

Townhall

TEACHING & LEARNING

16 March 2021 | 2.30 pm

Organized by:
Deputy Vice Chancellor (Academic & International)



PILLAR 2: TEACHING & LEARNING

To Produce Leaders



WHYs

HOWs



Precision Intervention

Precision intervention through Profiling (Psychometric Test)
'Soft Skills' and 'Psychological Capital' to **Produce Leaders of Tomorrow**

PROJECT TEAM

UM Students' Future-Readiness Inventory (UMSFRI)

Psychometric Cluster, CEPATS

(Center for Educational and Psychological Assessment, Training and Services), Fakulti Pendidikan

- Dr. Harris Shah Abd Hamid (Leader)
- Dr. Rafidah Aga Mohd Jaladin
- Dr. Siaw Yan Li

Dr. Kasturi Dewi Varathan

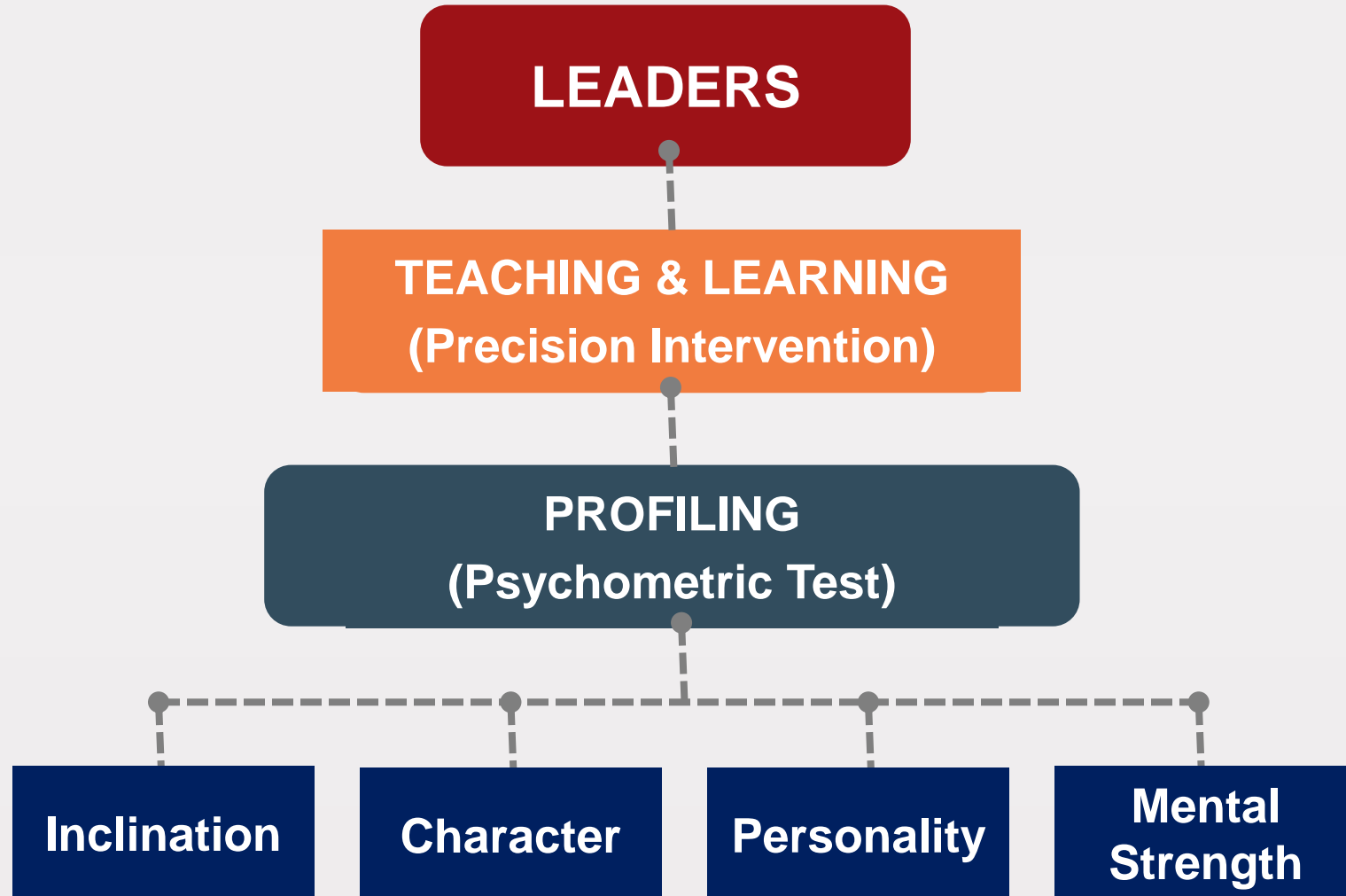
Faculty of Computer Science &
Information Technology

CITrA

- AP. Dr. Wendy Yee Mei Tien
- Dr. Ponmalar Alagappan
- Dr. Rohana Mahmud (FSKTM)

Dr. Iskandar Abdullah

Graduate Employability, Entrepreneurship &
Student Development Centre/ Fakulti Sains





01

Develop a UM-based inventory (in house inventory) to meet the goals in producing future ready graduates enriched with **UM graduate DNA**

02

- Identify the gaps in **Employability Readiness: Soft Skills and Psychological Capital Attributes** of UM students
 - Provide specific interventions to ensure graduates are future ready and equipped with UM core values

03

Cost effective, UM IP and sustainability. UM is able to make continuous improvement and necessary improvisation to the inventory based on the needs of the university from time to time.

PSYCHOMETRIC TEST - Profiling

UM Students' Future-Readiness Inventory (UMSFRI)

EMPLOYABILITY SOFT - SKILLS

1. Communication Skills
2. Team Work
3. Leadership Skills
4. Creativity
5. Entrepreneurship

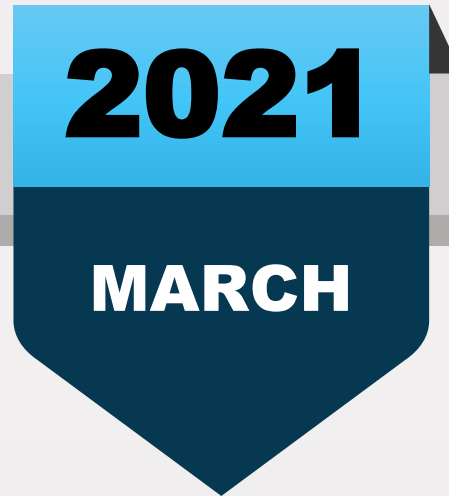
PSYCHOLOGICAL CAPITAL

1. Resilience
2. Adaptability
3. Mindfulness
4. Integrity
5. Grit
6. Emotional Intelligence



PSYCHOMETRIC TEST

UM Students' Future-Readiness Inventory (UMSFRI)



PILOT TEST



IMPLEMENTATION

PSYCHOMETRIC TEST

UM Students' Future-Readiness Inventory (UMSFRI)



Universiti Malaya Students' Future- Readiness Inventory (UMSFRI)

Faculty:

Department:

Program:

Matric Number:

Year in Program:

Year 1 Year 2 Year 3 Year 4 Year 5

PSYCHOMETRIC TEST

UM Students' Future-Readiness Inventory (UMSFRI)

Program:

Matric Number:

Year in Program:

Year 1 Year 2 Year 3 Year 4 Year 5

Instruction: Indicate how much the following statements describe you as a person by circling your response by using this scale

Integrity		Strongly Disagree Strongly Agree						
No	Questions	1	2	3	4	5	6	7
1	Honesty is a significant part of my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I am an honest person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	It is important for me to be honest all of the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I tell the truth even when it makes me uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSYCHOMETRIC TEST

UM Students' Future-Readiness Inventory (UMSFRI)

4	I participate actively in the group's activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I make important contributions to the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I can help team members to participate effectively in the group's work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity		Strongly Disagree					Strongly Agree	
No	Questions	1	2	3	4	5	6	7
1	I can produce new ideas based on existing ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I can come up with a useful invention or life hacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I can solve a problem using different strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I come up with new ideas to improve my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I can improve on existing ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="button" value="Submit"/>		<input type="button" value="Reset"/>				

PSYCHOMETRIC TEST

UM Students' Future-Readiness Inventory (UMSFRI)



Report







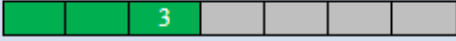

Matric Number: 12345

Faculty: FSKTM

Dimension	Your Score	Feedback
Integrity	<div style="display: flex; align-items: center;"> <div style="background-color: green; color: white; padding: 2px 5px;">1</div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> </div>	Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It seems that you should make improving integrity a priority.
Emotional Intelligence	<div style="display: flex; align-items: center;"> <div style="background-color: green; color: white; padding: 2px 5px;">2</div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> </div>	Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It seems that you should make improving emotional intelligence a priority.
Adaptability	<div style="display: flex; align-items: center;"> <div style="background-color: green; color: white; padding: 2px 5px;">3</div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> <div style="border: 1px solid gray; width: 15px; height: 15px; margin: 0 2px;"></div> </div>	Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It

PSYCHOMETRIC TEST

UM Students' Future-Readiness Inventory (UMSFRI)

Dimension	Your Score	Feedback
Integrity		Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It seems that you should make improving integrity a priority.
Emotional Intelligence		Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It seems that you should make improving emotional intelligence a priority.
Adaptability		Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It seems that you should make improving adaptability a priority.
Mindfulness		Your score is about average. This is not a cause for concern, but you should consider improving your mindfulness.
Resilience		Your score is at the top 10 percent of the student population. It seems that you don't have to worry much about your present level of resilience. Please put efforts to improve lower-rated readiness dimension, if applicable.
Communication		Your score is about average. This is not a cause for concern, but you should consider improving your communication.
Teamwork		Your score is in the bottom 10 percent of the student population; 90% of students have higher scores. It seems that you should make improving teamwork a priority.
Creativity		Your score, while not too high, is in the upper half of the student population. You may work on creativity after paying attention to lower-rated readiness dimension where applicable.

PRECISION INTERVENTION by HEP

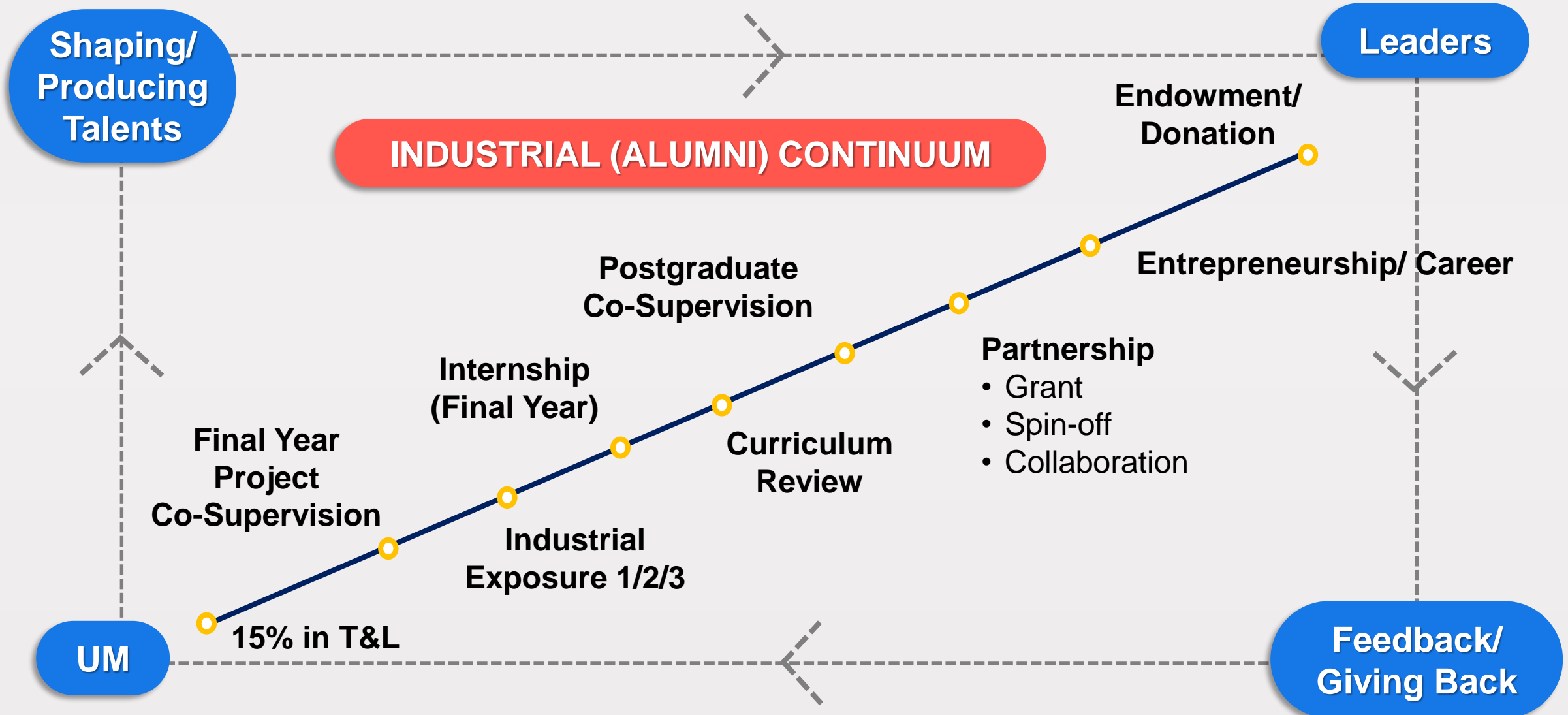
NO	CATEGORY	PROGRAMME
1	Communication Skills	Career Kit@UKK: Communication / Public Speaking
2	Leadership	Guided Leadership
3	Teamwork	Teamwork Onwards
4	Critical Thinking & Problem Solving	CTPS Skills
5	Professional Ethics & Morale	Leader Integrity
6	Mindfulness	Rested Mind @SPPsK: Mindfulness
7	Emotional Intelligence	Rested Mind @SPPsK: Emotional Intelligence

** Faculties can plan for suitable Precision Intervention for their students according to their Psychometric Test results



ELITE @ UM : **Experiential Learning** **with Industry and** **Technocrats at UM**

Sustainable Relationship with Industry / Alumni



OBJECTIVE

1

To provide opportunities for more experts and eminent individuals in the industries to share their knowledge and experiences with UM students.

2

To provide UM alumni (*successful alumni in their respective fields*) opportunities to give back to their alma mater by sharing their personal success stories with students.

INDUSTRY ENGAGEMENT



Tengku Zafrul bin Tengku Abdul Aziz
During his tenure as CEO and Executive Director of CIMB Group

INDUSTRY ENGAGEMENT



John Wong
CEO, Fidelity Asia Bank

INDUSTRY ENGAGEMENT



Dato' Ar. Haji Hajeedar Abdul Majid
Hajeedar and Associates Sdn Bhd



INDUSTRY ENGAGEMENT



Hijjas bin Kasturi

Hijjas Kasturi Associates Sdn. Bhd. (HKAS)

The company is best known for designing buildings in Malaysia.



BENEFITS

Research shows that successful **industry engagement** in classroom learning activities provide students with life-changing experiences that can:

- enhance students' **networking connections** with professionals who can potentially provide employment references and future job positions
- improve students' professional **communication skills** (communicating with industry experts and eminent figures in the respective industries)
- give students an opportunity to gain **practical experience** by observing and applying the methods and theories learned in classroom to real-world scenarios

ELITE@UM FELLOWS

1. Key Roles And Responsibilities

- To give structured lectures in courses offered by faculties
- Sharing of holistic industrial experiences (beyond field of specialization)

2. ELITE@UM Fellows will be given the option to channel their payment to several UM/ PTj initiatives such as:

- Tabung Kebajikan Pelajar B40
- Laptops and other facilities to benefit the learning experience of UM students
- etc..

3. Faculties to provide and facilitate

- Shared Common Room
- Shared Parking Bay
- Car sticker (Security office)
- Library Facilities & Services

IMPORTANT

EXISTING MOU / MOA

- Use the existing signed MoU / MoA with industry partner
- Asking industry partner to volunteer mid range staff to come and teach in the class





ACTIONS REQUIRED -PTj



To propose **suitable names** for appointment as ELITE@UM Fellows to BSM.



To identify **contact point** at the faculty level (Industrial Liaison)



To liaise with ELITE@UM Fellows on their **availability** to teach the topics interest.



To prepare **teaching schedule** for ELITE@UM Fellows by the semester.



To monitor teaching activities and other engagement activities.



To identify common rooms/ shared parking spaces (including other office facilities)

VICE CHANCELLOR
CCO | CARIA

DVC (A&A)
CITrA | IRO | MRC

DVC (R&I)
JIM | UMCIC

UNIVERSITY EFFORT

All PTjs need to commit

REGISTRAR
Human
Resource |
Security
Office

DVC (D)
JPPHB | PTM |
Sport Facilities

LIBRARY

**All
Academic
PTj**

COORDINATING CENTRAL PTJs

1

CITrA

- Coordinating & Record of ELITE@UM Fellow

2

BSM

- Appointment
- Claims

PTj

Provide brief CV,
Teaching Work Plan
(Courses to be taught
/ Frequency / etc)

BSM

Appointment Letters
to ELITE@UM
Fellows

Relevant PTj

To prepare
necessary
facilities



ELITE @ UM

T&L - 15 % of each course (Example)

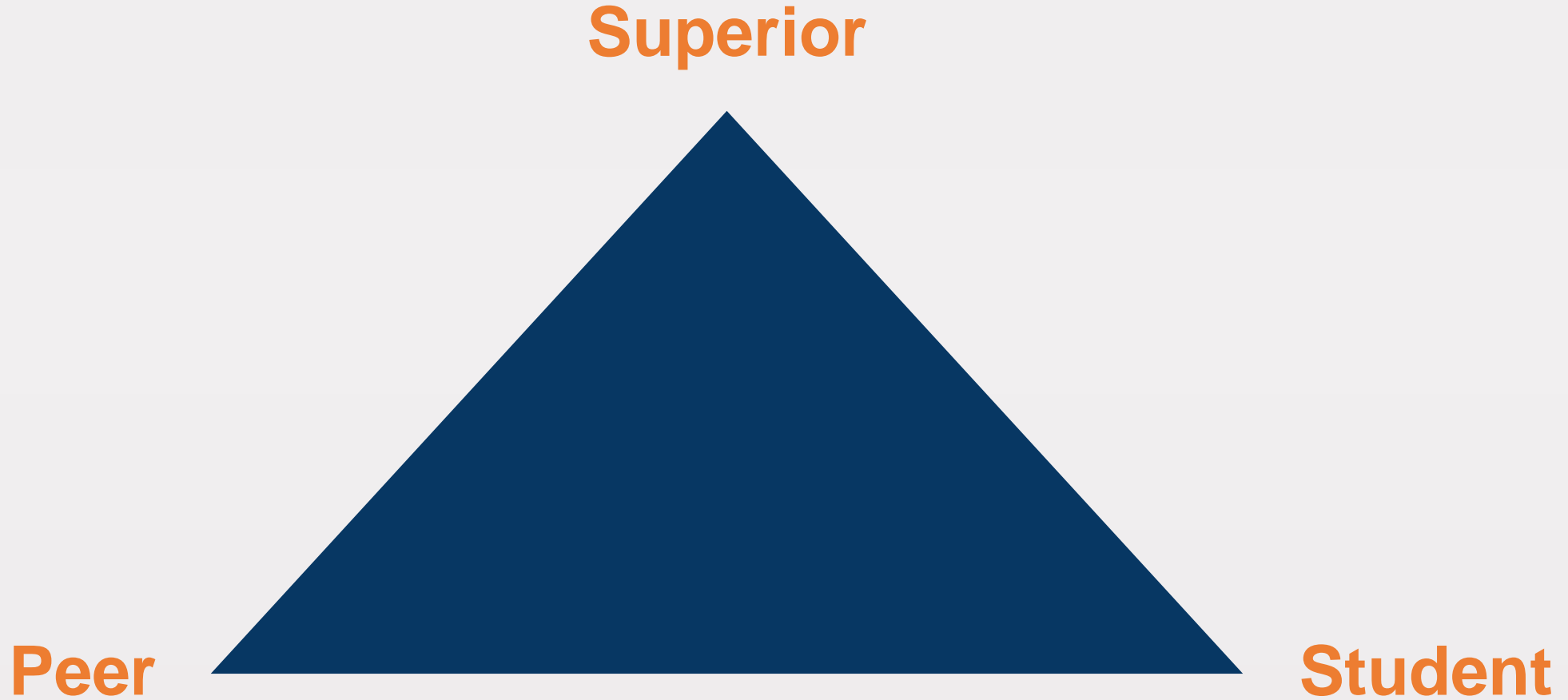
- 3 credits per sem (3 hrs x 14 weeks = 42 hours)
- 15 % from 42 hours = 6.3 (6 hours)
- ELITE@UM fellows to come 3 times per semester for 2 hours lecture each time (eg. beginning, middle, end of sem)
- Payment RM300 per visit (min 2 hours per lecture) x 3 = RM900
- Estimation : 2,500 courses per sem x RM900 = **RM2.25 million**
- **USING CENTRAL FUNDS**



Teaching & Learning Delivery & Assessment



TEACHING & LEARNING DELIVERY ASSESSMENT



TEACHING AND SUPERVISION

No.	Description	Points	DS 51/52	DS 53/54	VK7	VK6	VK5
1.	Min. 9 credits (approx. 3 courses per academic session) or as determined by Ketua PTj	90	10 points per credit				
	1 credit = 1 hr lecture/week = 2 hrs tutorial/week = 3 hrs lab/studio/week						
2.	Course Design	50	Marks to be assessed by PTj Committee				
	▪ Instructional Materials (15 points)						
	▪ Assessment Methods (10 points)						
	▪ Exam Questions and Results (15 points)						
	▪ Self-Reflection (5 points)						
	▪ Professional Development (5 points)						
3.	CTES or alternative (for Clinical)	40	8 points per unit scale				
4.	ODL/Remote Learning/Micro Credential/ ELITE@UM/ International Partners	40	1 ODL course = 20 points 1 Remote Learning course = 20 points 1 Microcredential = 20 points 1 ELITE@UM member = 10 points 1 International Partner = 10 points				
5.	Supervision		Dual PhD = 40 points; PhD = 25 points; MR = 12.5 points; MM = 8.3 points; W = 6.25 points; UG = 2 points				



Course and Teaching Evaluation (CTES)

- 40 points

PART A: COURSE EVALUATION

1. The course is **relevant** to my programme of study.
2. The course **content** corresponds to the stated **learning outcomes**.
3. The current **teaching and assessment schedule** for the course is clear and well organised.
4. The content of the course is **applicable/relevant** to current needs.
5. The course **assessment methods** (e.g. test, assignment, presentation and others) are not overburdening.
6. This course enhances knowledge in this field/area.
7. This course cultivates **Intellectual Skills** (i.e critical thinking and creativity, quantitative reasoning, problem solving, etc.)
8. This course increases **Functional Skills**
(i.e written or verbal communication, digital literacy, lab/clinical work, performances, leadership, teamwork etc).
9. This course develops **Interpersonal Skills** (i.e collaborative/networking skills, interactive communication, etc).
10. I would like to suggest the following improvements to this course: (maximum 200 words) - optional



Course and Teaching Evaluation (CTES)

- 40 points

PART B: EVALUATION OF COURSE TEACHING/DELIVERY

1. I clearly understand the delivered **course content**.
2. **Course learning outcomes** are achieved through various learning activities.
3. I am encouraged to ask **questions** and share my **views**.
4. I receive the **feedback** I need in this course.
5. The learning process can be improved if: (maximum 200 words) - optional

Course Design (Instructional Materials)

- 15 points

INSTRUCTIONAL MATERIALS	EXAMPLE OF EVIDENCE		POINTS
1. Instructional Materials are appropriate and aligned to intended learning outcomes (random sampling in Spectrum)	<ul style="list-style-type: none"> ▪ Slides ▪ Modules ▪ Books for the Course 	<ul style="list-style-type: none"> ▪ Videos ▪ Audios ▪ Teaching Planning 	5
2. Instructional materials include constructive feedback for student improvement (evidence in Spectrum)	<ul style="list-style-type: none"> ▪ Feedback activities that allow the lecturer to ascertain that learning had taken place ▪ e.g. Quizzes 		5
3. The course reference materials are comprehensive and up to date	<ul style="list-style-type: none"> ▪ Course information form 		5

Course Design (Assessment Methods)

- 10 points

ASSESSMENT METHODS	EXAMPLE OF EVIDENCE	POINTS
1. A variety of assessment methods used with appropriate rubrics/marketing schemes	<ul style="list-style-type: none">▪ Alternative assessment methods used for intended learning outcomes▪ Innovative assessment methods	5
2. Monitoring	<ul style="list-style-type: none">▪ Vetting records	5

Course Design (Exam Questions and Results) - 15 points

EXAM QUESTIONS AND RESULTS	EVIDENCE	POINTS
1. Exam questions are relevant to the intended learning outcome	Questions reflect the outcome (Form 7)	5
2. Exam questions are appropriate to the level of the course	Contain Higher Order Thinking Skills (HOTS) questions	5
3. Exam Questions and Results	Exam analysis is conducted	5

Course Design (Self - Reflection)

- 5 points

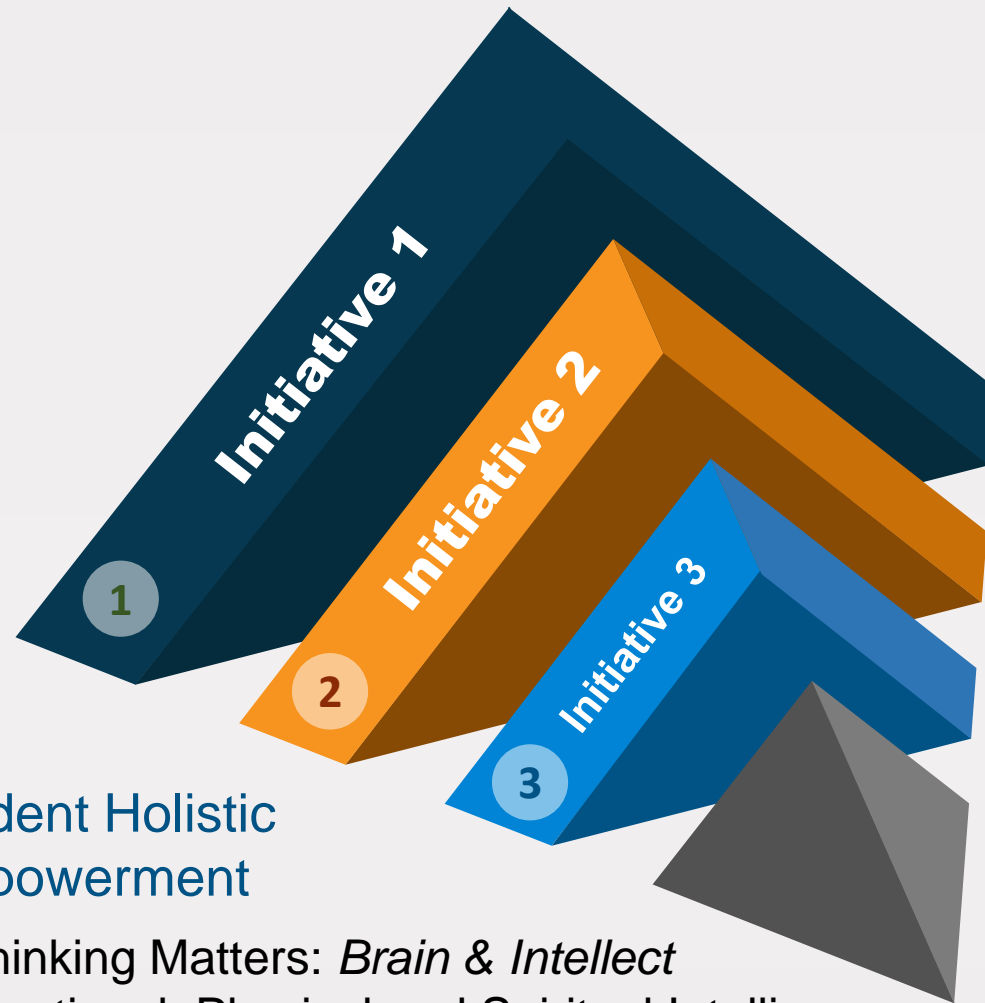
SELF - ASSESSMENT

FORM

at end of semester
may include some
notes on:

-
- 1 What did I do?
 - 2 What went well?
 - 3 What are the challenges?
 - 4 What should be maintained?
 - 5 What should be dropped?
 - 6 What should be reduced?
 - 7 What should be added?
-

Ultimate GOAL: Student development



Precision Intervention

ELITE @ UM

T&L Delivery & Assessment

Student Holistic Empowerment

- Thinking Matters: *Brain & Intellect*
- Emotional, Physical and Spiritual Intelligence: *Heart, Body & Soul*
- Technology/Artificial Intelligence and Data Analytics: *i-Techie*
- Global Issues and Community Sustainability: *Making the World a Better Place*

**LEADERS
Produced**

**Future Ready
Graduates
with UM DNA
/ UM GSA
(Graduate
Student
Attributes)**

- Critical Thinker
- Problem Solver
- Adaptable
- Life Long Learner
- Good Communication Skills
- Integrity

THANK YOU

Office of the Deputy Vice Chancellor
(Academic & International)

Academic Administration and Services Centre (AASC) | Academic Strategic Planning (ASP) Centre |
Academic Enhancement and Leadership Development Centre (ADeC) | Centre for Internship Training and Academic enrichment (CITrA) |
International Relations Office (IRO) | International Student Centre (ISC) |
Marketing & Recruitment Centre (MRC) | Kong Zi Institute (KZIUM)

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