

**BENGKEL MENGHASILKAN PORTFOLIO
PENGAJARAN BERKESAN**

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Training Outcome

▶ Participants able to:

- 1. Menerangkan semula apakah yang dimaksudkan dengan Portfolio
- 2. Menyediakan Portfolio Pengajaran yang berkesan
- 3. Membuat pembentangan dalam kumpulan (contoh Portfolio Pengajaran yang terbaik)

▶ 2

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 (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 Part A ; section 1-3(Activity 2b)

Session 3 (2.30 -4.30 p.m)
Teaching Portfolio Part B

- Completing a Teaching Portfolio;section (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:

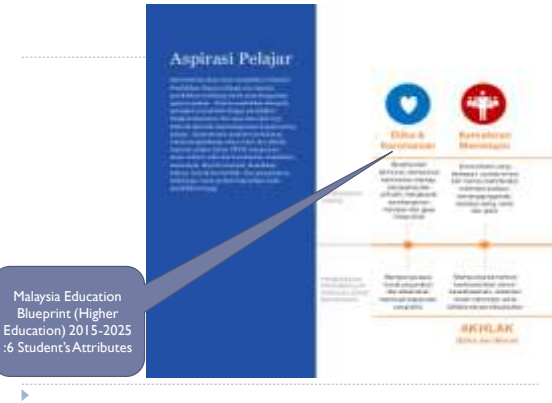
“The Importance of a Teaching Portfolio”

► 5

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 berkemampuan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

► 6





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.

TEACHING & LEARNING

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

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[modul pnp.pdf](#)

Peranan dan tanggungjawab pensyarah



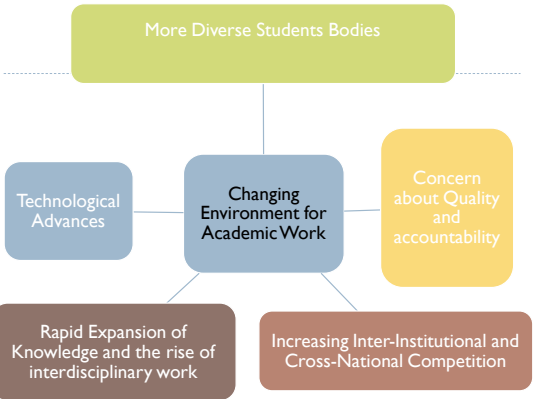
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5. PEDAGOGI / ANDRAGOGI Pendekatan, Kaedah, Teknik
 6. BAHAN PEMBELAJARAN Penyediaan / Adaptasi Pemilihan Penggunaan Penilaian
 7. PENILAIAN Ujian, Pengukuran, Penilaian Pembentukan dan Penilaian Ujian Penilaian Pelajar
 8. PENYELIAAN
- SIKAP**
9.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

12

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

▶ 13



▶ 14

**Reflection 2:
Teaching Excellence**

▶ 15

Activity 1b

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

(5 Minutes Presentation)

▶ 16

Course Assessment UTEM by CAES

- ▶ [CAR_Edit4DISI7.docx](#)

▶ 17

Teaching Excellence Award, AAU UTeM

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 **KESERJANAAN** 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).

Embracing the changing education landscape

How to most develop a better career advancement and promotion system to meet current and future challenges

The changing education landscape demands that academic centers to play their unique roles while fulfilling their core functions with greater intensity.

The current system for career advancement and promotion is largely defined by a traditional view of academic contributions, 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 recognition in academic promotion.

The current models of evaluation and recognition for staff promotion lack flexibility as they do not recognize individuals' different strengths and talents. Thus, the process tends to create dissatisfaction among academic staff, and to some extent, facilitates counter-productive to the institution's academic growth and excellence.

For academics to thrive in their roles and functions of teaching, research, service, and administration, such HR is expected to address the following challenges:

- demand for greater intensity in the academic position responsibilities;
- appreciation of a hierarchy 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 distinguish excellence for the range of academic responsibilities of research, teaching, service to society and community, and administrative services for the purpose of management and leadership development;
2. criteria that recognize excellence across a range of academic fields, such as the sciences, social sciences, and health sciences;
3. a more flexible, fair, transparent and comparable career system for responsibilities with differing emphasis, all of which are important; and
4. criteria to continue the current practice of time-based promotion, if HR is unable to do so, in addition to all these considerations, fairness and transparency in promotion evaluation need to be demonstrated.

Core Academic Responsibilities

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, service and management, after which they may focus to excel in any of the four responsibilities, guided by the following attributes:

TEACHING (CLASSIC)	RESEARCH (CLASSIC)	TEACHING (EMERGING)	RESEARCH (EMERGING)
<ul style="list-style-type: none"> • Signifies a clear philosophy and focus of teaching and learning • Holds rights and innovation in teaching, learning and assessment • Introduces innovations that impact learning • Makes mentoring a responsibility to leadership of teaching and learning, which are recognized nationally and internationally • Is engaged in a locally, national and/or international research in their subject area and/or education 	<ul style="list-style-type: none"> • Demonstrates excellence in research and analysis, research work which makes significant impact in the field • Makes significant contributions 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 plans) 	<ul style="list-style-type: none"> • Demonstrates excellence in professional practice • Is an authority in the field of operations and contributes in the field of practice at both national and international level • Makes major contributions and innovations in the development of their respective disciplines • Shows evidence of national and international recognition of excellence through consultancy activities • Where applicable, has obtained certification by relevant bodies 	<ul style="list-style-type: none"> • Demonstrates excellence in leadership and management • Leads and manages and nurtures to serve the community and the nation in a relevant national agenda • Demonstrates good leadership attributes • Demonstrates leadership in creating new products, and in leading change where necessary • Is a recognized 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 outlook

*This is a generic list of core academic responsibilities that is subject to the institution's policies.

Figure 7

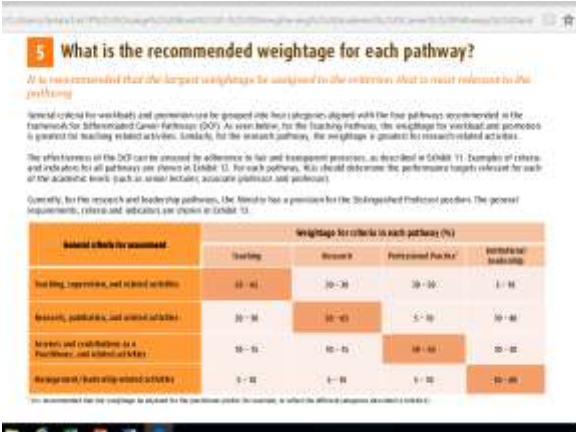
Scholarship For Different Core Functions: Boyer's Model

The basic premise is that scholarship should be broadened beyond the predominant emphasis on the scholarship of discovery (research) to encompass the scholarship 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
<p>The scholarship of discovery includes original research that advances knowledge.</p>	<p>The scholarship of teaching and learning is the systematic study of teaching and learning processes.</p>	<p>The scholarship of integration involves the synthesis of scholarship across disciplines, across topics within a discipline, or across time.</p>	<p>The scholarship of application involves the engagement of scholarship in the service of society and community.</p>

Adapted from: Boyer, J. (1994). Scholarship and the University. Boston, MA: Harvard University Press.







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

It is need to have the high mix of roles to fulfil the core functions of the institutions

Each Fd may determine the composition of its staff that should be in each pathway by taking into consideration the Fd's mission, objectives, strengths, and annual performance targets. The percentages should be reviewed periodically and can be determined through consultation of staff with different percentages of staff in each pathway. The following table shows the recommended proportions of staff in each pathway for different categories of Fds.

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

Case Study: UiTM

How does UiTM assist academics in charting their Teaching pathway?

Academics need to opt for the teaching and learning pathway without a clear picture of what indicators are "helping education" often address this matter by providing the following support, mechanisms, enablers and prerequisites, which are developed and offered by various departments and centers.

1

Knowledge of teaching and learning

- Academic Research Academies (ARAs) level
- Support for informal groups (Engineering Education, Chemical Education, Math Education group)

2

Teaching and Learning analysis at the faculty, campus and university level

3

Teaching and Learning development programs

- Fund and training on a bottom development
- Training on online pedagogy and latest technology tools for T & L

4

Research projects in evolving excellence in teaching

- Students evaluation of teaching
- Peer evaluation of teaching

5

Teaching for the mother tongue

6

Certificate and structured learning process, and services at UTM

- Certificate of Education for academics

7

Policy on equivalence of research 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)

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Reflection in teaching competencies

How learning Occurs

Understands individual differs in learning style and preferences

Knowledge in Teaching Methods

Pedagogical Content knowledge

Curriculum design: Course level, program level

Technological advancement

Interpersonal skill

Professional Attitudes and Habits

•What motivates students to want to learn
•How to integrate motivating experiences into teaching practice

•Age variation
•Visual learners etc.
•Generation effect-Gen-X, gen-Y

•Variety in teaching methods
•The advantages and limitation on each method

•Teaching challenges unique to the discipline

INTRODUCTION

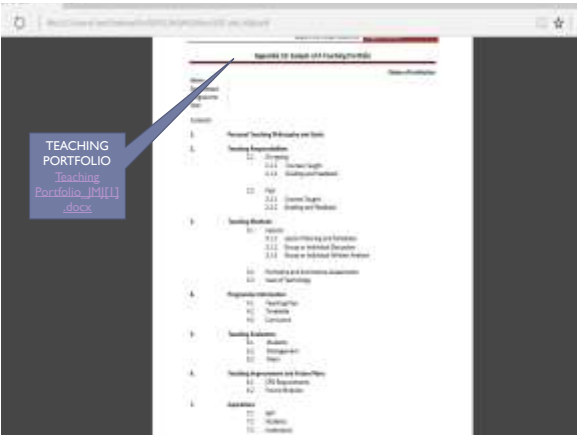
Activity 2a (individual)

- ▶ Surf the web and search 3 samples of a teaching portfolio
 - ▶ Search the web and download the following examples of relevant sources
 - ▶ [teaching portfolio uism pdf.pdf](#)
 - ▶ [teaching portfolio uism part b word-L.docx](#)
- *Write a short appraisal on one chosen TP.

Activity 2b (Group)

- ▶ Determine the relevant components of a teaching portfolio.
- ▶ Draft an outline of its contents

*Produce an outline..word doc file.



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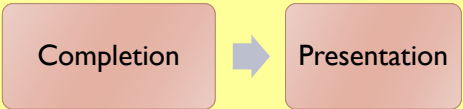
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