

Kecemerlangan & Sanjungan P&P

**“PBL-Within the problem
lies the solution”**

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CAES, FTMK,
UTeM



Post covid-academic work

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

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

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

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

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

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



Definition

Kecemerlangan -excellence

- qualities
- standard

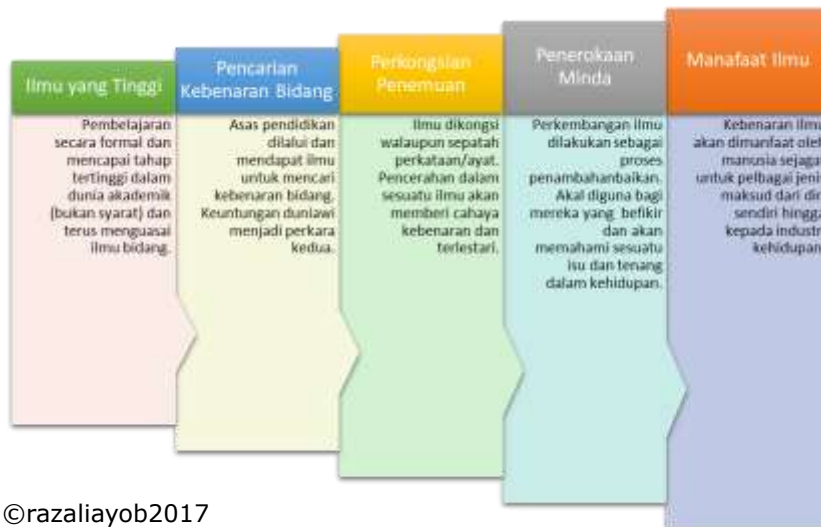
Sanjungan- praise

- Highly admired person



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

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



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.



1. Falsafah P&P yang menggambarkan kesarjanaan

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



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

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

- a) Pengajaran/penyeliaan
- b) Penilaian

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

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



3. Kreativiti dan inovasi serta impaknya terhadap pengajaran dan pembelajaran (kaedah pengajaran/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 memupuk kemahiran 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.



4. Penilaian dan testimonial pengajaran/ penyeliaan

- 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



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PROSEDUR PENILAIAN

1: Simulasi Pengajaran

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

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



LONJAKAN 2: KECEMERLANGAN BAKAT

Operational Definition of the four (4) Tracks

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

G4: Competent & Robust Talent

high competent and skilled technology scholars

Competent and highly skilled Administrative and Technical Staff

High Potential Leaders

REHAL Respect, Happiness, Love

Inspired Educators

Accomplished Researchers

Experienced Professional

Practitioners



SO1: Technology Scholars

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



PENDIDIK



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

PENYELIDIK



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

PENGAMAL PROFESIONAL



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

PEMIMPIN INSTITUSI



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

Proficiency Levels

Proficiency Level	Description
Basic	<ul style="list-style-type: none"> • Basic understanding or knowledge needed for the job • Basic understanding and knowledge sufficient enough to handle routine tasks • Requires some guidance or supervision when applying the competency • Understands and can discuss terminology and concepts related to the competency
Proficient	<ul style="list-style-type: none"> • Detailed knowledge, understanding, and application of the competency required to be successful in the job • Ability to handle non-routine problems and situations • Requires minimal guidance or supervision / works independently • Consistently demonstrates success in the competency • Capable of assisting others in the application of the competency
Advanced	<ul style="list-style-type: none"> • Highly developed knowledge, understanding, and application of the competency required to be successful in the job and organization (total mastery) • Can apply knowledge outside the scope of one's position • Is able to coach or teach others on the competency • Has a long-term perspective • Helps develop materials and resources in the competency
Expert	<ul style="list-style-type: none"> • Specialist/Authority level knowledge, understanding, and application of the competency required to be successful in the job. • Recognized by others as an expert in the competency and is sought out by others throughout the organization (expert in the area) • Works across team, department, and organizational functions • Applies skill across multiple projects or functions • Able to explain issues in relation to broader organizational issues • Creates new applications or processes • Has a strategic focus

CATEGORY	Functional		
CLUSTER	Transformative Pedagogical Knowledge and Scholarship		
COMPETENCY	Transformative Assessment		
DEFINITION	Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning. It is the process of gathering and evaluating the gaps between knowledge rendered and knowledge retained.		
COMPETENCY LEVEL			
Novice	Qualified	Proficient	Expert
<ul style="list-style-type: none">Understand the basic competence in the educational assessment of students.Understand the appropriate and useful mechanics of constructing various assessments.Collect information about students that will help to provide additional information to a student's profile of strengths and weaknesses and allow the educators to target specific areas of need.	<ul style="list-style-type: none">Apply basic measurement principles to assessments conducted in institutional settings.Describe and diagnosis of different kinds of assessment and the appropriate assessment strategies to obtain the assessment data needed for the intended purpose.Monitor students' progress to determine whether students are making adequate progress.	<ul style="list-style-type: none">Recognise the importance, appropriateness, and complexity of interpreting assessment results considering students' linguistic and cultural backgrounds and other out-of-institution factors considering making accommodations for individual differences, including disabilities, to help ensure the validity of assessment results for all students.Ensure the assessment and information technology are employed appropriately to conduct student assessment.	<ul style="list-style-type: none">Assess the effectiveness of delivery provided in a unit or across the year was successful in helping all students meet standards or grade-level expectations.Evaluate available technology appropriately to integrate assessment results and other student data to facilitate students' learning, instruction, and performance.Judge the quality of an assessment strategy or program used for decision making within their jurisdiction.
Behavioural Indicators: <ul style="list-style-type: none">Demonstrate the understanding of basic educational assessmentIdentify various type of assessmentUse appropriate instrument to collect information on student's profile in relation to assessment	Behavioural Indicators: <ul style="list-style-type: none">Guide others on the application of the assessment measurementsVerify the validity of assessment conductedAnalyze students' progress consistentlyProvide constructive feedback on the students' achievement	Behavioural Indicators: <ul style="list-style-type: none">Evaluate the students' condition to decide the best assessment type for assessing the studentsJustify the assessment type chosen to assess the studentsMentor other lecturers on assessment strategies	Behavioural Indicators: <ul style="list-style-type: none">Innovate assessment strategies/ instruments/ approachesJudge the validity and reliability of assessment strategiesCoach other lecturers on assessment strategies

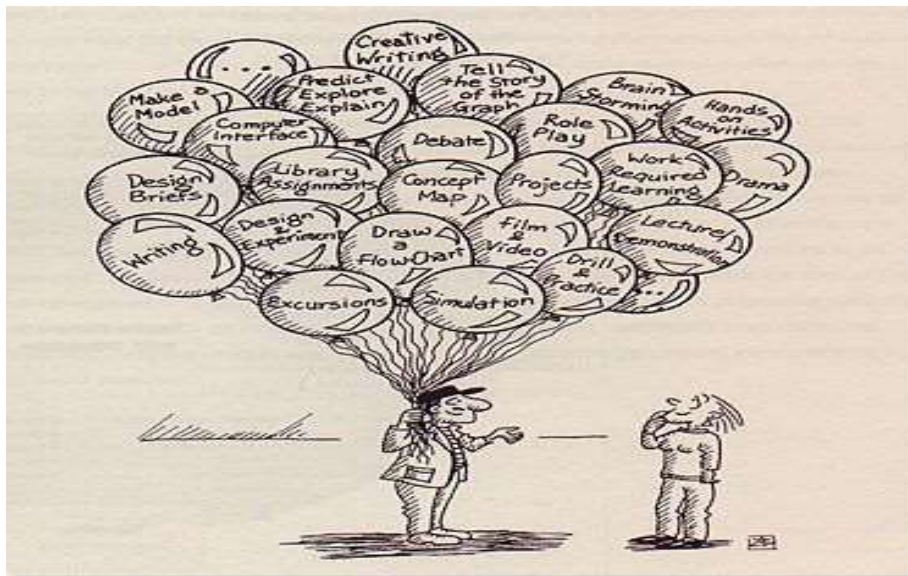
Contents

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

Background

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

Introduction



Solving equation by

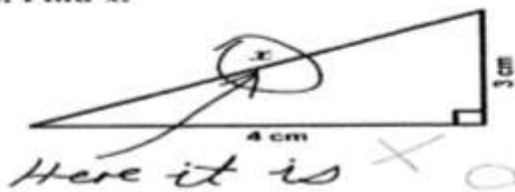
$$\frac{1}{n} \sin x = ?$$

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

$$six = 6$$

Revised: 1.1.2020

3. Find x.



PBL vs Conventional (Elaine, 2016)

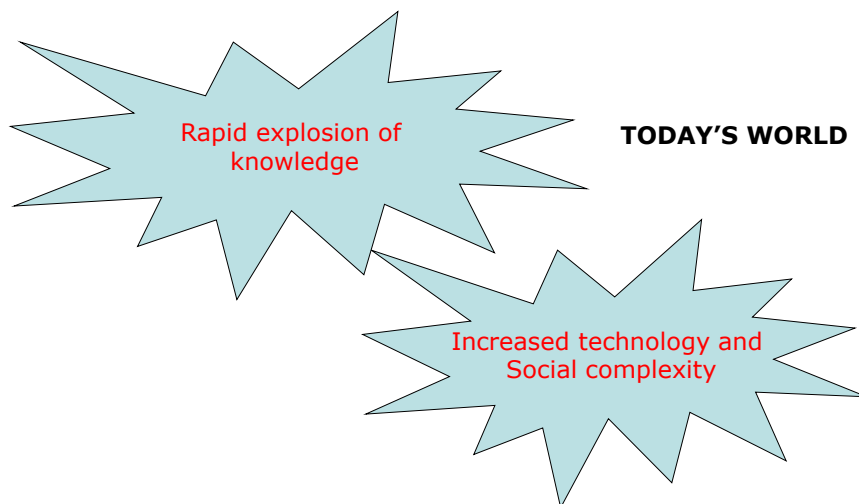
	Characteristics of PBL	Traditional teaching method
Lecturer or educator is the	<ol style="list-style-type: none"> 1. cognitive constructivist 2. curriculum designer 3. learning coordinator 	<ol style="list-style-type: none"> 1. knowledge provider 2. curriculum designer
Problem can	<ol style="list-style-type: none"> 1. be initiative for learning 2. reflect real life situation 3. motivate the learning 4. encourage critical thinking 5. integrate learning knowledge 	<ol style="list-style-type: none"> 1. examine individual learning performance in the test 2. be used as homework or assignment
Students are	<ol style="list-style-type: none"> 1. main players in small group 2. cooperative learners 3. active learners 4. self-directed learners 5. knowledge creators 6. critical thinkers 	<ol style="list-style-type: none"> 1. class partakers 2. individual learners 3. passive auditors 4. lecture note followers 5. knowledge receivers 6. memorial style learners
Tutors are	<ol style="list-style-type: none"> 1. learning facilitators 2. cognitive coaches 3. PBL discussion moderators 	<ol style="list-style-type: none"> 1. tutorial providers 2. Q&A respondents

What makes PBL Different?

Learning is:

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

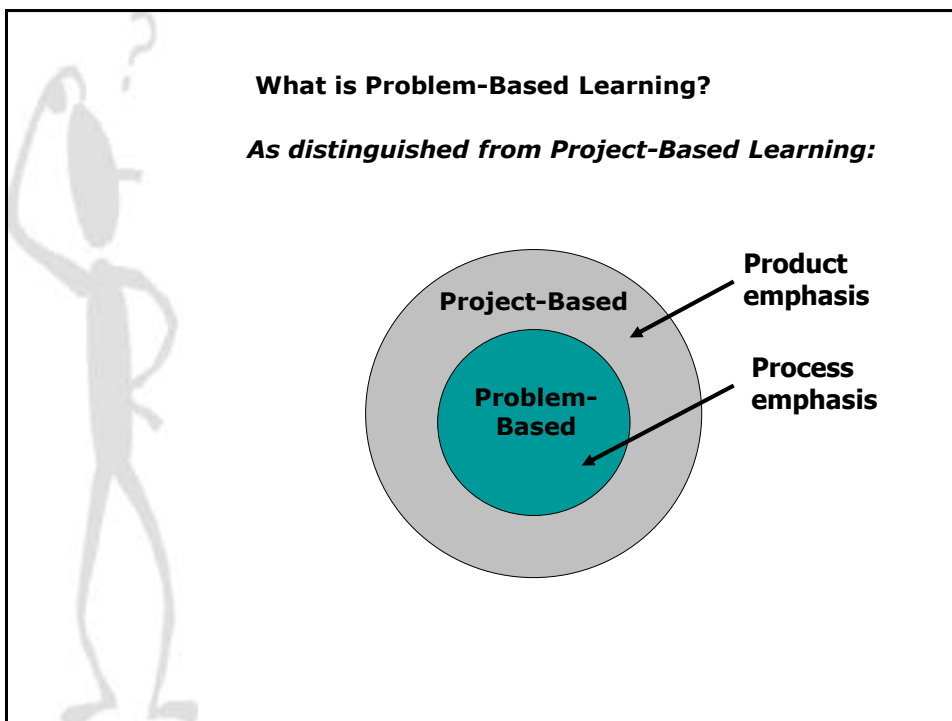
Why PBL?

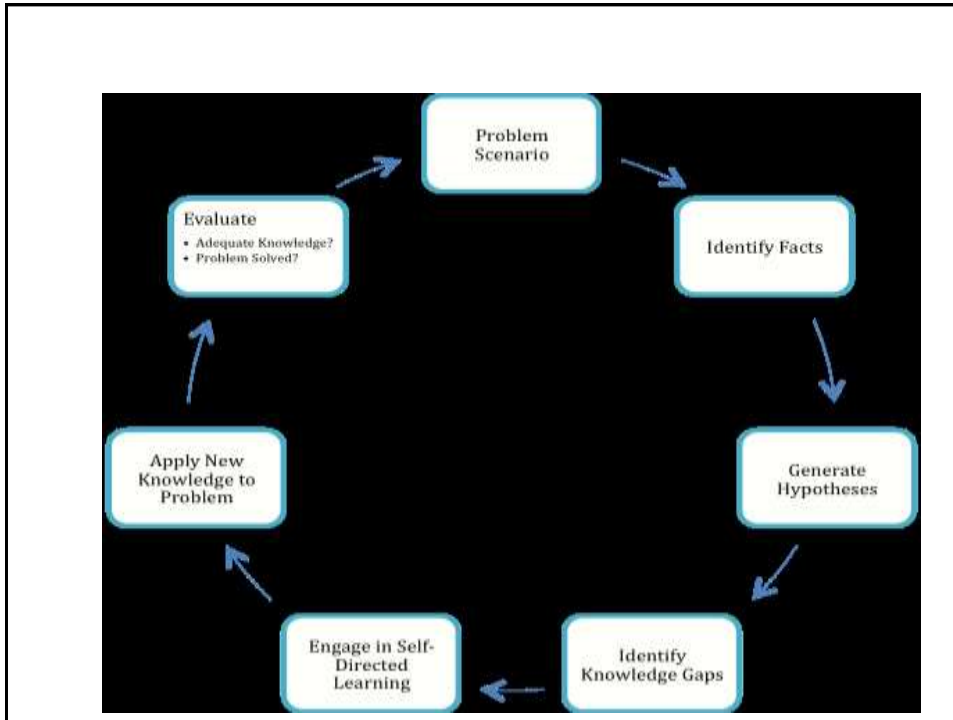


Why PBL?

- Tomorrow's graduates

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





PROBLEM SOLVING METHODS (1)

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

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

PROBLEM SOLVING METHODS (2)

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



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PROBLEM SOLVING METHODS (3)

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



12/22/2020

PROBLEM SOLVING METHODS (4)

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

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

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PROBLEM SOLVING METHODS (5)

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

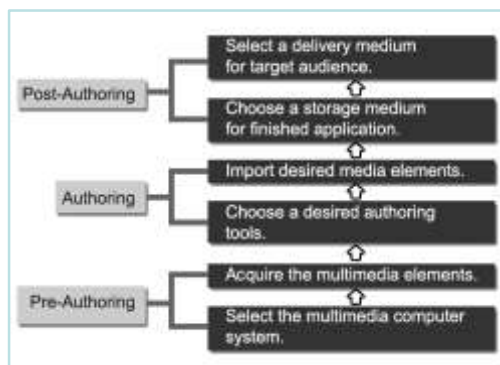


Figure 1: Multimedia Development Process in MMU (Neo & Neo, 2005)

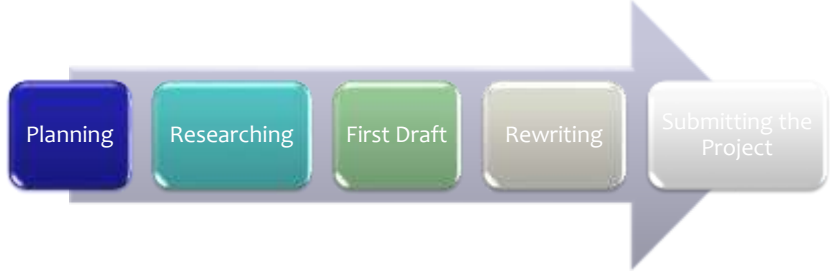
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PROBLEM SOLVING METHODS (6)

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




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PROBLEM SOLVING METHODS (7)

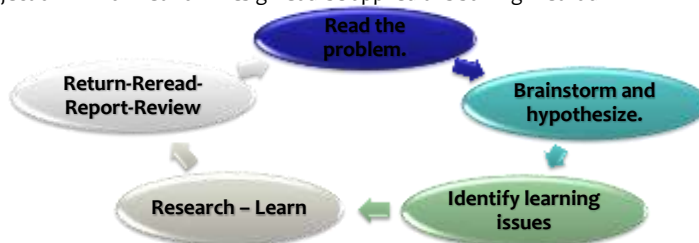
- In 2005, Mohd. Kamaruddin A. H. et al. from Universiti Teknologi Malaysia with project of PBL in engineering education used this solving method:



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PROBLEM SOLVING METHODS (8)

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



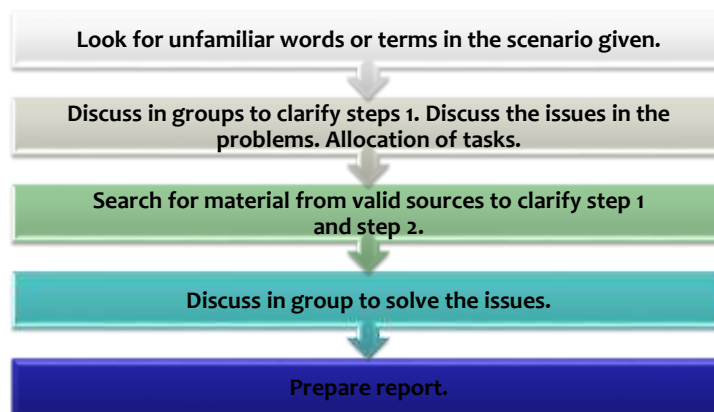
Before the end of each session:

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


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PROBLEM SOLVING METHODS (9)

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

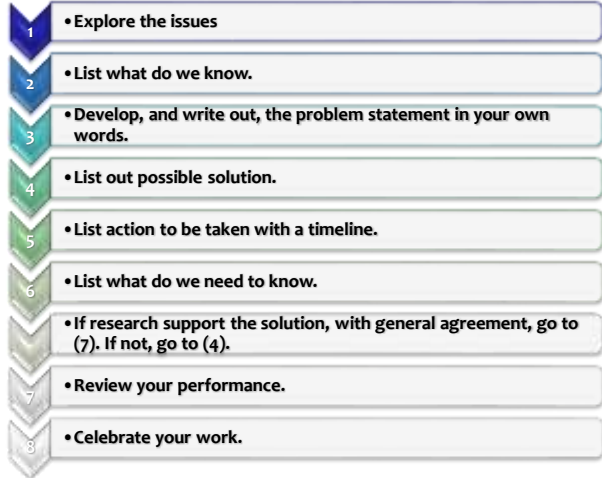


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PROBLEM SOLVING METHODS (10)

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



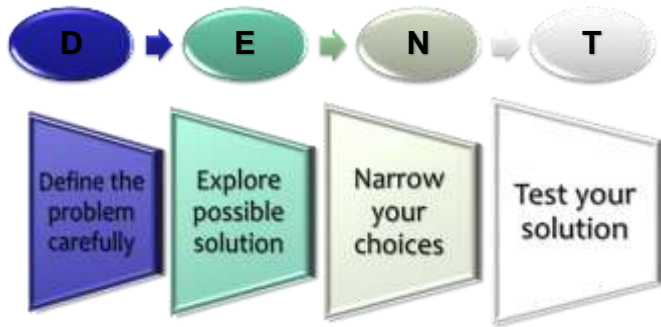
- 1 • Explore the issues
- 2 • List what do we know.
- 3 • Develop, and write out, the problem statement in your own words.
- 4 • List out possible solution.
- 5 • List action to be taken with a timeline.
- 6 • List what do we need to know.
- 7 • If research support the solution, with general agreement,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

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PROBLEM SOLVING METHODS (11)

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



```

graph LR
    D([D]) --> E([E])
    E --> N([N])
    N --> T([T])
    D --- D1[Define the problem carefully]
    E --- E1[Explore possible solution]
    N --- N1[Narrow your choices]
    T --- T1[Test your solution]
  
```

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PBL Planning Tools

PBL Planning Form



Information Gathering

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



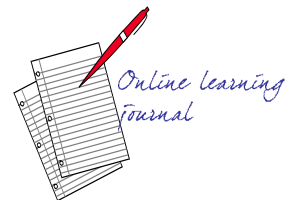
PBL Information Gathering Tools



Organizing

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

PBL Organizing Tools



Presentation

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



Assessment

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

PBL Assessment Tools



The PBL Approach in delivering IT Practice

- **Tools** available in the online environment

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

PBL - Malaysia

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

PBL – Singapore, Australia, UK, US

Research on PBL at UTeM

Research done: Short Grant

Integrating PBL Approach in Developing an Interactive Web based Learning for Technical Course

PJP/2008/FTMK (19)-S498 -**completed**

:

Developing and testing of an assessment technique using PBL approach: A case study on FTMK Human Computer Interaction (HCI) Course.

PJP/2009/FTMK (12D) S591- **completed**

Developing and testing of PBL and game technique in learning Mathematic: A case study at Merlimau Politeknik. – **completed**

PJP/2010/FTMK (15D) S789

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



Research, research & research

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

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

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

Main Page

ITQuest Portal

[Nur Hazirah Bakri](#) | [My course list](#) | [My calendar](#) | [My User Account](#) | [Platform Administration](#) | [Logout](#)

Welcome To NS-PBL Learning Portal.

NS-PBL is one of the e-learning portal that will allow you to experience problem based learning method online.
For this study, we have created Network Security, a subtopic of Information Technology Security.



What is NS-PBL?

What is Online PBL? What is PBL?

This text pane is displayed to each user. Platform administrator can change its content or remove it by editing the textzone_right.html file.

[Edit text zone](#)

Course Page

ITQuest Portal

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Network Security Online PBL (PSS 1)
[Course Home](#)

[NSOP0001](#) - Nehaizah Mohd Bakri
 View mode: [Student](#) | [Course manager](#)

[Course description](#)

[Agenda](#)

[Announcements](#)

[Documents and Links](#)

[Exercises](#)

[Learning Path](#)

[Assignments](#)

[Forums](#)

[Groups](#)

[Users](#)

[Chat](#)

[Wiki](#)

[Edit Tool bar](#)

[Course settings](#)

[Statistics](#)

You are on the course home page

On this page, you can:

- activate or deactivate any tool on the Edit Tool bar (users or admin only)
- change settings or view statistics about or concerning this or others

Now, to add an introduction and presenting your course to students, click on this button:

Add Text

Problem Scenario

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Network Security Online PBL (PSS 1)
[Assignments](#)

[NSOP0001](#) - Nehaizah Mohd Bakri
 View mode: [Student](#) | [Course manager](#)

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Assignment

Problem Scenario 1

Title: Problem Scenario 1
From: May 08, 2018 at 02:35 PM until May 26, 2018 at 02:35 PM
Submission type: Text only (text required, no file)
Submission visibility: Only visible for teachers(s) and students(s)
Assignment type: Individual
Allow late upload: Users can submit after end date

Description

You have receive an email as below:

On 01/02/2009 11:24 AM, [cs@samco.com.my](#) wrote:

Hi,

I'm new to IDS/IPS...

Suppose a company has a large network, which is divided into several sub-network segments. Due to finance or staff restrictions, the company could only use a limited number of sensors, hence leave some internal sub-networks unmonitored. I guess this is quite common in real world right?

So, if I were an inside attacker, I may find out sensor locations (either physical or logical locations) by fingerprinting the sensors as discussed in some previous threads or whatever tricks. Means I will know which sub-networks are monitored and others are not, right? So that I can launch attacks to those unmonitored network segments without being detected.

Group Forum: Individual Research

ITQuest Portal

Network Security Online PBL (PSS 1)

ITQuest Portal > NSOP001 > Documents and Links

View mode: Student | Course manager

Documents and Links

Search | Download current directory | Upload file | Create directory | Create hyperlinks | Create Document

Name	Size	Date	Modify	Delete	Move	Visibility
Network_Security.wi	200 Bytes	02.06.2019				
Online_Book_8_1.doc	833 KB	14.08.2019				
Online Book for Chapter 8 Subchapter 8.1 - Introduction to Network						
Online_Book_8_2.doc	41 KB	14.08.2019				
Online Book for Chapter 8 Subchapter 8.2 - Network Security						
Online_Book_8_3.doc	31.5 KB	14.08.2019				
Online Book for Chapter 8 Subchapter 8.3 - Network Security Threats						

Manager for NSOP001 - Network Security Online PBL

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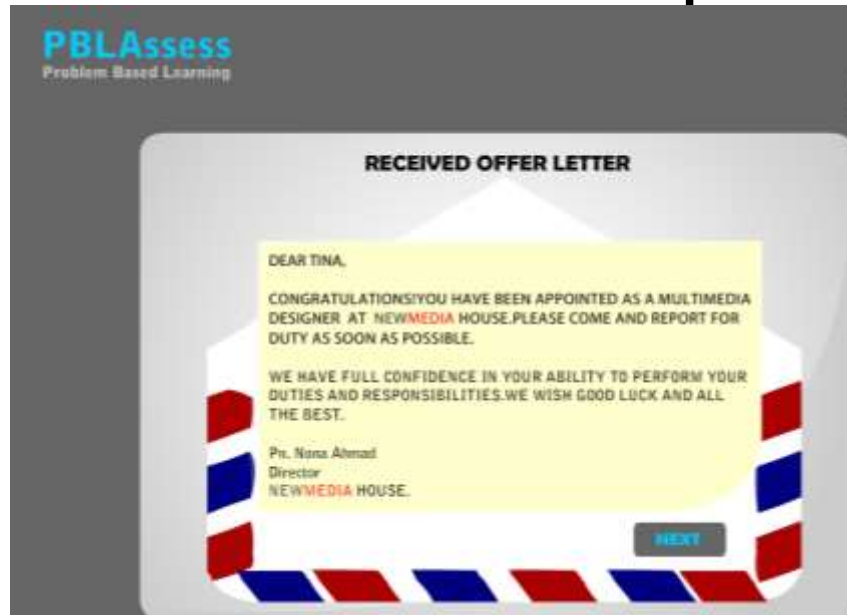
Administrator for ITQuest Portal - markaziah.mohd@utem.edu.my

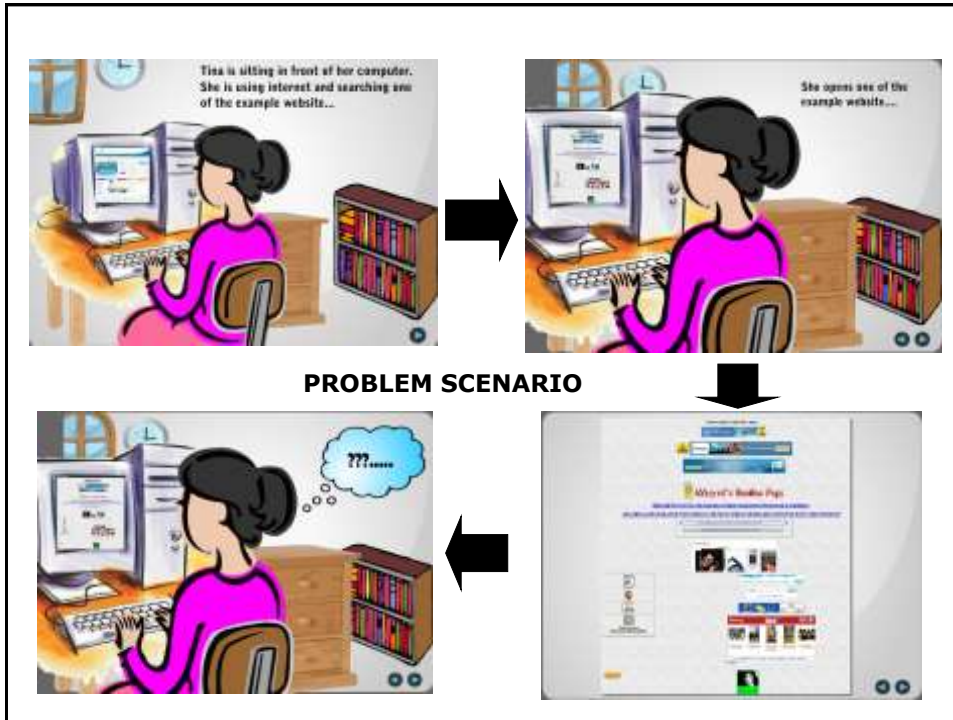
Development & Evaluation of PBL Assessment in Multimedia Environment (PBLAssess): Case Study at UTeM

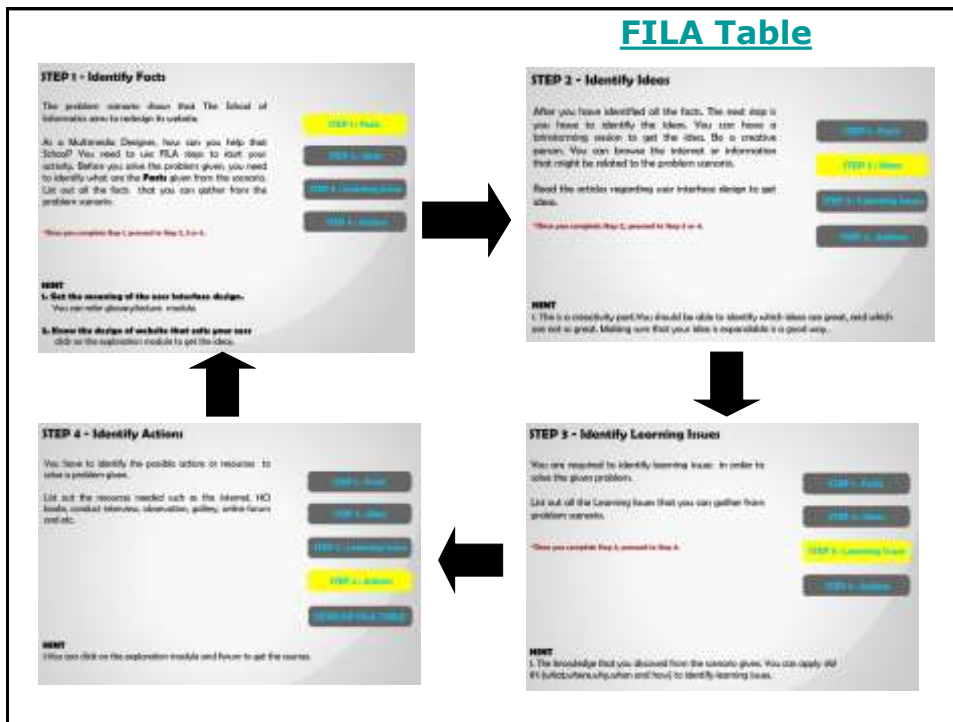
Student:
Che Ku Nuraini Che Ku Mohd (graduated)

Supervisor:
1.Assoc Prof Dr. Faaizah Shahbodin
2.En.Haziq Lim Abdullah

Screen Capture









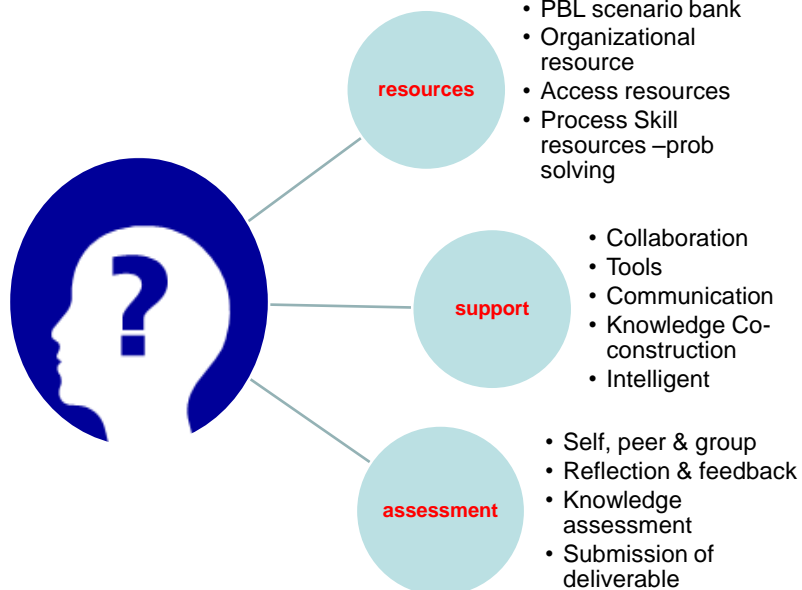
Example forum

<http://moodle.org/mod/forum/>

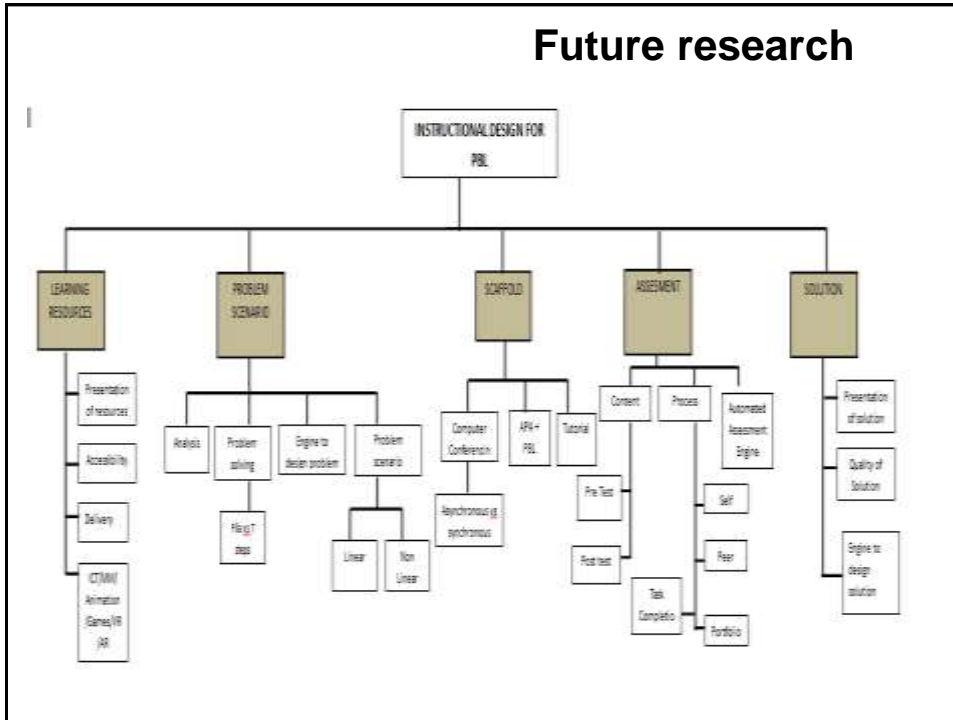


Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.

Issues and challenges



Future research

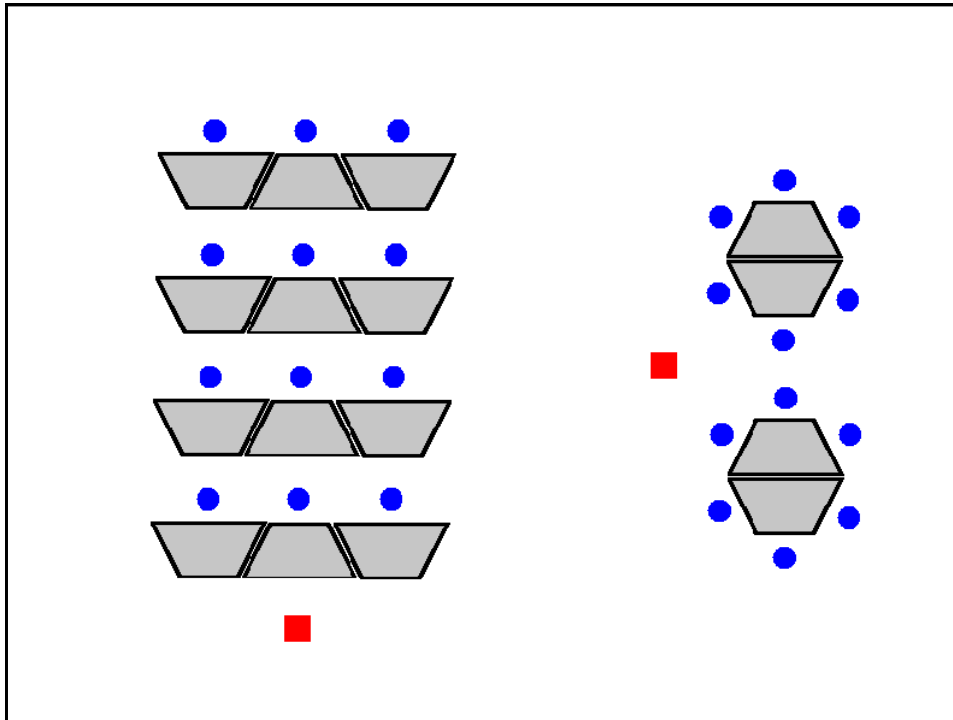


PBL Classroom

Collaborative workspace



Flexible furniture in PBL classroom



2 B PAPER

NAME: SONIA BT: 1501
REGISTRATION: 10034

BEST:

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

BLURP:

- the word deliverable: poorly defined deliverable.

Module: PROJECT BT HARI'S

8 030910084

BEST :-

- ① presentation gets a especially further explanation from br.
- ② what the project is.
- ③ clearly understand the risk that we have to face
in if we are conducting a project.
- ④ we understand about the ~~scope~~ influences if something
the iron triangle (scope, cost, time) if we changing one
of them.
- ⑤ clearly defined the attributes of the project.

BLUR :-

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

Subject		Date	
Module: PROJECT BT HARI'S		8 030910084	
BEST :-			
<ul style="list-style-type: none"> * Work Breakdown Structure (WBS) * Project Plan * Project Attributes * Triple Constraints * Project Manager * Key of project success 			
BLUR :-			
<ul style="list-style-type: none"> * Quality degradation (Impact of project failure) * Negative media campaign (Impact of project failure) * Inaccurate estimate (Reason of project failure) 			

Tingkatkan Kualitas Pendidikan Negara

Selakangan itu, erang rasul terdengar oleh negeri Melaka dikecapin hadu berazam mengiluti pendudukan ini berina program ini menunjukkan manfaat besar dan mampu mengahayun anjakan dalam pelaksanaan konsep pembelajaran secara aktif.

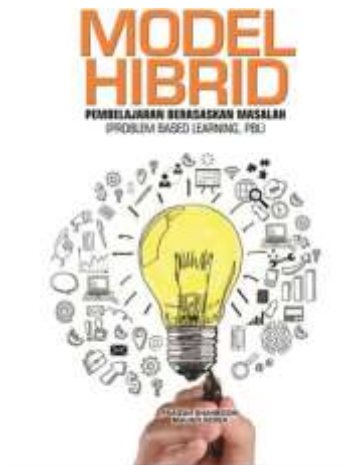
Summary

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

AAU Kategori Pengajaran – Inovasi PBL



**Buku PBL
terbitan Penerbit UTeM**





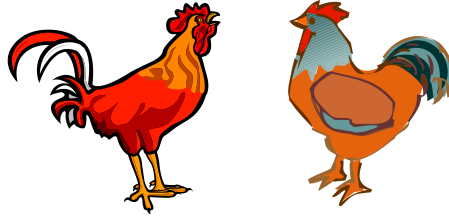
***Give someone a fish
you feed him for a day;***



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

THE END
Q & A

Ayam Hutan, Ayam Selasih



Sekian Terima Kasih

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Malaysian Association of Problem Based Learning (MyPBL)



Tagline:
PBL DRIVES TEACHING AND LEARNING



Rujukan

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