



KEMENTERIAN PENGAJIAN TINGGI

JPT | JABATAN
PENDIDIKAN
TINGGI

SESI PERKONGSIAN PENILAIAN ANUGERAH KHAS YB MENTERI PENDIDIKAN MALAYSIA: REKA BENTUK KURIKULUM & PENYAMPAIAN INOVATIF

OLEH:

YBRS. DR. LIM CHEE LEONG

NAIB Pengerusi

KATEGORI PENGALAMAN PEMBELAJARAN IMERSIF



<http://jpt.mohe.gov.my>



Jabatan Pendidikan Tinggi



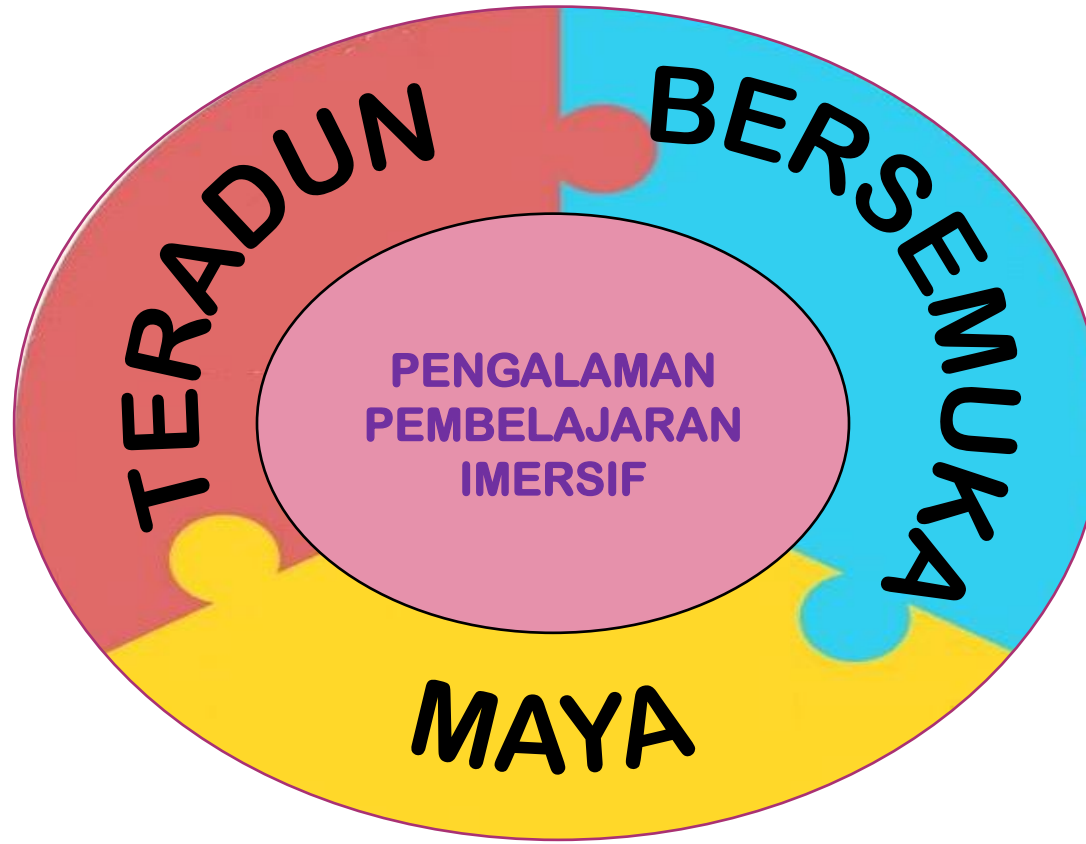
jabatanpendidikantinggi

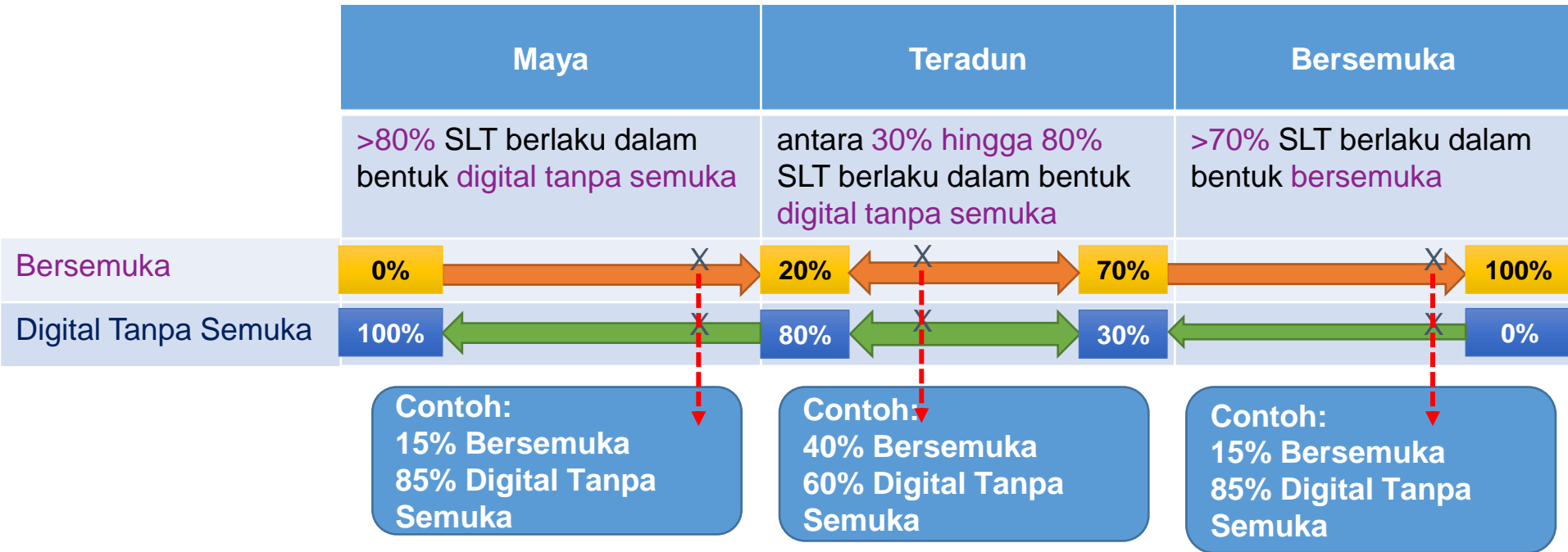


@jpt_kpt



Jabatan Pendidikan Tinggi TV






Penentuan Sub-kategori Berdasarkan Peratusan Pelaksanaan PdP Digital Tanpa Semuka/Bersemuka Terhadap Keseluruhan Waktu Pembelajaran Pelajar (SLT)

Maya	Teradun	Bersemuka
Aplikasi/pendekatan imersif maya	Persekitaran yang menggabungkan pembelajaran dalam talian dan bersemuka	Model/pendekatan secara bersemuka (secara fizikal)
Contoh: VR, AR, simulasi virtual, MOOCs, LMS	Contoh: Blended learning, flipping the classroom	Contoh: Service-based learning, challenge-based learning, work-based learning, problem-based learning

Terbukti telah mencapai sekurang-kurangnya SATU (1) *learning outcome* (LO)

Telah memberi impak mendalam ke atas pengalaman dan pencapaian pembelajaran pelajar



Pilih Sub-kategori permohonan yang berkenaan. Maya? Teradun? Bersemuka?

Q1: LIFE SKILLS: Preparing Graduates To Thrive In The 4th IR

Q2: One-Click to Participatory Open Online Course (POOC) On Ethnic Relations (Hubungan Etnik)

Q3: Designing an Interactive and Engaging Module Sites using blended learning R.A.S.A .Model

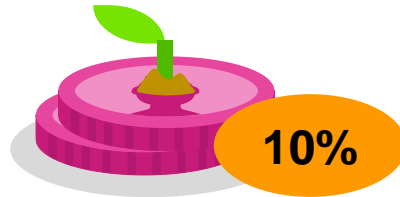


01 Permohonan terbuka kepada individu / kumpulan individu

02 Hanya SATU (1) penyertaan setiap individu / kumpulan individu

03 Permohonan MESTI diperakukan oleh Naib Canselor/setaraf* atau Timbalan Naib Canselor/setaraf

** Rektor/Presiden/Ketua Eksekutif*



RASIONAL

Apakah motivasi & isu/permasalahan utama yang menggerakkan pemikiran dan reka bentuk semula?



PENDEKATAN

Apakah pendekatan/ pemikiran dan reka bentuk semula yang digunakan?



KETERLIBATAN PELAJAR

Bagaimana pelajar terlibat dalam pengalaman pembelajaran bermakna?



KEBERKESANAN PROJEK

Apakah impak utama projek ke atas pencapaian pembelajaran pelajar?

1. Sub-kategori permohonan & Bentuk penyertaan
2. Bahagian A: MAKLUMAT INDIVIDU / KETUA KUMPULAN
3. Bahagian B: SENARAI AHLI KUMPULAN (SEKIRANYA BERKAITAN)
4. Bahagian C: MAKLUMAT PROJEK
5. Bahagian D: RASIONAL PROJEK
6. Bahagian E: PENDEKATAN
7. Bahagian F: KETERLIBATAN PELAJAR
8. Bahagian G: IMPAK KE ATAS PEMBELAJARAN PELAJAR
9. PENGAKUAN PEMOHON DAN PENGESAHAN NAIB
CANSELOR/SETARAF* ATAU TIMBALAN NAIB CANSELOR/SETARAF

**BORANG PERMOHONAN
ANUGERAH KHAS YB MENTERI PENDIDIKAN MALAYSIA:
REKABENTUK KURIKULUM DAN PENYAMPAIAN INOVATIF (AKRI) 2019
(KATEGORI PENGALAMAN PEMBELAJARAN IMERSIF)**

(Sila pilih satu dan tandakan 'X')

Sub-kategori permohonan

Pengalaman Pembelajaran Imersif Maya

Pengalaman Pembelajaran Imersif Teradun (*Blended*)

Pengalaman Pembelajaran Imersif Bersemuka

X

Bentuk penyertaan

Individu

Berkumpulan

X

A. MAKLUMAT **INDIVIDU / KETUA KUMPULAN**

Nama	:		
No. Kad Pengenalan / No. Pasport	:		←
Alamat Pejabat	:		←
	:		←
	:		
No. Telefon Pejabat	:		←
No. Telefon Bimbit	:		←
E-mel	:		←
Institusi	:		←

B. SENARAI AHLI KUMPULAN (SEKIRANYA BERKAITAN)

No.	Nama	Nombor kad pengenalan / No. Pasport	Institusi	Peranan*

*Bagi permohonan secara berkumpulan, pemohon perlu menjelaskan peranan setiap ahli. Contoh: *content expert, proofreader, instructional designer, content developer*.

C. MAKLUMAT PROJEK

<u>Tajuk projek</u>	:		←
<u>Kursus yang terlibat</u>	:		←
<u>Hasil Pembelajaran</u> (<i>learning outcome</i>) yang bertepatan dengan projek	:		←
<u>Jumlah SLT</u> bagi Hasil Pembelajaran yang bertepatan dengan projek	:		←

Sinopsis projek:

←

(Jumlah patah perkataan: ←

(tidak melebihi **200 patah perkataan**)

D. RASIONAL PROJEK

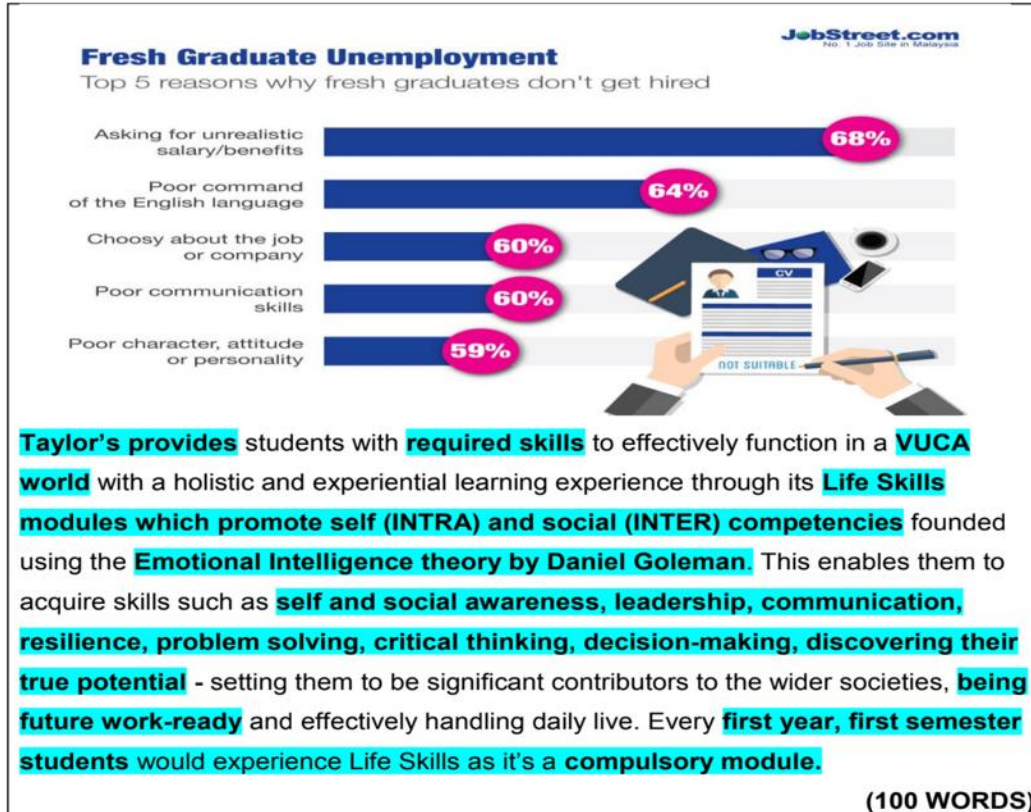
D1. Apakah isu pembelajaran yang anda ingin tangani?

(Jumlah patah perkataan:)
(tidak melebihi 100 patah perkataan)

D2. Apakah objektif projek ini?

(Jumlah patah perkataan:)
(tidak melebihi 100 patah perkataan)

Rasional Project



E. PENDEKATAN

E1. Apakah pendekatan pembelajaran yang anda gunakan dan bagaimanakah ia direkabentuk secara kreatif/inovatif?

(Jumlah patah perkataan:)

(tidak melebihi 200 patah perkataan)

E2. Terangkan bagaimana projek ini direkabentuk untuk menyediakan pembelajaran bermakna kepada pelajar.

(Jumlah patah perkataan:)

(tidak melebihi 200 patah perkataan)

E3. Perincian pelaksanaan pendekatan yang anda gunakan iaitu sejauh mana pendekatan tersebut sistematik, boleh pindah (*transferable*), dan boleh skala (*scalable*). Sila gunakan rajah/carta alir yang bersesuaian.

(Jumlah patah perkataan:)

(tidak melebihi 300 patah perkataan)

PENDEKATAN

Blended Learning Approach



70%

30%

Face to Face Online Learning

Bring Your Own Device (BYOD)



R. A. S. A. Model



Resources	Activities	Supports	Assessments
<ul style="list-style-type: none"> Lecture notes Interactive online lesson Slide show E-book Mind map Glossary Word cloud Videos and Animation Simulation Recorded lecture Augmented reality 	<ul style="list-style-type: none"> Assignment Practice Quiz Game Discussion forum Learning sequence SCORM Crossword puzzle 	<ul style="list-style-type: none"> TIMeS Student Response System (SRS) Peer tutoring Social Apps Remind Facebook 	<ul style="list-style-type: none"> Formative and summative Online quiz Assignment Student Response System (SRS) Project Final Exam



3
Shooting



VISUALLY LEARNING

INTERACTIVE



4
Editing

2
Storyboard



DIGITAL

SELF-PACE



5
Final Mix

SYSTEMATIC LEARNING
PROCESS WITH I-I-I

1
Idea

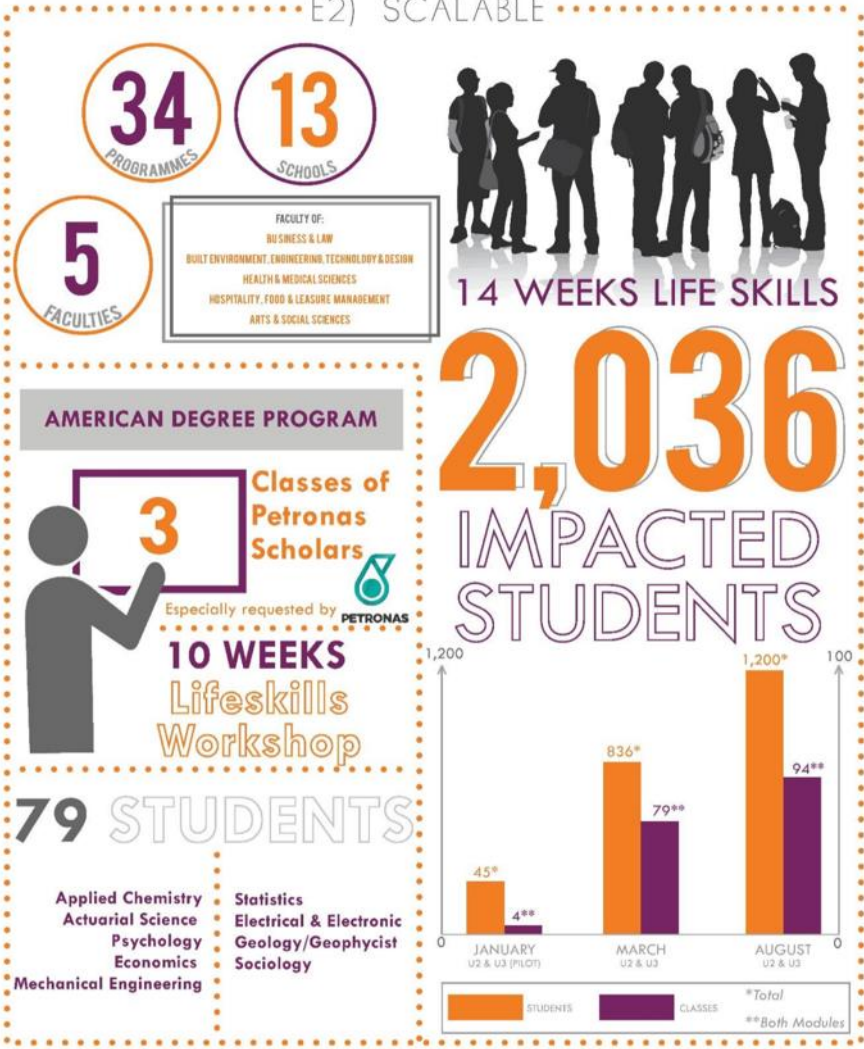
EXT. GARDEN - DAY (FLASHBACK)
John walks towards Mary in a...
from a...
friend of his. He has a bouge...
gives the flowers to Mary. M...
sapphire ring his mother gave...
JOHN
Will you marry me?
Mary gasps and is in tears of joy.
MARY
Yes!
Mary stretches her right arm to receive the ring. They hug
each other tightly and kiss affectionately.

COLLABORATIVE

Menyediakan pembelajaran bermakna kepada pelajar.



Sejauh mana pendekatan tersebut sistematik, boleh pindah (transferable) dan boleh skala (scalable)?



34 PROGRAMMES

13 SCHOOLS

5 FACULTIES

FACULTY OF:
 BUSINESS & LAW
 BUILT ENVIRONMENT, ENGINEERING, TECHNOLOGY & DESIGN
 HEALTH & MEDICAL SCIENCES
 HOSPITALITY, FOOD & LEISURE MANAGEMENT
 ARTS & SOCIAL SCIENCES

14 WEEKS LIFE SKILLS

AMERICAN DEGREE PROGRAM

3 Classes of Petronas Scholars

Especially requested by **PETRONAS**

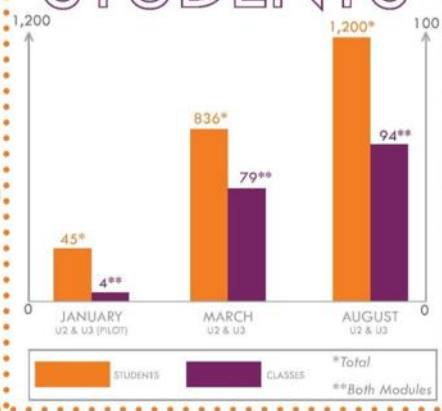
10 WEEKS Lifeskills Workshop

79 STUDENTS

Applied Chemistry
 Actuarial Science
 Psychology
 Economics
 Mechanical Engineering

Statistics
 Electrical & Electronic
 Geology/Geophysicist
 Sociology

2,036 IMPACTED STUDENTS



Month	Students	Classes
JANUARY U2 & U3 (PILOT)	45*	4**
MARCH U2 & U3	836*	79**
AUGUST U2 & U3	1,200*	94**

*Total
 **Both Modules



F. KETERLIBATAN PELAJAR

F1. Sejauh manakah projek ini telah memberikan pengalaman pembelajaran bermakna dalam aspek:

- Kognitif dan / atau
- Psikomotor; dan / atau
- Afektif.

(Jumlah patah perkataan:)

(tidak melebihi 100 patah perkataan)

F2. Bahagian ini memerlukan bukti yang perlu disertakan. Contoh: refleksi pelajar, jurnal pembelajaran, buku log, temubual, kajiselidik, testimoni, dan sebagainya. Bukti perlu disertakan dalam bentuk portfolio bercetak dan/atau portfolio digital (sila tentukan di mana berkaitan.)

- portfolio bercetak
- portfolio digital menggunakan QR code

QR code:



COGNITIVE
I-I facilitates knowledge transfer to intellectual behaviour and synthesize deeper understanding

PSYCHOMOTOR
includes acquiring skills and require integration of mental and production activities

AFFECTIVE
U-learning approach that allow expression of feelings, opinion and attitudes.

KETERLIBATAN PELAJAR





COGNITIVE

What fruit waste you have selected and what food you made into for his assignment and why? *responses*

pelembaga :
 Man =
 @ yang best
 @ Nanas / (apple)
 Formal agreement :
 Sun & Saur

pelembaga :
 I've been chosen as jackfruit is a very popular fruit in Malaysia.
 I've turned jackfruit seed into pasta. This is because jackfruit seeds are always thrown away after consumption of the flesh. We want to make use of it and turn it into something edible and interesting.
 I choose jackfruit.
 I've made choosing passion fruit skin, and make it into passion fruit jam and passion fruit syrup. The aim is to introduce passion fruit skin in can actually make into edible product and reduce the waste.
 I choose fruit skin. I choose the fruit because I like to eat passion fruit.
 jackfruit seeds flour and make into pasta. I've chosen jackfruit seeds as normally in Malaysia, we already throw it out.
 I've made passion fruit. We made incorporated it into cake and made it into jam. We chose this fruit waste.



Conception of Idea

- ✓ Info search
- ✓ Identify local food waste of interest
- ✓ Brainstorm for product idea
- ✓ Design preservation method

KETERLIBATAN PELAJAR




PSYCHOMOTOR



Product Development & Improvisation

- ✓ Procurement of materials
- ✓ Develop food product
- ✓ Brainstorming & trouble shooting
- ✓ Improve product formulation & processing steps



TEAMWORK

COMMUNICATION

AFFECTIVE

INTERACTION



AFFECTIVE



KETERLIBATAN PELAJAR



SEMESTER 2016

MARCH 2016 SEMESTER
BC 8
6 GROUPS
7 WEEKS OPERATION
TOTAL : 74 STUDENTS

AUGUST 2016 SEMESTER
BC 9
2 GROUPS
7 WEEKS OPERATION
TOTAL : 16 STUDENTS

TOTAL SALES (TIFFIN + ENTRE)
RM 51,283.54

TOTAL SALES (TIFFIN + ENTRE)
RM 23,734.00

TOTAL SALES (ENTRE)
RM 27,435.00

TOTAL SALES (ENTRE)
RM 14,345.00

TOTAL NET PROFIT(ENTRE)
RM 18,564.00

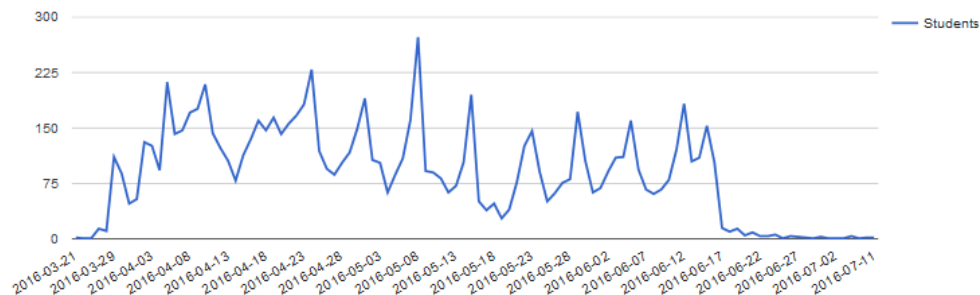
TOTAL NET PROFIT(ENTRE)
RM 8453.50

HIGHEST NET PROFIT RM 4235.60
BABUJI GROUP

HIGHEST NET PROFIT RM 4012.00
FOODBOX GROUP

TOTAL NET PROFIT : RM 27,017.50

Daily Active Students



G. IMPAK KE ATAS PEMBELAJARAN PELAJAR

G1. Sejuah manakah pendekatan ini telah meningkatkan pencapaian pelajar dari aspek pengetahuan?

(Jumlah patah perkataan:
(tidak melebihi **100 patah perkataan**)

G2. Sejuah manakah pendekatan ini telah meningkatkan pencapaian pelajar dari aspek kemahiran?

(Jumlah patah perkataan:
(tidak melebihi **100 patah perkataan**)

G3. Sejuah manakah pendekatan ini memberikan kesan kepada perubahan sikap dan peningkatan kemahiran sosial pelajar?

(Jumlah patah perkataan:
(tidak melebihi **200 patah perkataan**)

G4. Bahagian ini memerlukan bukti yang perlu disertakan. Contoh: keputusan peperiksaan/ujian/pra dan pasca ujian/anugerah dan pengiktirafan pelajar/prototaip/penerbitan daripada pelajar, refleksi pelajar, kisah kejayaan pelajar, *success stories* dan sebagainya). Bukti perlu disertakan dalam bentuk portfolio bercetak

dan/atau portfolio digital (sila **tidak** mengulangi perkataan.)

- a. portfolio bercetak
- b. portfolio digital menggunakan QR code

QR code:

88.9% learners think that PjBL improved their critical thinking and problem-solving skills

72.2% learners think that PjBL improved their communication skill

IMPAK



I'm proud to say that I was not the same person now, at the end of life skills class, that I was at the beginning of the class. And mindfulness is the base ground in developing and improving me as a person.

I believe every successful person has a core purpose – it is a necessity for everyone to have in life, without it, an individual would simply drift through life rather than working and improving themselves towards their goals and values in order to achieve their "purpose" in life, such a life would have no meaning and leave behind no impact / legacy.

Before I go to sleep every night, I will take some time to self reflect, asking myself what I did on that day, what I have accomplished (if I have) and how I feel about it.

Yes I believe the most successful people have a core purpose because successful people would have clear and definite goals, values, traits and ideals that set them apart.

This life skills class has really taught me a lot about myself and how I want to carry myself from here on out.

I now understand that this is what makes me me. With this knowledge, I can allow myself to embrace my quirks.

Lecturers Share Innovative e-Learning

By TEH WOON YA

SUBANG JAYA: Taylor's University (TU) lecturers and students from 11 schools shared their experiences using different innovative e-learning systems during the Teaching and Learning Festival 2015.

The Design School (TDS) lecturer Charles Sharma Naidu Achu Naidu incorporated a gaming system in class by implementing Classcraft, a role-playing application.

"Whenever students fulfilled a task or answered a question correctly, they will be rewarded with experience, health points, power, and gold pieces in Classcraft, which can be used to upgrade their avatar, Charles said.

"This application encouraged students to collaborate with one another, and let me keep track of their learning progress," he added.

TDS student Foo Sher Ming, 18, said, "With the reward system in Classcraft, I strived to achieve better score to customise my avatar."

American Degree Transfer Program (ADP) lecturer Dr Wong You Hsiang implemented a new blended learning system, Kahoot! last semester.

"Kahoot! is a free game-based student response system with attractive features to make learning interesting, fun and engaging," Dr Wong said.

He said Kahoot! encouraged friendly competition, with rewards for five students who scored highest marks by answering questions accurately in shortest time.

ADP student Kwan Fu Xuan, 18, said, "Kahoot! is different from traditional and boring teaching styles, and I found myself improving after the system was implemented."

After attending Dr Wong's session, Centre for Lifelong Learning lecturer Sujatha Krishnan said, "I will consider implementing Kahoot! in my classes, as students' attention will be higher when they become more involved in the learning process."

Festival organiser Lim Chee Leong said, "This is a signature annual event organised by the Integrated Teaching and Lifelong Learning Center at TU from 22 to 23 September."

"This year, we invited lecturers and students to share their e-Learning and First Year Experience to gain different viewpoints," he added, noting that approximately 30 lecturers attended each session.





"Student is able to interact well with various people"

"Student is able to find ways to solve problems."



"Student created new recipes from the company's product"

"Independent & proactive"



IMPACT – Transferable skills @ industry



Saiful Anuar Mahamad



"I have successfully developed new cakes for my company. The decorations on the cakes were made by using icing and the colour added to the icing were all natural colourants which was learnt in class"

- Vanessa Wong, BSc (Hons) Food Science with Nutrition



IMPACT - Recognition
Bronze Award @ International Conference & Exposition on Inventions by Institutions of Higher Learning (PECIPTA) 2017



Double Decker (from jack)

PENGAKUAN PEMOHON DAN PENGESAHAN NAIB CANSOLOR/SETARAF* ATAU TIMBALAN NAIB CANSOLOR/SETARAF :

Saya mengaku bahawa semua maklumat yang diberikan adalah benar.

..... ←
(Tandatangan Pemohon) (Tarikh)

Saya mengesahkan bahawa semua maklumat yang diberikan oleh pemohon adalah benar.

..... ←
Tandatangan* dan Cap Rasmi (Tarikh)
(Naib Canselor atau yang setaraf*)

* *Rektor/Presiden/Ketua Eksekutif*

** *Sertakan surat penurunan kuasa kepada wakil (sekiranya berkaitan).*

* *Tandatangan digital tidak diterima.*

Permohonan perlu dialamatkan dan dihantar kepada:

Pengarah
Bahagian Pengurusan Pembangunan Akademik
Jabatan Pendidikan Tinggi
Kementerian Pendidikan Malaysia
Aras 4, No. 2, Menara 2
Jalan P5/6, Presint 5
Pusat Pentadbiran Kerajaan Persekutuan
62200 PUTRAJAYA
(UP: Urus setia Anugerah Khas YB Menteri Pendidikan Malaysia: Rekabentuk Kurikulum dan Penyampaian Inovatif (AKRI) 2019)

Nota: Tarikh tutup permohonan/pencalonan ialah pada jam 5.00 petang, 26 Julai 2019.

Elakkan daripada menggunakan URL yang panjang

Pastikan fail - fail yang dimuat turun boleh diakses oleh juri



Penggunaan QR Code adalah sangat digalakkan

Sila patuhi had bilangan patah perkataan bagi soalan - soalan yang berkaitan

Bil	Perkara/Dokumen	Bahagian	Sila tanda ✓	
			Pemohon/ Calon	KPM
1	No Kad Pengenalan / No. Pasport.	-		
2	Pemohon kategori individu atau berkumpulan berkhidmat secara tetap atau kontrak sepenuh masa di IPT.	-		
3	Salah satu sub-kategori permohonan ditandakan dalam borang.	-		
4	Bentuk penyertaan ditandakan dalam borang.	A		
5	Semua maklumat individu / ketua kumpulan lengkap.	B		
6	Senarai ahli kumpulan (sekiranya permohonan kategori kumpulan) adalah lengkap.	B		
7	Semua maklumat projek lengkap.	C		
8	Sinopsis projek dinyatakan	C		
9	Rasional projek dinyatakan.	D1 & D2		
10	Pendekatan dijelaskan.	E1, E2 & E3		
11	Keterlibatan pelajar dijelaskan.	F1		
12	Pembuktian keterlibatan pelajar disertakan dalam bentuk portfolio.	F2		
13	Impak ke atas pembelajaran pelajar dinyatakan.	G1, G2 & G3		
14	Pembuktian impak ke atas pembelajaran pelajar.	G4		
15	Tandatangan pemohon dan pengesahan Naib Canselor/setaraf* atau Timbalan Naib Canselor/setaraf.	-		
16	Pemohon mengisi "Borang Maklumat Permohonan AKRI 2019" di pautan http://bit.ly/borangmaklumatAKRI2019	-		

*Rektor/Presiden/Ketua Eksekutif

ISU PERMOHONAN

01



Permohonan tanpa link (tiada bukti *online*)

02



Permohonan tanpa *stamp*/cop tapi bertandatangan

03



Permohonan tanpa surat turun kuasa

04



Permohonan menggunakan borang lama

05



Permohonan lewat diterima

SESI SOAL JAWAB

**SEKIAN
TERIMA KASIH**