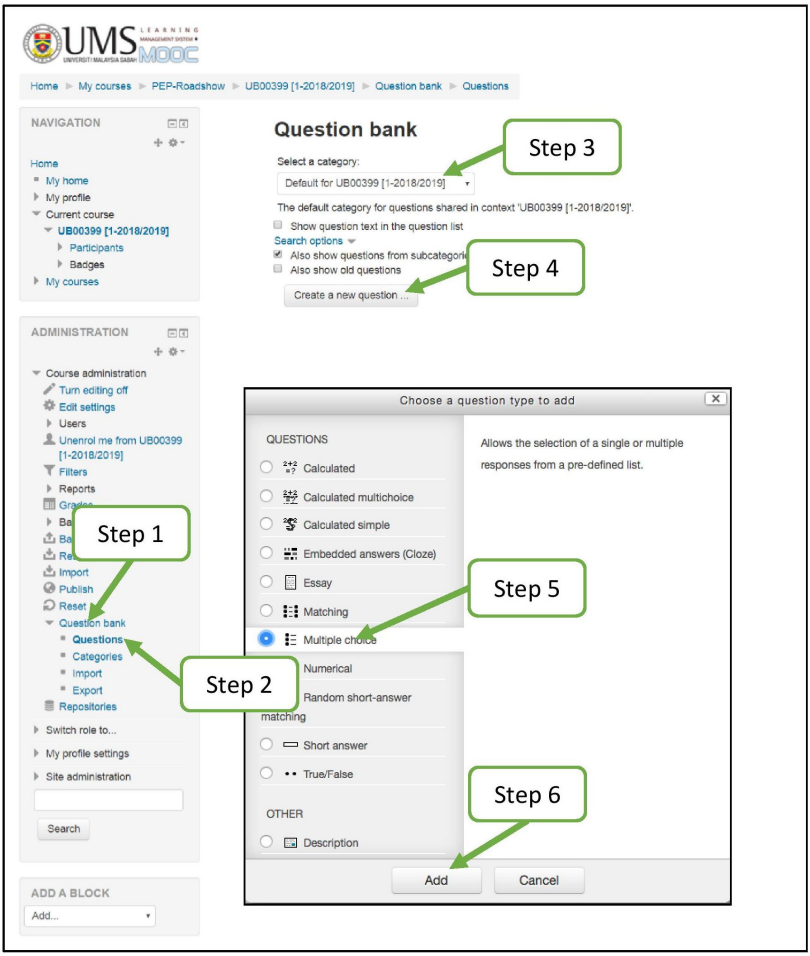


Figure 3.38: The 12 steps to create a question

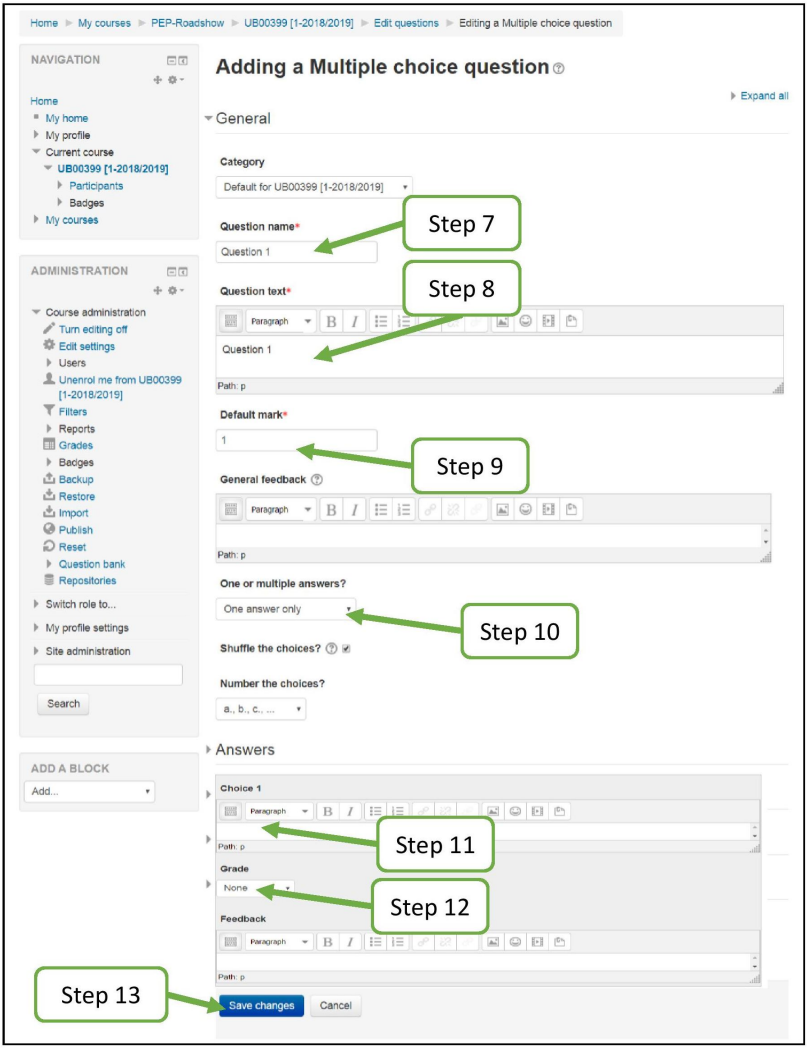


Figure 3.39: (continued) The 13 steps to create a question

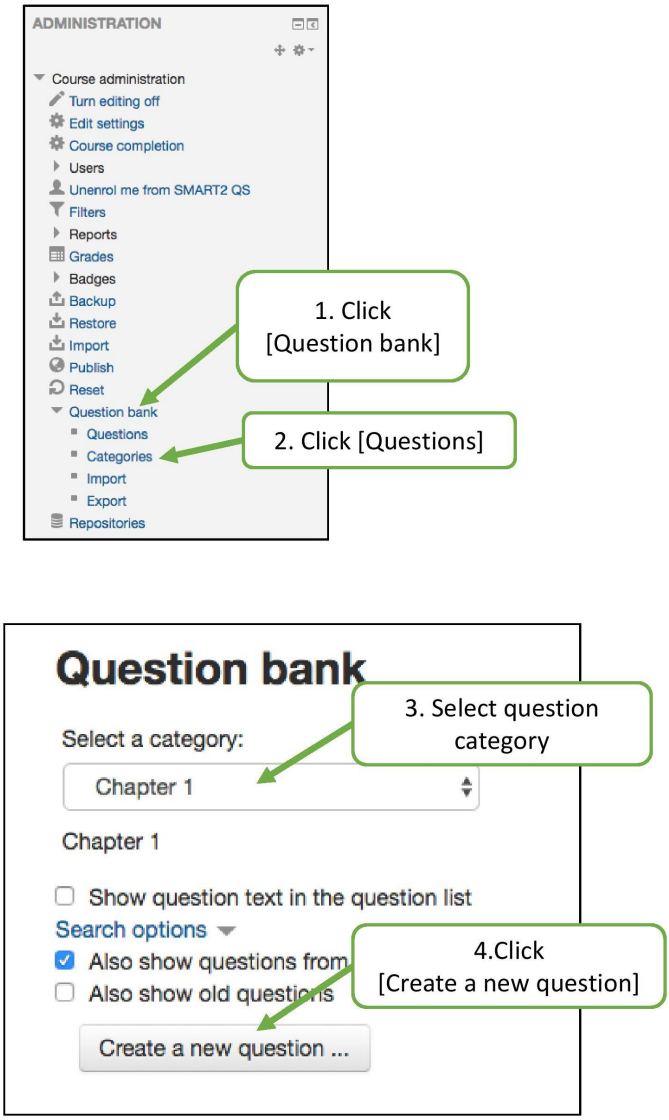


Figure 3.40: Step by step to setup a quiz question

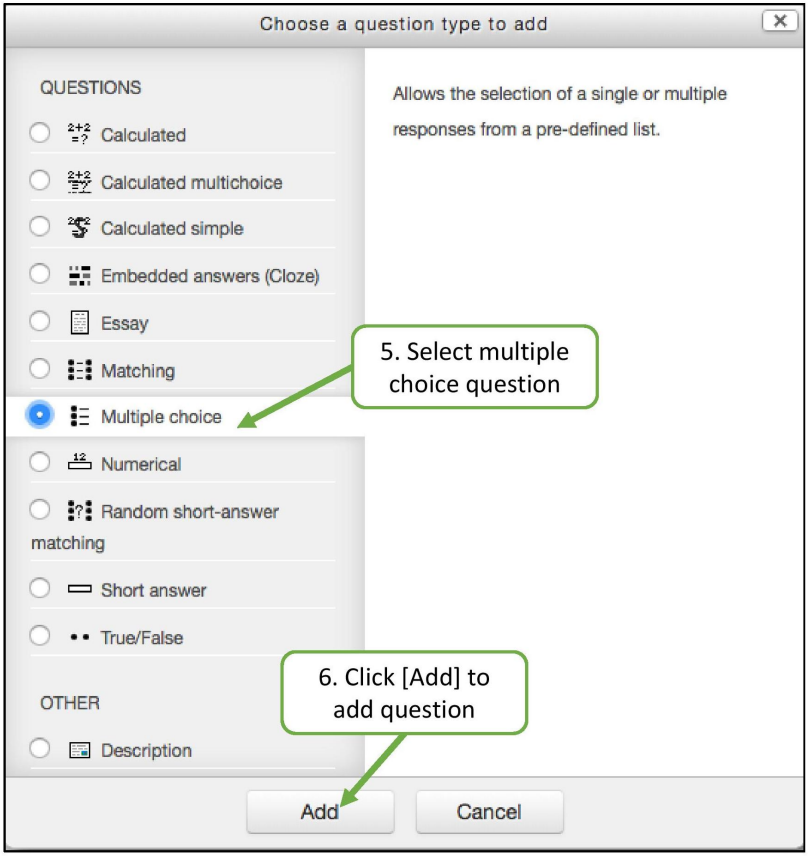


Figure 3.41: (continued) Step by step to setup a quiz question

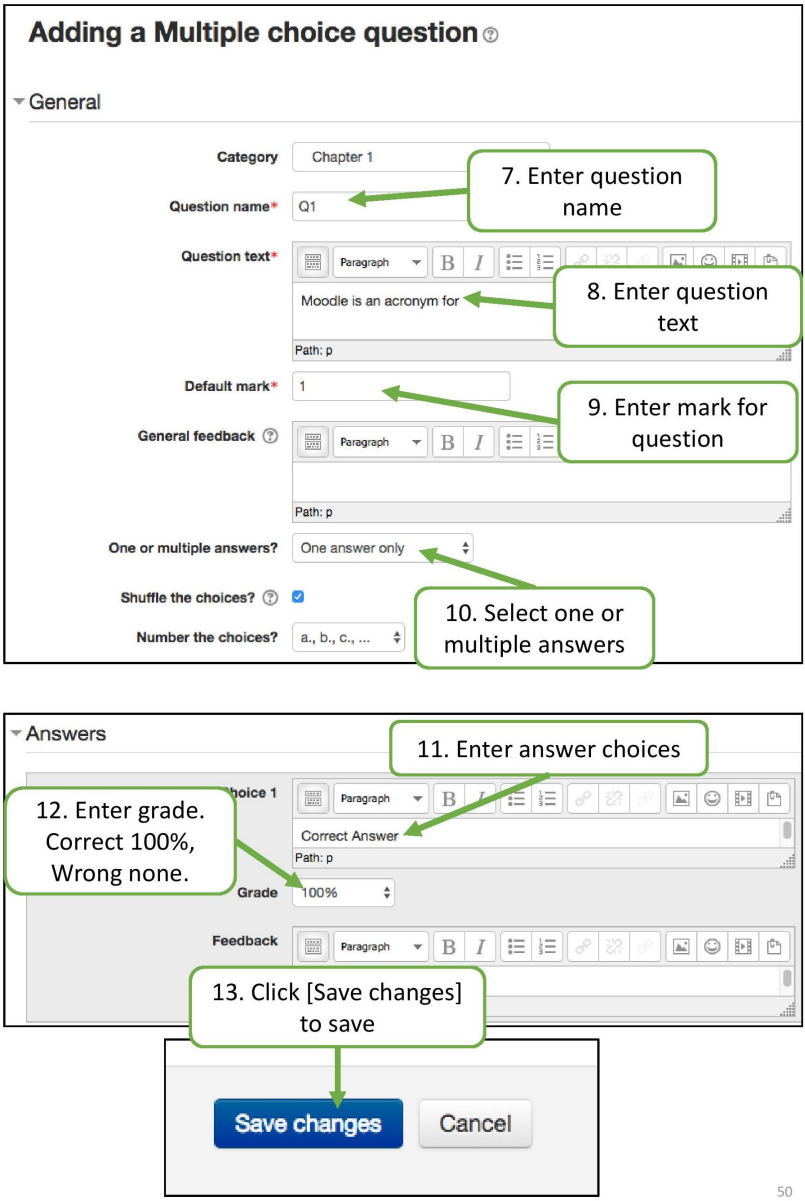


Figure 3.42: (continued) Step by step to setup a quiz question

Creating a Quiz

Figure 3.43: Add a quiz activity

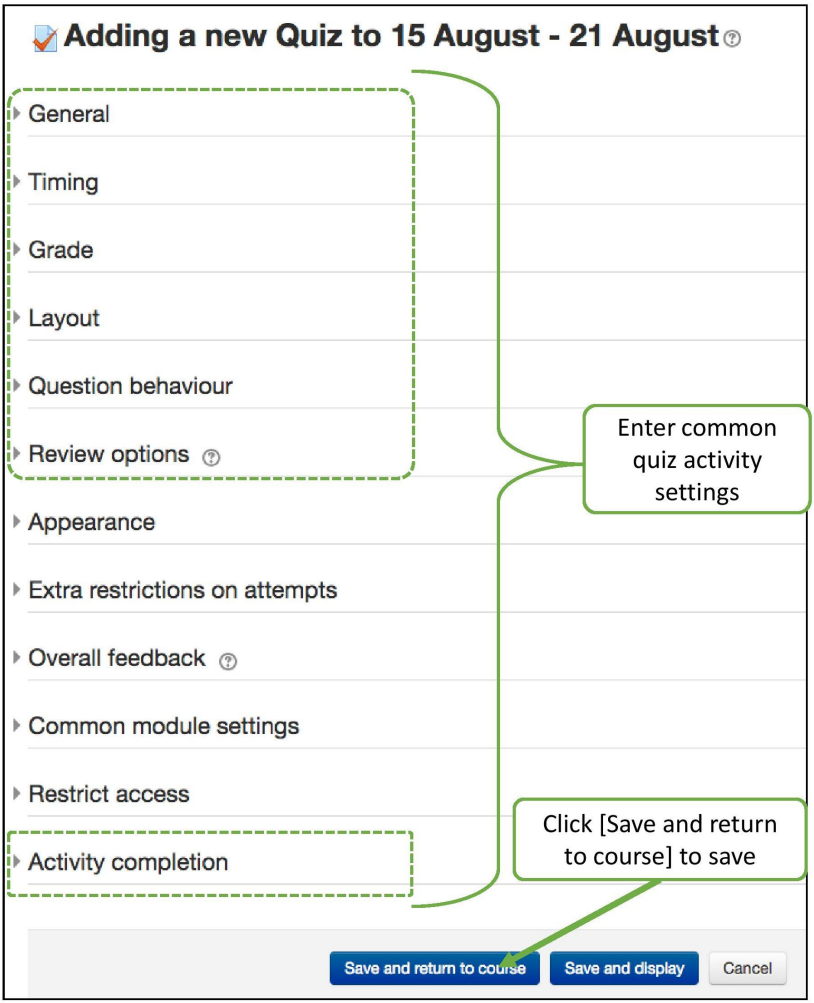
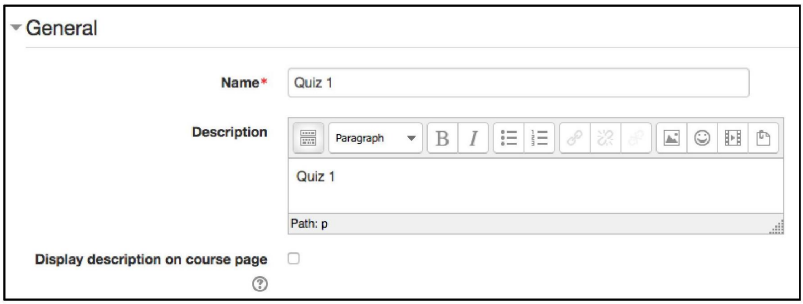
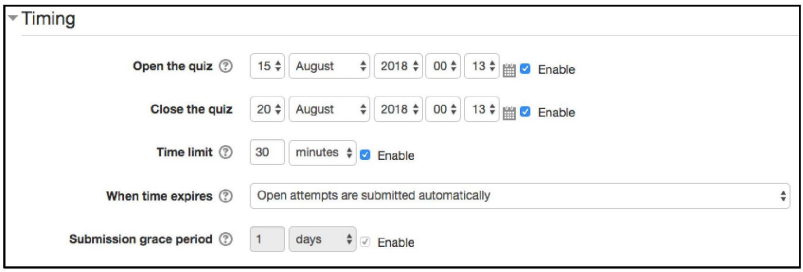


Figure 3.44: Step by step to create a quiz





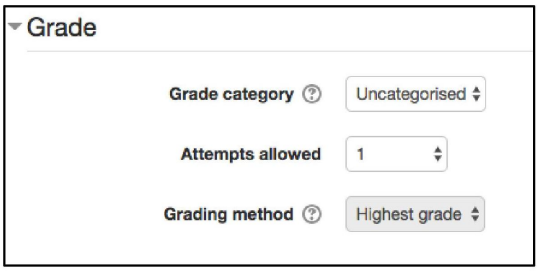


Figure 3.45: (continued) Step by step to create a quiz

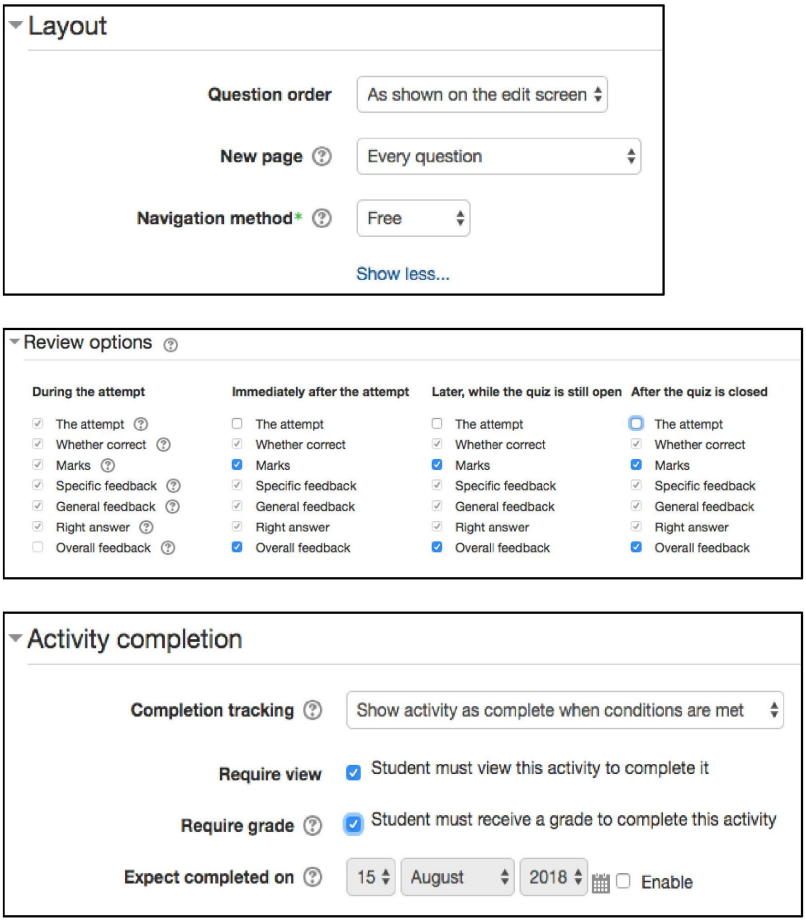


Figure 3.46: (continued) Step by step to create a quiz

Adding Questions to a Quiz

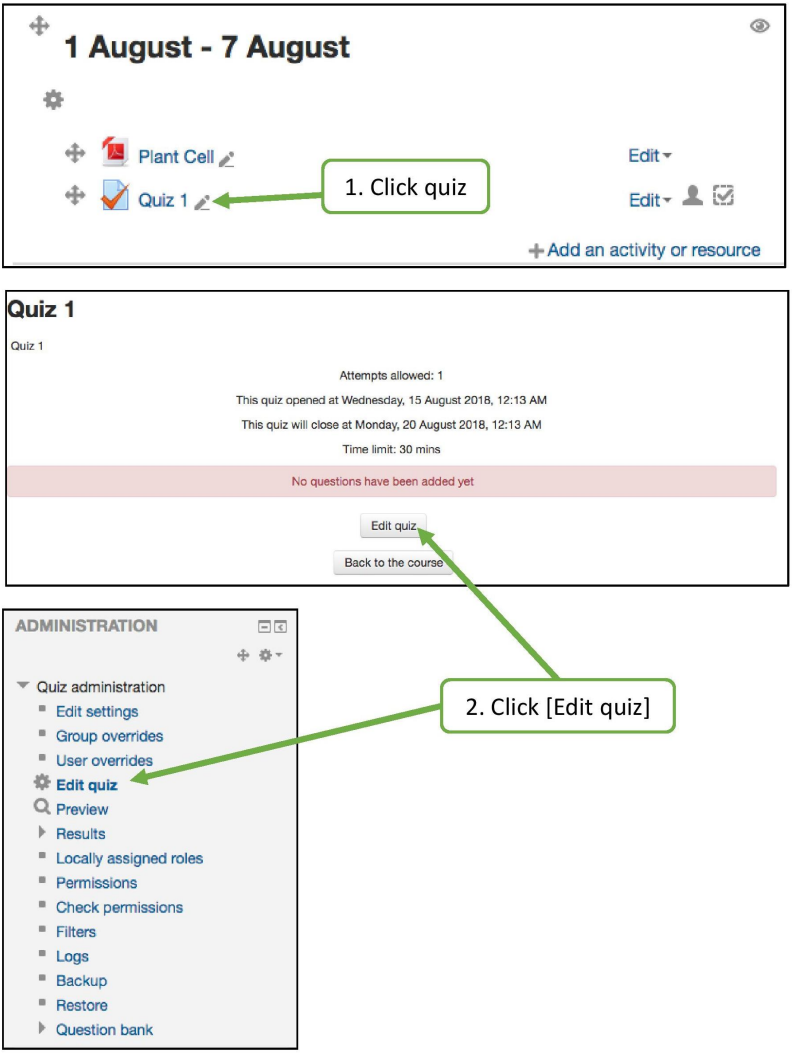


Figure 3.47: Step by step to add questions to a quiz

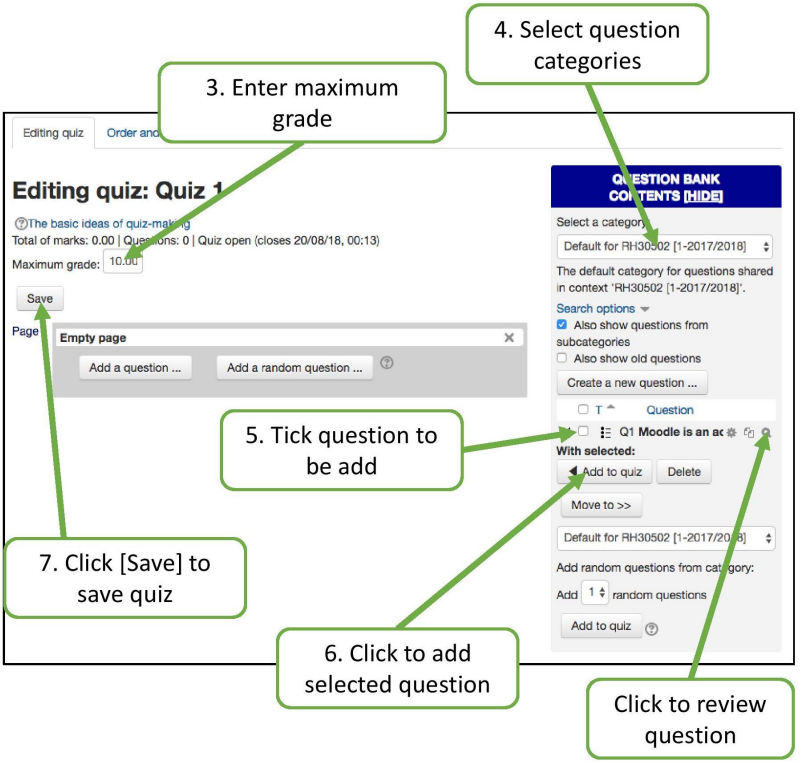


Figure 3.48: (continued) Step by step to add questions to a quiz

Well done! You made all the key setup and customisation at SmartUMS before the semester began. You will now work closely with SmartUMS to enable this system to facilitate your daily teaching routine.

3.2.2 During Semester

To fully utilize SmartUMS, you need to create an environment which is representative of a real classroom that facilitates interactions between you and your students. This process start with Students Enrolment, Students grouping, Messaging Student and Managing Activities.

3.2.2.1 Student Enrolment

In general, all students are registered users in SmartUMS. However, student enrolment in the courses listed in SmartUMS is not automatic. Students need to find the course, and enrol themselves as students. There are two types of student enrolment that you can do in SmartUMS. By default, students can enrol manually to the course registered in SmartUMS. However, you can also enrol students manually to your course.

3.2.2.2 Student Groups

You may want to split students into small groups to view resources or work together on an activity or assessment. SmartUMS allow you to create a single activity and configure it be a group-based activity. You may group the students manually or use automatic group function provided by system.

Grouping Students Manually

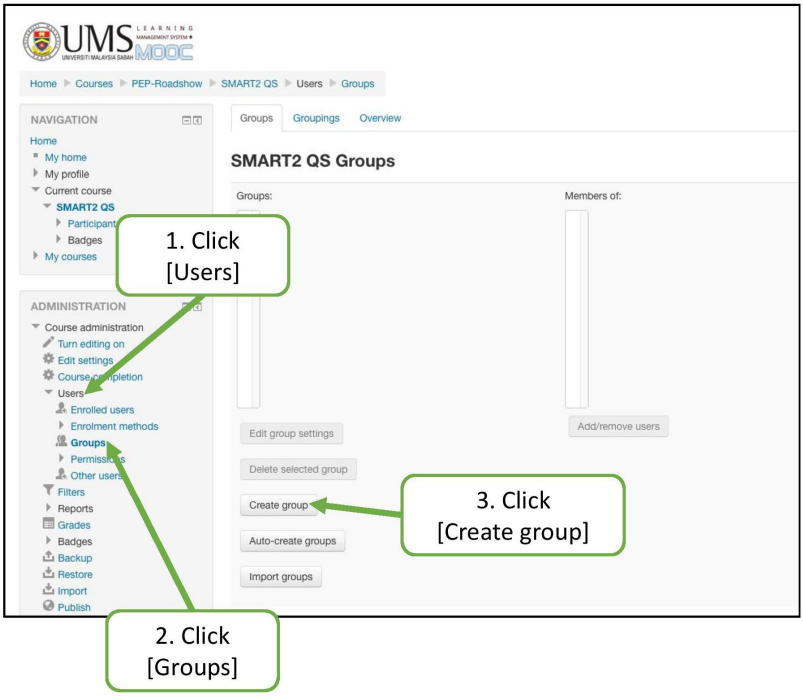


Figure 3.49: Step by step to grouping students manually

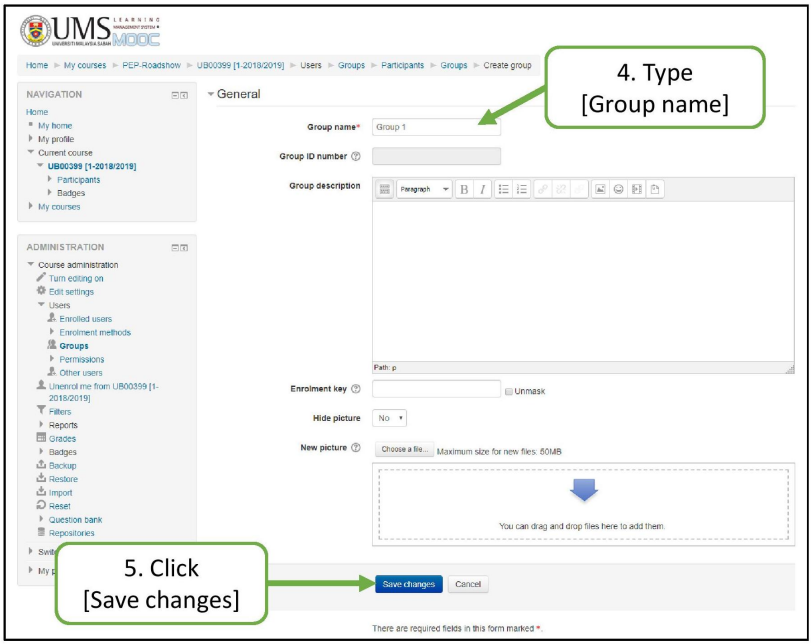


Figure 3.50: (continued) Step by step to grouping students manually

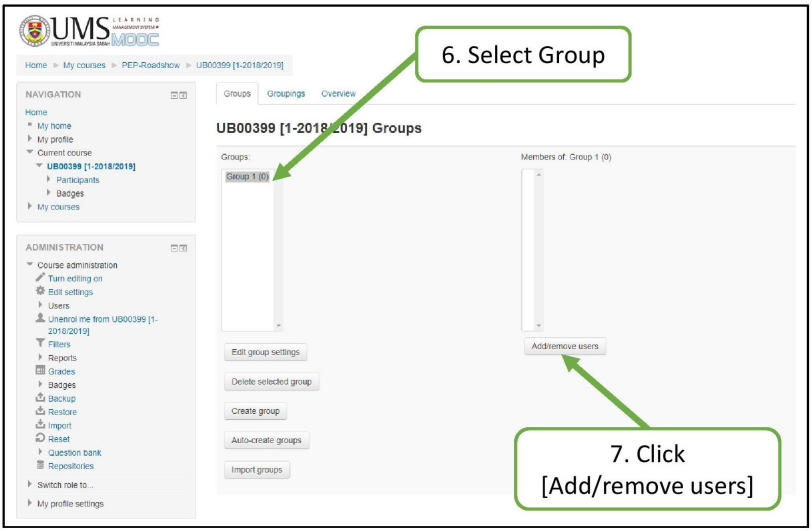


Figure 3.51: (continued) Step by step to grouping students manually

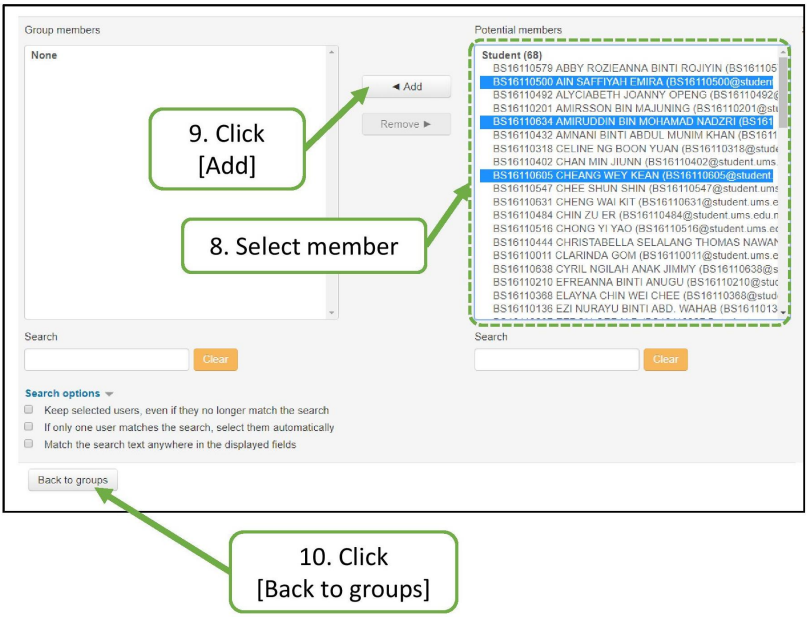


Figure 3.52: (continued) Step by step to grouping students manually

Grouping Students Automatically

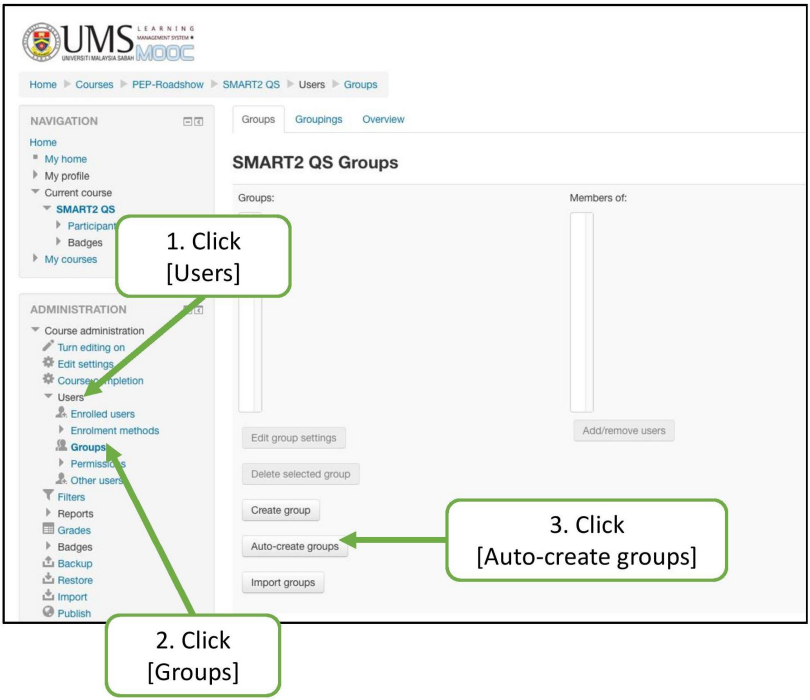


Figure 3.53: Step by step to grouping students automatically

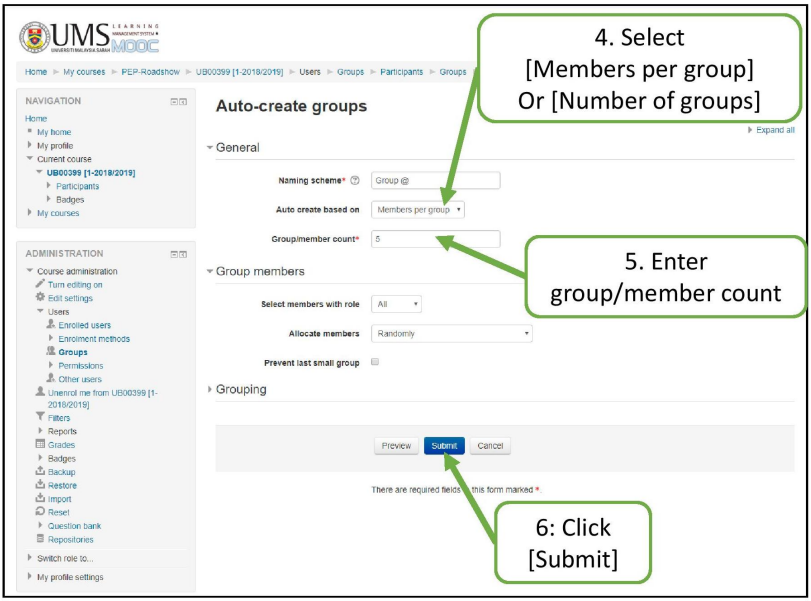


Figure 3.54: (continued) Step by step to grouping students automatically

3.2.2.3 Student Communication - Messaging

You can communicate with your students using SmartUMS messaging system, individually, or in their separate groups, as well as addressing the whole class, this gives them a positive sense of your engagement with their learning experience.

They are more likely to be active and responsive participants in your course if they can see that you will take the time to monitor and comment on their individual progress. You do not need to look for student's email address to send a message. SmartUMS permits you to send a message by checking on the student's name and typing a message following which it will be delivered to your students email inbox.

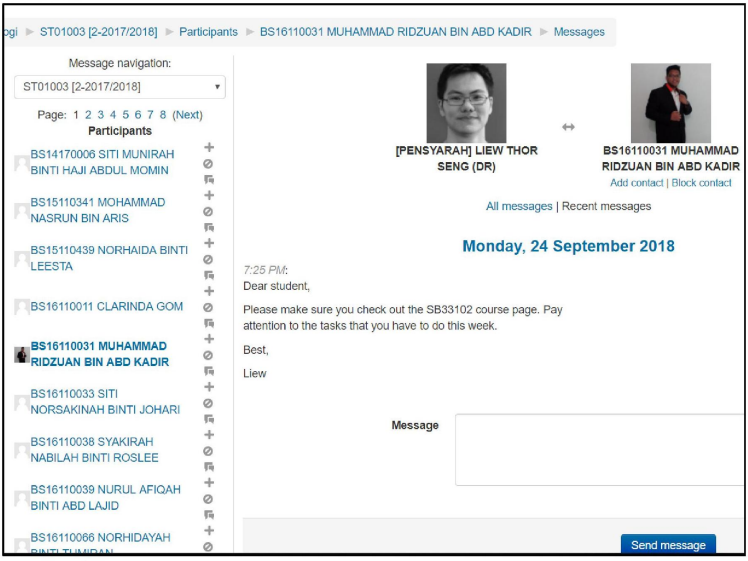


Figure 3.55: Sending Message to Student via SmartUMS

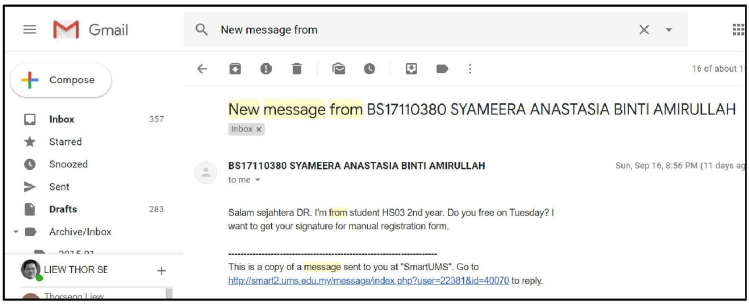


Figure 3.56: Message to student via SmartUMS goes to student's or lecturer's email as well

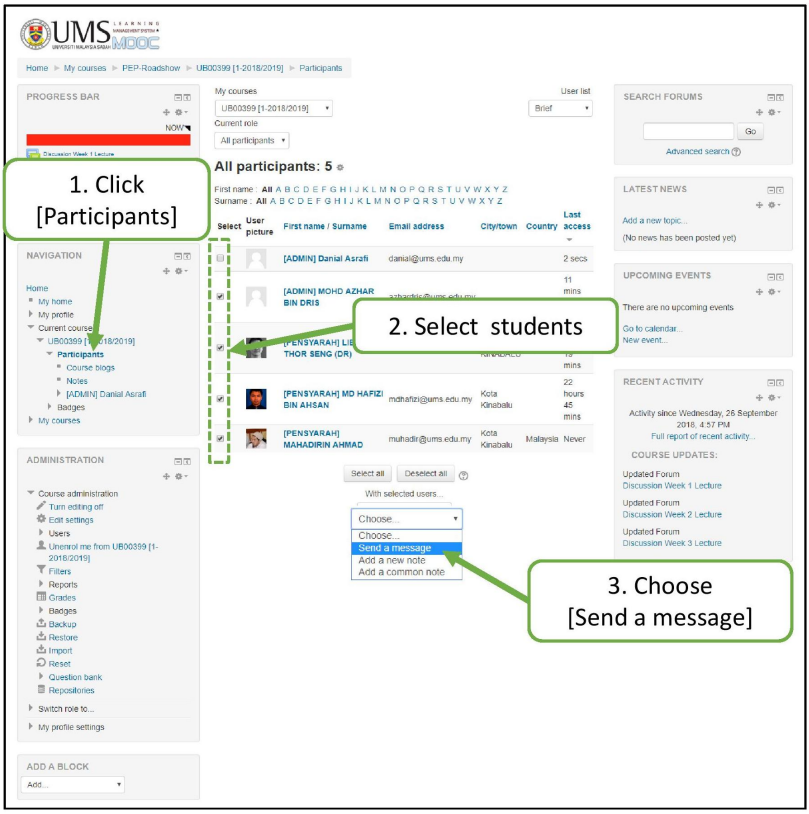


Figure 3.57: Step by step to message student

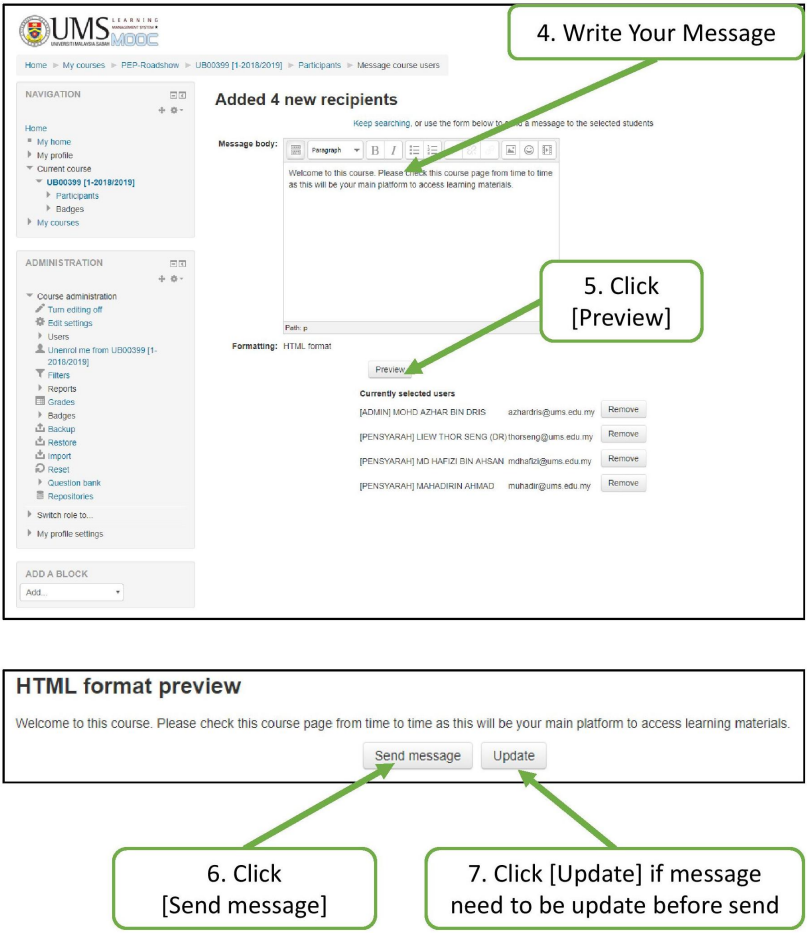


Figure 3.58: (continued) Step by step to message student

3.2.2.4 Student Discussion - Forum

After a forum has been created, it is important to know how to manage to forum. You and your students can create a new discussion topics or post replies under the discussion topics. In addition, you can

set subscription settings for a particular forum so that any new discussions or posts will be sent directly to student's email.

Add a New Discussion Topic

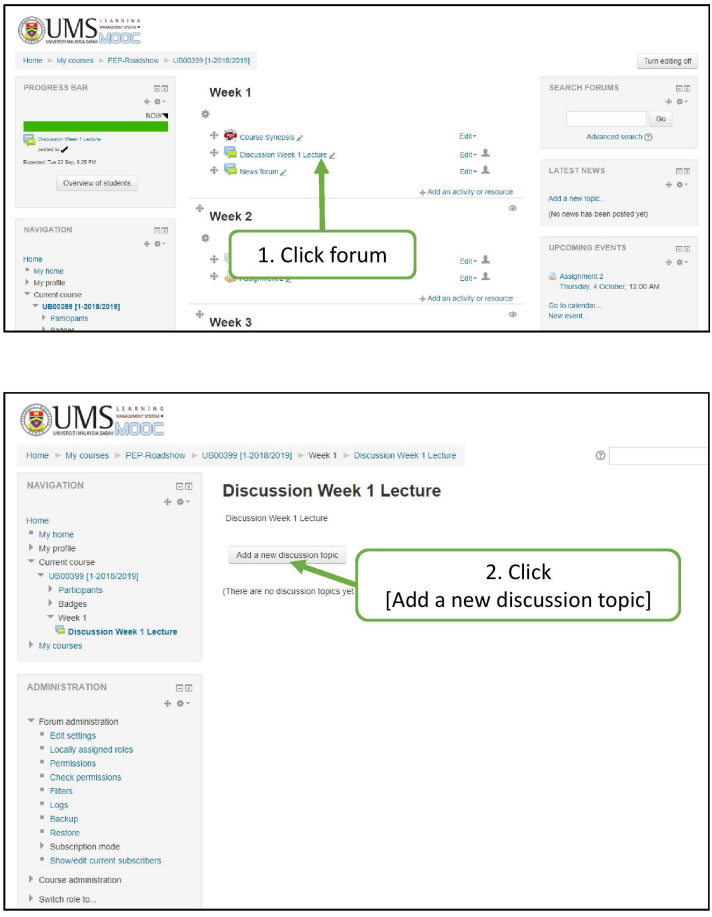


Figure 3.59: Step by step to add a new discussion topic

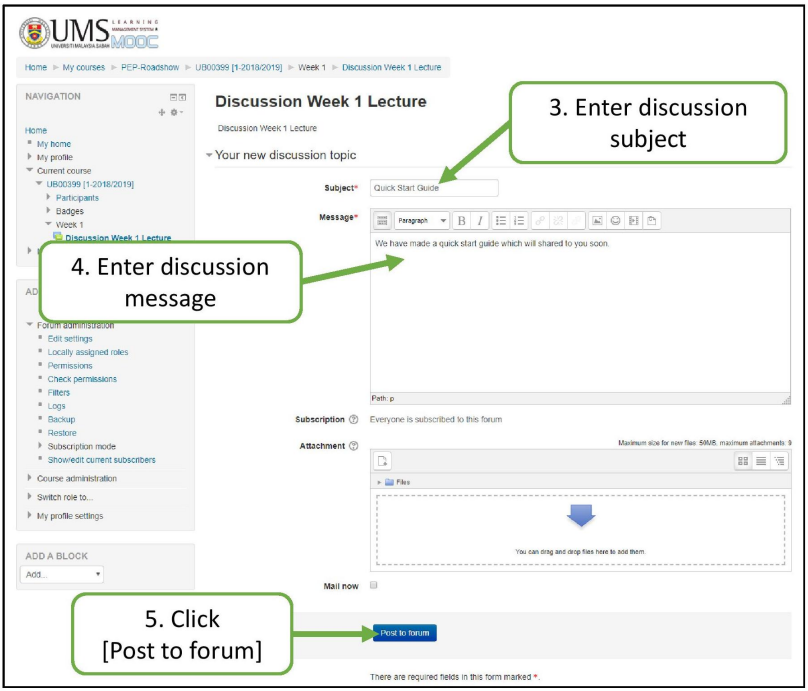


Figure 3.60: (continued) Step by step to add a new discussion topic

Post Reply to a Discussion

The lecturer may post a reply to a discussion within a group and moderate the activity within the group by following the steps as listed below.

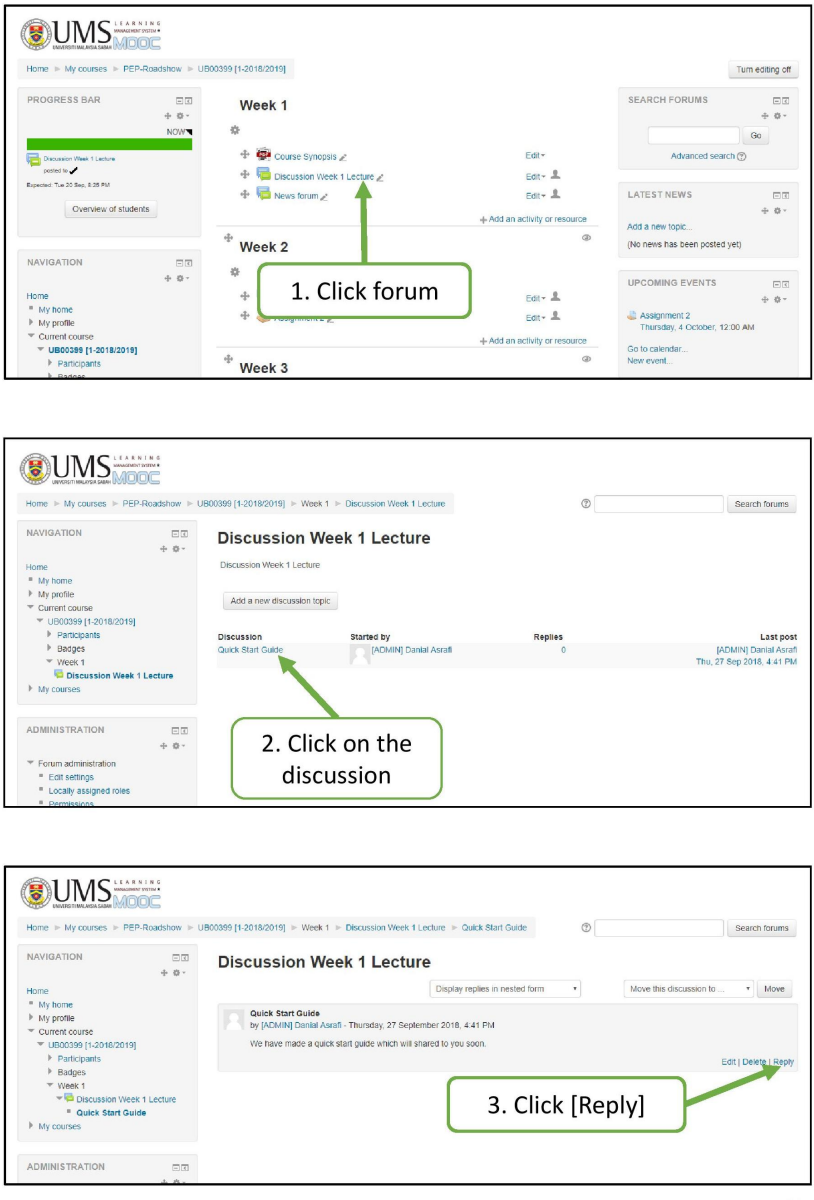


Figure 3.61: Step by step to post reply to a discussion

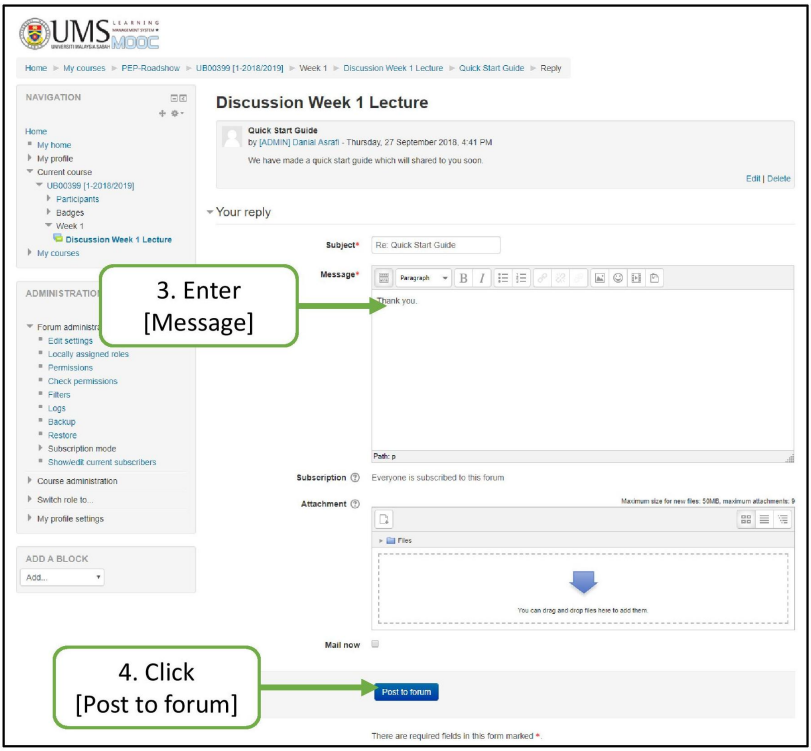


Figure 3.62: (continued) Step by step to post reply to a discussion

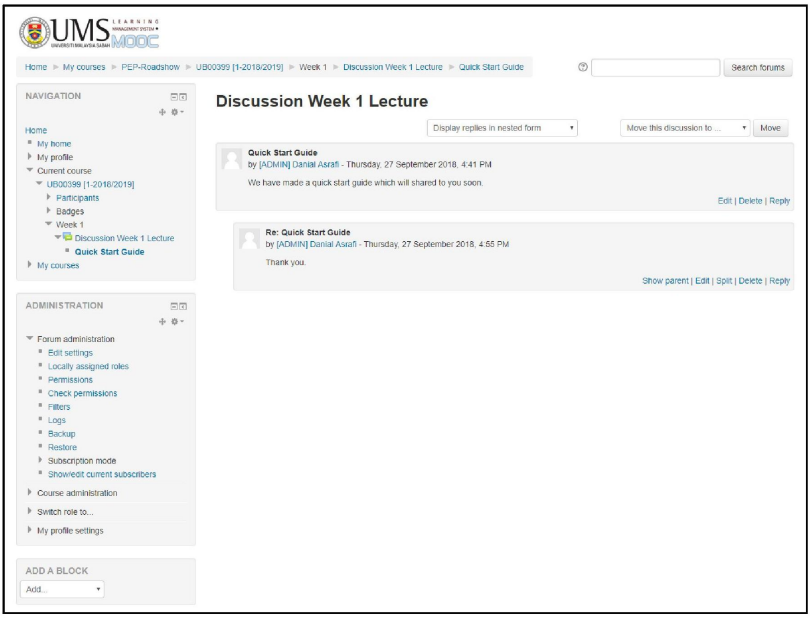


Figure 3.63: (continued) Step by step to post reply to a discussion

Subscription Settings for a Forum

The users may subscribe to the comment feed from a specific group by following the steps listed below.

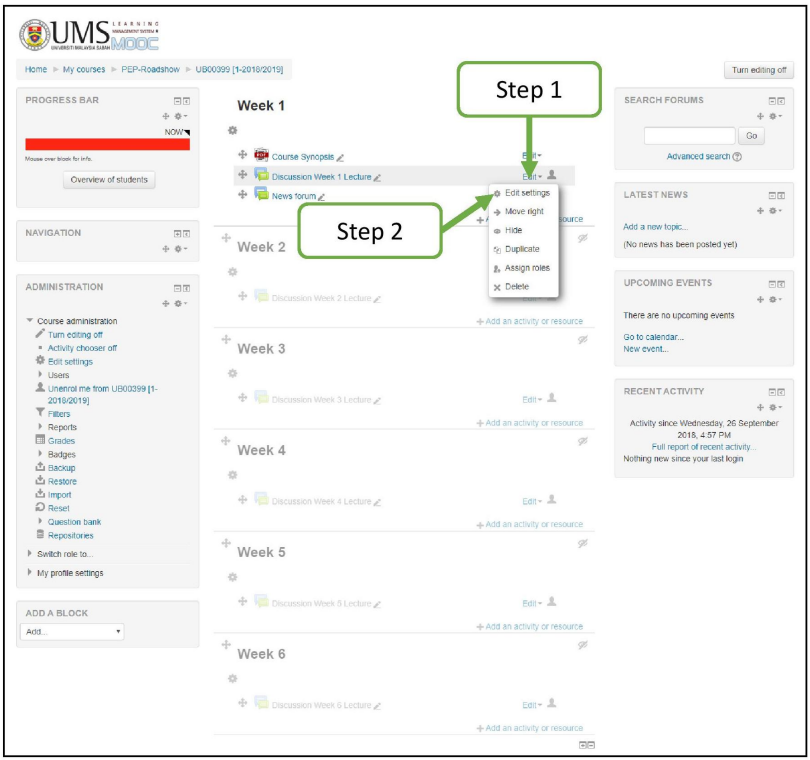
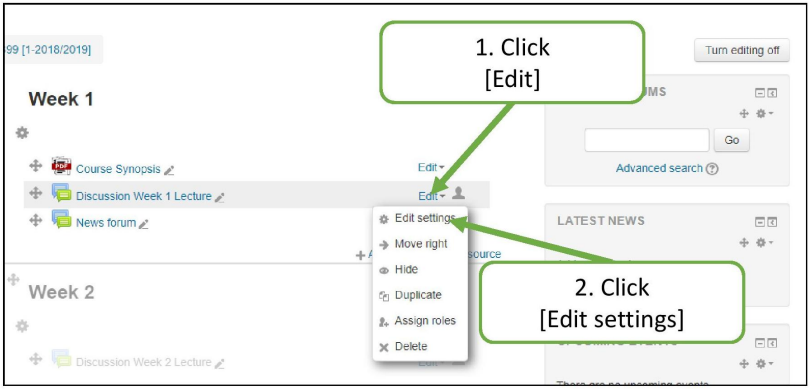


Figure 3.64: Step by step to setup subscription settings for a forum



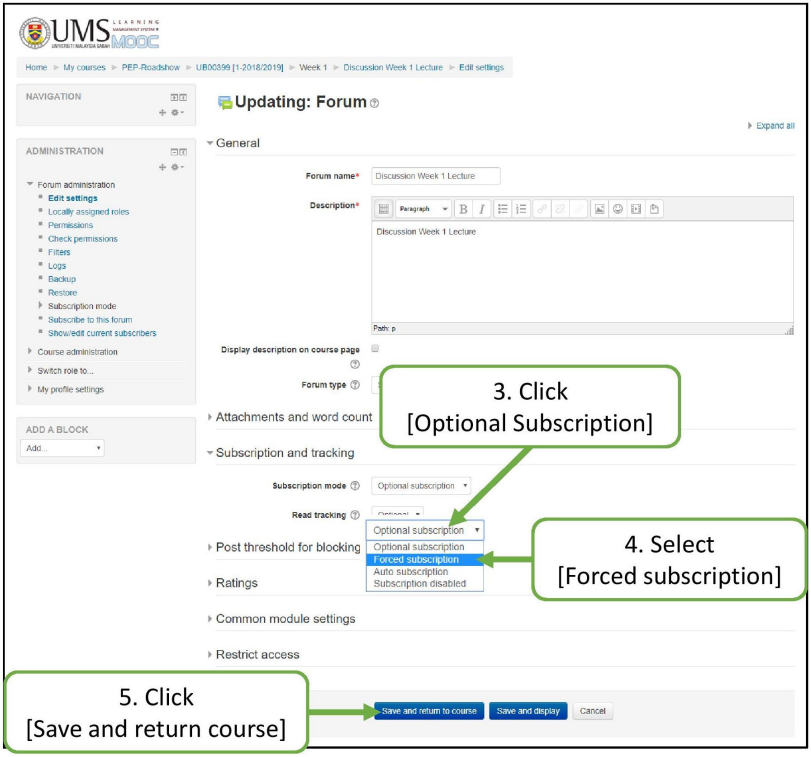


Figure 3.65: (continued) Step by step to setup subscription settings for a forum

3.2.2.5 Managing Assignment

You can make use of comprehensive functionalities of assignment module in SmartUMS to give assignment, collecting completed assignment, grading assignments, providing feedback, administrating late group submissions, and archiving assignments for auditing documentation.

Using the assignment module will save you considerable amount of time that you normally spend to administer and manage assignment submission and grading.

In addition, student can directly submit assignment to SmartUMS with a few clicks without going through the hassle of printing, binding and submitting their assignment manually. This can lead to cost savings and ensure accountability for audits.

Downloading the Submitted Assignments

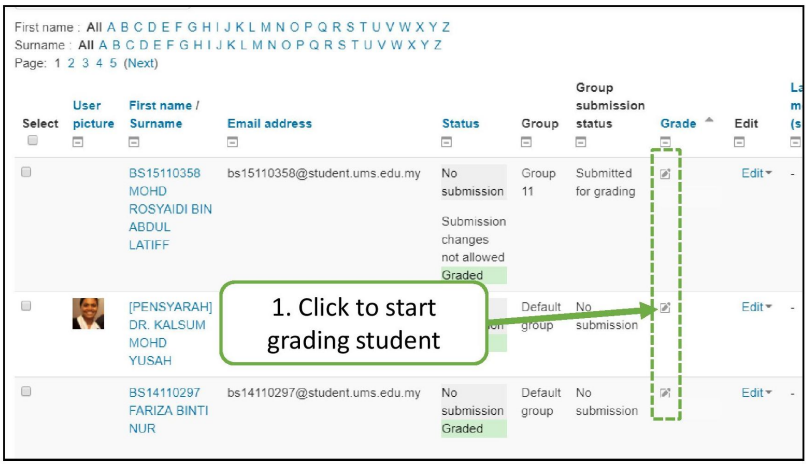


Figure 3.66: Step by step to download the submitted assignments

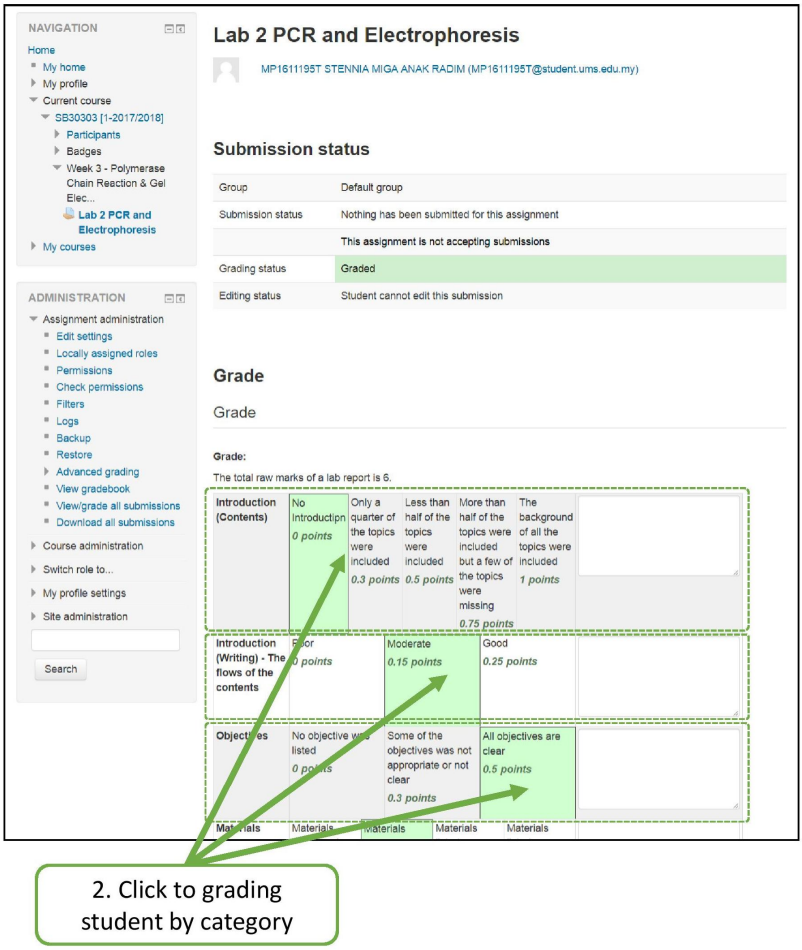


Figure 3.67: (continued) Step by step to download the submitted assignments

Grading Assignments

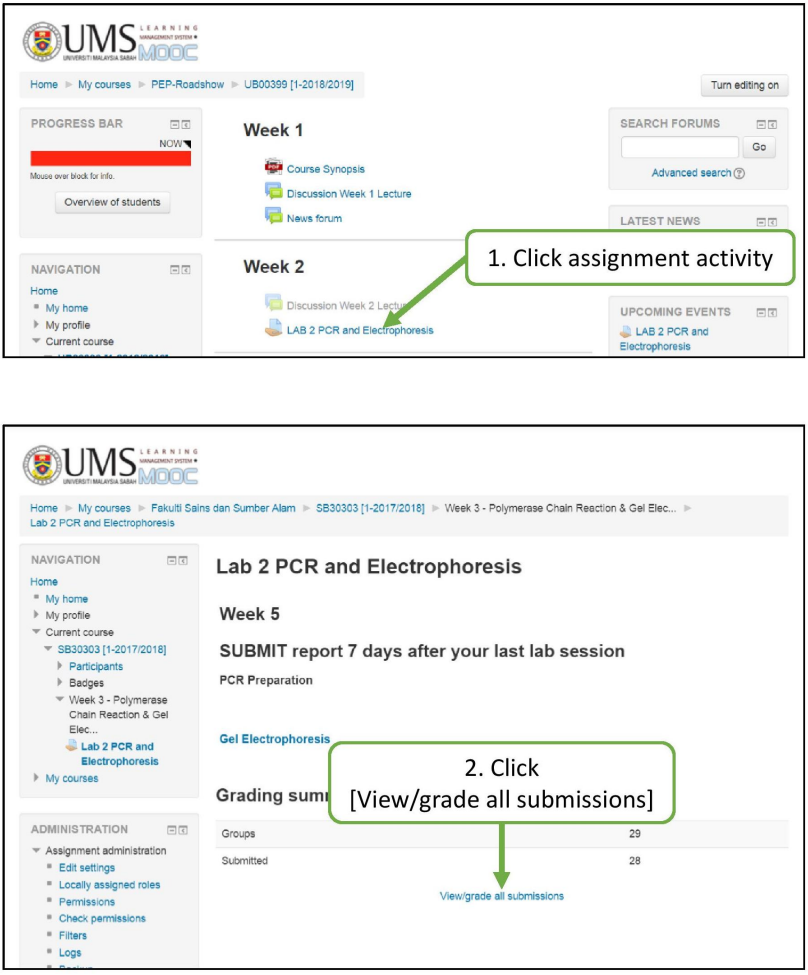


Figure 3.68: Step by step to grade assignments

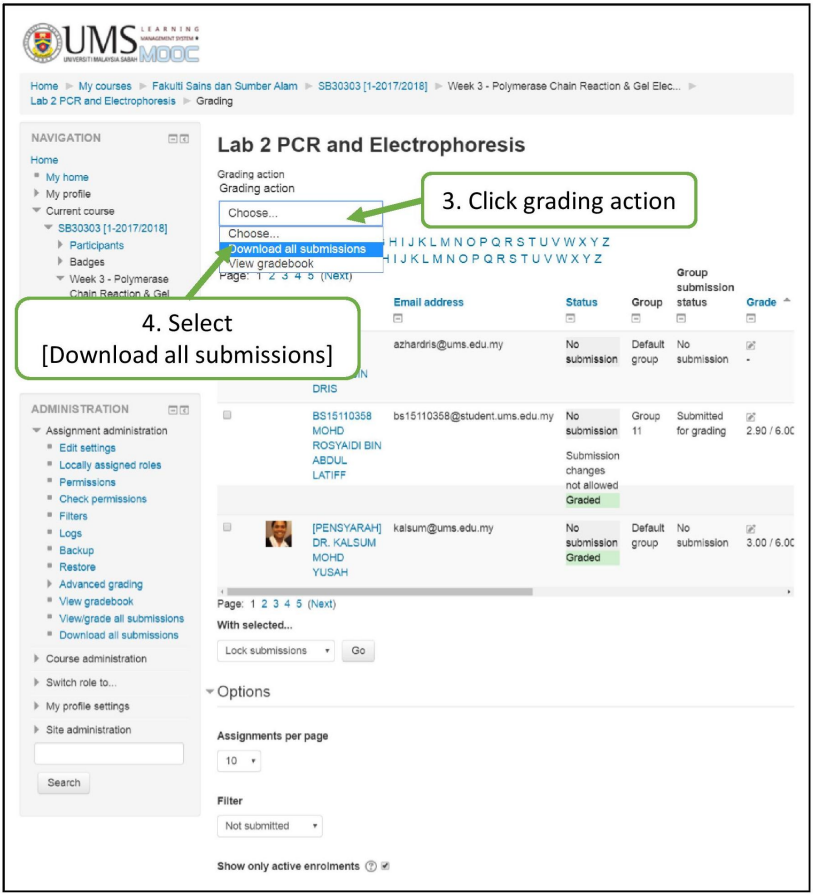


Figure 3.69: (continued) Step by step to grade assignments

3.2.2.6 Managing Quiz

SmartUMS can help you to grade you student answer in quizzes automatically. However, for essay question you need to grade it manually. In addition, you can extend the quiz time for students who provide a valid reason for not taking the quiz on a specific date.

Getting Quiz Grades Report

This shows all the students' quiz attempts, with the overall grade, and the grade for each question. There are links to review all the details of a student's attempt, just as the student would see it. The results can be downloaded in a variety of formats.

Figure 3.70: Step by step to get quiz grades report

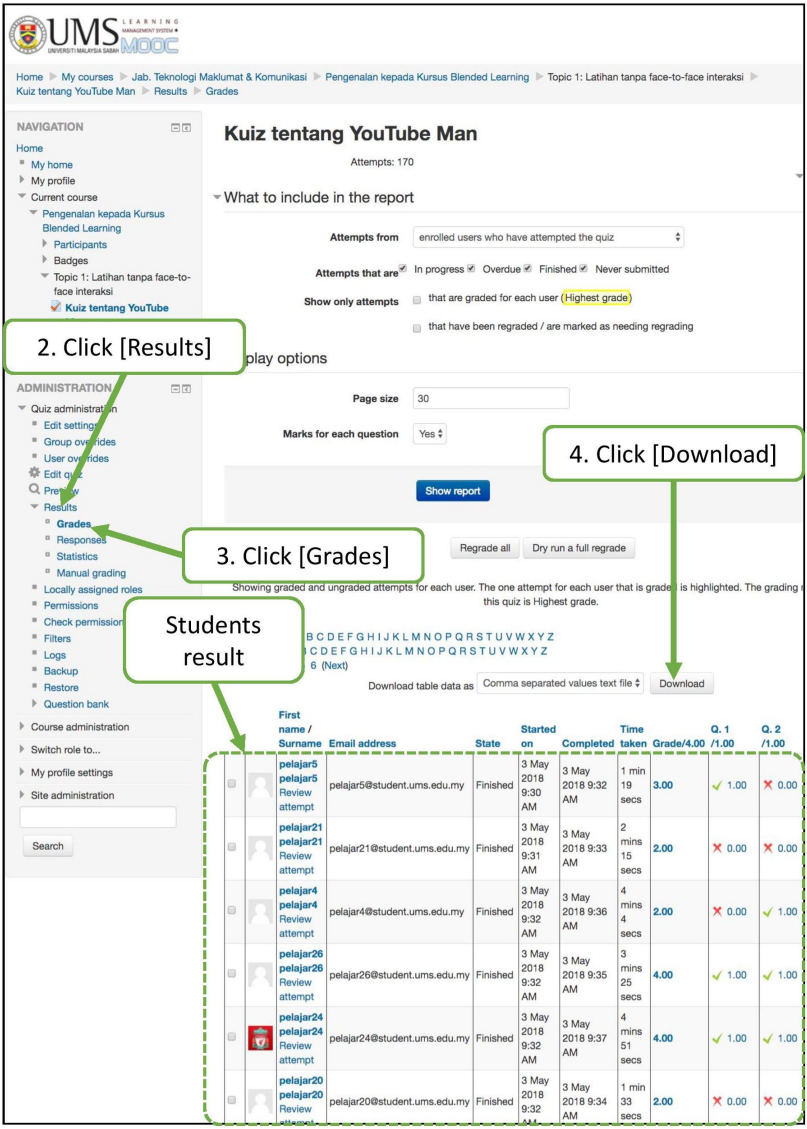


Figure 3.71: (continued) Step by step to get quiz grades report

Getting Quiz Grades Statistics

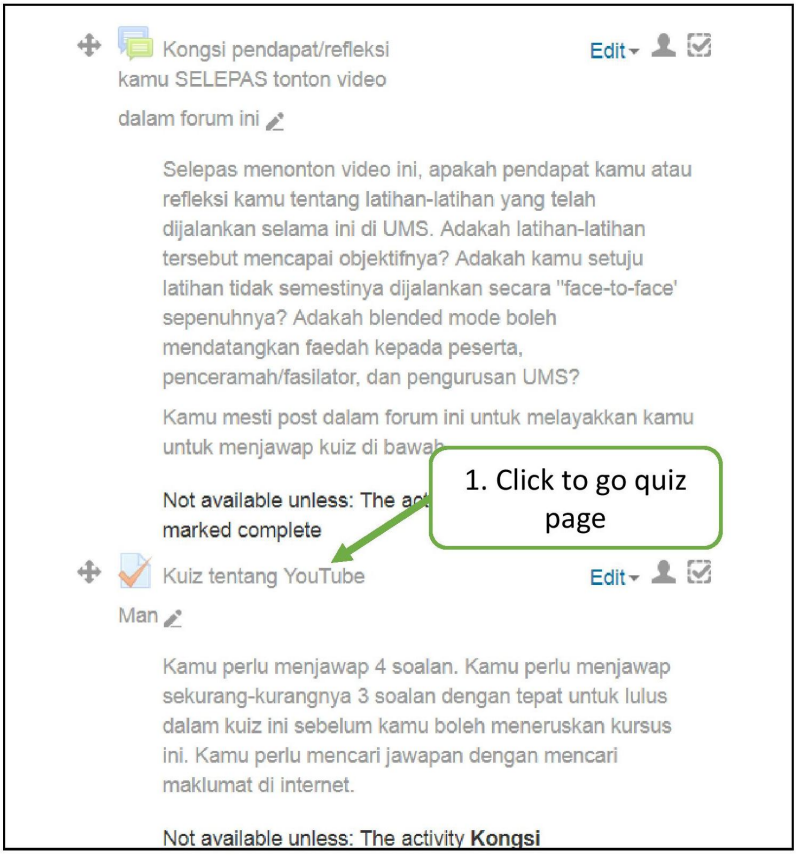


Figure 3.72: Step by step to get quiz grades statistics

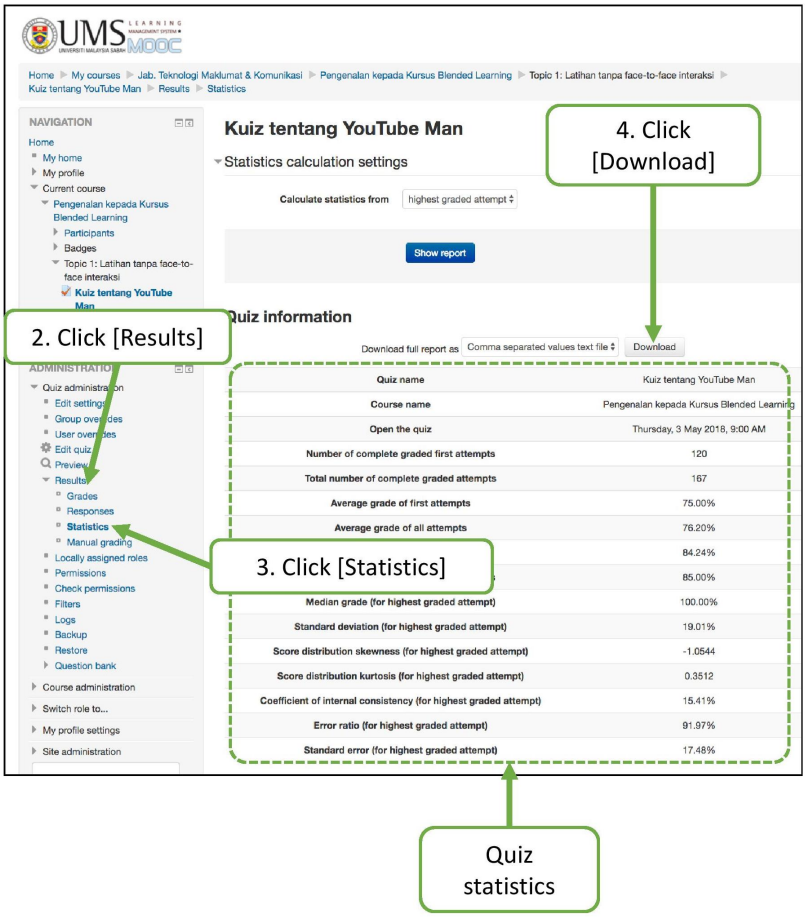


Figure 3.73: (continued) Step by step to get quiz grades statistics

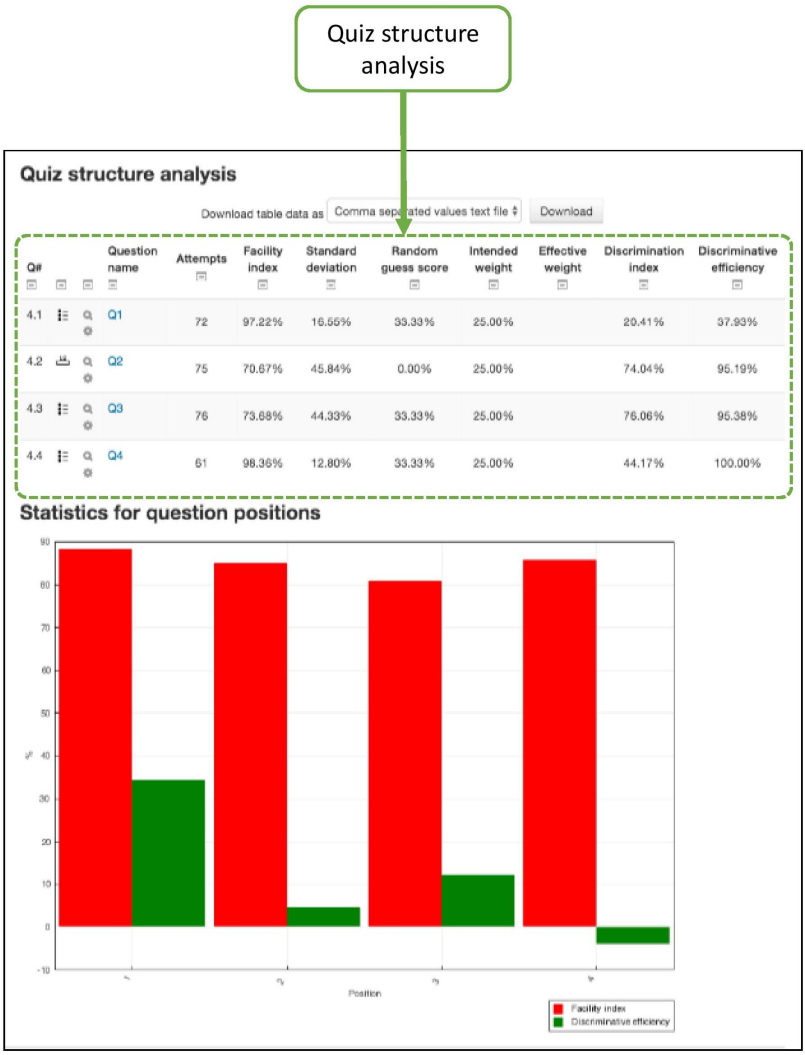


Figure 3.74: (continued) Step by step to get quiz grades statistics

Quiz Manual Grading for Essay Questions

The essay questions will not be assigned a grade until it has been reviewed by a teacher and manually graded. Until that happens, the student's grade will be 0. Note that the student will be able to view the grade upon entry into the system. This will be done via an email notification to the students inbox.

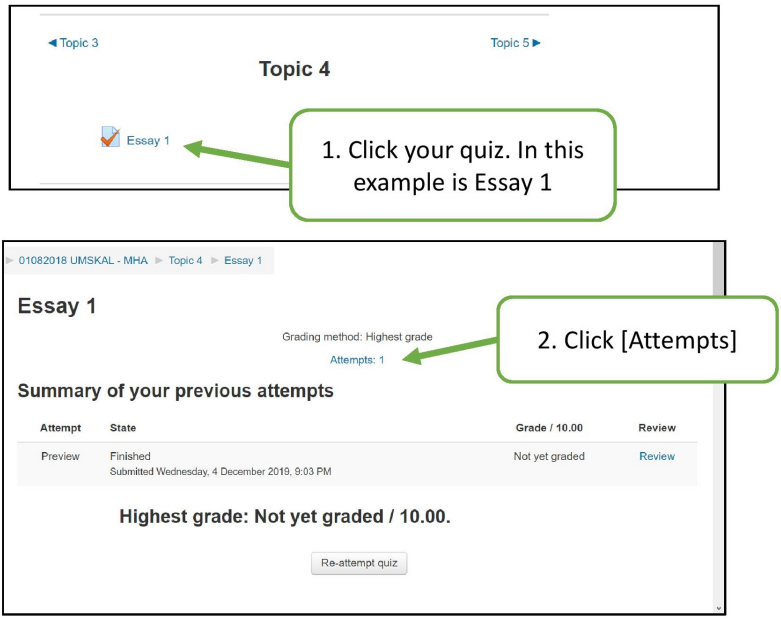


Figure 3.75: Step by step to grade the essay questions manually

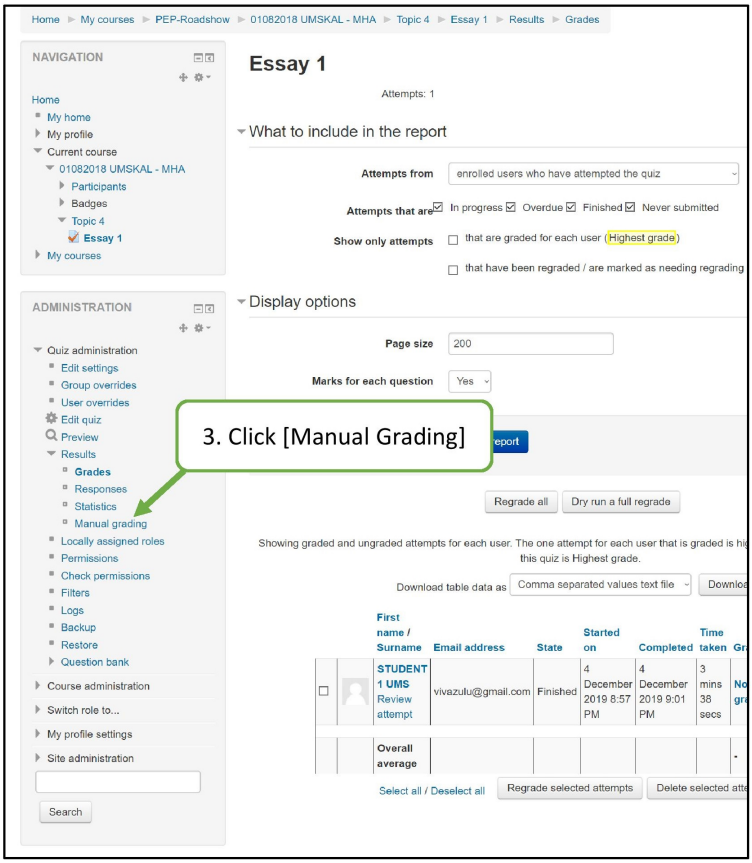


Figure 3.76: (continued) Step by step to grade the essay questions manually

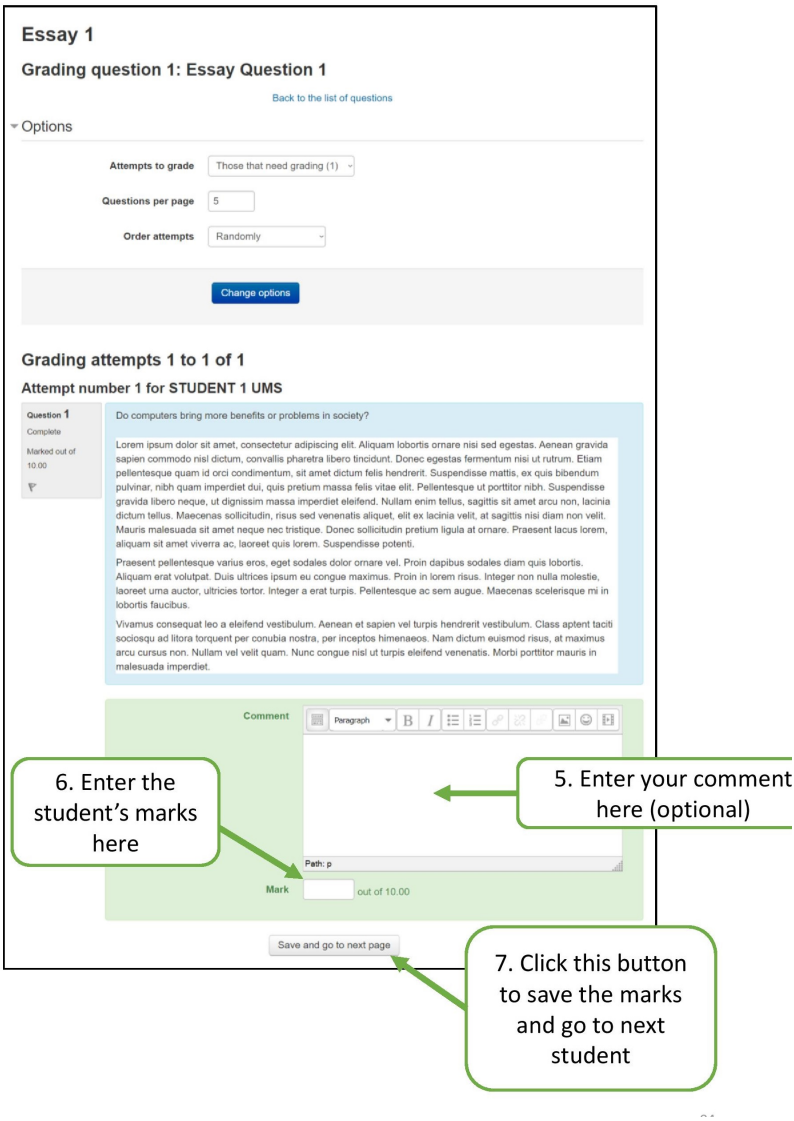


Figure 3.77: (continued) Step by step to grade the essay questions manually

Extension of Quiz Time for Individuals or Groups

You can grant students additional time for a quiz. If there is only one student that needs extended time, you can use a User overrides function in Quiz administration menu. If there is a group of students that need the same accommodation, it is best to put these students into a group and then use a Group overrides function.

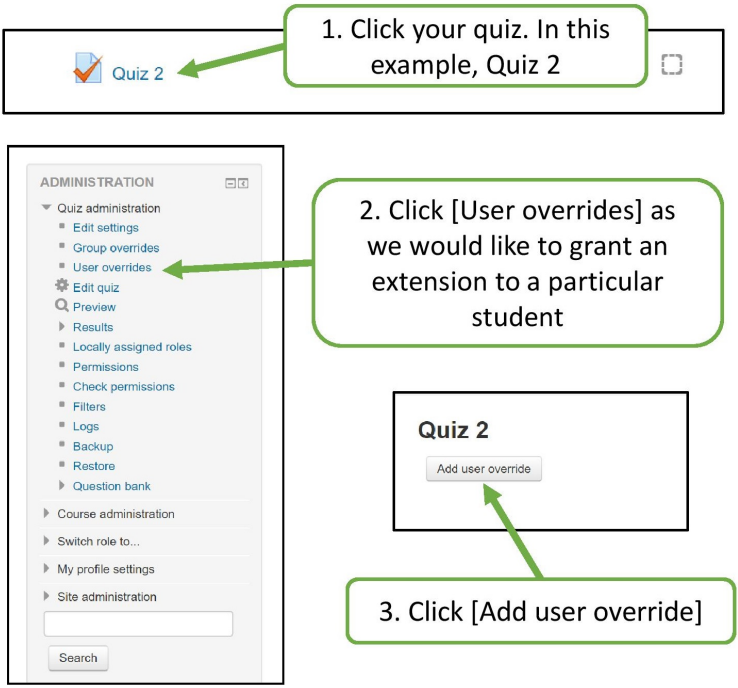


Figure 3.78: Step by step to extend quiz time for individuals or groups

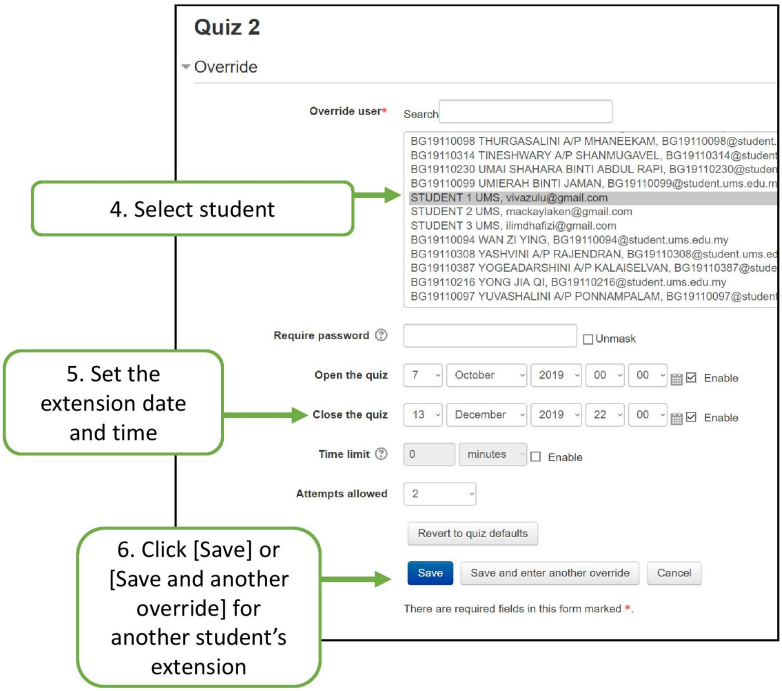


Figure 3.79: (continued) Step by step to extend quiz time for individuals or groups

3.2.3 Post Semester

This is a last part of you journey on creating progressive learning process and it's necessary for you establish security and maintenance matters which are included closing enrolment, backup, and downloading activity reports, grade book and assessment mark.

3.2.3.1 Closing Student Enrolment

At the end of the semester, the course need to be closed for student enrolment to prevent students access the course of the past semester and copy forum discussion, access quiz etc. Mean while, existing students will still have the access but new enrolment is not allowed.

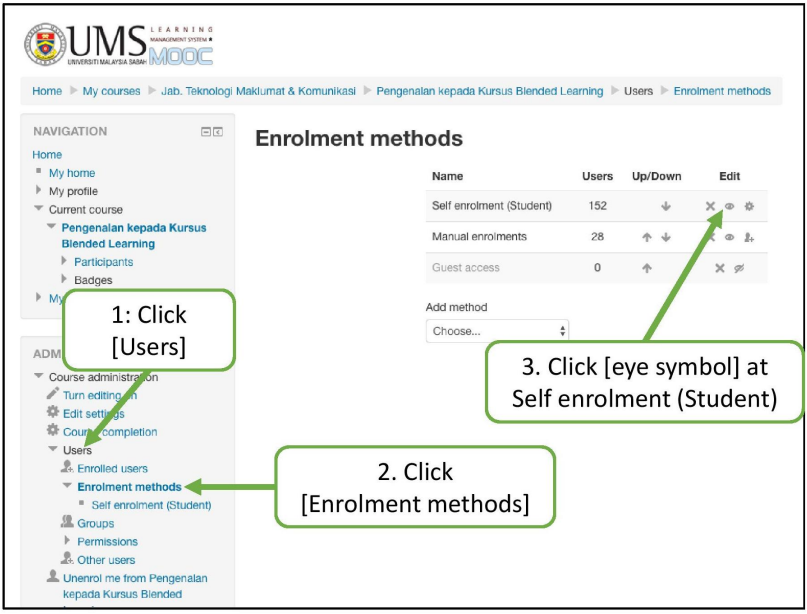


Figure 3.80: Step by step to close student enrolment

3.2.3.2 Backup Course and Content

All the resources, activities and records of student will be archived in SmartUMS that hosted in UMS server. For you copy, it is advisable to save a backup of the course resources and activities in your computer/hard drive or UMS Google cloud using a secure password.

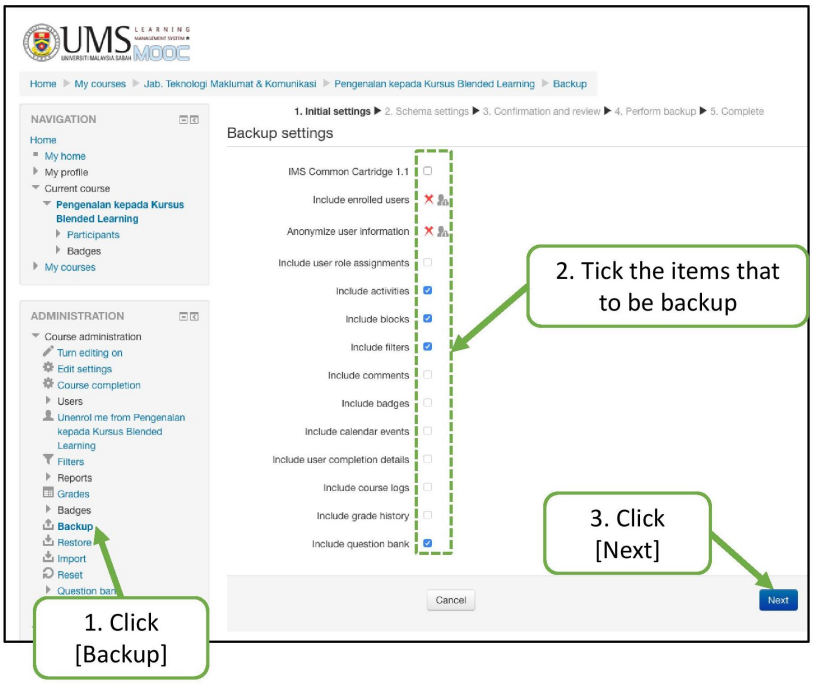


Figure 3.81: Step by step to backup course and content

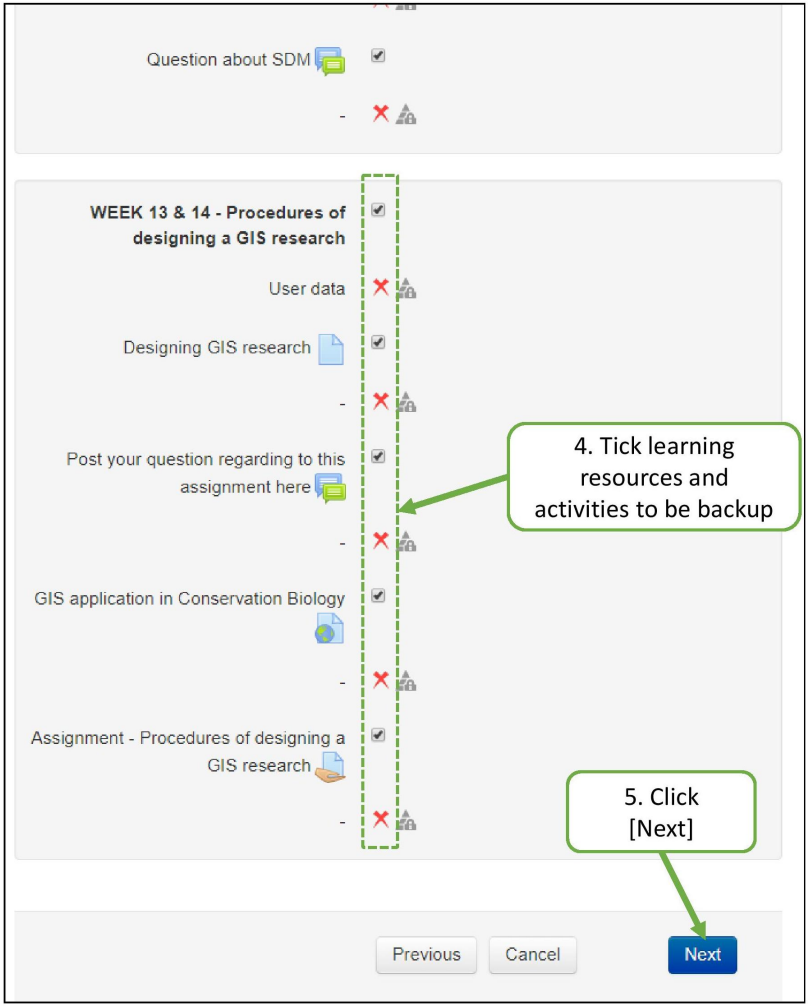


Figure 3.82: (continued) Step by step to backup course and content

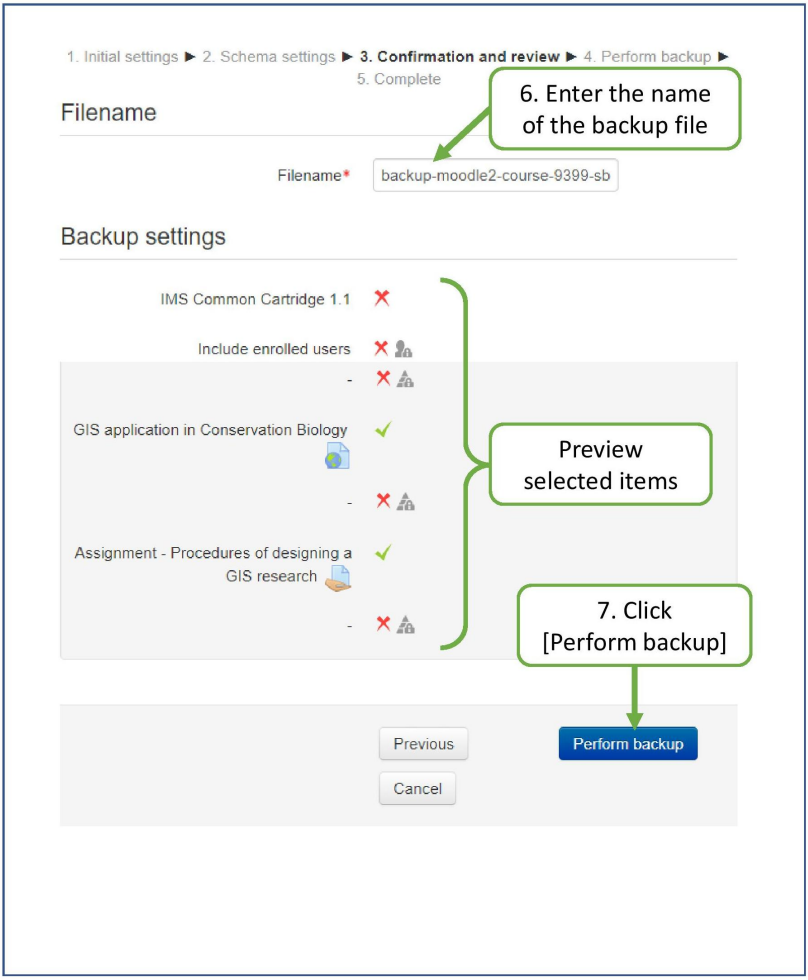


Figure 3.83: (continued) Step by step to backup course and content

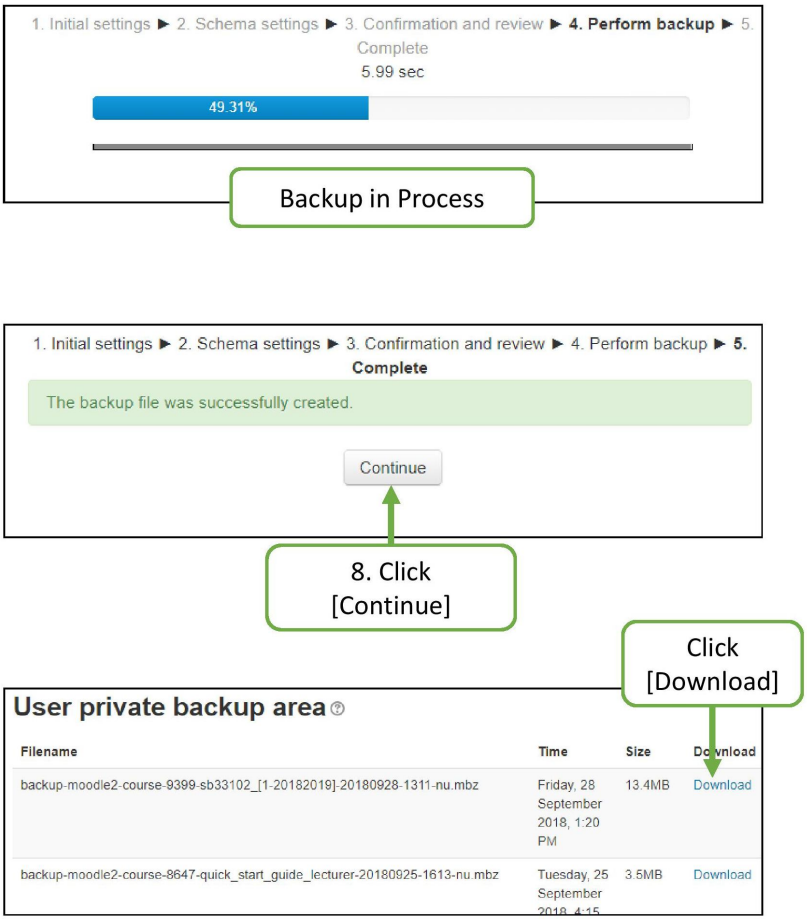


Figure 3.84: (continued) Step by step to backup course and content

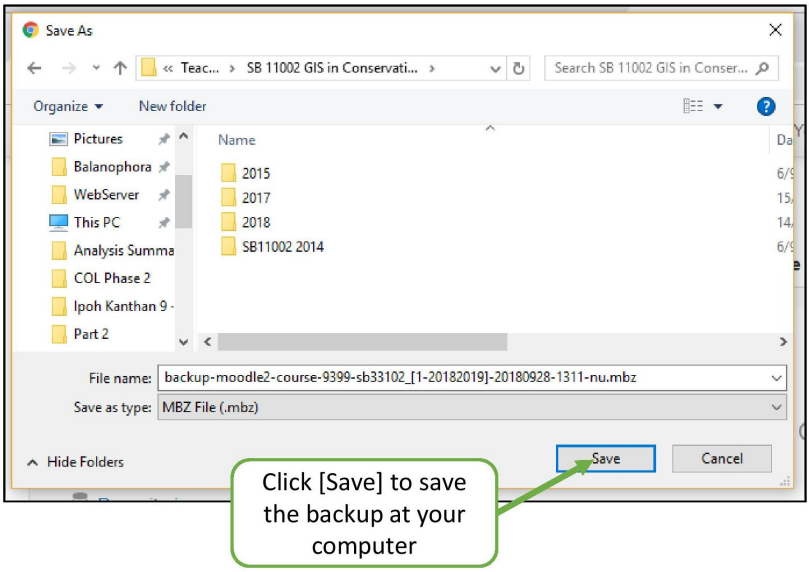


Figure 3.85: (continued) Step by step to backup course and content

3.2.3.3 Downloading Student Activities Reports

After backup the course, we can download students activities report. You can download a overview report of all students activities of a course or check participation of selected students for all activities. This provides an easy way to monitor student participation and progress in the course.

Getting Activity Report

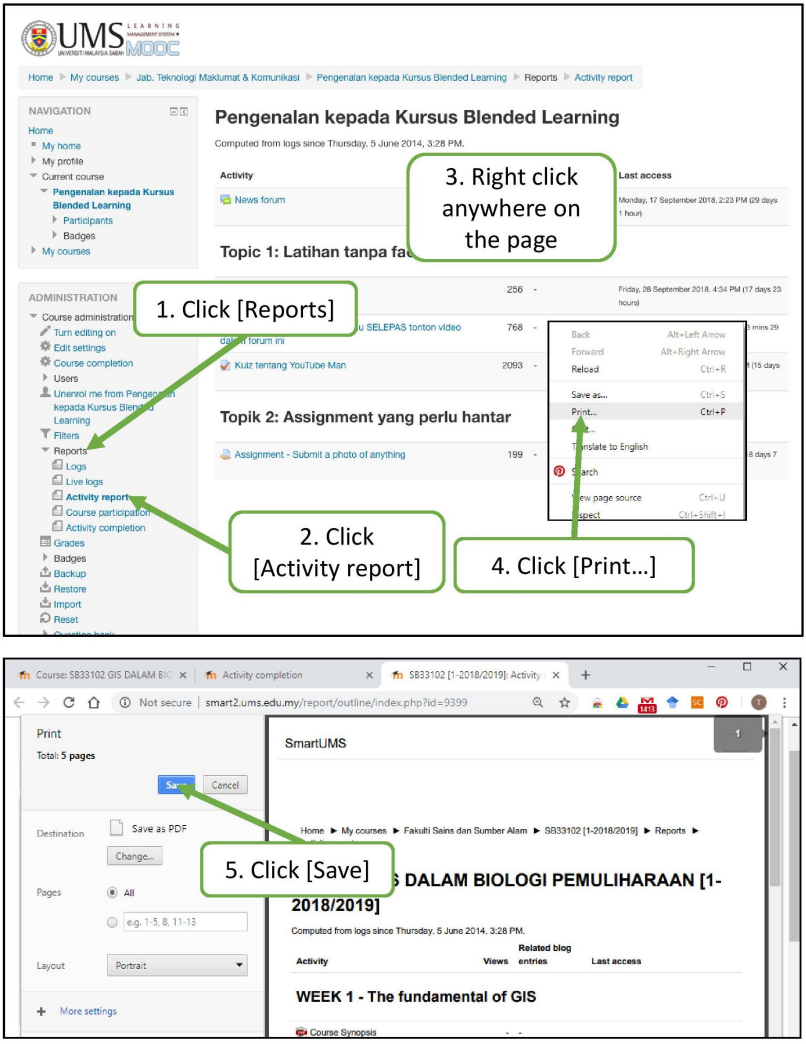


Figure 3.86: Step by step to get activity report

Getting Activity Completion Report

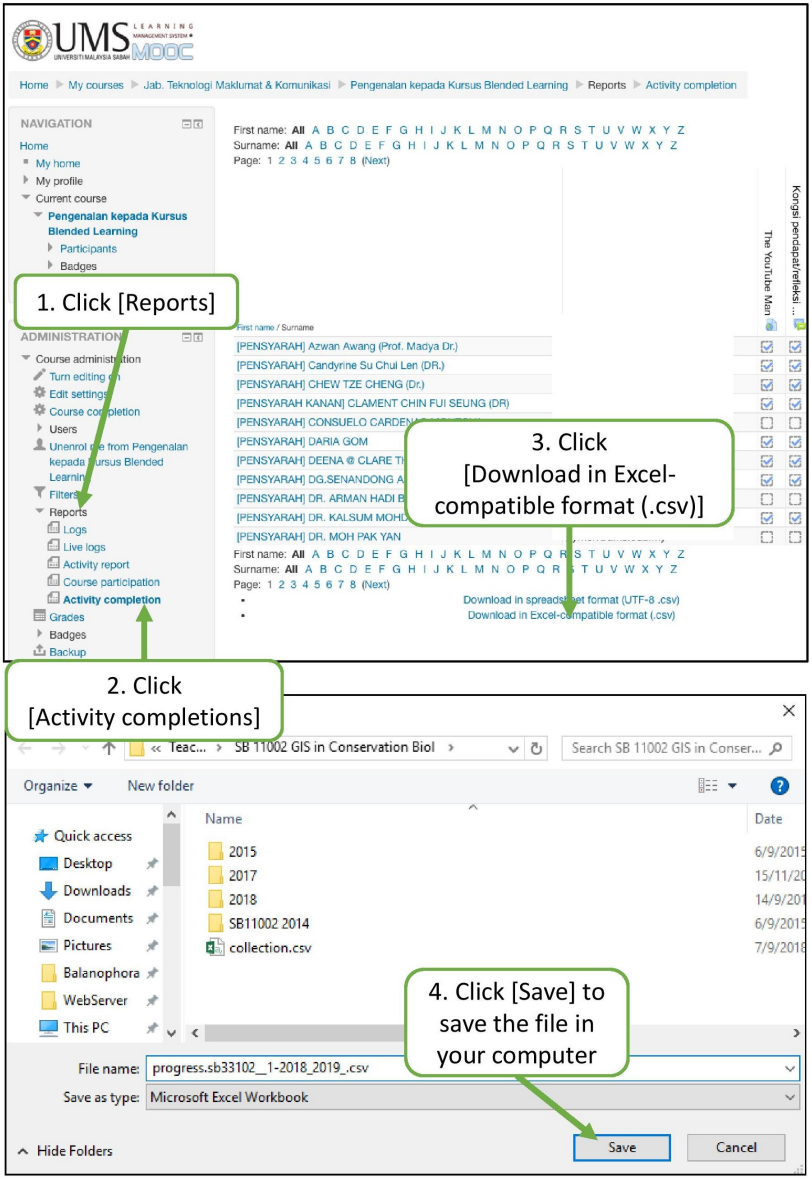


Figure 3.87: Step by step to get activity completion report

3.2.3.4 Downloading All Assessment Marks

When you are using quiz and assignment moodle in SmartUMS for student's assessment, you do not have to tabulate the marks from different quizzes or assignments manually. You can directly download all the marks of assignments and quizzes from SmartUMS at once. The marks will be saved in Excel format.

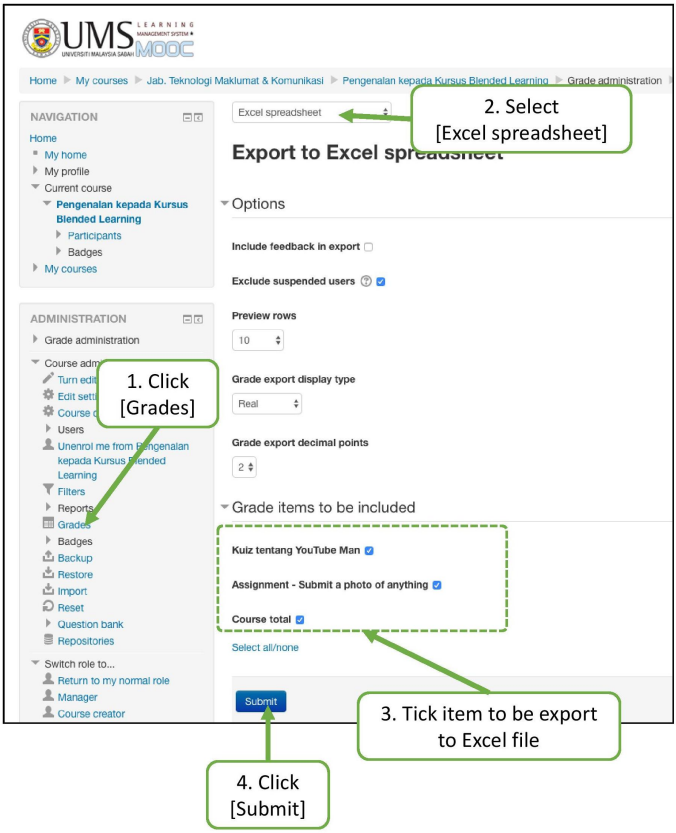


Figure 3.88: Step by step to download all assessment marks

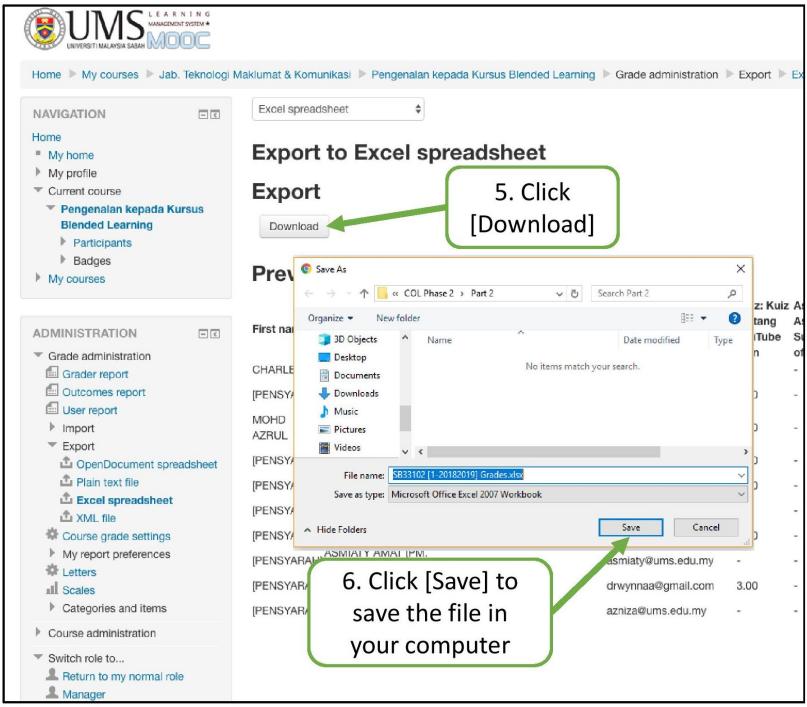


Figure 3.89: (continued) Step by step to download all assessment marks

Chapter 4

Part 2: TIPS TO IMPROVE YOUR COURSE

After you complete the setup of your course, it is highly recommended for your to add-on some features to improve your course. This few tips are included how to customise user interface, monitoring student progress, administration of student marks, and utilize the quiz bank.

4.0.0.1 Customise User Interface

Your course page default layout consists of three column. Navigation Block and Administration Block on the right column; course content - sections, learning resources and activities at the centre column; other Blocks on the left column. These Blocks provide information and useful tools. There are a few of the Blocks can be added to your course page so that you and your students can use the additional functionality of SmartUMS.

In addition, you can also hide some section temporarily so that students can focus on the topics for particular section.

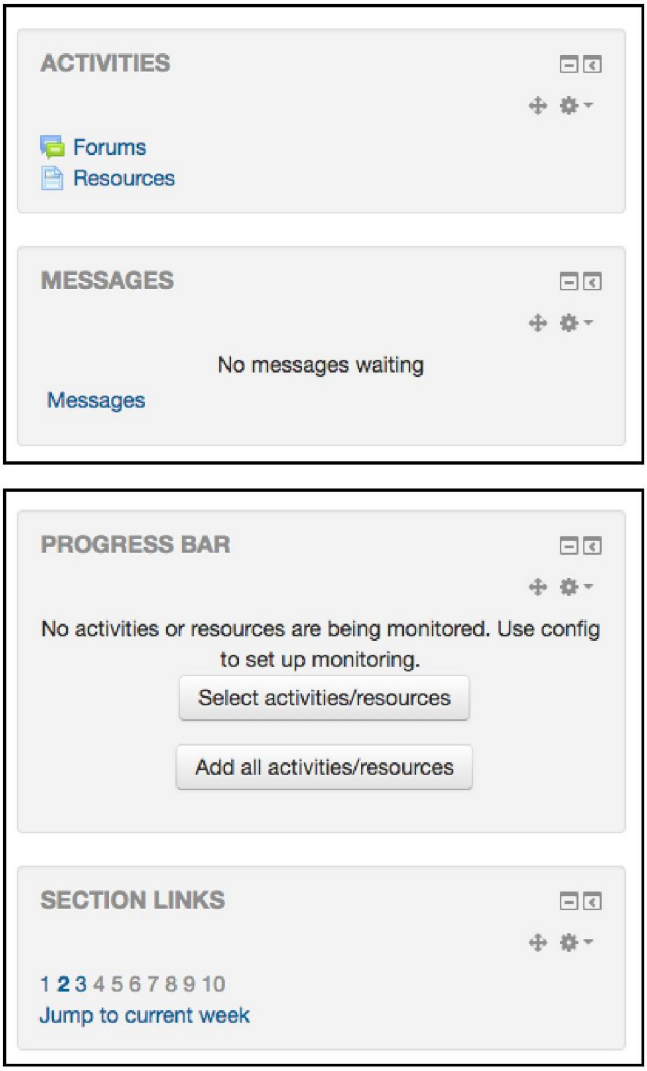


Figure 4.1: The Blocks

Progress Bar You can select learning activities and resources are to be included in the progress bar. The progress bar block is a useful tool for students to keep track of their learning. In addition, you can also use it to monitor the progress of students so that you can quickly determine who is engaged or who may need additional support.

Messages You and your students can use this block to read, send and manage messages.

Section Links You and your students can use the section links to quickly navigate to a particular topic/week section of the course.

Activities You and your students can quickly find particular types of learning resources and activities of the courses without spending time to locate them in sections. This block lists different learning resource and activities available in your course (Forums, Quizzes, Assignments, and so forth).

Showing Blocks

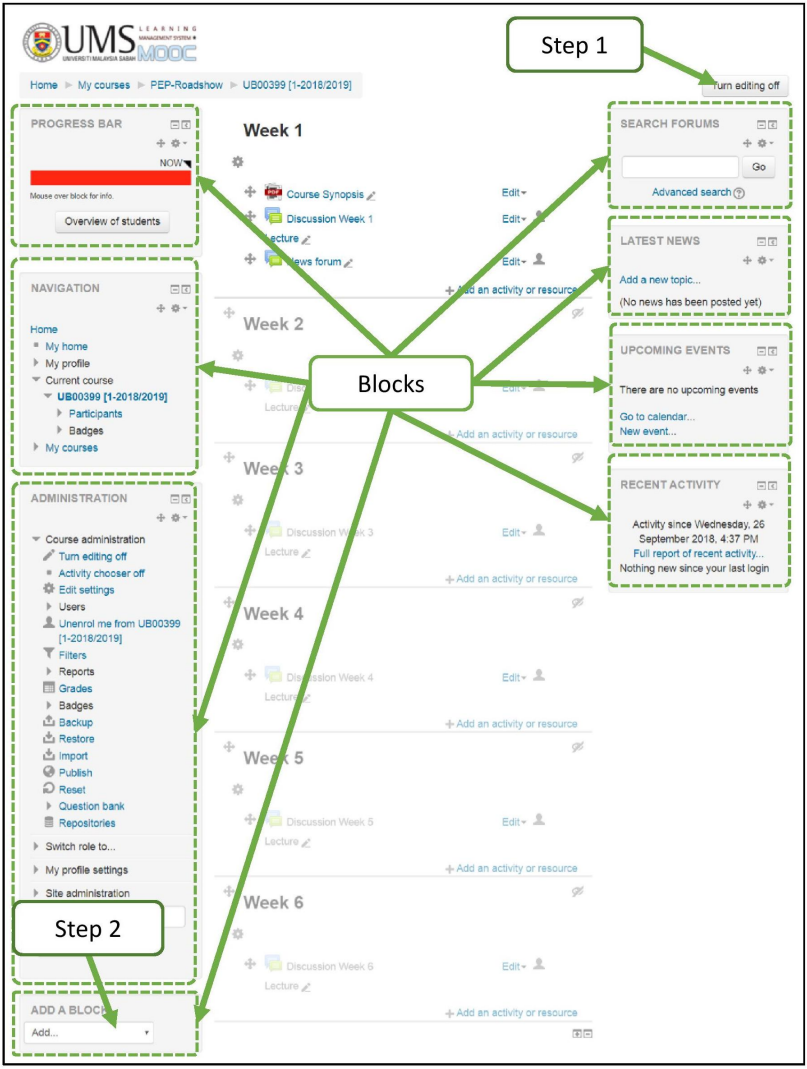


Figure 4.2: Step by step to show Blocks

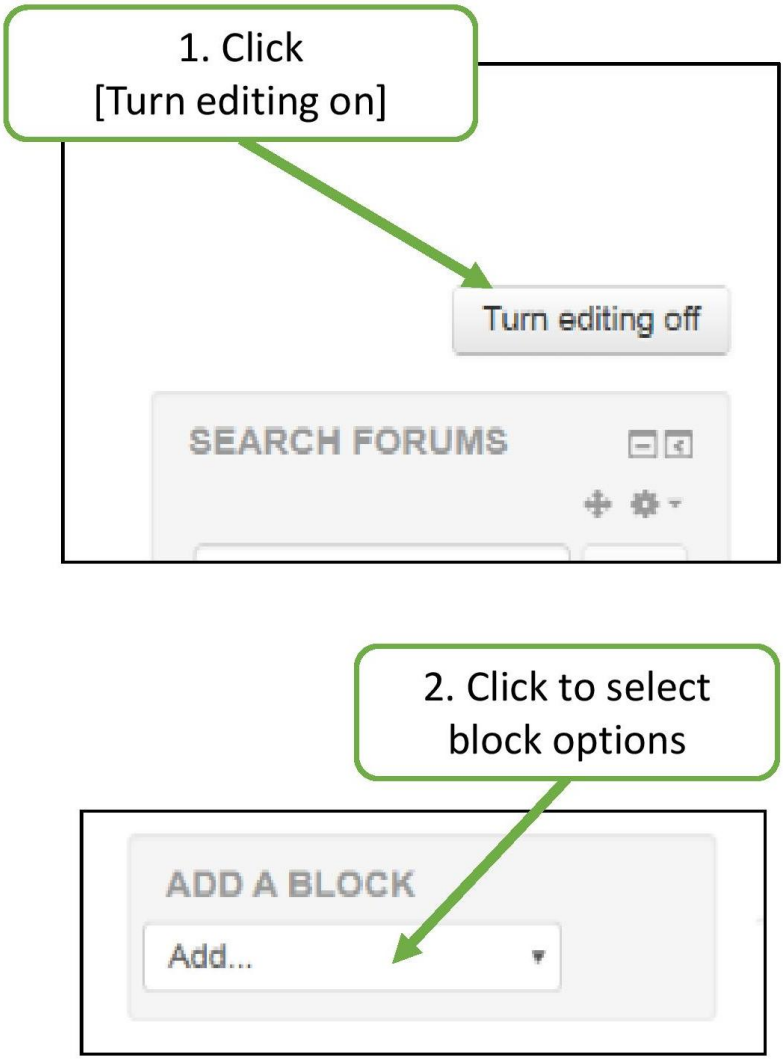


Figure 4.3: (continued) Step by step to show Blocks

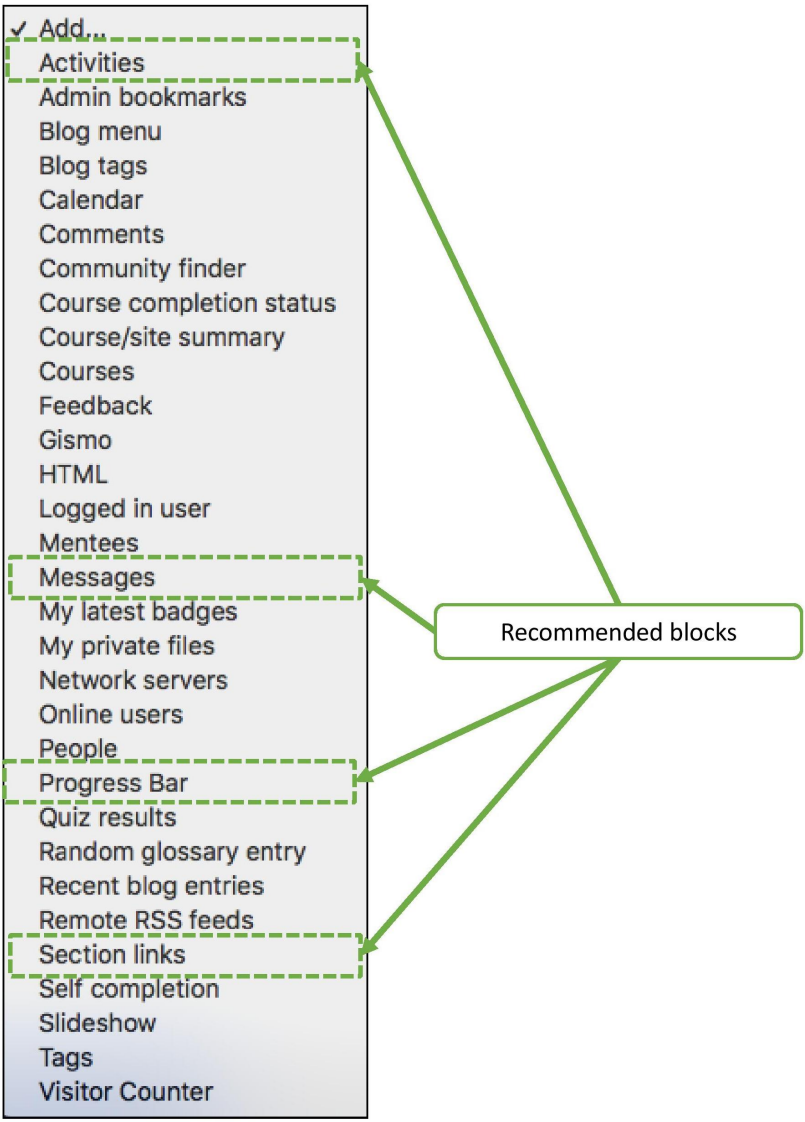


Figure 4.4: (continued) Step by step to show Blocks

Setting Progress Bar

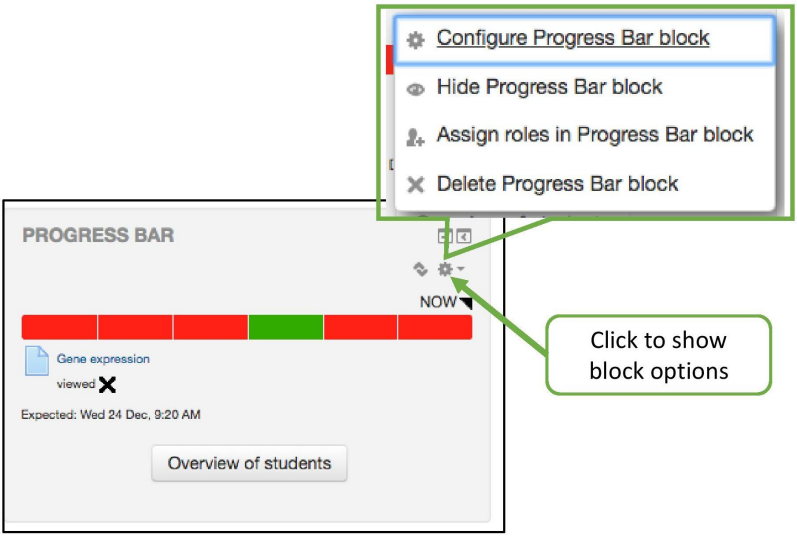
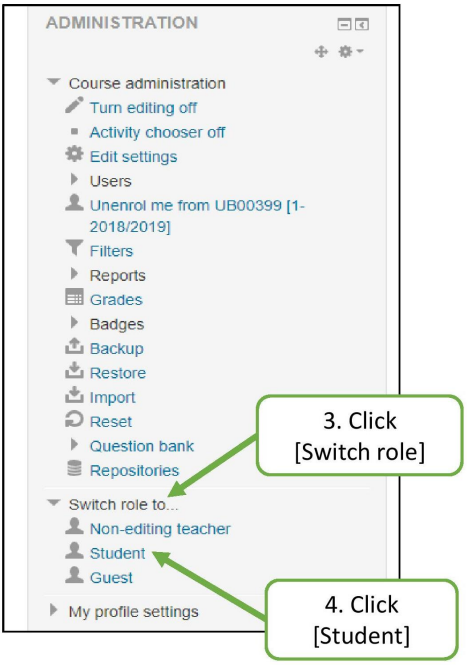


Figure 4.5: Step by step to setup progress bar

Hiding or Showing Section

Figure 4.6: The 4 steps to hide or show sections

Figure 4.7: Step by step to hide or show sections



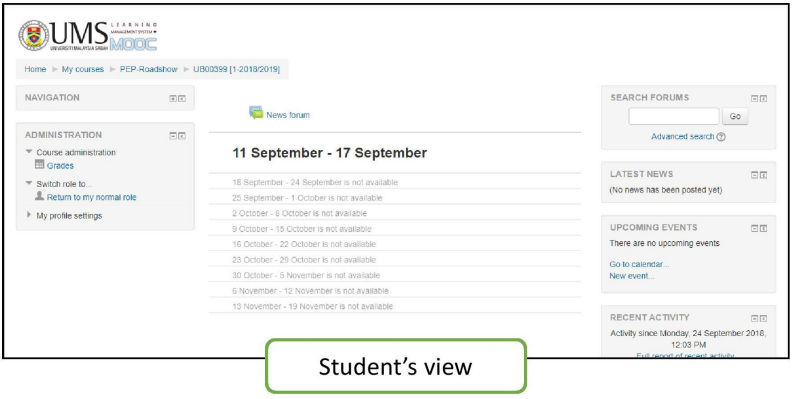


Figure 4.8: (continued) Step by step to hide or show sections

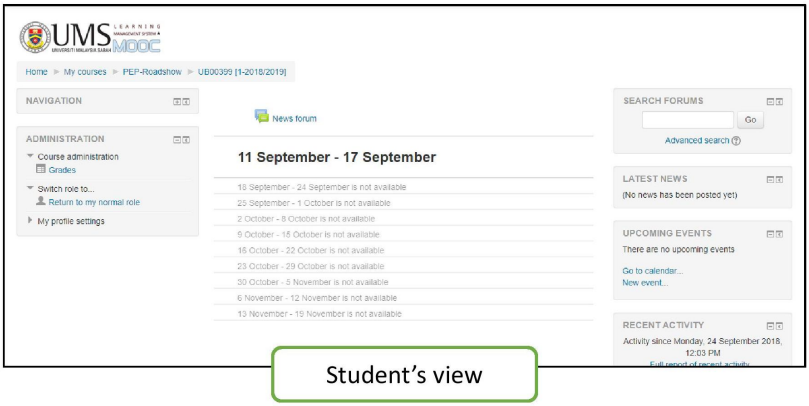


Figure 4.9: (continued) Step by step to hide or show sections

4.0.0.2 Monitoring Student Progress

In general, you can monitor student progress by assessing their performance via *formative* or *summative* assessments, such as mid-term test, quizzes, tutorials, assignments etc. In addition to assessments, you can also make use of some functions in SmartUMS, for you to monitor student progress and for student to manage their learning process.

By using SmartUMS, it is possible to monitor the progress of every student without significantly increasing the lecturer's workload.

There are two levels of student monitoring that can be done in SmartUMS – (1) by tracking student access to each of the learning resources and activities created in SmartUMS, and (2) by applying restriction access and conditions for the learning resources and activities to control student learning progress.

Setup Restrict Access

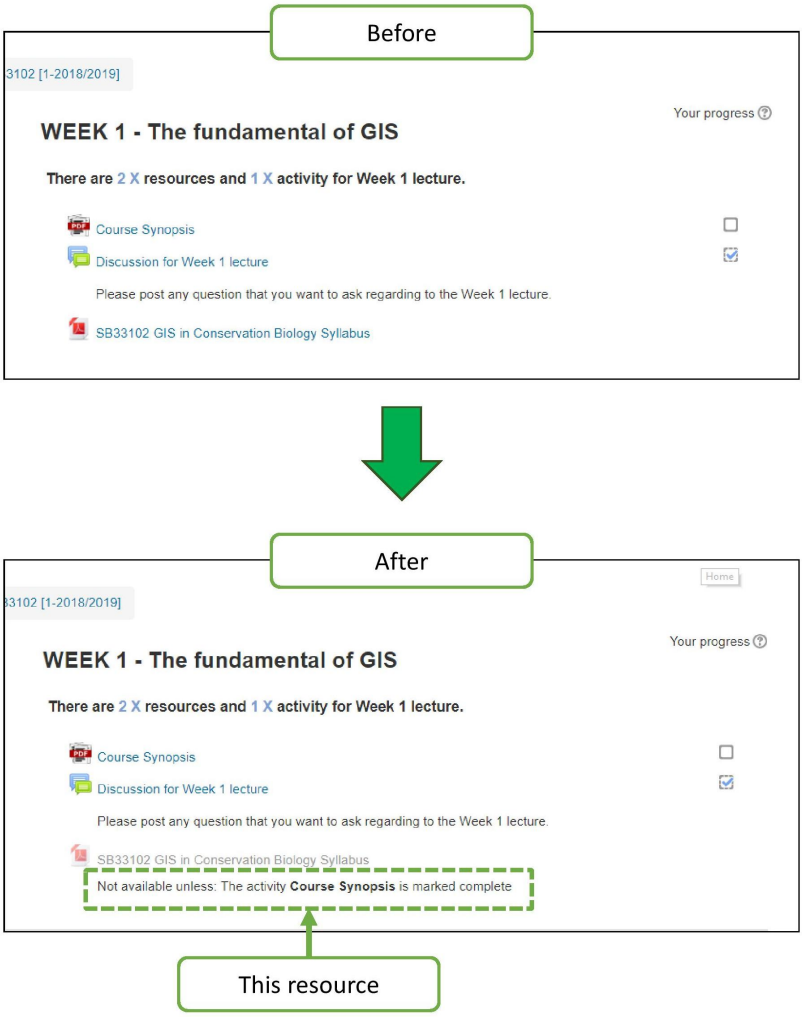


Figure 4.10: Example of restrict access for a resource

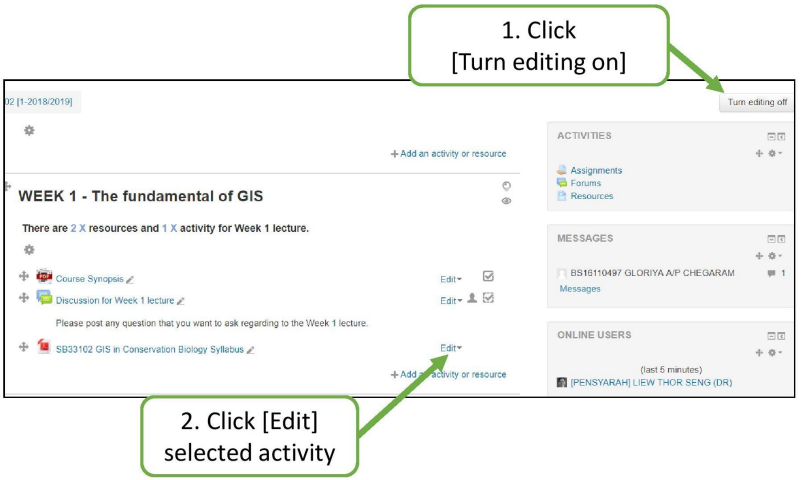
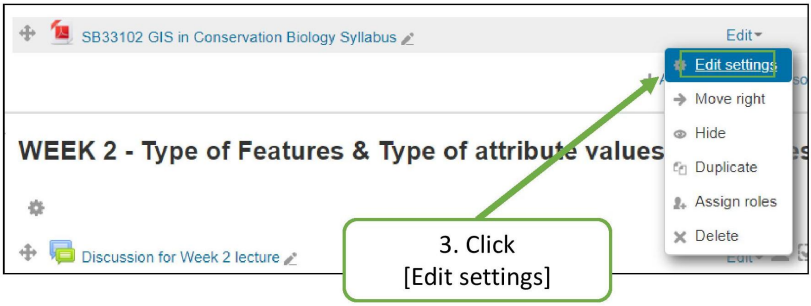


Figure 4.11: Step by step to setup restrict access



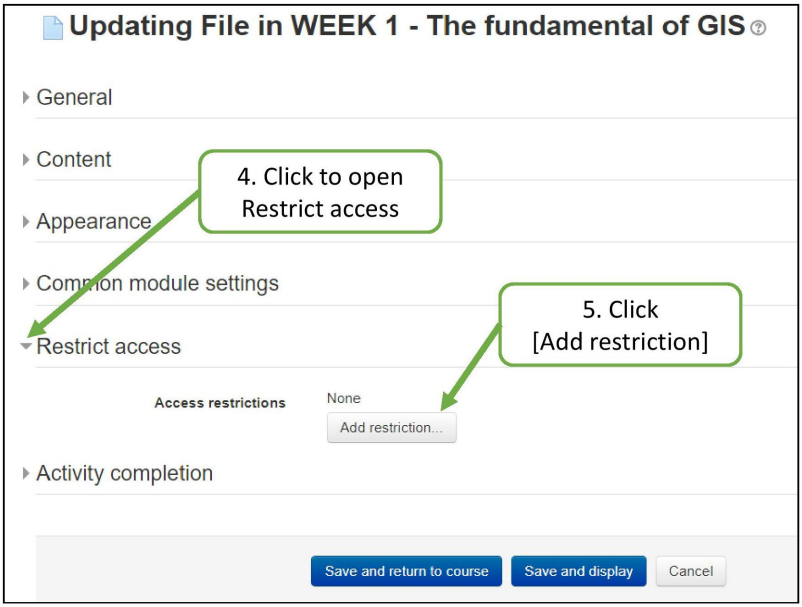


Figure 4.12: (continued) Step by step to setup restrict access

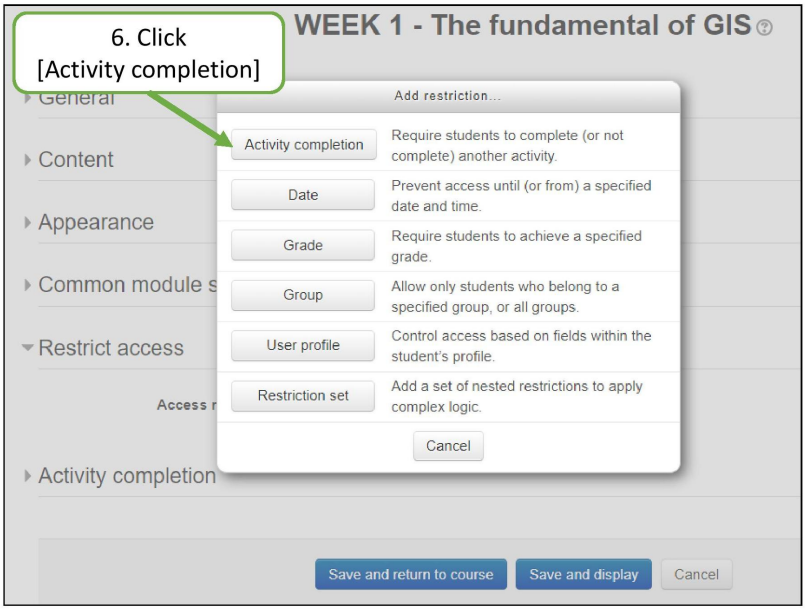


Figure 4.13: (continued) Step by step to setup restrict access

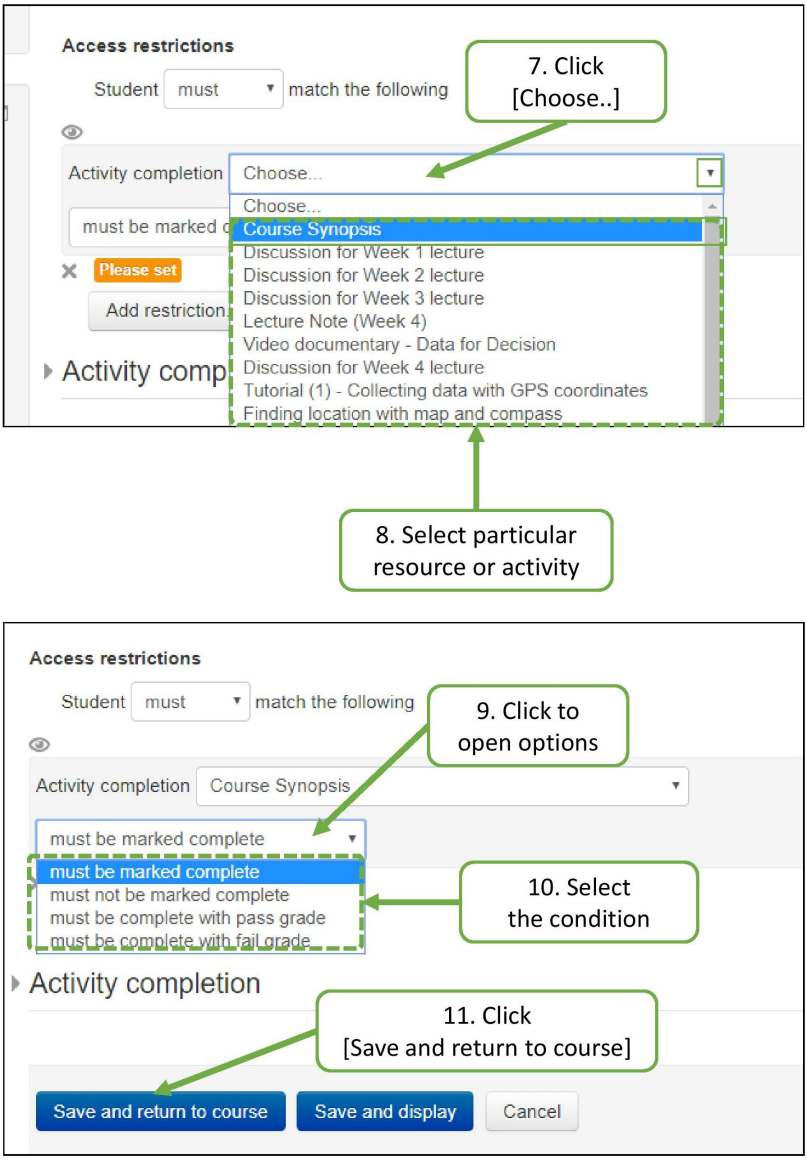


Figure 4.14: (continued) Step by step to setup restrict access

Progress Bar Customisation

The progress bar gives a graphical overview of the progress of the student across the duration of the course. The activities such as downloading lecture notes, completing quizzes and assignments appear as green boxes. Upon completion of the entire course content, a single green bar will be visible. This enables lecturers to track students who are lagging behind as compared to their peers.

Add Resources or Activities in Progress Bar

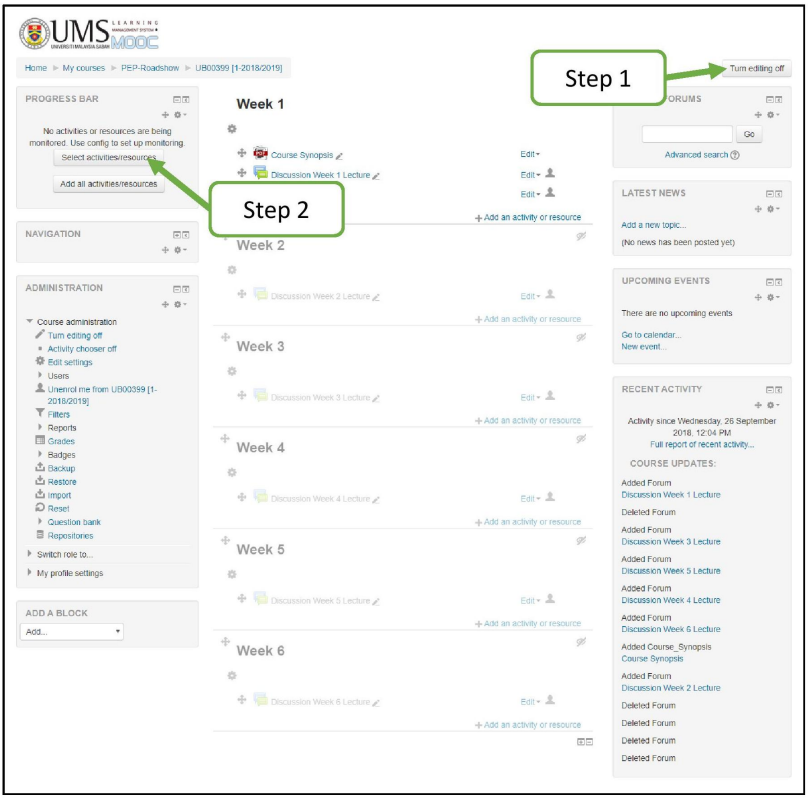


Figure 4.15: Step by step to add resources or activities in empty progress bar

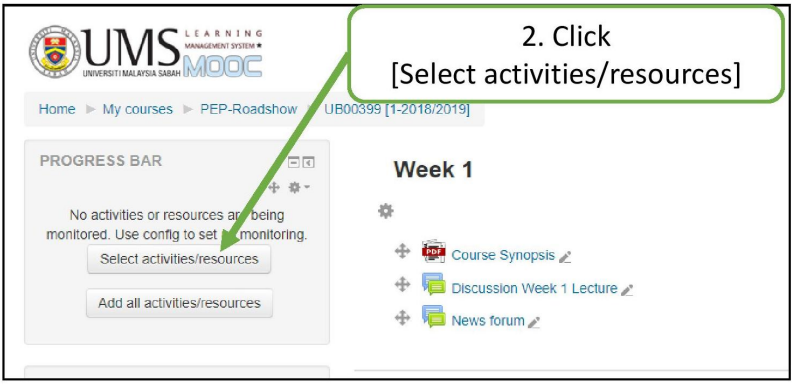


Figure 4.16: (continued) Step by step to add resources or activities in empty progress bar

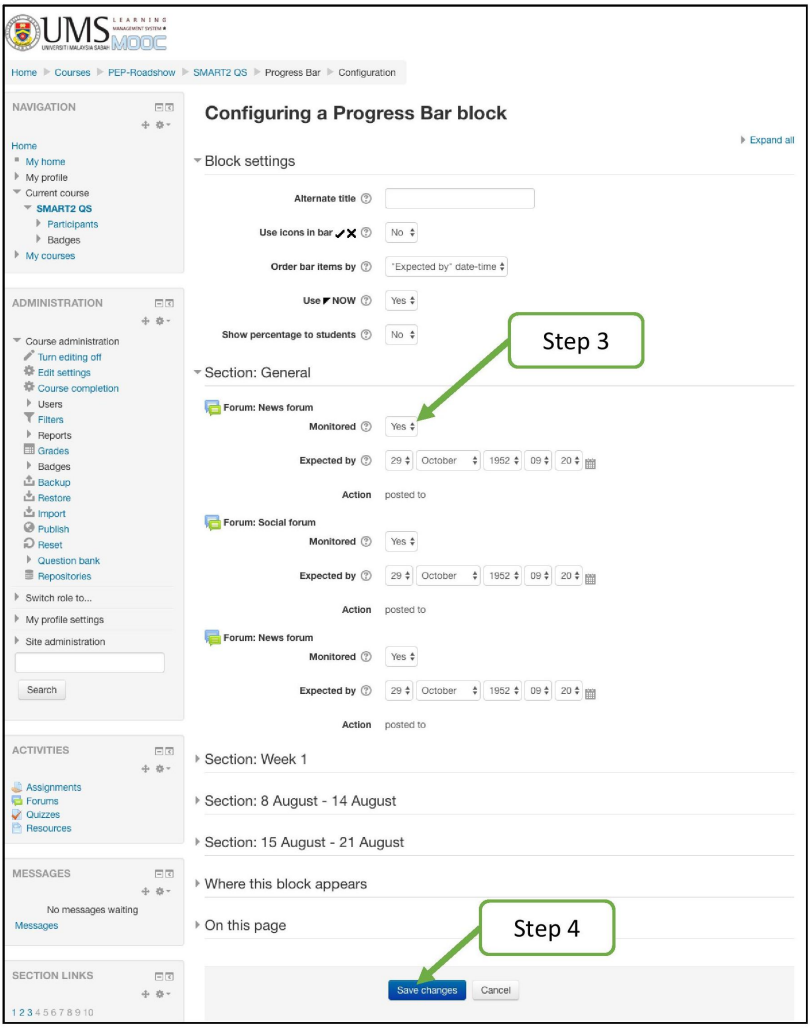


Figure 4.17: (continued) Step by step to add resources or activities in empty progress bar

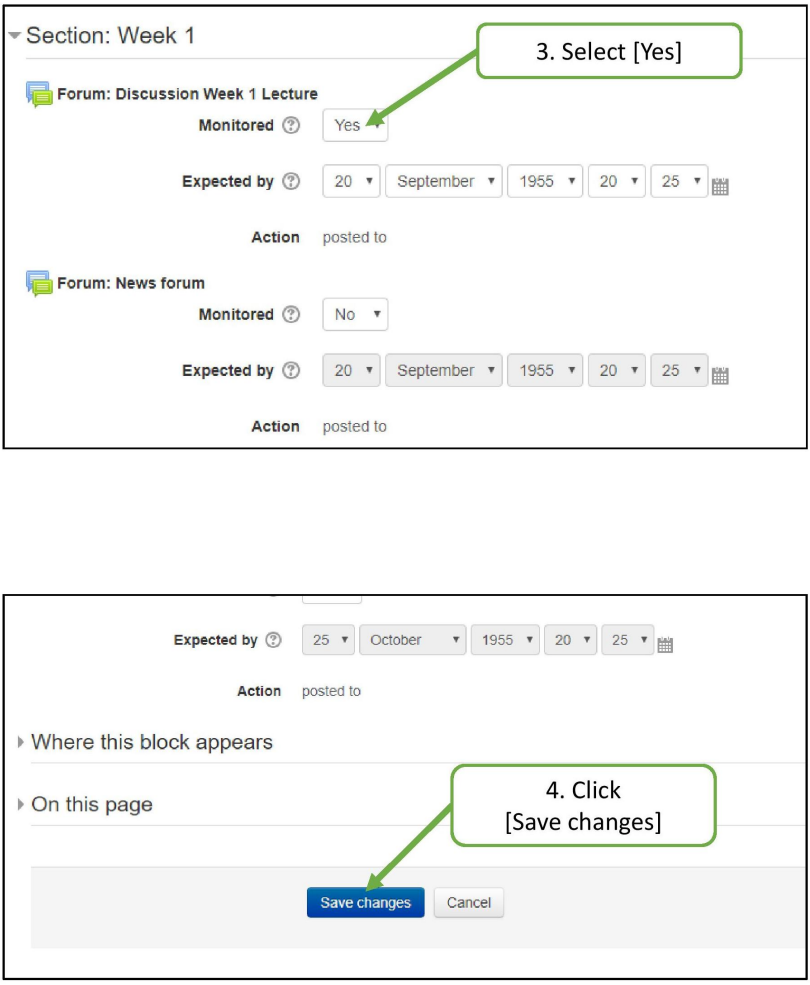


Figure 4.18: (continued) Step by step to add resources or activities in empty progress bar

Changing Resources or Activities in Progress Bar

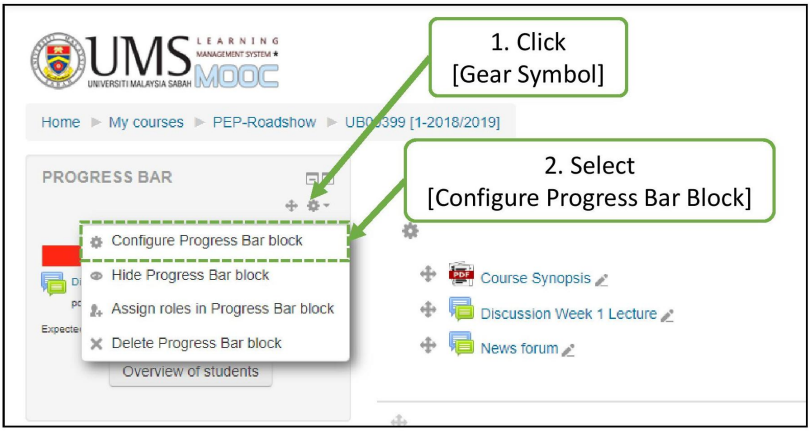


Figure 4.19: Step by step to change resources or activities in progress bar

Monitoring Students' Progress Bar

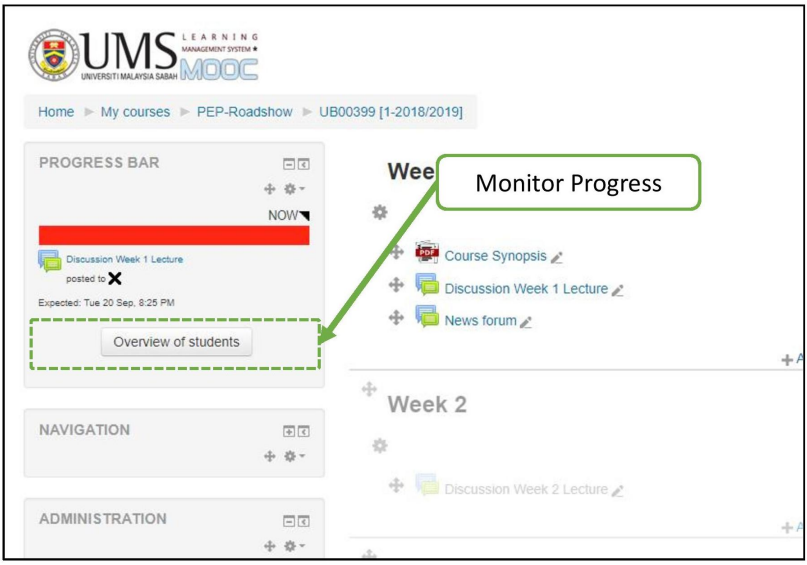


Figure 4.20: Step by step to monitor students' progress bar

4.0.0.3 Administration of Student Marks

For those graded activities created in SmartUMS such as assignments, quizzes and graded forums, the marks for these activities appear automatically in the students' grade books without recourse to any additional settings. However, SmartUMS can also can be used for the administration of student assessments that have to be done in a conventional face-to-face manner, such as mid-term exams, student presentations, mini-project and practical.

For the latter three types of assessment, assignments with rubrics can be created for grading purposes as for normal assignments. The only difference is this type of assignment does not require a submission from the students, and lecturers uses rubrics to give marks.

For the mid-term exam, the marks can be communicated to the respective students via SmartUMS gradebook thus avoid the need to post all student marks collectively and publicly on notice boards or via online platform. It is possible to integrating the SmartUMS in the grading process or your marking workflow that do not to incur extra work.

Below Step-by-Step demonstrates, various advanced settings for grading modules were demonstrated, relating to the creation of grading items, grading categories, gradebook viewing, grade importing, action settings for grading items and the exporting of grades to excel.

Viewing Student's Gradebook

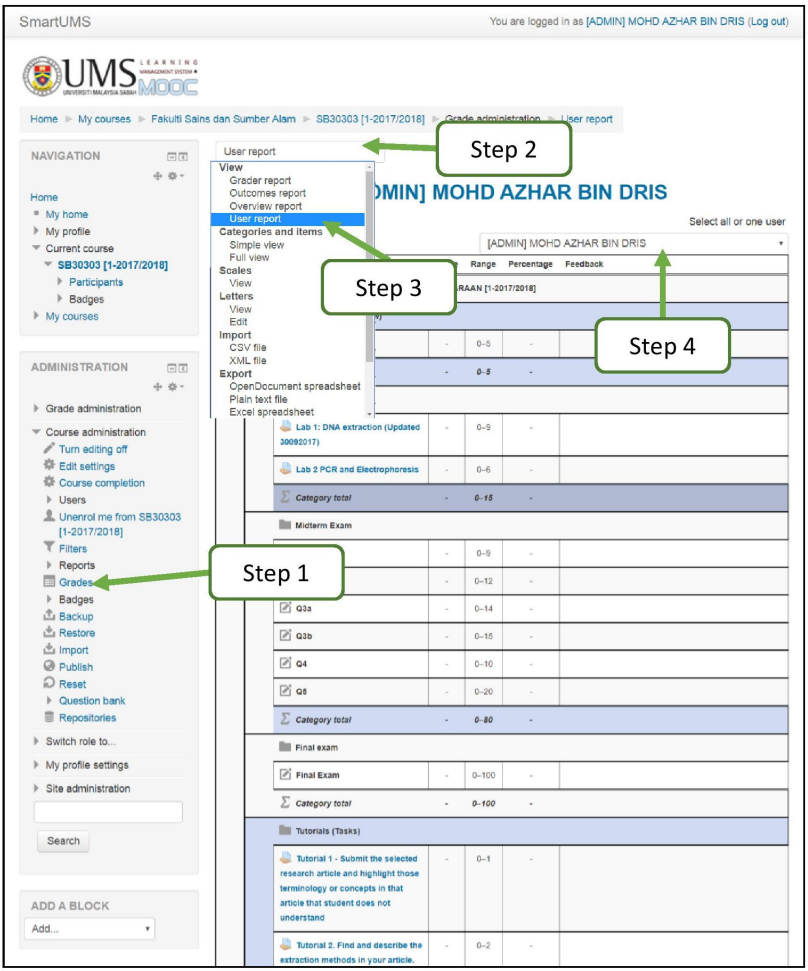


Figure 4.21: The 4 steps to view student's gradebook

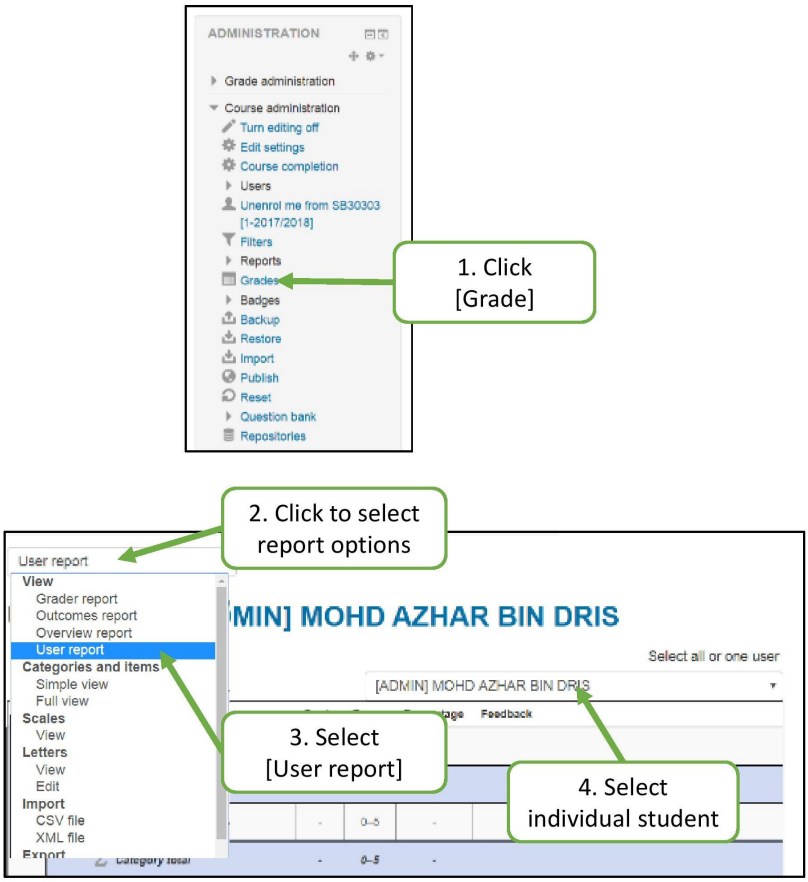


Figure 4.22: Step by step to view student's gradebook

Add Grade Categories in Gradebook

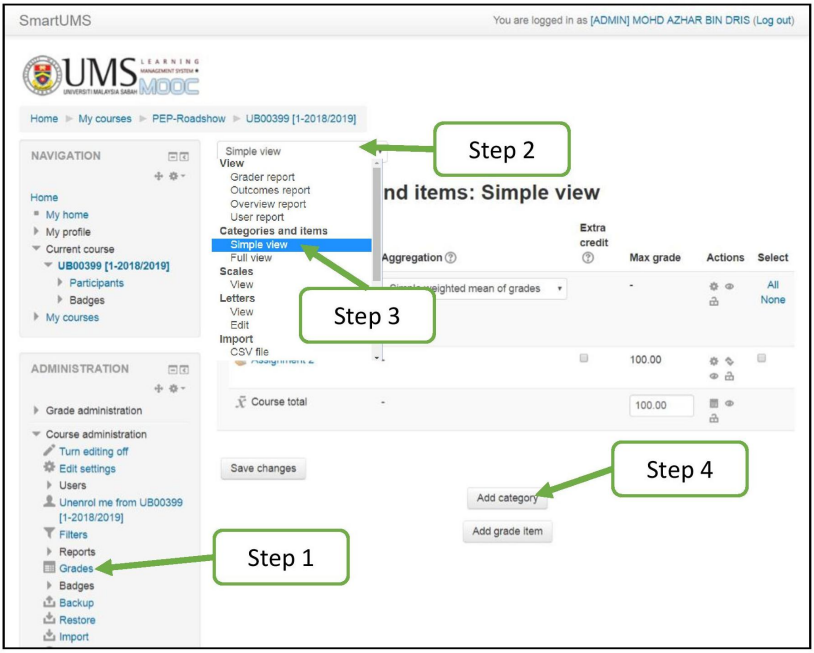


Figure 4.23: The 7 steps to add grade categories in gradebook

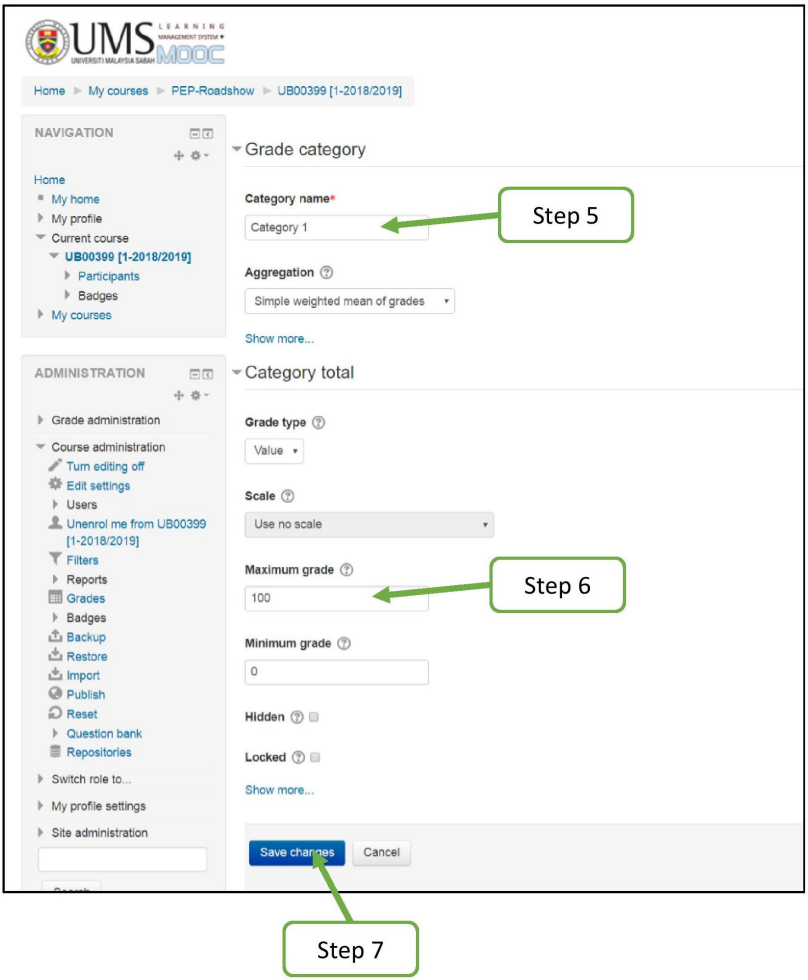


Figure 4.24: (continued) The 7 steps to add grade categories in gradebook

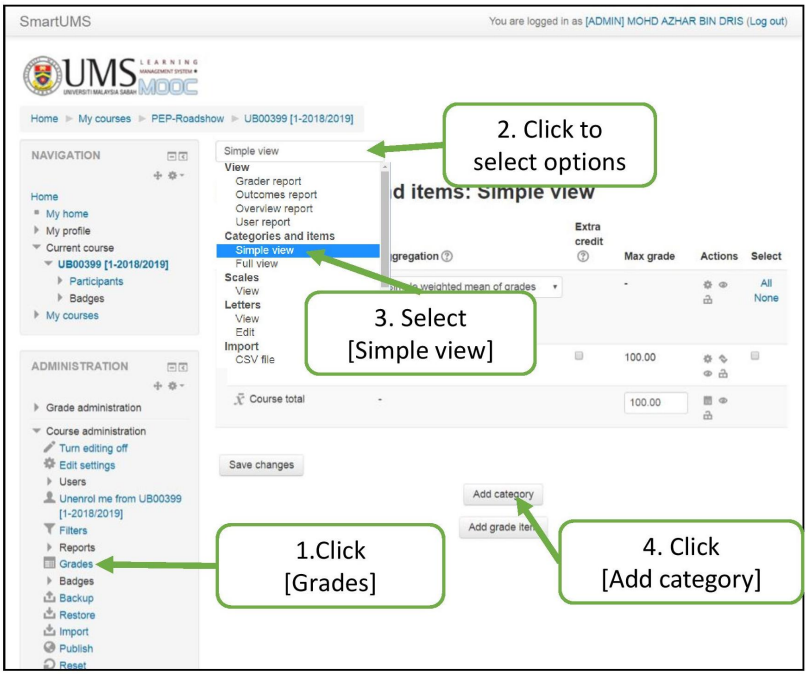


Figure 4.25: Step by step to add grade categories in gradebook

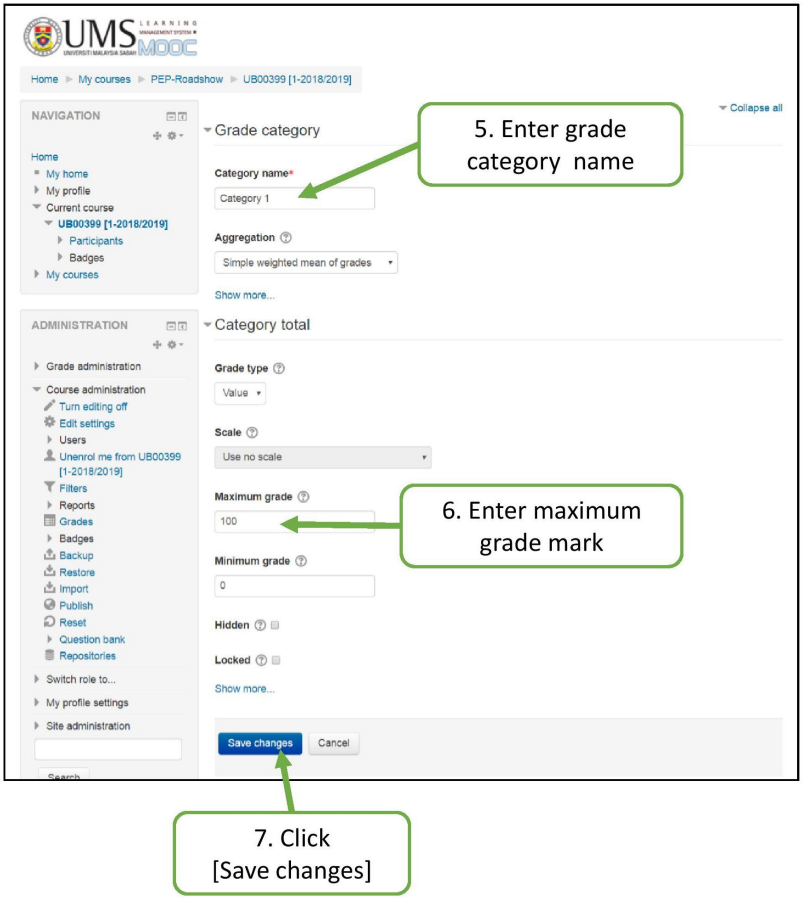


Figure 4.26: (continued) Step by step to add grade categories in gradebook

Add Grade Items in Gradebook

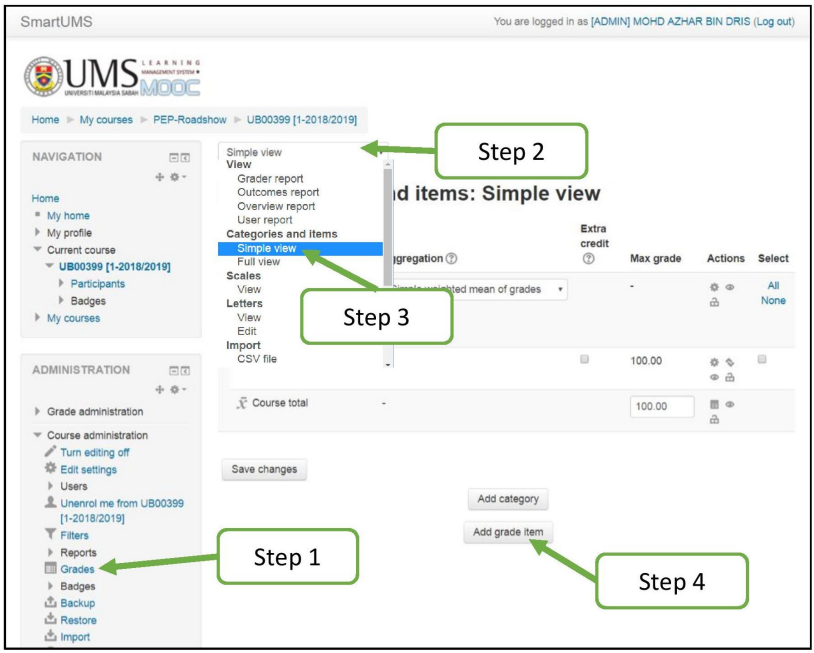


Figure 4.27: The 8 steps to add grade items in gradebook

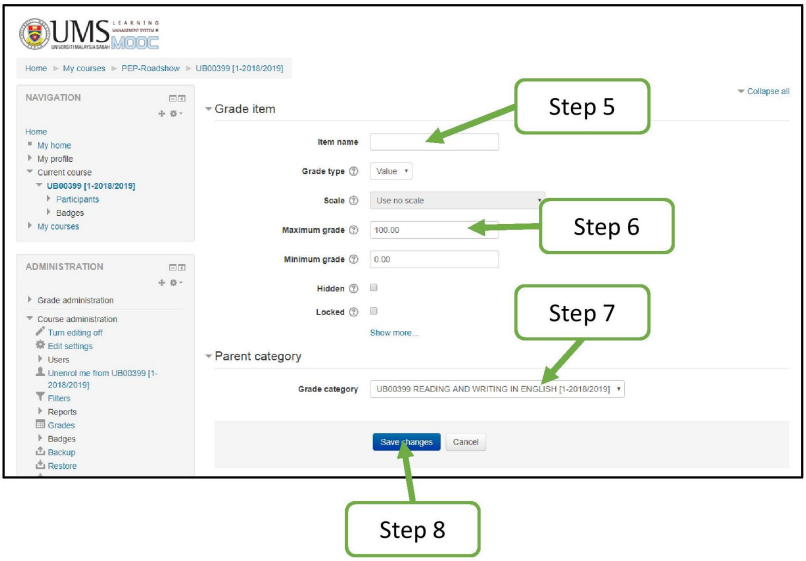


Figure 4.28: (continued) The 8 steps to add grade items in gradebook

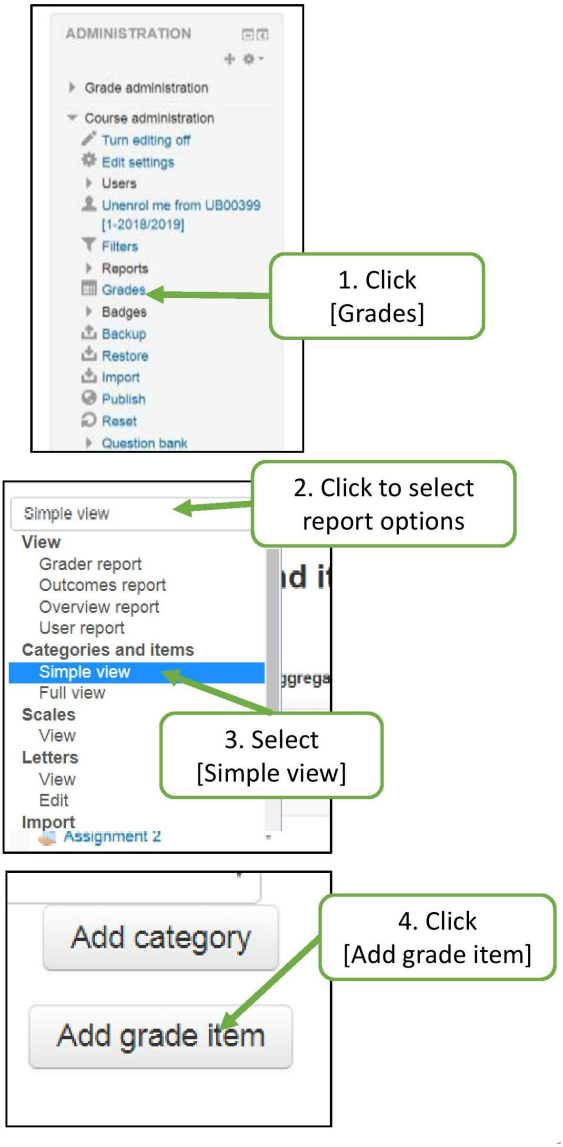


Figure 4.29: Step by step to add grade items in gradebook

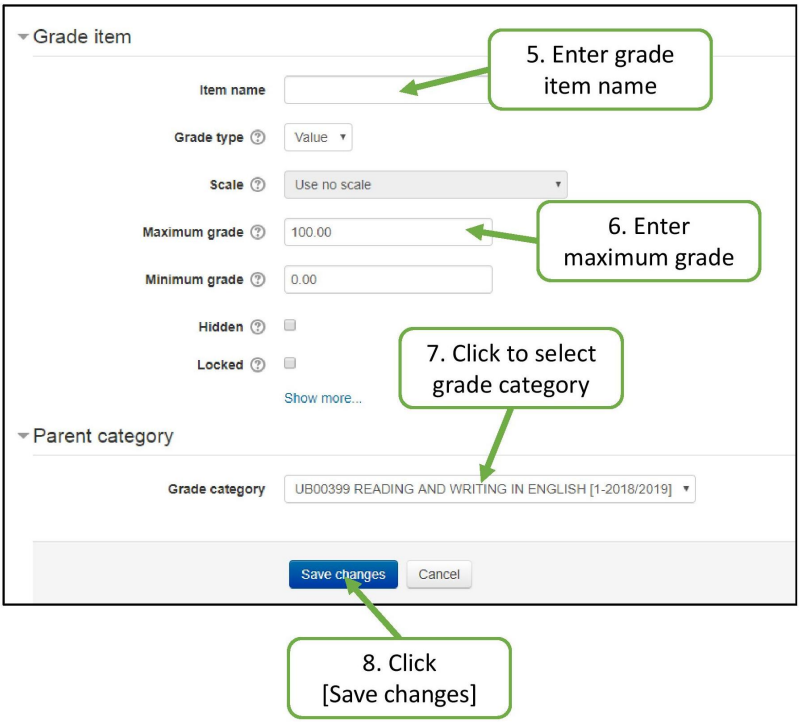


Figure 4.30: (continued) Step by step to add grade items in gradebook

Move Grade Items in Gradebook

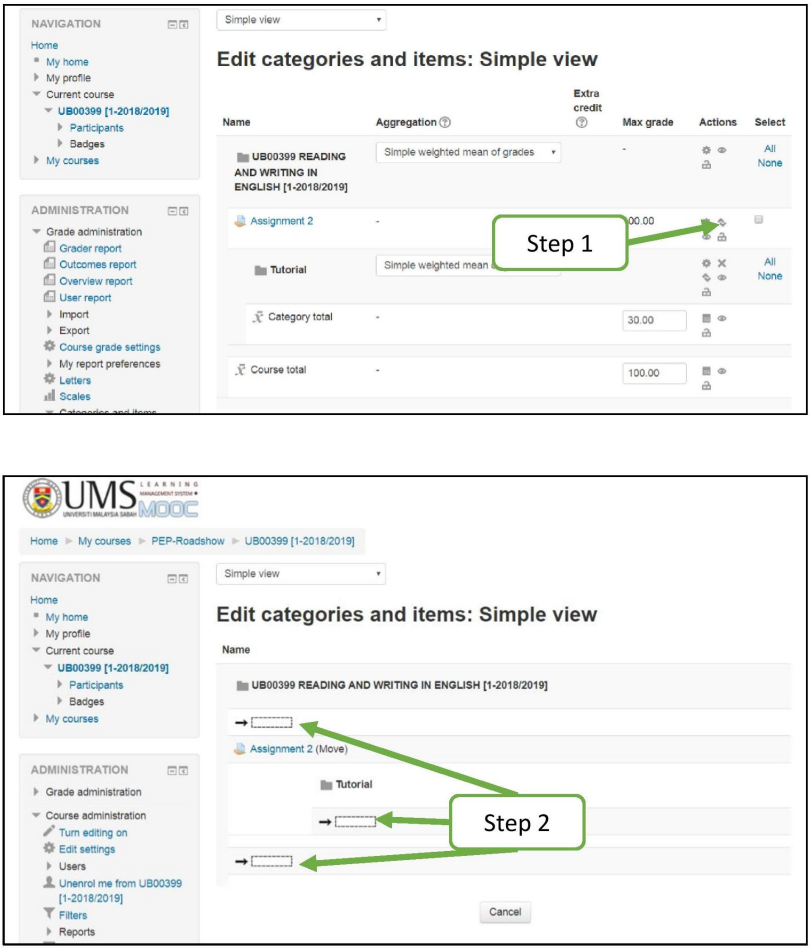


Figure 4.31: The 2 steps to move grade items in gradebook

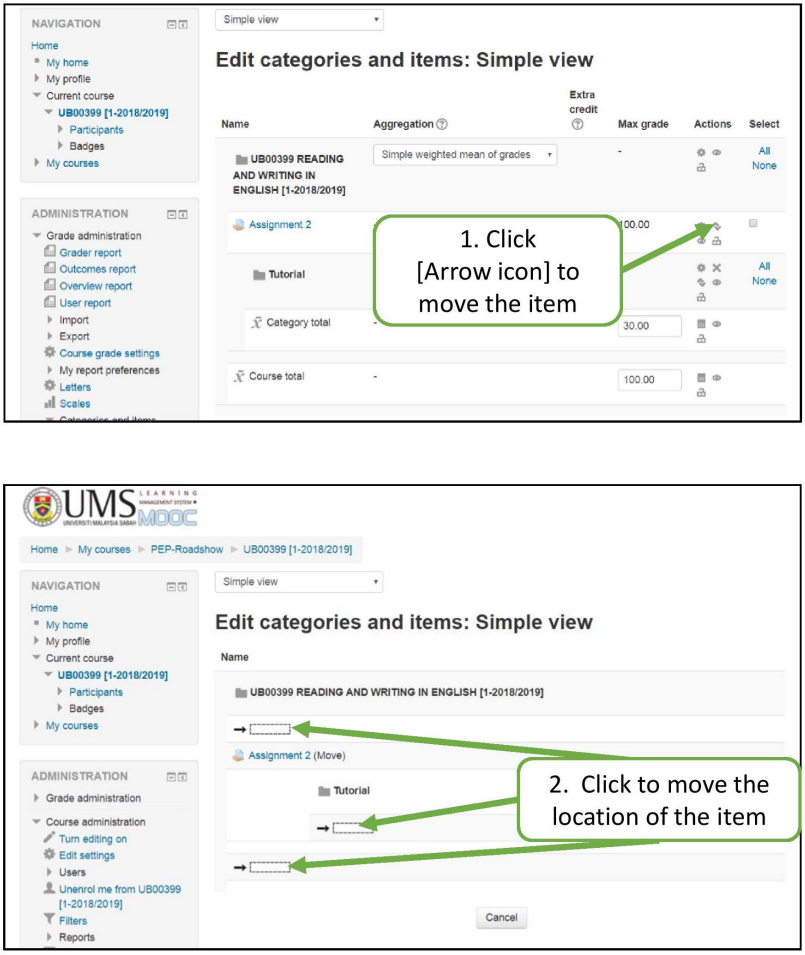


Figure 4.32: Step by step to move grade items in gradebook

Import Marks (Final Exam or Midterm) to Gradebook

After the grade items for final exam or midterm exam questions were added to gradebook, you can export the Excel spreadsheet for marks entry purpose.

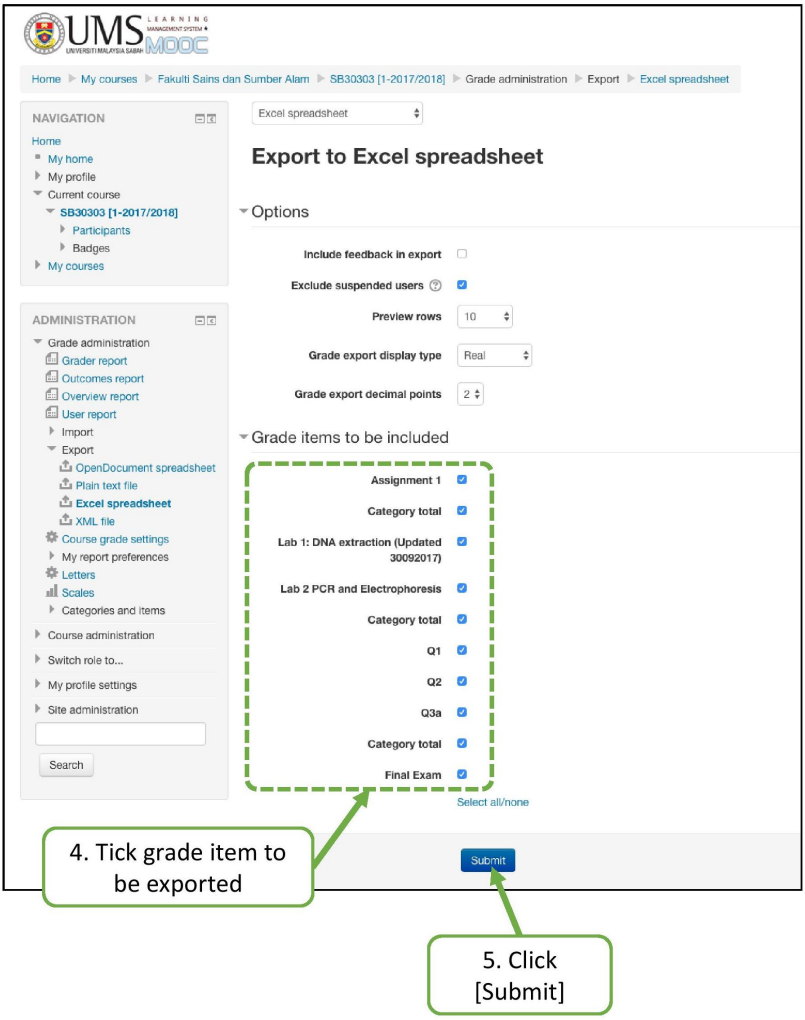


Figure 4.33: Step by step to export template for marks entry

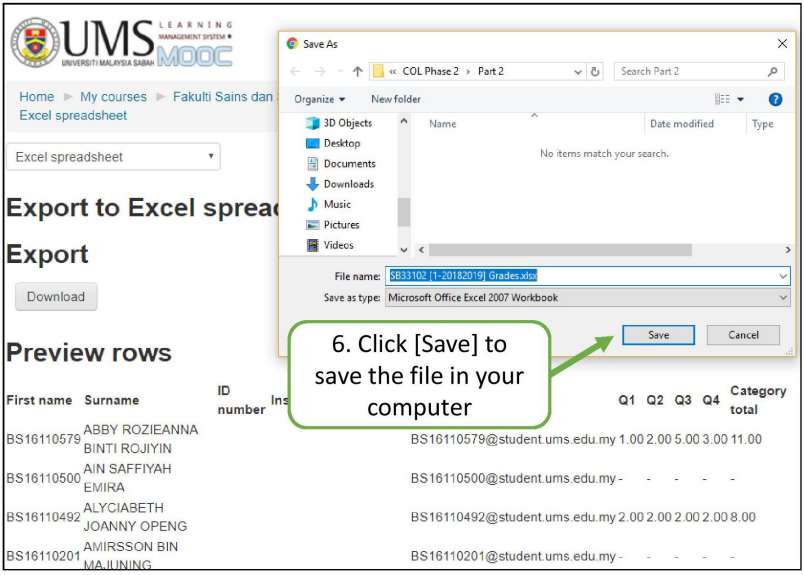
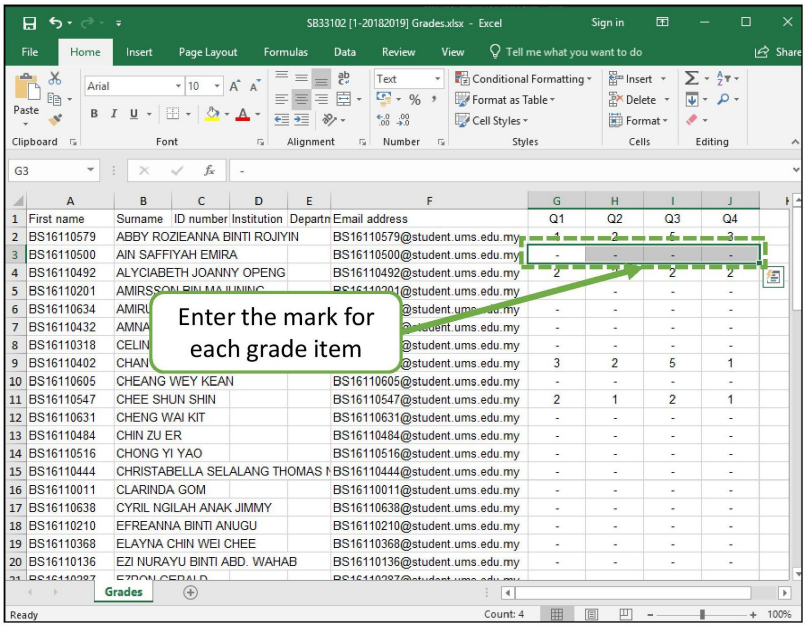


Figure 4.34: (continued) Step by step to export template for marks entry



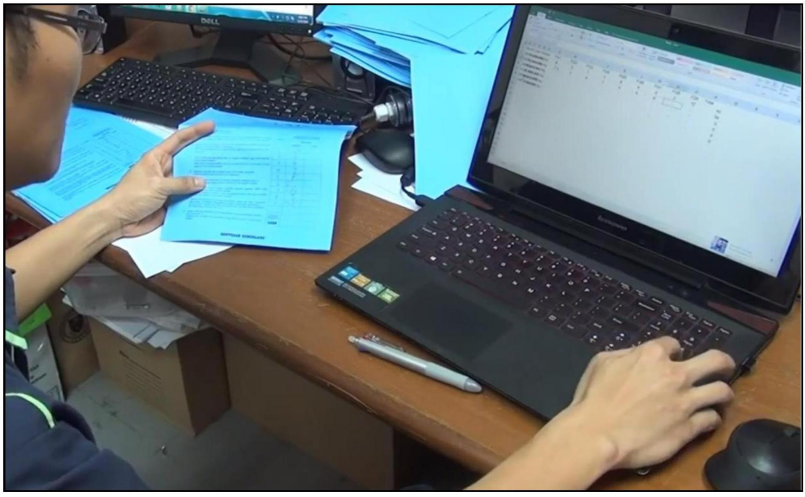
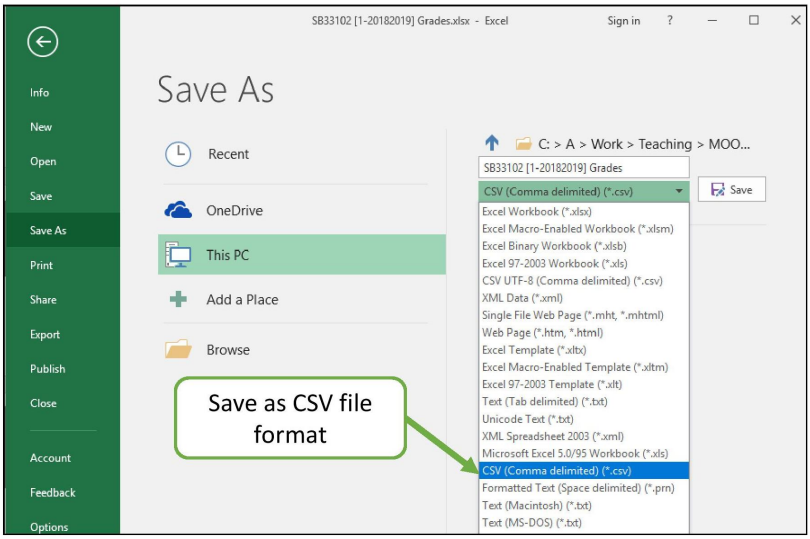


Figure 4.35: (continued) Step by step to export template for marks entry



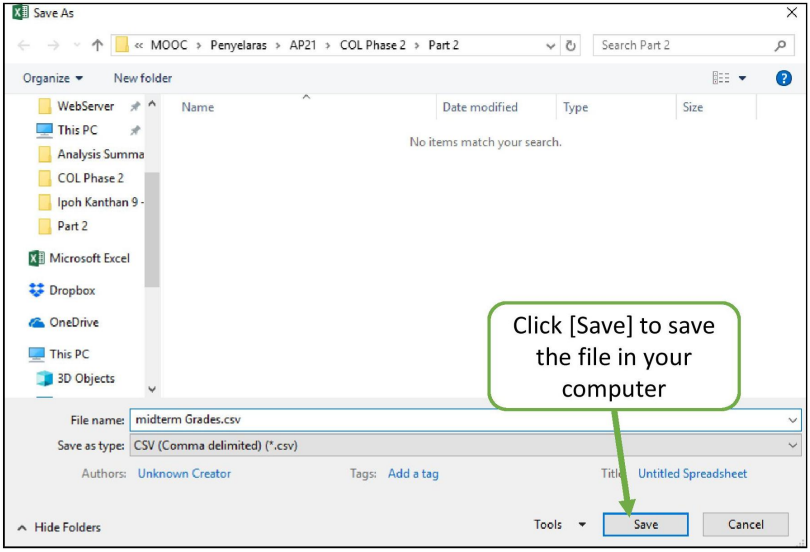


Figure 4.36: (continued) Step by step to export template for marks entry

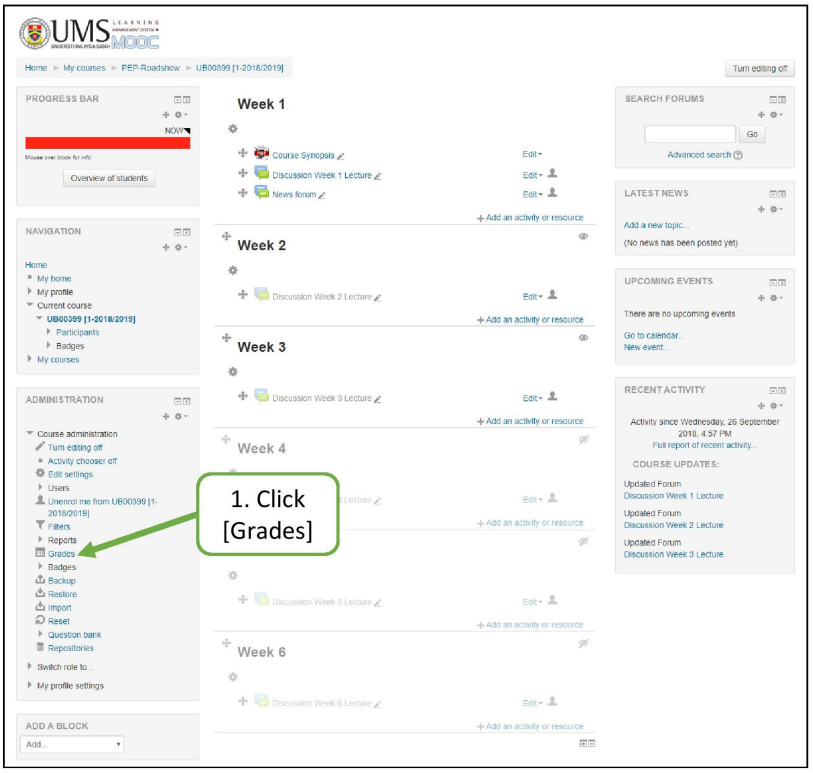


Figure 4.37: (continued) Step by step to export template for marks entry

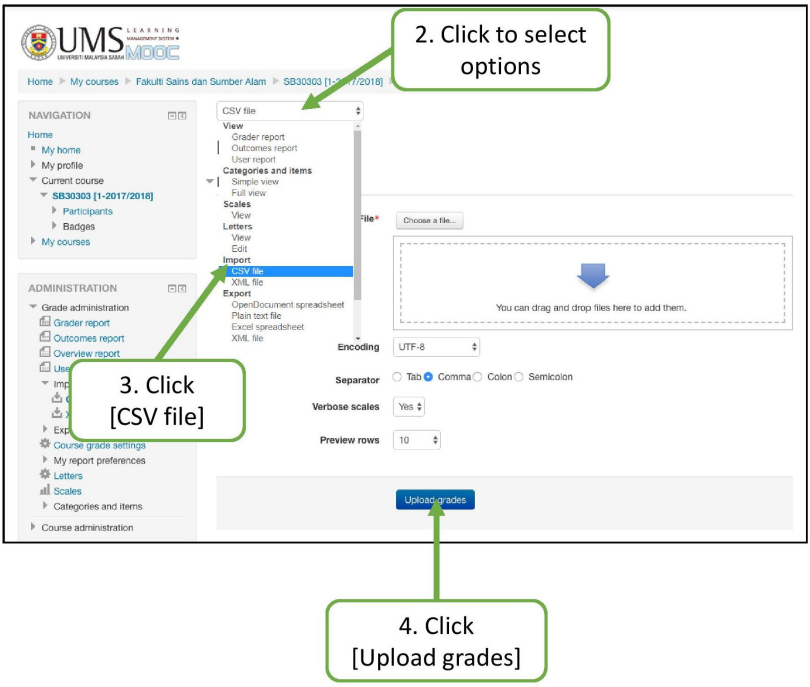


Figure 4.38: (continued) Step by step to export template for marks entry

Next, you can import data spreadsheet with marks into gradebook.

Figure 4.39: Step by step to import marks to gradebook

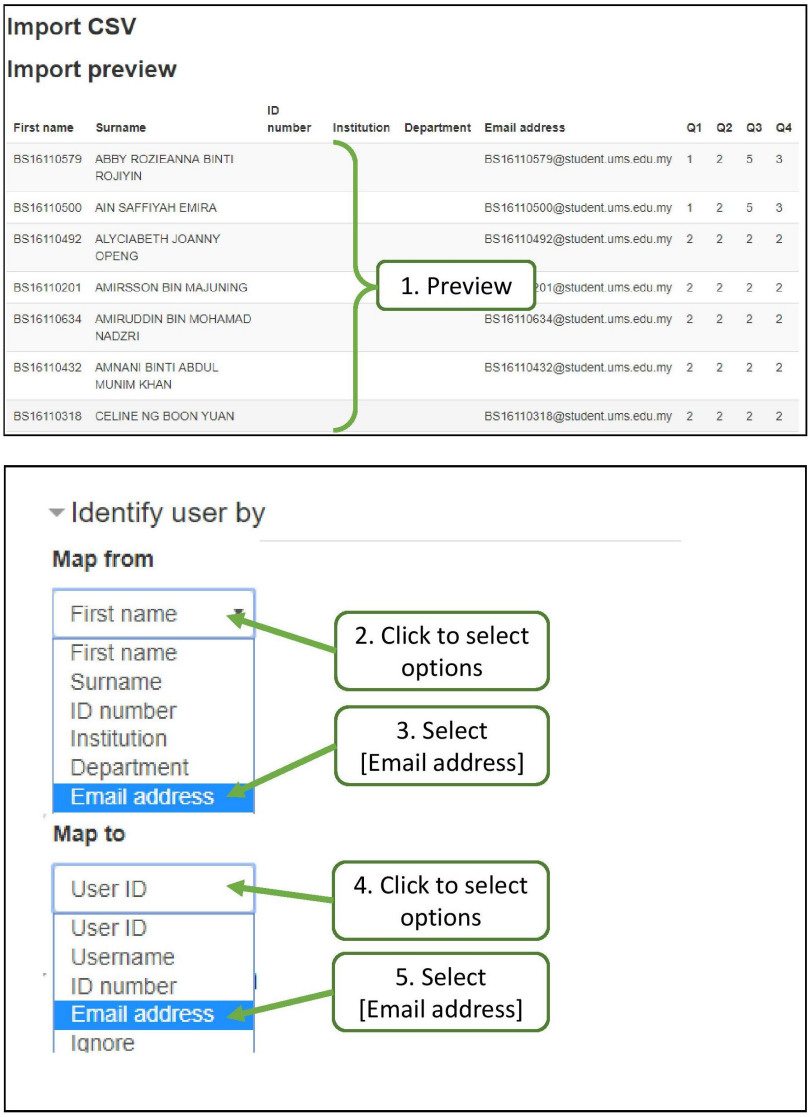
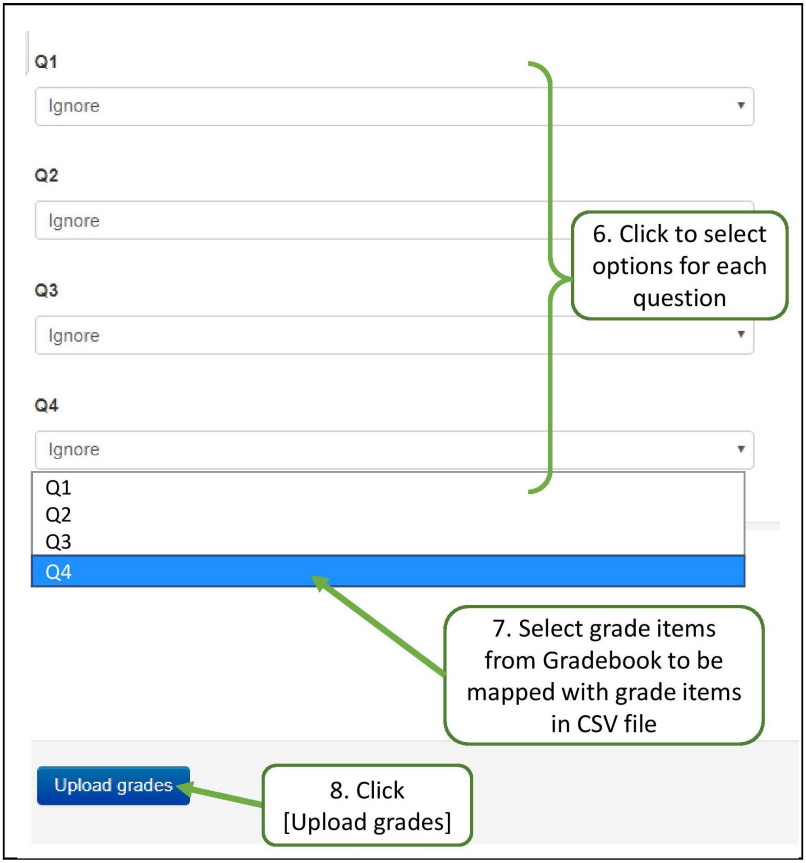


Figure 4.40: (continued) Step by step to import marks to gradebook



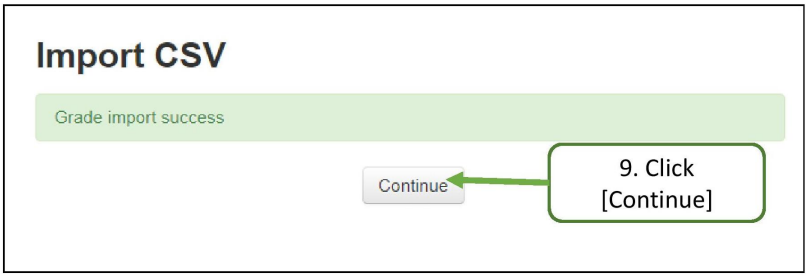


Figure 4.41: (continued) Step by step to import marks to gradebook

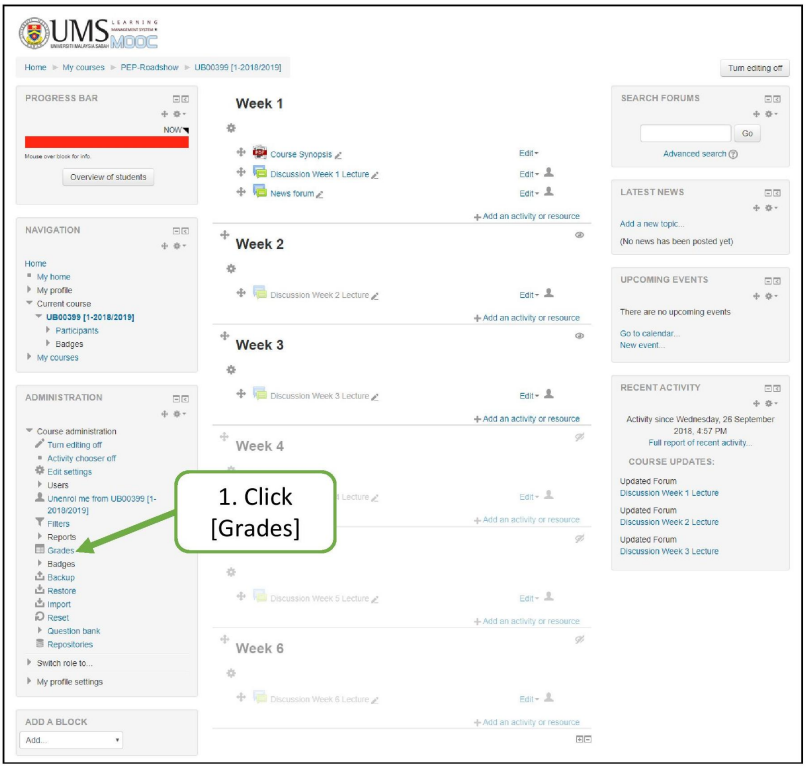


Figure 4.42: (continued) Step by step to import marks to gradebook

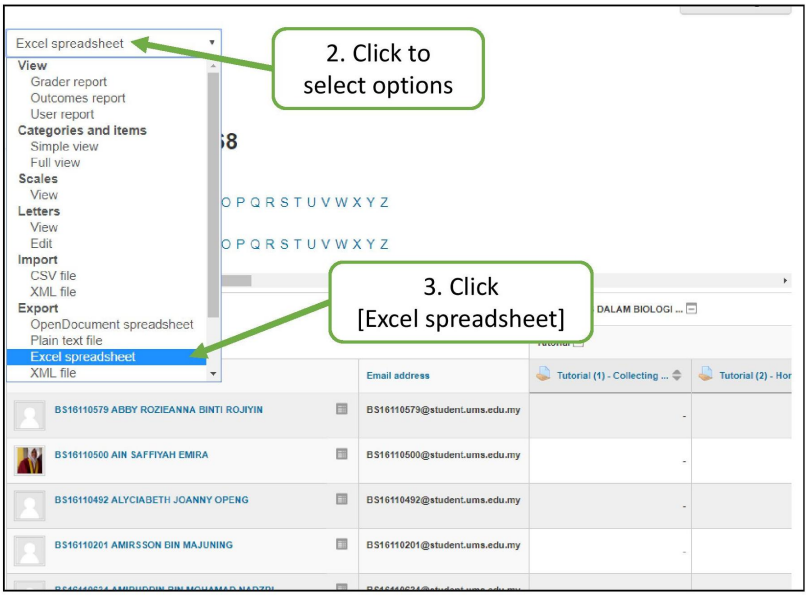


Figure 4.43: (continued) Step by step to import marks to gradebook

4.0.0.4 Creating Quiz Questions in the GIFT Format

GIFT ("General Import Format Technology") is the most comprehensive import format available for importing quiz questions into Moodle. GIFT format allows you to use a text editor (eg. Notepad) to write multiple choice, true-false, short answer, matching missing word and numerical questions in a simple format that can be imported.

By creating your quiz questions in the GIFT format allows you to quickly import a large number of questions and answers into SmartUMS. This method can be much faster than manually creating each quiz question.

There are only two steps involved in creating quiz questions in the GIFT format. First step is to write the questions in GIFT format using a Notepad or any text editor, and save them in a text file. Second step is to import the text file into SmartUMS. When the questions have been imported you can have a question bank which can later be used for quizzes or mid-term examinations.

More information on the GIFT format can be accessed via: `https://docs.moodle.org/35/en/GIFT_format`

Creating Questions

In this book, you will be demonstrated on how to create three question types in Quiz; multiple-choice, short answer and true-false questions. The process of importing the file is the same as demonstrated for multiple-choice questions earlier.

Before you begin, it is advisable that you have sets of questions with you now from the previous class tests, mid-term examinations or instructor's manuals. Questions are expected to be arranged according to topics, chapters or tests.

Multiple Choice Questions For multiple choice questions as shown Figure A below, wrong answers are prefixed with a tilde ( ) and the correct answer is prefixed with an equal sign (=). Any text within the double colon (::) should be a question number and question topic or chapter. Separate each question with a blank line.

Save all questions in a text file (.txt).

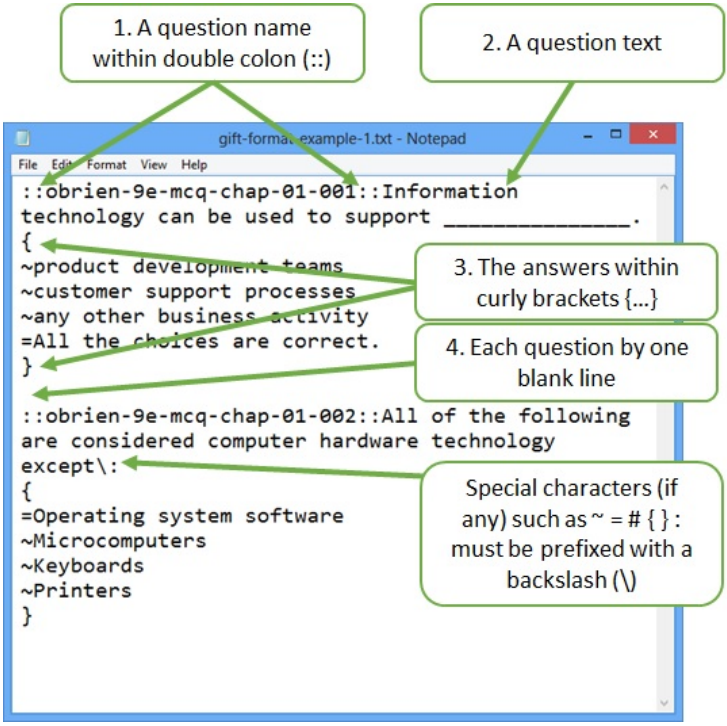


Figure 4.44: Examples of multiple choice questions in GIFT format written using a Notepad.

Short Answer and True False Question The two figures below show examples of short answer and true-false questions in GIFT format written using Notepad.

For short answer questions, you can have several possible answers that can be accepted as correct. In the example below, students may answer PC or personal computer. Care has to be taken into account that any spelling mistake is considered as a wrong answer.

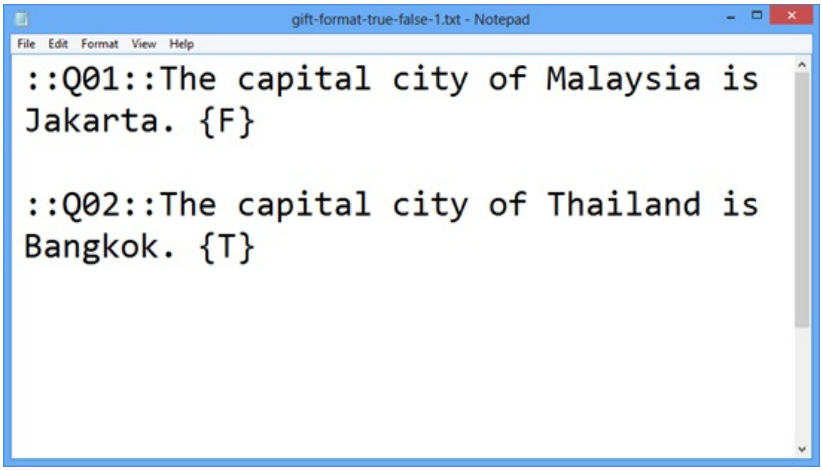


Figure 4.45: An example of True or False questions in GIFT format written using a Notepad.

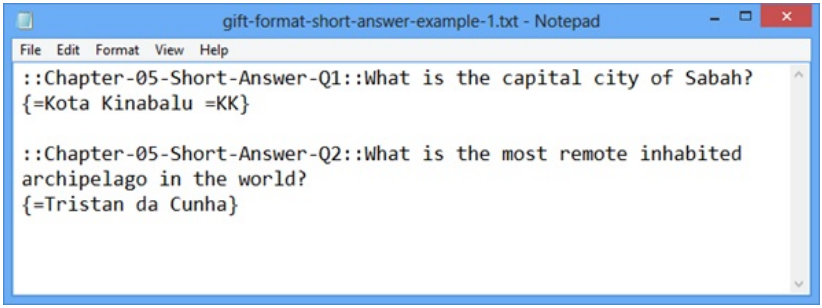


Figure 4.46: An example of short answer questions in GIFT format written using a Notepad.

Importing Questions to SmartUMS

To import the text file into SmartUMS, go to Question Bank ¿ Import from Course administration menu in your course main page.

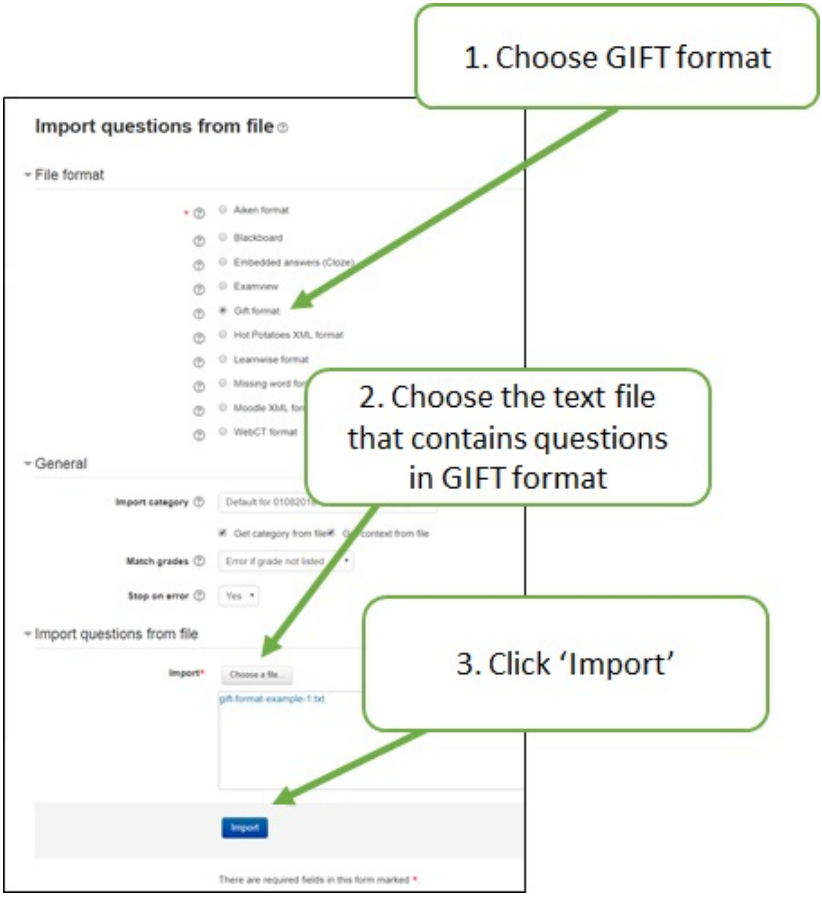


Figure 4.47: Step by step to import questions

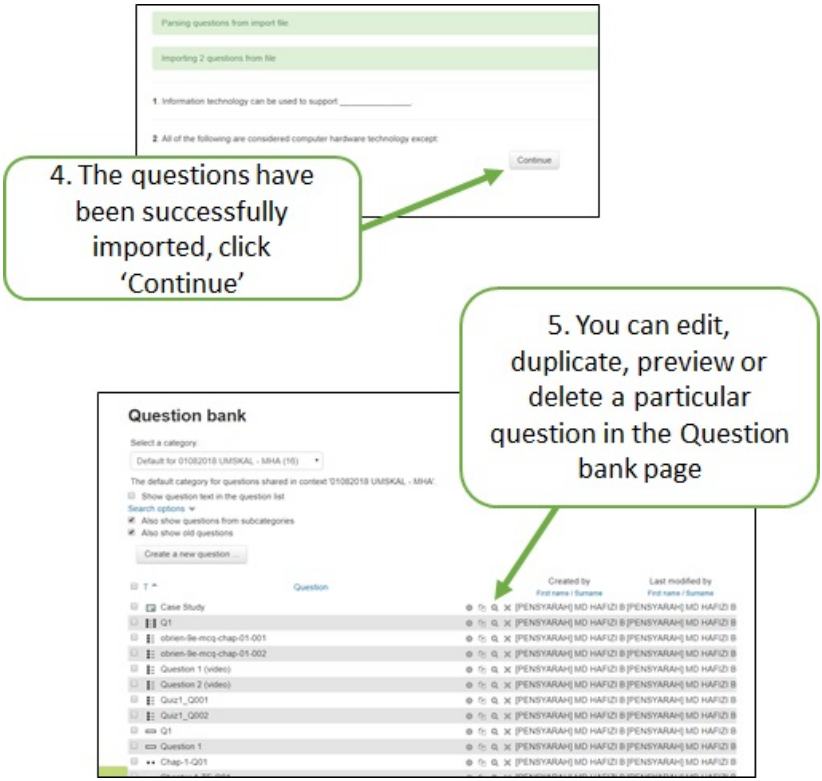


Figure 4.48: (continued) Step by step to import questions

Chapter 5

Closing Remarks

Technology cannot replace good lecturer. At the end, we should remember all these platforms, software, and systems that we use to create, curate, and manage the learning materials and activities are just tools that help lecturer to realise their more progression learning and teaching ideas – to improve students learning experiences.

These tools facilitate us to explore new ideas, and practices that different from traditional classroom teaching and learning. During this process, the ideas and practices are being tested and refined, then subsequently being internalised by lecturer as their teaching and learning belief and philosophy. Hence, at this stage, these lecturers with modern and progressive belief will adopt any tools to practice more progressive approaches of learning and teaching.

As highlighted in **Report of the Baseline Study on Technology-Enabled Learning at Universiti Malaysia Sabah** (Liew et al., 2018) - (1) Majority of the lecturers in UMS have positive perceptions of and attitudes towards technology enabled learning (TEL), viewing it as having strengths and providing opportunities to improve teaching and learning; (2) Students have an overall positive perception of the use of TEL, believing it will have positive impacts on their learning and state that technology make them feel more connected with their lecturer, learning resources and activities, and the courses.

This handbook is one of the efforts to address the needs of UMS lecturers as highlight in the same report that "*Lecturers require training and/or support in instructional design to use TEL — assistance with the learning process in terms of pedagogical approaches, and the tasks and activities designed by lecturers to engage students and promote learning.*"

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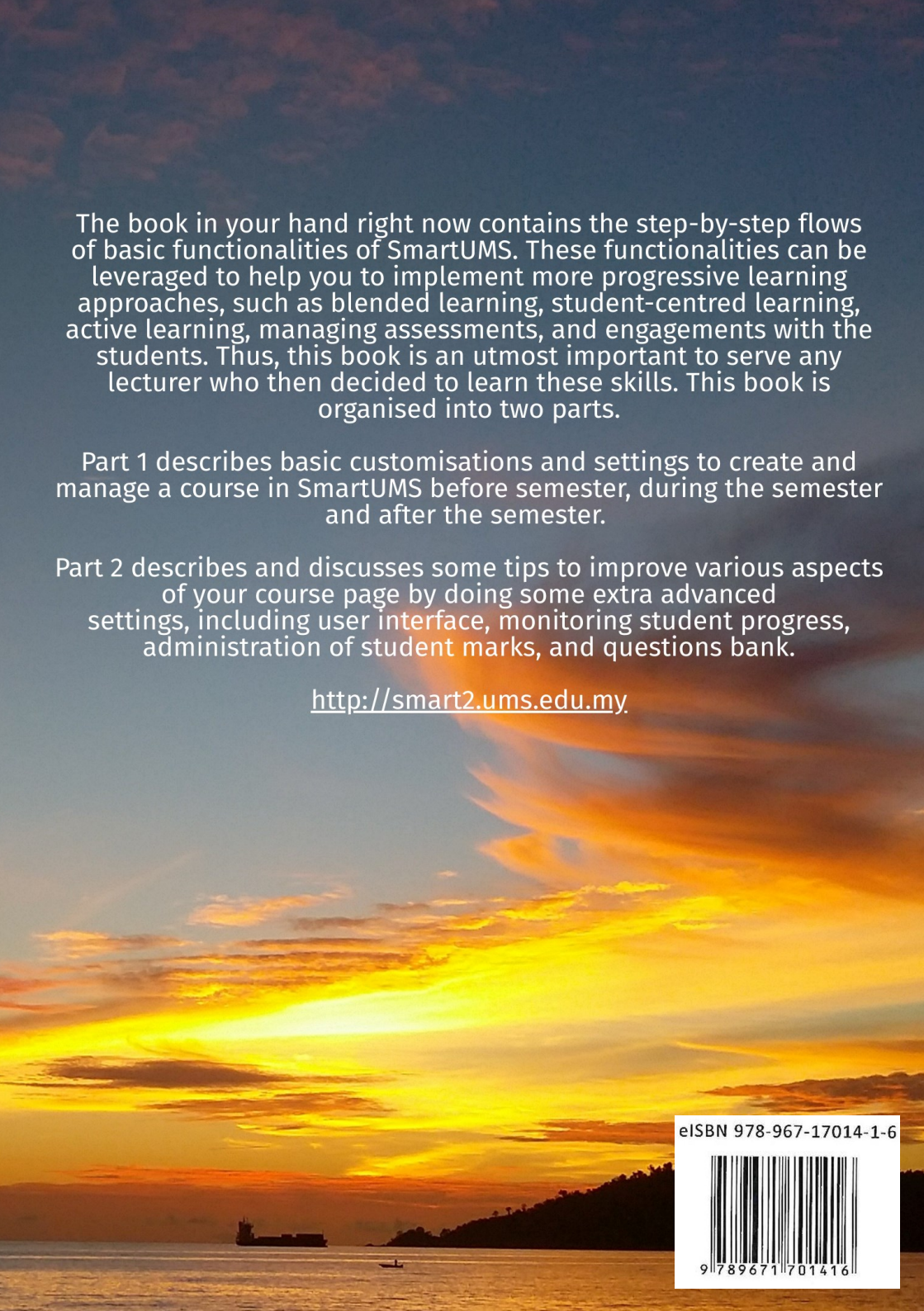
The book in your hand right now contains the step-by-step flows of basic functionalities of SmartUMS. These functionalities can be leveraged to help you to implement more progressive learning approaches, such as blended learning, student-centred learning, active learning, managing assessments, and engagements with the students. Thus, this book is an utmost important to serve any lecturer who then decided to learn these skills. This book is organised into two parts.

Part 1 describes basic customisations and settings to create and manage a course in SmartUMS before semester, during the semester and after the semester.

Part 2 describes and discusses some tips to improve various aspects of your course page by doing some extra advanced settings, including user interface, monitoring student progress, administration of student marks, and questions bank.

http://smart2.ums.edu.my



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