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Online Distance Learning New Norm in Undergraduate Graphic Design Education

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ABSTRACT

Technology advancement has revolutionized the education environment, resulting in Online Distance Learning (ODL) being introduced at the tertiary level to meet the demands of various groups of individuals. While the academic environment embraces technology advancement and ODL, the world was hit with the devastating Covid-19 pandemic, putting the whole world at freeze and greater challenges. This created further challenges towards the ODL implementation, especially in the fields requiring hands-on practical lab and studio practices such as art and design. Despite the technology advancement and flexible platform, the Teaching and Learning process faces unprecedented challenges which required investigation towards its implementation and effectiveness. This article discusses the implementation of Online Distance Learning (ODL) in the teaching and learning (T & L) process of the Graphic Design Field in Malaysian Tertiary Institution. The result from the finding identified what were the challenges and can be used to further improve the implementation of ODL in the related field of study in the future.

Keywords: *Graphic Design Education, Online Distance Learning, New Norm, Tertiary Education*

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1. INTRODUCTION

The revolution of Technology in recent years has reshaped the education environment, changing the delivery of teaching and learning content to the convenience of interactive multimedia technology (Abdul Aziz, Abdul Salam, Ariffin, & Ismail, 2016). Significantly, Online Distance Learning (ODL) was then introduced and became one of the practices in delivering teaching and learning content. Tertiary institutions began to offer online distance learning programs for their students to embrace this development. Zaborova, Glazkova & Markova (2017), asserted that distance learning is capable to provide more flexibility to the students, which further reduced costs and provide flexibilities for students to manage their study. This proves the positive impact which provides more opportunity among the public to further their tertiary education.

The implementation of ODL is strongly associated with E-Learning, as it implements the digital communications and delivery of lessons, capable to provide better flexibility and access for students (Levy, 2017). However, the establishment of E-Learning is being confused either as an informal setting or as an educational setting within its practice as defined by (Aziz & Muhammad, 2017). Despite the positive impact, scholars in distance learning, Allen at. Al (2004) argued the effectiveness of online distance learning, where he asserted the need for a face-to-face session on the process of teaching and learning in a learning environment. This was further supported by (Akhter, 2017) who reported that a

learning process cannot take place just by using online technology alone. This has shown that Online Distance Learning has its own advantages and disadvantages, where the right learning method need to be chosen based on the needs, situation, subject and program.

2. EXISTING DISTANCE LEARNING IN MALAYSIA

Distance learning in Malaysia has been a practice in some tertiary institutions, providing a platform to promote their institutions and programs. Furthermore, it opens up opportunity among the students to upgrade their skills and qualification, and future career advancement. A good example would be Open University Malaysia (OUM), had offered student with online distance learning, where students were required to fulfil certain requirements before furthering their studies here. They provide platforms such as an online forum, face-to-face class, self-study and fully online mode study. This flexibility further provides opportunities for the student to keep themselves on track of their study with the support and effective communication with their lecturers and peers. However, some modules are still required to be delivered using face to face method. Further towards this, there is a need for the Ministry of Education to look into its relevant which add better value and quality to the Malaysian education ODL environment as the examination is still being carried out in the traditional method where students are required to choose nearby Open University campus to seat for a final exam.

2.1 Covid-19 Pandemic and the Learning Environment

In early 2020, the world was struck with the spread of the Covid-19 virus which soon was declared a pandemic. This devastating pandemic has resulted in the Movement Control Order to suppress the spread of Covid-19 among the public, with only essential services were allowed to operate. This has affected the current education landscape with new norm practice which sees the challenge of Distance Learning in the education environment. Further towards this, the Malaysian government continuously run the campaign to promote and the new norm among its citizen. The Prime Minister, Tan Sri Muhyiddin Yassin further stressed the need for Malaysian citizen to understand and follow this new norm with the standard operating procedures (Mohamed F., 2020).

To ensure the teaching and learning process is delivered at its best, tertiary education providers such as University Tun Abdul Razak (UNITAR) and Taylor's University has moved their teaching and learning method to online mode (Karim, 2020). In carrying out these activities, UNITAR uses the Microsoft Team platform as their main online distance learning method, while Moodle e-Learning System is used by Taylor's University. Both to achieve a more interactive and fun delivery method to their students through their online distance learning method.

The application for online distance learning might be slightly different for each course and programs, depending on the situation and requirement. Those applications available in the market comes in its feature, interfaces and capabilities. In regards to these, scholars have discussed and identified the usage of ODL. The summary of applications that had been discussed from existing writing is illustrated in the table below.

Table 1: Existing writing about ODL application

Author	Title	Application
Sugianto (2020)	The Utilization of Google Classroom in Implementing Distance Learning in Islamic High School Al Azhar 9 of Yogyakarta During Covid-19 Pandemic	Google classroom
Herbimo (2020)	Application of the moodle application as one of the distance learning models in the pandemic period	Moodle
Biradar (2020)	Webinar: The New Way of Continued Medical Education	Cisco Webex/ Zoom/Microsoft Teams

The summary above illustrates that there are varieties of application that can be used for online distance learning purpose.

3. ODL IN THE GRAPHIC DESIGN COURSES DURING THE COVID-19 PANDEMIC

In meeting the MCO challenge, University Teknologi MARA (UiTM) as the largest public university with campuses in every state in Malaysia embarked on the ODL practice. According to its Vice-Chancellor, Professor Emeritus Datuk Dr Mohd Azraai Kassim, UiTM will implement both the combination of face-to-face and online learning environment in its teaching and learning process (Syuhada, Nur & Yusri, 2020). This combination was found to be the best solution during the movement control order, as there is a large number of programs with hands-on practical labs, studios and workshop in its teaching and learning process.

The graphic design program, as one of the major arts and design courses along with photography and digital imaging, fine art, ceramic design, fashion design and others requires a studio hands-on practical face to face teaching and learning process. In the current environment, it is majorly containing digital media and was identified to be ODL ready, hence the program runs on a full ODL mode as the new norm. However, the challenges surface during the teaching and learning process with some predicted and unpredicted situation and hiccups. This was based on the authors' experience themselves and some colleagues' feedback in UiTM Perak Branch, Seri Iskandar Campus. Some of the major expected challenges were time management, network coverage and stability, hardware capability and internet data restrictions. On the other hand, the unpredicted challenges and difficulties faced by both lecturers and students were work progress critique sessions, submission of large files graphic assignments, reduced understanding level of the learning content due to limited communications to name a few. The summary of challenges and difficulties faced in the ODL process of Undergraduate Graphic Design Program at tertiary level in UiTM Perak Branch, Seri Iskandar Campus is outlined in the table below

Table 2: Challenges and Difficulties Faced in the ODL Process of Undergraduate Graphic Design Program at Tertiary Level in UiTM Perak Branch, Seri Iskandar Campus during MCO.

	Predicted Challenges and Difficulties	and Unpredicted Challenges and Difficulties
Students	Network Coverage Wifi / Mobile internet Data capacity Logistics and transportations Time consumption	Lightning damaging wifi Reuter Laptop or Smartphone Crash/ Broken Laptop/ camera/ art materials left in Campus/ Rented House Unexpected errands required by parents Burn out, too much task on the same day. Limited resources and materials to do assignment Increased stress level due to culture shock Incapable to cope with required technology in meeting module task requirements
Lecturers	Mobile internet Data capacity Time Management Home wifi capacity	Limited resources, laptop/ printers left in office Slow network speed Students not committed Student cannot focus for too long Students became more passive Students missing, cannot be traced Difficulties in downloading students' assignment for progress check due to file size Family member interruptions due to unexpected situations

From the findings in the table above, it can be explained that even though technology infrastructure is in place, other external factors were beyond the students' and lecturers' control and cannot be avoided. This has further created challenges in the teaching and learning process of ODL during the MCO.

4. CONCLUSION

Online distance learning was not a new practice in the education environment, which includes the tertiary level and various programs of studies. The covid-19 pandemic has further opened a fresh chapter in the education sector, which forces education sectors to become more creative with friendly technology. Educators significantly were required to accept this new norm which required the support of both students and parents in going through this new norm. However, few factors must be looked into in regards to the implementation of online distance learning. This includes the consideration of infrastructure readiness, students' and lecturers' readiness, from technological and technical knowledge, individual's well-being and other factors. This is to ensure, the existing subjects which require hands-on studio and lab practical mentioned especially, and more subjects and programs that are being offered by the respected faculties in the tertiary institutions fully benefits the technology and method through ODL. More relevant research and idea from scholars and experts of the related field are also required in addressing the issues faced in the online distance learning of the particular modules with hands-on studio and lab practical such as graphic design as mentioned, and other art and design majors, specifically in Malaysia.

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