

Teaching & Learning Centre (TLC)'s Monthly Bulletin

ISSUE 1: 2020

SPECIAL BUMPER ISSUE

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Gong Xi Fa Cai! 12



BL Agents Engagement Session

17 **January** 2020



23 January 2020

"Distinction in Teaching" **Award Ceremony for** Semester 1, 2019/2020



BL Engagement Session



TLC has organized a sharing session for UNITEN Blended Learning (BL) Agents on 17th January 2020. The session was attended by BL agents who have been appointed by colleges. In the session, Mr. T.J. Iskandar and Dr. Thaharah





shared an introduction to UNITEN's BL implementation, BL agents Term of Reference (TOR) and job scope, and planning for 2020. In addition, the BL agents also presented their BL implementation in their classes taught in Semester 1 and 2, 2019/2020 covering the BL levels, BL techniques and tools, as well as class performance. COBA BL agents joined the session with Google Hangout via MaxHub. The session has achieved its objective in clarifying UNITEN BL directions and progress thus far.

















Distinction in Teaching Award Giving Ceremony

TLC has organized the "Distinction in Teaching" award ceremony for Semester 1, 2019/2020 on 23rd January 2020 at the Vice Chancellor's Office. The award recipients are the top ten lecturers with outstanding teaching evaluation scores at the university level.

Yang Berbahagia Prof. Dato' Ir. Dr. Kamal Nasharuddin Mustapha presented the certificates to Mr. Mikhail Fong Abdullah (COE), Ms. Nur Aimi Syaqilah Aziz (CCI), Ms. Shangari K. Raveendran (COE), Mr. Muhammad Hafizan Abd Hamid (CES), Ms. Nur Yasumira Abd Azmi (COE), and Mr. Mohd. Fadlihisyam Ishak (COE). Another award giving ceremony will be organized for COBA lecturers at KSHAS campus with Prof. Dato' Dr. Salina Daud.



Congratulations to our esteemed lecturers!

Innovation in Educational Technology for Blended Learning Environment



TLC has organized its first short course for the year conducted by Mr. T.J. Iskandar Abd. Aziz on 31st January 2020.

The course was attended by 17 participants from various colleges.

The workshop included introduction to digital citizens, instructional media and technologies for teaching and learning, blended learning and flipped teaching, and creating basic assessment in Moodle LMS.



TLC SHORT COURSES

2019 Retrospective

Last year has certainly been eventful and we had a great time organizing the short courses and along the way as we have. With another amazing year approaching, we wanted to again take a moment to review what we have accomplished in 2019 over the course of the year.

MONTH	DATE	TITLE	INSTRUCTOR
MARCH	4 & 6	Pensyarah Berhak Hebat dengan Teknologi NLP	Cr. Jasmi Bahrim & Dr. Amir Aris
APRIL	25	Managing Personal Psyche through Personality	Ms. Husni Mohamed Radzi
MAY	24	Innovation in Educational Technology for Blended Learning Environment (Series 1)	Ts. T.J. Iskandar Abd. Aziz
JUNE	21	OBE – Past, Present and Future	Mr. Adzly Anuar
	28	HOTS in Assessment Design	Dr. Thaharah Hilaluddin
SEPTEMBER	3 & 4	Effective Implementation of Active Learning (Series 1)	Prof. Dr. Khairiyah Yusoff (UTM)
OCTOBER	11	Moodle 101: Assessment (Series 1)	Dr. Jehana Ermy Jamaluddin
	25	Moodle: Setting Quizzes for Calculation Subjects	Ms. Betty Voon Wan Niu
		Moodle Workshop for COGS Academic Staff	Ts. T.J. Iskandar Abd. Aziz
NOVEMBER	15	Moodle 101: Assessment (Series 2)	Dr. Jehana Ermy Jamaluddin
	25—27	Creating and Producing Video-Based Learning Materials: Adobe Premiere Pro Training:	MU Dot My
	28	Development of Virtual Reality Application	Assoc. Prof. Dr. Azmi Mohd. Yusof
	28—29	Effective Implementation of Active Learning (Series 2)	Prof. Dr. Khairiyah Yusoff (UTM)
DECEMBER	31	Innovation in Educational Technology for Blended Learning Environment (Series 2)	Ts. T.J. Iskandar Abd. Aziz

OF BLENDED LEARNING

2019 REVIEW

2019 has been year of progress of BL Level 1 to a higher levels of BL 2 and 3. The blended learning initiative is under the BOLD 2025 with improvements with 50.83% and 7.81% of lecturers identifying themselves as BL Level 2 and 3 respectively.

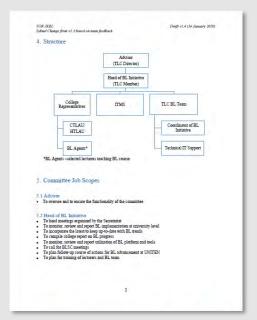
In 2019, Universiti Tenaga Nasional has acquired BL Level 2: Enhanced Learning and 2020 now focusing on increasing more academics with BL Level 3: Flipped Teaching and Learning.

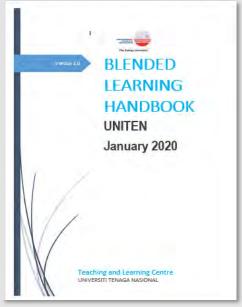
One of the supporting efforts for BL to progress is to rebrand the BL pilot courses lecturers to BL agents. The BL agents are to promote and become advocate of BL implementation in their classrooms with at least flipped teaching and learning. To date, there are 39 BL agents from all the colleges.

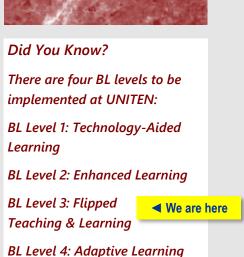


Next, the Blended Learning Steering Committee (SCBL) was reformed with new committee members including appointed BL agents from colleges. The BL Term of Reference (TOR) was published to incorporate the SCBL responsibilities in advancing BL practices at the university level. Also, the Blended Learning Handbook 2.0 will be published soon.

There will be more training and enrichment courses provided to promote blended learning and student-centred learning for the years to come.

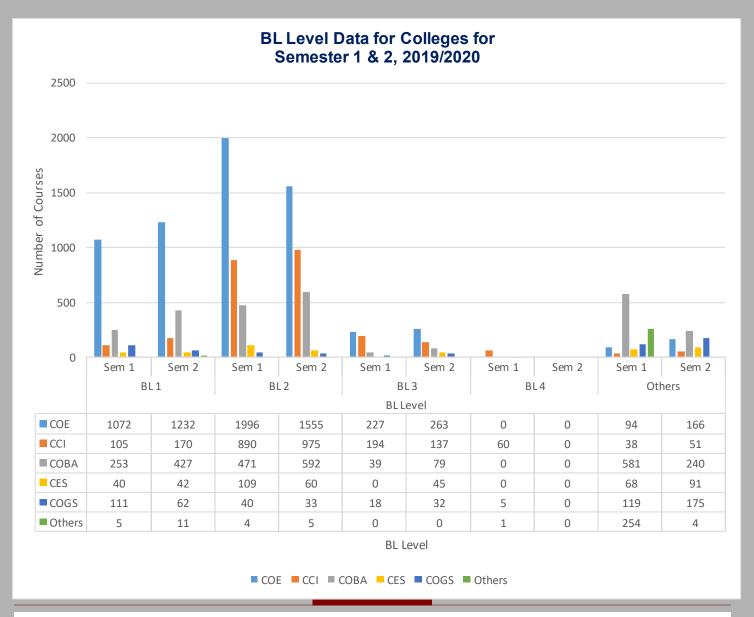






Blended Learning Progress

Statistics for 2019



The BL implementation for the various levels for all colleges shows a positive trend from Semester 1 to Semester 2, Academic Year 2019/2020. From the figure above, COE, COBA and COGS BL implementation for BL Level 3 have increased with 15.8%, 102.5% and 77.78% respectively. In addition, CES has managed to implement flipped teaching and learning in 45 courses in Semester 2. However, the number of Non-BL courses are increasing for all colleges except COBA.

The overall percentage of BL Levels 2 and 3 is currently at 58.64% from total UNITEN courses. Since more courses with flipped classrooms are expected by June 2020, TLC is including more flipped classroom (FC) and active learning (AL) in its short course series.

Blended Learning Agents

From Semester 1, Academic Year 2019 / 2020



These are the list of our appointed blended learning agents who are passionate and creative in making teaching and learning more fun!

BL agents promote the use of digital tools for sharing learning design ideas, and contribute to a community of practice in blended learning design at UNITEN.

College of Engineering

Assoc. Prof. Dr. Mohd. Azree Idris

Ir. Dr. Prajindra Sankar Krishnan

Ir. Dr. Saiful Hasmady Abu Hassan

Dr. Fathoni Usman

Dr. Jehana Ermy Jamaluddin

Mr. Rahmat Abdul Wahid

Ms. Ayuniza Ahmad

College of Computing & Informatics

Ts. Hasniza Yahya

Masyura Ahmad Faudzi

Mutahir Bin Mohamed Ariff

Noorazizun Mohd. Saad

Nur Shakirah Md Salleh

Raja Feninferina Raja Azman

Ts. T.J. Iskandar Abd. Aziz

College of Graduate Studies

Assoc. Prof. Ts. Dr. Zainon Mat Sharif

Dr. Rabiah Eladwiah Abdul Rahim

Dr. Azlina Abdullah

Ir. Dr. Noor Shamsiah Othman

Dr. Umi Kalsom Masrom

Fatini Hanim Mohamed Taufek

Wan Farhah Shafiy Wan Kamalluarifin

Mahlindayu Tarmidi

Maizatul Akmar Mohd Rasli

Megat Muhammad Afif Megat Muainuddin

Rusli Abdul Roni

Siti Fara Fadila Abd. Razak

Zaifuddin Zainol

Zulkifli Abdullah

Dr. Nor Hamisham Harun

Zuliawati Binti Mohamed Saad

Hazwani Binti Mohd Razin

Nurul Huda Binti Ahmad Razali

College Of
Energy Economics &
Social Sciences

College of Business Management

& Accounting

Alicia Philip

Suhaida Mohd Sood

Aniza Mohamed Nor

Sidra Naim Taraq Naemzia

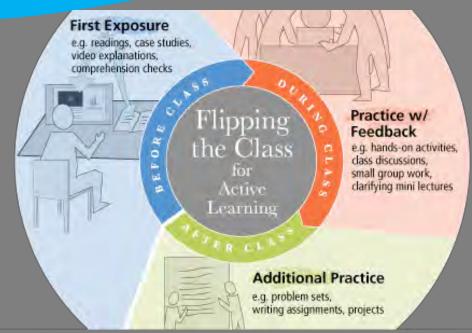
Izzaamirah Ishak

Dr. Nurulbahiah Awang

Dr. Rosmiza Mokhtar

Active Learning

In Flipped Classroom

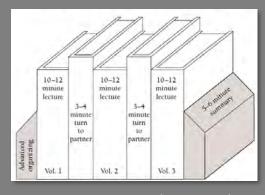


Canergie Mellon University (2020)

arl A. Smith in his book entitled "Going Deeper: Formal Small-Group Learning in Large Classes (2000)" stated that meaningful learning develops from the active construction of knowledge. He included some of the examples of activities that promote active learning such as informal strategies with extensions, in-class project work, jigsaw strategies, structured academic controversy, base groups, and problem-based learning.

The bookend division of a class section as illustrated in the figure below is a simple but effective design of a typical class session with active learning activities. We can use the bookend approach to organize content and the outcome of a lesson. It comprises three segments:

- 1) advanced organizer—teachers introduce the objectives of the course,
- 2) intermittent discussion—students demonstrate their understanding through the class activity, and
- 3) closure focused discussion—teachers provide summary and reflection of the activity.



The bookend approach (Smith, 2000)

There are many ways to flip a class with these informal cooperative learning activities:

- 1) Brainstorming
 - 2) Focus listing
 - 3) Reflection
- 4) Think-pair-share
- 5) Two-minute paper

Q1-2020 January—March

TLC Short Courses



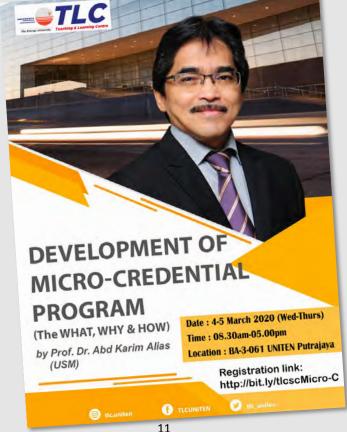


Q1—2020 January—March

TLC Short Courses



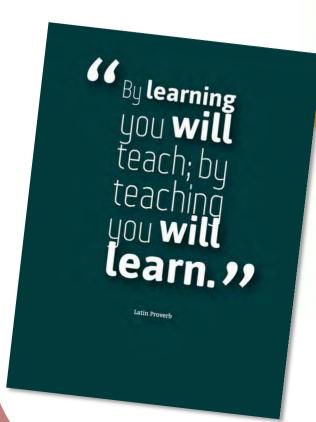














"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

Seymour Papert

Contact Us

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