Kecemerlangan & Sanjungan P&P

"PBL-Within the problem lies the solution"

Prof Ts Dr. Faaizah Shahb
CAES, FTMK,
UTeM

Post covid-academic work

Covid-19 and the subsequent Movement Control Order (MCO) imposed by the government has deeply impacted the tertiary education sector in Malaysia.

Private colleges and universities in Malaysia will face financial pressure as enrolment of students is likely to be delayed or deferred.

Even if classes can move online, challenges remain. For example, scientific research and classes that require a laboratory setting will be impacted.

Additional measures have to be in place to minimize disruptions in the tertiary education sector. Emphasis on digital education is a clear step forward but this has to be complemented with better cyber security.

Tertiary education institutions also need to increase support for less-privileged students.

https://penanginstitute.org/publications/covid-19-crisis-assessments/covid-19-impact-on-the-tertiary-education-sector-in-malaysia/

Operational Definition

Kecemerlangan

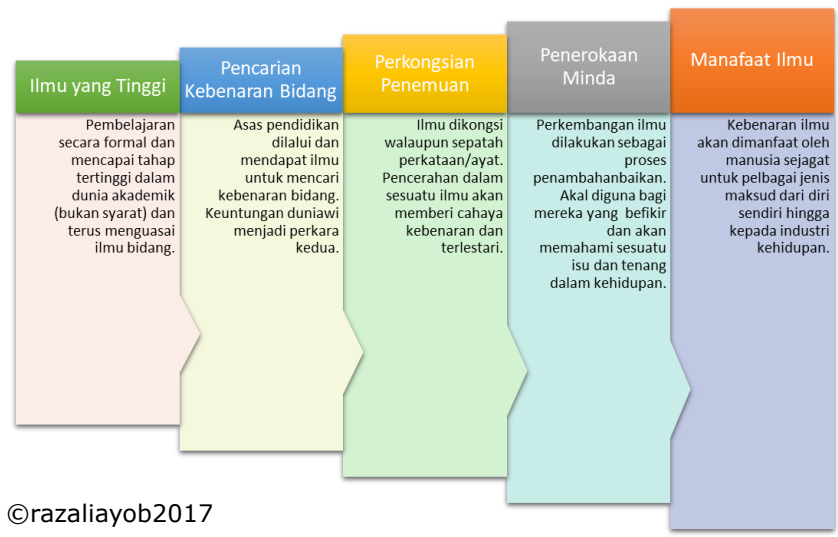
- kegemilangan; kecerdasan (otak):
- Contoh: *kecemerlangan otaknya boleh dimajukan*

Sanjungan

- kata pujian yang diucapkan sebagai pernyataan kagum atau senang terhadap orang lain; pujian; penghormatan:
- Contoh: *berkat keberhasilannya, ia mendapat sanjungan dari masyarakat luas*

Model Kesarjanaan

- 5 komponen yang terkait dalam sebutan kesarjanaan adalah:
  1. Ilmu yang tinggi
  2. Pencarian kebenaran bidang
  3. Perkongsian penemuan
  4. Penerokaan minda
  5. Ilmu yang berhasil dan bermakna



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6 KRITERIA PENILAIAN AAN

PORTAL RASMI
KEMENTERIAN PENDIDIKAN TINGGI

1. Falsafah pengajaran dan pembelajaran.
2. Strategi keseluruhan tentang kaedah pengajaran / penyeliaan dan penilaian.
3. Kreativiti* dan inovasi** serta impaknya terhadap pengajaran dan pembelajaran.
4. Penilaian dan testimonial pengajaran/penyeliaan.
5. Penambahbaikan pengajaran / penyeliaan dan penilaian serta pembangunan profesional.
6. Kesarjanaan dalam pengajaran / penyeliaan dan penilaian.

https://www.mohe.gov.my/

Kreativiti

- Kreativiti ialah penjanaan idea atau teknik atau strategi baru dalam pengajaran dan pembelajaran serta penilaian. Kreativiti diukur berdasarkan kebaharuan idea dan penggunaan unsur-unsur terbaharu (seperti teknologi /ICT/strategi pengajaran terkini) dalam pengajaran dan pembelajaran serta penilaian.

Inovasi

- Inovasi ialah usaha menambah nilai pengajaran dan pembelajaran serta penilaian bagi kursus-kursus yang diajar. Kejayaan inovasi diukur berdasarkan impaknya terhadap meningkatkan motivasi dan kualiti pembelajaran pelajar.

1. Falsafah pengajaran dan pembelajaran yang menggambarkan kesarjanaan

- Pernyataan falsafah yang jelas dengan kepercayaan dan nilai
- Pernyataan teori/model yang mendasari falsafah pengajaran dan pembelajaran

2. Pernyataan strategi perancangan dan pelaksanaan keseluruhan tentang kaedah pengajaran/penyeliaan dan penilaian.

Perincikan dan jelaskan strategi perancangan dan pelaksanaan yang dilakukan terhadap perkara berikut:

a) Pengajaran/penyeliaan
b) Penilaian

Sertakan bahan bukti/maklumat yang berkaitan dengan pernyataanstrategi di atas, contoh:

- Senarai kursus
- Rangka kursus dan bilangan pelajar
- Bilangan pelajar diselia mengikut peringkat Sijil/Diploma/Sarjana Muda/ Sarjana/PhD

3. Kreativiti dan inovasi serta impaknya terhadap pengajaran dan pembelajaran (kaedah pengajaran/penyeliaan dan penilaian)

(a) Pernyataan kreativiti dan inovasi yang sejajar dan menyokong:
- falsafah pengajaran/penyeliaan dan penilaian
- kaedah pengajaran/penyeliaan dan penilaian

(b) Terangkan kreativiti dalam inovasi yang dilaksanakan
i. Ciri-ciri inovasi
- Asli
- Signifikan
- Relevan

ii. Kaedah pengajaran dan pembelajaran atau penilaian yang merangsang dan memupuk kemahiran berfikir aras tinggi (KBAT)

iii. Kesejajaran antara kaedah pengajaran/penyeliaan dan penilaian dengan hasil pembelajaran

(c) Impak inovasi yang digunakan terhadap kualiti pengajaran kepada
i. Peningkatan pencapaian pelajar
ii. Kualiti hasil kerja pelajar

Sertakan bukti bagi menyokong bahagian yang berkenaan.

4. Penilaian dan testimonial pengajaran/ penyeliaan

4.1 Sertakan bukti hasil penilaian pengajaran/penyeliaan oleh pelajar

4.2 Sertakan testimonial pengajaran/penyeliaan berkesan daripada pelbagai sumber merangkumi:
- Pelajar
- Rakan Sejawat
- Jabatan/Fakulti
- Universiti
- Komuniti/Industri

5. Penambahbaikan pengajaran/penyeliaan dan penilaian serta pembangunan profesional

(a) Penambahbaikan kaedah pengajaran/penyeliaan dan penilaian melalui amalan reflektif yang merangkumi:

i. Dokumentasi refleksi
ii. Analisis/sintesis untuk penambahbaikan
iii. Tindakan dan perkongsian

(b) Pembangunan profesional dalam pengajaran/penyeliaan dan penilaian

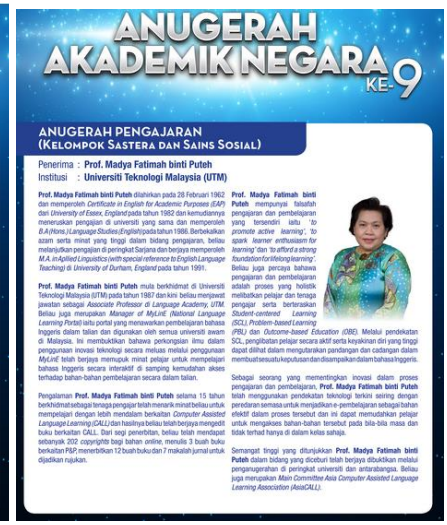
6. Kesarjanaan dalam pengajaran/penyeliaan dan penilaian

6.1 Perkongsian ilmu dan amalan pengajaran/penyeliaan dan penilaian di pelbagai peringkat (universiti/kebangsaan/antarabangsa) melalui mana-mana yang berikut:

- Media sosial (termasuk YouTube, blog, Facebook dll)
- Bengkel/seminar
- Komuniti pembelajaran (*Special Interest Group*)
- Modul pembelajaran/ buku teks
- Penerbitan berwasit
- Penerbitan digital (contoh e-buku,e-jurnal)

6.2 Pengiktirafan (anugerah/jemputan ucap utama/seminar/ penceramah jemputan/jurulatih utama/mentor) yang diperolehi

6.3 Kepimpinan (pengerusi/jawatankuasa) dalam komuniti akademik (fakulti/universiti/persatuan akademik kebangsaan/ antarabangsa) yang berkaitan dengan pengajaran dan pembelajaran



PROSEDUR PENILAIAN

1: Simulasi Pengajaran

Masa yang diperuntukkan bagi simulasi pengajaran adalah 15 minit. Perkara yang dinilai dalam simulasi pengajaran:

1.1 Keberkesanan komunikasi
1.2 Kejelasan penyampaian
1.3 Keberkesanan penggunaan bahan bantu mengajar
1.4 Keupayaan meyakini dan memotivasikan 'pelajar'
1.5 Keupayaan melibatkan 'pelajar' secara aktif dan berkesan
1.6 Keupayaan menilai pemahaman 'pelajar'

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LONJAKAN 2: KECEMERLANGAN BAKAT

Operational Definition of the four (4) Tracks

- Teaching (Inspiring Lecturer): Influential in high impact teaching over and above other academic roles and responsibilities.
- Research(Accomplished Researcher): Influential in high impact research over and above other academic roles and responsibilities.
- Practitioner (Experienced Practitioner) :Influential in practical experience and application over and above other academic roles and responsibilities.
- Leadership (Transformative Institutional Leader):Influential in institution building over and above other academic roles and responsibilities.

G4:
Competent & Robust Talent

high competent and skilled technology scholars	Competent and highly skilled Administrative and Technical Staff	High Potential Leaders	REHAL Respect, Happiness, Love

Inspired Educators

Accomplished Researchers

Experienced Professional

Practitioners

SO1:
Technology Scholars

A person who studies, invents and enhances technology, its application and impact; and is an **expert and specialist** in the **application of the technology**. The **technology (knowledge of technique)** is highly **relevant to the industry and societal needs**, and the person is **referred** to and is respected by industry and society, as an inspiring educators, accomplished researchers and experienced professional practitioners.

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PENDIDIK

- Espouses a clear philosophy and theory of teaching and learning
- Exhibits creativity and innovation in teaching, learning and assessment
- Introduces innovation that impacts learning
- Outstanding contribution(s) to leadership of teaching and learning and recognized nationally and internationally
- Engaged in scholarly activities and/or pedagogic research in their subject area and/or innovation

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PENYELIDIK

ACCOMPLISHED RESEARCHER

- Demonstrate excellence in research and produce original work which make significant impact in the field
- Significant contribution(s) to the body of knowledge through research of international standing
- Ability to attract major research grants
- Impact of research on community and society at large (knowledge transfer takes place)

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PENGAMAL PROFESIONAL

EXPERIENCED PRACTITIONER

- Demonstrate excellence in professional practice
- Authority in the field of specialization and contribute to practice in the field at both national and international level
- Major contribution(s) and innovation to the development of their respective profession
- Evidence of international/ national recognition of excellence through consultancy activities
- Where applicable, obtain certification by relevant bodies

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PEMIMPIN INSTITUSI

- Demonstrate excellence in Institutional leadership
- Lead and empower institution to serve university, community and nation, in order to achieve national agenda
- Demonstrate good leadership attributes
- Demonstrate changes in organization through effective leadership
- A recognised figure at national and international level
- Demonstrate overall understanding of key aspects of management, and rules and regulations.
- Visionary and having a strategic mindset

Proficiency Levels

Proficiency Level	Description
Basic	▪ Basic understanding or knowledge needed for the job ▪ Basic understanding and knowledge sufficient enough to handle routine tasks ▪ Requires some guidance or supervision when applying the competency ▪ Understands and can discuss terminology and concepts related to the competency
Proficient	▪ Detailed knowledge, understanding, and application of the competency required to be successful in the job ▪ Ability to handle non-routine problems and situations ▪ Requires minimal guidance or supervision / works independently ▪ Consistently demonstrates success in the competency ▪ Capable of assisting others in the application of the competency
Advanced	▪ Highly developed knowledge, understanding, and application of the competency required to be successful in the job and organization (total mastery) ▪ Can apply knowledge outside the scope of one's position ▪ Is able to coach or teach others on the competency ▪ Has a long-term perspective ▪ Helps develop materials and resources in the competency
Expert	▪ Specialist/Authority level knowledge, understanding, and application of the competency required to be successful in the job. ▪ Recognized by others as an expert in the competency and is sought out by others throughout the organization (expert in the area) ▪ Works across team, department, and organizational functions ▪ Applies skill across multiple projects or functions ▪ Able to explain issues in relation to broader organizational issues ▪ Creates new applications or processes ▪ Has a strategic focus

CATEGORY	Functional		
CLUSTER	Transformative Pedagogical Knowledge and Scholarship		
COMPETENCY	Transformative Assessment		
DEFINITION	Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning. It is the process of gathering and evaluating the gaps between knowledge rendered and knowledge retained.		
COMPETENCY LEVEL			
Novice	Qualified	Proficient	Expert
• Understand the basic competence in the educational assessment of students. • Understand the appropriate and useful mechanics of constructing various assessments. • Collect information about students that will help to provide additional information to a student's profile of strengths and weaknesses and allow the educators to target specific areas of need.	• **Apply basic measurement principles to assessments conducted in institutional settings.** • **Describe and diagnosis of different kinds of assessment and the appropriate assessment strategies to obtain the assessment data needed for the intended purpose.** • **Monitor** students' progress to **determine whether students are making adequate progress.**	• **Recognise the importance, appropriateness, and complexity of interpreting assessment results considering students' linguistic and cultural backgrounds and other out-of-institution factors considering making accommodations for individual differences, including disabilities, to help ensure the validity of assessment results for all students.** • **Ensure the assessment and information technology are employed appropriately to conduct student assessment.**	• **Assess the effectiveness of delivery provided in a unit or across the year was successful in helping all students meet standards or grade-level expectations.** • **Evaluate available technology appropriately to integrate assessment results and other student data to facilitate students' learning, instruction, and performance.** • **Judge the quality of an assessment strategy or program used for decision making within their jurisdiction.**
Behavioural Indicators: - Demonstrate the understanding of basic educational assessment - Identify various type of assessment - Use appropriate instrument to collect information on student's profile in relation to assessment	Behavioural Indicators: - Guide others on the application of the assessment measurements - Verify the validity of assessment conducted - Analyze students' progress consistently - Provide constructive feedback on the students' achievement	Behavioural Indicators: - Evaluate the students' condition to decide the best assessment type for assessing the students - Justify the assessment type chosen to assess the students - Mentor other lecturers on assessment strategies	Behavioural Indicators: - Innovate assessment strategies/ instruments/ approaches - Judge the validity and reliabitity of assessment strategies - Coach other lecturers on assessment strategies

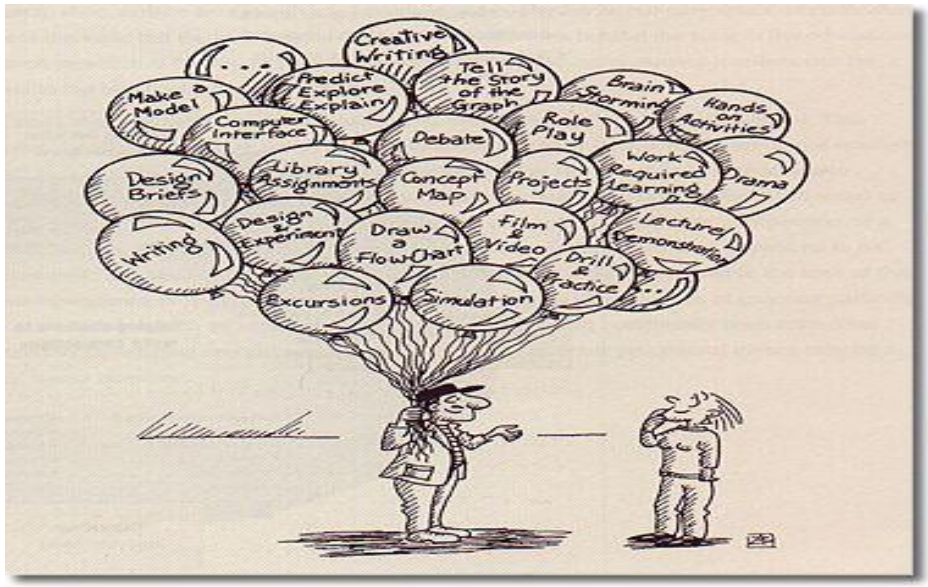
Contents

- Introduction
- 5 W + 1H of PBL
- Works done
- Issues and Challenges
- Works need to be done
- Conclusion
- Q&A

Background

- Issues related to the achievement of students in higher learning institutions in Malaysia have always been of concerned to the society.
- Reports on students' passive attitudes, lack of motivation, weakness in problem analysis and lack of communication skills have prompted certain authorities to recommend PBL approach in T&L.
- UTeM (PPP) – OBE –Active Learning and SCL, PBL.
- Extension – PhD, Short grant, Masters project, PSM

Introduction



Solving equation by

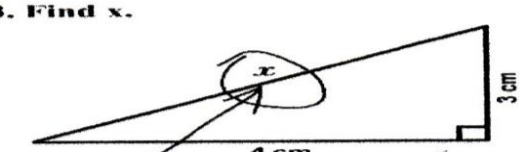
$$\frac{1}{n}\sin x = ?$$

$$\frac{1}{n}\sin x =$$

$$six = 6$$

Number 11 :

3. Find x.



Here it is

PBL vs Conventional (Elaine, 2016)

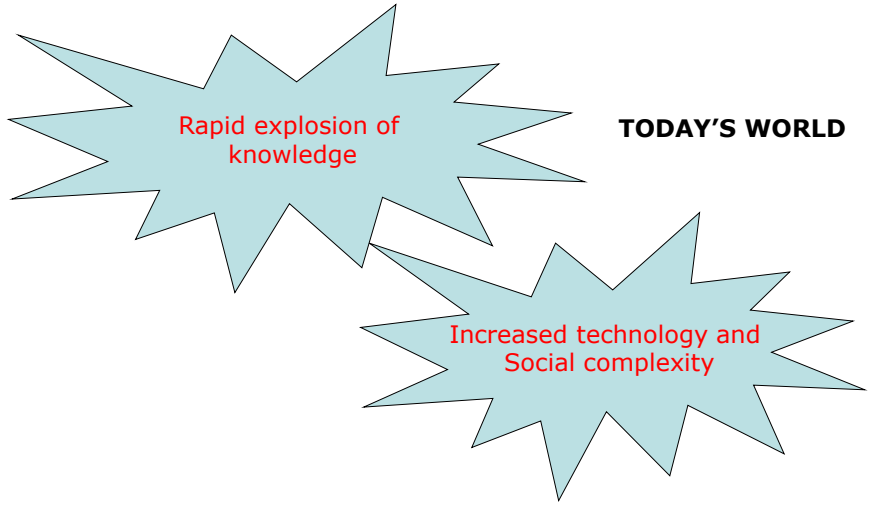
	Characteristics of PBL	Traditional teaching method
Lecturer or educator is the	1. cognitive constructivist 2. curriculum designer 3. learning coordinator	1. knowledge provider 2. curriculum designer
Problem can	1. be initiative for learning 2. reflect real life situation 3. motivate the learning 4. encourage critical thinking 5. integrate learning knowledge	1. examine individual learning performance in the test 2. be used as homework or assignment
Students are	1. main players in small group 2. cooperative learners 3. active learners 4. self-directed learners 5. knowledge creators 6. critical thinkers	1. class partakers 2. individual learners 3. passive auditors 4. lecture note followers 5. knowledge receivers 6. memorial style learners
Tutors are	1. learning facilitators 2. cognitive coaches 3. PBL discussion moderators	1. tutorial providers 2. Q&A respondents

What makes PBL Different?

Learning is:

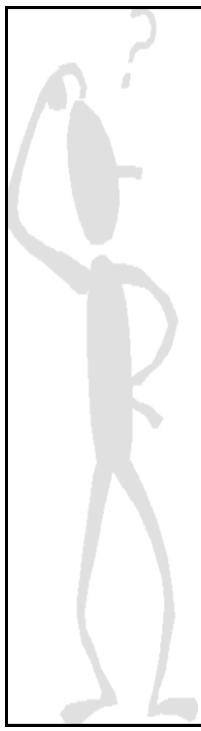
- problem-based not discipline-based
- student-directed rather than teacher-directed
- cooperative rather than competitive
- Learn in small group
- Active, not passive learning

Why PBL?



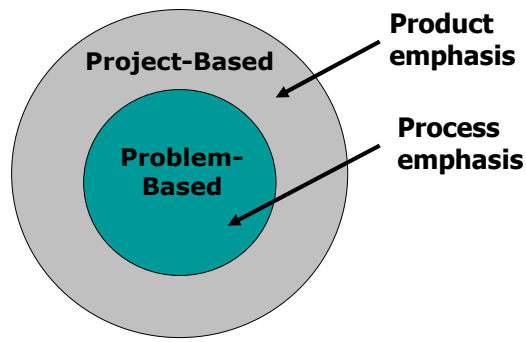
Why PBL?
- Tomorrow's graduates

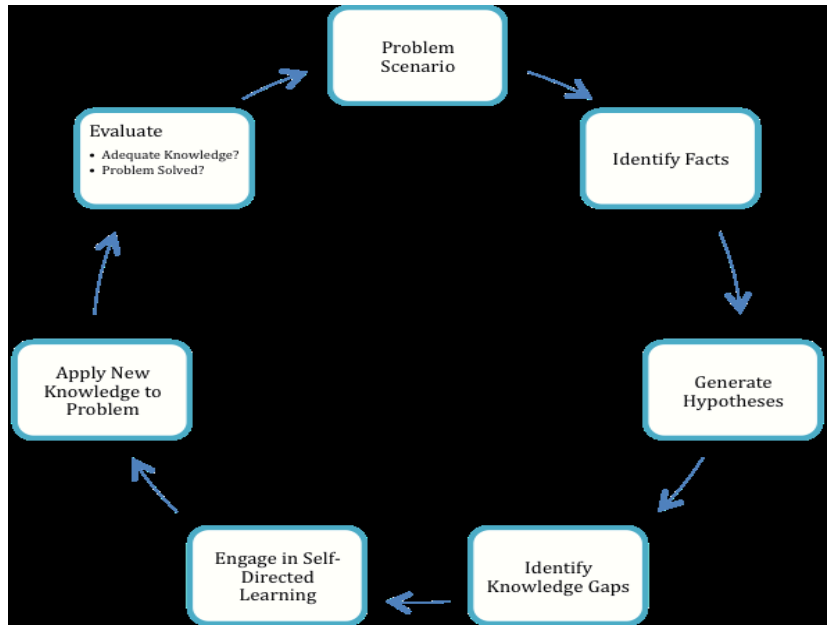
- Self-directed and life-long learning skills
- Problem-solving / analytical and critical thinking skills
- Integration of inter-disciplinary knowledge/skills
- Teamwork and interpersonal skills



What is Problem-Based Learning?

As distinguished from Project-Based Learning:





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PROBLEM SOLVING METHODS (1)

In 2008, Panita Wannapiroon, Chulalongkorn University have suggested Problem Based Blended Learning model project for Education course with this solving method:

1) Study of content
2) Present the situation
3) Clarify the terms and concepts
4) Define the problem
5) Develop and sequencing the hypothesis
6) Formulate learning objective
7) Collect and validate new information
8) Synthesize information
9) Identify generalization & principles derived from this problem
10) Implementation of knowledge

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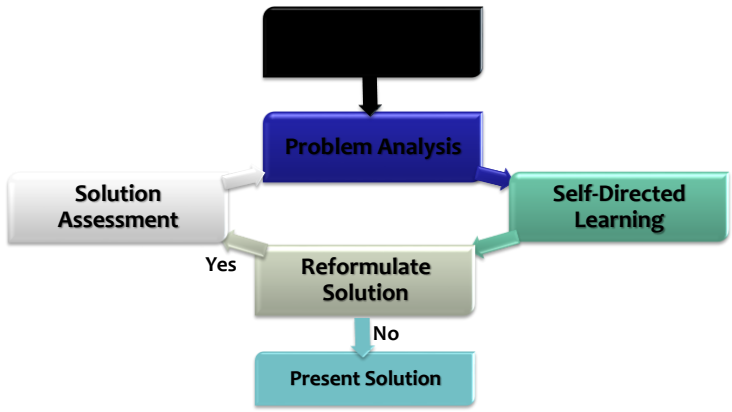
PROBLEM SOLVING METHODS (2)

- In 2007, Massa N. et al. have suggested PHOTON PBL Challenge project for Photonic Technology Education with this solving method:



12/22/2020

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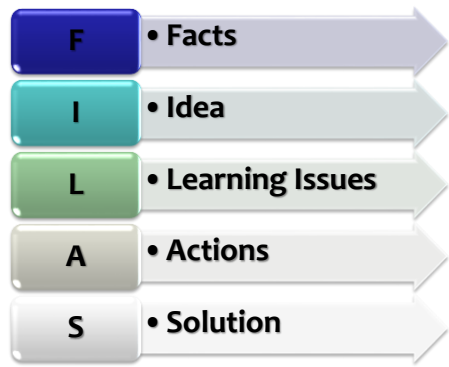
PROBLEM SOLVING METHODS (3)

- In 2007, Faaizah Shahbodin and Halimah Badioza Zaman from Universiti Kebangsaan Malaysia with C²HADAM project, have create FILAS their problem based learning.



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PROBLEM SOLVING METHODS (4)

- In 2006, Pawson E. et al. with project of PBL in Geography have provided this problem solving method:

Questions	Find out the fact, missing point, what needed.
Action Plan	Undertake regional analysis, population analysis, and list of resources.
Investigation	Independent work complete by each group.
Revisiting the cases	Reports, revisit the questions, further investigation.
Product of performance	(option) paper, group presentation.
Evaluation	Evaluate own performance, teams performance, quality of the problem, and whole process.

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PROBLEM SOLVING METHODS (5)

- In 2005, Tse-Kian Neo and Mai Neo. Multimedia University, Malaysia with problem based multimedia project, used MDP.

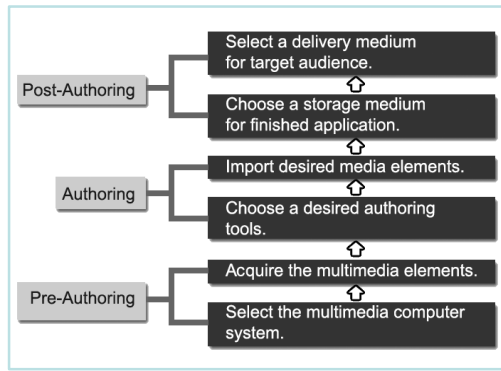

Figure 1: Multimedia Development Process in MMU (Neo & Neo, 2005)

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PROBLEM SOLVING METHODS (6)

- In 2005, Roisen Donnelly and Marian Fitzmaurice, Dublin Institute of Technology, Ireland with CPBL and PBL in Higher Education, used this solving method:

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PROBLEM SOLVING METHODS (7)

- In 2005, Mohd. Kamaruddin A. H. et al. from Universiti Teknologi Malaysia with project of PBL in engineering education used this solving method:

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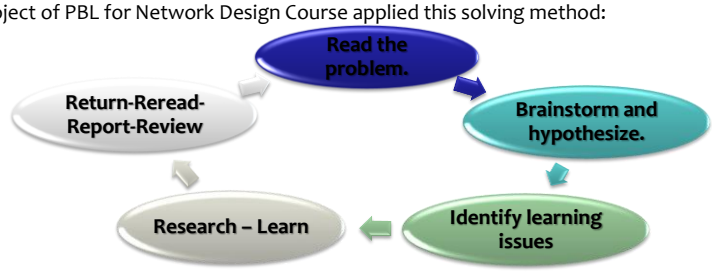
PROBLEM SOLVING METHODS (8)

- In 2004, Rafidah Md. Noor and Nornazlita Hussin, University of Malaya with project of PBL for Network Design Course applied this solving method:



Before the end of each session:

- Identify significant issues and settle on a list of learning tasks for the next session
- Decide the issue to be tackled and divided amongst members.
- Decide what specific question needed to be answered.
- Decide how they want to address these learning issues.

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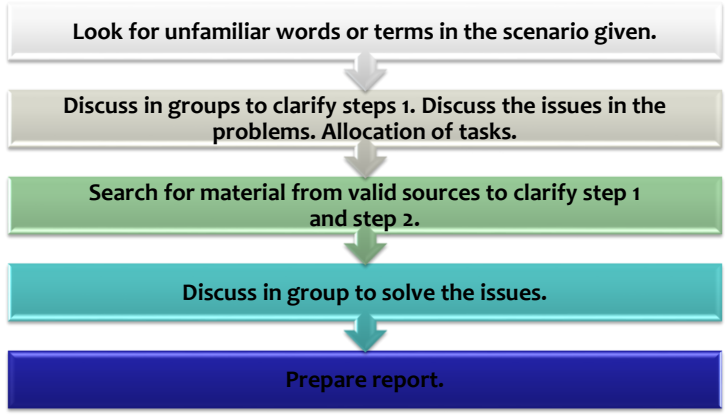
PROBLEM SOLVING METHODS (9)

- In 2003, Tho L. M. et al. from University of Malaya with project PBL for Management Account applied this solving method:



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PROBLEM SOLVING METHODS (10)

- In 2003, John W. Gardner have suggested this solving method for PBL:

1. Explore the issues
2. List what do we know.
3. Develop, and write out, the problem statement in your own words.
4. List out possible solution.
5. List action to be taken with a timeline.
6. List what do we need to know.
7. If research support the solution, with general agreement, go to (7). If not, go to (4).
8. Review your performance.
9. Celebrate your work.

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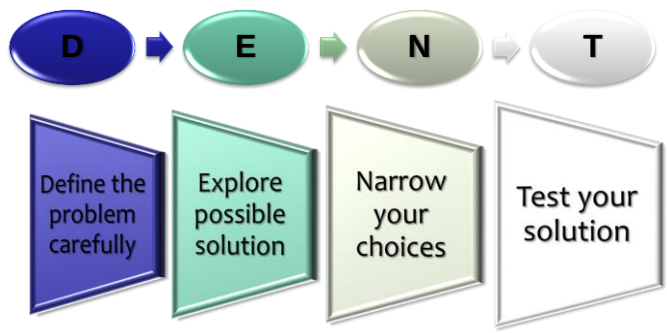
PROBLEM SOLVING METHODS (11)

- In 2001, Peter Ommundsen have suggested **DENT** as solving method for PBL using in Biology subject:



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PBL Planning Tools

PBL Planning Form

Basecamp™

ZOHO

OPEN WORKBENCH
Open-Source Project Scheduling for Windows

ACE PROJECT

CentralDesktop
organize, share, collaborate

dotProject
Project Management Software

Information Gathering

- Student conduct independent research
  - books and journals
  - websites
  - Interview experts
  - Field trips
  - Online forum
  - wikis

PBL Information Gathering Tools

Organizing

- Participants come together to compare notes
- Reach a consensus on the final approach
- Structure the final solution

PBL Organizing Tools

gliffy

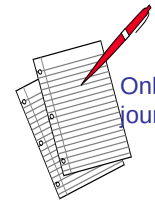
CalendarHub

remember the milk BETA

Google Calendar BETA

CmapTools knowledge modeling kit

clipmarks



Online learning journal

Presentation

- Present findings
  - Written report
  - Website
  - Podcast
  - Multimedia presentation

PBL Presentation Tools

Assessment

- Evaluate the process
  - Did it work?
  - Did everyone participate?
  - What can be done to improve the process?
- Evaluate the product
  - Is the solution viable?
  - Reviews (self, peer, group, expert)

PBL Assessment Tools

The PBL Approach in delivering IT Practice

- Tools available in the online environment

Category	Tools	Description and Use
Content	Content File and Learning Module	Information about course, PBL tasks, supports. Learning Module allows contents to be structured.
	Local Content	Reference capability to external static resources (CD-ROM)
	Media Library	Collections of multimedia for scaffolding support and 'dynamic' resources
Communication	Announcements	Communication regarding particular events
	Calendar	Scheduling of events for course activities, group tasks
	Chat & Whiteboard	Synchronous communication and collaboration
	Discussions	Forums for discussion (asynchronous)
	Mail	Communication (private)
Evaluation	Assessments	Faculty assessment Peer assessment (eg. anonymous polls)
	Assignments	Tasks assigned to individuals or groups Group Shared Spaces can be set up for collaboration Assignments can be published (for assessment)

PBL - Malaysia

no	university	field
1	UNIMAS /UKM	Medical
2	UIA	Law
3	UTHM/ UTM	Engineering
4	UM	IT / Mathematics
5	USM	Physic
6	MMU	Multimedia
7	UTeM	Engineering & ICT

PBL – Singapore, Australia, UK, US

Research on PBL at UTeM

Research done: Short Grant

Integrating PBL Approach in Developing an Interactive Web based Learning for Technical Course
PJP/2008/FTMK (19)-S498 -completed

:
:

Developing and testing of an assessment technique using PBL approach: A case study on FTMK Human Computer Interaction (HCI) Course.
PJP/2009/FTMK (12D) S591- completed

Developing and testing of PBL and game technique in learning Methematic: A case study at Merlimau Politeknik. – completed
PJP/2010/FTMK (15D) S789

Buku:Pembelajaran Berasaskan Masalah, ISBN 978-983-2948-67-4
Penerbit UTEM

Research, research & research

- NS PBL Learning portal – Prob solving
- myAssess – PBL assessment
- PBLstat -problem Scenario Presentation
- PBL + Animated Pedagogical Agent
- PBL + Game based learning

Development & Evaluation of PBL Problem Solving (NS-PBL): Case Study at UTeM

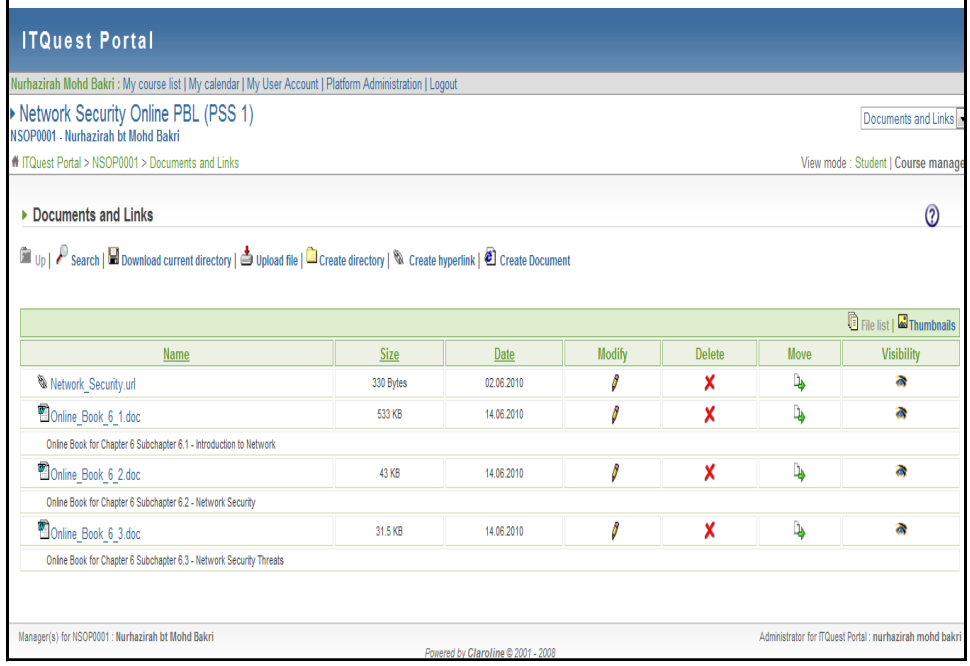
Student:
Nur Hazirah Bakri (graduated)
Supervisor:
1.Assoc Prof Dr. Faaizah Shahbodin
2.Dr. Norasiken Bakar

Main Page

Course Page

Problem Scenario

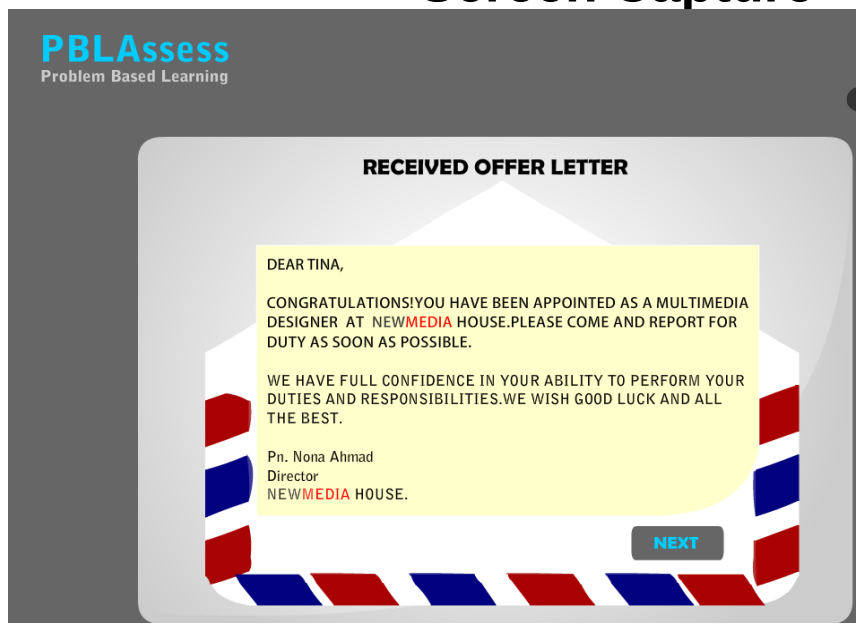
Group Forum: Individual Research

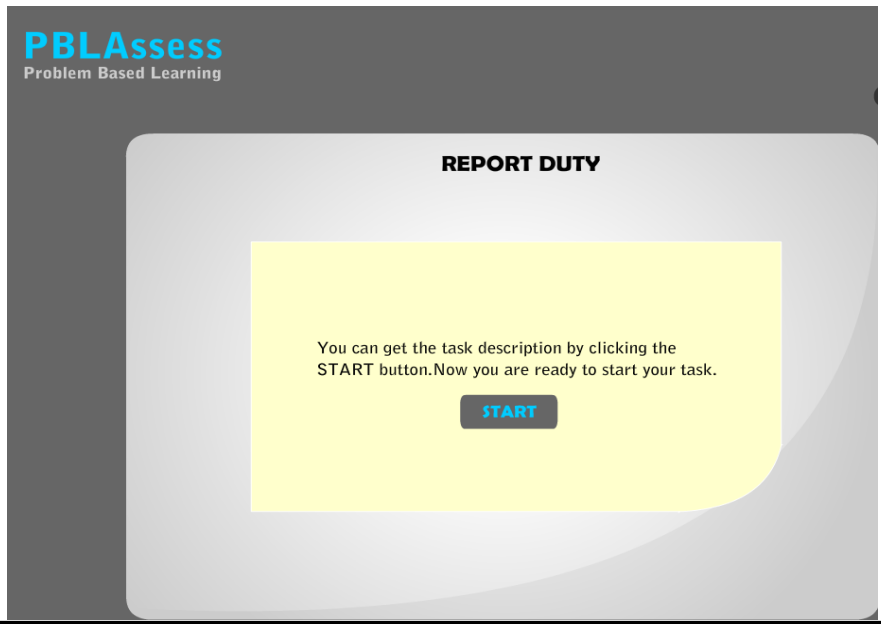


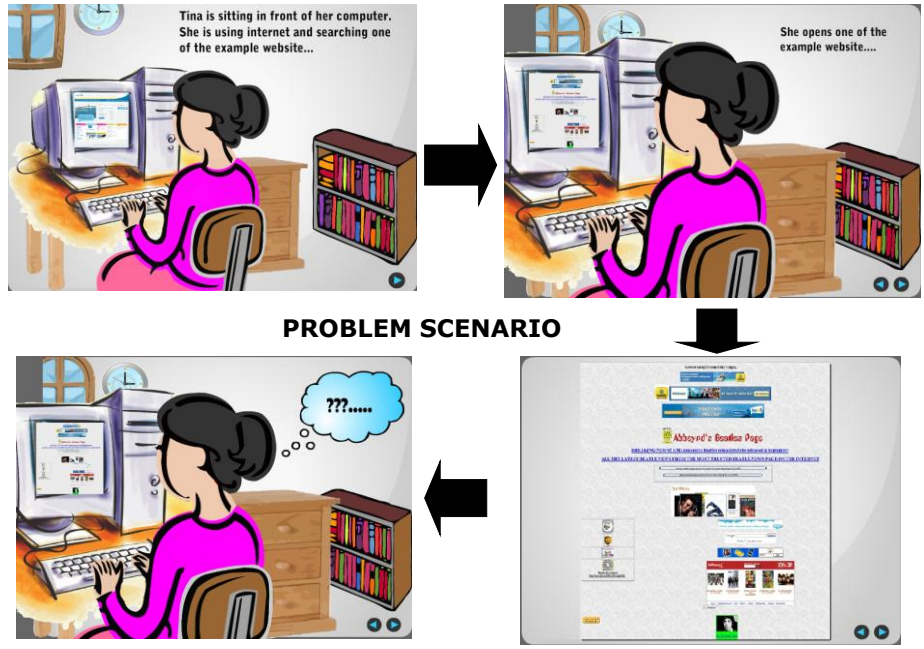
Development & Evaluation of PBL Assessment in Multimedia Environment (PBLAssess): Case Study at UTeM

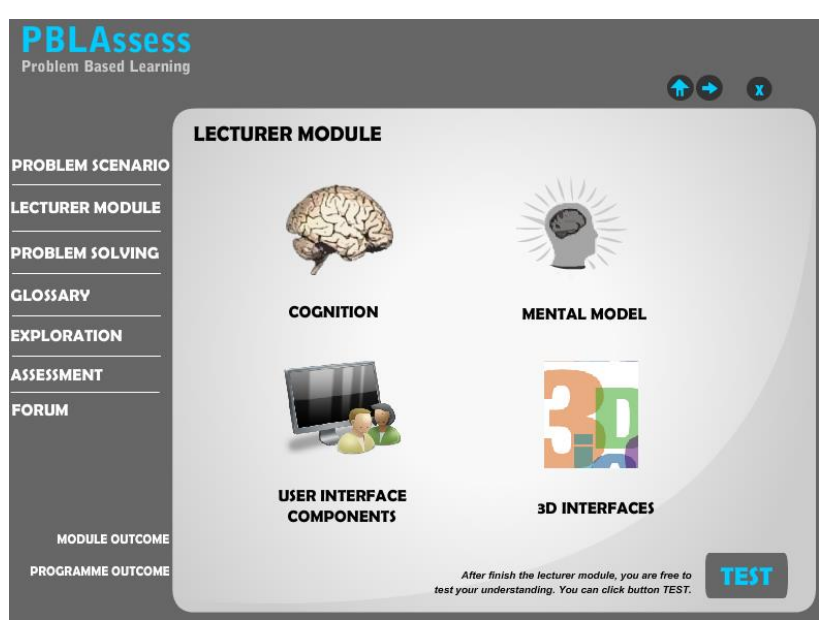
Student:
Che Ku Nuraini Che Ku Mohd (graduated)
Supervisor:
1.Assoc Prof Dr. Faaizah Shahbodin
2.En.Haziq Lim Abdullah

Screen Capture

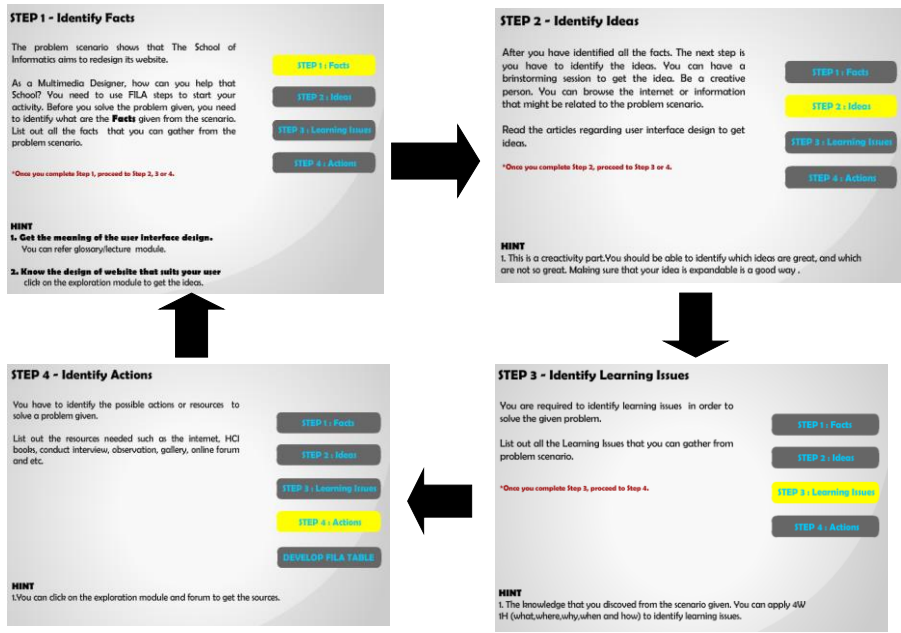


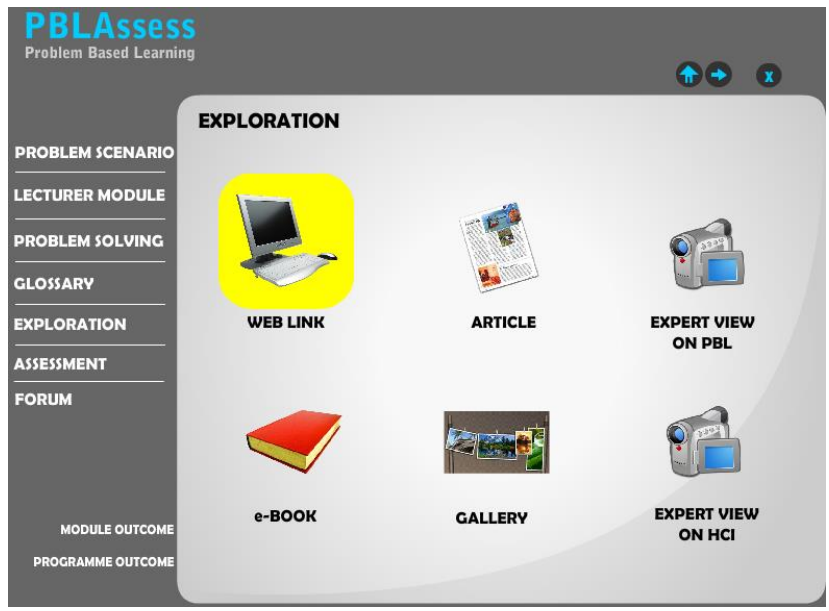



Tina is sitting in front of her computer. She is using internet and searching one of the example website...
She opens one of the example website....
PROBLEM SCENARIO
???.....


PBLAssess
Problem Based Learning
PROBLEM SCENARIO
LECTURER MODULE
PROBLEM SOLVING
GLOSSARY
EXPLORATION
ASSESSMENT
FORUM
MODULE OUTCOME
PROGRAMME OUTCOME
LECTURER MODULE
COGNITION
MENTAL MODEL
USER INTERFACE COMPONENTS
3D INTERFACES
After finish the lecturer module, you are free to test your understanding. You can click button TEST.
TEST

FILA Table


STEP 1 - Identify Facts
The problem scenario shows that The School of Informatics aims to redesign its website.
As a Multimedia Designer, how can you help that School? You need to use FILA steps to start your activity. Before you solve the problem given, you need to identify what are the Facts given from the scenario. List out all the facts that you can gather from the problem scenario.
*Once you complete Step 1, proceed to Step 2, 3 or 4.
HINT
1. Get the meaning of the user interface design.
You can refer glosary/lecture module.
2. Know the design of website that suits your user
click on the exploration module to get the ideas.
STEP 1 : Facts
STEP 2 : Ideas
STEP 3 : Learning Issues
STEP 4 : Actions
STEP 2 - Identify Ideas
After you have identified all the facts. The next step is you have to identify the ideas. You can have a brinstorming session to get the idea. Be a creative person. You can browse the internet or information that might be related to the problem scenario.
Read the articles regarding user interface design to get ideas.
*Once you complete Step 2, proceed to Step 3 or 4.
HINT
1. This is a creactivity part.You should be able to identify which ideas are great, and which are not so great. Making sure that your idea is expandable is a good way .
STEP 3 - Identify Learning Issues
You are required to identify learning issues in order to solve the given problem.
List out all the Learning Issues that you can gather from problem scenario.
*Once you complete Step 3, proceed to Step 4.
HINT
1. The knowledge that you discoved from the scenario given. You can apply 4W 1H (what,where,why,when and how) to identify learning issues.
STEP 4 - Identify Actions
You have to identify the possible actions or resources to solve a problem given.
List out the resources needed such as the internet, HCI books, conduct interview, observation, gallery, online forum and etc.
DEVELOP FILA TABLE
HINT
1.You can click on the exploration module and forum to get the sources.


PBLAssess
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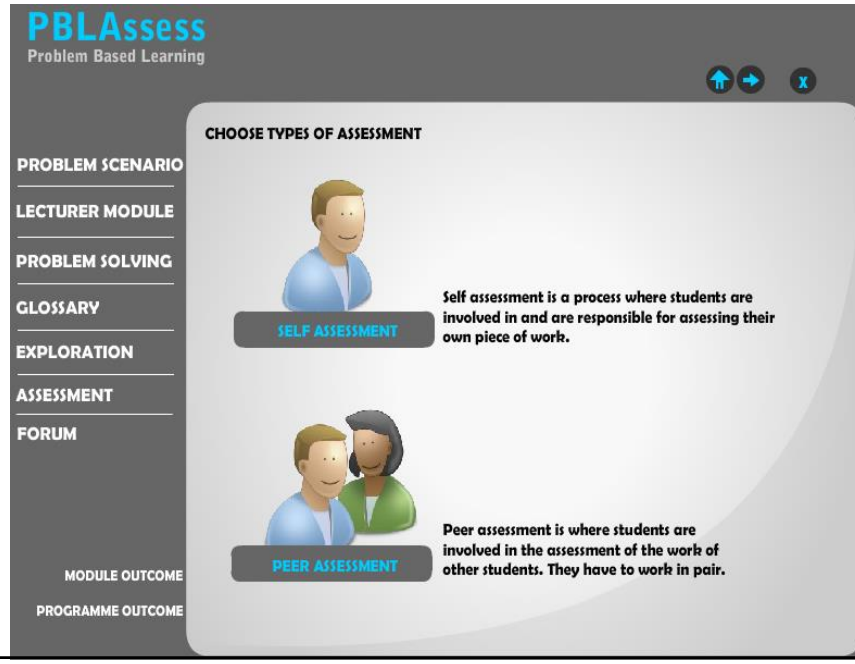
LECTURER MODULE
PROBLEM SOLVING
GLOSSARY
EXPLORATION
ASSESSMENT
FORUM
MODULE OUTCOME
PROGRAMME OUTCOME
EXPLORATION
WEB LINK
ARTICLE
EXPERT VIEW ON PBL
e-BOOK
GALLERY
EXPERT VIEW ON HCI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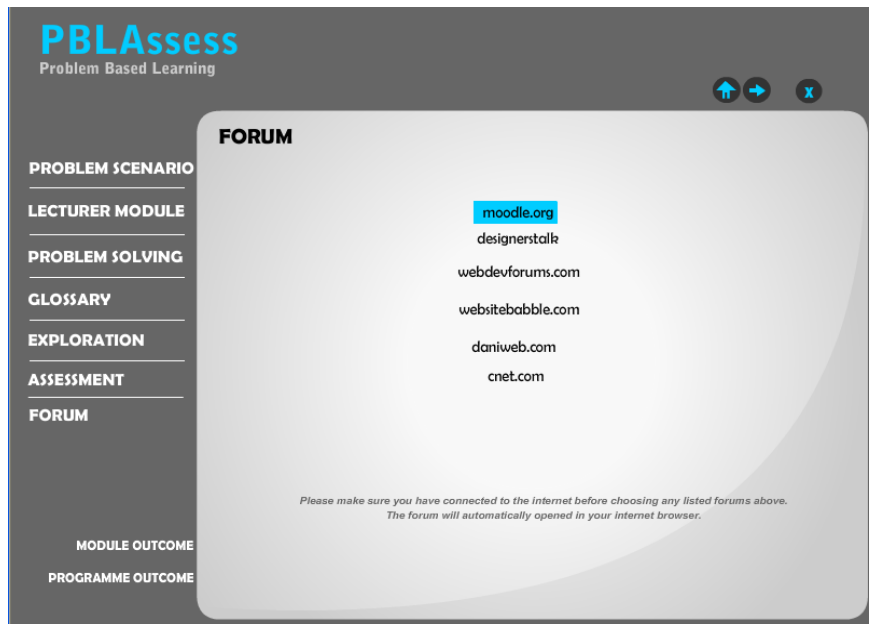
MODULE OUTCOME
PROGRAMME OUTCOME
CHOOSE TYPES OF ASSESSMENT
SELF ASSESSMENT
Self assessment is a process where students are involved in and are responsible for assessing their own piece of work.
PEER ASSESSMENT
Peer assessment is where students are involved in the assessment of the work of other students. They have to work in pair.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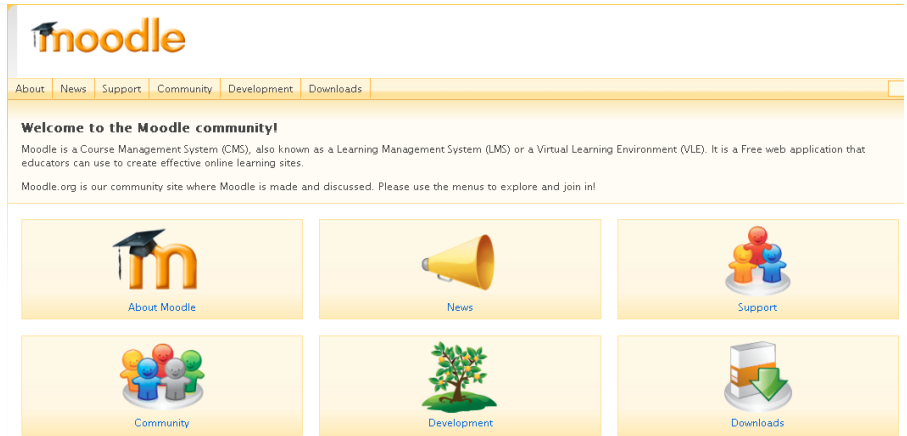
LECTURER MODULE
PROBLEM SOLVING
GLOSSARY
EXPLORATION
ASSESSMENT
FORUM
MODULE OUTCOME
PROGRAMME OUTCOME
FORUM
moodle.org
designerstalk
webdevforums.com
websitebabble.com
daniweb.com
cnet.com
Please make sure you have connected to the internet before choosing any listed forums above.
The forum will automatically opened in your internet browser.

Example forum
http://moodle.org/mod/forum/

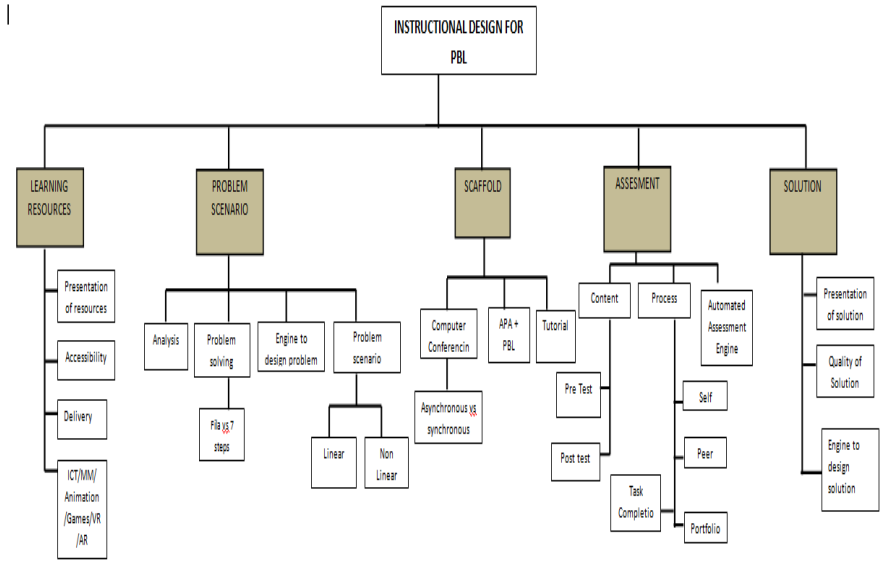


Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.

Issues and challenges

- **resources**
  - PBL scenario bank
  - Organizational resource
  - Access resources
  - Process Skill resources –prob solving
- **support**
  - Collaboration
  - Tools
  - Communication
  - Knowledge Co-construction
  - Intelligent
- **assessment**
  - Self, peer & group
  - Reflection & feedback
  - Knowledge assessment
  - Submission of deliverable

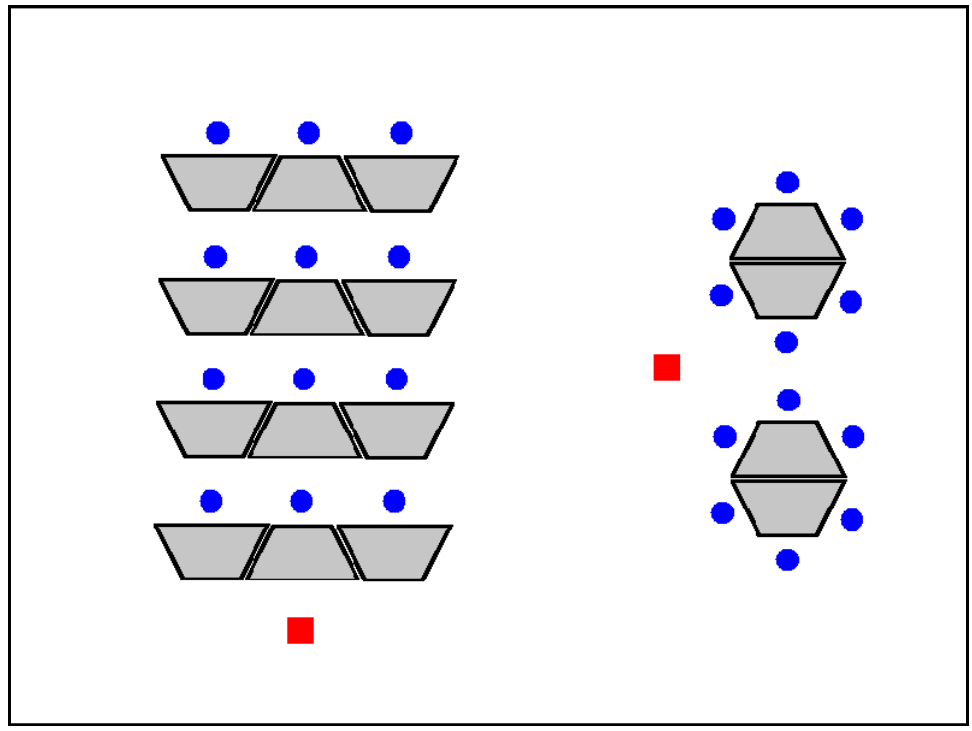
Future research



PBL Classroom

Collaborative workspace

Flexible furniture in PBL classroom



2 B PAPER

NURUL AQILAH BT. AZMI
B03091024

BEST :

- the importance thing should apply in Project Management = have more clear idea about that.
- all the position in a project management.
- the process during the project development < pre-production, production, post production.
- importance of WBS.

BLYNR :

: the word deliverable : poorly defined deliverable.

NURUL ATIQAH BT HARIS B 030910084

BEST :-

1. presentation jelas especially further explanation from Dr.
2. what the project is.
3. clearly understand the risk that we have to face if we are conducting a project.
4. ~~we~~ understood about the ~~these~~ influences ~~if something~~ the iron Triangle (Scope, cost, time) if we changing one of them.
5. clearly defined the attributes of the project.

BLURR:

1. how to manage risk.
2. what is the best solution that we have to take if we have any problem - every problem have different solution.
3. How to have effective communication with the customer.

Subject: No: Date:

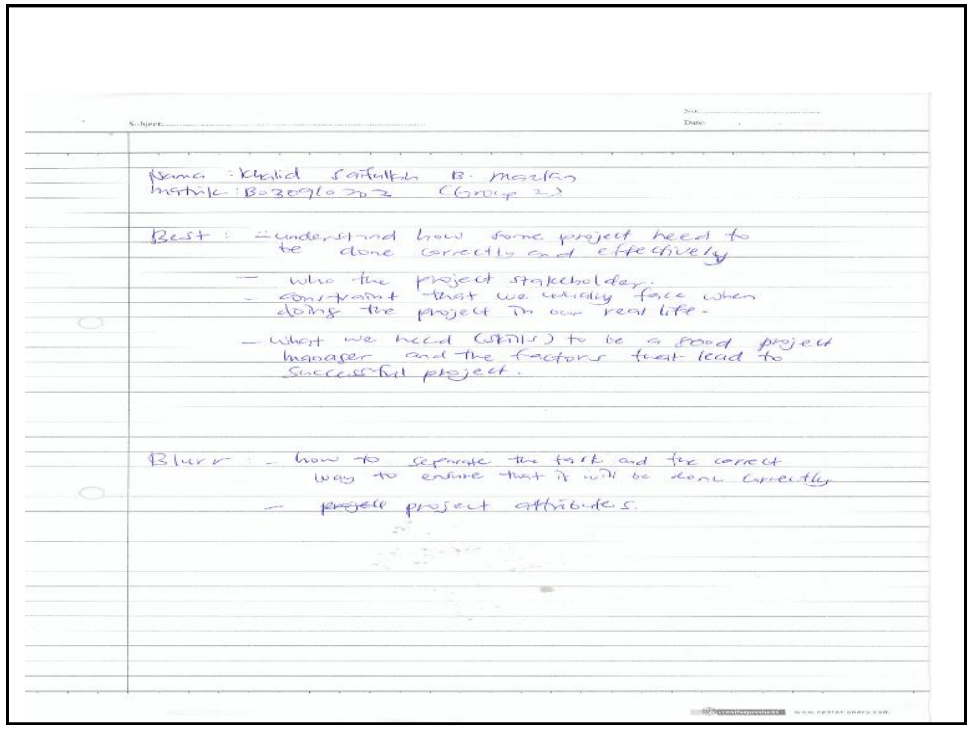
MOHD HAFIS BIN SAMSURI
B030810247

BEST :

* Work breakdown Structure (WBS)
* Project overview
* Project Attributes
* Triple Constraint
* Project Manager
* Key of project success

BLURR :

* quality degradation (impact of project failure)
* negative media campaign (impact of project failure)
* Inaccurate estimate (risk of project failure)



Nama : Khalid Saifullah B. Mazlan
Matrik : B032910203 (Group 2)

Best : - understand how some project need to be done correctly and effectively
- who the project stakeholders
- constraint that we usually face when doing the project in our real life.
- what we need (skills) to be a good project manager and the factors that lead to successful project.

Blur : - how to separate the task and the correct way to ensure that it will be done correctly
- project project attributes.

Persidangan 'National Conference On Active Learning' UTeM

Tingkatkan Kualiti Pendidikan Negara

Oleh ROSLAN MOHAMAD

DUN Durian Tunggal N.09

DURIAN TUNGGAL, 4 Dis - Kaedah 'Active Learning' merupakan satu pendekatan yang perlu dipraktikkan dalam konsep pembelajaran dalam usaha meningkatkan lagi kualiti dan pencapaian bidang pendidikan dalam negara.

Bagi melebarkan lagi perbincangan dalam kaedah ini, pihak Universiti Teknikal Malaysia Melaka (UTeM) menerusi Pusat Pengajaran dan Pembelajaran (PPP) telah mengambil inisiatif ini dengan menganjurkan "National Conference on Active Learning" (NCAL 2011).

Persidangan bakal menemukan beberapa tokoh ternama bidang pendidikan seluruh negara yang akan berkumpul di sini. Persidangan ini bakal berlangsung bermula 10 hingga 11 Disember 2011.

Menurut Pengarah Program, Dr Syed Najmuddin Syed Hassan, antara objektif utama penganjuran, persidangan ini penting selaras dengan inisiatif membudayakan pembelajaran secara aktif (active learning) di semua institusi pengajian tinggi (IPT) terutama di UTeM.

Ahli jawatankuasa NCAL 2011 dalam satu sesi lawatan ke salah sebuah universiti di Singapura yang menjalankan teknik pembelajaran secara aktif

Katanya, seramai 150 peserta dan pembentang akan berada di Melaka selama dua hari bagi merealisasikan matlamat UTeM melaksanakan pengalaman pembelajaran yang unik dan pembelajaran berasaskan hasil (OBE).

Antara pengisian persidangan ini ialah pembentangan empat ucaptama dan tiga bengkel berasaskan pembelajaran. Di samping itu, beberapa acara menarik turut dirancang dan bakal dilaksanakan bagi memeriahkan lagi persidangan berkenaan.

"Pihak UTeM menjanjikan penganjuran terbaik dan mampu memberi impak besar dalam kaedah pembelajaran secara aktif ini dalam sektor pendidikan negara di peringkat nasional," katanya di sini.

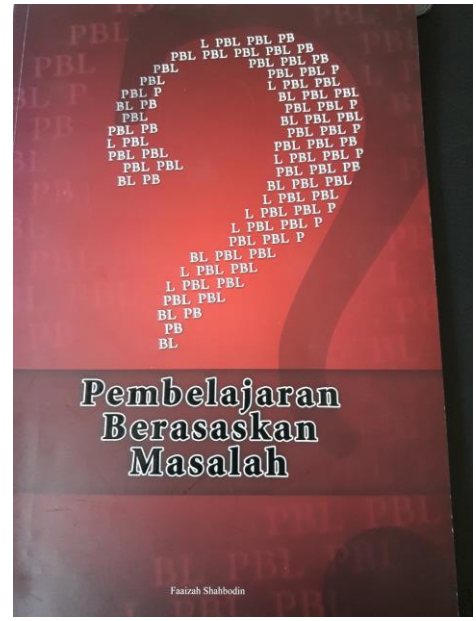
Sehubungan itu, orang ramai terutama sekitar negeri Melaka dijemput hadir bersama mengikuti persidangan ini kerana program ini menjanjikan manfaat besar dan mampu menghasilkan anjakan dalam pelaksanaan konsep pembelajaran secara aktif.

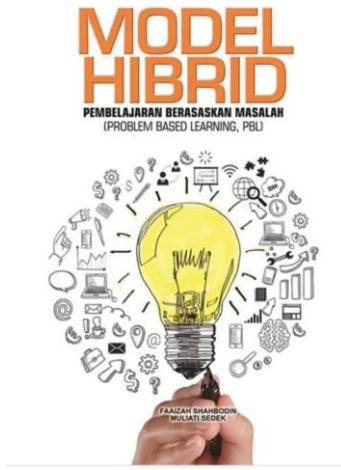
Summary

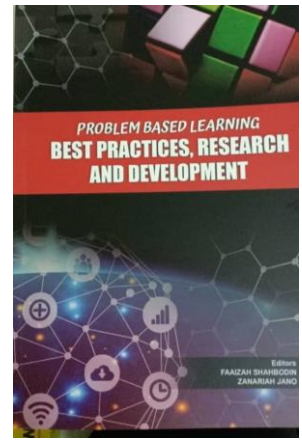
- Five main area PBL + ICT: planning, gathering, organising, presenting, assessment
- ICT and PBL can be combined depending on study focus, participants, nature of technique and available resources
- University agenda – PBL and OBE
- PPP effort
- Blended learning

AAU Kategori Pengajaran – Inovasi PBL

Buku PBL
terbitan Penerbit UTeM







88

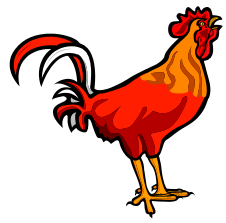
Thanks …for your attention

Give someone a fish
you feed him for a day;

Teach him how to fish
and you feed him a lifetime.

THE END
Q & A

Ayam Hutan, Ayam Selasih



Sekian Terima Kasih

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Malaysian Association of Problem Based Learning (MyPBL)

Tagline:
PBL DRIVES TEACHING AND LEARNING

Rujukan

- Gagne, R.M., (1970) *Conditions of Learning*, Holt, Rinehart and Winston Publication, 1970
- Woolfolk, A.E. and Nicolich, L.M., (1980) *Educational Psychology for Teachers*, Englewood Cliff, NJ, Prentice-Hall