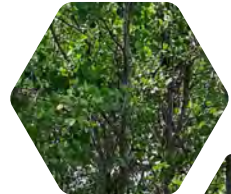




High-Impact Educational Practices (HIEPs)



ONLINE LEARNING COURSE

9/9/2021
THURSDAY
2.00pm - 3.00pm

High-Impact Educational Practices (HIEPs)
Prof. Dr. Muta Harah Zakaria
Faculty of Agriculture
Universiti Putra Malaysia (UPM)

Moderator :
Dr. Mahyuddin Bin Arsaf
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

Webex Platform
Link: <https://bit.ly/3gVWN2O>
Password: uE3VPapKG94



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5 Star QS World Ranking | TOP 40 QS Asia Pacific | TOP 20 QS South East Asia

MUTA HARAH ZAKARIA
Department of Aquaculture
Faculty of Agriculture
Universiti Putra Malaysia
43400 UPM Serdang
Selangor Darul Ehsan

muta@upm.edu.my
013-2047006

HIGH-IMPACT EDUCATIONAL PRACTICES

HIEPS

The Malaysian Higher Education Experience

- First-Year Seminars and Experiences (FYS)
- Service Learning (SL)
- Community-based Learning (CBL)
- Learning Communities (LC)
- Intensive Academic Writing (IAW)
- Diversity/Global Learning (DGL)
- Collaborative Assignments and Projects (CAS)
- Empirical Research/Undergraduate Research (ER)
- Interdisciplinary Approach to Assessment (ID)
- Internship (IN)
- Capstone Project (CAP)
- ePortfolio
- Common Intellectual Experiences (CIE)

Volume 1

JPT DEPARTMENT OF HIGHER EDUCATION

MINISTRY OF HIGHER EDUCATION

MAGNETIC Malaysian Higher Education Teaching and Learning Council

HIGH-IMPACT EDUCATIONAL PRACTICES

HIEPS

The Malaysian Higher Education Experience

- First-Year Seminars and Experiences (FYS)
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Volume 2

JPT DEPARTMENT OF HIGHER EDUCATION

MINISTRY OF HIGHER EDUCATION

MAGNETIC Malaysian Higher Education Teaching and Learning Council



An Zuhainis Saad



Azlina Abd. Aziz



Ras Azira Ramli



Najah Nadiyah Amran



Amira Sariyati Firdaus



Hafiah Natrah bt Abbas



Gan Leong Ming



Lim Cheng Siong



Siti Salhah Othman



Mai Shihah Abdullah

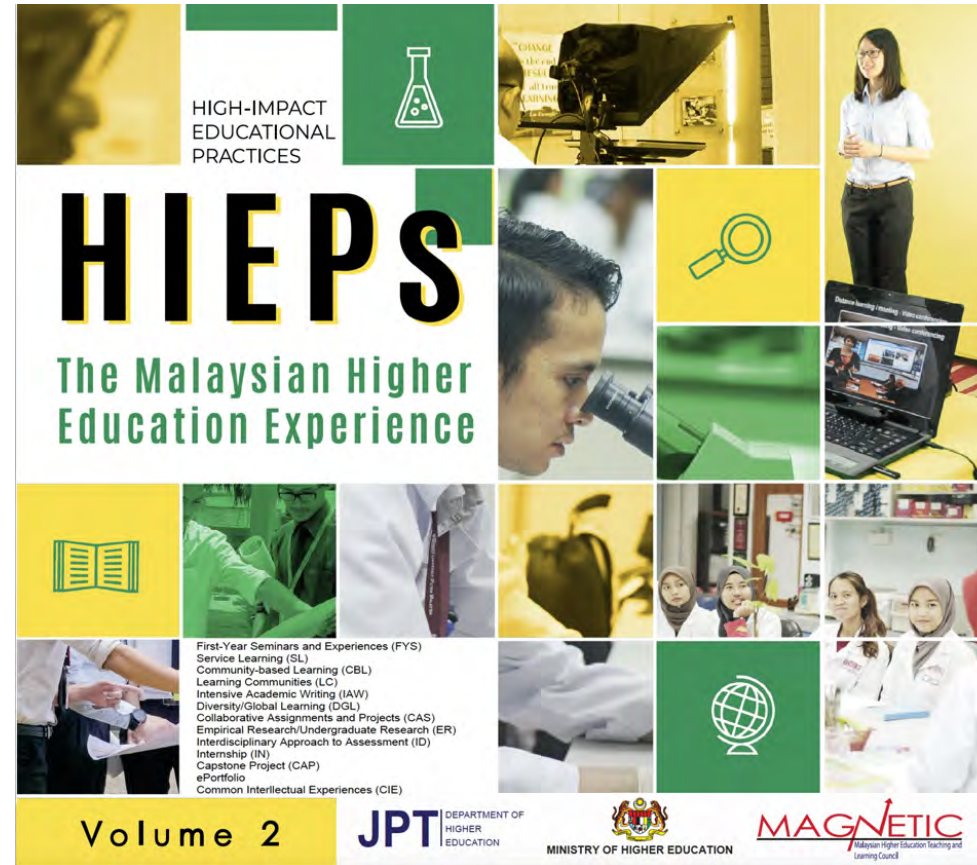


Prof. Dr. Muta Harah

High-Impact Educational Practices (HIEPs)

HIEPs are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning for students from various backgrounds.

1. **First-Year Seminars and Experiences**
2. **Service Learning (SL/SULAM)**
3. **Community-based Learning (CBL)**
4. **Learning Communities (LC)**
5. **Diversity/Global Learning**
6. **Interdisciplinary Approach to Assessment (ID)**
7. **Collaborative Assignments and Projects (CAS)**



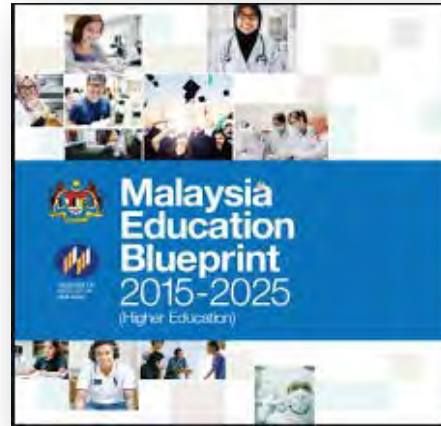
8. **Intensive Academic Writing (IAW)**
9. **Empirical Research/ Undergraduate Research (ER)**
10. **Internships (IN)**
11. **Capstone Project (CAP)**
12. **Common Intellectual Experiences (CIE)**
13. **ePortfolio**

Editors

Muta Harah Zakaria, Amira Sariyati Firdaus, Mai Shihah Abdullah, Najah Nadiah Amran, Siti Salhah Othman, Wan Zuhainis Saad & Mohd Hafiz Abu Hassan

Why HIEPs?

HIEPs: “An investment of time and energy over an extended period that has unusually **positive effects on student engagement** in educationally purposeful behavior.”



Malaysia Education Blueprint: 2015 – 2025 (Higher Education)

Patriotism and unity in diversity

High Impact Educational Practices (HIEPs) such as **experiential learning and service learning** are particularly appropriate for developing national unity and 21st century competencies.

Wave 1 (2015)

Introduce **HIEPs** and lessons on **experiential learning and entrepreneurial** immersion to public and private HLIs

A

Strategy A

Developing holistic and integrated curriculum

Shift
1

Holistic, Entrepreneurial and Balanced Graduates



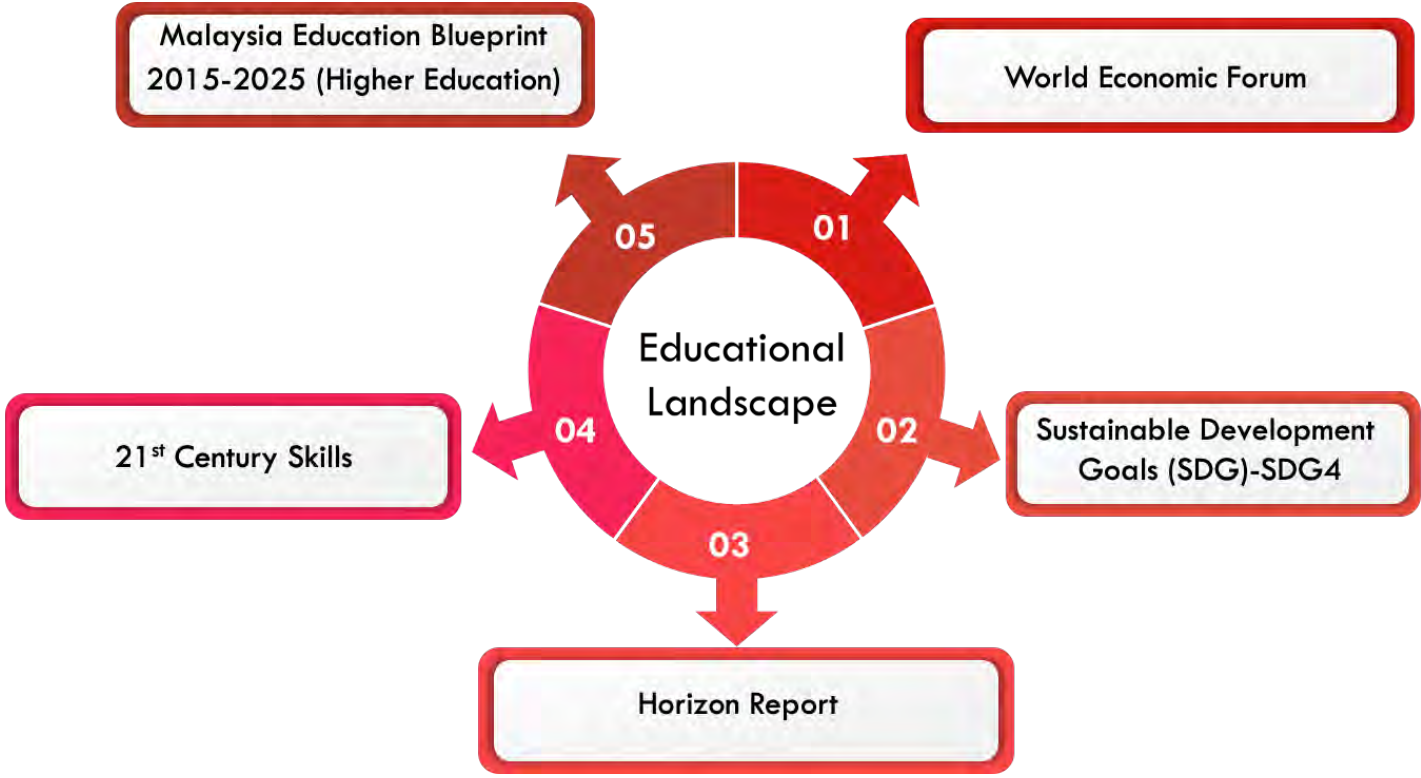
Strategy A: Developing holistic and integrated curriculum

HLIs are to develop constructively aligned, holistic and integrated curriculum that embeds HIEP, which encompasses cognitive and conceptual clarity, entrepreneurial skills, experiential learning, and innovation. The curriculum will be both student-centered and outcome-based. This means that the curriculum, learning experiences, and learning interventions must target:

- The advanced mastery of the discipline;
- The development of personal, interpersonal and social skills; and
- The habits and virtues of the mind and heart (*adab*).

HLI-Higher Learning Institution

To achieve Malaysia’s aspirations for holistic, entrepreneurial and balanced graduates, Malaysian higher learning institutions can draw inspiration from our timeless National Education Philosophy (NEP) as well as current global developments.



Findings from the World Economic Forum (WEF), Sustainable Development Goal, SDG-4 promoting Quality Education, recommendations from the Horizon Report, and newly identified 21st century skills provide input to impactful educational practices in Malaysian higher education.

National Education Philosophy (NEP)



Malaysia National Education Philosophy (NEP)
 "Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God"

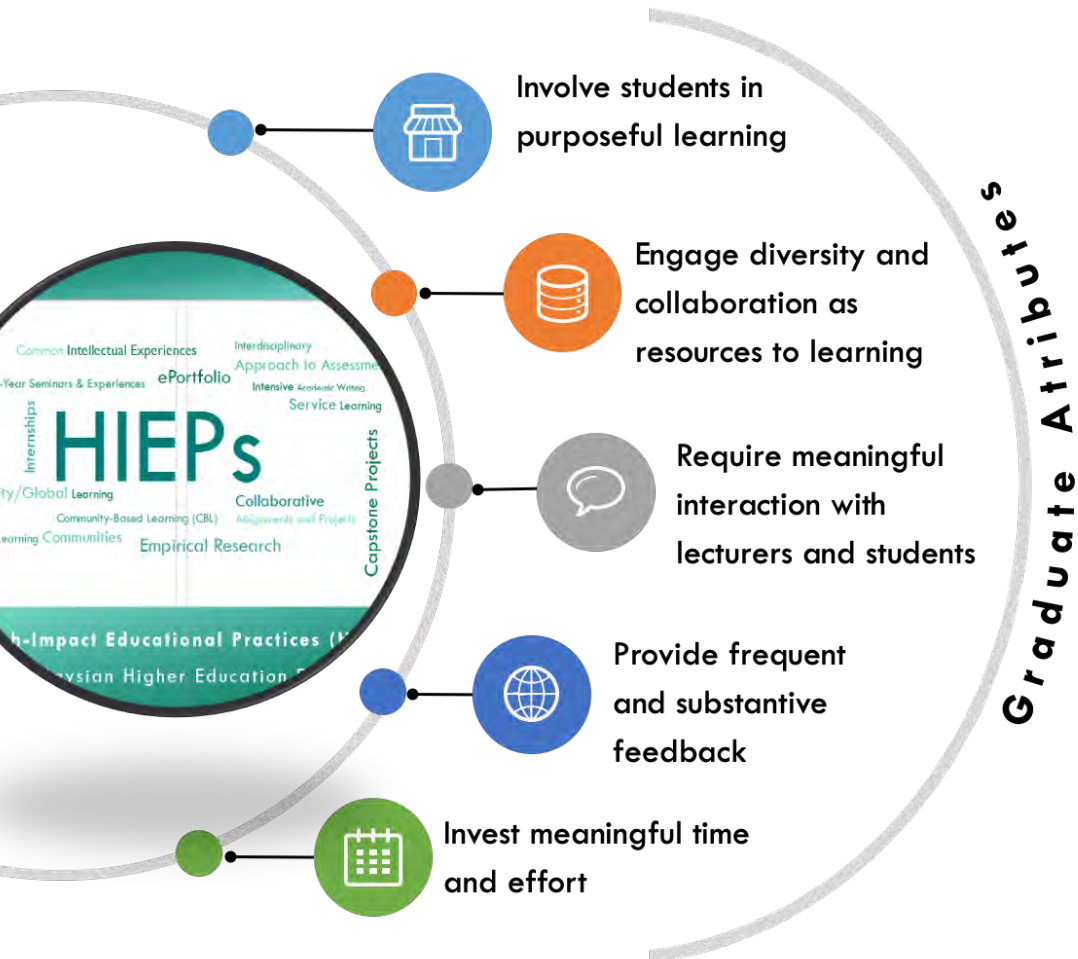
Why HIEPs Work?

Deeper approaches to learning

Application

Analysing/
Synthesis

Reflection
and analysis



- Holistic
- Entrepreneurial
- Balanced



Competency = Mobilization (Knowledge + Skills + Attitudes + Values)



in 2022

HIEPs, Assessment

competency/skill

1. Analytical Thinking and Innovation
2. Active Learning and Learning Strategies
3. Complex Problem-Solving
4. Critical Thinking and Analysis
5. Creativity, Originality and Initiative
6. Leadership and Social Influence
7. Technology Design and Programming
8. Reasoning, Problem-Solving and Ideation
9. Emotional Intelligence
10. Systems Analysis and Evaluation



Top 10 skills of 2025

Types of skill

1. Problem-solving
2. Self-management
3. Working with people
4. Technology use and development
1. Analytical thinking and innovation
2. Active learning and learning strategies
3. Complex problem-solving
4. Critical thinking and analysis
5. Creativity, originality and initiative
6. Leadership and social influence
7. Technology design and programming
8. Reasoning, Problem-Solving and Ideation
9. Technology use, monitoring and control
10. Resilience, stress tolerance and flexibility



- George D. Kuh -

Chancellor's Professor Emeritus of Higher Education, Indiana University

Foremost Expert on HIEPs

Founding Director, National Institute for Learning Outcomes Assessment

Author of the highly influential book *High Impact Practices* (2008)

“ Embedding **High Impact Practices (HIPS)** in the program of study produces unusually positive effects. When students participate in high impact practices, the psychological size of the institution shrinks. They get to know other students and the faculty members well. They are also involved in deep, integrative learning that significantly enhances their learning experience. ”

HIGH-IMPACT EDUCATIONAL PRACTICES

HIEPs
 The Malaysian Higher Education Experience

Volume 1

DEPARTMENT OF HIGHER EDUCATION
JPT

MINISTRY OF HIGHER EDUCATION

MAGNETIC
 Malaysian Higher Education Teaching and Learning Council

The cover features a collage of images representing various high-impact practices: a person using a microscope, a person at a computer, a person in a lab, a person in a classroom, and a person in a meeting. A central text box lists the following practices:

- First-Year Seminars and Experiences (FYS)
- Service Learning (SL)
- Community-based Learning (CBL)
- Learning Communities (LC)
- Intensive Academic Writing (IAW)
- Diversity/Global Learning (DGL)
- Collaborative Assignments and Projects (CAS)
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- Common Intellectual Experiences (CIE)

Editors

Muta Harah Zakaria, Amira Sariyati Firdaus, Mai Shihah Abdullah, Najah Nadiyah Amran, Siti Salhah Othman, Wan Zuhainis Saad & Mohd Hafiz Abu Hassan

HIEPs Implementation: Suggestion & Recommendation

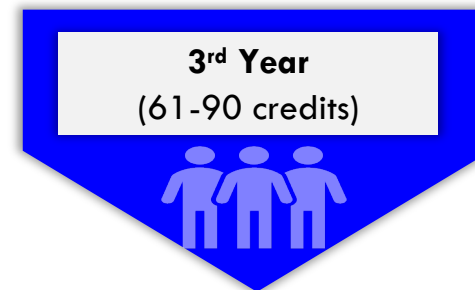
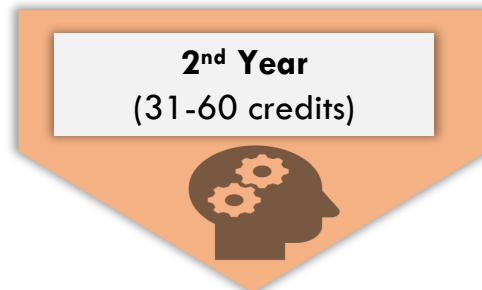
HIEPs Implementation

The key towards implementation of embedded curriculum is to address three key questions:

“What to teach”

“When to teach”

“How to teach”



EXAMPLES

1st Year Seminars and Experiences (FYS)

*Community-based Learning (CBL)

*Common Intellectual Experiences (CIE)

Interdisciplinary Approach to Assessment (ID)

*Diversity/Global Learning (DGL)

*Learning Communities (LC)

#Service-Learning (SL)/SULAM

*Intensive Academic Writing (IAW)

Internship (IN)

Empirical Research (ER)

Capstone Project (CAP)

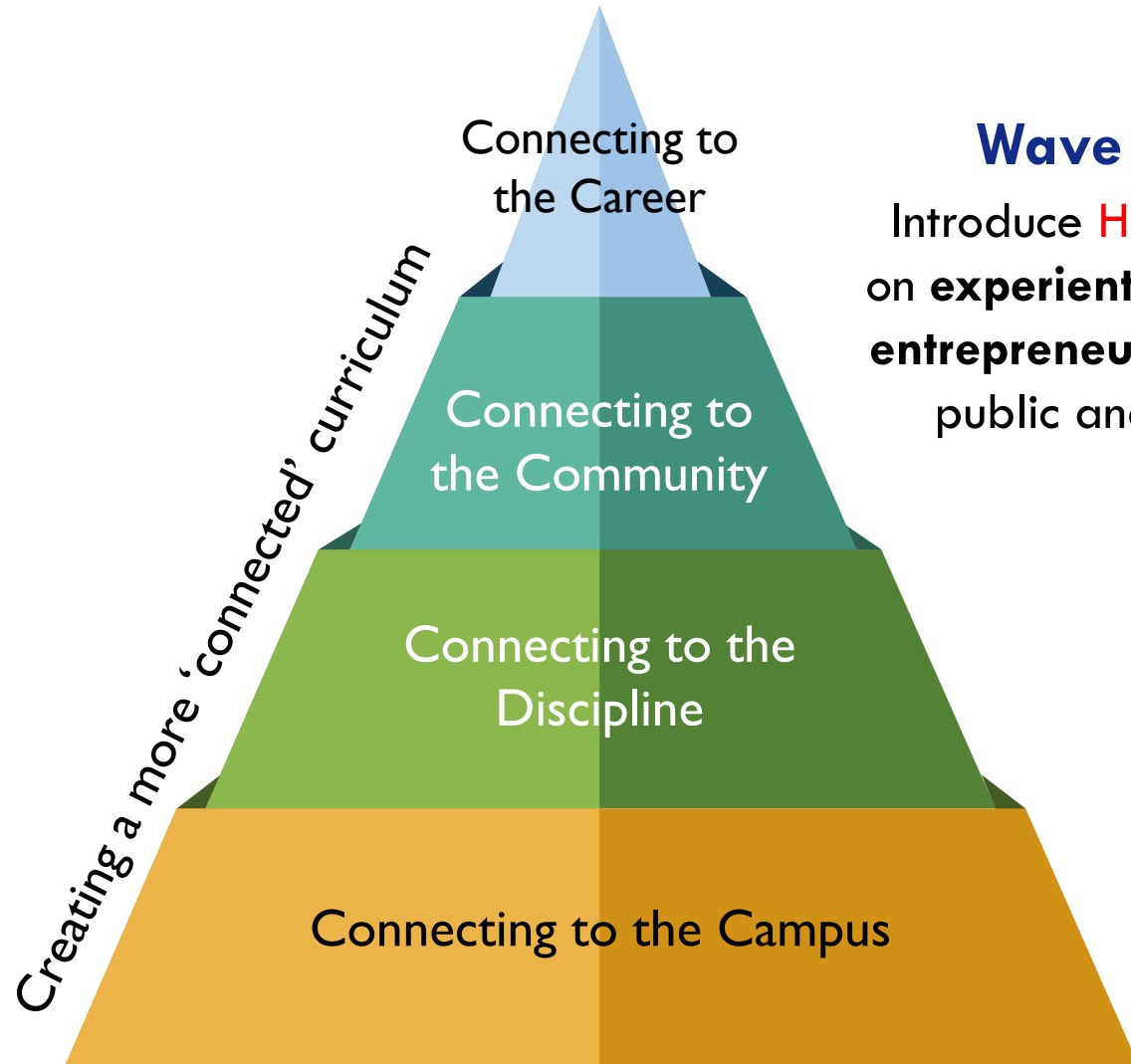
Collaborative Assignments and Projects (CAS)

*ePortfolio

* These selected HIEPs can be implemented throughout the academic programme

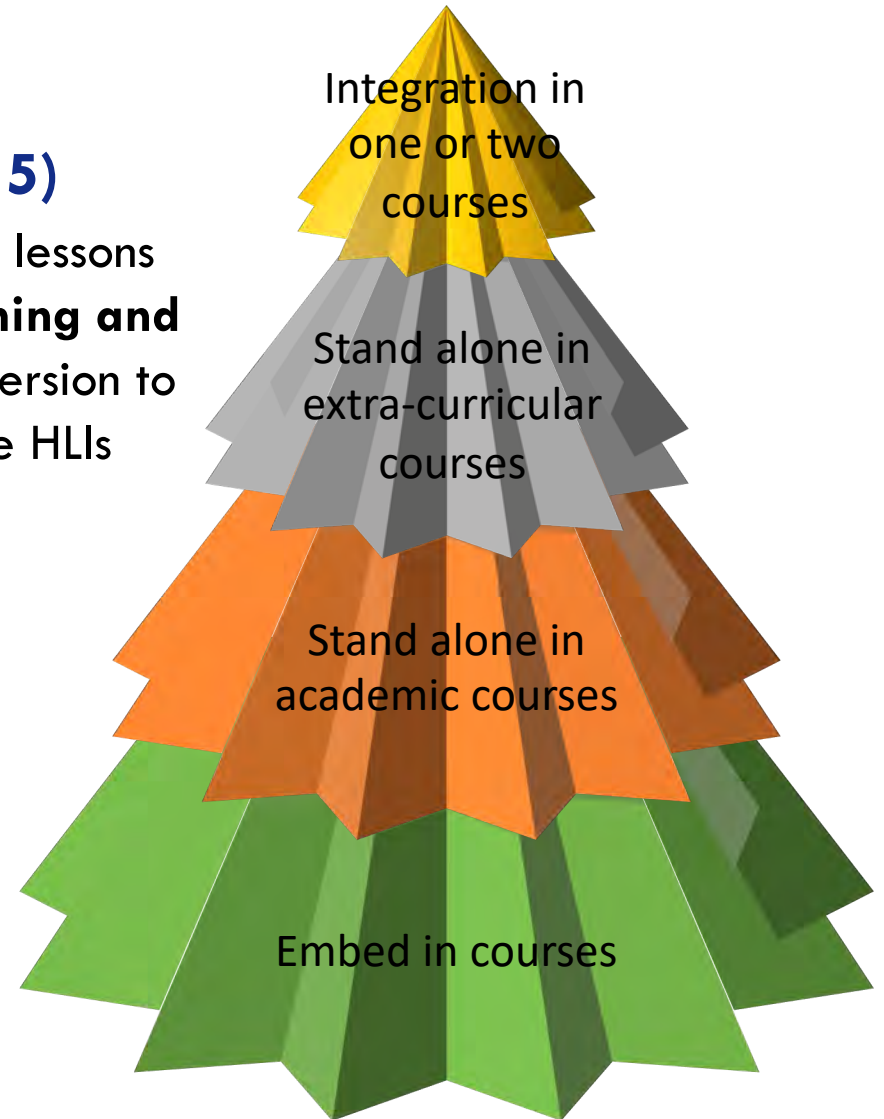
Can be implemented in second, third and final years of the academic programme

Implementing HIEPs



Wave 1 (2015)
Introduce **HIEPs** and lessons on **experiential learning and entrepreneurial** immersion to public and private HLLs

Modes of Implementation:

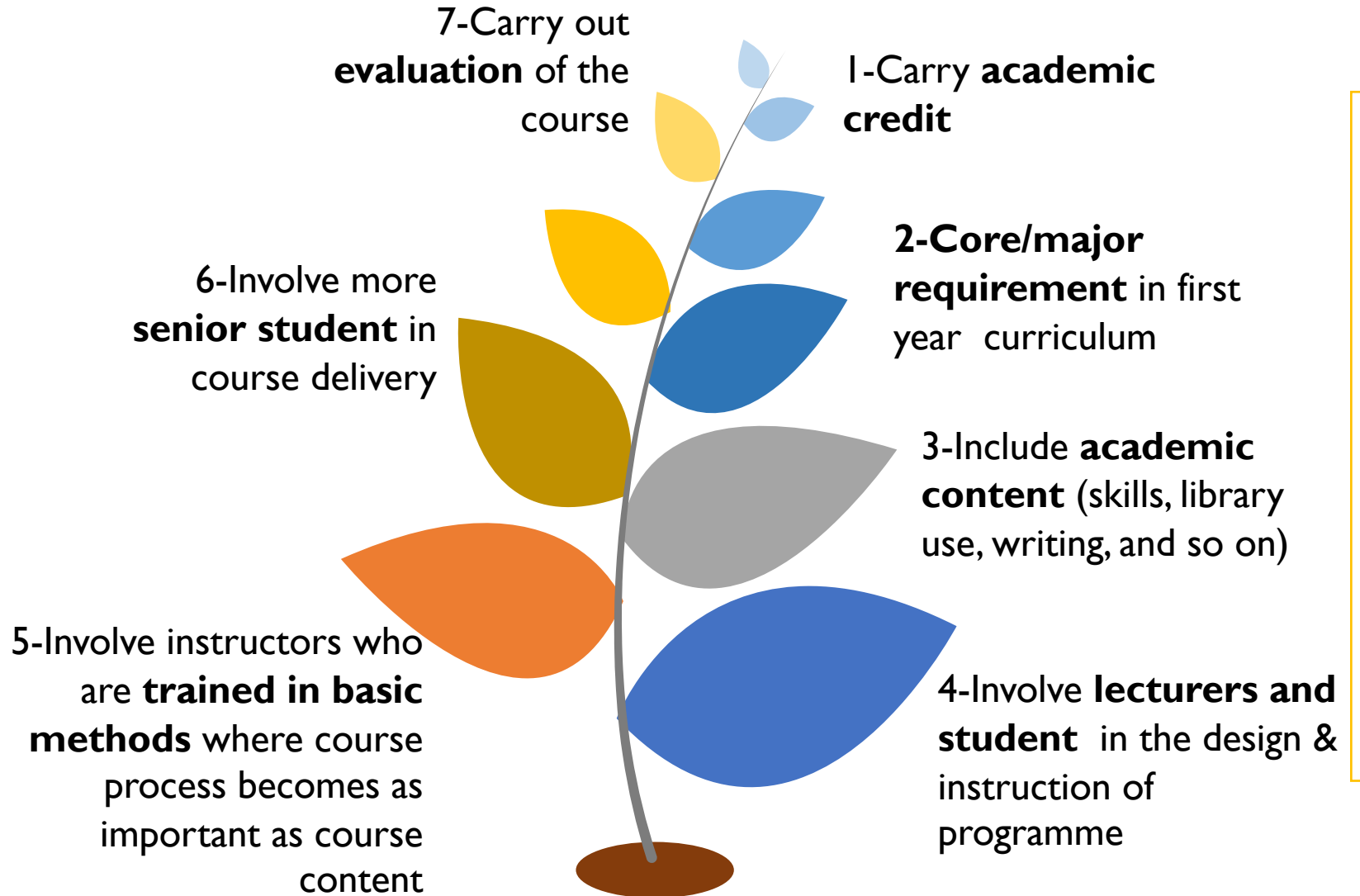


Semakan program perlu memenuhi keperluan *High-Impact Education Practices* (HIEPs) seperti yang ditetapkan Mesyuarat JKUU ke-239 dan Senat 612. perlu ada Lima (5) elemen HIEPs

First Year Seminars and Experiences



- Courses that help new students increase their academic readiness for higher education and create opportunities for *meaningful* connections/interactions with faculty and peers.
- Courses that stress frequent writing, critical inquiry, information literacy, collaborative learning, service learning, or other high impact pedagogy.
- Experiences that teach students how to learn through exploration of college-success strategies, and “non-cognitive” skills (i.e., persistence, self-discipline, focus, confidence, teamwork, help-seeking behavior, etc.)



Characteristic of FYS

First-Year Seminars and Experiences

Forestry Camp

Amir A'ffan Abdul Azim^{1*} & Mohd. Hafizal Ismail²

¹Department of Natural Resource Industry,

²Department of Nature Parks and Recreation,
 Faculty of Forestry and Environment,
 Universiti Putra Malaysia,
 43400 UPM, Serdang, Selangor

*Corresponding author: amir_affan@upm.edu.my



Course Information: Forestry Camp (2 credits) highlights to students the importance of forests and the ecosystem for society and the nation. Through fieldwork, students are trained in a range of forestry skills and also given the opportunity to develop their character and values.

Course Synopsis: Forestry Camp is a core First Year course, offered by UPM's Faculty of Forestry since 1973. Formerly an unstructured 1 credit course, since 2016 the camp has been upgraded into a 2-credit structured course. The camp runs for two weeks during the semester break, with a total student learning time (SLT) of 85 hours. The course encompasses several modules covering basic forestry knowledge, forest management skills and also covers forestry products and services. Faculty lecturers, support staff and senior students collaborate to run the Forestry Camp for First Year students.

CLO	PLO	Teaching & Learning Activities	Assessment Activities Weightage (%)						
			Modular Seminar	Peer Assessment	Applied-skill Evaluation	Forestry-skill Evaluation	Modular task/Quiz	Role Play	TOTAL (%)
Perform forestry camp activities in team effectively (P3, CS, TS)	Communication Skills	Team-based Learning	10						10
	Interpersonal Skills			10					10
	Practical Skills				20				40
Demonstrate basic forestry skills based on learned theories (C3, P3)	Knowledge and Understanding	Game-based Learning				20			
							30		30
Organize oneself in performing forestry camp activities (A3, EM, LS)	Ethics and Professionalism	Cooperative Learning						5	5
	Leadership, Autonomy and Responsibility							5	5
TOTAL (%)			10	10	20	20	30	10	100

First Year Seminars and Experiences (FYS)



Forest for Future: Tree planting activity



Forest Survival : Hands-on practice with bamboo-cutting



Forest Survival : Hands-on practice cooking in the wild using bamboo



Forest for Future: Briefing for lecturers before handling field activities



Forest Survival: Briefing by instructor at one of the stations

First-year students from varied academic backgrounds are given exposure to Forestry knowledge, skills and experiences through a series of five structured modules, offered by three different departments within the Faculty of Forestry. Each module allows students to gain hands-on experience with close monitoring by faculty members.

*“I hear and I forget.
I see and I remember.
I do and I understand.”
-Confucius-*

Forestry Camp Activities

Forestry Camp Activities

Forest Bioresource: Creative and innovative prototype presentation made of wood and non-wood materials

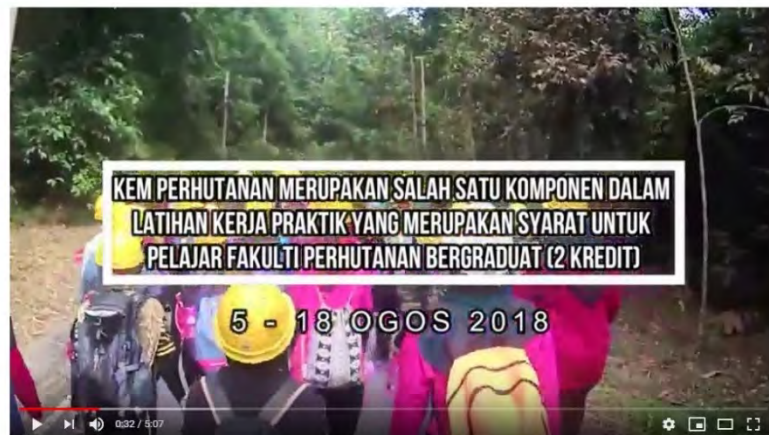


Developing Ayer Hitam Forest Reserve as Recreation and Ecotourism Centre: Group poster and model presentation



Forest for Future: Gamification activities on changes of forest land-use

Forestry Camp group video journal published on YouTube, developed by students as their final outcome. For further information, scan the QR or click the play button.



FHS4904_KUMPULAN 7

34 views

1 0 SHARE SAVE ...



Forest Adventure Challenges: Survival task with group members at distributed area in the forest for 3 days and 2 nights

*“Tell me and I forget..
Teach me and I remember..
Involve me and I learn..”*
-Benjamin Franklin-

(Amir Affan & Hafizal, 2020, HIEPs: MHEE)



Conclusion

Forestry Camp is a First-Year Seminars and Experiences which genuinely inspires students and develops their competencies in the field of forestry.



International recognition as a Summer Camp

Collaboration with professional agencies

Future Directions

Integration with ICT in T&L activities

"Course management itself makes the course successful"

"Gain new knowledge and learning experiences, thus increase interest to pursue Forestry"

"Mastering [techniques] of alternative assessments"

"Get to know each other [better]"

"Innovative and adaptive teaching and learning activities"

"Forestry Camp provides [an] opportunity to develop skills and self-competencies"

For further feedbacks, click the QR Code



Lecturers

Impacts

Students

For further feedback, click the QR Code



Learning Community (LC) 2

- Communities refers to the many factors that aid student learning courses/programs

Communities:

- Students in other courses, or other programs that help our students
- Lecturers of other courses
- Industry: e.g., Professional expert talks
- Field experts - seminars/lectures we assign students to attend
- Representatives of local communities/NGOs/agencies

Learning cycle

Encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom

Learning time

Less than 20 hours. Depends on the activities.

Community-Based Learning (CBL) 3

- Community or community institution is a space for learning.

Learning cycle

The assignments may not fulfil community’s expectations or needs, but students learn from the experience.

Learning time

Less than 20 hours. Students may carry out less than 20 hours of activities.

Learning outcomes

The primary objective of LO is the application of theory.

Impact

CBL/LC- Primarily, only students obtain benefit from activities with the community
SL- Is impactful for all parties involved; (a) students, (b) community and (c) university/industry. SL-must contribute to solutions for problems or improvement to life in the community

Service-Learning (SL) 4

- Learning through community service
- Students apply theoretical knowledge learnt in the classroom to serve the community.

Learning cycle

The S-L learning cycle starts with theory, followed by structured activities/tasks aimed at meeting the needs of the community. The final cycle involves reflective components including application of theory and experience during and after completing

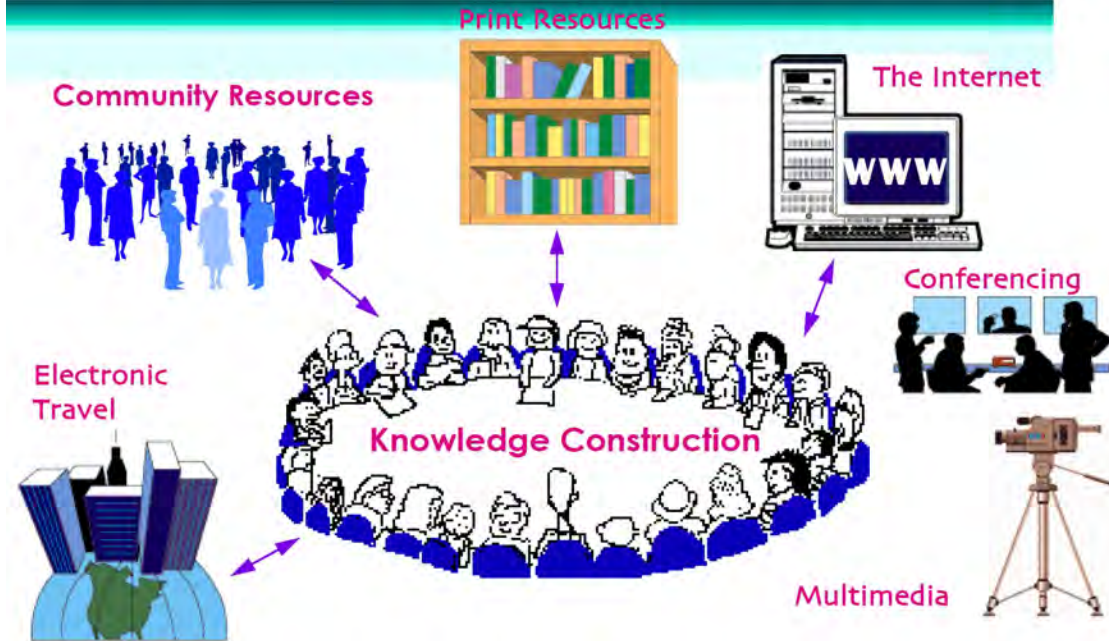
Learning time

More than 20 hours. Students are required to be with the community or travel back and forth to the location over a specified time period.

Learning outcomes

Learning outcomes must include; (a) students’ application of theory, (b) skills and (c) direct impacts to the community and other participating parties.

Knowledge Building Communities



Let's consider the changes in instructional technology that makes this transformation from learning in classrooms to learning communities possible

Learning Communities (LC) 2



SHARED KNOWLEDGE

promote higher levels of cognitive complexity



SHARED KNOWING

construct knowledge together



SHARED RESPONSIBILITY

participate in collaborative groups

The key characteristics of LC included: linking learning across different courses/programs and encouraging students to think holistically about several different issues beyond individual class experiences.

Bridging Two Universities in a Collaborative Mandarin Language Learning Community

Learning Community (LC) 2

Impact on Students

SHARED KNOWLEDGE

promote higher levels of cognitive complexity

✓ Can make me better in Mandarin

✓ We can communicate with people from other University

SHARED KNOWING

construct knowledge together

✓ Skill
✓ Learn Independently
✓ Express myself

✓ Challenging, happy, interesting

SHARED RESPONSIBILITY

participate in collaborative groups

✓ I can bravely talk or answer the question with another student

✓ Cooperation
✓ How to pronounce words

- Enables shared learning
 - Collaborative Problem Solving
- Provides many experiences/activities
 - Dialogue with other student
 - Validation of learning
 - Improves involvement and connectedness within universities students
- Provides opportunities to practice and develop presentation and communication skill in learning the second language

SIRI WEBINAR 1/2
ANJURAN PELAJAR KURSUS AKU3602 EKOLOGI AKUATIK SEMESTER 2 SESI 2020/2021

PENGURUSAN DAN KONSERVASI EKOSISTEM AKUATIK DALAM KOMUNITI

16 JUN 2021 (2:30 PTG - 3:30 PTG)
PLATFORM: LIVE DI FACEBOOK **LIVE**
DEPARTMENT OF AQUACULTURE, FACULTY OF AGRICULTURE UPM

TERBUKA PERCUMA KEPADA ORANG AWAM

PANEL 1:
PENGALAMAN SEBAGAI NGO DALAM AKTIVITI KONSERVASI DI LANGKAWI GEOPARK
Dato' Kamarulzaman Abdul Ghani
Pengasas Friends of Langkawi Geopark (FLAG)

PANEL 2:
PEMELIHARAAN DAN PEMULIHARAAN TERUMBU KARANG
En. Jamil Bin Tajam
Pensyarah Kanan UITM Cowangang Perlis Kampus Arau

PANEL 3:
PEMELIHARAAN HUTAN DAN CABARAN KE ATAS PENJAGAAN KAWASAN TADAHAN HUJAN
En. Hafizudin Nasarudin
Pengerusi Persatuan Sahabat Alam (KUASA)

PANEL 4:
HUTAN PAYA BAKAU DI KUALA SEPELANG; CERITA DARI KONSERVASIONIS RAKYAT
En. Khairul Salleh Bin Ahmad
Pemandu Pelancong & Konservasionis Rakyat

MODERATOR:
PELAJAR KURSUS EKOLOGI AKUATIK (AKU3602)
Ahmad Plaza Bin Haid Anwar, Phaedon Hoarf Bin Hassan, Dr. Mohd Zefri Bin Hassan

SCAN QR CODE UNTUK PRA-PENDAFTARAN
<https://forms.gle/28f6kZmW4k5cm7n9>

BERILMU BERBAKTI
PERTANIAN • INOVASI • KEHIDUPAN

SIRI WEBINAR 2/2
ANJURAN PELAJAR EKOLOGI AKUATIK (AKU3602 20/21)

PENYELIDIKAN DALAM EKOLOGI AKUATIK: DULU, KINI DAN AKAN DATANG

TARIKH: 23 JUN 2021
MASA: 2.30 HINGGA 3.30 PETANG
PLATFORM: LIVE DI FACEBOOK DEPARTMENT OF AQUACULTURE, FACULTY OF AGRICULTURE UPM

PANEL 1:
DR. WAN MOHD RAUHAN WAN HUSSIN
PENYARAH KANAN UNIVERSITI MALAYSIA TERENGGANU
"PENYERTAAN MALAYSIA DALAM PENYELIDIKAN DI ANTARTIKA"

PANEL 2:
DR. NORSHIDA BINTI ISMAIL
PENYARAH KANAN UNIVERSITI SULTAN AZLAN AGUNG
"JUDANG KARA AIR TAWAR SEBAGAI SPESIS INVASIF DI MALAYSIA"

DR. ZAFRI DIN HASSAN
PENYARAH KURSUS EKOLOGI AKUATIK (AKU3602), UNIVERSITI PUTRA MALAYSIA

MODERATOR:
PELAJAR KURSUS EKOLOGI AKUATIK (AKU3602)
NURUL AYUNI BINTI AHMAD SAMUDIRAH SAIFUL ANWAR, BIN MISRI

DAFTAR SEKARANG !!!
TERBUKA PERCUMA KEPADA PELAJAR DAN ORANG AWAM
E-SIJIL & MERIT DISEDIAKAN
<https://forms.gle/JvHn18RpWfViyiWg>

BERILMU BERBAKTI
PERTANIAN • INOVASI • KEHIDUPAN

Communities:

- Students in other courses, or other programs that help our students
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I-AQUAS
International Institute of Aquaculture and Aquatic Sciences

THREATS TO THE OCEAN

JUNE • 10 • 2021 • THURSDAY
0900- 1200 (GMT+8) CISCO WEBEX

Speakers:-

Dr. Ahmad Ismail
Malaysia Nature Society

Prof. Dr. Che Abd Rahim
Universiti Kebangsaan Malaysia

Prof. Dr. Yutaka Michida
The University of Tokyo

Moderator:
Dr. Ferdaus Mohamat Yusoff
Research Associate of I-AQUAS

PROGRAM AGENDA

- 08.45 am: Registration
- 09.00 am: Welcoming remarks by moderator
- 09.05 am: Talk by Dr. Ahmad Ismail "Coastal Pollution"
- 09.45 am: Q&A session
- 10.00 am: Talk by Prof. Dr. Che Abd Rahim "Radionuclide as tools for marine study in Malaysia: Past and present"
- 10.45 am: Q&A session
- 11.00 am: Talk by Prof. Dr. Yutaka Michida "Present status of UN Decade of Ocean Science in Japan, including ongoing studies on marine microplastic"
- 11.45 am: Q&A
- 12.00 pm: Session End

Join from the CiscoWebex QR Code
Meeting number: 158 720 9281
Password: I-AQUAS#5

facebook.com/iagqasupm | @IAQUAS_UPM | Instagram.com/iagqas_upm | youtube.com/IAQUASUPM

AGRICULTURE • INNOVATION • LIFE
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FOREST CITY GO GREEN

2021 JUNE
FOREST CITY ENVIRONMENTAL EDUCATION PROGRAM CONTINUES

05th EDITION
Ecosystem
Prof. Dr. Muta Harah Zakaria
In partnership with: BPMS, SSM-FC, HFPS

Brought to you by: MNS, UPM, UMT

11:30am 16 June 2021
Scan the QR code or open Google Meet and key in event code "hf-ahpk-vsk" to join the class!

Great Appreciation To The Above Partners For Their Contributions Towards The Green Causes

- Field-based experiential and reflection learning approaches involving community partners.
- Students gain experience through utilization of knowledge and skills from their course to solve problems or provide service in a real-world to a group, community, movement or non-profit organization.

A credit-bearing, educational, experience in which students participate in an **organized service activity** that meets **identified community needs** and reflect on the service activity in such a way as to **gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility** (Bringle & Hatcher, 1995)



CBL
Integrates meaningful community **service with instruction** and reflection to enrich the **learning experience, teach civic responsibility, and strengthen communities**

Differences between Community-based Learning (CBL) and Service Learning (SL)

Community-based Learning (CBL) 3

- Community or community institution is a space for learning.

Learning cycle

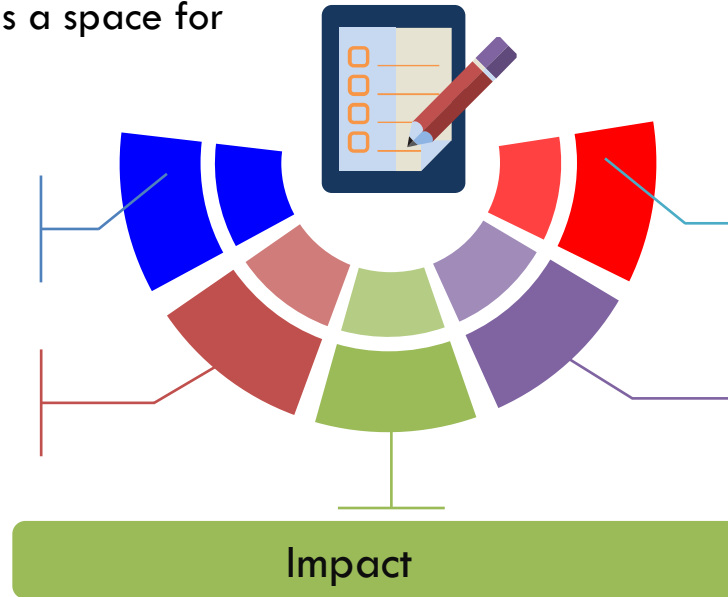
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Learning time

Less than 20 hours. Students may carry out less than 20 hours of activities.

Learning outcomes

The primary objective of LO is the application of theory.



CBL-Primarily, only students obtain benefit from activities with the community

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 SL-must contribute to solutions for problems or improvement to life in the community

Service Learning (SL)/SULAM 4

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- Students apply theoretical knowledge learnt in the classroom to serve the community.

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The SL learning cycle starts with theory, followed by structured activities/tasks aimed at meeting the needs of the community. The final cycle involves reflective components including application of theory and experience during and after completing assignments.

Learning time

More than 20 hours. Students are required to be with the community or travel back and forth to the location over a specified time period.

Learning outcomes

Learning outcomes must include; (a) students' application of theory, (b) skills and (c) direct impacts to the community and other participating parties.

Community Engagement Project: Lombok, Indonesia

- This course is a compulsory for all UTP undergraduate students to enable them to apply knowledge and skills gained in the classroom and extend it to the community. The social skills nurtured in this community engagement project is in line with UTP mission to produce all-rounded, balanced and holistic graduates with a broad mind-set.
- This course implements Community-based Learning (CBL) provides opportunities to UTP undergraduate students to deal with authentic problems faced by targeted community and formulate problem solving solutions to address them.
- In this chapter, we feature a community engagement project designed by students from Chemical Engineering programme in helping a community in Lombok, Indonesia which was affected by earthquake in 2018.
- Major problem faced by the community was the limited access to clean water supply. This project provides opportunities for the students to transfer and apply their knowledge on water filtration technology.

Community-based Learning

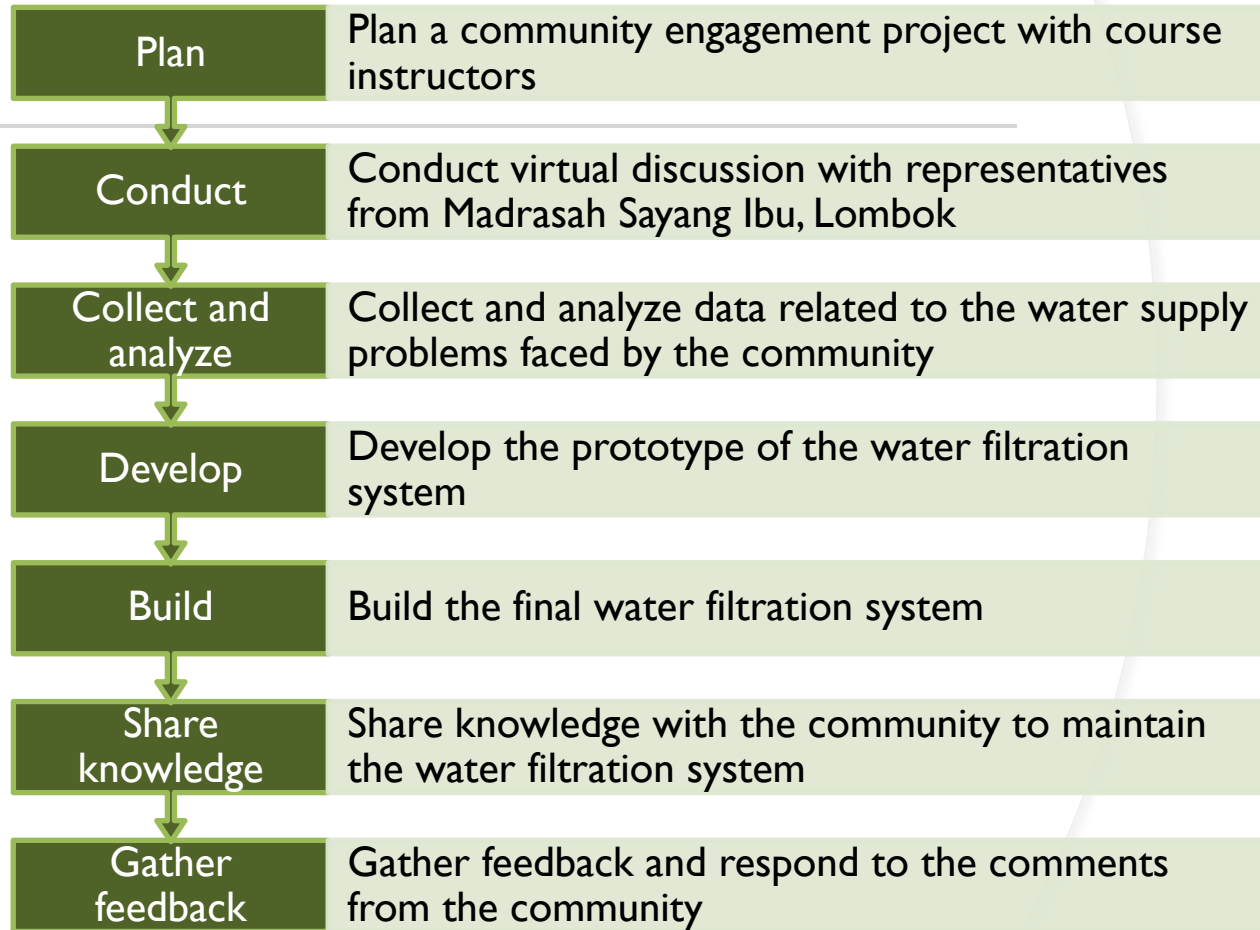


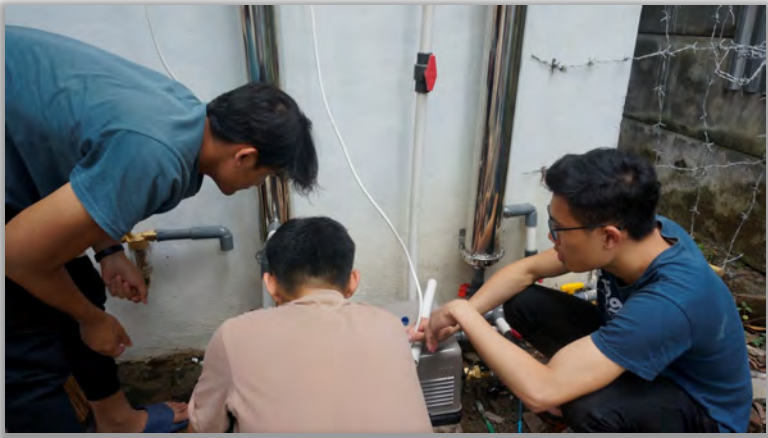
Mapping of CLOs, Delivery and Assessment

Learning Outcomes	Delivery	Assessment	Student Learning Time
CLO1 Plan a community engagement project with a targeted community (A3)	Group discussion	30%	24
CLO2 Implement team-based community engagement project with a targeted community (P4)	Hands-on training and field work	70%	56
Total		100%	80 hours

(Abd ur-Rahman Mohamed Amin, Muhammad Roil Bilad & Norwahyu Jusoh, 2020, HIEPs: MHEE)

Implementation of Community-based Learning





Water Filter Installation

- After the installation of water filter, the knowledge related to the filtration system was shared with the students at Madrasah Sayang Ibu, Lombok.
- Video on water filter installation.



Feedbacks from
Community

7. What were the best things about this project?

Relationship between the student of MSI and UTP.

8. Is there any suggestion to make the program better?

Maybe next time, the project can be more longer and have more the other great project like this





Ulfa

(Signature)

Name: Ulfa Desfiarina

Position: Mathematic Teacher

Impact of Community-based Learning

-  Improves standard of living and health of the community in rural area.
-  The UTP students learnt to apply knowledge on installation of the water filtration technology to the targeted community.
-  Raises awareness to the community about the importance of protecting the environment to preserve water for the future generation.
-  Builds the character of UTP students in the area of communication skill, social responsibility, leadership skill and moral development.



(Lombok Post, pg. 18, Saturday, 24th August 2019)

- CBL provides many positive impacts to the students and targeted community.
- It also contributes towards an impactful relationship between UTP and the targeted communities from neighbouring countries.

Conclusion

(Abd ur-Rahman et al., 2020, HIEPs: MHEE)

4 Service Learning-SULAM



Instructional Design and Technology (IDT) Field

Farrah Dina Yusop



- POA7002 Foundations of Instructional Design and Technology is a 3-credit postgraduate course.
- It is a compulsory course for the Master in Instructional Technology (MIT) programme at the University of Malaya.
- One of the requirements of the course is students to undertake instructional designer projects with a civic-minded approach as a *civic-minded instructional designer*, or CMID (Yusop & Correia, 2012):
 - Students develop, implement and evaluate instructional experiences specifically designed for members of socially- and/or economically-disadvantaged groups and communities, for example:
 - Single mothers
 - Visually impaired people
 - Children
 - Indigenous people and
 - Elderly people.

Mapping of CLOs, Delivery and Assessment

CLOs	Delivery	Assessment
1. Apply instructional design processes to solve problems related to teaching and learning	Class discussions, Project	Project proposal
2. Use an instructional design model to design, develop and evaluate a project of own choice	Class discussions, Project	Project design and development report
3. Manage an instructional development project	Class discussions, Project	Project presentation, project final report

CMID and Service Learning

01

Students identify community to serve

02

Students and community identify knowledge or skills gap and possible solutions

03

Students design a technological educational/training product to meet the community's needs

04

Students and community collaborate to implement or disseminate innovative solutions

05

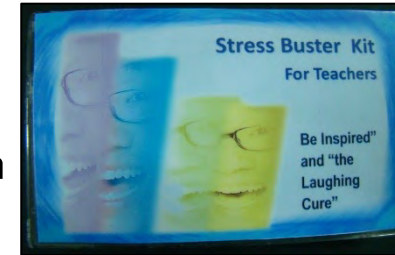
Students, peers and lecturer reflect on learnings from CMID project

06

Community continue use of product or skills gained

Examples of CMID projects

- Stress buster kit for teachers
- Pre-marital education
- Cyber security
- E-book for the blind
- One-stop resource center for single mothers
- Haze training apps
- Mobile donation apps
- Super-Teeth apps
- ... and many more



Scan the QR Code or click the play button for more info.



Service Learning Reflections

We made a terrible mistake for not following the steps in ADDIE. The FIRST STEP; ANALYZE. We realized that we have to change our audience as after our initial learner analysis, it was not the children that need to be educated more on nutrition or healthy food. It is their mothers who need this knowledge. The children are learning about nutrition, healthy eating and unhealthy food at school but most of the Orang Asli mothers did not attend school or have enough knowledge on nutrition. So we are back to square one again. I personally feel that I have learnt a valuable lesson, a lesson which I might not gain by just attending lectures or taking examinations by making this 'precious' mistake.



Learning by doing (Ell, Indigenous People Project)



Learn from mistakes

(Farrah Dina Yusop 2020, HIEPs: MHEE)

Here are some photos of the prototype of the kit that was produced:



Word board + syllable cards to be used to help student read & spell words



Rohaizat using the word board to spell the kv + kv words



Syazwan using the word board to spell the kv + kv words

Nowadays, I tend to look at issues in my surroundings in a different light. When I face an issue, I tend to have an inkling of a design in my mind. The other day as I was monitoring the remedial class in my school, I noticed a problem one of the boys had with word and sentence construction in Bahasa Malaysia. The boy finds it difficult to spell words and construct meaningful and correct sentences. I watched the teacher with the boy and an idea came to my mind. I discussed it with the teacher and came up with a quick solution to help the boy. Further discussions led both of us to begin designing a word and sentence construction kit for the remedial class. To date, we are finishing the analysis phase of the ADDIE model. I told the teacher about model with the help of the textbook, of course. If the kit proves to be successful in my school, I may submit to the annual *Pertandingan Inovasi PnP* in Putrajaya.



Inspired to apply in new situation

(Mona, School Principal)

Conclusion



Engaging students in Service Learning projects is not only helpful to enhance their knowledge and skills, but also to build their civic-minded agencies (Yusop & Correia, 2012; 2014).



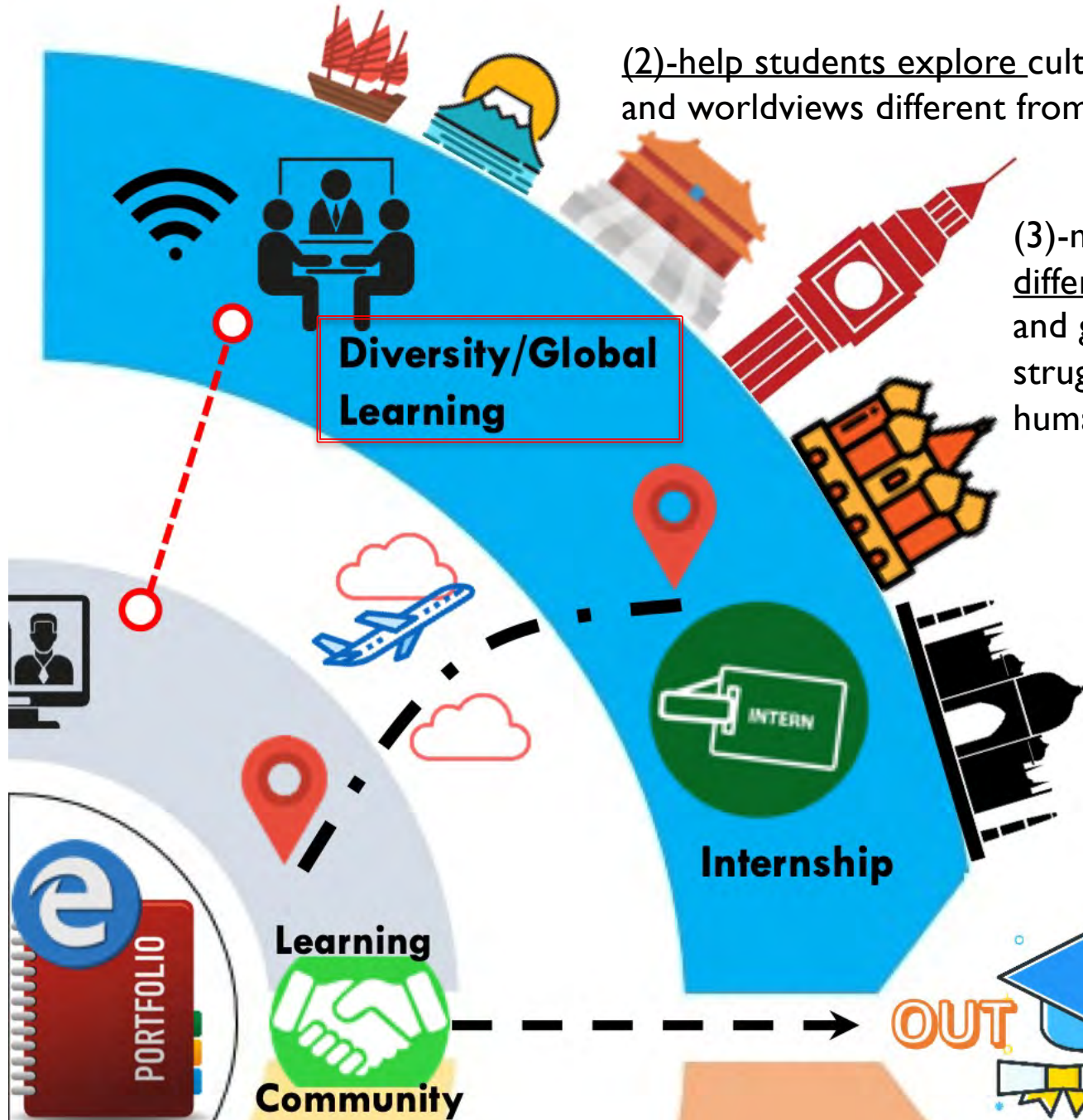
However, the course must be carefully designed, delivered and monitored to ensure it mutually benefits the students and communities involved.



One of the most important elements in Service Learning approach is continuous reflections of the experiences - both by the lecturers and students – to create meaningful learning experiences.



(1)-Concentrates on connections and interdependence that can help students develop an awareness of others out of their realm, sharing and gathering perspectives with diverse people outside their community and from other parts of Malaysia and around the globe



Diversity/Global Learning

(2)-help students explore cultures, life experiences, and worldviews different from their own

(3)-may explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power

(4)-Suggested mode: communicating with students from other countries (online forum e.g. skype, emails), with international community in own institutions or visits

Learning Community

Internship

OUT



Diversity/Global Learning (DGL)

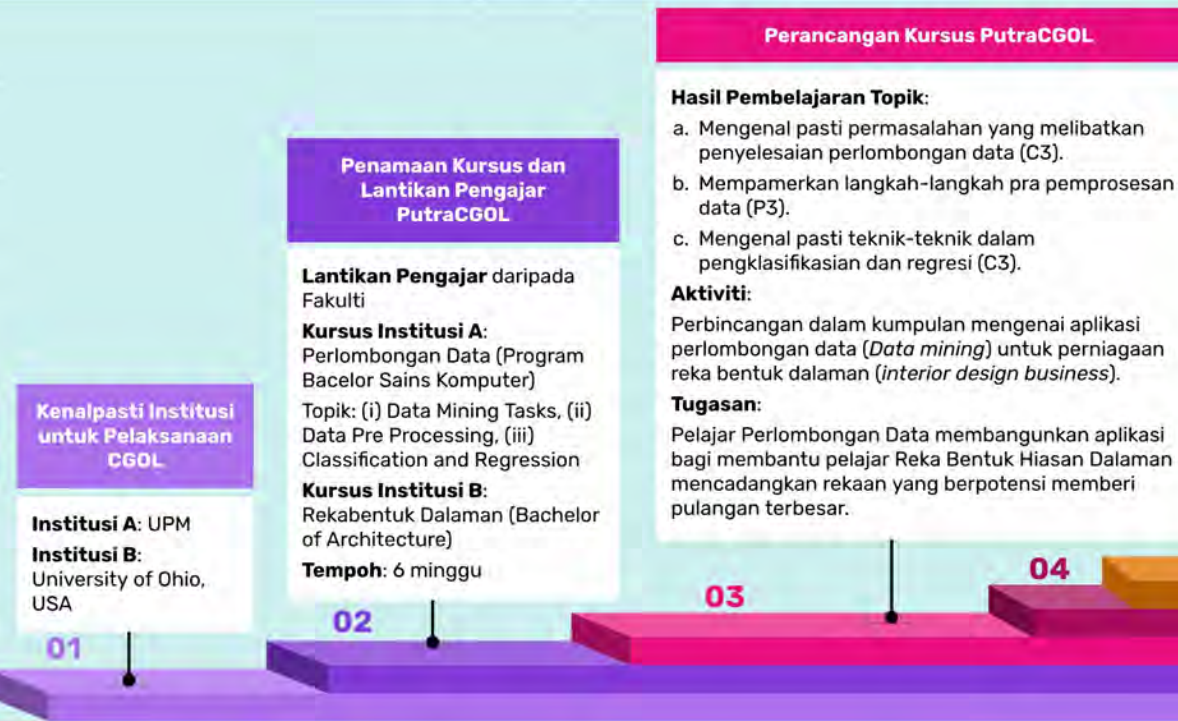
Help students explore cultures, life experiences, and worldviews different from their own. Examples **of global/international learning courses, programs, and/or co-curricular projects**



If there are not many international students in class, collaborate with other international students on campus

(Aida Suraya, 2018)

Contoh Pelaksanaan PutraCGOL



1

Pembelajaran Berkolaborasi Antarabangsa Dalam Talian (Putra Collaborative Global Online Learning)

Pembelajaran Berkolaborasi Dalam Talian Global (PutraCGOL) menggariskan inisiatif bagi meningkatkan kecemerlangan UPM dengan mendedahkan pelajar kepada pengalaman pembelajaran melalui kepelbagaian budaya dan perkongsian secara global.

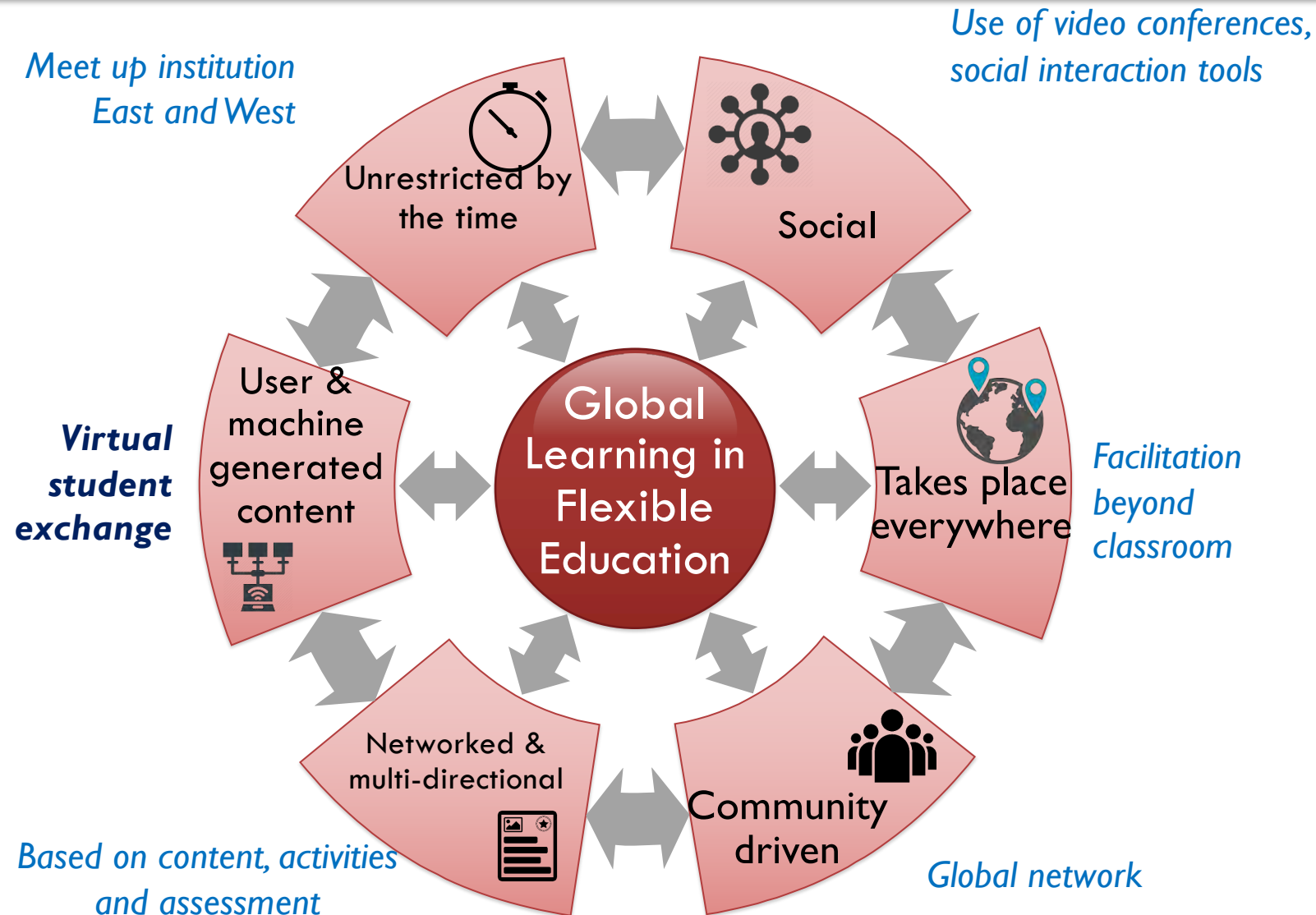
2

Putra e-VF

Putra e-Visiting Fellow



Global Classroom : Promoting Flexible Education

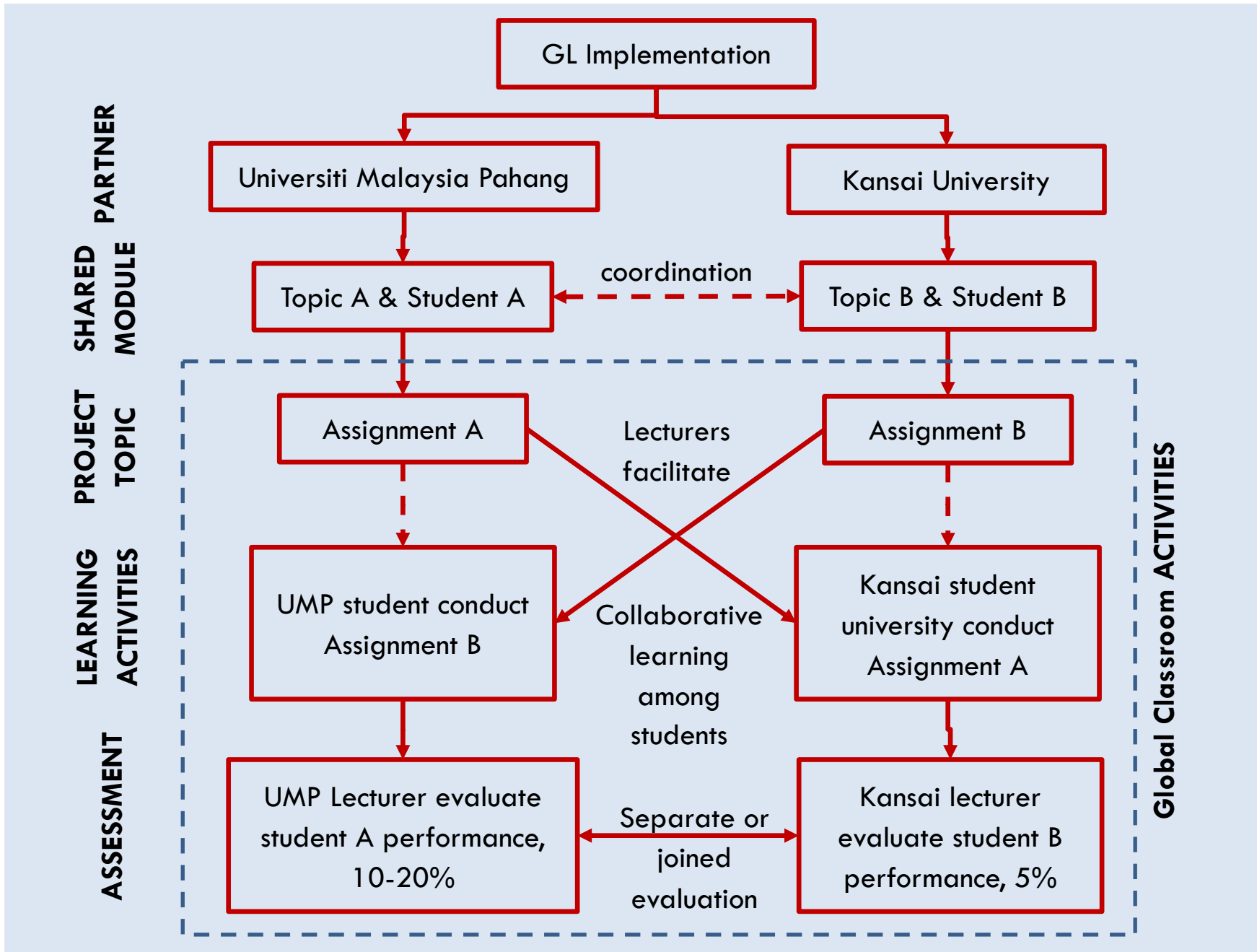


Global Learning (GL) is a contemporary teaching practice which is beyond classroom boundary (regardless of geographical, time zone, languages and cultural barriers) as students **collaborate virtually** while being facilitated by both **LOCAL** and **INTERNATIONAL** partner (not limited to learning Institution or industry) through **technology integrated Collaborative Learning**.

Example of GC Profile : Mapping of LOs, Delivery and Assessment

Faculty Name	Faculty of Industrial Management		
Course Name and Code	KPP 1223 Business Research Method		
Instructor Name (s) and email	Dr. Diyana Kamarudin, yanakamarudin@ump.edu.my		
*can be more than one instructor			
Types of GC	Basic GC	Standard GC	Advance GC
Learning time	5% collaborative learning (equal to 3 hours SLT)	30% collaborative learning (equal to 12 hours SLT)	100% team teaching
Assessment	Optional	Minimum 10%	30% and above
GC Index	Average	Good	Excellence
Choose one type [/]	[]	[/]	[]
Remarks for assessment : The assignment submitted by the students were examined by both collaborative instructors with a ratio of 1:1 weightage. For example, if the total marks for group assignment is 20%, both are allocated with 10% individually.			
Shared Module Name(s)	Research Methodology		
*can be more than one module			
Collaborative Learning Topic(s)	Sampling – Dr. Diyana Qualitative Research – Dr. Diyana		
Learning Outcome(s)	1) Differentiate between qualitative and quantitative research methods 2) Propose a research method for problem solving		

ICT Tools	Communication	[/]	Activity	[/]	Assessment	[/]	
*depends on institution proposal/preference and coordination	Webex		Prezi Presentation		Quizbean		
	ZOOM	/	Survey Monkey		Openlearning		
	Whatsapp/Messenger	/	PowerPoint		Kahoot	/	
	Facebook		Google Drive		Quizlet		
	email		Padlet		Google drive		
	Blendspace		Asynchronous discussion		Window 360		
	Line/WeChat		Synchronous discussion/ Forum	/	L.M.S.		
	Other(s)*Please Specify			Other(s)*Please Specify		Other(s)*Please Specify	
	Preferred Date (s) and time		Monday, Thursday 8pm – 11pm (Malaysia)	Number of Students *recommended max 30 students in a group		15	
	*Example : 5-21th October 2017 (Every Tuesday and Friday 2 pm to 4 pm)						
Other requirement/ Survey/constraint							
*please specify any special requirement in term of partner, course level, language and etc.							



How Global Classroom Takes Place?

(Gan & Adzhar, 2020, HIEPs: MHEE)

+60 12-539 2961 ~ednalim

This is also my first time using this global classroom, it is so interesting and very thanks to her for spend her time to teach us so many knowledge about attributes 😊😊

20:1



My name is Gan Leong Ming, from Universiti Malaysia Pahang. I'm a lecturer from Faculty of Mechanical Engineering. Hope we can have a great COIL activity.



Sarindran Ramayes

Hi everyone.. I'm Sarindran, 2nd year Automotive Engineering student from Universiti Malaysia Pahang.

Nice to meet you'll and hope to get you'll too..

MOHAMMAD SYARIFUDDIN BIN MOHAMMAD

Hello from the other side everyone. My name Mohammad Syarifuddin Bin Mohammad, also can call Deen. I am 4th year student of Mechanical Automotive Engineering from Universiti Malaysia Pahang. I hope this COIL activity will give us a lot of knowledge and the platform to share our culture.



language/communication study scholar, so not much familiar with EEV Hybrid system, but I would love to learn!

I look forward to meeting you all virtually.

<http://www.kansai-u.ac.jp/kokusa/english/>



University. My major is health and well-being. I play lacrosse. My hobby is watching soccer games and playing sports. I want to talk more with you.



Syuhaida Asri

Hi everyone... I'm Syuhaida Asri, the 4th year student of Mechanical and Automotive Engineering in UMP.

Nice to meet you guys...=)



Akiko Izukawa

Hello I'm Akiko a student at Kansai university.

My major is health and well-being. I play lacrosse everyday. I want to communicate with you !



My name is Yuta Morai, please call me Yuta!! I'm senior student of Kansai university. My major is Health and Well-being. I'm looking forward to sharing our culture. Glad to meet you guys!



I enjoyed the use of videoconferencing technology in this course.

79 responses



Automotive Engineering student from University Malaysia Pahang.. Nice to meet you'll and hope to get you'll too....

Nice to meet you'll and hope to get you'll too....



I think the videoconferencing technology is a more effective and efficient way to learn.

49 responses

+60 17 787 5578 ~Estin Hazinah

Its good and interesting. I learnt the same lesson but with different techniques which sure will enhance my knowledge. Thanks madam for this experience. Looking foward for the next one.

19:2

+60 17-968 9317 ~Billa

Yes madam. Its very interesting.

19:39

H C Y W 4

Student Engagement and Feedback

(Gan & Adzhar, 2020, HIEPs: MHEE)

19 (38.8%) 19 (38.8%)

Intensive Academic Writing in the Discipline

Example of learning outcomes: To develop the skills and abilities to thoughtfully seek information, critically analyze sources, and clearly formulate complex ideas (C5, CS)

Requirements

Writing is Comprehensively Integrated into the Course

Writing is a Significant Part of the Course Work

Writing is a Significant Part of the Course Grade

Writing is Learned Through Revision

Writing is Explained and Practiced in the Course

Suggestions:

100-200 level, students must complete a total of 12-15 pages of formal writing. At the 300-400 level, 15-20 pages of formal writing

Can be done over multiple assignments (may comprise of few papers of varying lengths)

Project: **NUKILAN DAI'E**

Students are introduced a comprehensive learning experience, focusing on the understanding and application of:

- writing and dakwah concept
- types of report and reporting
- propagation of Islamic teachings, print and social media dakwah

At the end of the course, students are able to organize writing workshops and produce writing drafts for print and online publications.



Interactive Teaching and Learning Strategies



Assessment consists of presentation, draft writing and final examination

(Najah Nadiyah Amran¹ & Rosmawati Mohamad Rasit, 2020, HIEPs: MHEE)

Project: **NUKILAN DAI'E**

The project's learning goals are closely related to the course learning objectives.

The aims of **Nukilan Da'ie** Project are;

- ↳ To orientate students to the practice of disciplinary writing
- ↳ To enhance students' writing ability in the propagation of Islamic teachings
- ↳ To produce amateur and professional da'wah writers for print and social media

Mapping of CLOs, Delivery and Assessment

Dakwah in Print Media (PPPM2053) At the end of the course, students should have the ability to: (a)		Bloom's Taxonomy	Indicators	(b) Delivery Methods	(c) Assessment			Total
					Project	Presentation	Final Examination	
CLO1	Analyze the concept and philosophy of dakwah propagation via print media	C4	Elaborate the concept and discuss the philosophy	Lectures and Tutorials			20	20
CLO2	Evaluate the use of print media for dakwah	C4	Evaluate in print media for dakwah propagation	Lectures and Tutorials			20	20
CLO3	Justify targeted issues and marketing in print dakwah	A3	Provide views on dakwah publication projects	Small Groups Discussion and Teaching Factory		20		20
CLO4	Develop scholarly and popular dakwah writing skills	P6	Organise writing workshop	PBL	40			40
Total (%)					40	20	40	100

Impacts of Intensive Writing Course to Students



Students show their
ability to
'create'



Communication
skills



Students
can write



“writer-preneur”
Write and Gain



Future-Ready
Graduates



Publication
In print and online



Enrich
Knowledge



Internship
Opportunity
at “Galeri
Ilmu”

Enhance writer-
entrepreneur skills



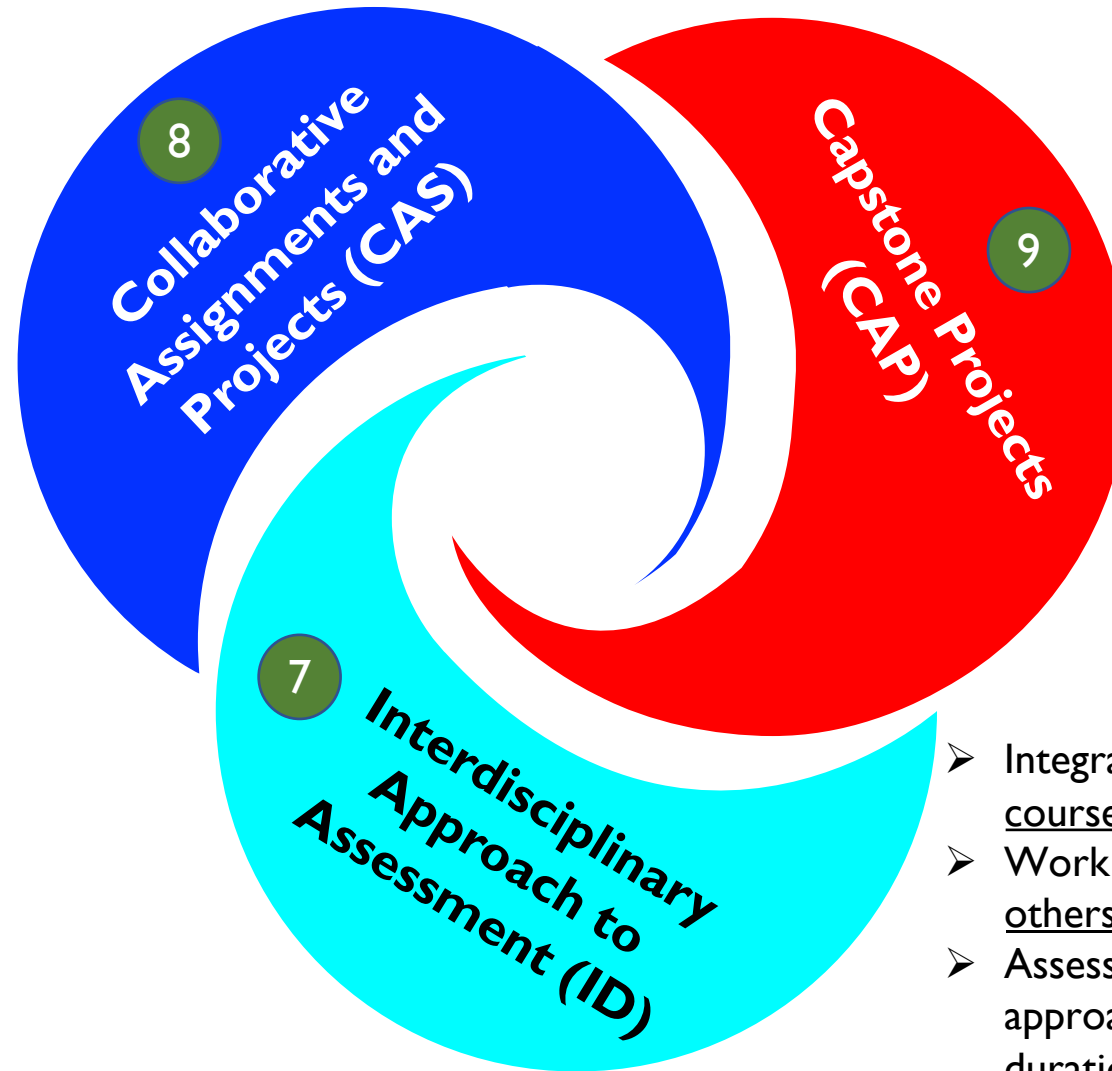
Boost
motivation

Differences between ID, CAS, CAP

Combines two key goals:

- learning to work and solve problems in the company of others
- sharpening one's own understanding by listening seriously to the insights of others, especially those with different background.

Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research (final year).



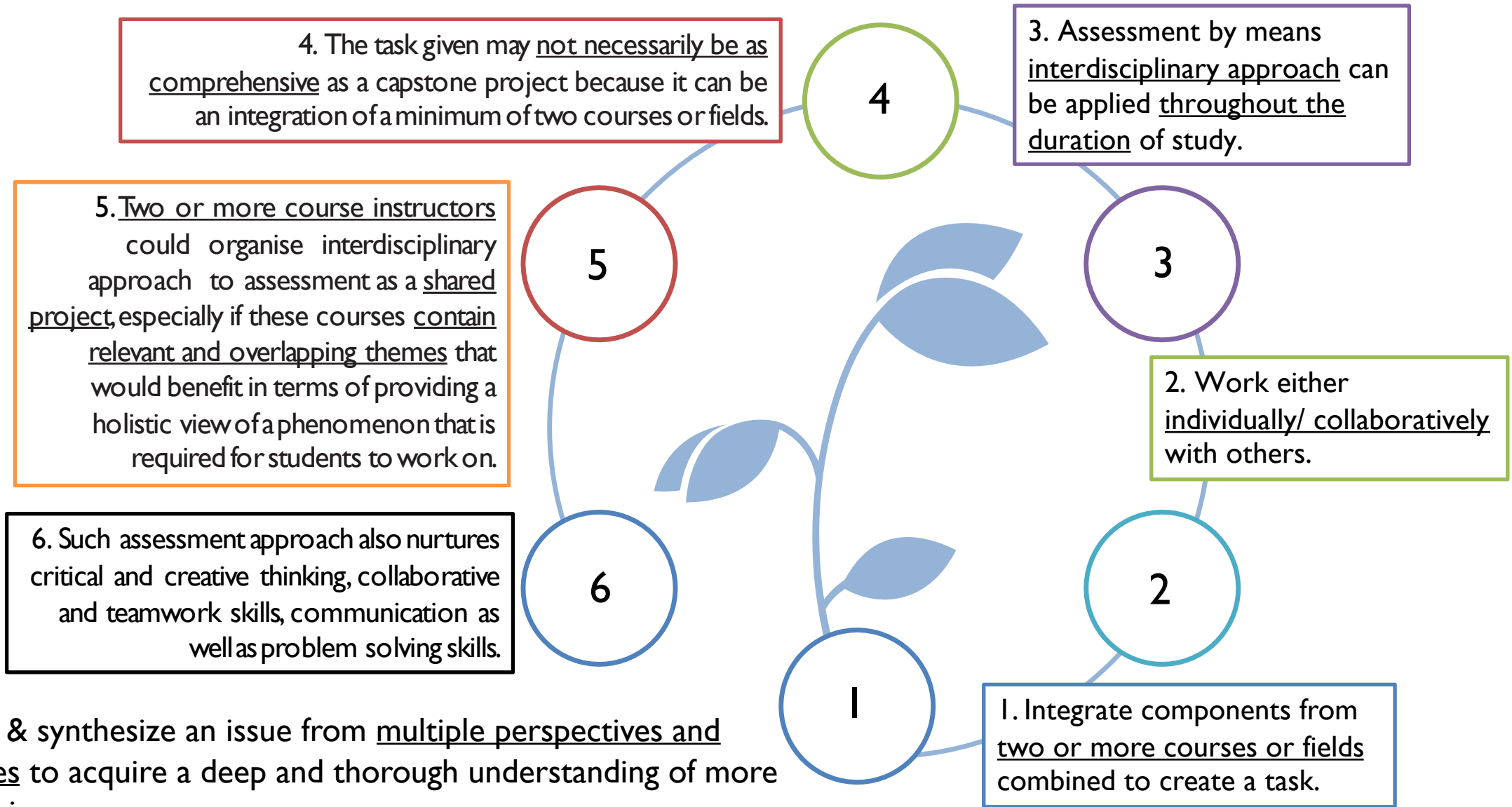
- Students nearing the end of their degree may engage in a capstone project (e.g. research papers, performances, field work, productions, a portfolio of best work) or a capstone course.
- Aimed to synthesize knowledge and skills gained throughout their academic programme.
- Work in group, typically comprise of a practical project-based or research-based component and a reporting component.

- Integrate components from two or more courses or fields combined to create a task.
- Work either individually/collaboratively with others.
- Assessment by means interdisciplinary approach can be applied throughout the duration of study

Interdisciplinary Approach to Assessment (ID) 7

Mode of Learning

Face to face, on-site or online learning and even designed for Massive Open Online Courses (MOOCs).



Examine & synthesize an issue from multiple perspectives and disciplines to acquire a deep and thorough understanding of more complex issues

Soft skills addressed in interdisciplinary approach include knowledge, CTPS, CS, TS, EM, and LL.

Specific activities for interdisciplinary approach to assessment may be integrated with other high impact practices like diverse and global learning in the form of:

- Capstone projects
- Core and advanced discipline courses
- Undergraduate seminar
- Use of international examples in lectures for situated learning contexts but from various disciplines
- Seminar discussions that allow diverse views and opinions
- Engagement and participation in diverse communities including those with special needs or those of different race/religion
- Cross cultural projects
- Class meetings with experts/distinguished scholars
- Fieldwork
- Virtual conferencing and exchanges to share cultures, stories, and projects
- Online collaborative scientific research
- Global writing and book collaborations
- Virtual world collaborations & guest experts
- Joint projects (glossaries, papers, books, lesson plans, simulations games)

Assessment

Similar to other types of assessments for various high impact practices albeit focussing on interdisciplinary nature of approach, forms of assessment include:

- Reflection/log/blog/journal
- Portfolio
- Research report
- Project report
- Term paper
- Critical analysis
- Case study
- A product such as animation, short film/documentary that address a specific issue
- A computer programme such as application or robot to address a specific need
- Response paper
- Career exploration essay
- Bibliographic essay

Interdisciplinary Approach to Assessment

Seagrass Ecosystems: Issues and Challenges Ahead

Programme Overview

Seagrass ecosystems are sources of food and continually facing threats by natural events and human activities. Coastal development is causing their fast degradation and possible habitat loss. Positive human effects include effective and enforced legislation to protect seagrass, increased protection of coastal ecosystems, and committed efforts to monitor and restore the marine ecosystem.

ACTIVITIES AND FIELD WORK EXCURSION

- (1) INTERNATIONAL INSTITUTE OF AQUACULTURE AND AQUATIC SCIENCES (I-AQUAS) AND,
(2) BATU EMPAT, PORT DICKSON, NEGRI SEMBILAN

DATE: 24 NOVEMBER 2018

SITES: I-AQUAS AND

BATU EMPAT, PORT DICKSON, NEGRI SEMBILAN

Course Coordinator	Name/Address	Contact No.
AKU4601 Ecology and Wetland Management	: Prof. Dr. Muta Harah Zakaria	+60132047006
	: Prof. Dr. Japar Sidik Bujang : Department of Aquaculture Faculty of Agriculture, UPM	+60123180850
Laboratory Staf	: Ms. Shafika : Department of Aquaculture Faculty of Agriculture, UPM	+60176630634
BGY4406 Biology and Ecology of Seagrasses	: Prof. Dr. Japar Sidik Bujang : Department of Biology Faculty of Science, UPM	+60123180850



Seagrass Bed,
Batu Empat, Port Dickson, Negri Sembilan



BGY4406 Biology and Ecology of Seagrasses
&
AKU4601 Ecology and Wetland Management

Seagrass Awareness Program, 24 November 2018

Copyright © 2018 Japar Sidik B and Muta Harah Z

Mapping of CLOs, Delivery and Assessment

AKU4601	PO	BGY4406	Activity	ID
Evaluate the importance of various wetland ecosystems (C5).	+✓	Describe the morphological characteristics, diversity and ecology of seagrasses (C5).	Lecture, class work, discussion	+✓
Organize the various of aquatic life based on types of wetland ecosystem and their importance (P5, CTPS).	+✓	Perform the systematic sampling techniques, characterization and preservation of seagrass specimens (P5, CTPS).	Practical, mini project, discussion	+✓
Proposed management of various wetland ecosystems (CS)	+✓	Relate the environment and significant of aquatic organisms (A5, LL).	Lecture, information search	+✓
Total				(20%)

AKU4601/BGY4406	Delivery	Assessment	Student Learning Time
Seagrass cover by using Random quadrat-photo of quadrat with seagrass for laboratory image-cover analysis (C5, CTPS)	Search for information	5%	4 hours
Collect and record good photographs of seagrass and seaweed samples (Macroalgae) for UPM Marine Plants herbarium (P5)	Lecture, Field excursion	10%	5 hours
Transplant selected seagrass species for conservation purpose (P5, LL)	Class work, Field excursion	10%	6 hours
Total		25%	15 hours

Seagrass Ecosystems: Issues and Challenges Ahead

Learning Outcomes of Field Excursion: Students are able to:

1. Examine the seagrasses and their diversity
2. Jot or write or make notes, raw drawings, photographs, videos..(These ARE Evidence for your Report: **Seagrasses, Human Disturbances, Why Seagrasses need conservation and Why are Seagrasses Important in Areas of Merambong shoal.**)
3. Seagrass cover by using Random quadrat-Photo of quadrat with seagrass for laboratory image-cover analysis
4. Collect and record good photographs of seagrass and seaweed samples (Macroalgae) for UPM Marine Plants herbarium.
5. Transplant selected seagrass species for conservation purpose

Transplanting activities

AKU4601 & BGY4406: Seagrass Transplanting Activities at Merambong B with ForestCity group

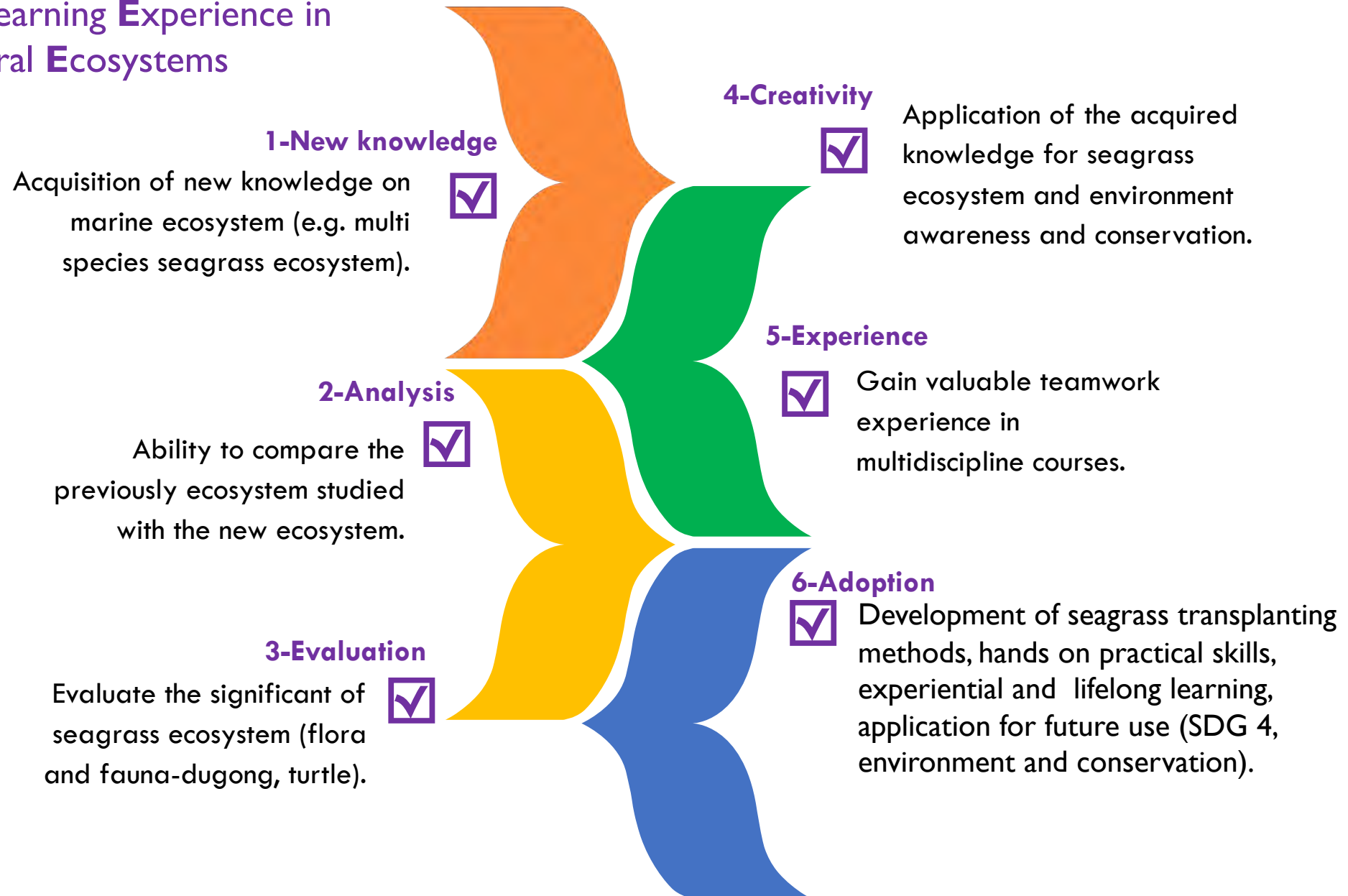


Learning marine plants (seagrass and seaweed, 2 groups of student (AKU4601 & BGY4406 + international students- semester mobility programme)

Transplanting activities with local and international students using *Enhalus acoroides*, *Halophila spinulosa*, *H. ovalis* and *H. major* in Merambong A and B shoals

(Muta Harah & Japar Sidik. 2020, HIEPs: MHEE)

Impact of Learning Experience in Natural Ecosystems



Collaborative Assignments and Projects (CAS)

8

Problem-based learning

Conducting research work

(A) Learning to work and solve problems collaboratively through course-based study groups, team-based assignments, written work and cooperative projects

B. Sharpening one's own understanding of a problem or issue by actively listening to the insights of others.

Structured problem solving study

Combines two key goals:
Students working together in small group

Peer editing & collaborative writing

Case study

Creating poster

Group investigations

Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Project Farm to Table



Site preparation



Crop maintenance



Evaluation Session



This course exposes students to real-life job experience in the agricultural sector. They are fully involved in planning and managing a viable enterprise under the supervision of a lecturer.

Multiplying effects of the knowledge transfer programme: Lecturer to Students to Farmers



Knowledge Transfer Program Site



Spilt over Impact of Knowledge Transfer Program:
AgroToursim

To conclude, collaborative assignment and project element is a good practice as an eye-opener for students' to real-life experience.

Intelligent Shopping Trolley

CDIO Approach

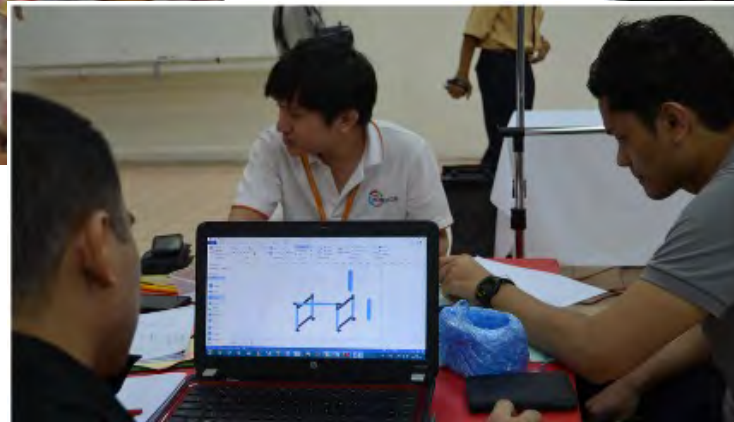


Actual site visit and survey during conceiving phase

03



Implementation of the solution.



Discussion at designing phase.



Operating the working prototype.

01

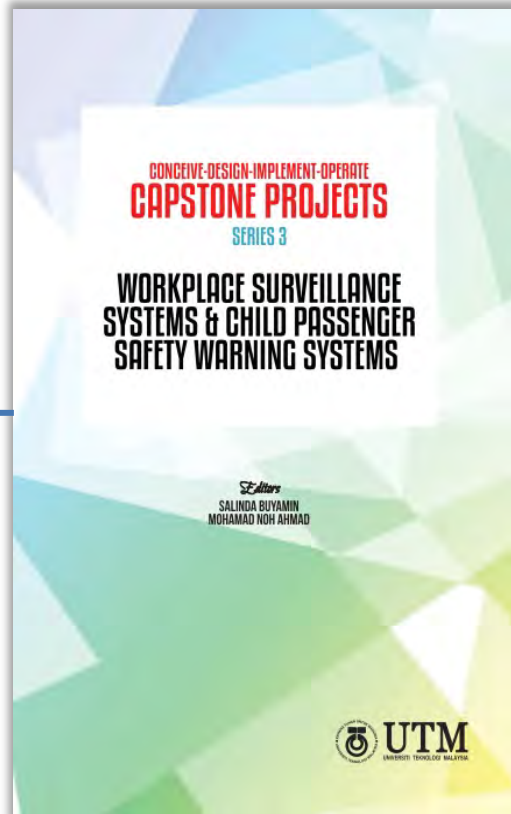
02

04

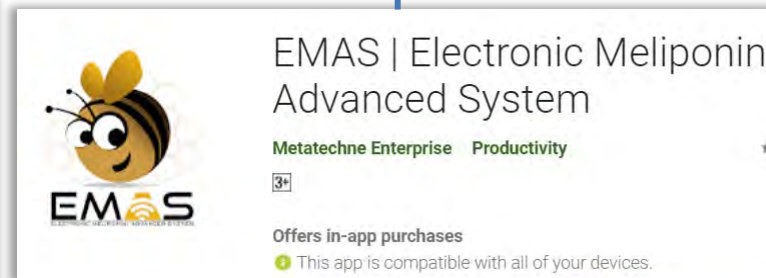
- SKEM3722 Capstone Project is offered to final year students
- Students are required to solve a complex engineering problem (industry or community based project) in this 2-credit course (80 hours SLT).
- Conceive-Design-Implement-Operate (CDIO) approach is adapted in solving the project.

Impact on Students and Academicians

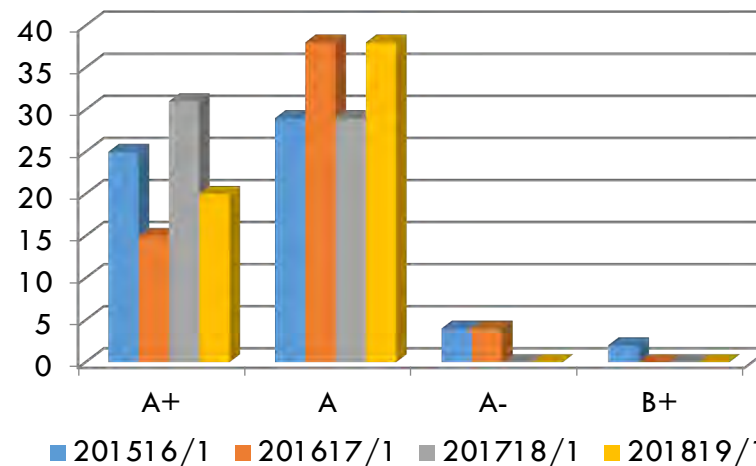
Commercialized app developed with funding awarded by the CREST R&D Grant



Published book



In 2018, CREST R&D Grant was offered to projects selected for commercialization.



Improvement in student results

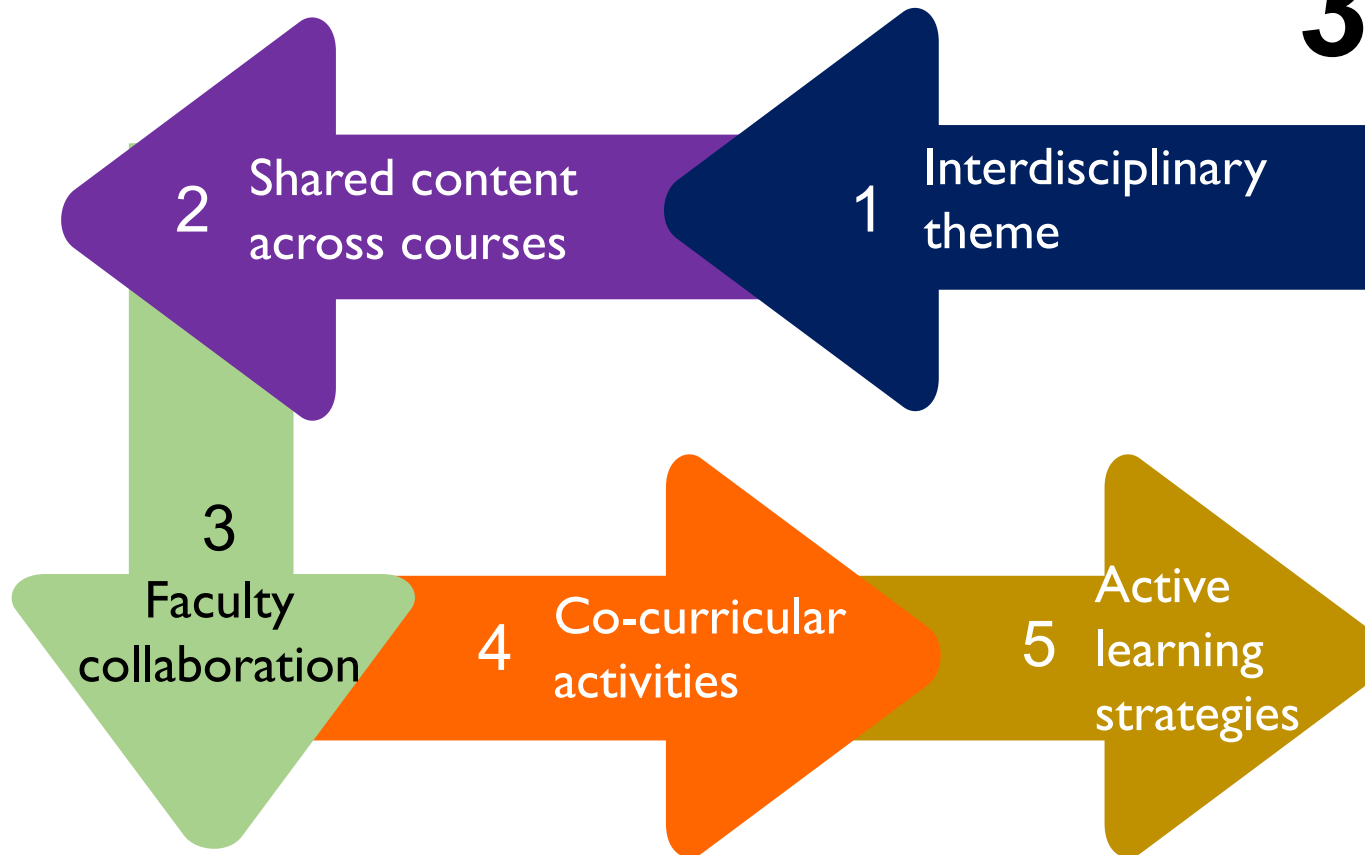


National runner-up in The James Dyson Award

The capstone project strengthens the integrated learning experience, wherein students can apply multidisciplinary knowledge and skills attained in their earlier years of study.

CIE definition

- Refer to any curricular and/or co-curricular programme designed to build a student cohort focusing on a common broad theme.
- Approach that generates an understanding of themes and ideas connected to a linked experience through the real world.



Common Intellectual Experiences (CIE) 10

Characteristics of CIE

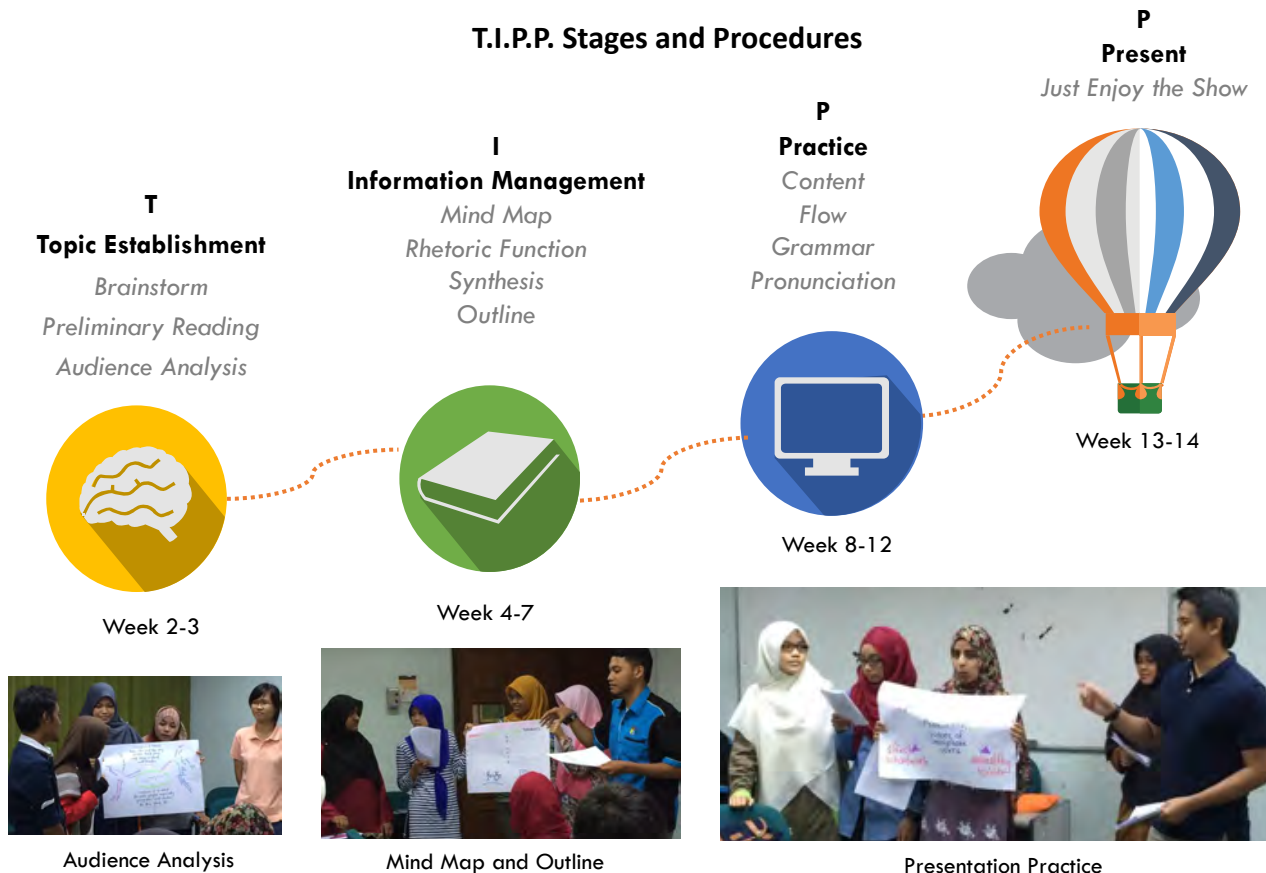
- 1** combining broader themes
- 2** linking learning across different courses
- 3** encouraging students to think holistically about several different issues beyond individual class experience

The goals of a CIE are to build community amongst participants, explore diverse academic and cultural perspectives related to the theme, and connect the curriculum to real-world experience and application.



T.I.P.P is an approach of teaching and learning to help students with low English proficiency to gain confidence to give a speech in English Language in front of an audience.

T.I.P.P. Stages and Procedures



(Wan Nur'ashiqin et al. 2020, HIEPs: MHEE)

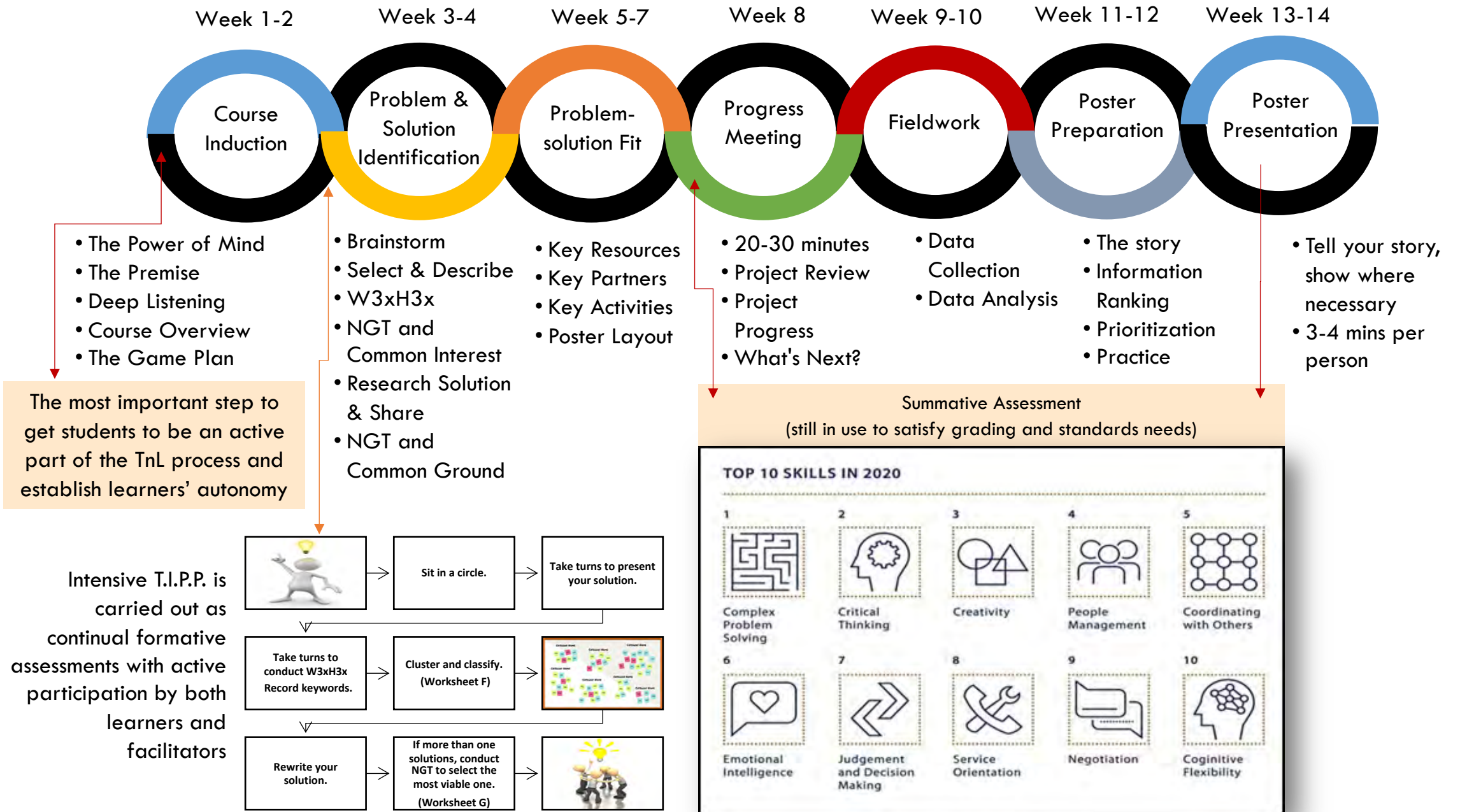
T.I.P.P. in Promoting Transdisciplinary Learning

- Common Intellectual Experiences is an approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world.
- Transdisciplinary learning is the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences.
- Interdisciplinary approach and transdisciplinary learning experience are implemented in the course: LMCE2012 Workplace Communication 1.

Mapping of CLOs, Delivery and Assessment

CLO	Delivery Method	Activity	Assessment
By the end of the course students should be able to: 1. Participate effectively in meetings 2. Give effective presentations 3. Write a structured learning reflection	Problem solving by using these two techniques: • Nominal Group Technique (NGT) • Value Proposition (VP) Canvas	Students complete worksheets while actively involved in series of group discussions	• Progress Meeting • Group Presentation

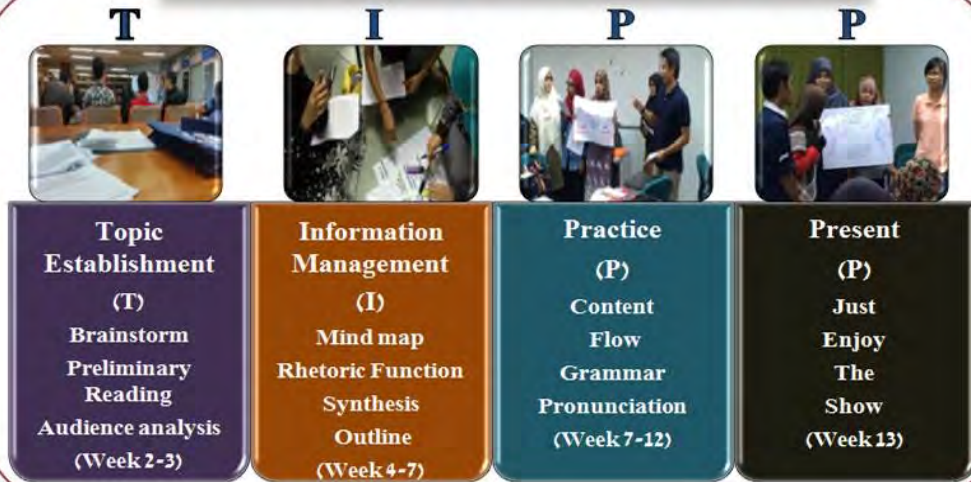
T.I.P.P. Roll Out



T.I.P.P. in Promoting Transdisciplinary Learning

T.I.P.P is an approach of teaching and learning to help students with low English proficiency to gain confidence to give a speech in English Language in front of an audience.

TIPP: STAGES AND PROCEDURES



Student Feedback and Impact of T.I.P.P

Improve Communication Skills

"I have improved my skills especially in English communication"
(Student of FST, MUET Band 3)

Enhance Self Esteem and Confident

"This course has given me higher level of self-esteem and confident to implement English language in my academic and life"
(Student of FP, MUET Band 2)



"Know how to do mind map"
(Student of FTSM, MUET Band) 2)

Present Effectively

"Enhance my confident level when giving presentation"
(Student of FST, MUET Band 3)

"The choice of doing presentation. I mean that, student can freely choose any topic for presentation, thus, it increase my interest in the presentation" (Student of FST, MUET Band 3)

Nationhood Project ePortfolio

Burhan Che Daud*

Centre for Language Studies and Generic Development,
Universiti Malaysia Kelantan

*Corresponding author: burhan@umk.edu.my

The course exposes students to the reality of a unique multiracial, multicultural and multi-religious society in Malaysia within its sociopolitical, socioeconomic and sociocultural settings.

Students are required to embark upon selected community engagement projects which they PLAN, PREPARE, PERFORM, PONDER and PUBLISH on their e-portfolios.

The ultimate aim of the project is to enhance leadership skills, autonomy and responsibility (PO8) as well as to enliven the spirit of patriotism and nationalism among the students.

- Accumulate and present digital evidence of authentic student accomplishment including the curation of specific proficiencies and dispositions at given points in time.
- Fosters students reflection and deepens learning while making achievement visible to students themselves, their peers, faculty and external audiences.

Mapping of CLO, PLO, Delivery and Assessment

CLO	PLO	Delivery Method	Assessment
Demonstrate characteristics of patriotism and nationalism towards inculcating the spirit of nationality and loyalty to the country.	PO8 – Leadership, Autonomy and Responsibility	Group fieldwork	Project e-portfolio



Webinar
'Using ePortfolio for Assessment'

Assessment Rubric

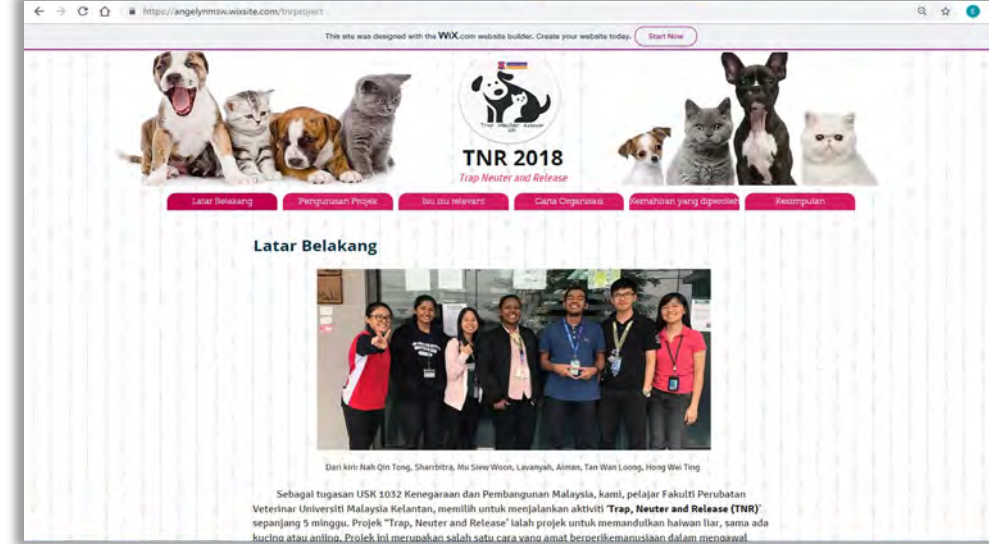
PROJECT GUIDELINE

Assessment	Guideline
Project ePortfolio (Group work)	In order to complete the task, students need to:
	1. Form a group comprising of 7 to 8 members. Choose your group leader, group secretary and a suitable name for your group.
	2. Discuss and choose a workable project in order to achieve PO8 (Leadership, Autonomy and Responsibility).
	3. Create an e-portfolio to document all activities executed for the project using Web 2.0 platform (wix.com/blogspot.com/wordpress.com etc.).
	4. Record management of the project from the beginning (planning stage) until the end (execution stage) in the ePortfolio.
	5. Prepare and complete the ePortfolio based on the format and assessment rubric provided.
6. Submit the completed ePortfolio for evaluation.	

Item/Marks	0-1	2-3	4	Marks
a. Background of Project	Student describes a very brief background of the project.	Student describes an adequate background of the project.	Student put forward a well-written and detailed description of project background.	/ 4
Item/Marks	0-2	3-4	5-6	
b. Management of Project	Student documented 30% of the project management and execution.	Student documented 60% of the project management and execution.	Student documented a complete documentation of the project management and execution.	/ 6
c. Main Issues	Student analyses ONE relevant issue.	Student analyses TWO relevant issues.	Student analyses THREE relevant issues.	/ 6
d. Set of Skills Acquired	Student analyses ONE to TWO skills acquired.	Student analyses THREE to FOUR skills acquired.	Student analyses FIVE to SIX skills acquired.	/ 6
Item/Marks	1	2	3	
e. Conclusion	Student put forward ONE relevant conclusion.	Student put forward TWO relevant conclusion.	Student put forward THREE relevant conclusion.	/ 3
Total marks				/ 25

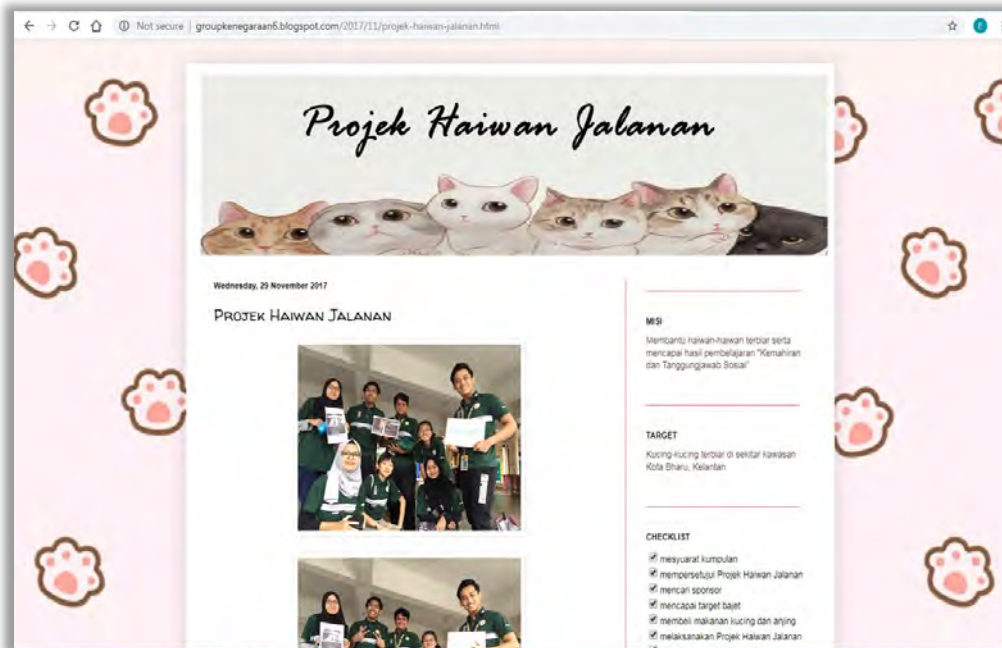
Sample 1

Trap, Neuter and Release Project



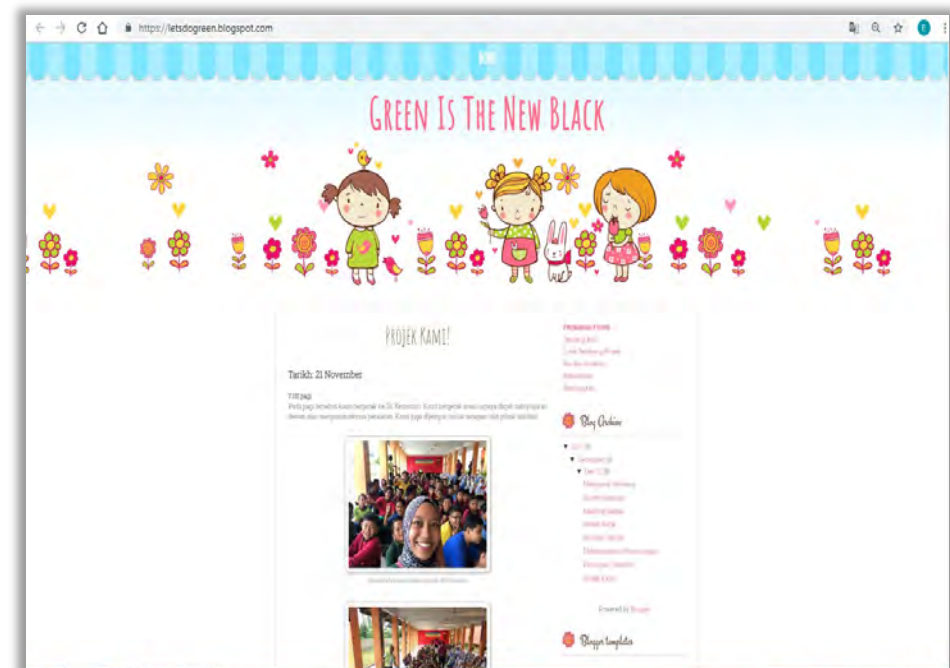
Sample 2

Projek Haiwan Jalanan



Sample 3

Projek Kelestarian Alam Sekitar



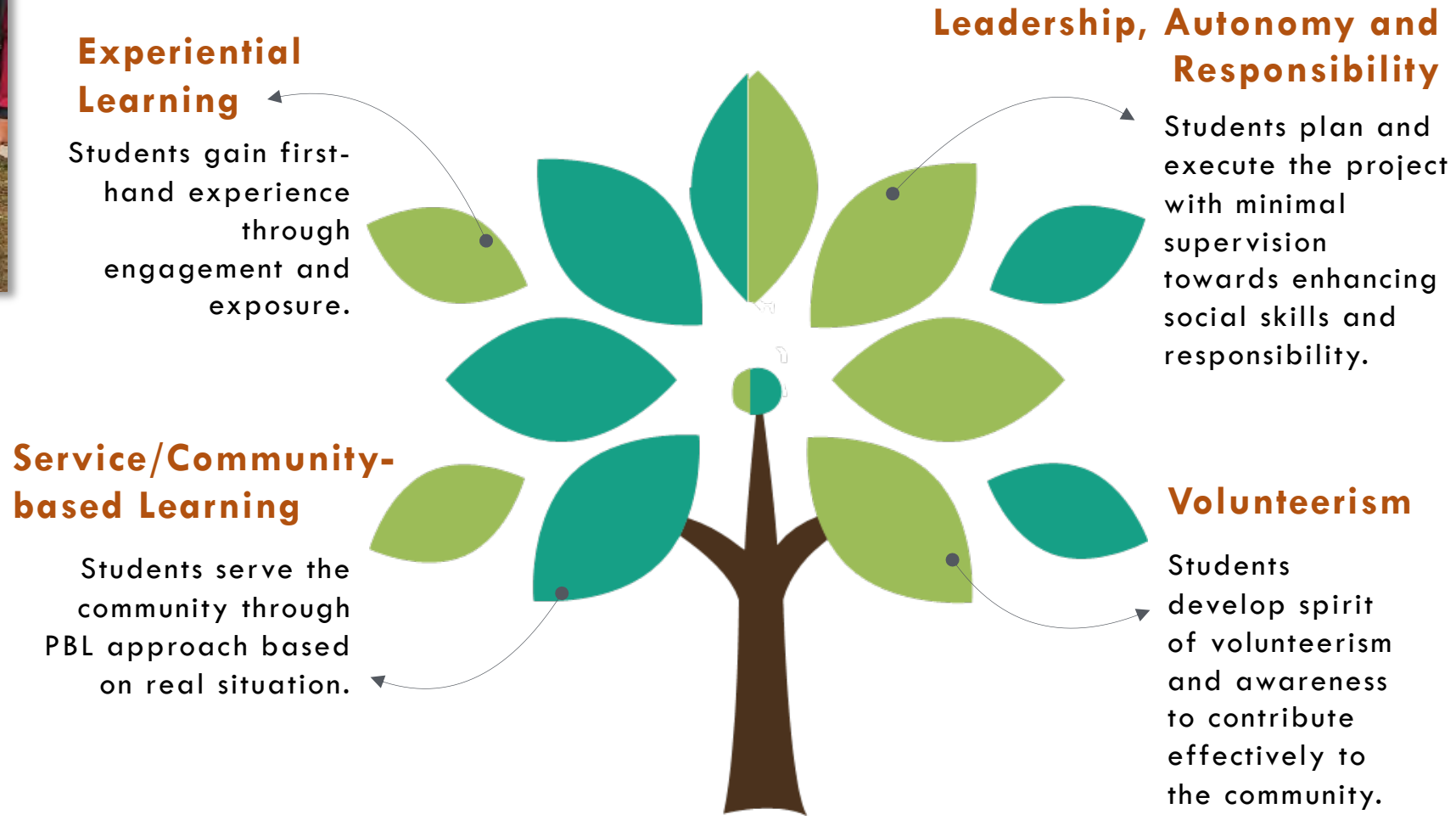


1
Plant-for-the-Planet: Planting trees for a better world at Sekolah Kebangsaan Kemumin, Kota Bharu, Kelantan



2
Human-animal relationship awareness: Pupils of SK Kemumin looking at python, gecko, hamster and hedgehog

Impact of the Project

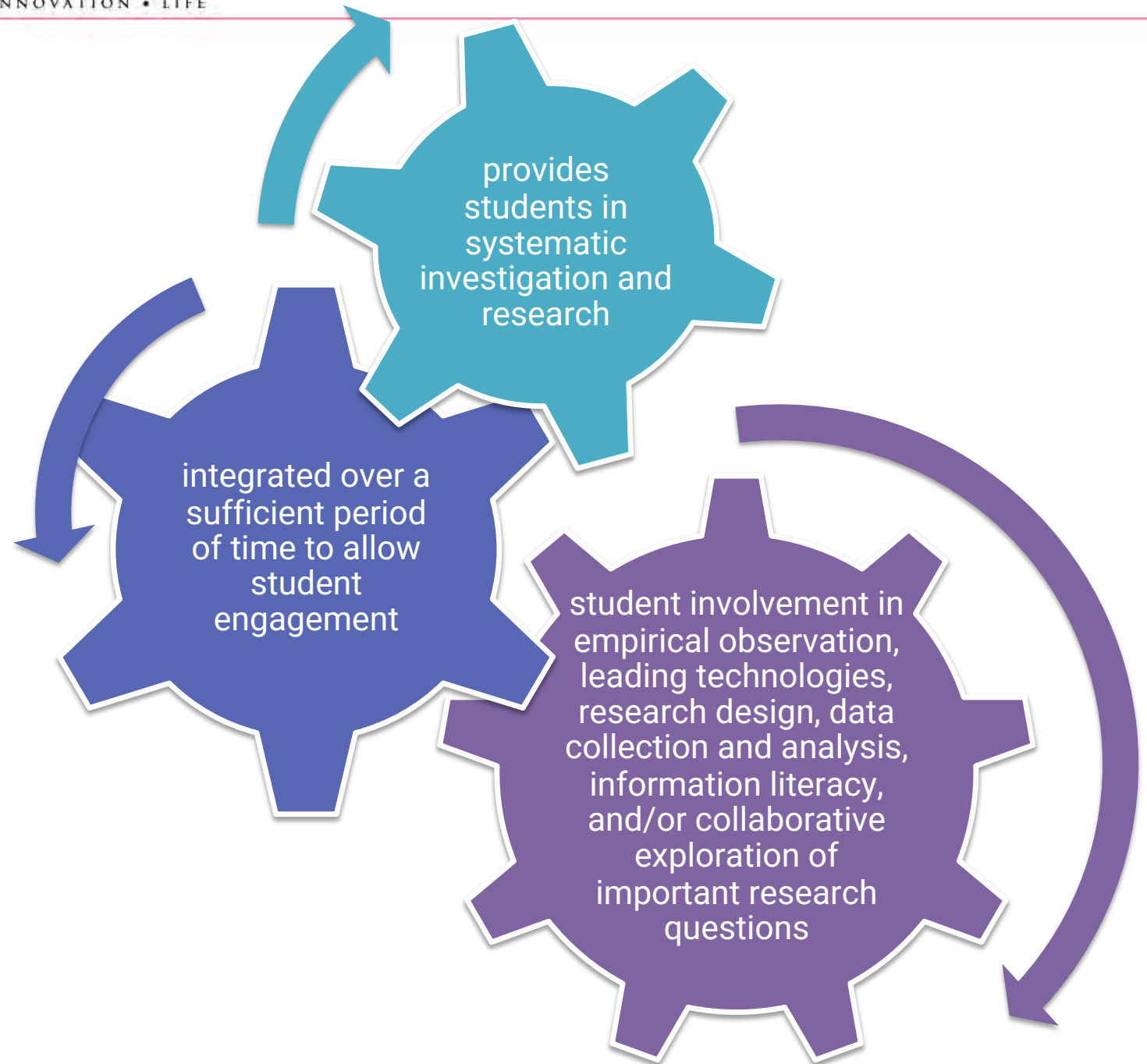


(Burhan, 2020, HIEPs: MHEE)

12

Empirical Research (ER)/ Undergraduate Research

- Typically undertaken in a student's final year and closely supervised by academic staff.
- Formulate research questions, review literature, design an empirical study, collect and analyse data, discuss study findings and draw conclusions.



Student Research Day

Azlina Abd. Aziz*, Ruhani Mat Amin,
Jaharudin Padli & Ahmad Khairul Fitri
Zahari

Faculty of Business, Economics and Social
Development, Universiti Malaysia
Terengganu, 21030 Kuala Nerus,
Terengganu Darul Iman

*Corresponding author:
aqlina@umt.edu.my

This event is part of a 4-credit course, ECO4999A Final Year Project II, which involves 40 hours of Student Learning Time (SLT).

Assessors for the poster presentations were appointed among representatives from private and government agencies.

The Student Research Day at UMT was initiated by Professor Ir. Dr. Noor Azuan Bin Abu Osman, Deputy Vice-Chancellor (Academic & International). It was first held in 2018 and to date the event has grown and involved nearly 2000 participants among undergraduate and postgraduate students of UMT.

The purpose of the Student Research Day is to promote research in all disciplines, at all levels in UMT. It is also an opportunity for students to showcase their research or advanced studies undertaken as part of the requirements of the undergraduate and postgraduate programmes. The two-day event showcases students' research work via poster presentations. Dedicated sessions were also scheduled to allow students, faculty members, staffs and interested community members to further discuss research presented at the event.

Student Research Day



Deputy Vice-Chancellor (Academic and International), Prof. Ir. Dr. Noor Azuan Abu Osman observed student's presentation during the SRD@UMT 2019 at Dewan Sultan Mizan, UMT.



Research posters showcased in Dewan Sultan Mizan, UMT



A student presenting research findings during SRD@UMT 2019



A student receiving feedbacks from an assessor



Scan QR Codes for more videos



Mapping of CLOs, Delivery and Assessment

Course Learning Outcome (CLO)	Delivery			Assessment (%)			
	Consultation & discussion	Presentation	Report Writing	Total SLT	Report Writing	Presentation	Total
Explain the research design related to the objectives of the study. (C-C4)	/		/	40	25		25
Discuss the findings of the research. (CTPS-A5)	/		/	50	30		30
Present the research findings of the study. (CS-A5)	/	/	/	40		25	25
Review current and relevant literature. (LL-C5)	/		/	30	20		20
Total				160			100

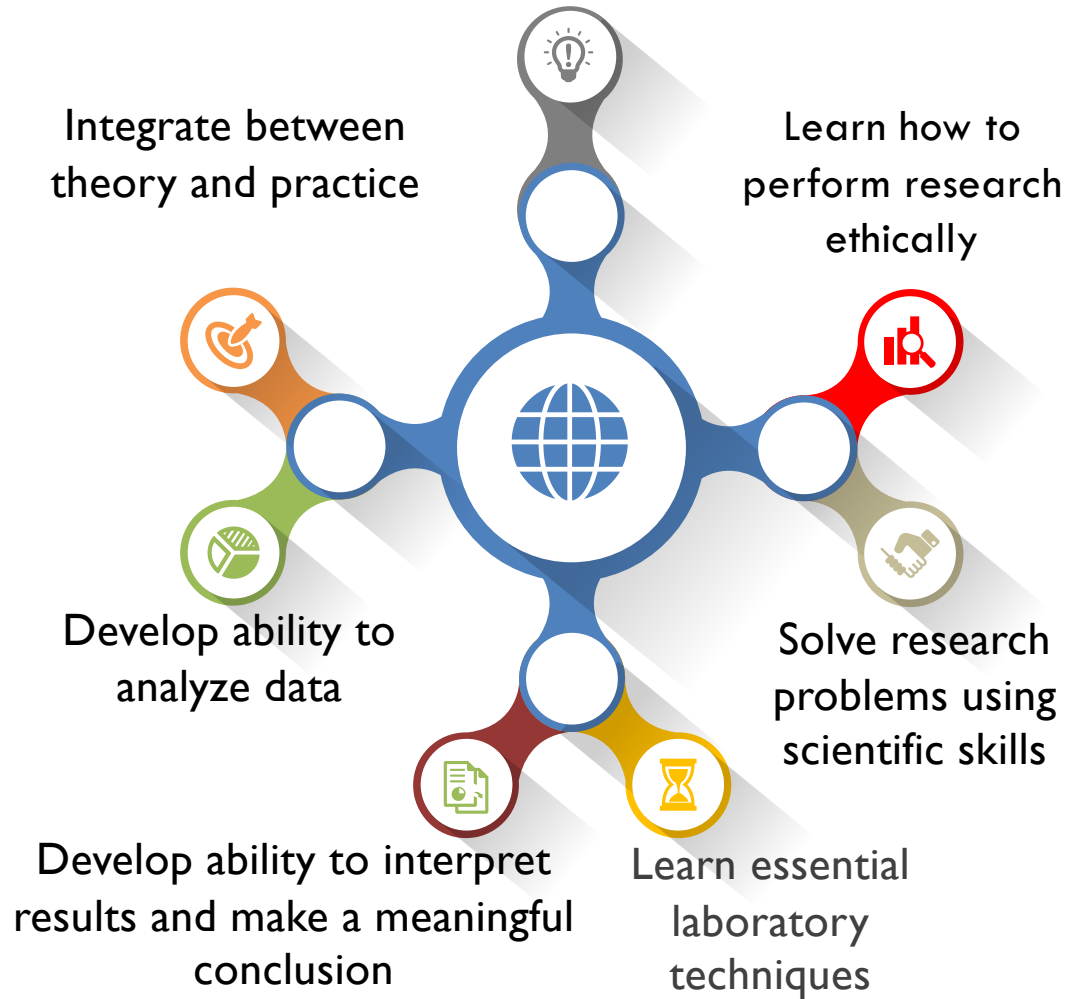


Winners of the Student Research Day



Impacts on Students Research Abilities

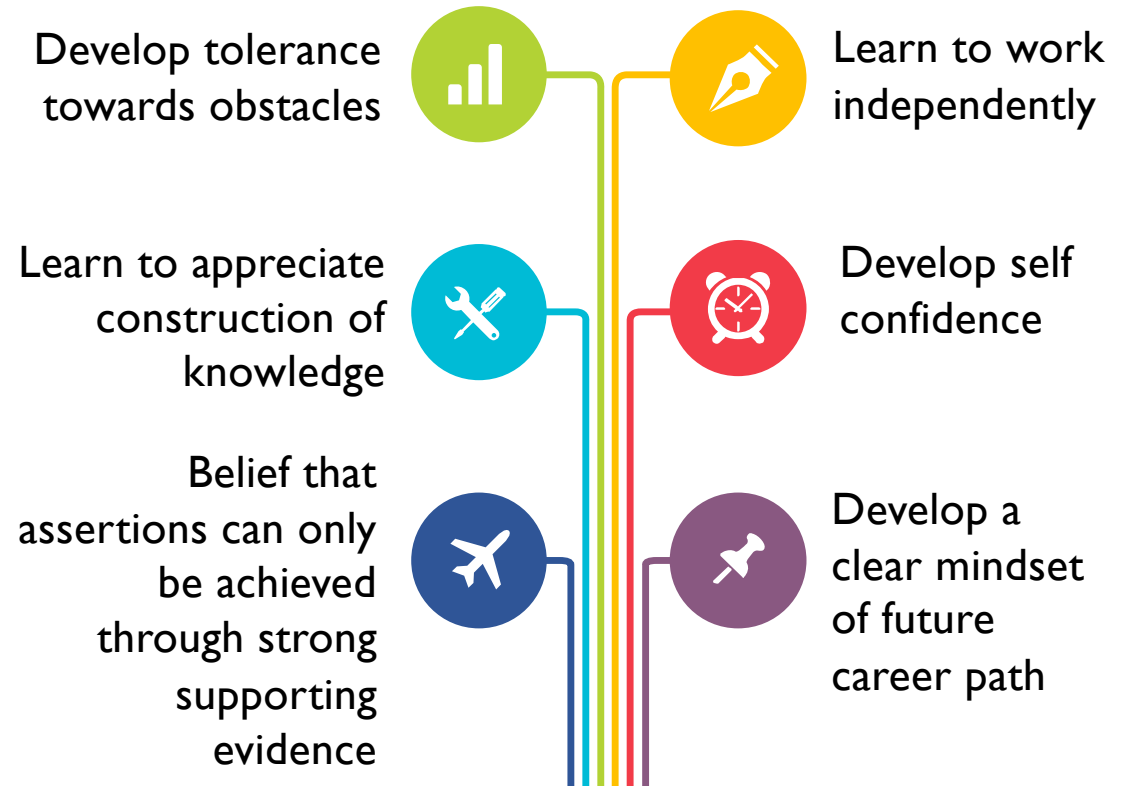
Develop skills useful for the conduct of research



Student Research Day



Impacts on Students Attributes



13



Learning Outcomes



Communicate verbally and in writing and work with various stakeholders



Apply theoretical and practical aspects learnt with current practice in industry/organization



Demonstrate commitment, ethics, current professionalism in performing tasks.



Complete tasks at work place in a critically-discerning manner

CS,
TS

A3,
EM, LS

P4, CTPS

C5

Student Activities During Industrial Training



Student trained to do mapping using drone at Maejo University, Thailand



Student measuring planting distance of durian tree at Baba Farm



Student conducting analysis using AAS at MARDI



Students trained to plant paddy in Thailand



Student checking the survivability of grafted durian seedlings at DOA Pahang



Student practising marcotting technique at fruit farm

Students' Special Project Seminar Presentation

SPECIAL PROJECT

EFFECT OF SPINOSAD IN REDUCE THE POPULATION OF FLEAS BEETLE (*Phyllotreta sp.*)

UNIVERSITI PUTRA MALAYSIA, KAMPUS BINTULU, SARAWAK
VEGETABLE FARM (VF), PRODUCTION DEPARTMENT
ZENXIN ORGANIC PARK
JUNE 2018

OBJECTIVE

To identify the effectiveness of spinosad in decrease the population of fleas beetle.

PROCEDURE

Transplant the Choysum

Prepare the 6 Quadrate A & B. The quadrates size is 1m X 1m

Calculate the population of fleas beetle every day

The population of fleas beetle increased drastically

Compare the growth of Choysum after 29 day

Observe the growth of Choy sum

spinosad was sprayed in the early morning or late afternoon.

The concentration of spinosad in ratio 1:1000, 20ml spinosad mixed in 20L of water.

RESULTS

COMPARISON AVERAGE BY QUADRATE, THE POPULATION OF FLEAS BEETLE IN 28 DAYS FOR SPINOSAD CONTROL (A) AND TREATMENT CONTROL (B)

Graph 3: Refer to Table 3

Table 3
COMPARISON AVERAGE BY QUADRATE, POPULATION OF FLEAS BEETLE IN 28 DAYS FOR SPINOSAD CONTROL (A) AND TREATMENT CONTROL (B)

QUADRATE	A	B
Q1	41.43	39.11
Q2	51.36	8.82
Q3	36.04	39.11
Q4	1.46	9.61
Q5	45.46	33.82
Q6	7.32	22.64

Students' special project conducted on pest management at Zenxin Organic Park, Johor

SPECIAL ACTIVITY IN DAGAM FARM

EFFECTIVE PRUNING TECHNIQUE DURING SUMMER

SWEET PERSIMMON FARM, WPL (WORK PLACE LEARNING)
DAGAM FARM, SOUTH KOREA

OBJECTIVE

To make sure there is only premium and great A fruit left during harvest session.

PROCEDURE

RESULT FOR THE SHAPE OF TREE (VASE SHAPE)

RESULT FOR FRUITS

Students' special project conducted on harvesting techniques of persimmon fruit at Dagam Farm, South Korea

Impact of Internships Programme

Benefit to the University

- Close the gap between academia and agricultural industry
- Enhance R&D collaboration locally and internationally
- Feedback received used to improve the existing curriculum

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- Enhance R&D collaboration locally and internationally
- Feedback received used to improve the existing curriculum

Benefit to the Industry

- Gain opportunity to assess the capabilities of potential employees
- Recognition of industry support for the education sector
- Facilitates and strengthens university-industry partnership and linkages.
- Enhances participating agencies' reputation among graduates

Students Feedback



01

Exposed to new and real working environment.

02

Gained more knowledge and experience from the successful farmers.

03

Blow our mind about the ideas and the reality in agriculture business.

04

Improved our self-esteem and confidence level when facing the real working process.

05

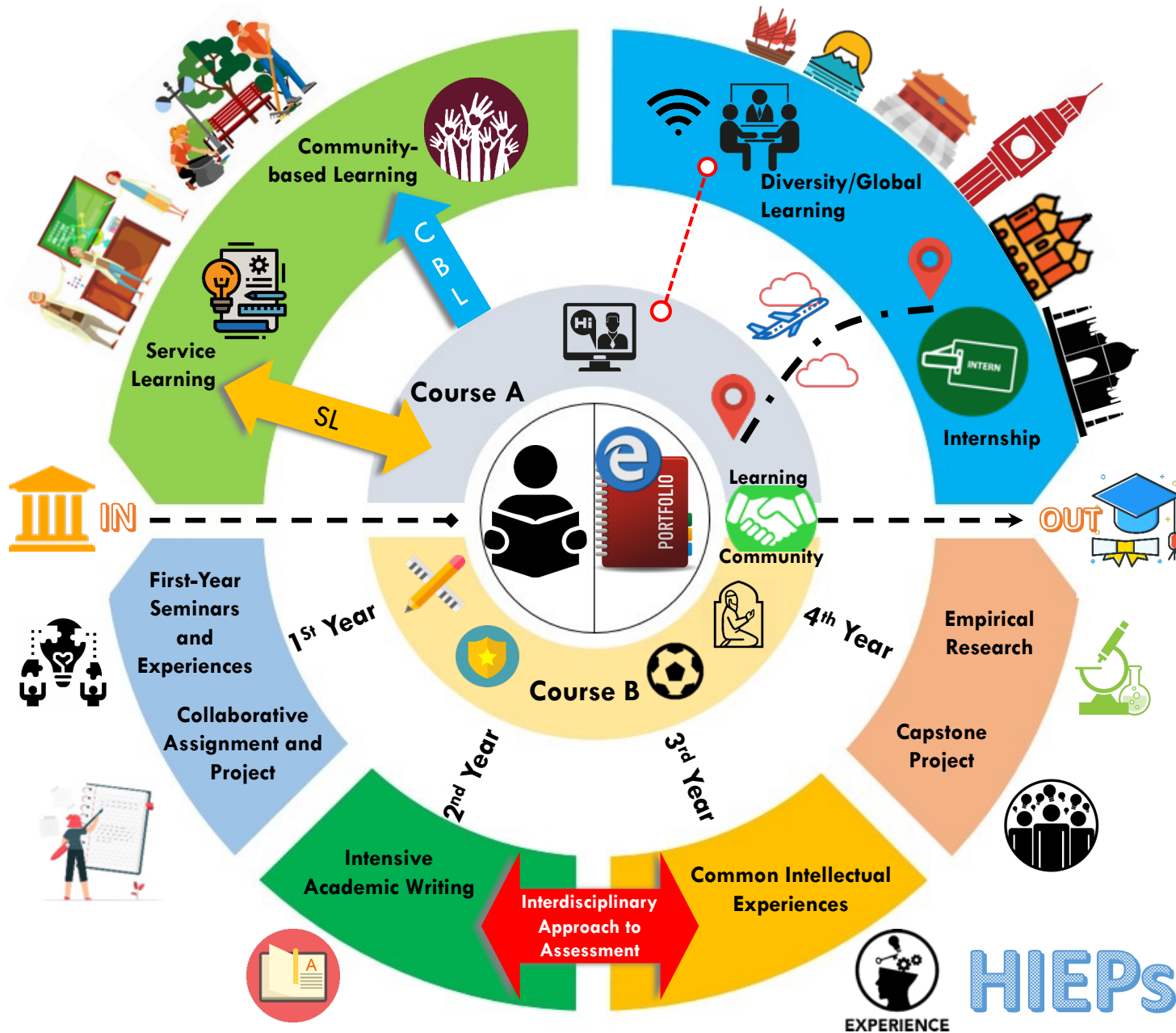
Improved our communication skills with various kinds of people.

06

Developed our teamwork skills when doing the task given. Cooperation is important as a great team is made up of great individuals.

HIEPs Ecosystem

Interconnected infrastructure, integrated flexible curricula, and interactive engagement with community and industry stakeholders are vital elements of the HIEPs ecosystem. A HIEPs ecosystem inspires, scaffolds, and expands student learning through learning spaces, networked digital technologies, experiential learning opportunities, and global mobility.





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BERSILU BERSAKTI



Acknowledgement

Aida Suraya Md. Yunus
Japar Sidik Bujang

Thank You



MUTA HARAH ZAKARIA
Department of Aquaculture
Faculty of Agriculture
Universiti Putra Malaysia
43400 UPM Serdang, Selangor
muta@upm.edu.my
(013-2047006)

23 June 2021, online, 10.00 to 12.00 pm



Wan Zuhainis Saad



Azlina Abd. Aziz



Ras Azira Ramli



Najah Nadiyah Amran



Amira Sariyati Firdaus



Ifiah Natrah bt Abbas



Gan Leong Ming



Lim Cheng Siong



Siti Salhah Othman



Mai Shihah Abdullah



Mohd Hafiz Abu Hassan

