

PEMANTAPAN PORTFOLIO PENGAJARAN

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12 Oktober 2022

I

Training Outcomes

► Participants able to:

1. Menerangkan semula apakah yang dimaksudkan dengan Portfolio Pengajaran.
2. Memahami kriteria kecemerlangan dan kesarjanaan pengajaran.
3. Menghasilkan draf portfolio pengajaran dan membuat pembentangan dalam kumpulan (contoh Portfolio Pengajaran yang terbaik).
4. Membangunkan Portfolio Pengajaran yang mantap menerusi inovasi pengajaran.

Outline :

Session 1 (8.30 -10.30 a.m)

Adjusting mindset, clarify motivation, setting and achieving training outcomes

- Self-review and Reflection: Teaching Portfolio :What &Why (Activity 1a)
- Teaching Excellence and Scholarly in Teaching (Activity 1b)

Session 2 (10.45 a.m- 12.45 p.m)

Teaching Portfolio Part A

- Examples of Teaching Portfolio (Activity 2a)
- Developing a Teaching Portfolio (Activity 2b)

Session 3 (2.30 -4.30 p.m)

Teaching Portfolio Part B

- Completing a Teaching Portfolio (Activity 3a)
- Presentation of a Teaching Portfolio (Activity 3b)

▶ 3

Reflection I: The Importance of a Teaching Portfolio

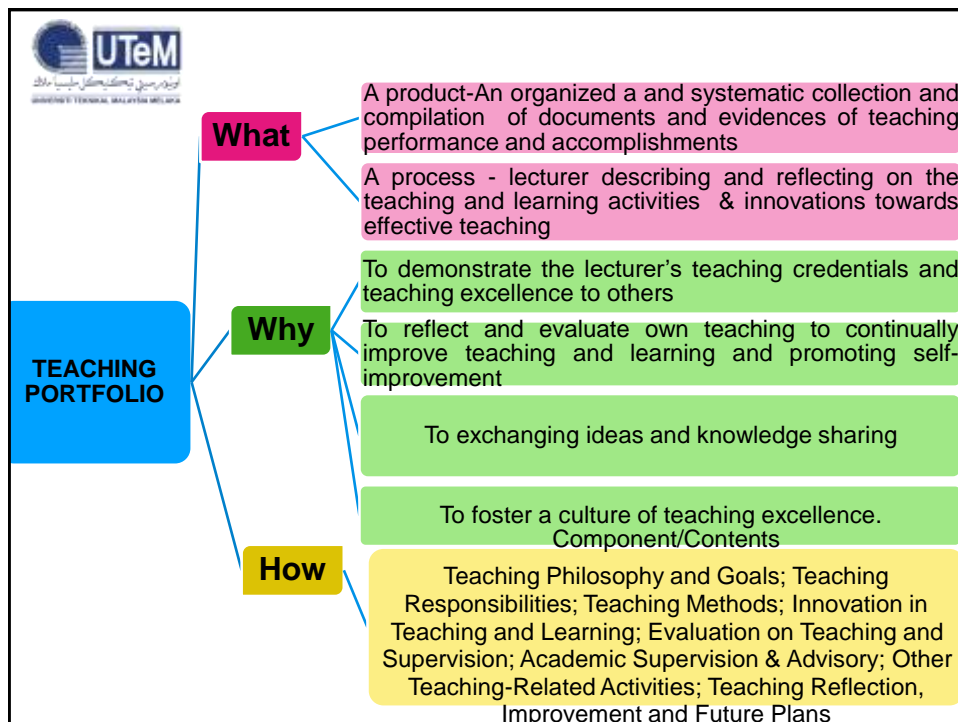
▶ 4

Activity 1a:

In a group, Discuss and produce a **mind map** for a 5 minutes presentation on:

“The Importance of a Teaching Portfolio”

▶ 5



Learning Resources: Examples

<https://caes.utm.edu.my/index.php/ms/staff/downloads/category/24-bengkel-penghasilan-portfolio-pengajaran-berkesan>

i. [Teaching Portfolio_JMJ\[1\].docx](#)

ii. Portfolio Pengajaran Dr Zakiah Abdul Halim, Fakulti Kejuruteraan Mekanikal, UTeM
<http://myweb.utm.edu.my/myweb/zakiahh>

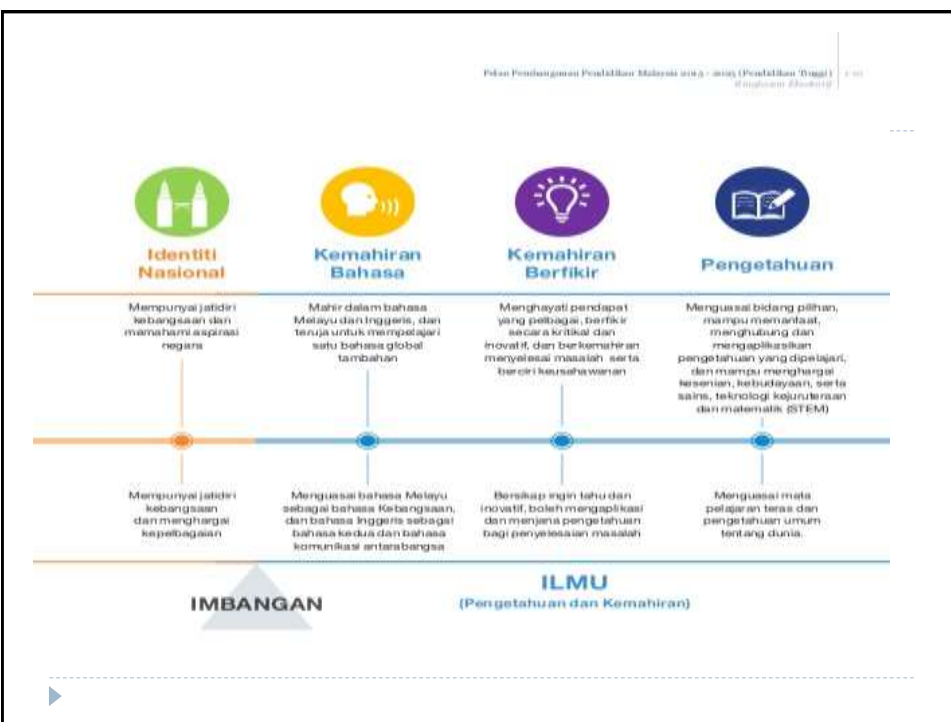
iii. Portfolio Pengajaran Prof Madya Dr Mariam Ghazali, Fakulti Kejuruteraan Elektrik, UTeM. <https://sites.google.com/view/mariam-e-teaching-portfolio/home>

iv. Portfolio Pengajaran Dr Rahifa Ranom, Fakulti Kejuruteraan Elektrikal, UTeM <https://sites.google.com/view/rahifaranom/e-teaching-portfolio>

v. Portfolio Pengajaran Dr Zarina Mohd Noh, Fakulti Kejuruteraan Elektronik dan 2 Kejuruteraan Komputer, UTeM
http://blog.utm.edu.my/zarinanoh/teaching_portfolio

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah satu 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 kepada kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.



3.1.1 Teaching

Academic staff are required to prepare and deliver lectures, conduct tutorials and supervise practical classes. In ensuring that learning outcomes are achieved, he is expected to prepare assessment methods which may include tests, quizzes, assignments, projects and examinations. It is also his duty to assess and evaluate the academic performance of the students as well as compile and submit assessment results. Academic staff may also be appointed as student advisor or academic advisor on academic matters and student activities.

► 11

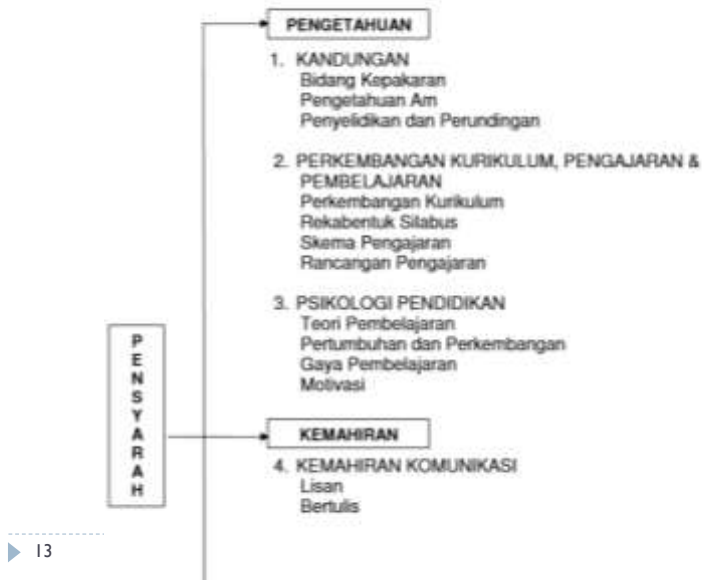
TEACHING & LEARNING

- Ensure the quality of teaching and learning
- Improve teaching skills
- Reflective practice through feedback mechanisms
- Workshops, seminars, formal certificated programmes and roundtables.

► 12

modul pnp.pdf

Peranan dan tanggungjawab pensyarah

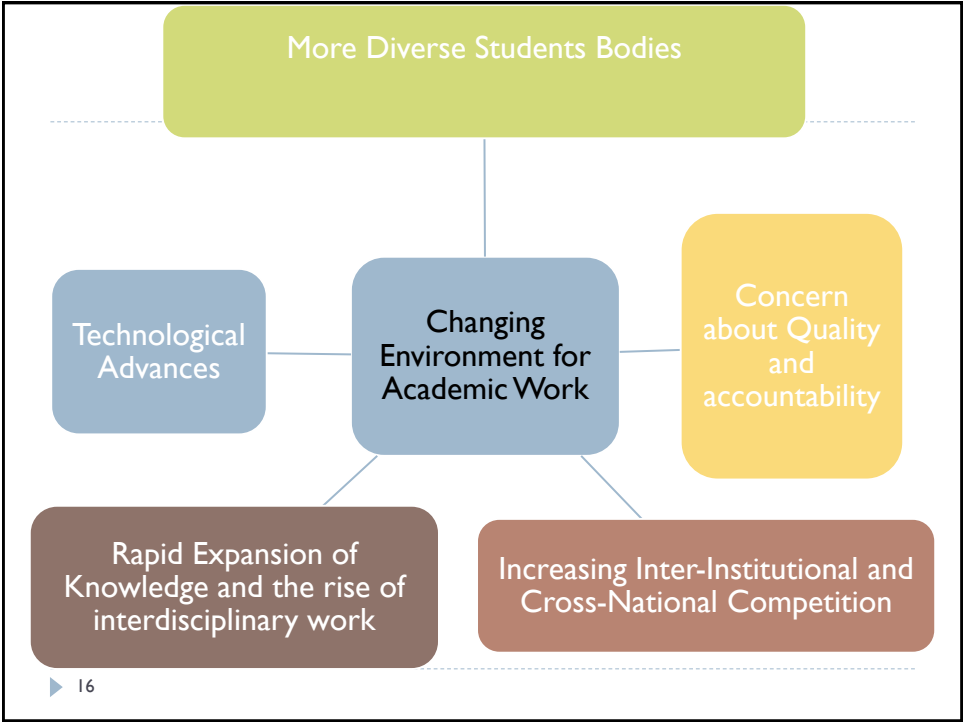


5. PEDAGOGI / ANDRAGOGI
Pendekatan, Kaedah, Teknik
 6. BAHAN PEMBELAJARAN
Penyediaan / Adaptasi
Pemilihan
Penggunaan
Penilaian
 7. PENILAIAN
Ujian, Pengukuran, Penilaian
Pembentukan dan Penilaian Ujian
Penilaian Pelajar
 8. PENYELIAAN
- **SIKAP**
9. PERSONALITI PENSYARAH
Peranan dan Tanggungjawab
Kualiti Positif
Role Model
 10. KHIDMAT MASYARAKAT

▶ 14

**Scenario analysis : Changing environment
for academic Work**

► 15



HCUsers\luriah\UnitTP%2520Orange%2520Book%2520-%2520Strengthening%2520Academic%2520Career%2520Pathways%2520and

2520STRENGTHENING ACADEMIC CAREER PATHWAYS AND LEADERSHIP DEVELOPMENT

Embracing the changing education landscape

HLIs must develop a better career advancement and promotion system to meet current and future challenges

The changing education landscape demands that academics continue to play their various roles while fulfilling their core functions with greater intensity.

The current system for career advancement and promotion is largely dictated by a traditional view of academic contribution, which is a "one-size-fits-all" approach. For years, research and publications have taken precedence over other academic contributions. Achievements and contributions in scholarship of teaching, for example, have not been given due weightage for academic promotions.

The current considerations and recognition for staff promotion lack flexibility as they do not recognise individuals' different strengths and talents. Thus, the practice tends to create discontentment among academic staff, and to some extent, becomes counter-productive to the institution's aspirations towards excellence.

For academics to thrive in their roles and functions of teaching, research, services and administration, each HLI is expected to address the following challenges:

- demand for greater intensity in the academic core responsibilities;
- appreciation of scholarship in different core responsibilities; and
- recognition of different attributes of excellence for different core responsibilities and clusters of disciplines.

Therefore, there is a need to develop:

- 1 criteria that recognises excellence for the range of academic responsibilities of research, teaching, services to industry and community, and administrative services for the purpose of management and leadership development;
- 2 criteria that recognises excellence across a range of academic fields, such as the sciences, social sciences, and health sciences;
- 3 a more flexible, fair, transparent and comparable reward system for responsibilities with differing emphasis, all of which are important; and
- 4 criteria to continue the current practice of time-based promotion, if HLIs decide to do so.

In addition to all these considerations, fairness and transparency in promotion evaluations need to be demonstrated.

Core Academic Responsibilities

Teaching

Research

Services

Administration

HCUsers\luriah\UnitTP%2520Orange%2520Book%2520-%2520Strengthening%2520Academic%2520Career%2520Pathways%2520and

2520STRENGTHENING ACADEMIC CAREER PATHWAYS AND LEADERSHIP DEVELOPMENT

With the right support, talent excellence can be nurtured by aligning them to differentiated career pathways

All academic staff are expected to have baseline competencies in teaching, research, services and management, after which they may focus to excel in any of the four responsibilities, guided by the following attributes:

INSPIRING EDUCATOR

- Espouses a clear philosophy and theory of teaching and learning
- Exhibits creativity and innovation in teaching, learning and assessment
- Introduces innovation that impacts learning
- Makes outstanding contribution(s) to leadership of teaching and learning, which are recognised nationally and internationally
- Is engaged in scholarly activities and/or pedagogic research in their subject area and/or innovation

ACCOMPLISHED RESEARCHER

- Demonstrates excellence in research and produces original work which makes significant impact in the field
- Makes significant contribution(s) to the body of knowledge through research of international standing
- Is able to attract major research grants
- Research has impact on community and society at large (i.e., knowledge transfer takes place)

EXPERIENCED PRACTITIONER¹

- Demonstrates excellence in professional practice
- Is an authority in the field of specialisation and contributes to the field of practice at both national and international level
- Makes major contributions and innovations in the development of their respective professions
- Shows evidence of national and international recognition of excellence through consultancy activities
- Where applicable, has obtained certification by relevant bodies

INSTITUTIONAL LEADER

- Demonstrates excellence in institutional leadership
- Leads and empowers institution to serve the community and the nation to achieve national agenda
- Demonstrates good leadership attributes
- Demonstrates leadership in sustaining best practices, and in leading change where necessary
- Is a recognised figure at national and international level
- Demonstrates overall understanding of key aspects of management, as well as rules and regulations
- Is visionary and has a strategic mindset

¹ See Exhibit 4 for a more detailed explanation on what it means to be an experienced practitioner

1 STRENGTHENING ACADEMIC CAREER PATHWAYS AND LEADERSHIP DEVELOPMENT 31

Exhibit 7

Scholarship For Different Core Functions: Boyer's Model

The basic premise is that scholarship should be broadened beyond the predominant emphasis on the scholarship of discovery (research) to encompass the scholarships of teaching, integration and application. This model provides a new perspective which is aimed at recognising and balancing the critical domains of scholarly activities that are essential to the missions of the university

DISCOVERY	TEACHING & LEARNING	INTEGRATION	APPLICATION
The scholarship of discovery includes original research that advances knowledge.	The scholarship of teaching and learning is the systematic study of teaching and learning processes.	The scholarship of integration involves the synthesis of information across disciplines, across topics within a discipline, or across time.	The scholarship of application (engagement) is the engaging of peers and community.

Adapted from E. L. Boyer, (1997), "Scholarship Reconsidered: Priorities for the Profession", Jossey-Bass, San Francisco

1 STRENGTHENING ACADEMIC CAREER PATHWAYS AND LEADERSHIP DEVELOPMENT 37

Exhibit 10

Recommended framework for Differentiated Career Pathways

The framework recognises four core academic responsibilities, which are (i) Teaching; (ii) Research; (iii) Services and (iv) Management/Leadership. These responsibilities are applicable to all pathways; however, for each pathway the recommended weightage for each academic responsibility is differentiated based on the core responsibility of that pathway.

1 Teaching Pathway	2 Research Pathway	3 Professional Practice Pathway	4 Institutional Leadership Pathway*
Teaching 50-65%	Teaching 20-30%	Teaching 30-50%	Teaching 5-30%
Research 20-30%	Research 50-65%	Research 5-10%	Research 10-40%
Services 10-15%	Services 10-15%	Services and Professional Practice 30-50%	Services 10-30%
Management/Leadership 5-10%	Management/Leadership 5-10%	Management/Leadership 5-10%	Management/Leadership 30-60%

* The pathway is offered to academics who have been identified as transformative leaders and have served or are serving as Head of Department/Centre, Deputy Dean, Deputy Director, Dean of Faculty/School, Director of Institute, DVC, or VC of the institution.

5 What is the recommended weightage for each pathway?

It is recommended that the largest weightage be assigned to the criterion that is most relevant to the pathway

General criteria for workloads and promotion can be grouped into four categories aligned with the four pathways recommended in the framework for Differentiated Career Pathways (DCP). As seen below, for the Teaching Pathway, the weightage for workload and promotion is greatest for teaching-related activities. Similarly, for the research pathway, the weightage is greatest for research-related activities.

The effectiveness of the DCP can be ensured by adherence to fair and transparent processes, as described in Exhibit 11. Examples of criteria and indicators for all pathways are shown in Exhibit 12. For each pathway, HUs should determine the performance targets relevant for each of the academic levels (such as senior lecturer, associate professor and professor).

Currently, for the research and leadership pathways, the Ministry has a provision for the Distinguished Professor position. The general requirements, criteria and indicators are shown in Exhibit 13.

General criteria for assessment	Weightage for criteria in each pathway (%)			
	Teaching	Research	Professional Practice ¹	Institutional leadership
Teaching, supervision, and related activities	50 - 65	20 - 30	30 - 50	5 - 10
Research, publication, and related activities	20 - 30	50 - 65	5 - 10	10 - 40
Services and contributions as a Practitioner, and related activities	10 - 15	10 - 15	30 - 50	10 - 30
Management/leadership-related activities	5 - 10	5 - 10	5 - 10	30 - 60

¹ It is recommended that the weightage be adjusted for the practitioner profile (for example, to reflect the different categories described in Exhibit 6)

Examples of criteria and indicators for all pathways

GENERAL CRITERIA FOR ASSESSMENT	INDICATORS
Teaching, supervision, and related activities	<ul style="list-style-type: none"> Quantity and quality of teaching Innovation in teaching and learning Publications related to innovation in teaching and learning, including case writings Recognition at national and international level Involvement in learned or professional society for teaching and learning Quantity and quality of supervision Involvement as examiner and assessor
Research, publication, and related activities	<ul style="list-style-type: none"> Quantity and quality of research Journal papers and patents Citations or H-index Impact of research on community or industry Books published Amount of accumulated research grants Recognition at national and international level Involvement as grant evaluator, journal reviewer and editor
Services and contributions of Practitioners, and related activities	<ul style="list-style-type: none"> Quantity and quality of services Involvement at centre/department/faculty/university level Contribution to community or industry Membership and positions in learned and professional society Recognition at national and international level Winning prestigious awards for design and innovation, or in competitions in the profession Innovation in practice
Management/Leadership-related activities	<ul style="list-style-type: none"> Quantity and quality of leadership positions Recognition for leadership excellence - university, national and international level Professional/academic leadership - university, national and international level Internationalisation initiatives Impact and Influence - university, national and international level Innovation in leadership

6 **What percentage of the academic staff population should be in each pathway?**

HLIs need to have the right mix of talents to fulfill the core functions of the institutions

Each HLI may determine the proportion of its staff that should be in each pathway by taking into consideration the HLI's missions, objectives, strengths, and annual performance targets. The proportion should be reviewed periodically and can be determined through simulation of output with different percentages of staff in each pathway. The following table shows the recommended proportion of staff in each pathway for different categories of HLIs:

Category of HLIs	Recommended proportion of academic staff in each pathway (%)			
	Teaching	Research	Professional Practice	Institutional Leadership
Comprehensive	40-60	20-30	5-15	10-20
Research	20-30	40-60	5-15	10-20
Technical	30-40	30-40	15-25	10-20

Case Study: UiTM

How does UiTM assist academics in charting their Teaching pathway?

Academics tend to opt for the teaching and learning pathway without a clear picture of what indicates an "inspiring educator." UiTM addresses this matter by providing the following support, mechanisms, enablers and programmes, which are developed and offered by various departments and centers.

- Scholarship of Teaching and Learning**
 - Academic Research Assimilation (ARAS) Grant
 - Support for Interest groups (Engineering Education, Medical Education, Math Education) groups
- Teaching and learning awards at the faculty, campus and university level**
- Innovative T & L development programmes**
 - Funds and training on e-Content development
 - Training on online pedagogy and latest technology tools for T & L
- Grooming For Promotion sessions**
- Rigorous processes in evaluating excellence in teaching**
 - Student evaluation of teaching
 - Peer evaluation of teaching
- Certificate and structured training sessions and seminars at ILD**
 - Certificate of Education for academics
- Policy on equivalence of e-content and publication**

Reflection in teaching competencies

(disciplinary knowledge,
pedagogical knowledge (a range of
teaching method),
pedagogical content knowledge (the
unique teaching issues relevant to a
particular field)

► 25



Reflection 2: Teaching Excellence & Scholarship in Teaching

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Scholarship (kesarjanaan/ keilmuan)

- 5 components :
 1. knowledge
 2. Searching for truth- discovery
 3. sharing/mentoring
 4. Exploring minds
 5. Meaning of knowledge

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6 KRITERIA PENILAIAN AAN



- | | |
|---|---|
| 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

- penjana idea atau teknik atau strategi baru dalam P&P serta penilaian.
- Kreativiti diukur berdasarkan kebaruan idea dan penggunaan unsur-unsur terbaru (seperti teknologi /ICT/strategi pengajaran terkini) dalam P&P serta penilaian.

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Inovasi

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

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1. Falsafah P&P yang menggambarkan keserjanaan

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

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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 pernyataan strategi 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/penyelidikan dan penilaian)

- (a) Pernyataan kreativiti dan inovasi yang sejajar dan menyokong:
- falsafah pengajaran/penyelidikan dan penilaian
 - kaedah pengajaran/penyelidikan 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 memujuk pembelajaran berfikir aras tinggi (KBAT)
 - III. Kesejajaran antara kaedah pengajaran/penyelidikan 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.

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4. Penilaian dan testimonial pengajaran/penyelidikan

- 4.1 Sertakan bukti hasil penilaian pengajaran/penyelidikan oleh pelajar
- 4.2 Sertakan testimonial pengajaran/penyelidikan 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

ANUGERAH AKADEMIK UNIVERSITI (AAU) Teaching Excellence Award

Anugerah Pengajaran bertujuan memberi pengiktirafan dan sanjungan kepada para pensyarah dan tenaga pengajar yang telah melaksanakan tanggungjawab pengajaran dan bimbingan pelajar dengan penuh dedikasi, komited, dan sempurna selama sekurang-kurangnya lima (5) tahun, untuk menghasilkan siswazah yang berkualiti tinggi.

Pengajaran dalam konteks ini didefinisikan sebagai aktiviti kreatif yang direka bentuk untuk meningkatkan keberkesanan pembelajaran dan mengembangkan kebolehan, bakat serta minat pelajar.

Penilaian calon bagi Anugerah Pengajaran adalah berdasarkan kepada elemen **INOVASI** dan **KESARJANAAN** dalam kriteria berikut :

- Falsafah pengajaran
- Pengetahuan dan kemahiran berkaitan pengajaran
- Persediaan pengajaran
- Kaedah pengajaran
- Kaedah penilaian hasil pembelajaran
- Bimbingan dan penyeliaan

Calon perlu mengemukakan portfolio pengajaran, melaksanakan pengajaran mikro (akan dibuat dalam kelas).

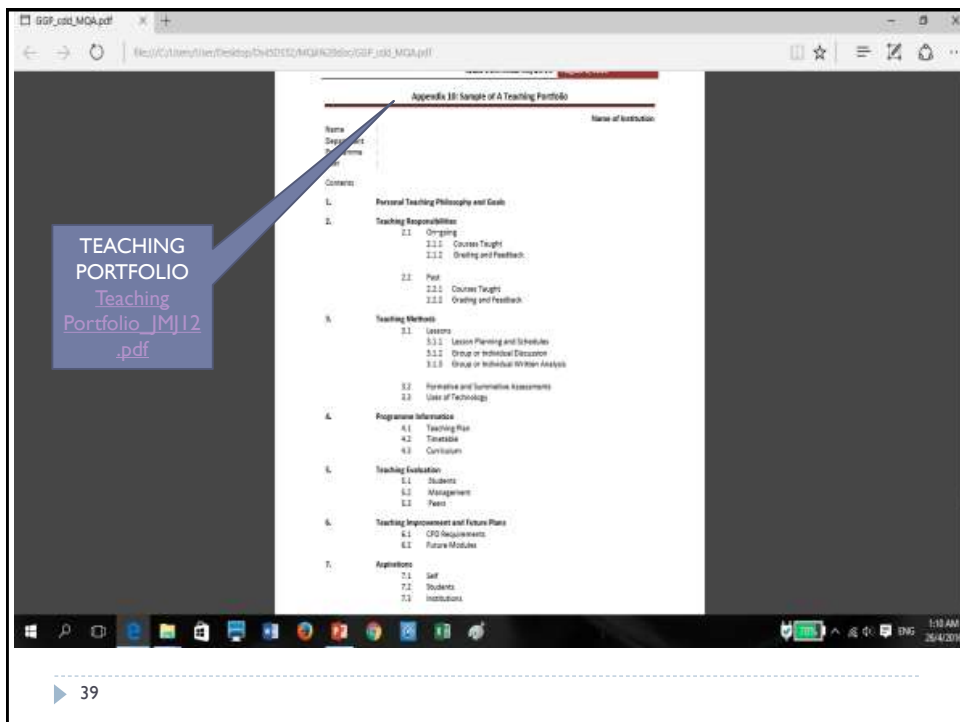
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Activity 1b

- ▶ Based on the following teaching evaluation;
 1. UTeMs' Teaching Evaluation by CAES
 2. Teaching Excellence Award, Anugerah Akademik UTeM
- ▶ "Identify relevant criteria for achieving excellent in Teaching;
Produce a Mind Map on listing the important elements"

(5 Minutes Presentation)

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ACTIVITY

1. Identify the recipients of Anugerah Pengajaran, Anugerah Akademik Negara. Describe their achievement.
2. Identify the Recipients of Anugerah Khas Menteri Pendidikan Malaysia (AKRI). Describe their achievement.
3. Identify the Recipients of Anugerah Pengajaran, Anugerah Akademik UTeM (AAU). Describe their achievement.

REFLECTION

1. DO YOU INNOVATE YOUR T&L ACTIVITIES.
2. HAVE YOU DOCUMENTED & SHARE IT?
3. DO YOU NEED A TEACHING PORTFOLIO?

INFO UTEM

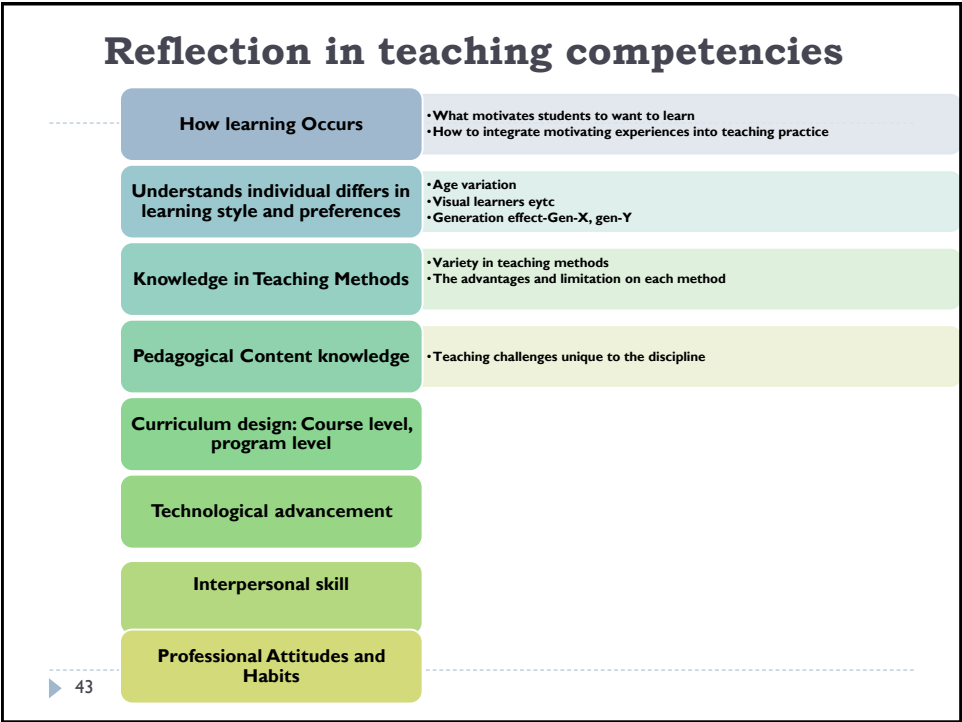
[Email Pelaksanaan Portfolio
Pengajaran_2020.04.22.pdf](#)

CAES WEBSITE
EXAMPLES
JK PORTFOLIO
PENGAJARAN

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Teaching Competencies

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The seven principles for Good Practices in Higher Education.

1. Encourages contacts between students and lecturers.
2. Develop reciprocity and cooperation among students.
3. Uses active learning techniques.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicate high expectations.
7. Respects diverse talents and ways of learning.

Western Washington University Program handbook

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Reflection 3

- ▶ Case study on teaching evaluation at UTeM.
- ▶ Discuss the Teaching Evaluation (TE) (filled by students at the end of each teaching semester).
- ▶ Reflection on latest results

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LAMPIRAN C :
ANALISA KEPUTUSAN PENILAIAN PENGAJARAN BAGI SEMESTER 1,
SESI 2020/2021

JADUAL 1 : Keputusan Purata Mata Keseluruhan Penilaian Pengajaran
(Peringkat Universiti dan Fakulti/Pusat/Institut)

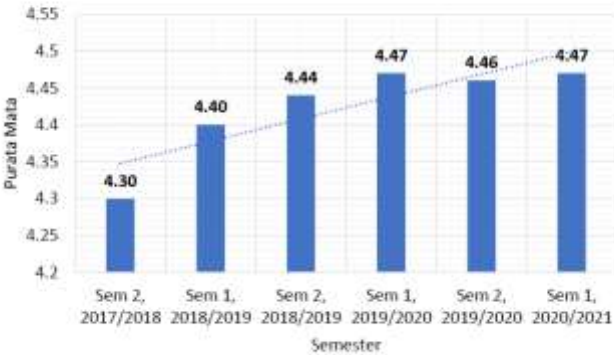
Sesi		2017/2018	2018/2019		2019/2020		2020/2021	Purata
Semester		1	1	2*	1	2	1	
Universiti		4.30	4.40	4.44	4.47	4.46	4.47	4.42
Fakulti/Pusat/Institut	FKE	4.23	4.36	4.49	4.59	4.52	4.47	4.44
	FKEKK	4.37	4.45	4.47	4.55	4.50	4.44	4.46
	FKM	4.29	4.43	4.48	4.47	4.49	4.46	4.44
	FKP	4.39	4.41	4.50	4.57	4.50	4.50	4.48
	FPTT	4.27	4.39	4.44	4.58	4.55	4.52	4.46
	FTKEE	4.19	4.40	4.53	4.53	4.48	4.49	4.44
	FTKMP	4.46	4.36	4.50	4.55	4.47	4.44	4.46
	FTMK	4.38	4.65	4.36	4.39	4.37	4.43	4.43
	IPTK*	-	-	-	-	4.36	4.47	4.42
	PPB*	-	-	-	-	4.49	4.46	4.48

*Nota: Data TE diambil berdasarkan penstrukturan PBF kepada PPB dan IPTK pada Oktober 2020. Data ini di ambil secara terus dari sistem TE, tidak dapat diasingkan bagi pelaporan Semester 2, 2019/2020

 Nilai tertinggi
 Nilai terendah

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RAJAH 1: Graf Keputusan Skor Keseluruhan Penilaian Pengajaran Semester 1, Sesi 2020/2021 (Peringkat Universiti)



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JADUAL 2 : Perincian Keputusan Purata Mata Penilaian Pengajaran Semester 1, Sesi 2020/2021 Berdasarkan Dimensi Pengukuran (Peringkat Universiti)

DIMENSI		Purata Skor
PENGETAHUAN DAN KEMAHIRAN PENGAJARAN KNOWLEDGE AND TEACHING SKILLS		
1	Beperangtahuan tentang kursus yang diajar (is knowledgeable on the subject being taught)	4.52
2	Behabolehkan mengajar mengikut silibus kursus (is capable to teach according to the syllabus)	4.40
3	Mengajar dengan jelas dan mudah difahami (teaches clearly and easy-to-understand)	4.48
4	Mengajar dengan sistematis dan terancang (teaches in a systematic and structured manner)	4.48
5	Menghubungkakan pengajaran teori dengan aplikasi (relates teaching theory with applications)	4.40
Purata		4.48
PERKEDAH PENGAJARAN TEACHING DIMENSIONS		
6	Menebak masa (is punctual)	4.48
7	Berikap sedia dengan baik untuk setiap pertemuan (is well-prepared for each meeting)	4.48
8	Mampu menarik perhatian dan minat pelajar (is able to attract and stimulate students' interest)	4.44
9	Menyampaikan kandungan daripada mudah kepada kompleks (delivers teaching from simple to complex)	4.44
Purata		4.46
KAEDAH PENGAJARAN TEACHING METHODS		
10	Penyampaian dalam Bahasa Inggeris jelas dan berkesan (The delivery in English is clear and effective)	4.40
11	Kaedah pengajaran yang berkesan (contohnya PBL, SCL dan lain-lain) (The effectiveness of teaching techniques (such as PBL, SCL and others))	4.44
12	Penggunaan variasi nada, intonas dan kelantangan suara yang sesuai (The use of varying tone, intonation and sound volume)	4.48
13	Penglibatan pelajar secara aktif (The active involvement of students)	4.47
Purata		4.46
KAEDAH PENYAKSIAN PEMBELAJARAN LEARNING-ASSESSMENT METHODS		
14	Penilaian kursus adalah mengikut perancangan mengajar (The evaluation of course is according to teaching plan)	4.47
15	Madumbalas terhadap penilaian kerja kursus adalah dalam tempoh yang sesuai (The feedback on assessment is within the appropriate time)	4.46
16	Penilaian bersejajar dengan hasil pembelajaran (The assessment corresponds to the learning outcome)	4.47

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DIMENSI		Purata Skor
	Purata	4.47
BIMBINGAN DAN PENYELIAAN GUIDANCE AND SUPERVISION		
17.	Mampu memberi bimbingan berkaitan kursus (is able to provide guidance on courses being taught)	4.45
18.	Mampu meningkatkan kebolehan pelajar berfikir secara kreatif dan kritis (is able to improve students' ability to think creatively and critically)	4.45
19.	Berkebolehan menerapkan nilai-nilai murni dalam kursus (penyayang, prihatin, penyabar & bertanggungjawab) (is capable to apply good values in the course (caring, attentive, patient & responsible))	4.49
	Purata	4.46
	Purata Keseluruhan	4.47

JADUAL 3 : Keputusan Purata Mata Keseluruhan Penilaian Pengajaran Berdasarkan Dimensi Pengukuran (Peringkat Universiti dan Fakulti/Pusat/Institut) Semester 1, Sesi 2020/2021

	Pengetahuan dan Kemahiran Pengajaran (PKP)	Persediaan Pengajaran (PP)	Kaedah Pengajaran (KP)	Kaedah Pentaksiran Pembelajaran (KPP)	Bimbingan dan Penyelidikan (BOP)	Skor Keseluruhan
Universiti	4.49	4.46	4.46	4.47	4.47	4.47
FKE	4.49	4.47	4.46	4.48	4.47	4.47
FKERK	4.48	4.44	4.45	4.49	4.45	4.44
FKM	4.48	4.45	4.44	4.48	4.48	4.46
FKP	4.52	4.50	4.49	4.49	4.50	4.50
FPTT	4.54	4.51	4.51	4.52	4.51	4.51
FTREE	4.50	4.48	4.48	4.49	4.48	4.49
FTKMP	4.48	4.44	4.44	4.45	4.44	4.44
FTMK	4.48	4.45	4.45	4.49	4.45	4.46
PPS	4.48	4.45	4.45	4.45	4.45	4.46
IPTK	4.50	4.46	4.44	4.47	4.47	4.47

[JMJ_TE_SkorPenSem.pdf](#)
[jmj_sem2201920.pdf](#)

Kategori Dokumen	Proses Utama (Pengajaran Dan Pembelajaran)
TAJUK DOKUMEN	PENILAIAN PENGAJARAN DAN PEMBELAJARAN
NO. DOKUMEN	UTeM/50yPP/PK22

9.9 PROSEDUR

A. Penilaian Pengajaran dan Pembelajaran bagi Program Prestasi

Bil.	Tindakan	Tanggungjawab
6.1	6.1.1 Menetapkan pencapaian tercapai (pencapaian bagi setiap kursus akademik Program Prestasi) di dalam SHP	Dewan FP, PPK, FAKULTAS/PUSAT
6.2	6.2.1 Menetapkan hasil penilaian pengajaran dan pembelajaran untuk semua tenaga pengajar yang mengajarkan kursus akademik Program Prestasi (jika ada) seperti berikut: <ol style="list-style-type: none"> Bagi kelas akademik yang di bina sebagai semester 1/2/3, penilaian pengajaran dan pembelajaran akan dilaksanakan pada minggu ke-13 setiap semester Bagi kelas akademik yang di bina sebagai semester 1/2/3, penilaian pengajaran dan pembelajaran akan dilaksanakan pada minggu terakhir setiap semester 	Pengarah PKKA, Dekan/Fakulti/Pusat
6.3	6.3.1 Mengajukan penilaian pengajaran dan pembelajaran dengan menggunakan format yang telah disediakan oleh SHP	Pegawai Prestasi
6.4	6.4.1 Melaksanakan analisis data penilaian	Pengarah PKKA, Dekan/Fakulti/Pusat

Bil.	Tindakan	Tanggungjawab
6.4.2	6.4.2 Mengemalkan hasil laporan penilaian kepada Fakulti/Institut/Pusat dan menyalin cadangan penambahbaikan	
6.4.3	6.4.3 Menyediakan laporan dan cadangan penambahbaikan	
6.5	6.5 Pembekalan laporan kemajuan penilaian dan cadangan penambahbaikan	Pegawai PKKA
6.6	6.6.1 Selektornya PM = 4.0, dan langkah 6.7 6.6.2 Selektornya PM = 4.0, dan langkah 6.8	AKTIF/PA
6.7	6.7.1 Menetapkan tindakan susut yang wajar (dalam bilangan dan peratusan) dengan tujuan memantapkan pengajaran, penilaian pengajaran dan pembelajaran setiap tenaga pengajar berdasarkan elemen penilaian yang kurang dan pemakan yang dibekalkan	Pengarah PKKA (jika bina dalam bilangan dan peratusan) dan pengarah Universiti Dewan pengajaran, penilaian dan pembelajaran (jika bina dalam bilangan dan peratusan) Fakulti/Institut/Pusat
6.8	6.8.1 Menetapkan hasil penilaian 6.8.1 Menetapkan tindakan yang telah diambil	Pengarah PKKA, Dekan/Fakulti/Pusat
6.9	6.9.1 Tindakan 1. Tindakan 2. Tindakan 3. Tindakan 4. Tindakan 5. Tindakan	

LAMPIRAN B :
SENARAI AHLI JAWATANKUASA PENYELIAAN P&P FAKULTI/ PUSAT/
INSTITUT TAHUN 2021 – 2022

AHLI JAWATANKUASA PENYELIAAN PENGAJARAN DAN PEMBELAJARAN (P&P) FAKULTI/
PUSAT/ INSTITUT TAHUN 2021 – 2022

INVENTORI PENYELIAAN P&P

NAMA STAF
KORUSUS
TOPRI

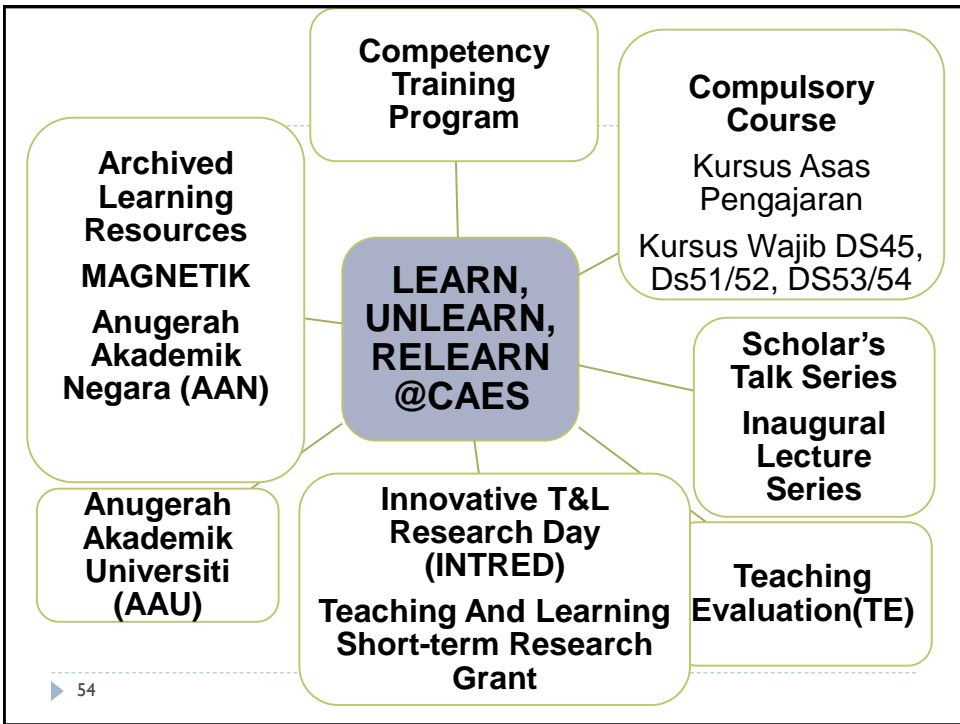
TARIKH
BASA
PUSAT-FAKULTY
INSTITUT

Penilaian pengajaran dibuat berdasarkan skala seperti di bawah. Sila isikan nombor skala pada ruang yang telah disediakan. Tandakan pengiraan (%) jika tidak berlainan, sila gariskan sila perincian berikut :
1= Sangat Tidak Memuaskan, 2= Tidak Memuaskan, 3= Memuaskan atau 4= Sangat Memuaskan

ASPEK	NO.	ITEM	MARKAH	TOTAL SKOR/BAHAGIAN
1. Isi Isidok	1.1	Mencari perhatian dan menganggotai minat pelajar untuk mengikuti ke arah kemahiran malar pelajar (apakah berkaitan dengan projek/teknik, kecekapan dan prestasi kerja)		
	1.2	Penyediaan perancangan kemahiran perincian akan menggariskan daripada modul kemahiran kemahiran, daripada kemahiran kepada kemahiran, daripada kemahiran kepada kemahiran		
	1.3	Menggunakan pengajaran dengan situasi sebenar di dalam (kemahiran kemahiran)		
	1.4	Menggunakan bahasa (dan dan bahasa) yang tepat		
	1.5	Menggunakan bahasa PEP dan dan bahasa yang tepat dan dan bahasa		
2. Pengiraan Isidok	2.1	Menggunakan perancangan dan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	2.2	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	2.3	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	2.4	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	2.5	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
3. Teknik Pengiraan Isidok	3.1	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	3.2	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	3.3	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	3.4	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	3.5	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
4. Pengiraan Isidok	4.1	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	4.2	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	4.3	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	4.4	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	4.5	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
5. Teknik Pengiraan Isidok	5.1	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	5.2	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	5.3	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	5.4	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	5.5	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
6. Pengiraan Isidok	6.1	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	6.2	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	6.3	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	6.4	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	6.5	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
7. Pengiraan Isidok	7.1	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	7.2	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	7.3	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	7.4	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
	7.5	Menggunakan perancangan kemahiran kemahiran yang tepat dengan teknik pengiraan kemahiran (PEP, OL, IS, IS, dan kemahiran yang kemahiran)		
AMALAH				

Nota : Markah Lulus adalah 80 (dan ke atas (4.00))

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Link: <https://caes.utem.edu.my>


CAES

e-resources

Website

Youtube

Facebook



▶ 55

INTRODUCTION

▶ 56

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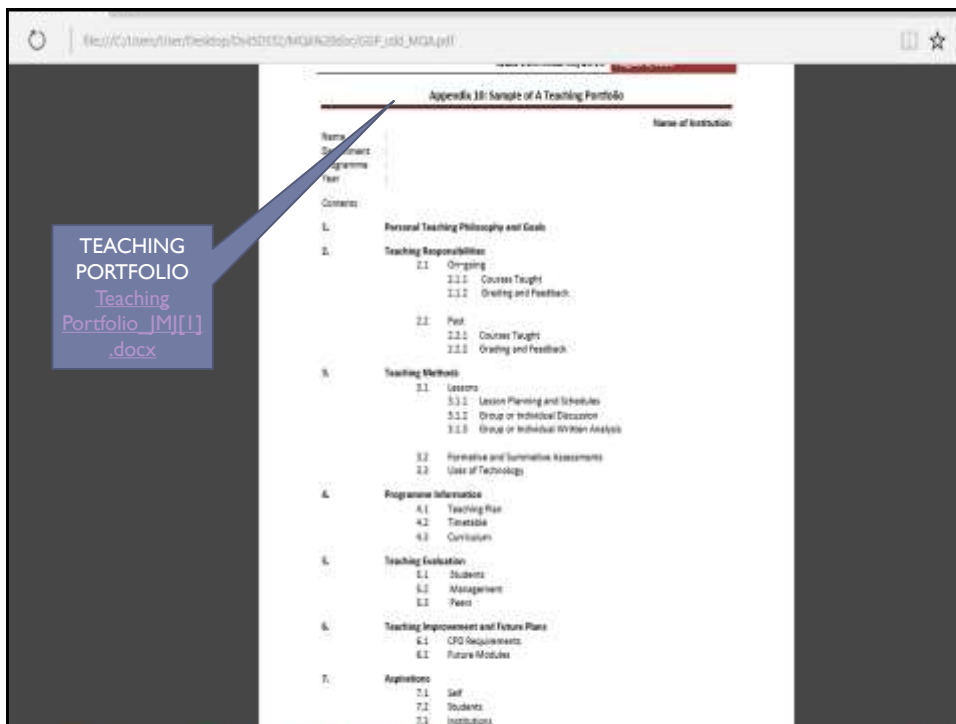
Activity 2a (individual)

- ▶ Surf the web and search 3 samples of a teaching portfolio
- ▶ Search the web and download the following examples of relevant sources
- ▶ [teaching_portfolio uitm .pdf.pdf](#)
- ▶ [teaching_portfolio uitm part b word-1.docx](#)

▶ 57

**Teaching and Learning Challenges :
Achieving the learning outcomes
Thru Teaching Innovation**

▶ 58



CASE STUDY

- ▶ 1. Implementation of Cooperative Problem-Based Learning in Achieving Learning Outcomes (Best Paper Prize, International Conference on Active learning (ICAL), 2012)
- ▶ 2. Whatsapp Application to Enhance Student learning in Classroom at Higher Technical Education Institution - Best Poster Prize, Innovative Teaching and Learning Research Day (INTRED), 2018
- ▶ 3. Book Chapter: Whatsapp Application to Enhance Student learning in Classroom at Higher Technical Education Institution.
- ▶ 3. Team Member, PJP TVET 2020 , Leader : Dr Nurdiana Bt Nordin, IJKE
- ▶ 4. Best Project: Mentor -UTeM Young Entrepreneurial Inventors (EYEI 2015)-SOCIAL ENTREPRENEURSHIP
- ▶ 5. First Prize Student Materials Lecture Competition, Institute of Materials Malaysia, 2013, Trainer and Student Supervisor. Top 5 Young's Person World Lecture Competition
- ▶ 6. Top-5, Student Materials Lecture Competition, Institute of Materials Malaysia, 2013, and Student Supervisor.
- ▶ J.M. Juoi - Implementation of CPBL in achieving Learning Outcomes[1].pdf
- ▶ WhatsappIntred18.pdf

Communication Skill, Life long Learning, CTPS

21st century learners

Team Teaching

DISCUSSION: DESIGNING QUESTION

[ctps in open ended assignment.pdf](#)
[Criticalthinking rubric NEIU.pdf](#)

- Q3 (a) Green and innovative glass ceramic (GIG) tile shown in Figure 4 is produced from waste glass and industrial wastes. The waste materials involve are soda lime silicate glass (waste glass arising from domestic use such as bottles and container), spent bleach earth from oil palm refineries industries and incinerated ash of oil sludge from petrochemical industries. The processing of GIG compared to a common ceramic tile is shown in Figure 5.



Figure 4: Green innovative glass ceramic tile (GIG)

► 61



Figure 5: Processing route of a common ceramic tile versus green innovative glass ceramic (GIG) tile

- Describe TWO (2) factors that justified green innovative glass ceramic (GIG) tile as an eco-product based on its materials consumption. (5 marks)
- Describe TWO (2) advantages of GIG in terms of its manufacturing sustainability. (8 marks)
- Discuss THREE (3) materials selection criteria (with a sustainability consideration) in designing an eco-product. (12 marks)

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CHALLENGES AHEAD

Consolidation to the learning of the New Millennium/Norms.

- Student Centered Learning (SCL) &Active Learning (AL)
 - Critical Thinking, HOTS
 - E-learning e.g. microcredential
 - Service -based Learning (e.g. SULAM)
 - Work Based Learning (WBL)
- Platform to innovate thru Research Grant in TVET T&L, Micro-credential Grant, share action research/innovation in teaching and learning at **InTReD by CAES** <https://intred.utem.edu.my/>

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• Tutorial	5
• Class Presentations	5
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SESSION 2 (individual) : Activity 2c Developing Teaching Portfolio Part A (section 1- 3)

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3.0 Teaching Methods	5
• Class session-Lecture and discussion	5
• Tutorial	5
• Class Presentations	5
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SESSION 3 :Activity 3a (individual) Completing Teaching Portfolio (section 4 - 8)

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• Teaching Evaluation	8
• Comments by colleague	8
• Comments by undergraduate students	9
• Comments by alumni	10
• Comments by postgraduate students	11
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7. Other Teaching-Related Activities	13
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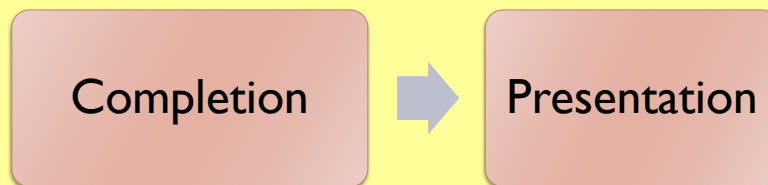
▶ 66

Activity 2b (Individual)

- ▶ Refererring to UTeM's Teaching Portfolio Template, determine the relevant components of a teaching portfolio.
- ▶ Draft an outline of its contents

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SESSION 3 Activity 3b (Individual) Presentation of a Teaching Portfolio



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THANK YOU



e-mail : jariah@utem.edu.my