



ODL Handbook for Instructors

SELF INSTRUCTIONAL MATERIALS DEVELOPMENT

OPEN AND DISTANCE LEARNING
(FIRST EDITION)

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ODL HANDBOOK FOR INSTRUCTORS: SELF INSTRUCTIONAL MATERIALS DEVELOPMENT

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PREFACE

This handbook serves as a comprehensive guide for instructors at Universiti Tun Hussein Onn Malaysia (UTHM) who are developing Self-Instructional Materials (SIM) for their Open and Distance Learning (ODL) programs.

ODL offers flexible, accessible education, allowing learners to learn remotely without time and location constraints. SIM is a core component of ODL, providing learners with interactive, self-paced instructional content that can be effectively studied independently.

The handbook covers the key stages of SIM development, from initial planning and design to final publishing and implementation. Following these guidelines, instructors can create high-quality SIM that engage distance learners and align with national ODL standards.

By following the guidance in this handbook, UTHM instructors can develop engaging, high-quality SIM that empower learners to achieve their educational goals. The standardised approach supports the university's commitment to open and distance education excellence.

We also sincerely thank the instructional design experts for their valuable ideas and support in developing this handbook. We also appreciate all collaborators who contributed their time and knowledge. Your support has greatly improved the quality of this handbook for UTHM instructors.

We hope this handbook will serve as a valuable resource for instructors at UTHM, and we wish you all the best in your efforts to develop SIM that will benefit your learners.

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GLOSSARY

NO.	TERM	DEFINITION
1.	Course Learning Outcome (CLO)	Course Learning Outcomes (CLOs) are specific statements that describe what a learner is expected to achieve at the end of a course in terms of knowledge, skills, and attitudes, and these must be aligned with the appropriate learning domains, MQF levels, and Programme Learning Outcomes (PLOs).
2.	Learning Outcome (LO)	Learning Outcomes (LOs) are statements on what learners should know, understand and can do upon completing a study period.
3.	Open and Distance Learning (ODL)	A flexible learning with accessible formats and diverse methods of acquiring knowledge.
4.	Programme Learning Outcome (PLO)	Programme Learning Outcomes (PLOs) describe the competencies learners should possess upon completion of a particular programme.
5.	Self-Instructional Material (SIM)	Self-Instructional Material (SIM) is a type of learning material designed to facilitate independent learning. It is structured to guide the learner through content without the constant presence of a teacher or instructor, enabling self-paced and autonomous learning.
6.	Student Learning Time (SLT)	Student Learning Time (SLT) refers to the total time a learner is expected to spend to achieve the specified learning outcomes, encompassing face-to-face contact hours and non-face-to-face learning such as self-study, assignments, projects, and assessments.

A young woman with long dark hair is sitting at a wooden table in a kitchen, smiling and looking at a laptop screen. She is wearing a light brown jacket over a white turtleneck. The kitchen has light green cabinets. A white mug is on the table to her right. The word "INTRODUCTION" is overlaid in large, bold, purple letters with a white outline.

INTRODUCTION

1.0 INTRODUCTION

This handbook guides Open and Distance Learning (ODL) instructors in developing their Self-Instructional Material (SIM), a crucial element in ODL program delivery. It covers the definition of SIM in ODL, designing an appropriate learning environment, ensuring quality in SIM development, the necessity of adaptation or creation, and offers a suggested checklist for instructors' reference.

Universiti Tun Hussein Onn Malaysia (UTHM) is committed to providing the best academic and curriculum programmes to enhance lives and prepare learners to meet challenges and embrace opportunities. ODL programs can be offered at all qualification levels without calculating whether an equivalent program is provided conventionally.

ODL Program should consider the requirements for implementing ODL study programs and market demand to ensure the program's sustainability. In addition, the faculty/centre involved should get the stakeholders' views before initiating the development of the ODL Program.

Generally, the curriculum composition of the ODL Program is the same as that of conventional study programs. ODL programs are also necessary to comply with the requirements of the program standards and bodies of relevant professionals.

1.1 What is ODL?

According to the COPPA: ODL guidelines from the Malaysian Qualifications Agency (MQA), Open and Distance Learning (ODL) refers to the provision of flexible educational opportunities in terms of access, time, place, and pace of learning.

ODL provides flexible and accessible educational opportunities by eliminating geographical and time constraints. It allows learners to learn at their own pace and convenience through a various methods, including online resources, self-paced learning modules, and occasional face-to-face sessions.

According to the COPPA: ODL guidelines, a course is considered an ODL course when at least 80% of the Student Learning Time (SLT) is delivered through open and distance modes. This includes using synchronous or asynchronous activities, self-instructional materials, and learning support services.

An academic program is classified as an ODL program if more than 60% of its total course credits are delivered openly and remotely, supporting flexible access and multiple modes of knowledge acquisition.

Delivery and assessment methods to meet the needs of 80% SLT by ODL include:

- a. Lectures, tutorials, and practice are conducted online, (synchronously or asynchronously).
- b. Independent learning.
- c. Online assessment, whether synchronously or asynchronously.¹

¹ *Garis Panduan Pembelajaran Terbuka dan Jarak Jauh UTHM*

1.2 What is SIM?

Self-Instructional Material (SIM) constitutes a form of instructional resource that facilitates learners in attaining knowledge and skills at their own pace and discretion. Tailored to offer a versatile and easily accessible learning journey, SIM empowers individuals to assume command over their educational endeavours.

SIM aims to empower learners to pursue independent learning, eliminating the need for continual instructor guidance or assistance. It proves exceptionally beneficial for individuals with restricted access to conventional classroom settings or those inclined towards self-paced learning.

SIM is crafted to offer a self-contained and extensive learning journey. It aims to give learners all the essential resources and information for course completion. In contrast, conventional classroom-based instruction may necessitate supplementary materials or resources alongside direct guidance from the instructor.

In traditional classroom instruction, the primary resource is the teacher, who plays a central role in the educational process. While supplementary materials like textbooks or audio-visual aids may be utilised, the teacher remains the cornerstone of the system, fulfilling numerous functions, including:

- a. Outlining learning objectives
- b. Delivering information
- c. Offering illustrative examples
- d. Clarifying concepts
- e. Posing questions
- f. Assigning learning activities
- g. Evaluating assessments
- h. Offering personalised feedback on progress and
- i. Supplementing with additional resources (e.g., textbooks)

In distance education, the teacher's role is replaced by a mix of learning materials and instructor support. Due to the expense of instructors and the fact that distance learners typically study independently at home, instructors' involvement with learners is limited to brief periods. Consequently, the learning materials must undertake all fourteen tasks mentioned earlier, apart from grading assignments. The learning materials are responsible for delineating learning objectives, presenting information, offering examples, and fulfilling other instructional functions. Developing materials capable of accomplishing these tasks is a multifaceted technical endeavour. This underscores the importance of possessing a sound grasp of instructional design, which is the focal point of this handbook.²

² Commonwealth of Learning (2005)

1.3 Fundamentals of SIM

Self-Instructional Materials (SIM) are devised to facilitate learners in independently gaining fresh knowledge and skills, devoid of dependence on a teacher or instructor. Below are several principles that can steer the creation of impactful self-instructional materials:



1.4 SIM Learning Guide

A practical learning guide is crucial in developing a successful SIM for ODL. This guide is a navigational tool, guiding learners through their educational journey with clear instructions and support on interacting with the learning material.

1

Begin by clearly stating the Course Learning Outcomes.

This helps learners understand what they will learn and what they need to achieve by the end of the course.

2

Organise the contents, break them down into manageable sections.

This helps learners navigate through the material easily and understand its cohesive flow.

3

Use clear and concise language throughout the learning guide.

Avoid using technical jargon or overly complex terms that could confuse or overwhelm learners. It is helpful to use a personal writing style, including pronouns like "I," "we," and "you."

4

Encourage learners to interact with each other and the instructor.

Use online forums, discussion groups, or interactive activities to promote collaboration and engagement.

5

Provide learners with feedback on their progress and performance.

This helps them understand their strengths and weaknesses and identify areas that require focused attention.

1.5 SIM vs Conventional Learning Materials

How are SIMs different from traditional textbooks? By examining the layout of SIM and considering adult learning theories, we can see that while both cover similar content, SIM prioritise learning processes to a much higher degree.

Understanding SIM Structure

Comparing a random set of SIM with traditional textbooks reveals several noticeable differences:

Self-Instructional Materials	Conventional Learning Materials
A wide range of learning tools	Limited selection of learning tools
Less emphasis on text about learning tools.	More focus on text about learning tools.
Designated areas for learners to write responses.	No specific areas for learners to write responses.
Spacious and user-friendly layout	Confusing and difficult to use layout.



SIM PLANNING

2.0 SIM Planning

The process of developing SIM follows a series of steps to ensure it aligns with the intended learning objectives and caters to the needs of the learners.

1

→ **Define learning objectives:** Clearly outline the goals of the SIM to guide content creation and delivery.

2

Identify the audience: Specify learners' characteristics like age, education, and preferences to tailor the material for relevance.

3

→ **Develop content:** Create organised and visually enhanced material based on established objectives and needs assessment.

4

Choose delivery format: Decide on the format (online, self-paced, instructor-led) that aligns with objectives and learner needs.

5

→ **Review and revise:** Critically assess materials for clarity and effectiveness, making revisions as needed.

6

Pilot test: Test materials with a small group for feedback and improvement before full implementation.

7

→ **Implement and evaluate:** Deploy materials, gather learner feedback, and make ongoing improvements for enhanced learning.

2.1 Materials Planning

1



Content related to the topic is available in different formats, such as videos, audio, slides, articles, and infographics.

2



Activities that focus on the learner's needs, like discussions, reflections, games, and internet searches, are provided for reinforcement.

3



Access Learner's progress through forum, quizzes, tests, assignments and activities with the option of graded assessment for measuring achievement or non-graded assessment for learning purposes.

4



Provide clear instructions, information, and learning steps to guide learners through the provided SIM.

2.2 Materials Presentation

1. Organising course materials by weekly learning activities is very helpful because it allows learners to go at their own pace. It gives clear instructions on what tasks to finish.
2. Here are some guidelines for presenting content:
 - Use clear and concise language that explains the topic accurately.
 - Provide instructions with each uploaded material to guide learners on how to use it.
 - Arrange the content logically to improve understanding.
 - Keep a consistent template and style.
 - Use numbering and arrows for clarity.
 - Add captions or descriptions to all images, videos, and audio content.
3. Citing sources is important for three main reasons:
 - It shows readers where to find more information on a topic.
 - It gives credit to the people whose ideas or words are used.
 - It helps prevent plagiarism.

SIM DESIGN

3.0 SIM Design

Gagne's Nine Events of Instruction is a proven framework for creating effective teaching materials that support independent learning. Here is how you can apply it to design SIM:



3.1 Type of SIM Design

Instructional design can be classified in numerous ways. One straightforward yet highly beneficial method is proposed by Rowntree (1994):

- 3.1.1 Tell-and-Test
- 3.1.2 Tutorial
- 3.1.3 Reflective Action Guide.

3.1.1 Tell-and-Test

- a. **Explanation:** Each topic is taught with clear explanations, diagrams, and examples.
- b. **Assessment:** Learners are tested to evaluate their understanding.
- c. **Course Structure:** Includes multiple teach-and-test sections.
- d. **Emphasis:** Focuses more on memorisation than deep understanding.
- e. **Advantages:** Quick to develop using existing lecture notes.
- f. **Drawbacks:** Lacks tools for long-term memory retention.
- g. **Missing Elements:** This does not encourage hands-on learning or the creation of new knowledge.

In the given scenario, after viewing the recorded video lecture and providing examples, learners complete an activity to gauge their understanding of the lesson. Following this, discussions with the learners will take place. Figure 1 shows a sample of the Tell-and-Test design on SIM.

Before any situation analysis can be done effectively, it is crucial to carefully and strategically define the market the firm competes in or may choose to compete in—that is, to determine what situation should be assessed. This lecture first explains the crucial step of market definition and then focuses on external situation assessment and the laws of marketing strategy.



Figure 1: The 4Cs

1.1.1. Concentric Marketing

Before any situation analysis can be done effectively, it is crucial to carefully and strategically define the market the firm competes in or may choose to compete in—that is, to determine what situation should be assessed.

Before assessing "the situation", it is necessary to specify precisely what situation should be assessed.

1. In what market does the firm participate?
2. Who are its competitors?
3. Who are its customers?
4. How the market or the submarket, as defined is, critical to all marketing activities?
 - If we define the market too broadly, our marketing activities lose focus.
 - If we define the market too narrowly, we risk missing opportunities.

Because all markets are constantly evolving, market definition is also important to understand the dynamics in the market.

Figure 1: Example of Tell-and-Test

3.1.2 Tutorial

The tutorial method involves the instructor/lecturer providing input, such as text, diagrams, or case studies, followed by an associated activity. This activity is designed to facilitate the learner's comprehension of the material. A comprehensive unit comprises a series of input-activity sequences. This structure mirrors the classroom dynamic where a teacher delivers input and then poses questions or assigns tasks.

This is the prevailing format in text-based ODL materials and the primary focus of this handbook. The tutorial model is highly effective when the subject matter is a clearly outlined body of knowledge and methodologies. Figure 2 shows an example of a tutorial.

Case Study: HR Dilemma of Indian Airlines (IA)

IA was formed in May 1953 with the nationalization of the airlines industry through the Air Corporations Act. Indian Airlines Corporation and Air India International were established and the assets of the then existing nine airline companies were transferred to these two entities. While Air India provided international air services, IA and its subsidiary, Alliance Air, provided domestic air services.

Frequent agitations were not the only problem that IA faced in the area of human resources. There were issues that had been either neglected or mismanaged and there was no policy on fixing rates. IA's eight unions were notorious for their defiant attitude and their use of unscrupulous methods to force the management to agree to all their demands. Strikes, go-slow agitations and wage negotiations were common. For each strike there was a different reason, but every strike was about pressurizing IA for more money. From November 1989 to June 1992, there were 13 agitations by different unions. During December 1992 - January 1993, there was a 46-day strike by the pilots, followed by another in November 1994.

The April 1995 strike indicated the attitude of the IA pilots who demanded higher allowances for flying in international sectors, which was turned down by the authorities, leading to more chaos. They then refused to fly with people re-employed on a contract basis. Due to this adamant behaviour of pilots many of the cabin crew and the air hostesses had to be off-loaded at the last moment from aircrafts.

The 1996, agitation, saw many pilots making false claims of reporting sick at the same time and somehow managed to produce medical certificates to corroborate their claims, which were found to be false by medical examiners. The strike in January 1997, saw pilots demanding for increased foreign allowances, fixed flying hours, free meals and wage parity with Alliance Air. These instances clearly provide evidence in exposing IA's vulnerability.

Based on the case study, answer the set of questions provided.

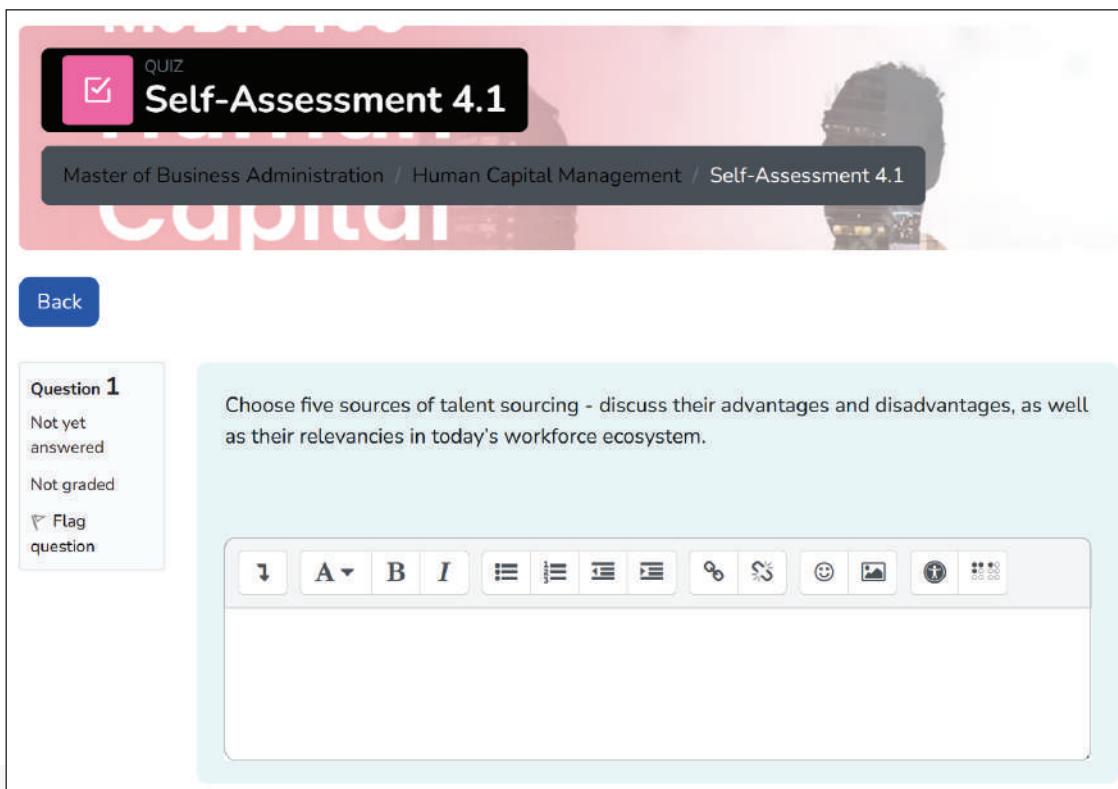
Figure 2: Example of Tutorial

3.1.3 Reflective Action Guide

Reflective Action Guides embrace a fundamentally constructive approach to designing materials. Generally, these resources aim to help learners draw insights from their personal experiences, particularly those encountered in their professional environment. Refer to Figure 3 for an example of the Reflection Action Guide.

Usually, these materials will:

- Outline general objectives without specifying exact learning outcomes.
- Establish projects.
- Assign tasks requiring interaction, such as with fellow learners or colleagues.
- Prompt learners to document and contemplate their personal experiences, perhaps through maintaining a learning journal.
- Present open-ended activities, often drawing from the learners' experiences.



The screenshot shows a digital platform for a self-assessment quiz. At the top, a pink header bar features a 'QUIZ' icon and the title 'Self-Assessment 4.1'. Below this, a navigation bar indicates the path: 'Master of Business Administration / Human Capital Management / Self-Assessment 4.1'. The main content area has a light blue background. On the left, a sidebar for 'Question 1' shows the status 'Not yet answered' and 'Not graded', with a 'Flag question' option. The main text area contains the question: 'Choose five sources of talent sourcing - discuss their advantages and disadvantages, as well as their relevancies in today's workforce ecosystem.' Below the question is a toolbar with various icons for text editing and formatting. The overall design is clean and modern, typical of an LMS (Learning Management System) interface.

Figure 3: Example of Reflection Action Guide



SIM DEVELOPMENT

4.0 SIM Development

Creating a simulation involves several stages to ensure it meets the learning goals and addresses learners' needs.

- 1** **Start by setting clear guidelines** for the Course Guideline that provide essential information about the course objectives, content, schedule, assessments, resources and support services for learners' understanding.
- 2** **Provide a clear and detailed overview** of the Programme Information for each course, like the instructor information, communication methods, and the learning schedule.
- 3** **Instructor information** in simulation development should involve guiding learners by delivering expertise, offering structured feedback, providing technical support, and overseeing assessments to ensure a comprehensive learning experience.
- 4** **Provides accurate and interesting content** for your SIM to ensure they are relevant and engaging for learners.
- 5** **Create assessments** to measure how well learners understand the content. This helps you evaluate your materials' effectiveness and find areas for improvement.
- 6** **Gather feedback** from each course to help in enhancing the simulation's effectiveness and quality at each stage.
- 7** **Continuously assess and adjust based on learner feedback** and performance at each stage to ensure the simulation meets educational goals.
- 8** **Provide additional materials** to help learners enhance their understanding of the course.
- 9** **Involves giving proper credit** to sources and contributors, while the references stage compiles all cited materials, ensures academic integrity and provides resources for learners to explore further.
- 10** **Refer to the UTHM ODL SIM Checklist** and **Text Structure Guide** for detailed instructions to ensure your SIM development meets all required standards.

1. Course Guideline

A Course Guideline provides essential information about the course objectives, content, schedule, assessments, resources, participation expectations, policies, and support services. Refer to Figure 4 for an example of course guideline.

	PAGE Course Overview
<p>Name of Course: STRATEGIC MARKETING Course Code: MJB10303 Semester: SEMESTER I Session: SESSION 2025/2026</p>	
<p>Lecturer(s): ASSOC. PROF. DR. AMRAN HARUN Email: amranh@uthm.edu.my WhatsApp: +6 013 613 3535</p>	
<p>TS. DR. MUHAMMAD ASYRAF HASIM Email: asyrafh@uthm.edu.my WhatsApp: +6 013 220 8718</p>	

Figure 4: Example of Course Guideline

2. Programme Information

The course particulars should include the following components:

- Learning objectives.
- Instructor information is conveyed through introductory videos and images.
- Communication methods (such as email, WhatsApp groups, Facebook groups, and phone calls).
- Schedule of learning and engagement activities.

PAGE Study Schedule				
Financial Management Study Schedule				
WEEK	LECTURE	OUTCOMES	LEARNING ACTIVITIES	ACTIVITY
1	Lecture 1	Introduction to Financial Management	Lecture recording with slides Video & Self-checks (2)	
2	Lecture 2	Financial Statement Analysis	Lecture recording with slides Video & Self-checks (2)	
3	Lecture 3	Financial Concept	Lecture recording with slides Online forum discussion Video & Self-checks (2)	
4	Lecture 4	Risk and Return	Lecture recording with slides Video & Self-checks (2)	Continuous Assessment (Assignment 1)
5	Lecture 5	Valuation of Debt and Equity	Lecture recording with slides Video & Self-checks (2) Assignment Submission	
6	Lecture 6	Capital Structure Strategy	Lecture recording with slides Video & Self-checks (2) Test @ AuthorOOL	
7	Lecture 7	Valuation of Firm	Lecture recording with slides Video & Self-checks (2)	Continuous Assessment (Test)
8	Lecture 8	Capital Budgeting	Lecture recording with slides Video & Self-checks (2)	

COURSE LEARNING OUTCOMES

At the end of the course, students are able to:

1. Analyse various techniques of accounting and finance in appropriate business financial scenarios.
2. Utilise theoretical models underpinning the practices in accounting and finance to achieve organizational goals.
3. Integrate relevant accounting and finance strategies in managing business operations.
4. Evaluate business cases using analytics approaches to achieve organisational goals.

Name of Course: FINANCIAL MANAGEMENT

Course Code: MJB10703

Semester: SEMESTER I

Session: SESSION 2024/2025

Lecturer(s):

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Figure 5: Example of Programme Information

3. Instructor Information

1. Including instructor information in a self-paced course significantly enhances the learning experience by offering learners valuable support and guidance. This inclusion helps bridge the gap between traditional instructor-led courses and self-directed learning, providing a sense of connection and reassurance.
2. Although learners are expected to study independently, knowing they can refer to the instructor for information, clarification, and additional resources can boost their confidence and motivation. Figure 6 shows an example of instructor information.



Get To Know Your Instructor

In this course, we're not just going to memorize facts and figures; we're going to dive deep, ask tough questions, and challenge ourselves to think critically.

So, get ready to roll up your sleeves, embrace the journey, and let's make some magic happen together. Welcome aboard!

"Hello, future leaders and learners! I'm thrilled to embark on this educational journey with each and every one of you. My name is Assoc. Prof. Dr. Amran Harun, but you can just call me Dr. Amran, and I'll be your guide through this course."

My goal is not only to impart knowledge but to ignite a spark within each of you—a curiosity that drives you to keep learning long after this course is over.

"Hello, future leaders and learners! I'm thrilled to embark on this educational journey with each and every one of you. My name is Dr. Muhammad Asyraf Hasim, but you can just call me Dr. Asyraf, and I'll be your guide through this course."

My goal is not only to impart knowledge but to ignite a spark within each of you—a curiosity that drives you to keep learning long after this course is over.



Figure 6: Example of Instructor Information

3. In an instructor's information section, forums facilitate communication and interaction between instructors and learners. They are used for announcements, discussions, Q&A, assignment collaboration, sharing resources, and ice-breaking sessions to enhance engagement and support. Figure 7 shows an example of a forum in LMS.

FORUM

Engagement Starters



Hello everyone, let's take a moment for introductions in this forum.

[Give your feedback here.](#)

Figure 7: Example of Forum in LMS

4. Content

1. Course developers must provide appropriate learning materials as primary references for learners, including slides, text documents, videos, audio recordings, or citations to external resources.
2. The selection of material types should be based on the relevance of the topic's content. These may consist of:
 - **Explanatory Content Text:** This text is designed to make complex topics easier to grasp, providing clear explanations and examples to support their learning without needing direct help from an instructor.
 - **Supplemented Diagrams (chart, graph, or infographic):** Available in .doc and .pdf formats, containing textual, diagrammatic, and video content, along with instructions for learning purposes.
 - **Videos:** Utilised for explanations, demonstrations, tutorials, discussions, field studies, and simulations.
 - **Forums:** Help facilitate discussions, support peer learning, and provide a way for learners to engage with course content and each other.
 - Other suitable materials as needed.

Explanatory Content Text in Layout

1. Organise materials by week.
2. Arrange all course materials in a clear order for learners to follow.
3. Make sure topic content matches learning outcomes and is logically arranged.
4. Provide instructions for learners to use the materials effectively.
5. Embed videos directly on the course page for easy access, and use iframe embed for other content like slides.
6. Use a mix of text and pictures to enhance learner engagement on the course page. Upload pictures directly or use the Label resource. Figure 9 shows an example of a process with a detailed caption.

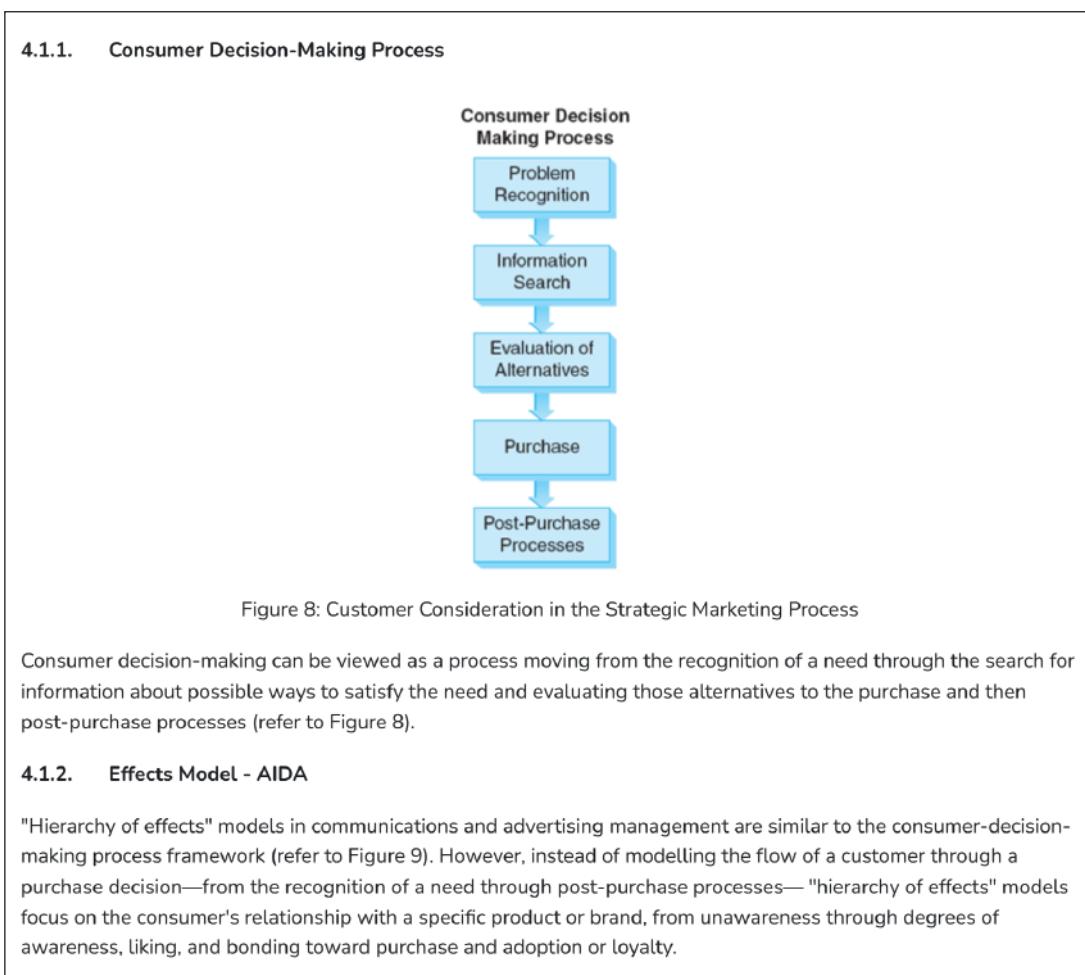


Figure 9: Example of Process with Caption

Supplemented Diagrams in Infographic

1. Use visual techniques like colour, text size, and images effectively.
2. Use copyright-free images from Freepik, free photos, or Pixabay.
3. Add textual descriptions and numbers to clarify image steps.
4. Organise infographic elements for clear understanding.
5. Choose easily readable colours, either contrasting or uniform schemes.

Figure 10 shows an example of an infographic.

10.1.2. The Market-Based View (MBV)



Figure 16: Porter's Five Forces

Porter's Five Forces is a framework for analysing a company's competitive environment.

Figure 10: Example of Infographic

Videos

1. Various types of videos can be employed to cover the following content areas:

<ul style="list-style-type: none">• Classroom/lecture instruction• Studio-based teaching• Interviews with experts• Conversations or discussions• Self-recorded sessions• Slideshows featuring video elements and presenter narration• Fieldwork documentation• Acting performances• Demonstrations of techniques or processes	<ul style="list-style-type: none">• Utilising green screen technology• Live videos supplemented with presentation slides• Teaching aided by visual elements or text overlays• Demonstrating writing, sketching, or calculations• Screencasting for software demonstrations• Creating animations, simulations, or 2D/3D models.
---	---

2. The process for video development unfolds in the following steps:

STEP 1: PLANNING	STEP 2: RECORDING	STEP 3: PRODUCTION
Image of slides	Image of the recording session	Image of an editing session
<ol style="list-style-type: none"> 1. Draft a storyline using slideshow software and create a script for the presentation. 2. Share the slides and scripts with the CAD Lead staff. 3. Arrange a studio recording schedule. 4. Perform pronunciation exercises using the slide presentations. 	<ol style="list-style-type: none"> 5. Participate in the recording session. 6. Dedicate time to rehearse and capture multiple recording shots. 7. Review slide arrangement and video content. 8. Ensure clarity in display and sound, including voice narration and music, at a suitable pace. 9. Aim for a video duration ranging from 2 to 10 minutes. 	<ol style="list-style-type: none"> 10. Developers need to evaluate the video content. 11. Suitable software options include OBS, Powtoon, Videoscribe, and Video Maker. 12. Review slide arrangement and video content.

- Ensure the visual and auditory elements (including voice narration and music) are clear and appropriately paced.
- The video's length should range from 2 to 10 minutes and maintain high resolution.
- Consider utilising software options such as OBS, Powtoon, Videoscribe, Canva, and Video Maker.
- Developers can utilise video production services provided by CAD Lead UTHM for video development and editing purposes.

3. Crafting a video narrative aids in structuring information and delivering it coherently, facilitating comprehension and ease of follow-through for the learner.
4. Devising a self-instructional video storyline aims to foster an immersive and impactful learning journey, empowering learners to attain their educational goals effectively. Figure 8 shows an example of an arrangement for placing a video on LMS.

 PAGE
1.1. Situation Assessment (The External Environment)
View

Access and review the material carefully and take notes on key points. Check the learning objectives to see if you grasp the main ideas. If something is unclear, revisit that section. Do the self-check and self-assessment questions provided to test your understanding. If you have further questions, reach out to your instructor or use additional resources. Review your notes regularly to retain the information.

 URL
Evaluating the Business' Internal & External Environments
View

Explore the video on Evaluating the Business' Internal & External Environments. Click on the link provided below to reveal more detailed information and explanations. This will help you to understand the business process and its external environment.


FIGURE 3.1The Components of a Company's External Environment

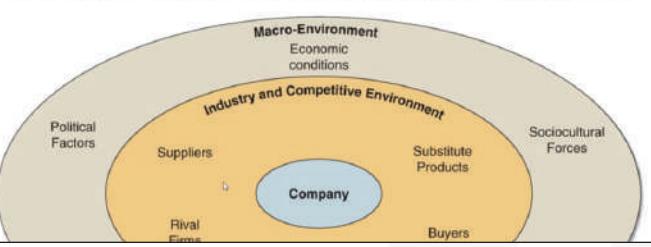


Figure 8: Example of Video Arrangement on LMS

Forum

Forums are important in self-paced courses, allowing learners to interact with peers and course materials. Here are different types of activities that can happen in a forum:

1. Discussion Forums: Learners discuss course topics and share ideas here.
2. Q&A Forums: Learners ask questions about the course, and peers or instructors provide answers.
3. Peer Review Forums: Learners share their work for peer feedback.
4. Debate Forums: Structured debates on course topics happen here.
5. Collaborative Forums: Learners work together on group projects or assignments.
6. Reflection Forums: Learners reflect on their learning experiences and share insights.

<p>Forums need careful organisation and supervision to ensure productive and respectful learning environments. Instructors should set clear participation rules and encourage learners to engage positively and constructively with each other.</p>	<p>Learners' activity guidance should cover:</p> <ul style="list-style-type: none">• Task and resources• Individual or group work• Time needed• Reference materials
---	--

Offer clear guidance and instructions to learners for engaging in discussions on relevant topics. Figure 11 shows an example of a forum.

PAGE
Introduction to Lecture 1 View

Begin by reviewing the introductory section where you will find the definitions of Situation Assessment and Strategy Formation. Click on the provided links for further understanding.



MBA OPEN & DISTANCE LEARNING
UTHM 30
Global Technopreneur University 2030
Mohammed Ayoub bin Haneef
UTHM STARS

Should you have any questions or require further assistance, don't hesitate to reach out to the instructor via Forum Column below.

FORUM
Ask your Instructor

Reach out to your instructor using this forum to ask any further questions related to the course.

Figure 11: Example of Forum

5. Assessment

1. The assessment has two main goals:
 - Reinforcement: Marks aren't factored into the grade but aid in learning (assessment for learning).
 - Measurement of achievement: Marks count towards the final grade (learning assessment).
2. Assessment can be done automatically (using the Quiz function) or manually by the instructor (using the Assignment function). Figure 12 shows an example assessment.

The image displays two screenshots of a learning management system interface, likely Moodle, illustrating different types of assessments.

Screenshot 1: Self-Check 11.2

This screenshot shows a "Self-Check" activity titled "Self-Check 11.2". The question is: "What are the key functions of distribution channels, and how do they add value to the process of delivering products from manufacturers to customers?". The question is marked as "Not yet answered" and "Not graded". Below the question is a text area with a rich text editor toolbar and a "Finish attempt ..." button.

Screenshot 2: Self-Assessment A

This screenshot shows a "Self-Assessment" activity titled "Self-Assessment A". The question is: "How do technology and competition change distribution channels, and what should companies do to manage power and conflicts in these channels?". The question is marked as "Not yet answered" and "Not graded". Below the question is a text area with a rich text editor toolbar and a "Finish attempt ..." button.

Figure 12: Example of Assessment

Assessment Checklist for SIM

Learning Objectives

Make sure the assessment matches the course's learning goals and intended outcomes.

Assessment Feedback

Give learners prompt feedback on their assessment results to help them learn and improve continuously.

Assessment Timing

Give learners enough time to finish the assessment and be flexible with deadlines to adapt their schedules and learning preferences.

Assessment Validity

Make sure the assessment measures what it's supposed to, and check its reliability and validity.

Grading

Create a fair and consistent grading system for the assessment that matches the learning goals.

Assessment Format

Select a suitable assessment format that matches the course content and learning goals.

Assessment Difficulty

Make sure the assessment's difficulty level is suitable for the target audience.

Accessibility

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

Assessment Security

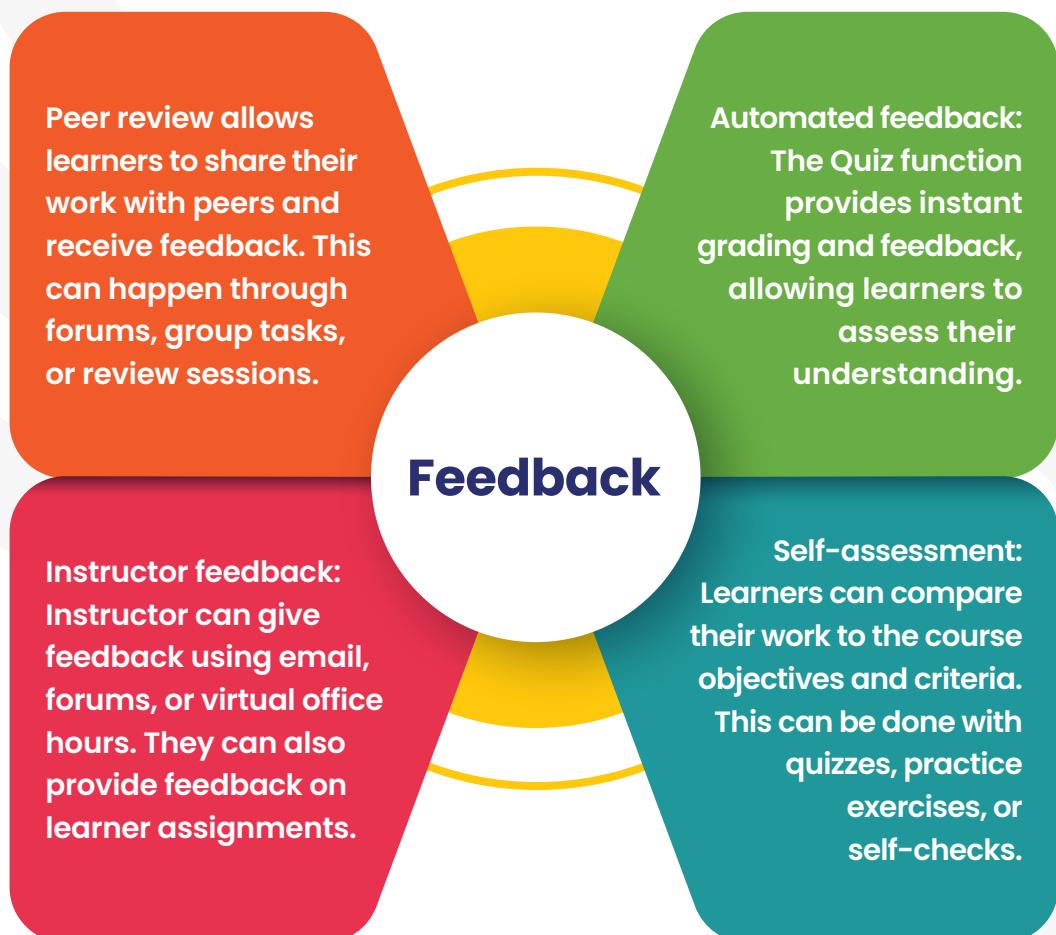
Make sure the assessment is secure and prevents learners from cheating or plagiarising.

Assessment Review

Regularly check the assessment to ensure it matches the course content, stays current, and accurately tests learners' understanding and knowledge.

6. Feedback

1. Regular feedback is crucial for learning. It helps learners know their strengths and weaknesses and improve their learning methods.
2. There are several ways that learners in a self-instructional course can receive feedback:



7. Learning Monitoring

In the given scenario, after viewing the recorded video lecture and providing examples, learners complete an activity to gauge their understanding of the lesson. Following this, discussions with the learners will take place. Figure 1 shows a sample of the Tell-and-Turn design on SIM.

1. Turn on Completion Tracking to guide learners and help instructors monitor engagement.
2. Instructors can use the report function to check engagement thoroughly and provide feedback, such as:
 - Learners need a minimum grade or score.
 - Learners must visit the material/activity/assessment URL.
 - Learners should engage in forum discussions by posting or responding.
 - Learners need to submit at least one glossary input.
3. 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	Massaging, Forum

Purpose	LMS Function
Course completion reporting	Course Completion, Certificate
Learner satisfaction survey	Feedback
Evidence of learner achievement	Dashboard, Badge, Certificate, Log Report, Backpack, Portfolio

4. Grade and Gradebook functionality can be used to update learner scores. Assessment weights can be set. Learners can check their scores to guide them in completing their learning.
5. The forum functionality can also be explicitly used as a communication space between learners and instructors, for example, by sharing learning tips and discussing general questions about the course.

8. Additional Reading

1. Include extra reading materials to enhance learners' understanding.
2. Guide learners on using these resources effectively, like providing summaries or reflection questions.
3. Ensure all materials, including extra readings, are accessible to everyone.

9. Attribution and References

1. Credit the source of your material's images, texts, and ideas
2. Provide references for learners to trace back ideas in the material.

10. Checklist

Please refer to the **UTHM ODL SIM Checklist** (Appendix A) and **Text Structure Guide** (Appendix B) for SIM development. These resources will help ensure all necessary components are included and meet the required standards. Follow the steps outlined in the checklist to systematically complete each section, and consult the guidelines for detailed instructions and best practices.



PUBLISHING ON AUTHORODL

5.0 Introduction to AuthorODL

The Publishing feature on UTHM ODL Learning Management System – AuthorODL is a versatile tool that empowers instructors to share course materials and resources with learners effectively. It allows instructors to publish lectures, assignments, and projects, ensuring that learners have access to all essential content in a flexible learning environment. Instructors can easily upload and organise lectures, distribute and manage assignments, and oversee projects while engaging with learners through discussion forums and class sessions.

The platform also facilitates sharing academic work, making it an invaluable resource for deepening learners' understanding of the subject matter. With features such as content scheduling, grading tools, and online assessments, AuthorODL simplifies connecting with and supporting learners, helping instructors create a structured, interactive, and supportive online learning experience.⁴

⁴ AuthorODL Guide for Academic Staff

5.1 Quality Assurance

A good self-instructional resource should do more than just present information; it should help learners understand it. Start by defining clear learning objectives so learners know what they should achieve. Include examples to clarify key points and answer common questions to prevent confusion. Assign tasks to reinforce learning and provide ways for learners to evaluate their progress. Finally, study methods should be recommended to help learners approach the material effectively.

To help remote learners, instructors in ODL should create a relevant SIM. The Checklist for SIM helps instructors evaluate materials for online courses, aiming to improve program quality, ensure consistency, and follow a competency and outcome-based educational approach.

The standard format of a unit within SIM UTHM ODL includes:

<ol style="list-style-type: none">1. Course Guideline2. Course Learning Outcomes3. List of Topics4. Course Synopsis5. Introduction to the Course6. Study Schedule7. List of References	<ol style="list-style-type: none">8. Learning Outcomes9. Self-Check10. Self-Assessment11. Key Terms12. Self-Test13. References
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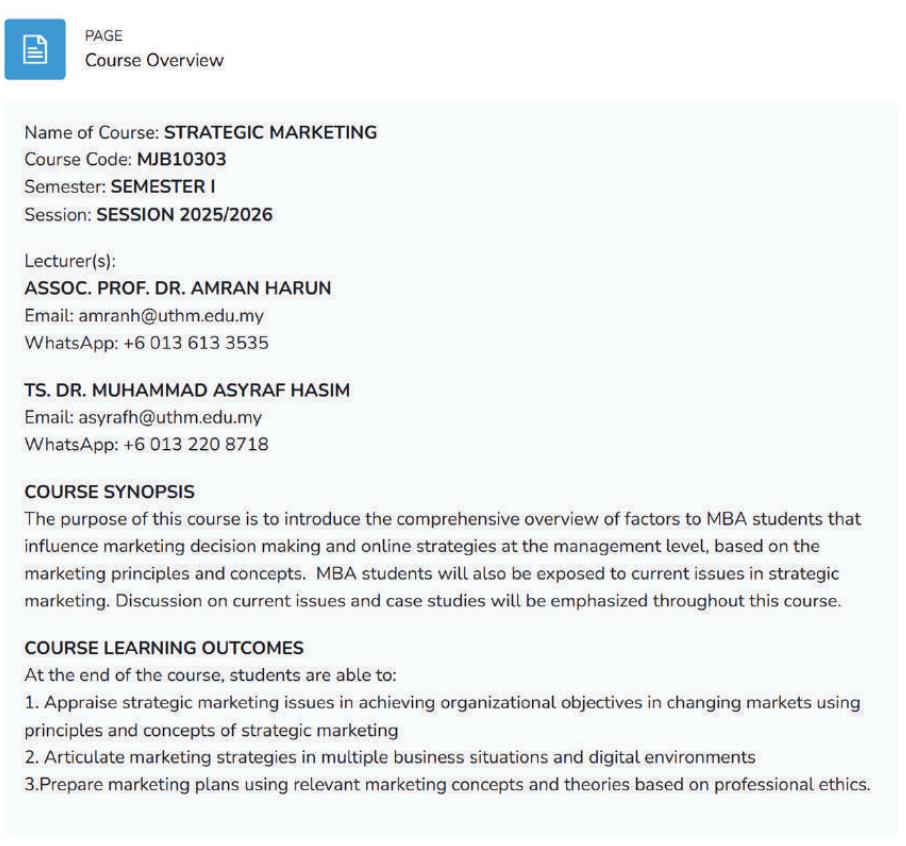
5.2 Publishing a Course in LMS

1. Course Guideline

A Course Guideline provides essential information about course objectives, content, schedule, assessments, resources, participation expectations, policies, and support services.

2. Course Learning Outcome (CLO)

Course Learning Outcomes (CLOs) are specific, measurable goals that describe what learners should know, be able to do, or value by the end of a course. Figure 13 shows an example of Course Learning Outcomes.



The screenshot shows a course overview page with the following details:

PAGE
Course Overview

Name of Course: STRATEGIC MARKETING
Course Code: MJB10303
Semester: SEMESTER I
Session: SESSION 2025/2026

Lecturer(s):
ASSOC. PROF. DR. AMRAN HARUN
Email: amranh@uthm.edu.my
WhatsApp: +6 013 613 3535

TS. DR. MUHAMMAD ASYRAF HASIM
Email: asyrafh@uthm.edu.my
WhatsApp: +6 013 220 8718

COURSE SYNOPSIS
The purpose of this course is to introduce the comprehensive overview of factors to MBA students that influence marketing decision making and online strategies at the management level, based on the marketing principles and concepts. MBA students will also be exposed to current issues in strategic marketing. Discussion on current issues and case studies will be emphasized throughout this course.

COURSE LEARNING OUTCOMES
At the end of the course, students are able to:

1. Appraise strategic marketing issues in achieving organizational objectives in changing markets using principles and concepts of strategic marketing
2. Articulate marketing strategies in multiple business situations and digital environments
3. Prepare marketing plans using relevant marketing concepts and theories based on professional ethics.

Figure 13: Example of Course Learning Outcome

3. Introduction to the Course

An introduction to a course is an overview provided at the beginning of a course that outlines its purpose, objectives, key topics, structure, and expectations. This introduction helps learners understand what they will learn, how the course will be conducted, and what is required for successful completion. Figure 14 shows an example of an Introduction to the course.

Introduction to the Course:

Welcome to the Strategic Marketing Course !

To kick off our journey together, please watch the introductory video designed to give you a comprehensive overview of what to expect in this course. The video also provides important background information that will be essential for your success in the upcoming modules.



For more detailed information, please watch the video closely, jot down key points, think about how the course fits your goals, and ask questions if anything's unclear.

Figure 14: Example of Introduction to Course

4. Course Synopsis

A course synopsis summarises a course's main topics, objectives, and structure, providing an overview of what learners will learn. Figure 15 shows an example of Course Learning Outcomes.

COURSE SYNOPSIS

The purpose of this course is to introduce the comprehensive overview of factors to MBA students that influence marketing decision making and online strategies at the management level, based on the marketing principles and concepts. MBA students will also be exposed to current issues in strategic marketing. Discussion on current issues and case studies will be emphasized throughout this course.

COURSE LEARNING OUTCOMES

At the end of the course, students are able to:

1. Appraise strategic marketing issues in achieving organizational objectives in changing markets using principles and concepts of strategic marketing
2. Articulate marketing strategies in multiple business situations and digital environments
3. Prepare marketing plans using relevant marketing concepts and theories based on professional ethics.

Figure 15: Example of Course Learning Outcomes

5. List of Topics

A list of topics is an organised collection of the main subjects or themes covered in a course, often presented in the order they will be taught. Figure 16 shows an example of a List of Topics.

LIST OF TOPICS

NO	TOPIC	MODE
1	Lecture 1: Situation Assessment and Strategy Formation	AuthorODL
2	Lecture 2: Implementation and Market Definition	AuthorODL
3	Lecture 3: PEST Analysis and Trend and Insights	AuthorODL
4	Lecture 4: Consumer Buyer Behaviour and Competitor Analysis	AuthorODL
5	Lecture 5: Industry Analysis and Product Life Cycle	AuthorODL
6	Lecture 6: Marketing Concept and Strategy	AuthorODL
7	Lecture 7: Generic and Product Market Growth Strategies	AuthorODL
8	Lecture 8: Market Segmentation	AuthorODL
9	Lecture 9: Specific Marketing Strategies	AuthorODL
10	Lecture 10: Competitive Advantage and SWOT Analysis	AuthorODL
11	Lecture 11: Targeting, Branding and Positioning	AuthorODL
12	Lecture 12: Product Development and Innovation	AuthorODL
13	Lecture 13: Pricing and Promotion	AuthorODL
14	Lecture 14: Place	AuthorODL

Figure 16: Example of List of Topics

6. Study Schedule

A study schedule is a detailed plan that outlines the specific times and dates for studying different topics, completing assignments, and preparing for exams, helping learners manage their time effectively throughout a course. Figure 17 shows an example of a Study Schedule.



PAGE
Study Schedule

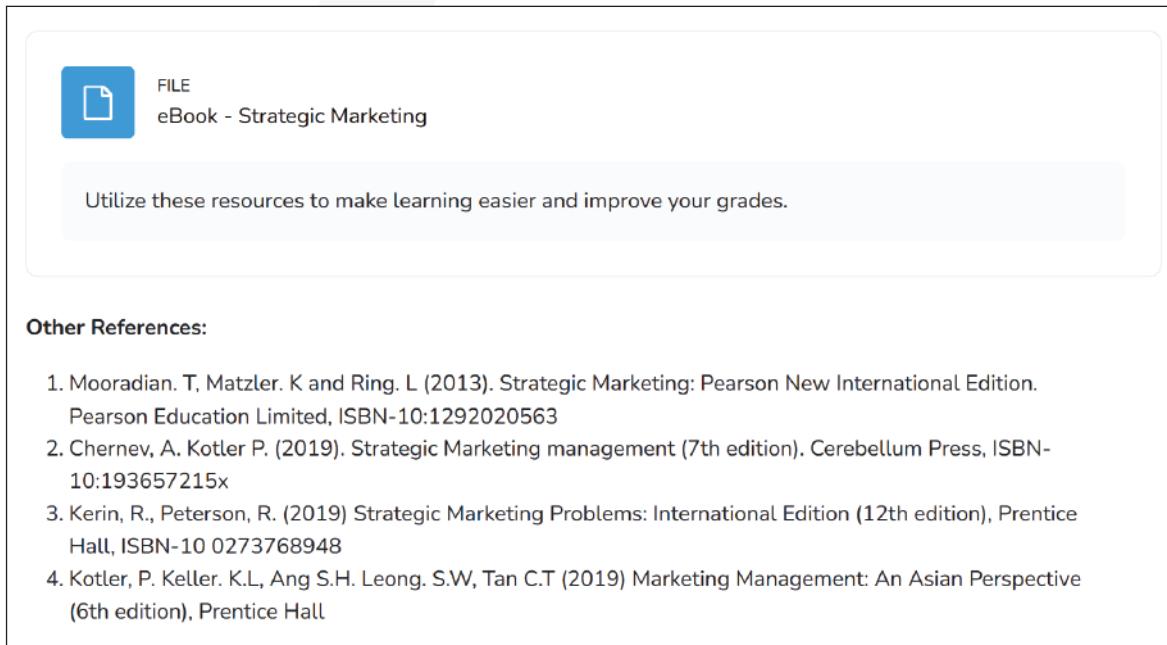
Financial Management Study Schedule

WEEK	LECTURE	OUTCOMES	LEARNING ACTIVITIES	ACTIVITY
1	Lecture 1	Introduction to Financial Management	Lecture recording with slides Video & Self-checks (2)	
2	Lecture 2	Financial Statement Analysis	Lecture recording with slides Video & Self-checks (2)	
3	Lecture 3	Financial Concept	Lecture recording with slides Online forum discussion Video & Self-checks (2)	
4	Lecture 4	Risk and Return	Lecture recording with slides Video & Self-checks (2)	Continuous Assessment (Assignment 1)
5	Lecture 5	Valuation of Debt and Equity	Lecture recording with slides Video & Self-checks (2) Assignment Submission	
6	Lecture 6	Capital Structure Strategy	Lecture recording with slides Video & Self-checks (2) Test @ AuthorODL	
7	Lecture 7	Valuation of Firm	Lecture recording with slides Video & Self-checks (2)	Continuous Assessment (Test)
8	Lecture 8	Capital Budgeting	Lecture recording with slides Video & Self-checks (2)	

Figure 17: Example of Study Schedule

7. List of References

A list of references is a compilation of sources, such as books, articles, websites, and other materials, that were used or cited in a course or academic work. It provides the necessary details for others to locate and review these sources. Figure 18 shows an example of a List of References.



FILE
eBook - Strategic Marketing

Utilize these resources to make learning easier and improve your grades.

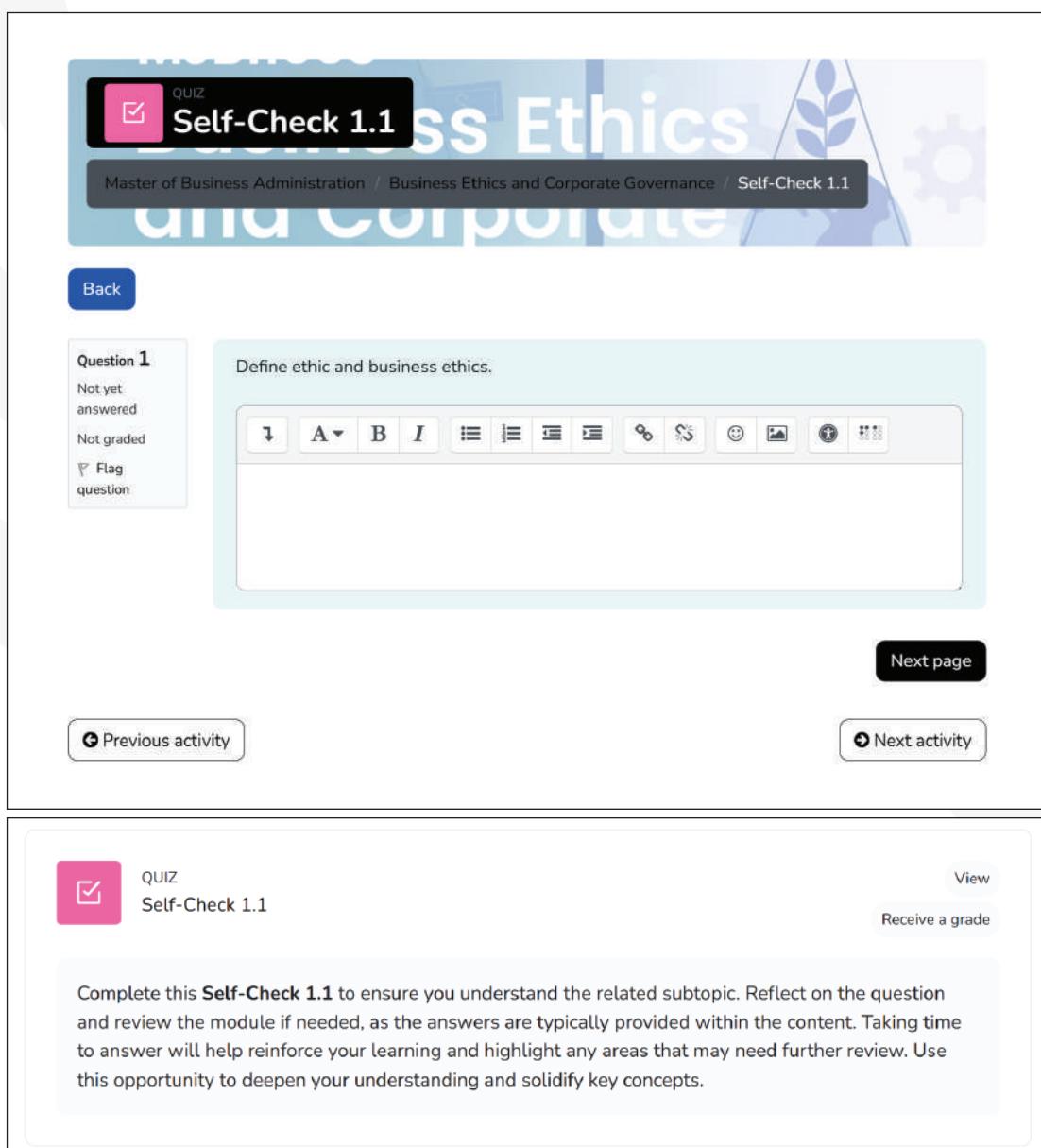
Other References:

1. Mooradian, T, Matzler, K and Ring, L (2013). Strategic Marketing: Pearson New International Edition. Pearson Education Limited, ISBN-10:1292020563
2. Chernev, A, Kotler, P. (2019). Strategic Marketing management (7th edition). Cerebellum Press, ISBN-10:193657215x
3. Kerin, R, Peterson, R. (2019) Strategic Marketing Problems: International Edition (12th edition), Prentice Hall, ISBN-10 0273768948
4. Kotler, P, Keller, K.L, Ang S.H, Leong, S.W, Tan C.T (2019) Marketing Management: An Asian Perspective (6th edition), Prentice Hall

Figure 18: Example of List of References

8. Self-Check

This part is strategically placed at various locations in the module. It often follows a subtopic or a few subtopics and usually consists of a question. When you encounter this, take a moment to reflect on what you have learned so far. Trying to answer the question will help you assess how well you have understood the subtopic(s). Most of the time, the answers can be found within the module. Note: Low Order Thinking Skills (LOTS) type questions. Figure 19 shows an example of Self-Check.



QUIZ
Self-Check 1.1

Master of Business Administration / Business Ethics and Corporate Governance / Self-Check 1.1

Business Ethics and Corporate Governance

Back

Question 1
Not yet answered
Not graded
Flag question

Define ethic and business ethics.

Next page

Previous activity

Next activity

View

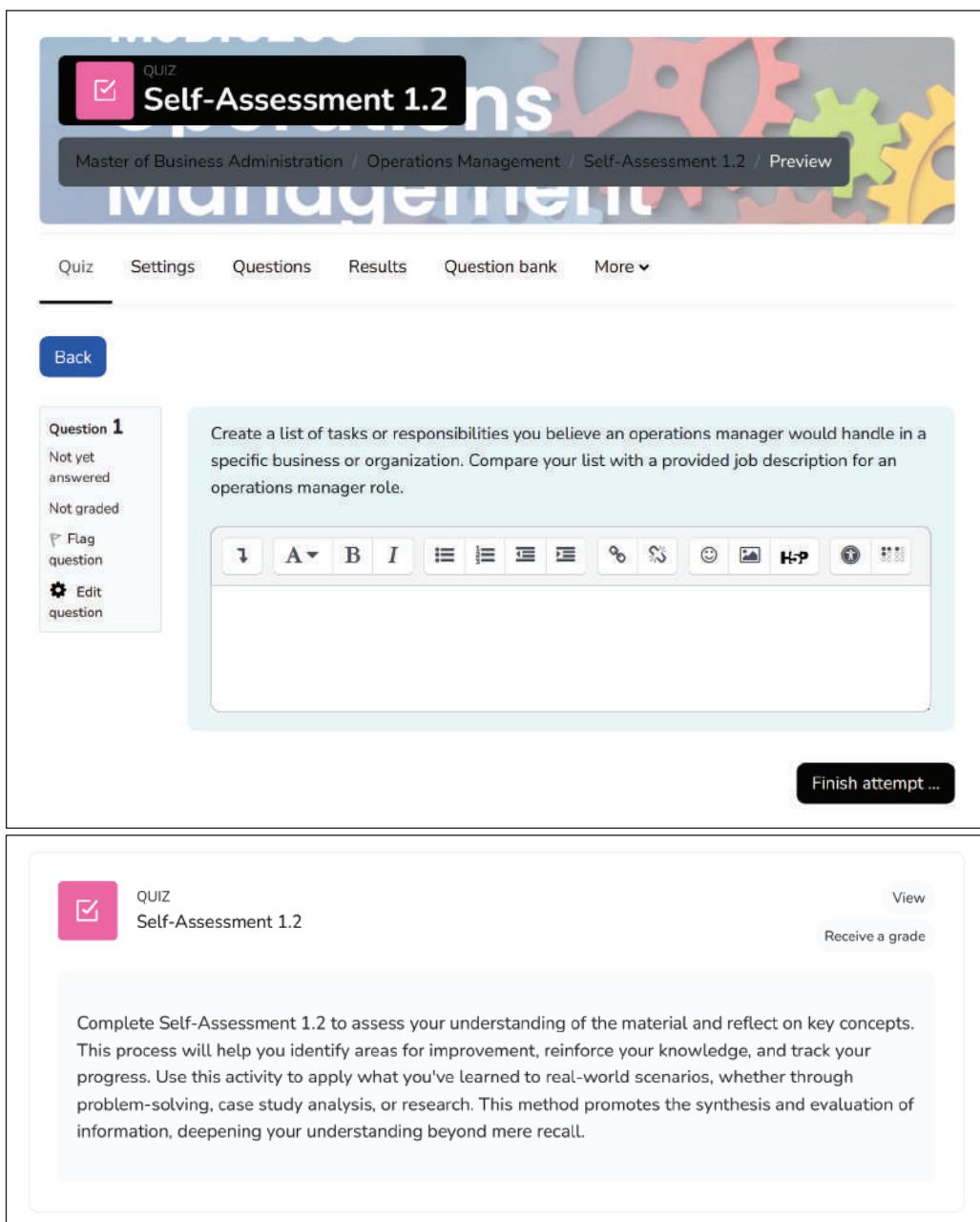
Receive a grade

Complete this **Self-Check 1.1** to ensure you understand the related subtopic. Reflect on the question and review the module if needed, as the answers are typically provided within the content. Taking time to answer will help reinforce your learning and highlight any areas that may need further review. Use this opportunity to deepen your understanding and solidify key concepts.

Figure 19: Example of Self-Check

9. Self-Assessment

Similar to Self-Check, this component appears in different locations in the module. It might involve solving problems, examining short case studies or scenarios, or conducting an observation or research. Sometimes, it requires you to analyse, synthesise, and evaluate rather than recall information. When you encounter an activity, consider how to apply what you have learned to real-life situations. Note: High Order Thinking Skills (HOTS) type questions. Figure 20 shows an example of Self-Assessment.



The figure displays two screenshots of a self-assessment quiz interface. The top screenshot shows the quiz interface with a question about listing operations manager tasks. The bottom screenshot shows a summary or description of the self-assessment activity.

Top Screenshot (Quiz Interface):

- Header:** QUIZ Self-Assessment 1.2
- Breadcrumbs:** Master of Business Administration / Operations Management / Self-Assessment 1.2 / Preview
- Navigation:** Quiz, Settings, Questions, Results, Question bank, More ▾
- Question 1:** Not yet answered, Not graded.
- Question Text:** Create a list of tasks or responsibilities you believe an operations manager would handle in a specific business or organization. Compare your list with a provided job description for an operations manager role.
- Text Editor:** A text area with a toolbar containing icons for bold, italic, underline, list, and other text styles.
- Buttons:** Back, Finish attempt ...

Bottom Screenshot (Summary):

- Header:** QUIZ Self-Assessment 1.2
- Buttons:** View, Receive a grade
- Description:** Complete Self-Assessment 1.2 to assess your understanding of the material and reflect on key concepts. This process will help you identify areas for improvement, reinforce your knowledge, and track your progress. Use this activity to apply what you've learned to real-world scenarios, whether through problem-solving, case study analysis, or research. This method promotes the synthesis and evaluation of information, deepening your understanding beyond mere recall.

Figure 20: Example of Self-Assessment

10. Key Terms

The online course needs clear guidelines for learners' evaluations during the course. Along with self-paced learning, there should be opportunities for self-assessment too. Figure 21 shows an example of Key Terms.

Key Terms

1. Situation Assessment
2. External Environment
3. Strategic Gap
4. Marketing Strategy

Figure 21: Example of Key Terms

11. Summary of Lecture

This section reminds you of important terms or jargon used throughout the module. If you cannot explain some terms, you should review them in the module. Figure 22 shows an example of a Summary.

SUMMARY OF LECTURE 8

Markets are rarely truly homogeneous; customers have different needs and wants and will respond differently to the various elements of the marketing mix. A basic marketing assumption is that customers will gravitate toward offerings best suited to their needs and wants. However, customising the marketing mix toward distinct needs and wants has inherent costs—including the cost of adapting the mix and the opportunity cost of foregone economies of scale, to name just a few. Still, the benefits of customisation often outweigh the costs, and this is where segmentation becomes essential.

Figure 22: Example of Summary

12. Self-Test

Self-Test involves questions that match the learning outcomes of a particular topic. These questions are tailored to evaluate your understanding, application, and critical thinking skills related to the subject matter. Completion of all questions in the self-test is compulsory for learners. Figure 23 shows an example of a Self-Test.

The screenshot shows a digital platform for a self-test. At the top, a purple header bar features a pink 'quiz' icon with a checkmark and the text 'Self-Test: Lecture 8 - Market Segmentation'. Below the header, a dark grey navigation bar displays the path: 'Master of Business Administration / Strategic Marketing / Self-Test: Lecture 8 - Market Segmentation / Preview'. The main content area has a light blue background. At the top of this area, there is a navigation bar with links: 'Quiz', 'Settings', 'Questions', 'Results', 'Question bank', and 'More'. Below this is a blue 'Back' button. On the left, a sidebar for 'Question 1' shows the status: 'Not yet answered', 'Not graded', and 'Flag question' and 'Edit question' buttons. The main question text is 'Discuss six characteristics of market segmentation'. To the right of the question is a toolbar with various icons for text formatting and media insertion.

Figure 23: Example of Self-Test

5.3 Embedding

1. Materials can be arranged every week.
2. All materials uploaded in the course must be arranged in a suitable order to guide the learners on the steps to use them.
3. The content of the topic must match the learning outcome of the topic and be arranged in a logical order.

5.3.1 Embedding Slides

- Several functionalities can be used to upload slides: Files, Pages and Lessons.
- File functionality as module notes in the LMS platform is not recommended because learners can download the material to protect copyright, and ensure the learner learning in the system can be tracked.
- Therefore, the Google Slides application with the Publish to the Web functionality (File>Publish to the Web) can display slide content links from Google Slides. The generated iFrame code needs to be inserted on the relevant page.
- Slides inserted into the page with the embed functionality will turn into a slide presentation (slideshow) when inserted into the course.
- The advantage of using Google Slides is that any updated content containing the iFrame code will be displayed directly in LMS, and the file will not need to be uploaded again.

5.3.2 Embedding Video

1. Embedding YouTube Videos

- Add a YouTube video to your website using a code snippet.
- The video player appears directly on the page.
- Viewers can watch the video without leaving your site.

2. To embed a YouTube video, follow these steps:

- Find the video you want to embed on the YouTube platform.
- Click on the "Share" button below the video player.
- Click on the "Embed" button in the share options. Select the video size and other options that fit your preference.
- Copy the generated embed code.
- Paste the code into the HTML editor of the website or online platform where you want the video to appear.
- When the webpage is loaded, the embedded YouTube video player will appear, and viewers can watch the video without leaving the webpage.



CLOSING

6.0 Closing

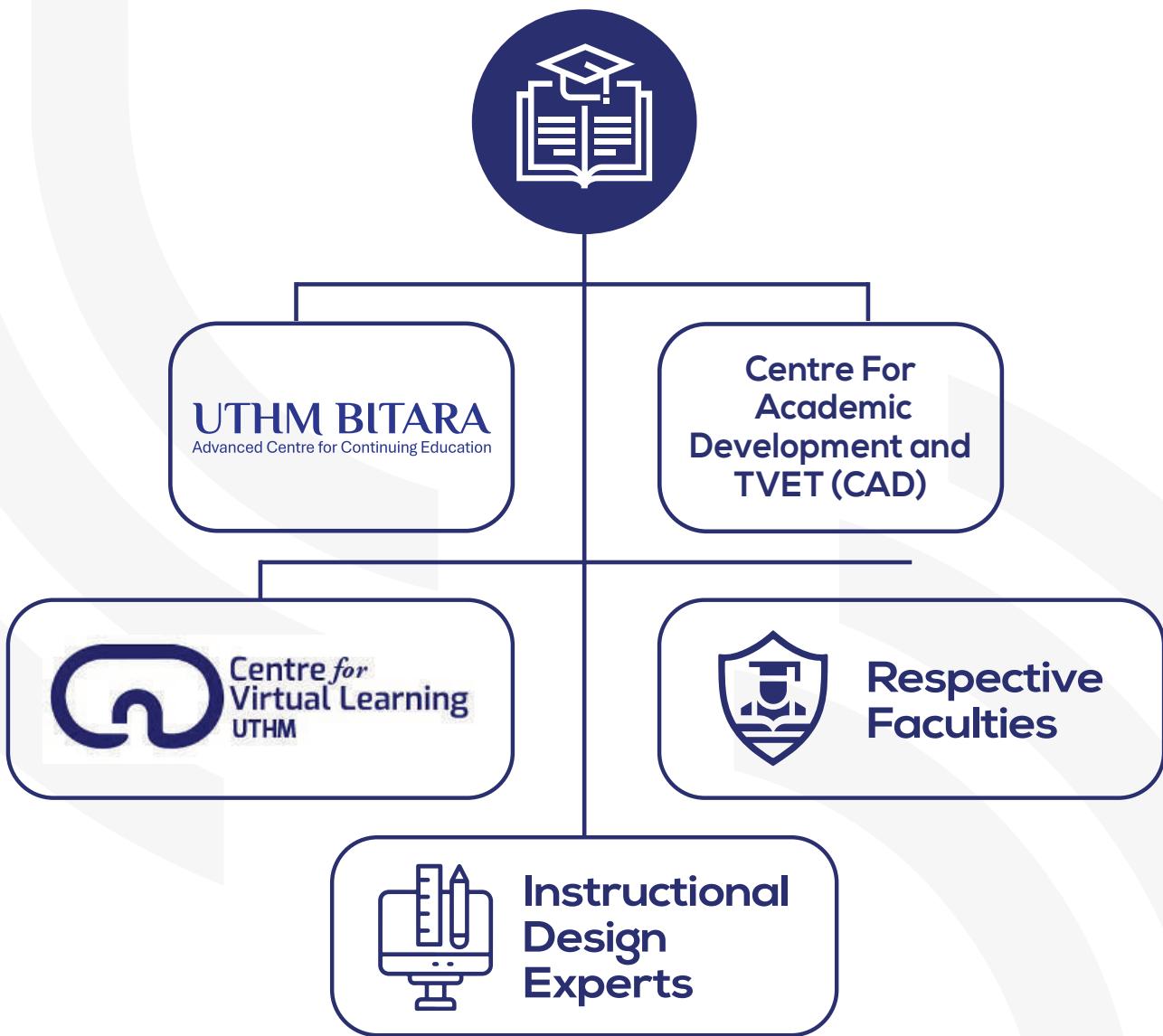
The SIM principles at UTHM are centred on autonomous learning, self-directed, self-explanatory, self-contained, self-guided, self-driven, and self-evaluating approaches, empowering students to take ownership of their learning journey.

An assessment tool for self-evaluation has been included to pinpoint areas needing improvement and enhance the learning journey for learners.

Diverse media formats like videos, audio, interactive tasks, and quizzes should be utilised to maintain learner engagement and motivation. Collaborative learning can be fostered through online forums and discussion boards where peers and instructors interact.

Crafting top-notch SIMs may pose challenges, yet dedicating effort to creating and delivering impactful SIMs will lead to a more successful online course. Adopt a learner-focused approach to SIM design, consider feedback from learners, and stay abreast of the latest research and best practices.

6.1 UTHM SIM Collaborators



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Appendix

Appendix A

UTHM.BITARA/ODL/SIM/2025



SELF-INSTRUCTIONAL MATERIAL (SIM) CHECKLIST FORM

SME Name :
Course Code & Name :
Date :

No	Content		Yes	No	Remark
1	Course Information				
	a Course Guideline				
	b Course Synopsis				
	c Course Learning Outcomes (CLO)				
	d Introduction to Course				
	e List of Topics				
	f Study Schedule				
	g References				
2	Content (Each Topic)				
	a Learning Outcomes (LO)				
	b Explanatory Content Text / Supplemented Diagrams (chart, graph, or infographics) / Activity / Examples / Video (link) / Video Recording (link) – with references (if any) / Forums				
	c Self-Check – LOTS (Minimum 1)				
	d Self-Assessment – HOTS (Minimum 1)				
	e Summary				
	f Key Terms				
	g Self-Test (Established from LO)				
3	Course Feedback				
	a Student Feedback				
4	Assessment				
	a Continuous Assessment				
	b Final Assessment				

Prepared by:

Checked by:

.....
Subject Matter
Expert

.....
ODL Department
UTHM BITARA

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Appendix B

UTHM.BITARA/ODL/SIM/2025



TEXT STRUCTURE GUIDE (SIM Guidance for Student)

Before starting this module, take a moment to familiarise yourself with the text arrangement. This understanding will enhance your ability to organise and approach your study of the course more effectively and objectively. Generally, each topic follows a specific text arrangement.

Learning Outcomes: This section outlines what you should achieve after covering a topic thoroughly. As you progress through each topic, you must frequently refer to these learning outcomes. This helps you gauge your understanding as you go.

Self-Check: This part is strategically placed at various locations in the module. It often follows a subtopic or a few subtopics and usually consists of a question. When you encounter this, take a moment to reflect on what you have learned so far. Trying to answer the question will help you assess how well you have understood the subtopic(s). Most of the time, the answers can be found within the module itself. Note: **Lower Order Thinking Skills (LOTS) type questions.**

Self-Assessment: Similar to Self-Check, this component appears in different locations in the module. It might involve solving problems, examining short case studies or scenarios, or conducting an observation or research. Sometimes, it requires you to analyse, synthesise, and evaluate rather than just recall information. When you encounter an activity, consider how to apply what you have learned to real-life situations. Note: **Higher Order Thinking Skills (HOTS) type questions.**

Self-Test: Self-Test involves questions that match the learning outcomes of a particular topic. These questions are tailored to evaluate your understanding, application, and critical thinking skills related to the subject matter. Completion of all questions in the self-test is **COMPULSORY** for students.

Summary: You will find a summary at the end of each topic. This recaps the main points of the topic and helps you assess how well you have retained the information. If there are parts of the summary you do not understand, revisiting those details in the module is a good idea.

Key Terms: Also located at the end of each topic, this section reminds you of important terms or jargon used throughout the module. If you cannot explain some terms, you should review them in the module.

References: This section lists relevant textbooks, articles, and other sources for further reading. The list can appear in a few locations, such as in the Course Guide (in the References section), at the end of every topic or the back of the module. You are encouraged to explore these sources to deepen your understanding of the course material.

Final Assessment: A required exam or project that checks how well the student has learned and can apply the course material. It usually includes different types of questions like multiple-choice, short answers, and essays. This assessment is **COMPULSORY** and is an important

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part of the final grade. ODL students must prepare on their own using course materials, self-assessments, and other resources, as they typically do not have direct, regular contact with instructors.

Note: All assessments are subject to a maximum threshold of 30% **similarity and AI-generated content**. Plagiarism misconduct will be evaluated based on the percentage threshold established by the Senate, which specifies that similarity in thesis work at all levels of study should **not exceed 30%**.

ODL

Handbook for Instructors

SELF INSTRUCTIONAL MATERIALS DEVELOPMENT

OPEN AND DISTANCE LEARNING
(FIRST EDITION)