



# TEACHING & LEARNING FOR EDUCATORS

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# Introduction

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1. Falsafah Pendidikan Malaysia
2. 10 Shifts of Malaysia Education Blueprint 2015-2025 (Higher Education)
3. Outcome Based Education (OBE)
4. Teaching Plan
5. Course Coordinator
6. Academic Advisor

# Falsafah Pendidikan Malaysia

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Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri, serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

# Blue Ocean Strategy.

Concept by W. Chan Kim &  
Renee Mauborgne



## Creating New Uncontested Markets

Blue Ocean Strategy is about revolutionary → value innovation. It helps you create customers and stand out from the competition.

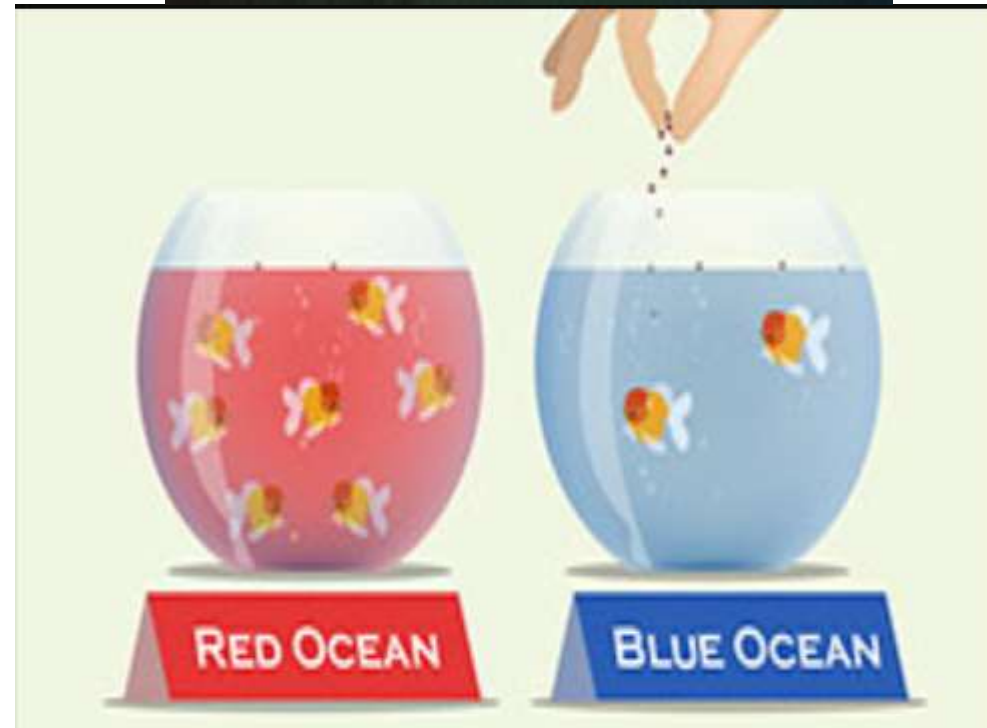
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Value innovation is created in the region where a company's actions favorably affect both its cost structure and its value proposition to buyers.



They plan,  
and Allah plans...   
**ALLAH IS THE  
BEST OF PLANNERS.**

HILY QUR'AN 3:39



# 10 Shifts of Malaysia Education Blueprint 2015-2025 (Higher Education)



To achieve these system and student aspirations, the MEB (HE) outlines 10 Shifts that will spur continued excellence in the higher education system. All 10 Shifts address key performance issues in the system, particularly with regard to quality and efficiency, as well as global trends that are disrupting the higher education landscape.

The first four Shifts focus on outcomes for key stakeholders in the higher education system, including students in academic and TVET pathways, the academic community, as well as all Malaysians participating in lifelong learning. The other six Shifts focus on enablers for the higher education ecosystem, covering critical components such as funding, governance, innovation, internationalisation, online learning, and delivery.



## Why Does It Matter?



## What Will Success Look Like?



## How Will We Achieve This?



# 1



## Holistic, Entrepreneurial and Balanced Graduates

There is a mismatch in the supply and demand of graduates, with employers reporting that graduates lack the requisite knowledge, skills and attitudes. This mismatch is only expected to get tougher to resolve as technological disruptions reshape industries and alter the types of jobs available. Preparing Malaysian youth to navigate this uncertain future not only requires imbuing them with transferrable skills and sound ethical foundations, but also the resilience and enterprising spirit to forge new opportunities for themselves and others. It is important to move from a world of job seekers to a world of job creators.

Every graduate will have the relevant disciplinary knowledge and skills (*ilmu*), ethics and morality (*akhlak*), as well as the appropriate behaviours, mindsets, cultural, and civilisational literacy (*beradab*) to advance them to a high level of personal well-being. They will be global citizens with a strong Malaysian identity, ready and willing to contribute to the harmony and betterment of the family, society, nation, and global community. Such holistic, entrepreneurial, and balanced graduates are a natural extension of the goal of the Malaysian basic education system to develop values-driven Malaysians.

To achieve these outcomes, the Ministry and HLIs will focus on developing more holistic and integrated curricula and enhancing the ecosystem for student development. Key initiatives include:

- **Enhancing the student learning experience** by expanding industry collaboration in the design and delivery of programmes; increasing the use of experiential and service learning to develop 21st century skills, and leveraging technology-enabled models to enable more personalised learning;
- **Devising an integrated cumulative grade point average (CGPA) system** to assess student's holistic, entrepreneurial, and balanced development. This new system will not only assess knowledge and thinking skills (as is the current practice) but also the other primary attributes that comprise Malaysia's student aspirations; ethics and spirituality, leadership skills, national identity, and language proficiency; and
- **Creating opportunities for students and academic staff to acquire entrepreneurial skills** and pursue their own enterprises through sabbaticals, industry secondments, business incubators, and green lane policies that support student-owned businesses.

# 2



## Talent Excellence

The quality of Malaysia's HLIs, and therefore the higher education system, can only be good as the quality of its academic community, from educators, researchers, institutional leaders, practitioners, to academic support staff. At present, however, rigid career development pathways restrict the degree to which HLIs are able to attract, recruit, and retain the best talent. There is also insufficient specialisation based on HLI's strengths and focus areas. The higher education system needs to move from a one-size-fits-all world, to one where HLIs have diversified career pathways and different models of institutional excellence.

HLIs will be able to attract, develop, and retain excellent talent through specialised pathways for educators, researchers, leaders, and practitioners. The academic community will also benefit from a conducive, supportive, and meritocratic environment with better continuous professional development programmes that enable them to meet changing responsibilities and expectations. Malaysia's talent will be respected, referred, and relevant, both locally and internationally.

To achieve these outcomes, the Ministry will encourage HLIs to pursue different forms of institutional excellence, diversify career pathways, and introduce systematic mechanisms for talent recruitment and development. Key initiatives include:

- **Positioning HLIs according to their recognised areas of institutional excellence**, namely excellence in overall research, excellence in niche areas of research, and excellence in teaching and instruction. Both public and private HLIs will be encouraged and incentivised to aspire for these different forms of excellence and to continuously improve their performance in their areas of specialisation and focus;
- **Enabling HLIs to develop multi-track career pathways** for inspiring educators, accomplished researchers, experienced practitioners, and transformational institutional leaders; and
- **Providing best practice guidelines** to support both public and private HLIs in developing stronger end-to-end talent development strategies for both local and international talent, using the New Academia talent framework covering the resourcing, recruiting, rewarding, and retention of talent.



## 3



## Nation of Lifelong Learners

Lifelong learning (LLL) enables Malaysians to meet the changing skill needs of a high-income economy and maximises the potential of individuals who are currently outside the workforce through reskilling and upskilling opportunities. It also enables the development of personal interests and talents for a more fulfilled life. Malaysia needs to move from a world where education is seen as something that happens only during one's youth, to a world where Malaysians of all ages constantly seek out learning opportunities to enrich themselves.

## Why Does It Matter?



## What Will Success Look Like?



Lifelong learning will become a way of life for all Malaysians. There will be high quality formal, non-formal, and informal programmes in a wide range of disciplines and topics to support both professional and personal development. There will be learning communities in every organisation, with formal mechanisms to recognise prior experience and learning. Everyone will have access to these opportunities, regardless of income level or background.

To achieve these outcomes, the Ministry will increase public awareness of the benefits of LLL, raise the quality of existing programmes and introduce more innovative programmes to broaden the appeal of LLL. Key initiatives within this Shift include:

- Creating a framework for recognising prior learning, including the establishment of clear pathways for re-entry into the education system, establishing a national credit system to enable accumulation of modular credits over time, and stipulating clear criteria for recognising prior experience;
- Launching stakeholder engagement programmes (for example, MyCC loyalty programme, iFamily Multiple Skills Programme) that incentivise participation, and improving the existing marketing infrastructure (for example, smartphone applications) to make it easier for the public to search for information on available programmes; and
- Continuing to provide financial support to disadvantaged groups and tax reduction incentive schemes to companies, and to work with financial institutions to create financial assistance programmes for all groups.

## How Will We Achieve This?



## 4



## Quality Technical and Vocational Education and Training (TVET) Graduates

Under the Economic Transformation Programme (ETP), Malaysia will require a 2.5fold increase in TVET enrolment by 2025. At present, however, there is an undersupply of TVET workers in 10 of the 12 National Key Economic Area (NKEA) sectors. Further, TVET is seen as a less attractive pathway than university education, thereby limiting the number of students, particularly high-performing ones, who apply for such courses. Malaysia needs to move from a higher education system with a primary focus on university education as the sole pathway to success, to one where academic and TVET pathways are equally valued and cultivated.

The Ministry — through its community colleges, vocational colleges, and polytechnics — will be a premier higher education TVET provider that develops skilled talent to meet the growing and changing demands of industry, and promotes individual opportunities for career development. Enrolment in TVET programmes will expand significantly, through extensive partnerships with industry, to ensure supply matches demand.

To achieve these outcomes, the Ministry will intensify industry involvement and partnerships, streamline qualifications, improve coordination across the Ministry's TVET providers and enhance branding efforts. Key initiatives include:

- Enabling industry to lead curriculum design and delivery through new partnership models and lifting the quality of delivery through increased apprenticeship, hands-on training, real-life simulations, and specialised employer training programmes;
- Enhancing coordination across the Ministry's various TVET providers to eliminate duplication of programmes and resources, enable greater specialisation in areas of expertise, and improve cost efficiency; and
- Coordinating with other ministries and agencies offering TVET programmes to streamline the national qualification framework, ensure alignment with major industry associations, and pursue international accreditations for TVET programmes.



# 5



## Financial Sustainability

Over the next decade as costs continue to rise, Malaysia will need to deliver quality higher education to almost twice as many students if it is to reach the highest enrolment levels among ASEAN nations. The challenge is that total Government expenditure on higher education has been rising at a rate of 14% per annum, driven largely by subsidies to public HLIs, where 90% of their expenditure is Government funded. Additionally, current student loan repayment rates for the National Higher Education Fund Corporation or *Perbadanan Tabung Pendidikan Tinggi Nasional* (PTPTN) need to be significantly improved. Malaysia needs to move from a system that is highly dependent on Government resources and focused on inputs to one that is focused on outcomes and where all stakeholders contribute, proportionate to their means.

There will be continued Government investment of a large portion of the national budget and GDP in the higher education system. Return on investment will, however, improve significantly to match that of peer countries. Public and private HLIs will draw on diverse sources of funding to allow continuous improvement in the quality of their programmes, and more prudent and innovative use of their resources. There will be more targeted support for socio-economically disadvantaged students to make enrolment more affordable and accessible to everyone who is eligible.

To achieve these outcomes, the Ministry will link government funding to performance, reform existing student financing mechanisms, and encourage HLIs to diversify funding sources. Key initiatives include:

- **Improving the funding formulae for public HLIs** by replacing block grants with performance-linked and per student funding, implementing five year performance contracts (3+2), and targeting government investment in priority areas;
- **Enhancing PTPTN performance and sustainability** by improving repayment rates, shifting to income-contingent loans, and linking access to student loans with the performance and quality standards of HLIs; and
- **Incentivising creation of endowment and waqf funds**, as well as encouraging contributions to higher education, for example, through the provision of matching grants for HLIs during the initial fund-raising period.

# 6



## Empowered Governance

Good governance is essential for the efficient functioning of any organisation and for building great institutions. In Malaysia, many decision rights are still concentrated at the Ministry level rather than at HLIs, creating supervisory burden and potential inefficiencies. These constraints also make it difficult for HLIs to move quickly in response to global and local trends. Malaysia needs to move from a higher education system where the Ministry is a tight controller, to one where the Ministry is focused primarily on its role as policymaker and regulator, and where HLIs are empowered to steer their own journey of growth.

The Ministry will have a portfolio of fully-autonomous and semi-autonomous HLIs based on their readiness and capacity for decision-making. These HLIs will operate freely within the regulatory framework established by the Government with strong governance structures, clear decision rights, and effective stakeholder management. These enhanced freedoms will be balanced by the right internal capabilities and with appropriate accountability mechanisms.

To achieve these outcomes, the Ministry will focus on its role as a regulator and policymaker, and give HLIs greater decision-making power in return for clear accountability against a set of pre-agreed outcomes. Key initiatives include:

- **Defining five-year (3+2) outcome-based performance contracts** between the Ministry and HLIs, with public HLI funding at risk if performance goals are not met, and incentives for exceeding targets;
- **Strengthening quality assurance in the private sector**, by requiring private HLIs to participate in enhanced national quality assurance frameworks (for example, SETARA and MyQuest) for continued access to government funding (for example, research grants and PTPTN student loans). The degree of access will be linked to their participation and level of performance against these frameworks and standards; and
- **Moving decision rights from the Ministry to the leadership of public universities**, improving the governance effectiveness of HLIs, and building the capacity and capabilities of University Boards and institutional leaders to take on these increased responsibilities.

# 7



## Innovation Ecosystem

Malaysia aspires to make innovation a major driver of national economic growth. While research output is improving — Malaysia ranked 23rd for number of publications in 2013, up 11 places from 34th in 2009 — more can still be done. For example, Malaysia ranks 43rd out of 110 countries on number of patents, and engagement levels with industry and community are still not as intensive or widespread as desired. Malaysia needs to move from academia operating in isolation, to the quadruple helix of academia, industry, government, and local communities coming together in partnership for the incubation, development, and commercialisation of ideas.

Why  
Does It  
Matter



What  
Will  
Success  
Look Like



The Ministry will facilitate the development of innovation ecosystems in selected strategic areas that are critical to the nation's economic growth. These ecosystems will support both university-driven and demand-driven research, development, and commercialisation models, with significant improvements on a wide range of research measures. HLIs, in particular, will intensify their role as a solution provider for other stakeholders, and as a developer of skilled research talent.

To achieve these outcomes, the Ministry will elevate a few priority research areas critical to Malaysia's growth, catalyse private sector and industry involvement, as well as create a supportive environment to facilitate the commercialisation of ideas. Key initiatives include:

- Focusing on creating scale and growth in a few strategic research areas which are linked to national priorities for economic growth, and where Malaysia has distinctive capabilities;
- Playing a catalytic role in securing investments, particularly through matching schemes like the Private-Public Research Network (PPRN) and redesigning existing financing criteria and grant review processes for greater transparency and accountability; and
- Incentivising HLIs to establish supporting systems for the commercialisation of ideas, such as technology transfer offices, mechanisms for the co-utilisation of infrastructure, enhanced data monitoring systems, and talent development programmes.

How  
Will We  
Achieve  
This



# 8



## Global Prominence

Malaysia's higher education system is already a major source of income for the country, given Malaysia's status as a top 10 destination for international students. Increasing competition from other education hubs will, however, require the strengthening of Malaysia's higher education value proposition, capacity, and capabilities, in order to enhance the appeal and competitiveness in the region and beyond. Malaysia needs to raise the nation's higher education brand even further, from an attractive destination known for good value for money and quality of life, to one that is also recognised, referred to, and respected internationally for its academic and research expertise.

Malaysia will be known as an international education hub with a difference, one that provides values-driven and globally relevant education, and is recognised by students for its balance of quality and affordability, good quality of life, and rich cultural experiences. Malaysia will expand enrolment to reach 250,000 international students by 2025, and reach new markets through more innovative programmes and partnerships. Above all, Malaysia will be a globally-connected higher education player that is renowned for its academic and research expertise, particularly in niche areas like Islamic banking and finance, or tropical related science and technology.

To achieve these outcomes, the Ministry will enhance the end-to-end international student experience, increase brand visibility, and strengthen existing and new markets for international students. Key initiatives include:

- Collaborating with other ministries and agencies to improve and streamline immigration procedures and processes to match international best practices, for example, through the introduction of multiple year student visas and the provision of an accelerate "green lane" approach for students from HLIs that have consistently demonstrated high quality standards;
- Increasing the proportion of postgraduate international students and students from high priority markets such as ASEAN nations, by diversifying and raising the quality of niche programmes; and
- Strengthening the promotion and marketing of Malaysia's higher education system through targeted measures such as hosting major international education conferences and strengthening MyAlumni.



# 9



## Globalised Online Learning

Internet penetration in Malaysia currently stands at 67% — the seventh highest penetration rate across Asia. This puts Malaysia in a good position to harness the power of online learning to widen access to good quality content, enhance the quality of teaching and learning, lower the cost of delivery, and bring Malaysian expertise to the global community. There are significant opportunities to achieve the desired outcomes first set forth in the National e-learning Policy (*Dasar e-Pembelajaran Negara* or *DePAN*). Malaysia needs to move from a mass production delivery model to one where technology-enabled innovations are harnessed to democratise access to education and offer more personalised learning experiences to all students.

Blended learning models will become a staple pedagogical approach in all HLIs. Students will benefit from robust cyber infrastructure that can support the use of technologies like video-conferencing, live streaming and Massive Open Online Courses (MOOCs). Malaysian HLIs will also develop MOOCs in their niche areas of expertise, while participating in international MOOC consortiums and building the Malaysia education brand globally.

To achieve these outcomes, the Ministry will work with HLIs to build the capabilities of the academic community, and explore the establishment of a national e-learning platform to co-ordinate and spearhead content development. Key initiatives include:

- **Launching MOOCs in subjects of distinctiveness for Malaysia** such as Islamic banking and finance, in partnership with high-profile international MOOC consortiums like EdX and Coursera, so as to build Malaysia's global brand;
- **Making online learning an integral component of higher education and lifelong learning**, starting with the conversion of common undergraduate courses into MOOCs, and requiring up to 70% of programmes to use blended learning models; and
- **Establishing the required cyber infrastructure** (physical network infrastructure, info structure, platform, devices and equipment) and strengthening the capabilities of the academic community to deliver online learning at scale.

# 10



## Transformed Higher Education Delivery

The Ministry recognises that a well-conceived strategy or plan is only the starting point. The MEB (HE) will not succeed without effective implementation, as well as commitment and collaboration across the Ministry, HLIs, the academic community, and relevant stakeholders. Change must begin at the Ministry, including role modelling the ability to learn, relearn, and unlearn existing processes, skills, and behaviours. Avoiding the common pitfalls of large-scale transformation programmes will require the adoption of new ways of working internally and with other stakeholders. Malaysia needs to move from a system focused on inputs and a separation of private and public institutions, to a harmonised higher education system focused on delivery, accountability, transparency, and outcomes.

The Ministry will catalyse transformation among private and public HLIs, and lead the way in civil service transformation, by first transforming itself. The Ministry will break down operating silos across departments, forge stronger partnerships with HLIs, industry, and community, and improve its efficiency and effectiveness in its role as a regulator and policymaker. HLIs will embark on their own tailored transformation journeys, with a vanguard of public and private HLIs spearheading the reforms and serving as role models for other institutions.

To achieve these outcomes, the Ministry will redefine the roles, organisation and operating model of the Ministry, enhance delivery capabilities within the Ministry, and harmonise across public and private institutions. Key initiatives include:

- **Launching the University Transformation Programme** by working in close partnership with pilot HLIs, including identifying, codifying, piloting best practices and tools, and disseminating of "playbooks" (*buku panduan*) to all HLIs on critical improvement areas;
- **Restructuring the Ministry organisation** to focus on core functions, create stronger links between HLIs, the community, and industry, and promote greater efficiency in operations, particularly for key frontline services like student admissions and international student services; and
- **Create greater consistency in performance standards and regulations across public and private HLIs**, by enhancing MQA processes and quality assurance frameworks, and eliminating unnecessary red tape.



wave

2

(2016-2020)

## Accelerate system improvement

- **Intensifying industry and community engagement, and implementing 3+1 or 2+2 undergraduate programmes** with off-campus or industry-based learning;
- **Enhancing the MPU framework and entrepreneurship programmes**, including more practical components and incentives for excellence in entrepreneurial learning;
- **Defining criteria and incentives to recognise different forms of institutional excellence**, such as excellence in research, in niche areas, and in teaching;
- **Facilitating implementation of talent mobility programmes and multi-track career pathways** by HLIs;
- **Developing a new Higher Education Talent Roadmap**, including facilitating recruitment of international academic leaders and the launch of leadership programmes for HLI leaders;
- **Establishing a framework for recognising prior learning**, with clear pathways and a national credit system;
- **Harmonising the national TVET qualifications framework** with other agencies and facilitating international accreditation;
- **Introducing new funding formulae and performance contracts for public universities** with clear KPIs;
- **Transforming PTPTN into the Malaysia Education Fund**, with enhanced savings schemes, incentives, and the new *Tabung Siswa* investment fund;
- **Implementing income-contingent loans** for students, and linking access to loans to HLI quality standards and performance;
- **Introducing incentives for establishment of endowment funds or *waqf*** by both private and public HLIs, including matching grants and tax exemptions;
- **Enhancing empowered governance for public HLIs** focusing on board composition, academic autonomy, governance effectiveness, human resources, funding, and procurement autonomy;
- **Assessing establishment of an integrated Higher Education Act** for all types of HLIs (public and private);
- **Expanding matching schemes** for joint research funding from industry and community, and **improving regulations and guidelines for commercialisation** (in collaboration with stakeholders);
- **Accelerating technology transfer** by enhancing support functions by HLIs, and matching stakeholders to promote infrastructure co-utilisation;
- **Implementing reforms on international student management**, including streamlining immigration processes, introducing multi-year visas and "green-lane" approach for HLIs with consistently high quality standards;
- **Enhancing promotion of Malaysia's education brand** and strengthening MyAlumni;
- **Enhancing lifelong learning and online learning infrastructure**, promoting broader adoption, facilitating credit transfers, and innovating on programmes; and
- **Enhancing institutional ratings system and improving MQA quality assurance and approvals** (for example, by simplifying processes).

wave

3

(2021-2025)

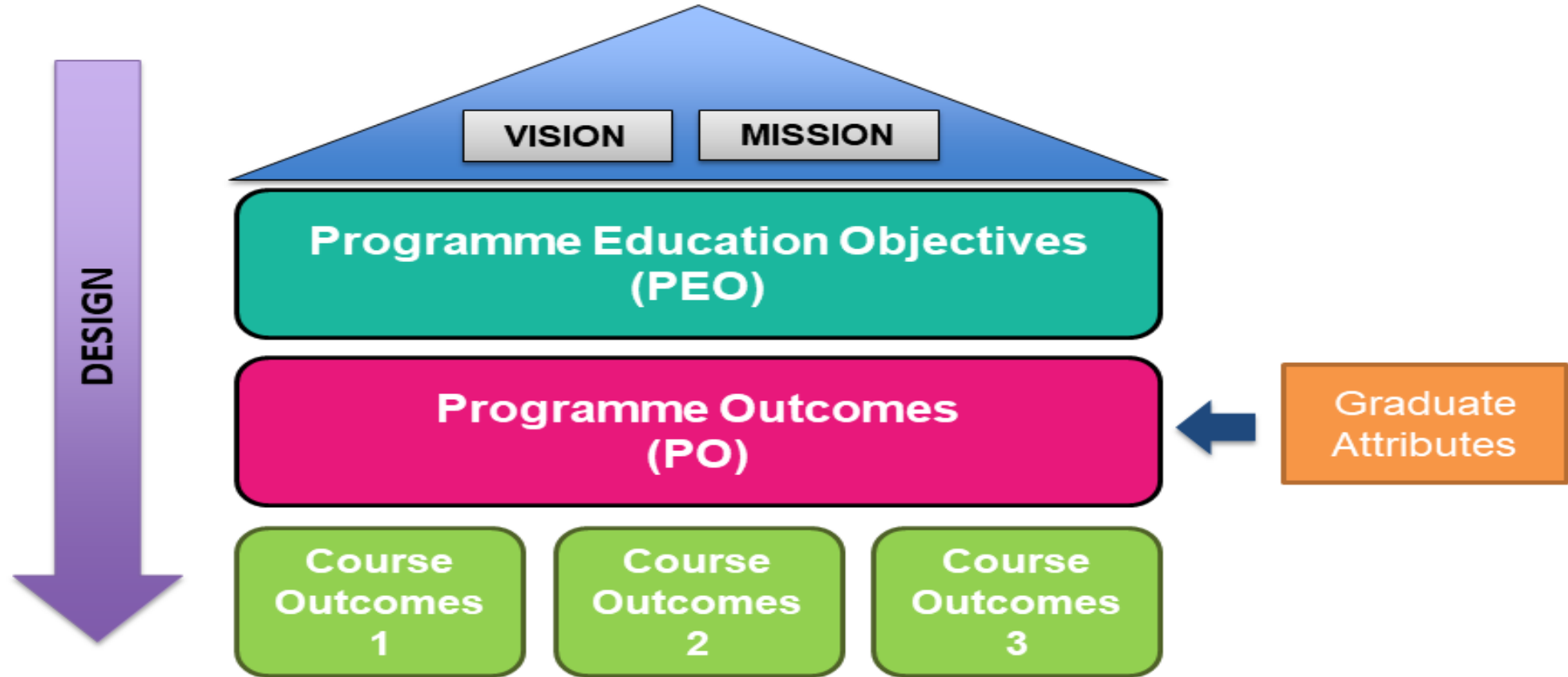
## Move towards excellence with increased operational flexibility

- **Reviewing policies and guidelines** to facilitate incorporation of 21st century skills into the HLI curriculum to better address global trends, disruptions, and challenges;
- **Completing the transition to multi-year performance contracts** for all public universities;
- **Completing the transition of all public universities towards earned autonomy**, and full implementation of enhanced self-regulation and co-regulation for private HLIs;
- **Achieving financial sustainability of the Malaysia Education Fund** (formerly PTPTN), as well as a sustainable diversified funding model for public universities with high productivity levels;
- **Assessing implementation of greater autonomy for polytechnics** after completing the conversion of *Politeknik Malaysia* into a statutory body;
- **Ongoing enhancements to the quality assurance and institutional ratings system**, benchmarked against international standards;
- **Completing the rebranding of TVET** to achieve a dual-pathway higher education system where academic and TVET pathways are equally valued;
- **Delivering results on University Transformation Programmes by HLIs**, with several HLIs (both public and private) achieving regional and global prominence in their areas of focus and specialisation;
- **Ongoing review on progress of initiatives to enhance innovation ecosystem** efficiency and effectiveness, and implement new interventions where required;
- **Continuing diversification of Malaysia's international student population**, targeting top sending countries as well as strategic geographies for Malaysia;
- **Ongoing review and enhancement of Malaysia's global education brand** and international student processes to match international practices; and
- **Completing the establishment of international research laboratories or centres of excellence** with prominent international partners.

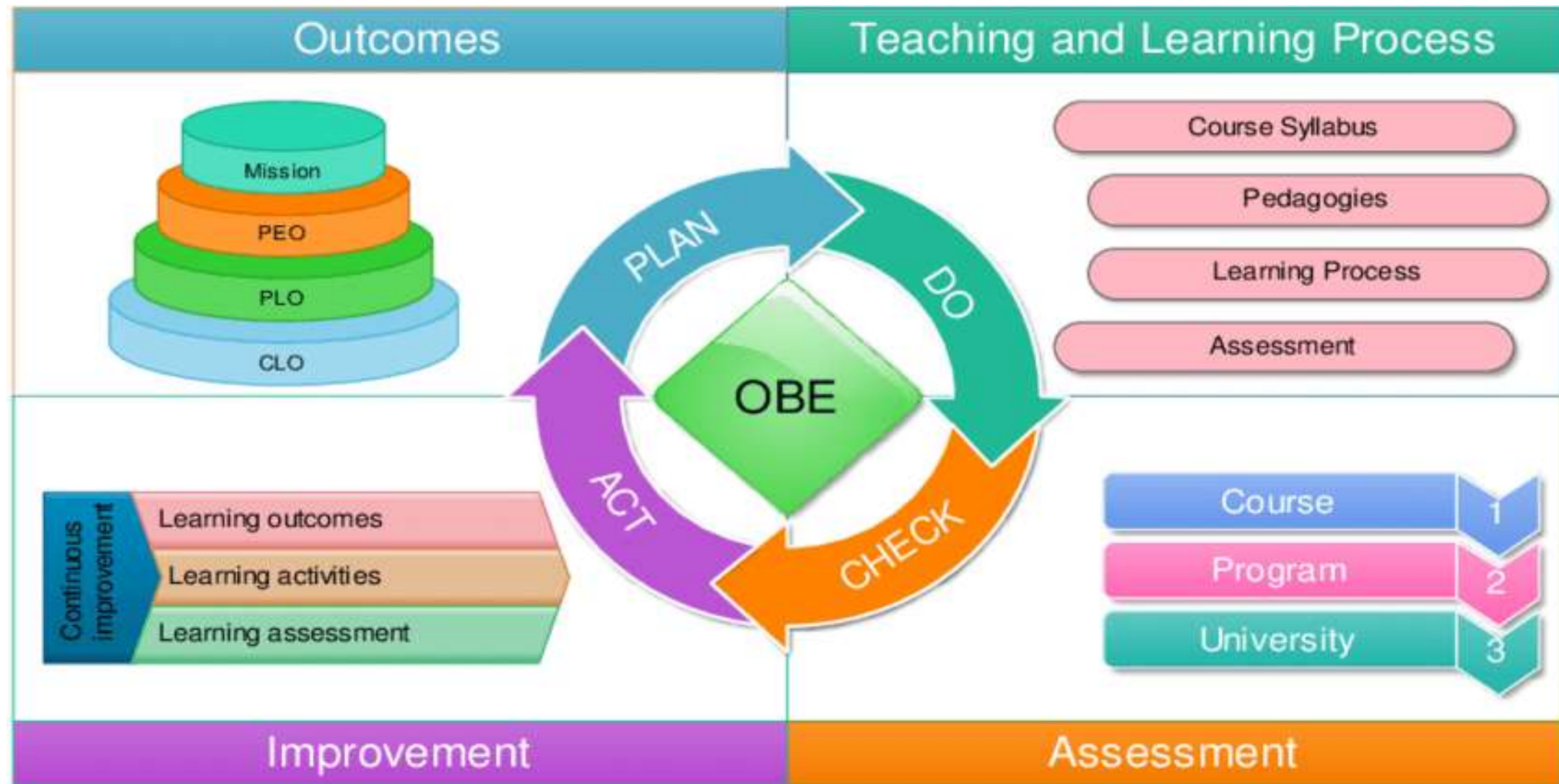
The higher education transformation will take place over 11 years



# Key Constituents of Outcome-based Education (OBE)







# Teaching Plan

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☐ COURSE CODE

☐ NAME

1. **LEARNING OUTCOMES**

2. **SYNOPSIS**

3. **PRE-REQUISITE**

4. **LAB AND PRACTICAL**

5. **REFERENCES**

6. **COURSE IMPLEMENTATION**

7. **COURSE EVALUATION**

8. **STUDENT LEARNING TIME**

9. **DETAILED SYLLABUS AND TEACHING PLAN**

10. **MATRIX OF LEARNING OUTCOMES**

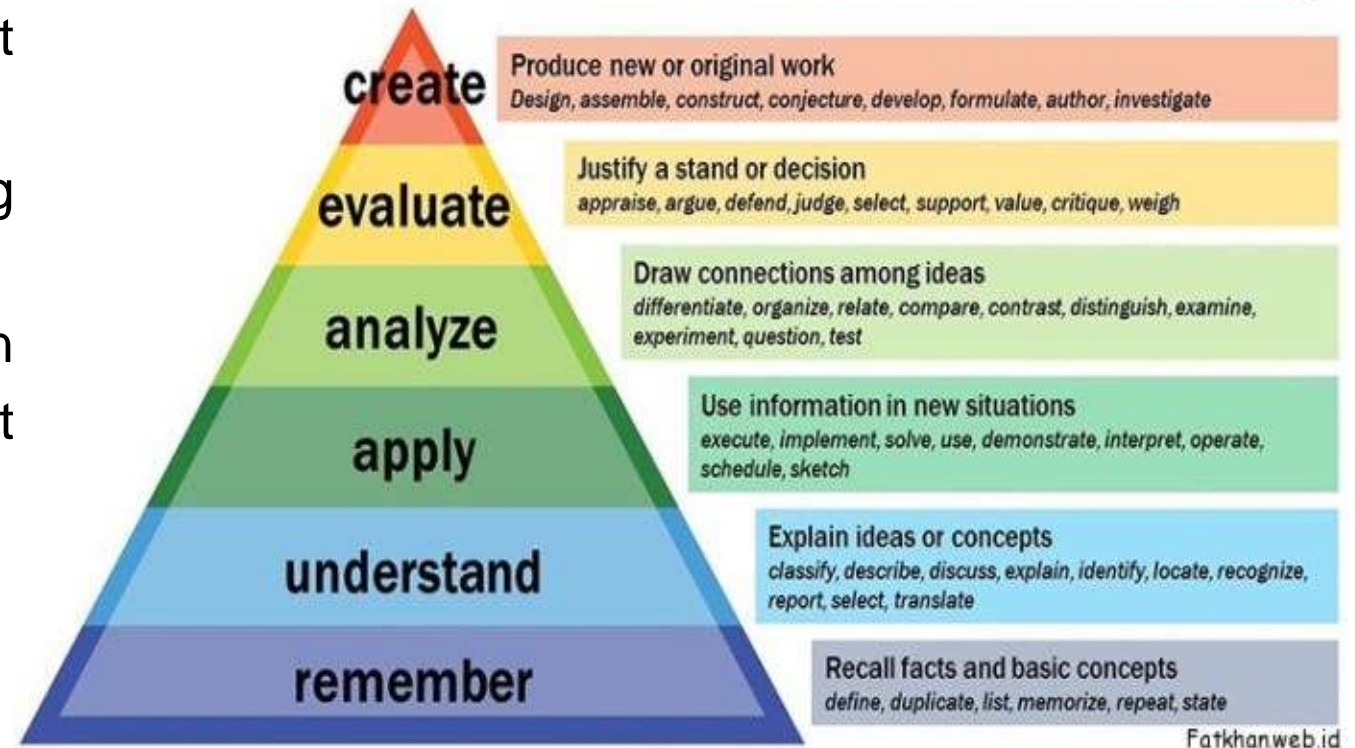
# Teaching Plan

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## Learning Outcomes

1. Differentiate various concepts of intelligent agent. (C4)
2. Organise solution steps in solving intelligent agent problem. (P4)
3. Manipulate computer program based on fundamental techniques of intelligent agents for problem solving. (A4, LL3)

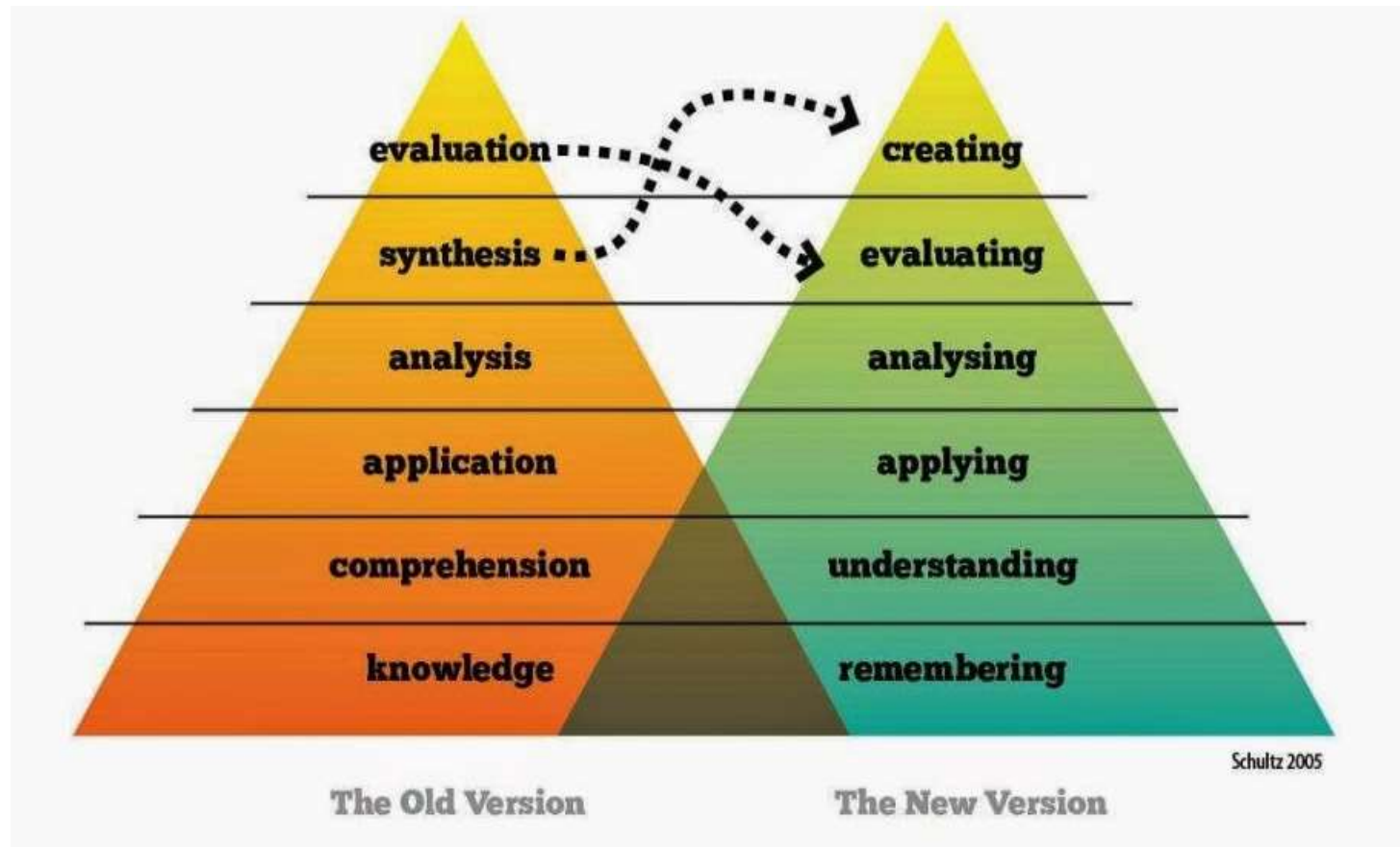
## Bloom's Taxonomy





# Teaching Plan

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# Teaching Plan

## References

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- [2] Kaushik Balakrishnan (2019), TensorFlow Reinforcement Learning Quick Start Guide: Get up and running with training and deploying intelligent, self-learning agents using Python 1st Edition, Kindle Edition Packt Publishing.
- [3] Uri Wilensky and William Rand (2015), An Introduction to Agent-Based Modeling: Modeling Natural, Social, and Engineered Complex Systems with NetLogo, MIT Press
- [4] Yulia Kahl and Michael Gelfond (2014), Knowledge Representation, Reasoning, and the Design of Intelligent Agents: The Answer-Set Programming Approach 1st Edition, Kindle Edition, Cambridge University Press
- [5] S.M. Farrukh Akhtar (2017) Practical Reinforcement Learning: Develop self-evolving, intelligent agents with OpenAI Gym, Python and Java, Packt Publishing.

# Teaching Plan

## Course Evaluation

Assessment Method	LO 1	LO 2	LO 3	Scheme, Rubric/ guideline
Group Assignment (2) = 20%		GA1 (10%)	GA2 (10%)	RubricA1.doc RubricA2.doc
Lab Report = 5%		LR5 (5%)		RubricLR.doc
Mini Project (1) = 20%		P1 (10%)	P1 (10%)	RubricProj.doc
Mid-term Test (1) = 20%	MT1 (20%)			MTScheme.doc
Quiz (1)		Q1 (5%)		QuizScheme.doc
Final (1) = 30%	F1 (15%)		F1 (15%)	FinalScheme.doc
Total	35%	30%	35%	



# Teaching Plan

## Student Learning Time

		Guided Learning Time				Independant Learning								Assessment Time				
Week	CLO	L	T	P	O	L	T	P	O	F	T	A	O	F	T	A	O	SLT
W1	1	2		2		2	0	1		0	0	0	0					7
W2	1	2		2		2	0	1		0	0	0	0					7
W3	1	2		2		2	0	1		0	0	0	0					7
W4	1	2		2		2	0	1		0	0	0	0					7
W5	2	2		2		2	0	1		0	0	0	0					7
W6	2	2		2		2	0	1		0	0	0	0					7
W7	2	2		2		2	0	1	1	0	0	0	0					8
W8	2	2		2		2	0	1		0	6	0	0		1.5			14.5
W9	3	2		2		2	0	1	1	0	0	0	2				0.5	10.5
W10	3	2		2		2	0	1		0	0	0	0					7
W11	3	2		2		2	0	1		0	0	0	0					7
W12	3	2		2		2	0	1		0	0	0	0					7
W13	3	2		2		2	0	1		0	0	0	0					7
W14	3	2		2		2	0	1		0	0	0	0					7
>W14									1	8	0	0	0	2				11
Overall		28	0	28	0	28	0	14	3	8	6	0	2	2	1.5	0	0.5	121
															SLT Credit Equivalent			3.025



# Course Coordinator

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Before semester start

Preparing and completing course outline



During semester

Executing the course outline as planned



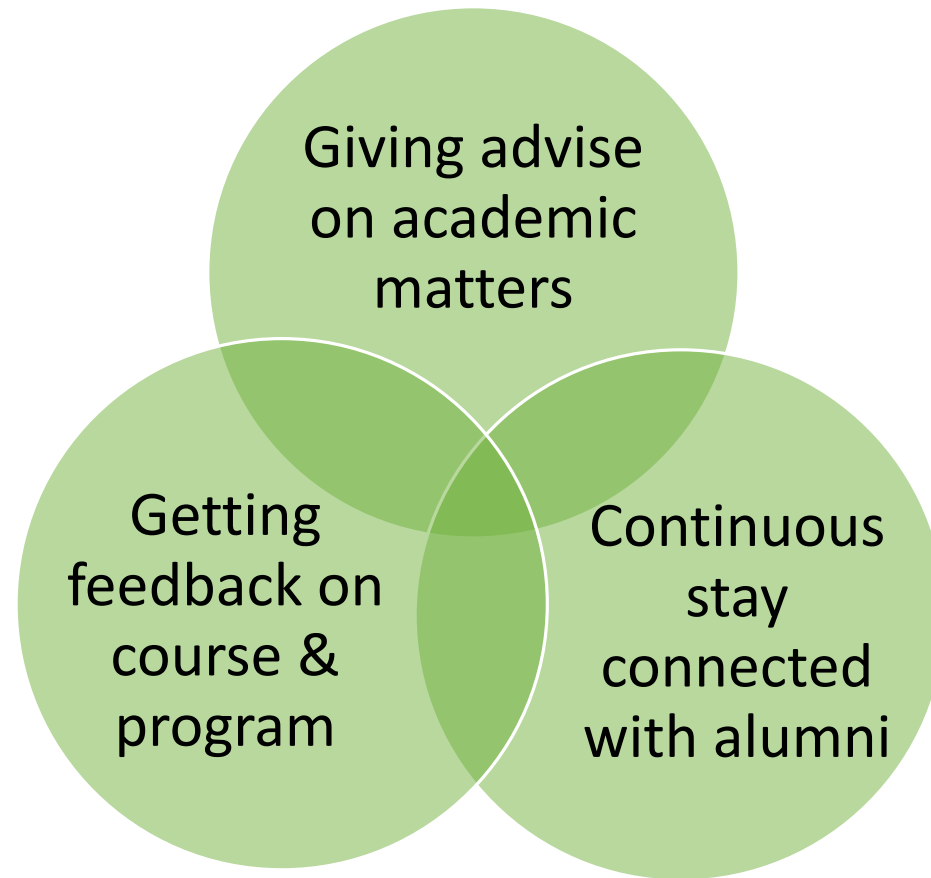
After semester finish

Evaluating the course via CQI



# Academic Advisor

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“

There is  
reward for  
Kindness to  
every living  
thing.”



Prophet Muhammad  
(may Allah's Peace & Blessings be upon him)



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WASSALAM & THANK YOU