

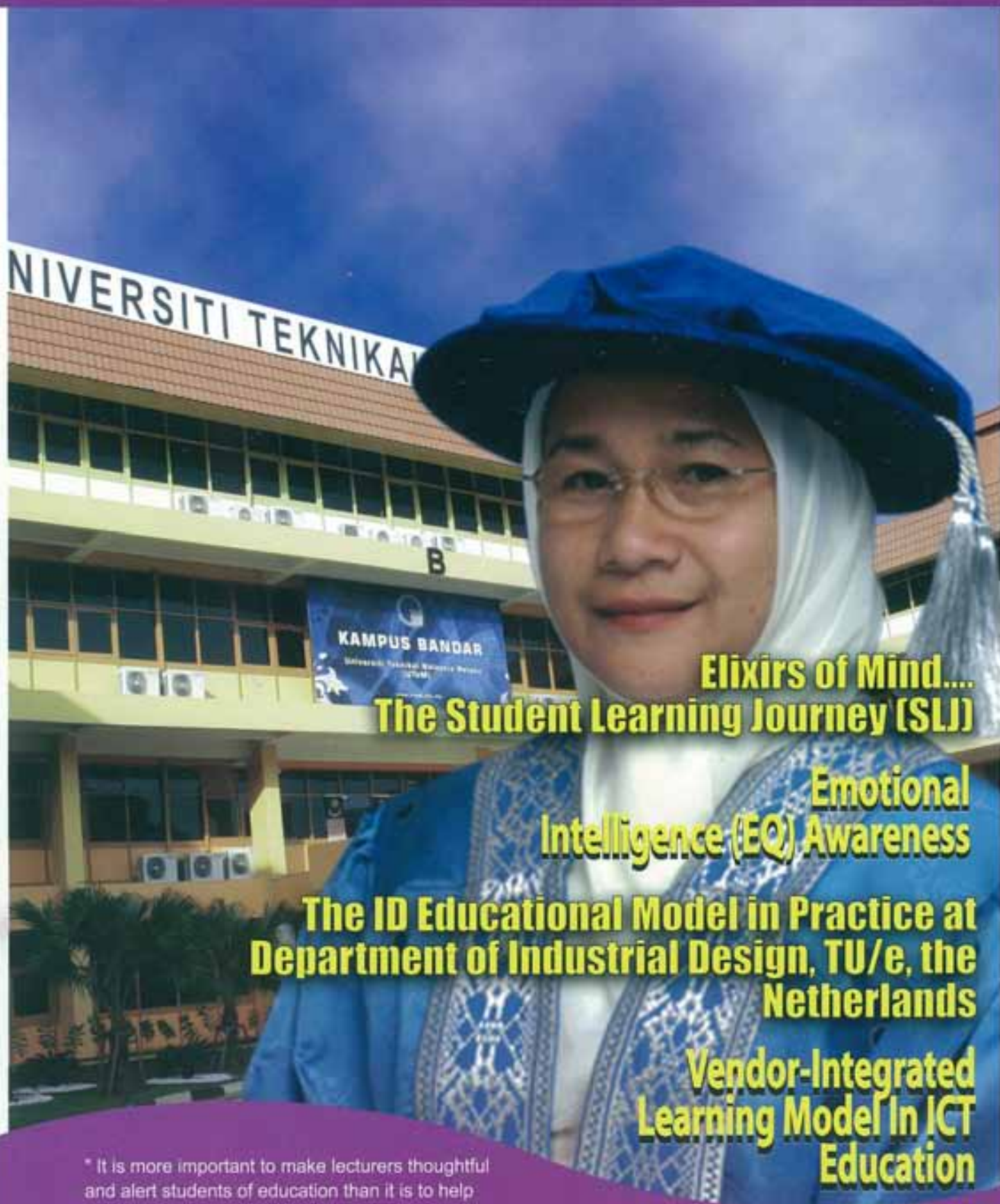


1/2008 : JUNE

CATALYST

PUSAT PENGAJARAN DAN PEMBELAJARAN

CENTRE FOR TEACHING AND LEARNING



**Elixirs of Mind....
The Student Learning Journey (SLJ)**

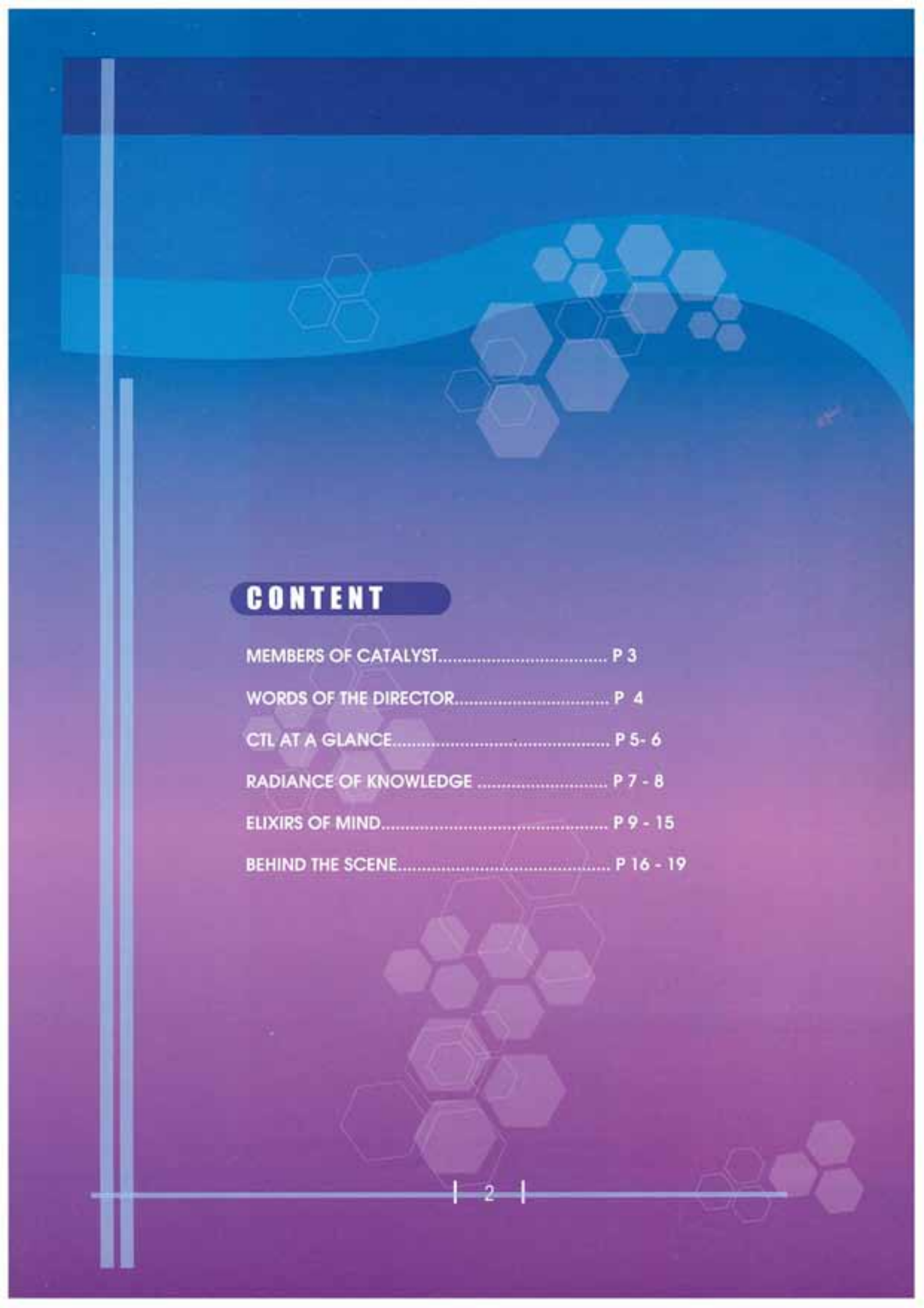
**Emotional
Intelligence (EQ) Awareness**

**The ID Educational Model in Practice at
Department of Industrial Design, TU/e, the
Netherlands**

**Vendor-Integrated
Learning Model In ICT
Education**

* It is more important to make lecturers thoughtful and alert students of education than it is to help them get immediate proficiency *

- John Dewey (1933)



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WORDS OF THE DIRECTOR....

Prof. Madya Dr. Hj. Hanipah Binti Hussin



Assalamualaikum wrt. and a good greeting.

Alhamdulillah, Praise be to Allah because due to His Compassionate and Merciful, this Catalyst Bulletin 1/2008 for June has been published successfully.

The publication of the bulletin for this year 2008 is a noble medium of Centre for Teaching and Learning (CTL) in the process of disseminating every information and news about the development and planning activities of CTL to be implemented, in conjunction with the aim of its establishment, that is, to play a role as a vital organization in planning and implementing academic courses, as well as professional trainings among the academicians towards generating the excellence of delivery system in Teaching and Learning (T & L) effectively in University Teknikal Malaysia Melaka (UTeM). Indeed, the enhancement in Teaching and Learning (T & L) system is one of the significant foundations towards materializing UTeM as a 'World Class University' which apart of the university's vision and mission.

In conjunction with its functions and objectives as a medium of knowledge excellence in providing pedagogical knowledge based academic courses, as well as professional trainings in teachings for academicians, there are seventeen (17) courses has been planned to be implemented throughout year 2008. On the other hand, CTL also plays an important role as a chairman for Malaysian Board of Directors for Teaching and Learning (Majlis Ketua-Ketua Pengarah Pusat Pengajaran dan Pembelajaran (PDP) IPTA Malaysia) which consists of twenty (20) public universities in Malaysia. In fact, all the courses and workshops conducted including the academic development, learning and teaching strategies, educational technology and others. Most importantly, these kinds of knowledge and skills being revealed and shared together will enhance the quality of Teaching and Learning (T & L) among the academicians.

At the same time, I would like to express congratulations to the committee members of this masterpiece for sacrificing their time, concern and efforts during the process of materializing this bulletin till the end. Thanks again and this bulletin would never have seen a light of day without our full support and hard work. May Allah grant His blessing to our effort everlasting. Insya Allah.

Wassalam.



Centre For Teaching And Learning *at a Glance.....*

Background

CTL (Centre for Teaching & Learning) formerly known as CTLE (Centre for Teaching and Learning Excellence) was established as a resource and research center for the study and support of teaching. At that time, it was staffed by one full time Teaching Development Officer and one part-time executive assistant. The Centre then had its official inauguration in 2003 by the Higher Authority.

Due to the size of the university and the growing interest in developing teaching methods, the Centre expanded in 2004. In 1st November 2004 the unit changed its name to the Centre for Teaching and Learning, to express developments within UTeM.

Objectives

- Planning, implementation and evaluation of training and skill programs conducted to increase the quality of teaching and learning.
- To generate a training module mainly in purpose of executing training programs to increase the quality of teaching and learning.
- Planning and implementation of high learning certification programs of teaching and learning for academic staffs and teaching powers.
- To lead the development process and implementing the electronic teaching and learning approach.
- Executing and encouraging comprehensive research, as well as development activities in order to increase the quality of teaching and learning.
- UTeM's Strategic Core Target : to achieve excellence in academic through recognize teaching and learning by MS ISO 9000 certification.
- To provide guidelines/policies about the implementation Outcome Based Education (OBE) at faculties.
- To become a platform in providing professional trainings to the academicians.

COMMITTEE MEMBERS OF ACADEMIC ADVISORY UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1.	Chairman	Deputy Vice Chancellor (Academic & International)
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3.	Secretariat	Centre for Teaching and Learning

COMMITTEE MEMBERS OF TEACHING AND LEARNING (T & L) UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1.	Chairman	Deputy Vice Chancellor (Academic & International)
2.	Members	Deputy Deans (Academic) - Deputy Dean (Academic) Faculty of Electrical Engineering - Deputy Dean (Academic) Faculty of Electronics and Computer Engineering - Deputy Dean (Academic) Faculty of Mechanical Engineering - Deputy Dean (Academic) Faculty of Manufacturing Engineering - Deputy Dean (Academic) Faculty of Information and Communication Technology - Deputy Dean Centre for Language and Human Development i. Director, Centre for Teaching and Learning
3.	Appointed member by Director, Centre for Teaching and Learning	En. Mohd Aniff bin Mat Haniffan Head Department Faculty of Electrical Engineering
4.	Secretariat	Centre for Teaching and Learning

CENTRE FOR TEACHING AND LEARNING'S TRAINING ACTIVITIES CALENDAR YEAR 2008

Bil	Course Code	Courses	Date / Day	Venue
1	PW 103	Soft Skills Course : The Application in Teaching and Learning Activities at Faculty	4 - 5 February 2008 (Monday - Tuesday)	Convention Centre, UTaM City Campus
2	PW 103	e-Learning Exposure Course	4 - 5 February 2008 (Monday - Tuesday)	e-Learning Room, UTaM City Campus
3	PW 101	Fundamental Teaching and Learning Course : Module A: Academic Accountability (2 hours) Module B: Curriculum Design (4 hours) Module C: Teaching and Learning (26 hours) Module D: Evaluation, Measurement and Assessment (6 hours)	17 - 26 March 2008 * 17-21 March 2008 (Monday - Friday) * 24 - 26 March 2008 (Monday - Tuesday) * 29 March 2008 Prophet Muhammad's Birthday	Convention Centre, UTaM City Campus
4	PW 103	Soft Skills Course : The Application in Teaching and Learning Activities at Faculty	15 - 16 April 2008 (Tuesday - Wednesday)	Convention Centre, UTaM City Campus
5	PW 102	Academic Advisory Course	17 - 18 April 2008 (Thursday - Friday)	Convention Centre, UTaM City Campus
6	PW 101	Fundamental Teaching and Learning Course : Module A: Academic Accountability (2 hours) Module B: Curriculum Design (4 hours) Module C: Teaching and Learning (26 hours) Module D: Assessment, Measurement and Evaluation (6 hours)	20 - 28 May 2008 * 20 - 28 May 2008 (Tuesday - Friday) * 26 - 28 May 2008 (Monday - Wednesday)	Convention Centre, UTaM City Campus
7	PA 100	Article and Journal Writing Course	12 - 13 May 2008 (Monday - Tuesday)	Convention Centre, UTaM City Campus
8	PA 202	Awareness on e-Learning Course	10 June 2008 (Tuesday)	Convention Centre, UTaM City Campus
9	PA 201	e-Content Development Program Among Subject Matter Expert	11 June 2008 (Wednesday)	e-Learning Room, UTaM City Campus
10	PW 103	Soft Skills Course : The Application in Teaching and Learning Activities at Faculty	1- 2 July 2008 (Tuesday - Wednesday)	Convention Centre, UTaM City Campus
11	PW 102	Academic Advisory Course	3 - 4 July 2008 (Thursday - Friday)	Convention Centre, UTaM City Campus
12	PA 203	Communication, Listening and Presentation Skills: Science and Technology Practice (CLAPs)	5 - 6 August 2008 (Tuesday - Wednesday)	Convention Centre, UTaM City Campus
13	PW 101	Fundamental Teaching and Learning Course : Module A: Academic Accountability (2 hours) Module B: Curriculum Design (4 hours) Module C: Teaching and Learning (26 hours) Module D: Assessment, Measurement and Evaluation (6 hours)	14 - 22 August 2008 * 14 - 15 August 2008 (Thursday - Friday) * 18 - 22 August 2008 (Monday - Friday)	Convention Centre, UTaM City Campus
15	PA 205	e-Learning Course	13 - 14 November 2008 (Thursday - Friday)	e-Learning Room, UTaM City Campus
16	PW 102	Soft Skills Course : The Application in Teaching and Learning Activities at Faculty	13 - 14 November 2008 (Thursday - Friday)	Convention Centre, UTaM City Campus
17	PW 101	Fundamental Teaching and Learning Course : Module A: Academic Accountability (2 hours) Module B: Curriculum Design (4 hours) Module C: Teaching and Learning (26 hours) Module D: Assessment, Measurement and Evaluation (6 hours)	15 - 23 December 2008 * 15 - 19 December 2008 (Monday - Friday) * 22 - 23 December 2008 (Monday - Tuesday)	Convention Centre, UTaM City Campus



FUNDAMENTAL TEACHING AND LEARNING COURSE

DATE : 17 - 26 March 2008 (Series I)

: 20 - 28 May 2008 (Series II)

VENUE : Convention Centre, UTeM City Campus.

Speakers :

Series I

Y.Bhg. Dato' Prof. Dr. Abu B. Abdullah (UTeM)
Prof. Abdul Hamid b. Hamidon (UTeM)
Assoc. Prof. Dr. Hjh. Hanipah bt. Hussin (UTeM)
Prof. Dr. Md. Razali b. Ayob (UTeM)
Prof. Dr. Marizan b. Sulaiman (UTeM)
Assoc. Prof. Dr. Othman b. Md. Johan (UTM)
Dr. Berhanuddin b. Mohd Salleh (UTHM)
Dr. Azma bt. Abdul Hamid (In-Fusion Solution Sdn. Bhd.)
Mr. Ahmad Rozelan b. Yunus (UTeM)
Mdsm. Maisarah Bt. Abu (UTeM)

Series II

Prof. Dr. Razali Muhammad (UTeM)
Prof. Abdul Hamid b. Hamidon (UTeM)
Prof. Dr. Marizan b. Sulaiman (UTeM)
Prof. Dr. Md. Razali b. Ayob (UTeM)
Assoc. Shabdan b. Md. Lari (UTeM)
Assoc. Prof. Dr. Othman b. Md. Johan (UTM)
Dr. Berhanuddin b. Mohd Salleh (UTHM)
Dr. Azma bt. Abdul Hamid (In-Fusion Solution Sdn. Bhd.)
Dr. Nor Azilah Ngah (UKM)
Mr. Ahmad Rozelan b. Yunus (UTeM)

Synopsis

The objective of the course is to develop the expansion of knowledge and skills in Teaching and Learning (T & L) fields. Besides, it is also aimed at improving the quality of Teaching and Learning (T & L), as well as the productivities of academicians which eventually would encourage the process of self-reflection. In addition, throughout this course, the academicians will be exposed with the issues which are related to teaching like ABL / EL, seminars, stimulations and projects. On the other hand, this course is also for the purpose of giving a clear understanding regarding to Teaching aspects at higher institutions such as academic accountability, curriculum design and others. In a nutshell, such course indeed has assisted fully the academicians, particularly for the new one in training them on how to plan, construct and implement various kinds of evaluation, measurement and assessment. In fact, it eventually guides them on how to apply the instructional practice in order for them to be able to use the knowledge and skills which they have learned.

Objectives

- To understand the concepts and topics of Teaching and Learning (T & L).
- To enhance the knowledge, skills and experiences on how to cope with Teaching and Learning (T & L) session.
- To have a variety in skills and knowledge for the process of Teaching and Learning (T & L).

ACADEMIC ADVISORY COURSE

DATE : 14 - 16 April 2008

VENUE : Convention Centre, UTeM City Campus.

Speakers :

Assoc. Prof. Dr. Hjh. Hanipah bt. Hussin (UTeM)
Prof. Abdul Hamid b. Hamidon (UTeM)
Prof. Dr. Shahrin b. Sahib @ Sahibuddin (UTeM)
Mr. Ahmad Rozelan b. Yunus (UTeM)
Mr. Wahi bin Nordin (UTeM)

Synopsis

Generic skills are actually general skill, quality, ability and demeanor which must be possessed to succeed. These skills enable an individual to perform excellently, as well as contribute effectively in terms of solving problems, communication, thinking creatively and critically, coping with the information and also acting as effective group members. The nourishment of generic skills in Teaching and Learning (T & L) would help the university in producing graduates who are well-prepared with attributes which is significant with the current career demand. This course also helps the academic staffs in mastering particular skills which are required in evaluating and estimating the generic skills being nurtured among students. Among the generic skills are solving problems skill, creative and critical thinking, communication skill, information handling skill, application of technology skill and teamwork skill.

Objectives

- To expose the academic staffs towards mastering relevant knowledge and skills which could be applied in helping students to achieve academic excellence.
- To master the skills which could help students in solving their problems in academic matters.
- To expose the guided knowledge and counseling to the academic staffs to become 'counselor' to students.



ARTICLE AND JOURNAL WRITING COURSE

Date : 12 - 13 May 2008

Venue : Convention Centre, UTeM City Campus

Speakers :

Prof. Dr. Salleh bin Yahya (UTeM)
 Prof. Dr. Shahrin b. Sahib @ Sahibuddin (UTeM)
 Prof. Dr. Mohd Ridzuan bin Nordin (UMP)
 Prof. Dr. Azirah bt. Hashim (UM)
 Mr. Roosfa Hashim b. Yahaya (UKM)

Synopsis

Instead of giving lectures in classes or workshops, academic staffs also have to contribute towards the development of knowledge entirely. Thus, they need an exposure about the procedures and knowledge of proper article writing for the publication of journals. In fact, doing researches and writing are two (2) main components for every academician. Thus, this course is aimed at generating participants who are able to produce articles which have high quality to be published, particularly.

Objectives

- To assist and guide the participants on how to produce high quality article writings and suitable to be published for the purpose of local and global journals.
- To give an exposure related to guidelines and how to write articles excellently.
- To guide the participants on how to write articles linguistically, especially in English.



SOFT SKILLS COURSE

Date : 4 - 5 February 2008

Venue : Convention Centre, UTeM City Campus

Speakers :

Prof. Dr. Hj. Mohd Taib b. Hj. Dora (UTeM)
 Prof. Dr. Marizan b. Sulaiman (UTeM)
 Dr. Izaldin b. Abdul Majid (UTeM)
 Dr. Abdul Razak b. Hussain (UTeM)
 Dr. Mohaide b. Mohin (IUM)

Synopsis

Becoming as an Academic Advisor is among vital tasks of the academicians at UTeM. They have to play the role effectively to ensure that their students would get information and advices appropriately and consistently in helping them to enhance their academic performance. In addition, academicians would also have to assist the students in mastering generic skills as graduates for their future career. This course is aimed at assisting academicians in mastering knowledge and skills to implement their duties as Academic Advisor effectively.

Objectives

- To identify the required components of soft skills in Teaching and Learning (T & L).
- To understand the role and function of soft skills in enhancing the teaching performance.
- To understand and apply in depth about the philosophy, concept and assessment requirement as well as estimation of soft skills being nurtured among students.
- To master the techniques of assessment and estimation for each skills being nurtured in Teaching and Learning (T & L) of the academicians.



E - LEARNING EXPOSURE COURSE

Date : 4 - 5 February 2008

Venue : e-Learning Room, City Campus UTeM.

Speakers :

Dr. Azma bt. Abdul Hamid (In-Fusion Solution Sdn. Bhd.)
 Mr. Rashdan b. Hj. Abdul Latiff (In-Fusion Solution Sdn. Bhd.)

Synopsis

Learning through web or popularly known as e-Learning is a kind of learning approach which has become famous widely. In fact, this approach indeed would enhance the quality of teaching and learning (T & L) due to its application through a proper manner. In order to ensure that this technology is utilised accordingly, an effective e-Learning management system is required to be applied. Indeed, this course will reveal an exposure to the academic staff towards the concept and basic technology application of e - Learning, particularly to be applied at UTeM.

Objectives

- To understand the concept and basic technology application of e-Learning.
- To master the basic application of e-Learning through e-Learning management system as required by UTeM.
- To apply the features of e-Learning management system comprehensively for the purpose of teaching and Learning (T & L) in an effective way.



Elixirs of Mind....

The Student Learning Journey (SLJ): Synthesis of Discussion Results on Change Management to Promote Teaching and Learning Workshop ASAIHL - Fairview - USQ April 12-13, 2008

by : Prof. Madya Dr. Hj. Hanipah binti Hussin

Matters	Problem Solving
Essential questions	• Such a simple process...too easy...but why aren't more of us doing? • Why poor assessment, student dissatisfaction, etc?
Basics	• SLJ is putting the 'border' around the educational picture, the framework around the learning JIGSAW • "The final picture is your business"
Engage & Enrol	• Proper recruitment best suited to the course; ensure students have high interest in the course • Student recruitment a serious issue for change leadership in Malaysia (and other countries?) • We can PUBLISH students work and results • Orientation programs (e.g. presentation skills and mind-mapping) to manage expectations
Facilitate & Monitor	• Government monitoring? Vs. Constructive monitoring? • Dealing with gaps in mentor-mentee systems, advisory systems, • Options: 1st year helped by 3rd year students and so forth (Tiered Mentoring) • Learning Mgmt Systems • USQ: seeking a program-oriented framework to replace a course-view one, provides holistic view of learning (instead of course by course) • Outcome-Based Education • Learning Accreditation Council • Integrated learning • University relationship with professional bodies • Counseling: Counseled students are usually stigmatized ◦ A new role/purpose for student counseling? • Easily carried out in secondary schools via monthly tests – what about universities? • Academic advisers interacting w students – good concept, bad implementation • Peer assistance (strong help the weak) e.g. 4th year helping 3rd year in medical schools • Additional classes for weaker students • Parents' Day to discuss progress (get parents informed and involved in student performance) • <u>Parents will be demanding greater access to educational assessment</u> (note: legal issues exist, since students are no longer minors, e.g. > 18)
Re-Engage	• Creating new deans (for undergraduate and postgraduate courses) • Alumni: Inviting former students to give talks to junior students • Scholarships for post-graduate students
Facilitator Comments	• It is important to disseminate knowledge of such structures to all levels of the education, even the lowest ones. • What is the <u>divide</u> between Academic and Administrative staff? How big the divide? • Not just any SLJ, a <u>high-standard</u> SLJ! ◦ Professional accreditation

Issue	• Professional associations dictate universities on academics (The tail wagging the dog?) ◦ But...don't universities need input/advice from professional bodies? ◦ Should business drive academics or vice-versa? ◦ What if professional associations dictate <i>pedagogy</i>? ◦ Universities can identify a minimum benchmark of industrial expertise ◦ Universities are meant to <u>elevate</u> the quality of industrial practitioners ◦ Universities can invite industrial organizations to <u>collaborate on designing curriculum</u> or even to TEACH in academia ◦ Can we shift professional elements to the post-graduate level? ◦ Do universities produce <u>scholars</u> or <u>tradesmen</u>? Both? People who think or those who work? ◦ Universities can introduce a multiplicity of methods and processes • Malaysia aiming for market-driven strategies i.e. follow the factories ◦ Are basic subjects / skills 'dying' in Malaysian universities? ◦ What about national priorities? ◦ An issue of curriculum organization... • Change leadership requires an understanding of: ◦ What must be changed ◦ What can be changed
Issues	• Universities may search for their individual unique identities: ◦ Different kinds of qualifications and degrees ◦ Tailor-made degrees for students?
Question	• How consistently are student needs met across the university? E.g. basic presentation / writing skills, etc. • How well are we 'connecting the dots' of the SLJ?
'Take Home'	• Inculcate academic skills for students • Review Key Performance Indicators (KPIs) for teaching and learning (cf. Teaching Indicators' program in Australia) • Get <u>students</u> to do survey on teaching strategies to be submitted to management • Provide flexible course transfers • Address student absenteeism (or are students merely 'voting with their feet'?). • Review student learning-support systems ('monitoring the monitor') – what about <u>implementation</u>? • Conduct supplementary workshops for learning skills (esp. language workshops for <i>international</i> students)
Summary	• Value of introductory exercise : asking questions relating to day's topic • Goal-setting: what do you want to know about change leadership? (Focus is <i>not</i> pedagogy, but change leadership) • Appreciative Inquiry (contra 'Deficit Model') • "What are you going to do on Monday?" – be careful about highly political topics • Change leadership must be based on evidence and values • Student Learning Journey arises from evidence • 5WH – today was WHY (for our <u>students</u>, that's why) • The whole context of the institution must be addressed

EMOTIONAL INTELLIGENCE (EQ) AWARENESS

DR. SYED NAJMUDDIN BIN SYED HASSAN
Centre for Teaching and Learning

The rapid growth in various fields has become a blessing to humankind if it is applied due to a proper manner. In fact, it is undeniably true that not all the development gained could be imitated and practiced totally within the context of religious teachings. Hence, the approaches of adapt and adopt should be implemented in accordance with the religious teachings. The teaching itself urged us to be moderate in all situations. In facing the reality of life and career, we always are tested with a lot of tribulations. Many among us would feel burdened with these commitments and problems which eventually would lead to a persistent stress beyond our ability to cope with them. (Selye 1978). Imagine whether we are going to survive or just give up if we are in that situation?

I am confident enough to say that we are those individuals who have successfully coped with hardships in order to be at the place where we are now. Goleman (1999) stated that the ability to perceive challenges has a close connection with the ability in facing any challenges and the emotional stability or also known as Emotional Intelligence (EQ). This kind of stability has a link with challenges or impediments. Imam Al-Ghazali, a noble Muslim scholar, described about the level of 'nafs' of human being. Hence, instead of focusing solely to the empirical studies, we also could make such a comparison from the spiritual aspects.

Generally, most of us perhaps would argue whether emotional feeling as something which is negative especially at work or vice versa. According to Weisinger (1998:1), he explained that our feeling would change from positive to negative due to stress and problems suffered at work. This phenomenon is normal due to the fact that there is a social interaction among the colleagues from various backgrounds.

In a nutshell, UTeM's success does not merely depend on the ability of the staff in giving their full commitment to the duties, but also related to the strong bond and mutual understanding among themselves. The ability in applying and practicing the EQ concept in performing their duties like helping their colleagues to solve problems definitely reflect the general perception regarding to the EQ level of UTeM as an excellent organization.

THE ID EDUCATIONAL MODEL IN PRACTICE AT DEPARTMENT OF INDUSTRIAL DESIGN, TU/E, THE NETHERLANDS

BY : IR. TAN CHEE FAI (FKM)

The Industrial Design (ID) course is based on a competency-centred educational model, in which learning and working come together. This educational model is represented by the metaphor 'the student as a junior employee'.

In a nutshell, an Industrial Design student in Technical University Eindhoven means: works on his competency development in learning activities such as projects and assignments. In these activities, learning evidence such as models, reports, and presentations are generated. Also the student reflects on the activities during the semester. Furthermore, the student receives written feedback from experts on the deliverables and competency development in the learning activity. All descriptions, evidence, reflections and feedbacks are bundled in a development portfolio and the student writes a Self Evaluation every semester; the competency development is assessed based on this Self Evaluation and the development portfolio. If the competency development is good, the student is promoted to the next block.

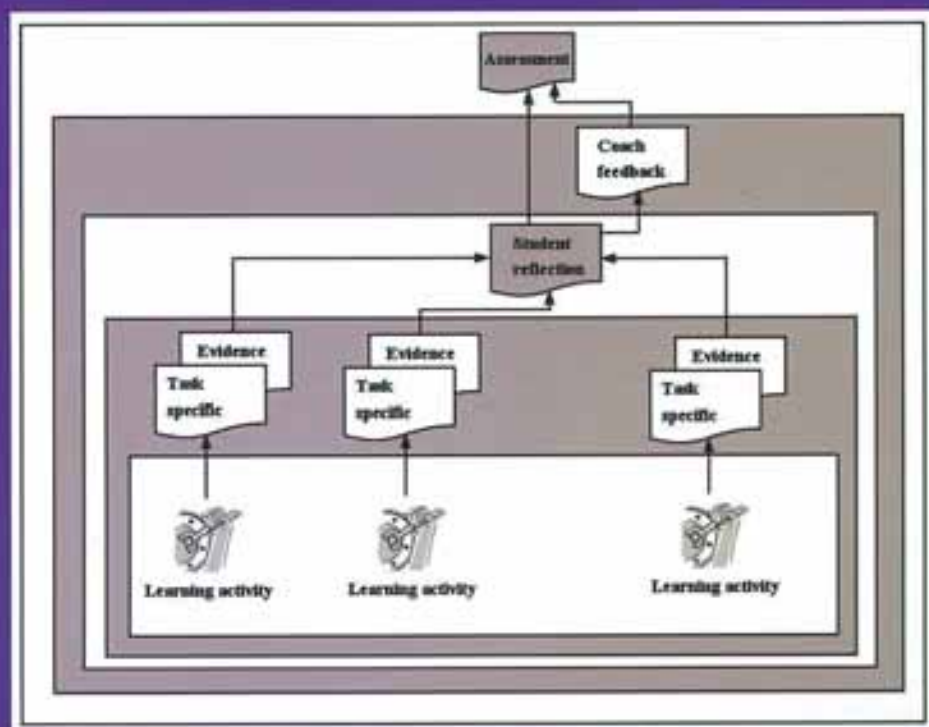


Figure 1 Relation between learning activities, feedback and assessment.

Competencies

The competencies are the core of ID course. A competency is an individual's ability to select, acquire and use the knowledge, skills and attitudes that are required for effective behaviour in a specific professional, social or learning context. The ID students require competency development in the following competency areas.

Core competency areas	Meta-competency areas
1. Ideas and Concepts 2. Integrating Technology 3. User Focus and Perspective 4. Socio-cultural Awareness 5. Market Orientation 6. Form and Senses	A. Multidisciplinary Teamwork and Communication B. Design and Research Processes C. Self-Directed and Continuous Learning D. Analysing Complexity

PROBLEM BASED LEARNING AT A GLANCE

Nor Raina Masrom

Edna Buyong

Sabri Mohd Shariff

Institute of Technology Management and Entrepreneurship

"Chalk and Talk" teaching method has been implemented at all levels of education from the primary, secondary and the high education level. This traditional method undoubtedly is able to generate excellent graduates. However, students were found to be dependable on information given by lecturers, such as printed notes and handouts, rather than exploring for information and references by themselves such as by reading books, journals or any other reference materials. Traditional teaching and learning process leads the student to be highly examination oriented. They are drilled on the ability to answer the examination question.

However, they might not understand the concept, fundamental or the principal of the problem given in the test questions. The world now clearly requires that the public does no longer take the technical skills for granted. Indeed, they are looking for an engineer who is fully aware of what is going on in society and who has the skills to deal with those societal aspects. Consequently, the personnel managers of multinational industries are searching to recruit young engineers with a plus. That is engineers with a solid foundation in basic sciences and construction technology, who on top of that possess skills in communication and a broad view on the society (Pieters, 2000).

The major undertaking of complying to the Washington Accord standards as endorsement of the engineering education system of the member nations that can demonstrate a long-term commitment to quality assurance in producing engineers ready for industry practice in the international scene (see Basri, 2005). This accord covers only professional engineering undergraduate degrees; however, there are other accords covering engineering technology and engineering technician. Amongst one of the important requirements for attaining full signatory status, the education accreditation system and criteria that are evaluated need to demonstrate adequate standards with respect to outcomes of each program. PBL is a way of working with students as they discover more about themselves and the world, and that brings job satisfaction. Ultimately, PBL displays a significant advantage over traditional methods and hope will make our graduate fulfil the need of new world.

Reference:

Basri, H. (2005). The Washington Accord: Driving A Culture Change Towards Continual Quality Improvement for Engineering Programmes. In AEESEAP Conference Proceedings, 2005. University Malaya, Kuala Lumpur.

Pieters, G.R., Ph.D. (2000). The Ever-Changing Organization: creating the capacity for continuous change, learning and improvement. Boca Raton, FL: CRC Press LLC.

"Learning Technology" http://tnt.ieee.org/learn_tech/issues/january2002/index.html accessed at 21 April 2008

VENDOR-INTEGRATED LEARNING MODEL IN ICT EDUCATION

Author : Hj. Muhammad Suhaizan Sulong, Azlihanor Abdul Aziz, Prof. Dr. Hj. Shahrin Sahib
Faculty of Information and Communication Technology
Submitted to International Journal of Education and Development using ICT (IJEDict)

Higher learning institutions around the world are aware that ICT is one of the most constantly changing industries. Learning in this field promises an exciting future by keeping up with technology in which constantly learning new things and developing new skills in various specialisations. Each specialisation is designed for a wide range of job opportunities in the fields of Information Technology, Multimedia and Communication.

Universiti Teknikal Malaysia Melaka (UTeM) is a pioneer in applying the Practice and Application Oriented (PAO) method of Teaching and Learning (T&L) for technical education in Malaysia. The emphases are equally to theoretical and practical aspects of the discipline that is in tune to the Teaching Factory concept. As stipulated in PAO, Problem-based Learning (PBL) and Outcome-based Education (OBE) will ensure that the competencies and skills acquired are relevant to the industries demand. Faculty of Information and Communication Technology (FTMK) adopts these T&L approaches as UTeM initiated them to suit the industries technical needs. A qualification in technical gives a head start in career as reflect with UTeM's quote, "Where great technical careers begin". ICT is a vibrant sector with plenty of opportunities and that is why FTMK's technical-based programs are professionally relevant and intellectually challenging leading to the Bachelor of Computer Science in Software Development (BITS), Interactive Media (BITM), Computer Networking (BITC), Database Management (BITD) and Artificial Intelligence (BITI).

Deputy Minister of Science, Technology and Innovation (MoSTI) Dato' Kong Cho Ha said, "Certifications are a way to prove that a professional had the knowledge and skills to deliver world-class levels of service and also to uphold professional standards within the industry." The implementation of vendor-based certification at the university level can be varies. At FTMK, we chose to incorporate into our curriculum and implement over-and-above concept. Introduced here in undergraduate level are certifications suited for network administrators (CCNA), database administrators (OCA, MCDBA), programmers (MCAD, SCJP, FP) and graphic designers (Adobe) whereas in postgraduate level are CCNP, OCP, UML and CISSP certifications. It is likely students to fit into one of those categories in conjunction with their specialised degree. The only certifications that incorporated into our curriculum are OCA for BITD students and CCNA for BITC students.

In view of that, we construct a Vendor-Integrated Learning Model (VILM) in efforts to bridge the knowledge gap between technology and skill sets in today's competitive job markets. VILM emphasis is on the educational process, which put into practice in UTeM especially in FTMK. There are three major learning elements namely ICT Specialisation, T&L Approach and Vendor-Based Certification that aims to provide our students with the knowledge, skills and attitude required to contribute towards and play major roles in a knowledge-based economy. The process of constructing the model is to integrate the three learning elements to produce highly competent graduates.

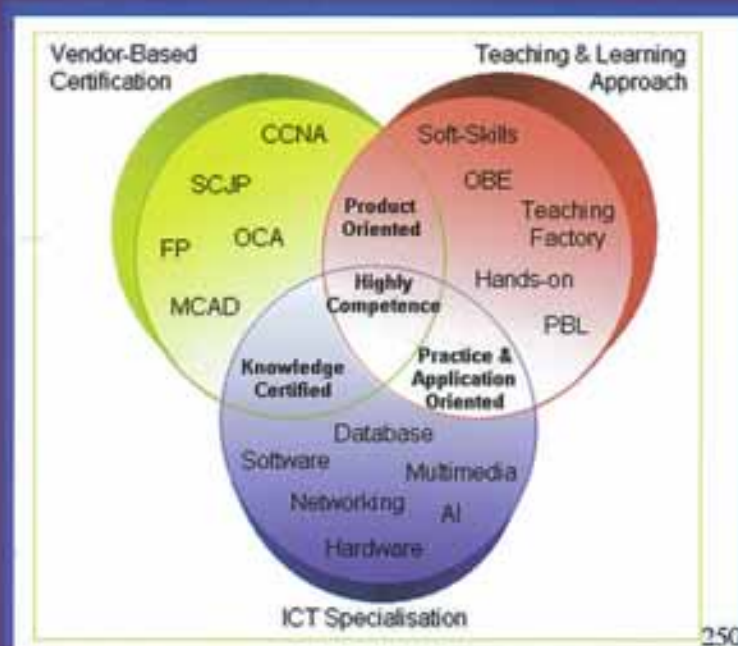


Fig. 1 Vendor-Integrated Learning Model

continued to page 15...

Practice & Application Oriented (PAO)

As defined in Practice and Application Oriented Education at KUTXM published by University Publication (2005), PAO is an approach that requires students to experience the professional practice of their specialisation and to apply their knowledge to solve industrial related problems. ICT specialisation and T&L approach are the two learning elements implemented by UTeM to adopt the PAO education approach. Through those elements the students will only highly trained with practical skills developed by our curriculum. However, the students with such skills will make a difficult process for the ICT industries to employ graduates due to reason they are not internationally certified. Most ICT industries are willing to invest vendor products in running their business operations. Yet, we are still lack of certified graduates specialise in certain aspects of the ICT specialisation.

Knowledge Certified

Vendor-based certifications provide a benefit to the students as a complementary to their respective degree. Learning through the conventional ways will only make the students familiarised with the subject's main theoretical concepts and ideas in applying them to practical environment. In order to fulfil the industries demands, the students have to certify their knowledge by obtaining at least a professional certification from any vendor such as Cisco, Microsoft, Oracle, Sun Microsystems and etc that inline with their area. Without the PAO approach with PBL and OBE, the students will face difficulties in understanding the curriculum set by these vendors due to the assessments developed based on real-world practices and problem-based scenarios.

Product Oriented

While studying only the vendor-based certifications with T&L approach, the students are lack of fundamental knowledge and loose fitting between theories based education and real industry needs and standards. In fact that even the industry requires vendor-based certifications, acquiring a degree from recognised universities are equally important. They are seeking for employment of professional graduates and not product-oriented graduates.

Highly Competence

As a result, when the three learning elements integrate, the academic programs are structured with aiming to deliver highly competence graduates who are fully competent professionals with world perspective and global thinking in the technical fields. These processes are committed not only possess the latest technologies in ICT field, but also other qualities as well, such as strong leadership, communication skills, analytical thinking ability and social competencies. This is inline with UTeM's motto - Excellence through Competency.

Concisely, VILM model is a great way of learning knowledge effectively. Additionally, this type of education has become more prominent with the rising success of the certification industry. This is aligned with UTeM's vision and mission to become one of the most innovative and creative world-class technical universities.

Abbreviations

CCNA Cisco Certified Network Associate
CCNP Cisco Certified Network Professional
CISSP Certified Information Systems Security Professional
MCAD Microsoft Certified Application Developer
MCDBA Microsoft Certified Database Administrator
OCA Oracle Certified Associate
OCP Oracle Certified Professional
UML Unified Modelling Language
SCJP Sun Certified Java Programmer
FP Infosys Foundation Program

Behind The Scene...

MEETING OF ACADEMIC ADVISORY COMMITTEE 1 / 2008

Date : 30 January 2008

Venue : Meeting Room, Centre for Teaching and Learning (CTL), City Campus, UTeM

Synopsis

This meeting had been chaired by Y. Bhg. Dato' Prof. Dr. Abu bin Abdullah, Deputy Vice Chancellor of Academic and International, UTeM and attended by Deputy Deans (Academic) for each faculties and centres. The meeting was aimed at identifying various problems faced by students as well as to help them by their Academic Advisory at the faculties respectively. In addition, throughout the meeting, the problems of academicians in using English as a medium of instruction also had been discussed.

Thus, in order to enhance the capabilities of academicians to communicate by using English language, it was decided that the Centre for Languages and Human Development to organize a special program in order to assist the academicians in their communication by using English language whereby their attendance is compulsory. On the other hand, each of the Deputy Deans (Academic) from each faculties and centres had presented their reports regarding to the implementation of Academic Advisory for the purpose of identifying the meeting between academicians and students regarding to the problems faced by students academically.



MEETING OF e-LEARNING COMMITTEE

Date : 28 March 2008

Venue : Meeting Room, Centre for Teaching and Learning (CTL), City Campus, UTeM

Synopsis

The meeting was chaired by Y. Bhg. Prof. Madya Dr. Hj. Hanipah binti Hussin, Director Centre for Teaching and Learning (CTL) and attended by Deans, Deputy Deans (Academic) as well as the representatives from the each faculties and centres. The establishment of this committee is resulted from the solution of e-Learning Senate Meeting, that is, the development of e-Content which will be standardized at faculties and centres. Among the objectives of the meeting is, inter alia, to develop e-Content program and assisted by UTeM Solution, the subsidiary of UTeM Holdings.

In fact, UTeM Solution will be responsible in providing assistance from the aspects of gathering data, data implementation to the e-Content as well as technical support matters. On the other hand, there was a suggestion regarding to the quantity of subjects to be included into the e-Content by faculties / centres.



MEETING OF 'OUTCOME BASED EDUCATION' COMMITTEE' (OBE) 1/ 2008

Date : 30 January 2008

Venue : Meeting Room, Centre for Teaching and Learning (CTL), City Campus, UTeM

Synopsis

The meeting was chaired by Y.Bhg. Prof. Madya Dr. Hj. Hanipah binti Hussin, Director Centre for Teaching and Learning (CTL) and attended by the Dean, Centre for Graduate Studies (PPS), Director, Quality Assurance and Accreditation Centre (PJKA), Deputy Deans (Academic) as well as the representatives from each faculties and centres respectively.

The main objective of conducting the meeting is to ensure that to what extent 'Outcome Based Education' (OBE) has been practised at faculties. Throughout the meeting, several faculties and centres, among others, Faculty of Electronics and Computer Engineering (FKEKK), Faculty of Mechanical Engineering (FKM), as well as Faculty of Manufacturing Engineering (FKP), PPS and also PJKA had presented the report regarding to the implementation of OBE at respective faculties / centres.

Besides, the meeting had consensually planned to organized workshop in drafting the guidelines of OBE at faculties as well as at the university level. In addition, some of the members suggested that the process of documenting the whole files and documents must be recorded for each meeting at faculties. Moreover, each of the meeting members had been reminded that teamwork is an important element towards the successfulness of OBE.

Furthermore, it also had been decided during the meeting whereby 'soft skills' is apart of the core subject of the university which covers the communication skill by using English language.



WORKSHOP OF 'OUTCOME BASED EDUCATION' COMMITTEE' (OBE) 1/ 2008

Date : 23 February 2008

Venue : Meeting Room, Centre for Teaching and Learning (CTL), City Campus, UTeM

Synopsis

The one day workshop was chaired by Y.Bhg. Prof. Madya Dr. Hj. Hanipah binti Hussin, Director Centre for Teaching and Learning (CTL) and attended by Deans, Deputy Deans (Academic) as well as the representatives from the each faculties and centres.

Among the aims of the meeting is inter alia, to draft the general guideline in order to assist every faculties in lieu of 'Outcome Based Education' (OBE). On the other hand, the meeting also conducted for the purpose of obtaining opinions and suggestions regarding to the draft of the OBE guidelines which can be applied by all faculties.



MEETING OF MALAYSIAN COUNCIL OF DIRECTORS FOR TEACHING AND LEARNING 3 / 2007

Date : 30 November 2007

Venue : Renaissance Hotel, Melaka

The meeting had been chaired by Y. Bhg. Prof. Madya Dr. Hj. Hanipah binti Hussin, Director, Centre for Teaching and Learning (CTL), Universiti Teknikal Malaysia Melaka (UTeM) who had been appointed as the Chairman of the meeting for the duration of two (2) years.

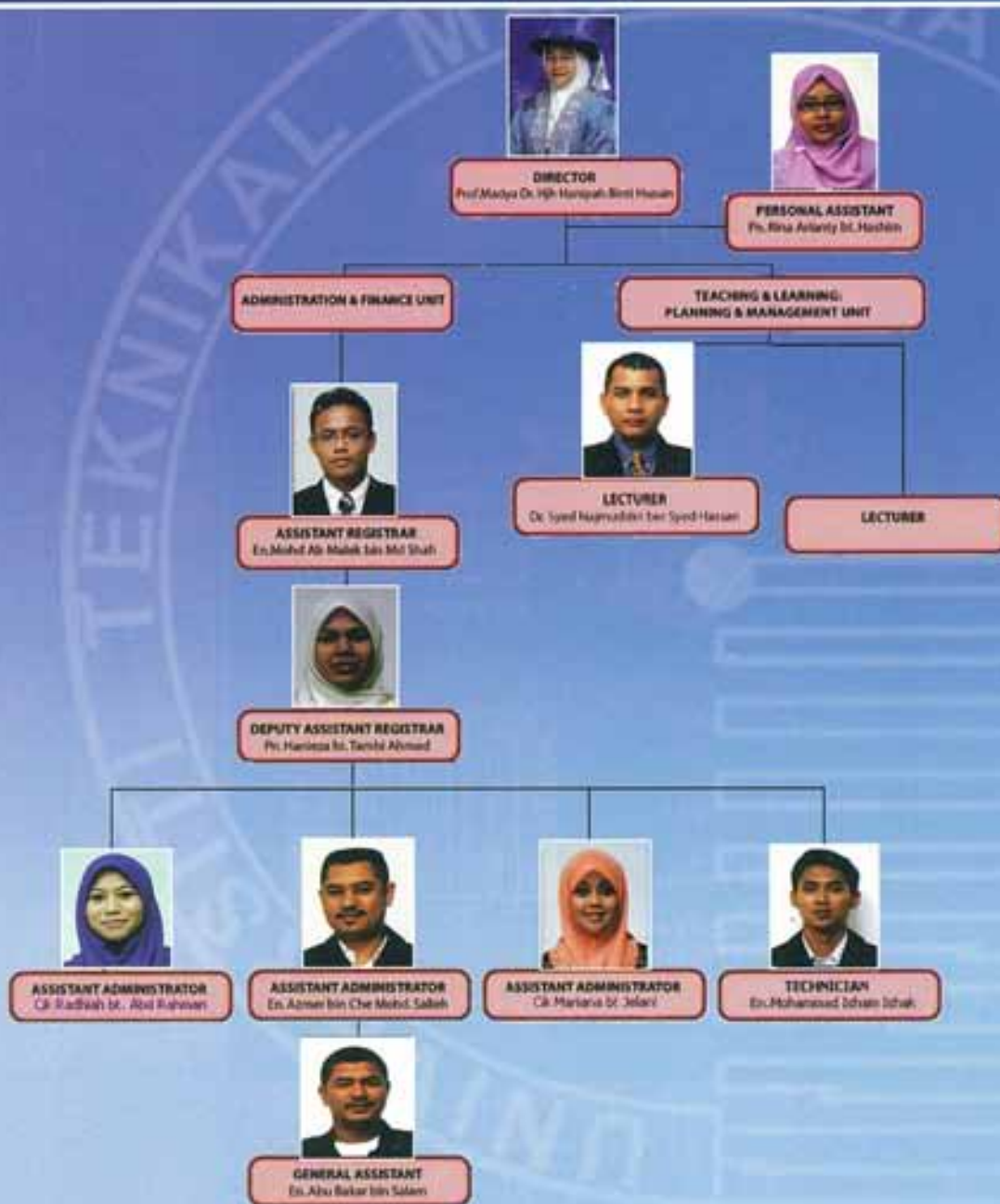
The meeting has been attended by Directors of Teaching and Learning from all over the public higher institutions, together with several officers from Higher Educational Division, Ministry of Higher Education of Malaysia (MOHE).

Among the agenda being discussed was the abilities of the speakers in giving input by using English language. Besides, members of the meeting also talked about issues of supervision - the effectiveness of instructional practice at faculties. In addition, they also had a discussion about the matters regarding to the recognition / national award to those universities which had successfully implemented the Teaching and Learning (T & L) course. The issues of international award (competition in Teaching and Learning (T & L) field) also had attracted the members to be brought forward during the meeting in order to be discussed mutually.





ORGANIZATIONAL CHART OF CENTRE FOR TEACHING & LEARNING 2008





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