Editorial:

Best teaching method used, very good in teaching, the best lecturer ever: secrets of teaching online during COVID-19 pandemic.

Salam A

Keywords: COVID-19, Online Teaching, TEA, SMART Objective, ABCD of Objective.

Corona virus disease 2019 (COVID-19) pandemic compelled the educators to shift from face-to-face teaching to online teaching in educational institutions around the world[1]. This paper describes the results of online-teaching and course evaluation during the COVID-19 pandemic.

A cross-sectional study was conducted on online-teaching of three courses of Diploma nursing students during January-May 2021 academic session, in a private medical and health professional school in Malaysia. The participants were 15 semester-3 students of Nursing Science-III course (presented as Course-A); 10 semester-5 students of Nursing Science-V course (presented as Course-B); and 10 semester-6 students of Traumatology and Emergency Nursing course (presented as Course-C). The study instrument comprised of some parameters of evaluation such as personality, preparation, teaching delivery, communication with students, commitment to teaching, others and course quality. Rating scores used to measure the parameters varied from 5-30. Score of 90% and above was considered as very good; 80% and above as good; 70% and above as satisfactory; 60% and above as less satisfactory and 1% and above as weak; and 0% as not evaluated by students.

Response rates of the participants in course-A was 73%, in course-B 90% and in course-C 80%. The results revealed that evaluation score varied in different parameters. The highest scored parameter in course-A was course-quality with a score of 97.8%, while the lowest scored parameters were personality, preparation and teaching delivery scored at 95.8% each. In group B, communication with students received the highest score of 96%, while personality, preparation and commitment to teaching were the parameters with the lowest scores at 94.8% each. The highest scored parameter

in course-C was commitment to teaching scored at 96.7% while the lowest scored parameters were personality and others scored at 92.5% each. The findings of this study revealed that teaching and course quality scored more than 90% in all the three courses indicating very good or excellent online teaching during COVID-19 pandemic (Table-1). The quantitative findings of this study also correlate with qualitative/open comments by the students, such as: "The best lecturer ever", "Very good in teaching", "Best teaching method used" etc.

So, what was the secret of best teaching method used? Secret was nothing, just that teaching was done with tell, explain, assess (TEA). Previous study reported that, teaching can be offered best by relating to TEA[2,3]. Input, process and output are system approaches in education and training[2,3]. It does not matter whether teaching is online or face-to-face, in large group or small group, in community setting or hospital setting, in nursing /medical subjects or any other subjects; what matters the most is how the lecturer delivers his content to the students, and how the students process these contents, which ultimately reflects the outcome of the students. The essential points to consider are: (i) deciding the objective of teaching topic/course, (ii) selection of content based on objective, (iii) delivery of content using relevant methods /medias, and (iv) assessment of objectives, which are vital in any educational planning in order to ensure the quality of teaching and courses[3].

Deciding an objective, teachers need to considers four parts, the acronym of which is ABCD, where "A" indicates the audience or the learners for whom the objectives are written; "B" indicates behaviour which describes what the learners will be able to think, feel and do at the end of a teaching

Correspondence to: Dr. Abdus Salam, Associate Professor and Head of Medical Education Unit, Manager Curriculum and Academic-Scheduling, Faculty of Medicine, Widad University College, Bandar Indera Mahkota, 25200 Kuantan, Pahang, Malaysia.
Email: abdussalam.dr@gmail.com, ORCID ID: https://orcid.org/0000-0003-0266-9747

Table-1: Distribution of online teaching and course evaluation findings in different parameters by the students in different courses during COVID-19 pandemic.

Course-A, n=11/15 (73%); Course-B, n=9/10 (90%); Course-C, n=8/10 (80%).

No.	Teaching and Course Evaluation Parameters							
	Personality Score-15	Preparation Score-15	Teaching Delivery Score-30	Communication with students Score-20	Commitment to teaching Score-15	Others Score-5	Course Quality Score-25	Total 125
Course-A								
1	12	12	23	16	11	3	20	97
2	15	15	30	20	15	5	25	125
3	15	15	30	20	15	5	25	125
4	15	15	30	20	15	5	25	125
5	15	15	30	20	15	5	25	125
6	11	11	27	20	14	5	25	113
7	15	15	30	20	15	5	25	125
8	15	15	26	19	14	5	24	118
9	15	15	30	20	15	5	25	125
10	15	15	30	20	15	5	25	125
11	15	15	30	20	15	5	25	125
Total	158	158	316	215	159	53	269	-
Mean	14.4	14.4	28.7	19.5	14.5	4.8	24.5	120.7
%	**95.8**	**95.8**	**95.8**	**97.7**	**96**	**96**	**97.8**	**96.6**
Course-B								
1	15	15	30	20	15	5	25	125
2	15	15	30	20	15	5	25	125
3	15	15	30	20	15	5	25	125
4	14	14	29	20	13	5	22	117
5	15	15	28	20	15	5	25	123
6	15	15	30	20	15	5	25	125
7	15	15	30	20	15	5	25	125
8	9	9	22	13	10	3	17	83
9	15	15	30	20	15	5	25	125
Total	128	128	259	173	128	43	214	-
Mean	14.2	14.2	28.2	19.2	14.2	4.8	23.8	119.2
%	**94.8**	**94.8**	**95.9**	**96**	**94.8**	**95.6**	**95**	**95.4**
Course-C								
1	15	15	30	20	15	5	25	125
2	15	15	30	20	15	5	25	125
3	15	15	30	20	15	5	25	125
4	12	14	27	17	15	4	22	111
5	15	15	28	20	15	5	25	123
6	15	15	30	20	15	5	25	125
7	9	9	19	15	11	3	15	81
8	15	15	30	20	15	5	25	125
Total	111	113	224	152	116	37	187	-
Mean	13.9	14.1	28.0	19.0	14.5	4.6	23.4	117.5
%	**92.5**	**94**	**93**	**95**	**96.7**	**92.5**	**93.5**	**94**

Score 90% and above = Very good; 80% and above = Good; 70% and above = Satisfactory; 60% and above = Less satisfactory; 1% and above = Weak; 0% = Not evaluated by students.

session; "C" indicates the conditions which are the circumstances under which the objectives must be completed; and "D" indicates the degree, which are the standard or accuracy that learners have to achieve. So, learning objectives should be SMART, the acronym of specific, measurable, attainable, realistic and time bounding. If objectives are identified clearly then the outcomes,

Table-2: Distribution of open comment on teaching online during COVID-19 pandemic.

Open comments by students

Course-A

1	Dr "x" is the best lecturer ever. He so good in teach us, so, I love to study in Dr "x" class.
2	Dr "x" is the best lecturer.
3	I'm very satisfied with the teaching method of the lecturer, it makes a clear explanation in every chapter and he has passionate and patience to teach us. Although he gives many assignments for us, but this makes us to more understand that topic and able to explain to friend.
4	Sir you are very good teach us but I not understand English fully. Hopefully you can speak Malay little by little in learning.

Course-B

1	Very good
2	Very good in teaching, understand all subject that sir teach to us, we are thankful for had lecturer as sir
3	Please don't change any lecturer with sir "x" because he too good for us, and I can understand all what he taught

Course-C

1	Best teaching method used by sir; thanks for keep motivated us.

which are the end results of teaching, would be pre-determined and achieved[4]. A well-constructed learning objectives are the heart of any curriculum, whether it is nursing, medical, or any other professional-educational curriculum; objectives describe an intended learning outcome[5].

The secret is the careful academic-scheduling and planning of what to include and what not to include in the syllabus. The success of this planning is evident based on the students' giving a score of more than 90% in the quality of all the three courses (Table-1). While teaching a topic, effective presentation is an important issue. The secrets in effective presentation include activities like careful induction, gaining and maintaining attention throughout the presentation, presenting the materials in a structured way, using relevant examples, enhancing key points, allowing questions, using appropriate audibility and summarising before ending All of these have an impact on the students' learning[5]. Regarding online teaching, Roslan and Halim (2021)[1], reported that despite the barriers of having learning devices, learning space at home, not having Wi-Fi access, students had a suitable online self-regulation level.[1] Similarly, while teaching online during this COVID-19 pandemic, students' quantitative reporting score of over 90% in all parameters of evaluation and open comments such as *"I'm very satisfied with the teaching method of the lecturer, it makes a clear explanation in every chapter and he has passionate and patience to teach us. Although he gives many assignments for us, but this makes us to more understand that topic and able to explain to friend"* and *"Very good in teaching, understand all subject that sir teach to us, we are thankful for had lecturer as sir"* (Table-2) are very positive and consistent with the reports by Zainol and Salam

(2021)[2,] and Salam (2017, 2015, 2010)[3,4,5].

The secrets here is assessment, especially in the form of formative assessment. In a teaching-learning session, it is important to find out whether or not the students have understood what the teacher explained by asking questions. Based on the assessment results, the teaching / conversation need to be rephrased for better understanding. Teaching without 'testing' is something like cooking without 'tasting'. Therefore, teachers have to pay attention on testing or monitoring their students' capabilities[2].

Good communication skills are very important for a teacher[6]. Study showed that, qualities of communication such as rapport building with good induction, forming and explaining ground rules, skills in questioning and listening, collaborative team building skills, consensual decision-making skills, analytical skills have significant impact on students learning and performance[7]. Teaching learning is a human transaction involving the teacher, learner and learning group in asset of dynamic relationship in order to provide opportunities for learning[8]. Teaching and assessment are also the two sides of the same coin[9]. It is the combination TEA, SMART objective, ABCD of the objectives and "testing of teaching" that makes the method the best teaching method used, and the lecturer the best lecturer ever.

21st century is a time of rapid development in science and technology which leads people striving to continuously improve upon themselves and gain more knowledge and skills[5]. Teaching is the only profession that creates all other professions. A lot of effort is needed to educate a physician who can relate to another person not only as a patient but as a human being as a whole. Policy makers and

educational managers should put extensive efforts into developing faculty skills in effective teaching delivery and course preparation by encouraging the faculty to develop strategies that stimulate students' reflection.

This paper offers a concrete window to the teachers' family around the world to comprehensive use of TEA, SMART objective, ABCD of the objectives and "teaching-testing" to make the teacher the best lecturer ever, and thereby ensure to produce confident and competent graduates.

Funding

Conflict of Interest
The author declared no conflicts of interest.

Authors' Contribution
The author conceptualised, designed, analysed, drafted and finalised this paper and approved for submission to the Journal for publication.

References:

1. Roslan NS, and Halim AS. Enablers and Barriers to Online Learning among Medical Students during COVID-19 Pandemic: An Explanatory Mixed-Method Study. *Sustainability* 2021; 13: 6086. doi.org/10.3390/su13116086.

2. Zainol J, Salam A. An Audit on Mentor-Mentee Program: Mentees Perceptions on Mentors. *Bangladesh J Med Sci. 2021; 20(04): 840-847. doi.org/10.3329/bjms.v20i4.54143.*

3. Salam A, Wahab MKA, Ahamad A, Aziz NA Faculty perspectives on "Foundations in Teaching and Learning" training workshop. *Australas Medical J.* 2017; 10(7):645-646.

4. Salam A. Input, Process and Output: system approach in education to assure the quality and excellence in performance. *Bangladesh J Med Sci.* 2015; 14(01): 1-2.doi.org/10.3329/bjms. v14i1.21553.

5. Salam A. Issues of objective, content, method and assessment in the development of a relevant curriculum in medical schools. *MMA News.* 2010; 10(4): 22-24.

6. Kamarudin MA, Md Shah S-AM, Ismail NAS, Yen TP, Shamsul AS, Che Razali HI, Salam A. Perceptions of mentors and mentees towards the mentoring system at the Universiti Kebangsaan Malaysia Medical Centre. *EIMJ.* 2021;13(2):55–70. doi.org/10.21315/eimj2021.13.2.5

7. Salam A. A Comparative Study on Problem Based Learning Tutoring Process in the Promotion of Generic Skills in Future Medical Professionals: Student Perceptions. *Int Med J.* 2018; 25(4): 233-237.

8. Salam A, Mohamad M. Teachers' perceptions on what makes teaching excellence: impact of faculty development program. *Int Med J.* 2020; 27(1): 1-4.

9. Salam A. Yousuf R, Abu Bakar SM. Multiple Choice Questions in Medical Education: How to Construct High Quality Questions. *Int J of Human and Health Sci. 2020; 04(02): 79-88. doi: http://dx.doi.org/10.31344/ijhhs.v4i2.180*