

CORE	COMPONENT	TEACHING	DG	RESEARCH	PROFESSIONAL	LEADERSHIP	TRANSITION	SPECIAL TRANSITION
MAIN	TEACHING	50	75	20	20	10	25	50
	RESEARCH	20	0	50	10	20	50	25
	ACADEMIC LEADERSHIP	10	10	10	5	50	25	25
	PROFESSIONAL	5	0	5	50	5		
GENERAL	PERSONAL QUALITY	10	10	10	10	10		
	COMMUNITY SERVICES	5	5	5	5	5		
	TOTAL	100	100	100	100	100	100	100

TEACHING		DG/UTMSPACE		RESEARCH		PROFESIONAL PRACTICE		ACADEMIC LEADERSHIP	
1.1 Kualiti (38%)		1.1 Kualiti (65%)		1.1 Kualiti (13%)		1.1 Kualiti (13%)		1.1 Kualiti (6%)	
Komponen Yang Dinilai	Markah	Komponen Yang Dinilai	Markah	Komponen Yang Dinilai	Markah	Komponen Yang Dinilai	Markah	Komponen Yang Dinilai	Markah
A1	1	A1	3	A1	1	A1	1	A1	1
A2	1	A2	3	A2	1	A2	1	A2	1
A3	1	A3	3	A3	1	A3	1	A3	1
A4	1	A4	3	A4	1	A4	1	A4	1
B2	3	B5	.2	B2	2	B2	2	C1	1
B3	3		.2	B3	2	B3	2	C2	1
B5	4	B5	15	B5	3	B5	3		
B6	5	C1	7	C1	1	C1	1		
B7	5	C2	7	C2	1	C2	1		
B8	5								
B11	5								
C1	2	Feedback							
C2	2								
	38		65		13		13		6
1.2 Kuantiti (2%)		1.2 Kuantiti (2%)		1.2 Kuantiti (2%)		1.2 Kuantiti (2%)		1.2 Kuantiti (2%)	
B1	2	B1	2	B1	2	B1	2	B1	2
	2		2		2		2		2
1.3 PdP (10%)		1.3 PdP (5%)		1.3 PdP (5%)		1.3 PdP (5%)		1.3 PdP (2%)	
Content PdP sama seperti dalam Jadual 1.3									
50%		75%		20%		20%		10%	

Reflection

 T&L Position/
 Activities/ paper

Credit hour

Course file

Feedback



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- Member of UTM 21st Century Teaching and Learning Committee
- Member of Society of Engineering Education Malaysia
- Participant of UTM Active Learning Workshop, UTM Cooperative Learning Workshop.
- Practitioner of Active Learning, Cooperative Learning, Team-based Learning
- Baby step in Engineering Education research for first article accepted by International Engineering Education Journal (Q4), regarding self and peer assessment

CONTENT

- Differences between adult and normal students?
- Gagne's 9 Event of Instruction
- ARCS Motivational Model
- Experiential Learning Model
- What have you got? What to do next?



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You are expected to

**Explain how ARCS and Debriefing
could be embedded in Gagne's 9
events of instruction for lesson plan**

Figure 3.1. Informal Cooperative Learning and the Lecture

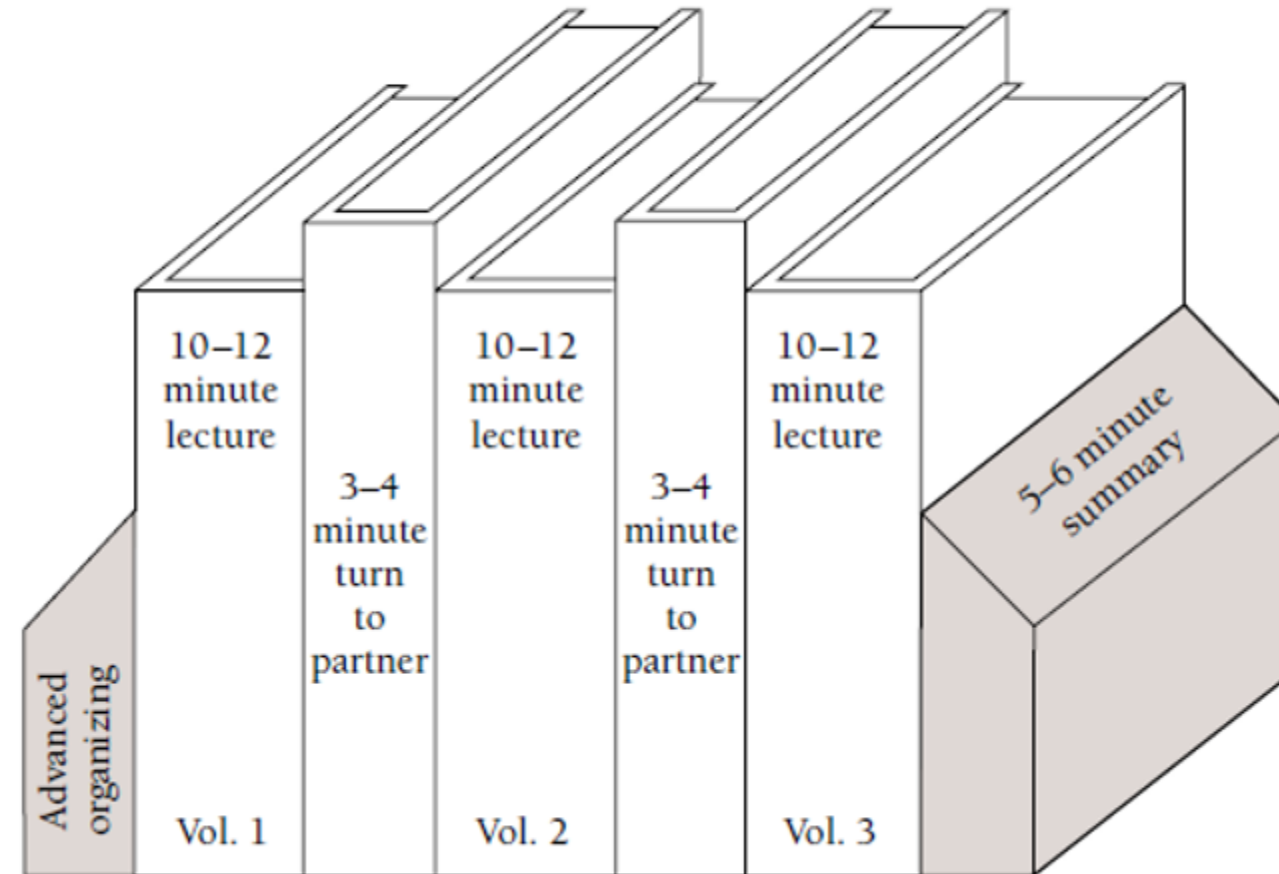
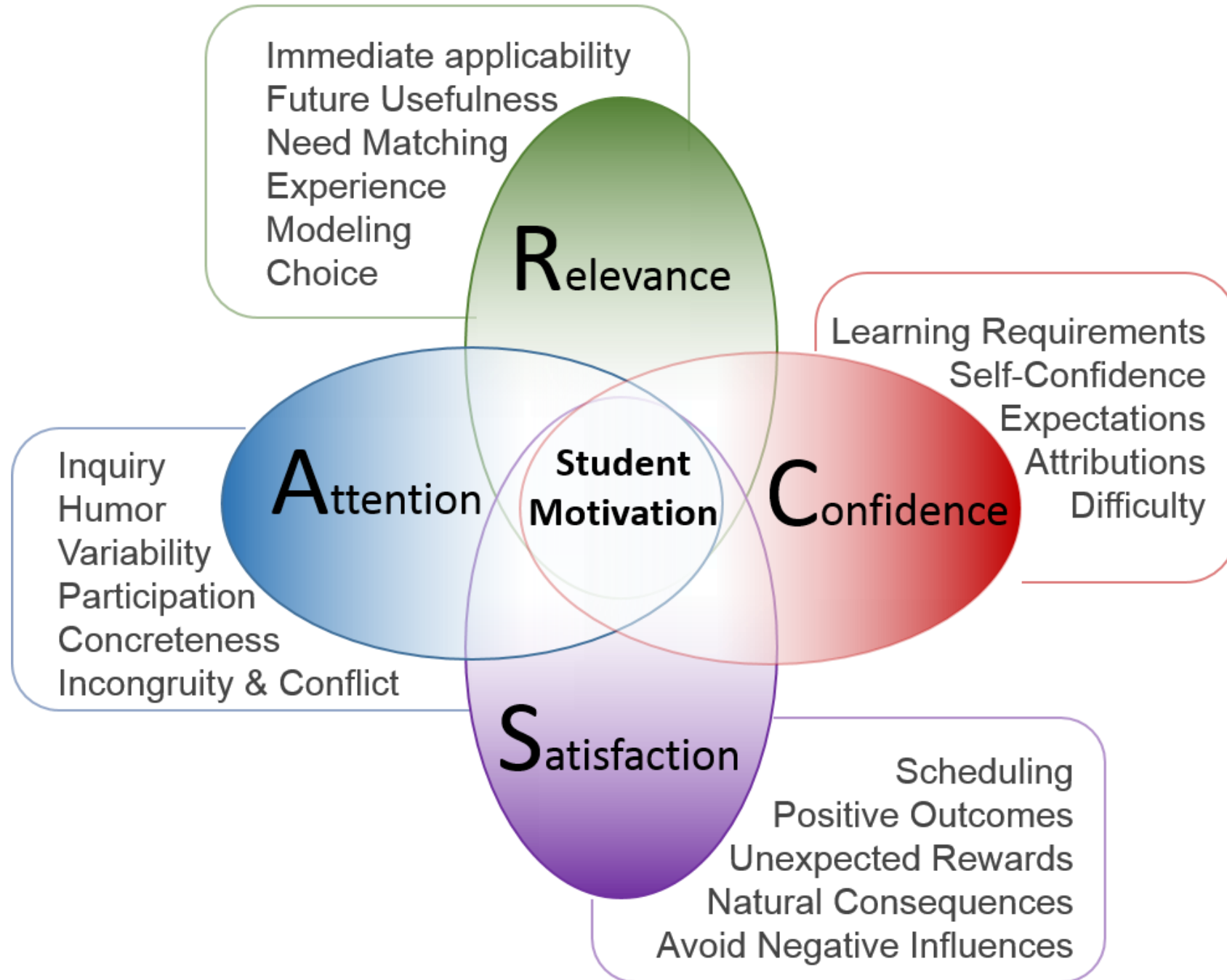


Figure taken from Smith, K. A. (2000). Going deeper: formal small group in large classes. *New Directions for teaching and learning*. 81.

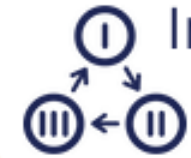




Gain Attention



Attention



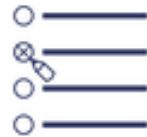
Inform Learner of Objectives

Enhance Retention and Transfer to the Job



Satisfaction

Assess Performance



Nine Events of Instruction



Prior Learning

Relevance

Provide Feedback



Present Content

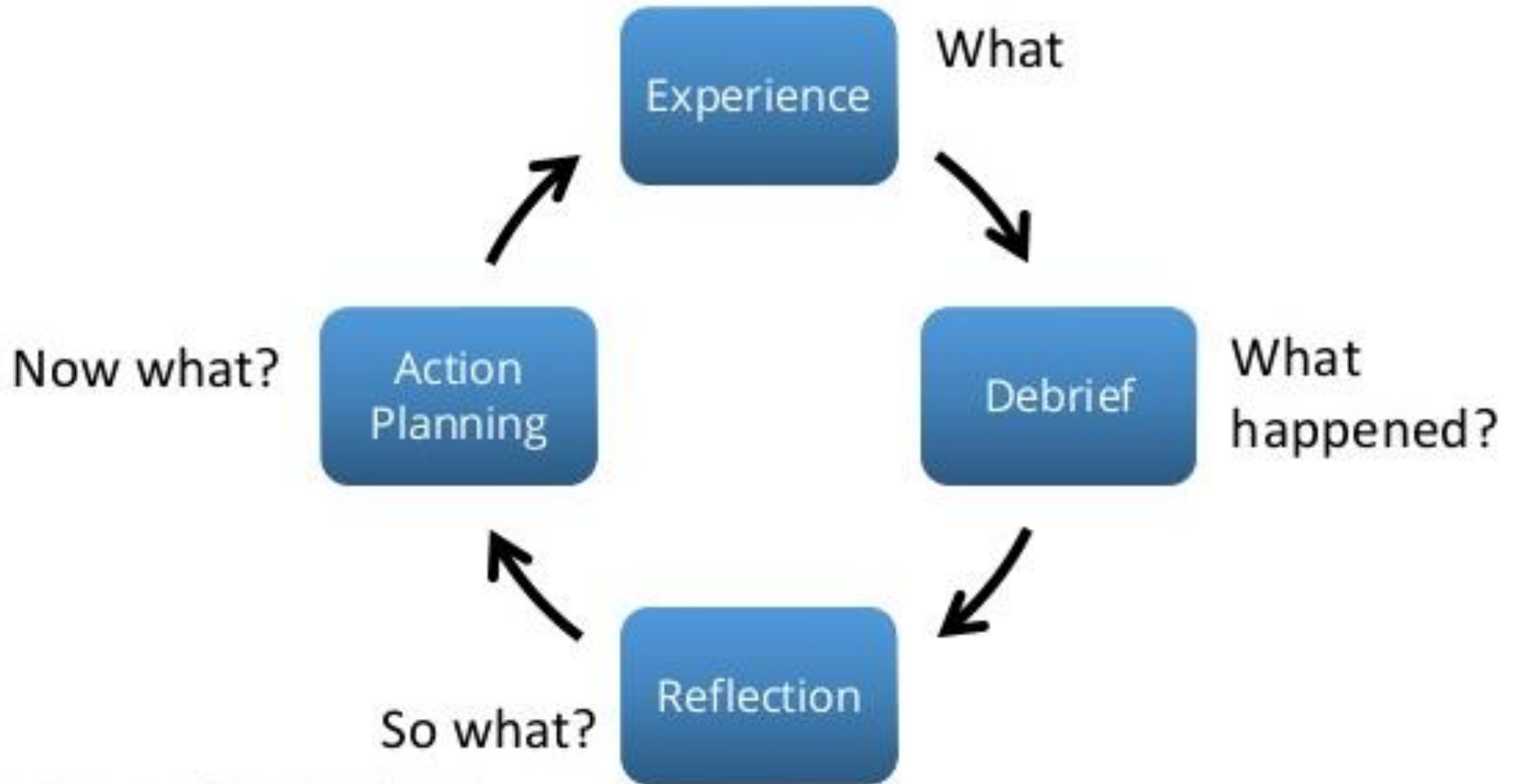
Confidence



Practice



Provide Guidance



Action Planning

Enhance Retention
and
Transfer to the Job



Reflection

Assess
Performance



Debrief

Provide
Feedback



What

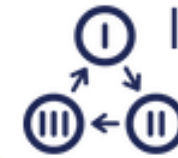
Practice



Provide
Guidance



Gain Attention



Inform Learner of
Objectives

Prior
Learning



Present
Content



**Nine
Events of
Instruction**

Gagne's 9 Events of Instruction

Experiential
learning

RECAP

ARCS Motivation
Model

How can we improve?

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