

## **IMPLEMENTING GOOGLE ONLINE AND KAMI APPLICATIONS TO SUPERVISE ONLINE DISTANCE TEACHING AND LEARNING (ODL)**

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### **ABSTRACT**

*Online Distance Learning (ODL) is not the new method of learning. This ODL is combination of online learning and distance learning that have been implemented years ago. ODL is referring to solely online teaching and learning, hence a powerful tools or apps are crucial to be embedded into online technology in order the process of teaching and learning that includes lecture, disseminate assessment, marking and feedback among students and lecturer are well equipped. This paper will discuss google online apps such as google form and google drive incorporate of KAMI apps for effective online distance learning.*

**Keywords:** *Online Distance Learning, Online Application, Learning*

### **Most common used applications for communication**

The most available and undeniable application for online and distance communication is WhatsApp. In Malaysian society, almost 97 percent internet user population known and used WhatsApp as most frequently used and convenient application for communication among colleagues (Telenor Research, 2016). Hence, there is no doubt when a survey was done in March, 2020 among Civil Engineering Students part 4 regarding online platform for teaching and learning, 83.3 % of students have chosen WhatsApp as the platform. Figure 1 shows comparison of acceptance of platform from sample of group PEC2214B1.

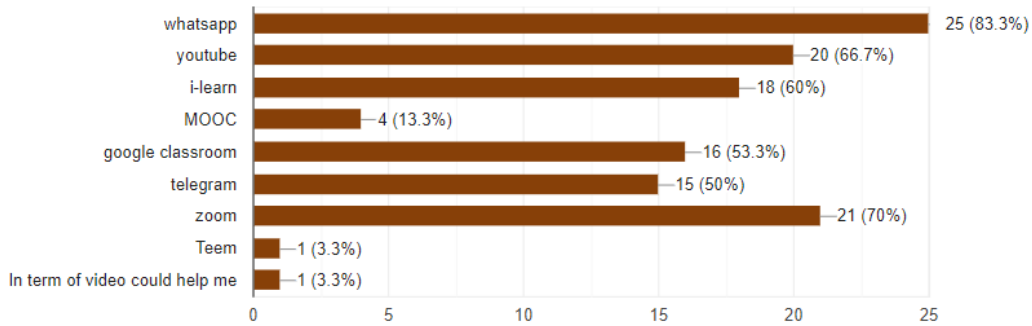


Figure 1. Comparison of students' acceptance on online platform for teaching and learning.

Anyhow, teaching and learning is not limited to communication but followed by continuous assessment such as assignment, quizzes, tests and group project or presentation. In order to handle all of the tasks efficiently, another appropriate application that enable to capture time and dates of activities performed by each student is required. By considering several criteria such simple, easy to learn and low data bandwidth, google form, google drive and KAMI are used to simplify the task of submission, access, marking, evaluation and sharing documents in between lecturers and students.

### WhatsApp as teaching and learning platform

WhatsApp application is a group chatting platform provides free internet communication that's integrate text, sounds, graphics, video and any others multimedia elements. WhatsApp allows documents such as PDFs, spreadsheet, video, slideshows and many more are shared without the hassle of email, file sharing applications and send quickly even on a slow connection.

Figure 1 shows how convenient are PDF document and video file are shared and get immediate response from members of the chat group. Next, Figure 2 shows how cosy is communication happen even you are in giving lecture which usually happen in serious mode in classroom. This mode encourage students to share their opinion and ask questions without hesitation, which is rare to happen in classroom.



Figure 1. Sharing different types of files



Figure 2. Chatting cosily in most pleasant way.



Figure 3. Discussing an exercise among students



Figure 4. Combining discussion with voice recording message

Two-way communication is very effective through the chat group. Figure 3 shows how an exercise is given and discuss among students. They tried to engage themselves and participating especially when marks is given by answering the exercise. Keeping asking questions is an effective way to make sure they are engaged until end of the session. Voice recording message in Figure 4 is another feature to make the discussion is more exciting. Some of difficult explanation could be done by combining both text and voice recording message. Figure 5 shows immediate feedback

and comments for instant exercise posted by students. By this effort, other students also intrigue to engage with the discussion and broaden the discussion into other related sub issues. The most beautiful part is in Figure 6, they help each other to correct the errors and explain any unpleasant condition faced by colleagues.



Figure 5. Return the comments or feedback of exercise posted by students



Figure 6. Sharing different opinion regarding solving the problem

## Google form and google drive as an effective cloud storage, uploading, sharing and managing documents

Integration of google apps that centralized all the process of submission, marking and returning feedback have simplified all the process in order to evaluate all the assessment efficiently. Starting with Google Form, which is used to create online quiz, attendance and submission link for any assignments. Students can answer all the questions and get the answer right after they press button submit. Immediate respond and discussion allow students to pay attention to their false answer and re correct the previous wrong understanding. Google Form provides the statistical analysis for not only each question but also for each respondent. The details of the result for each respondent can be transfer into spreadsheet format. Instead of the result, exact time and date of submission is recorded and can be used to check validity of the respondent.

The best part of it is all the information are automatically being stored in Google Drive. This cloud drive is reliable and there is no way of wariness of losing files or virus attack. Furthermore, sharing folders in Goole Drive allow students to view their scripts of assessment after marking and share the feedback.

### KAMI application for efficient online marking

KAMI is an established apps for online learning that efficiently makes annotation via digital pen as comfortable as manual. KAMI is easy to used, straight access to the website and no hassle to login every time to access.

Marking experience is joyful and less stress because the interface is simple and easy to understand. Figure 7 shows KAMI interface with a pdf file was opened and upload from local PC. To do the annotation, first you can move the toolbar either on your left or on your right by clicking the last image or icon. This feature is convenient for both left and right handwriting. To enjoy the marking process, make sure to click drawing for marking, and make sure digital pen is available. Textbox is useful when to put elaboration or comments that includes more text writing. Eraser to delete and re correct any annotation or drawing.

Another useful feature instead of toolbar is Menu features located the most right on top of the screen. Figure 8 shows menu contains more layouts option to help user jump through every pages of the active documents conveniently in order to do the annotation.

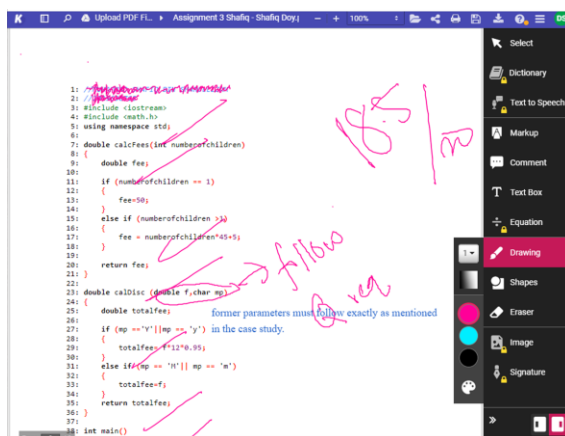


Figure 7. KAMI interface with toolbar is on the right side.

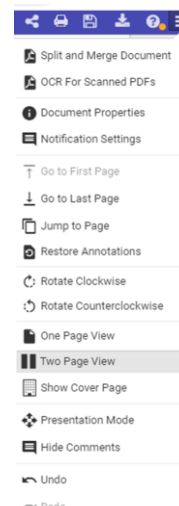


Figure 8. Menu features

## **Conclusion**

Instead of sceptical, both students and lecturers were excited to try and learn ODL desperately since the enforcement of the implementations announced by ministry. At the same time, we have to quarantine ourselves when our country has been battling to cut the chains of COVID-19. Positively, we envision students will learn their independent learning and improve their attitudes of depending on lecturer's notes. Instead, creatively seek other sources of information that might improves their understanding and accomplishment by themselves. Anyhow, students are still a student, lack of monitoring seems put them far away from self-improvement especially when they are isolated at their hometown and away from campus life. Situation was getting worst when their hometown has poor internet connections. The efforts done by universities to allow them stay at campus for incoming semester, incentive to cover internet fees and webinars to motivate and sharpen their skills suppose motivate them to keep improving and adapt with the situation. ODL journey was just begin there are opportunities for improvements for ministry, universities, lecturers and students.

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