

PENILAIAN AMALAN INSTRUKSIONAL (MODUL 4E)

Oleh:

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REKA BENTUK KURIKULUM AMALAN INSTRUKSIONAL (KPT)

Asas Instruksional (60 jam)

- Akauntabiliti Akademia
- Rekabentuk Kurikulum
- Pengajaran dan Pembelajaran
- Pengujian dan Penilaian

Amalan Instruksional (40 jam)

- Konsep Bimbingan
- Penilaian sendiri

OBJEKTIF AMALAN INSTRUKSIONAL

1. Mengaplikasi pengetahuan dan kemahiran yang diperolehi semasa kursus ketika penyampaian P&P
2. Mengenal pasti kekuatan dan kelemahan semasa P&P sebenar
3. Melaksana pelbagai strategi secara berkesan dalam P&P
4. Menunjukkan keyakinan diri dalam melaksana P&P
5. Menilai keberkesanan pengetahuan, kemahiran dan sikap semasa mengendalikan amalan instruksional dalam semasa P&P.

KEPERLUAN PENSYARAH

- 1. Model Kepintaran EQ
- 2. Multiple Intelligence(MI)
- 3. Model Gaya Pembelajaran Visual-Auditori-Kinestetik
- 4. Model Gaya Pembelajaran Kolb's
- 5. Inventori Penyeliaan P&P

KECERDASAN EMOSI (EQ)

- 1. PENGURUSAN DIRI
 - i. Kesedaran Kendiri
 - ii. Regulasi Kendiri
 - iii. Motivasi Kendiri
 - iv. Kematangan
 - v. Kerohanian
- 2. PENGURUSAN ORANG LAIN
 - i. Empati
 - ii. Kemahiran Sosial

KECERDASAN PELBAGAI
(Multiple Intelligence)

Jenis Kecerdasan	Kebolehan
Linguistik	Perkataan dan bahasa
Logik-Matematik	Logik and nombor
Bodily-Kinesthetic	Kawalan pergerakan badan
Muzik	Muzik, bunyi, ritma
Spatial-Visual	Imej and ruang
Interpersonal	Perasaan orang lain
Intrapersonal	Kesedaran diri

GAYA PEMBELAJARAN

- **Visual** learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.
- **Auditory** learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.
- **Kinesthetic** learning involves physical experience - touching, feeling, holding, doing, practical hands-on experiences.

KOLB'S LEARNING STYLES MODEL



1. Diverging (feeling and watching - CE/RO)

- They are sensitive.
- They prefer to watch rather than do, tending to gather information and use imagination to solve problems.
- They are best at viewing concrete situations several different viewpoints. These people perform better in situations that require ideas-generation, for example, brainstorming.
- Have broad cultural interests and like to gather information, interested in people, tend to be imaginative and emotional, and tend to be strong in the arts.
- Prefer to work in groups, to listen with an open mind and to receive personal feedback.

2. Assimilating (watching and thinking - AC/RO)

- Require good clear explanation rather than practical opportunity.
- They excel at understanding wide-ranging information and organising it a clear logical format.
- Less focused on people and more interested in ideas and abstract concepts.
- More attracted to logically sound theories than approaches based on practical value.
- These learning style people is important for effectiveness in information and science careers.
- In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

3. Converging (doing and thinking - AC/AE)

- Prefer technical tasks, and are less concerned with people and interpersonal aspects.
- More attracted to technical tasks and problems than social or interpersonal issues.
- Best at finding practical uses for ideas and theories.
- Can solve problems and make decisions by finding solutions to questions, problems and practical issues.
- Enables specialist and technology abilities.
- Like to experiment with new ideas, to simulate, and to work with practical applications.

4. Accommodating (doing and feeling - CE/AE)

- ‘Hands-on’, and relies on intuition rather than logic.
- Use other people’s analysis, and prefer to take a practical, experiential approach.
- Attracted to new challenges and experiences, and to carrying out plans.
- Commonly act on ‘gut’ instinct rather than logical analysis.
- Prevalent and useful in roles requiring action and initiative.
- Prefer to work in teams to complete tasks.
- They set targets and actively work in the field trying different ways to achieve an objective.

Bloom's Taxonomy of Learning Domains

The Three Types of Learning

There is more than one type of [learning](#). A committee of colleges, led by Benjamin Bloom (1956), identified three domains of educational activities:

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

Cognitive Domain

- **Knowledge:** Recall data or information.
- **Examples:** Recite a policy. Quote prices from memory to a customer. Knows the safety rules.
- **Key Words:** defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
- **Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
- **Examples:** Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.
- **Key Words:** comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
- **Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.
- **Examples:** Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.
- **Key Words:** applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

- **Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
- **Examples:** Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.
- **Key Words:** analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
- **Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
- **Examples:** Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.
- **Key Words:** categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
- **Evaluation:** Make judgments about the value of ideas or materials.
- **Examples:** Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.
- **Key Words:** appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

Affective Domain

- **Receiving Phenomena:** Awareness, willingness to hear, selected attention.
- **Examples:** Listen to others with respect. Listen for and remember the name of newly introduced people.
- **Key Words:** asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
- **Responding to Phenomena:** Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
- **Examples:** Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.
- **Key Words:** answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
- **Valuing:** The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.
- **Examples:** Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.
- **Key Words:** completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

- **Organization:** Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.
- **Examples:** Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.
- **Key Words:** adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
- **Internalizing values** (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).
- **Examples:** Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.
- **Key Words:** acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Psychomotor Domain

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

- **Perception:** The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.
- **Examples:** Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.
- **Key Words:** chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.

- **Set:** Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
- **Examples:** Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.
- **Key Words:** begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
- **Guided Response:** The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
- **Examples:** Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.
- **Key Words:** copies, traces, follows, react, reproduce, responds

- **Mechanism:** This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
- **Examples:** Use a personal computer. Repair a leaking faucet. Drive a car.
- **Key Words:** assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
- **Complex Overt Response:** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.
- **Examples:** Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.
- **Key Words:** assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
- NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.

- **Adaptation:** Skills are well developed and the individual can modify movement patterns to fit special requirements.
- **Examples:** Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).
- **Key Words:** adapts, alters, changes, rearranges, reorganizes, revises, varies.
- **Origination:** Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.
- **Examples:** Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.
- **Key Words:** arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

INVENTORI PENYELIAAN
PENGAJARAN DAN PEMBELAJARAN

Fail Excel:
Inventori Penyeliaan P&P
