

**ISU BERKAITAN HALATUJU
KURIKULUM PROGRAM
SARJANA MUDA**

Sesi perkongsian isu semasa berkaitan kurikulum

Sesi taklimat perkongsian isu semasa berkaitan kurikulum akan diberikan kepada semua staf akademik melibatkan perkara berikut:

Kurikulum
Abad 21

iCGPA

Outcome Based
Education (OBE)

New Academia
Learning
Innovation
(NALI)

Lonjakan 1: Graduan
Holistik, berciri
Keusahawanan dan
Seimbang

Atribut Mahasiswa dan graduan

Teaching
Research
Nexus (TRN)

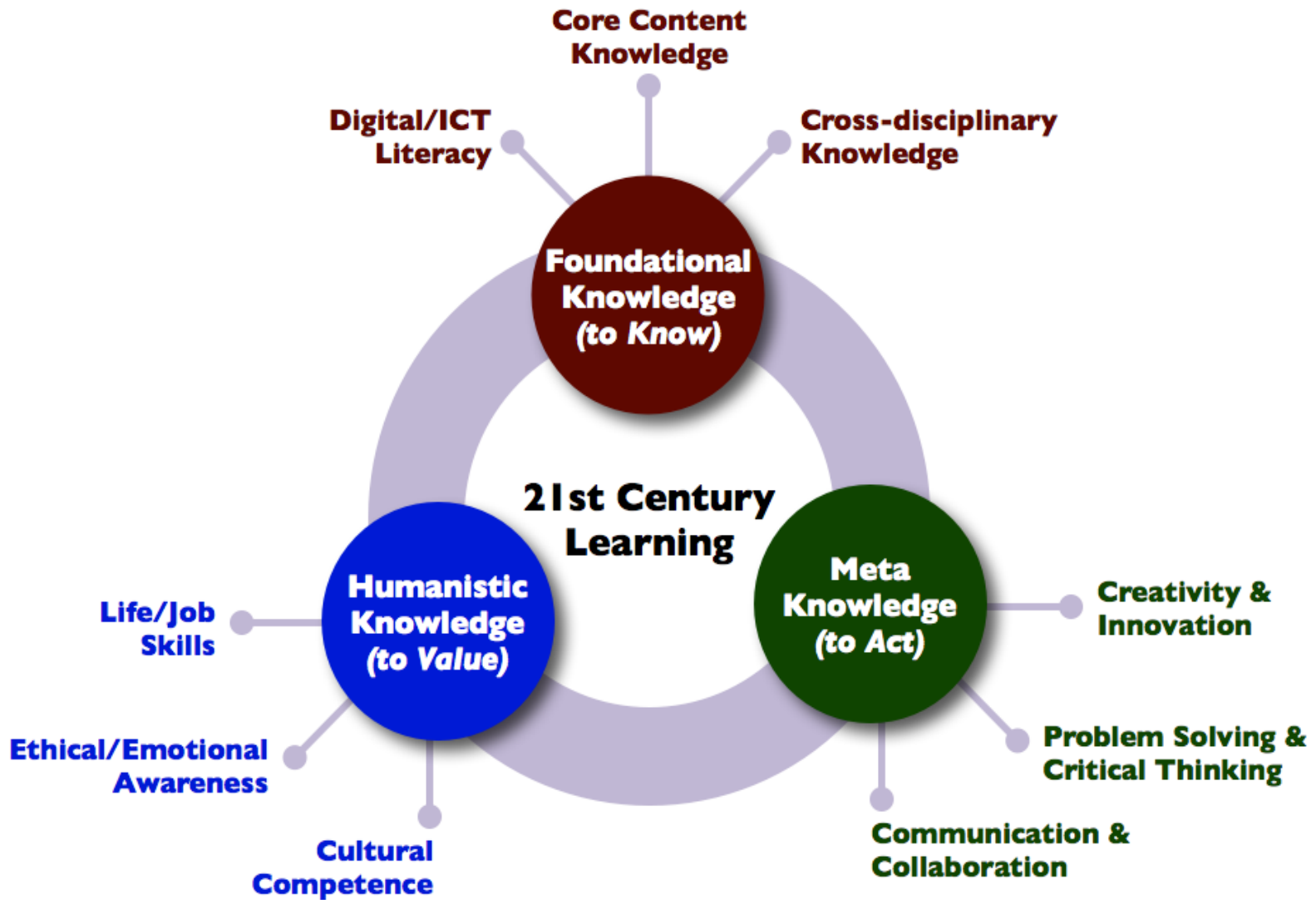
Life wide
Learning



The International Commission on Education for the 21st Century advocates

FOUR PILLARS OF EDUCATION





21st-Century Skills

Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

Competencies

How students approach complex challenges



7. Critical thinking/
problem-solving



8. Creativity



9. Communication



10. Collaboration

Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/
grit



14. Adaptability



15. Leadership



16. Social and cultural awareness

Lifelong Learning

CURRICULUM DESIGN

Key Competencies - Content

1. Maintaining a high level of technical expertise – course participation to limit linearity

2. Developing a historical perspective in order to understand the nature and role of contexts and paradigms

3. Developing an understanding of systems and networks in order to see the world holistically/ecologically

4. Developing "ethical know-how"

5. Developing leadership and entrepreneurship – capstone design experience

CURRICULUM DESIGN

Pedagogy

“Praxis” —personal, group and professional practices that internalize knowledge and lead to more effective action

Reinforcing the new context and supporting the delivery of the new content

Expand students’ capacity to access knowledge beyond the traditional analytical approach

CURRICULUM DESIGN

Types of Knowledge

Explicit : analytical knowing based on conclusions derived from empirical observation

Tacit/Embodied : a knowing that is acquired through personal experience leading to more intuitive and spontaneous action

Primary : a knowing derived from an awareness of “interconnected wholes rather than isolated contingent parts” – leading to innovative thinking and creativity

CURRICULUM DESIGN

Practices that reinforce the nonlinear context

Personal Praxis (leading to personal mastery)—

Based on learning by doing

Involves practices that help embody knowledge so that it becomes second nature

Increase self-awareness; foundation of ethical behaviour

Body awareness— Through martial arts, yoga etc.

Contemplative practice – meditation cultivate concentration ; “makes it possible to see connections that may not have been visible before”

Creative self-expression - music, dance, painting or sculpting – primary knowledge

Nature as Teacher - a personally experienced and alive relationship with Nature is the basis for an authentic commitment to sustainability

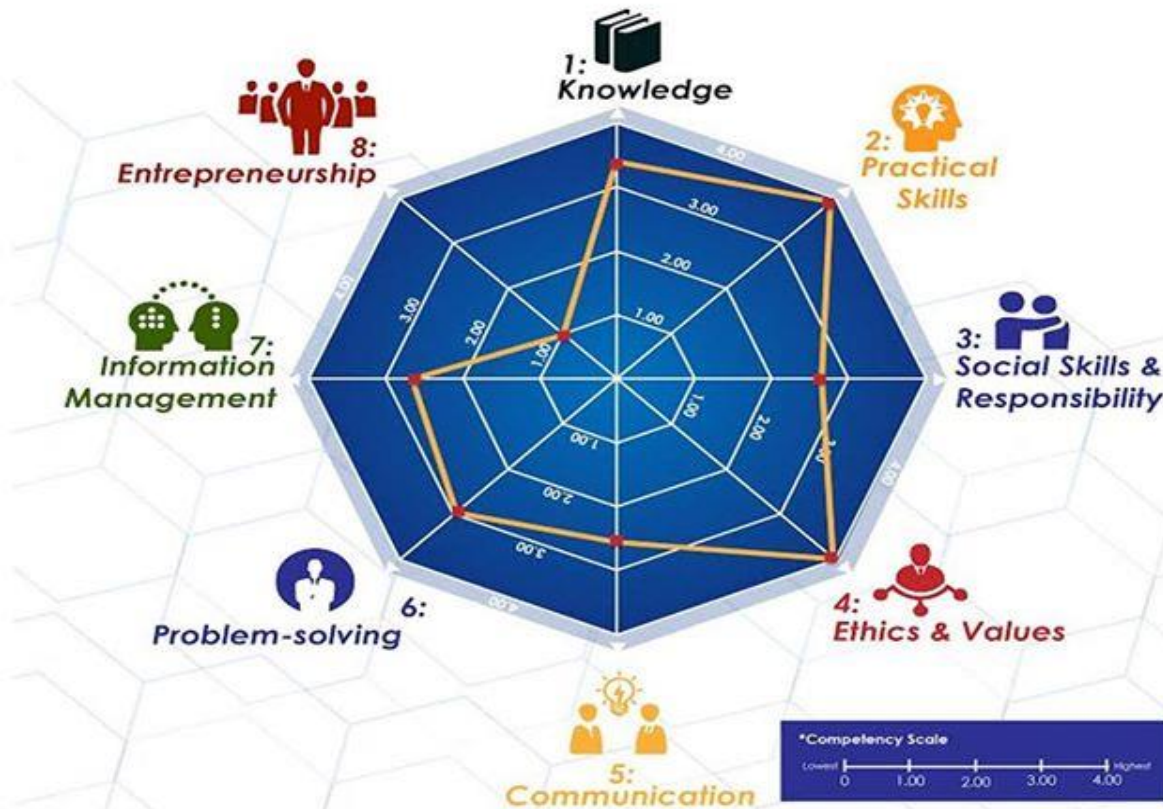
Sesi perkongsian isu semasa berkaitan kurikulum

iCGPA

Pelajar Holistik

iCGPA

Integrated Cumulative Grade Point Average



Status:
In progress

Development and implementation a cumulative grade point average (CGPA) system that is not focused solely on academic outcome but reflects the holistic and balanced mastery of knowledge and soft skills

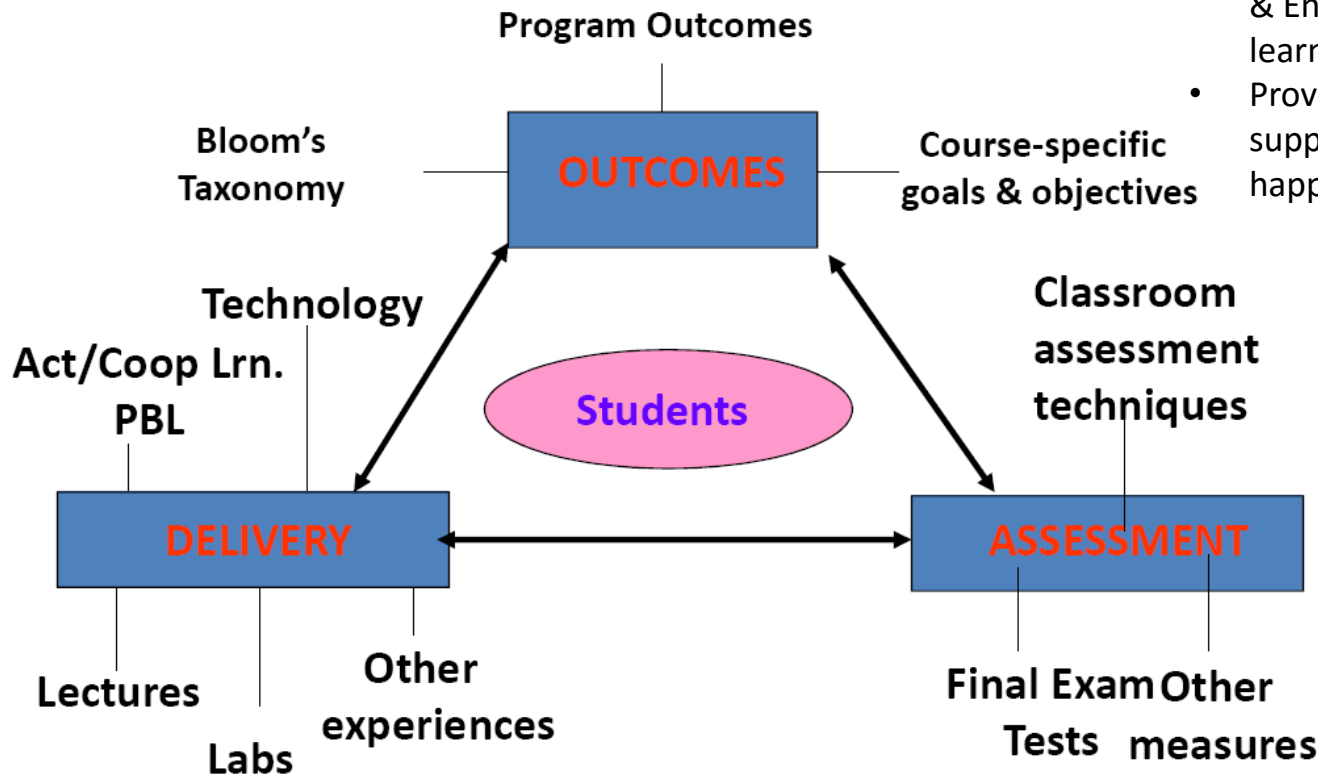
Sesi perkongsian isu semasa berkaitan kurikulum

Outcome Based Education (OBE)

OBE – is an Education System that;

- Require the Learning Outcomes to be made explicit and visible
- Aligned Assessment to the intended learning outcomes
- Aligned Delivery (Learning Activities & Environments) to the intended learning Outcomes
- Provide necessary infrastructures and support system for the above to happen

OBE - Constructive Alignment



Sesi perkongsian isu semasa berkaitan kurikulum

Lonjakan 1: Graduan Holistik, berciri Keusahawanan dan Seimbang

Atribut Mahasiswa dan graduan



Etika & Kerohanian

Beretika dan bermoral, mempunyai kerohanian mantap, penyayang dan prihatin; menghayati pembangunan mampan dan gaya hidup sihat



Kemahiran Memimpin

Komunikator yang berkesan, cerdas emosi dan mampu berinteraksi merentas budaya; bertanggungjawab, berdaya saing, cekal dan yakin



Identiti Nasional

Mempunyai jatidiri kebangsaan dan memahami aspirasi negara



Kemahiran Bahasa

Mahir dalam bahasa Melayu dan Inggeris, dan teruja untuk mempelajari satu bahasa global tambahan



Kemahiran Berfikir

Menghayati pendapat yang pelbagai, berfikir secara kritikal dan inovatif, dan berkemahiran menyelesaikan masalah serta berciri keusahawanan



Pengetahuan

Menguasai bidang pilihan, mampu memanfaatkan, menghubungkan dan mengaplikasikan pengetahuan yang dipelajari, dan mampu menghargai kesenian, kebudayaan, serta sains, teknologi kejuruteraan dan matematik (STEM)

AKHLAK
(Etika dan Moral)

IMBANGAN

ILMU
(Pengetahuan dan Kemahiran)



- Integrated CGPA
- Entrepreneurial Mindset
- Experiential Learning
- HIEPs
- Job Seeker → Job Creator

Pemantauan KPT:

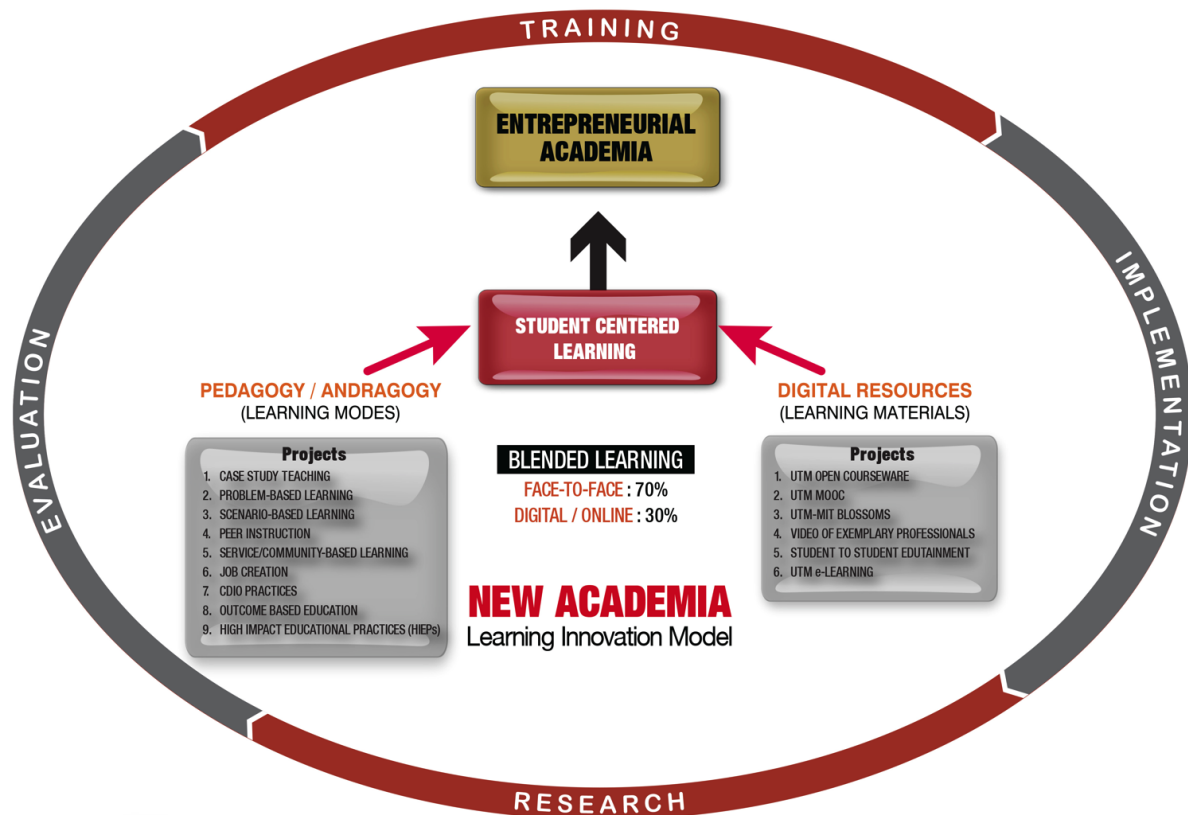
1. iCGPA
2. Kadar Graduan Bekerja
3. Kadar Graduan Bekerja Sendiri
4. Indeks Kepuasan Majikan
5. Indeks Patriotisme dan Perpaduan

SHIFT #1

- Constructive alignment of curriculum design, delivery and assessment.
- Experiential learning
- Learned and values-driven students
- Sustainable learning support system
- **Strategy A:** Developing holistic and integrated curriculum
 - The advanced mastery of the discipline;
 - The development of personal, interpersonal and social skills; and
 - The habits and virtues of the mind and heart (*adab*).
- **Strategy B:** Enhancing the learning support system

Sesi perkongsian isu semasa berkaitan kurikulum

Framework: New Academia Learning Innovation (NALI)



Framework Comprising
Student-centred and **Blended**
Learning Philosophy, multiple
Learning Modes And
Materials towards a achieving
Entrepreneurial Academia.



Interactive mode and unlimited between lecturers and students



Learning activities also not limited to syllabus requirements and space between lecture and tutorial

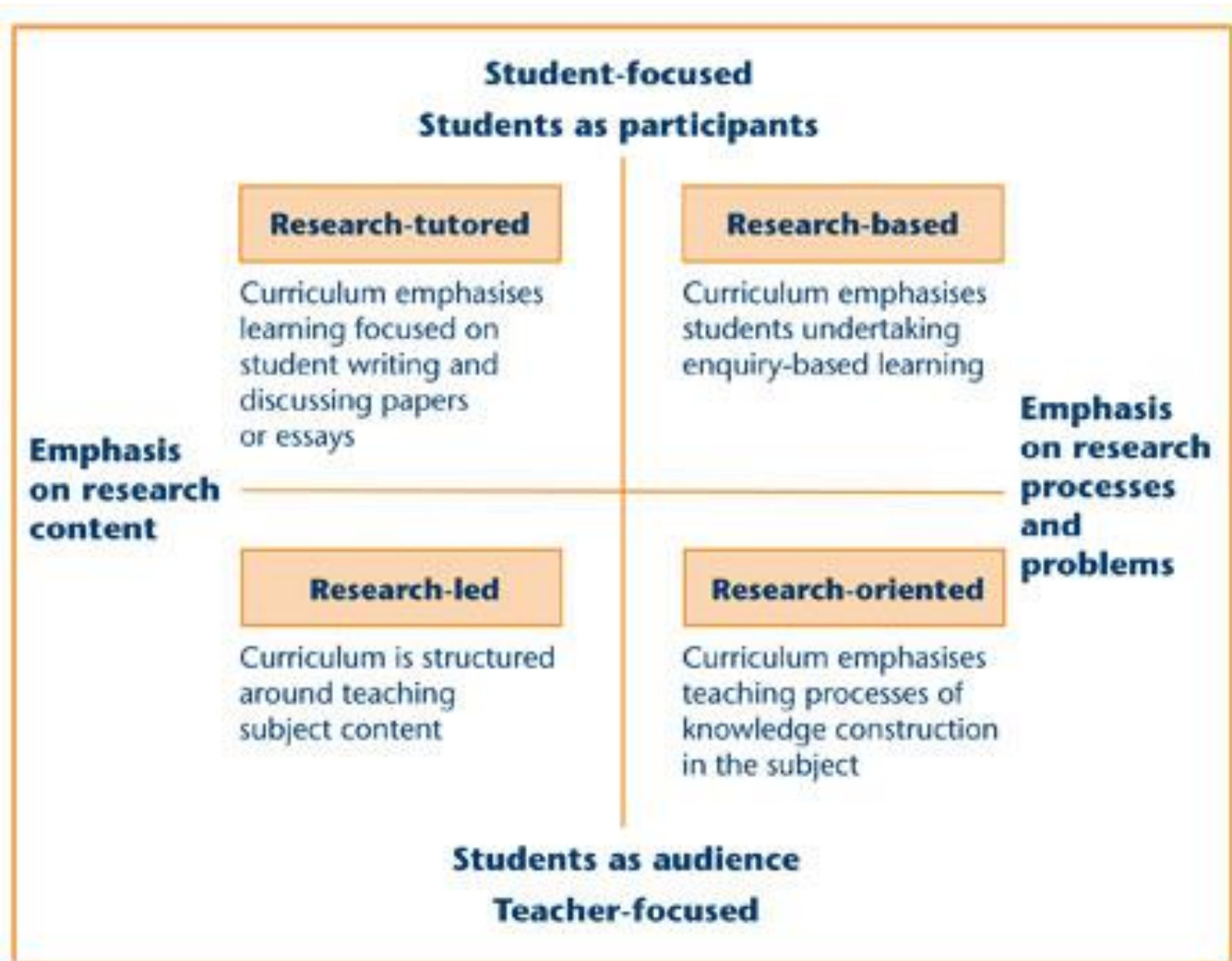


Entrepreneurial spirit amended cross dimension and knowledge discipline



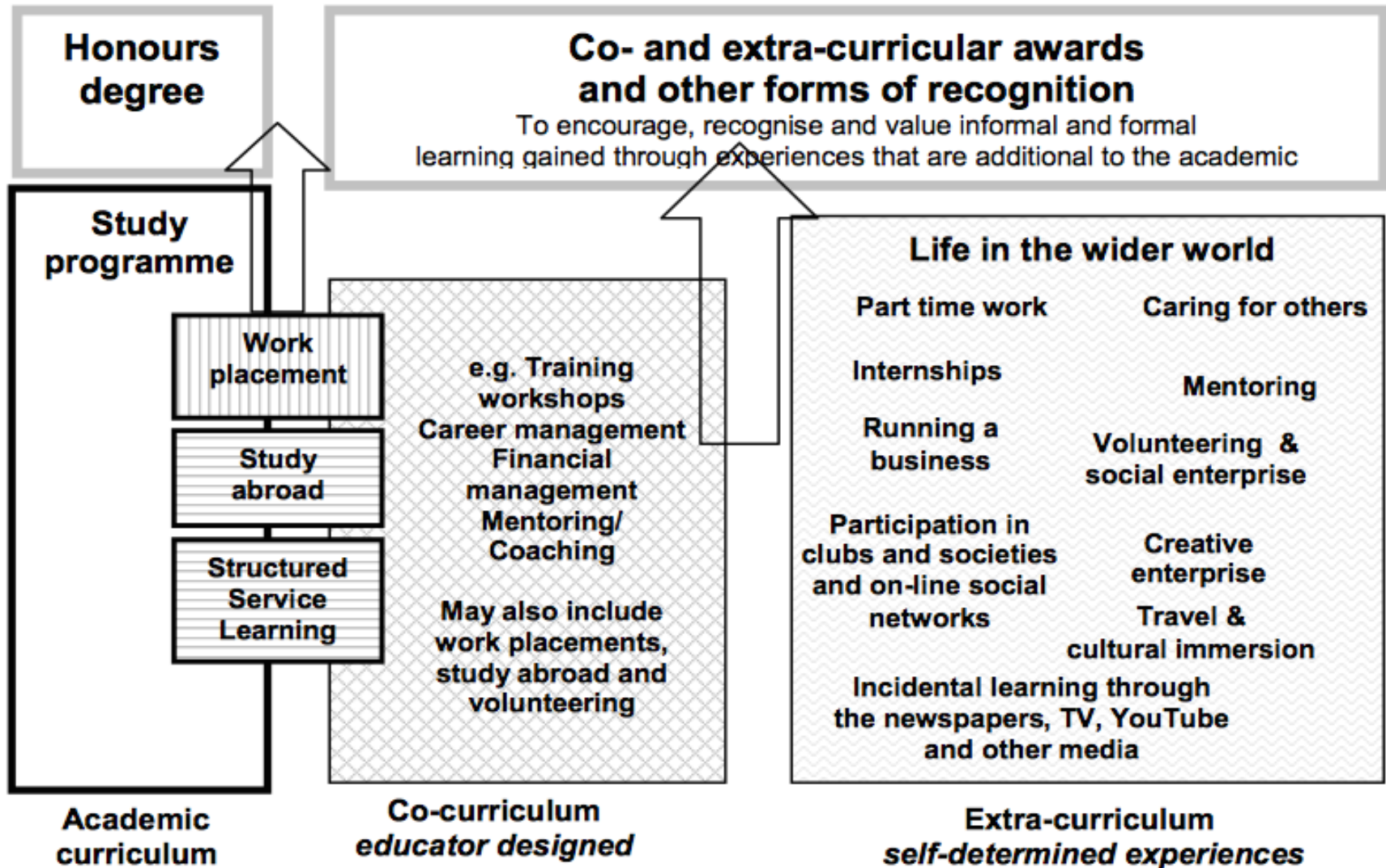
Allowing student exploring any discipline thoroughly and not only bound on over-specialization

Framework: Teaching Research Nexus (TRN)



Sesi perkongsian isu semasa berkaitan kurikulum

Framework: Life wide Learning



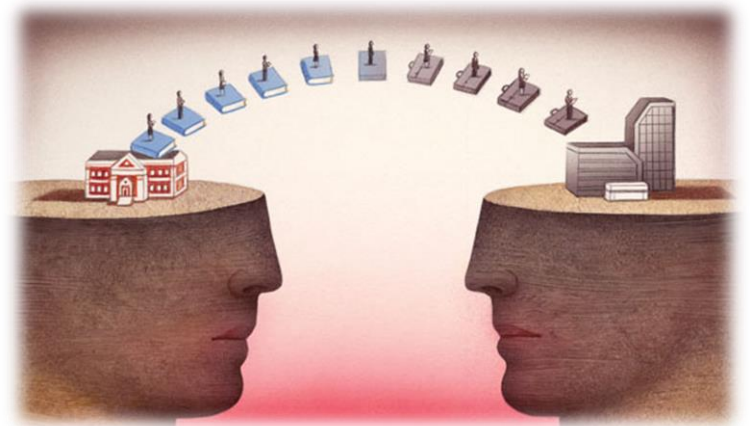
UTM 21ST CENTURY CURRICULUM PRINCIPLES

UTM 21ST CENTURY CURRICULUM PRINCIPLES

1. Foundational Knowledge – Broad and Diverse

- economy demands innovation and creativity
- university education is not “job training”
- Needs broadly educated graduates (technical + liberal education)

- Minor
- Specialization
- Compulsory Free Elective



UTM 21ST CENTURY CURRICULUM PRINCIPLES

2. UTM Graduate Attributes (21st Century Skills)

1. **Communication Skills**
2. **Thinking Skills** – critical, creative, problem solving
3. **Scholarship** – lifelong learning, inquiry skills, information mgt,
4. **Teamworking Skills** - leadership
5. **Adaptability**
6. **Global Citizen**– ethics, sustainability, professionalism, world view, responsible
7. **Enterprise skills**–Innovative, risk taking, entrepreneurial mindset, resilient

UTM 21ST CENTURY CURRICULUM PRINCIPLES

4. Excellent faculty who have the institutional support they need to do a professional job

- university teaching is a highly competitive field
- faculty members must be able to exercise their professional judgment about what should be taught in their areas and how it best should be taught

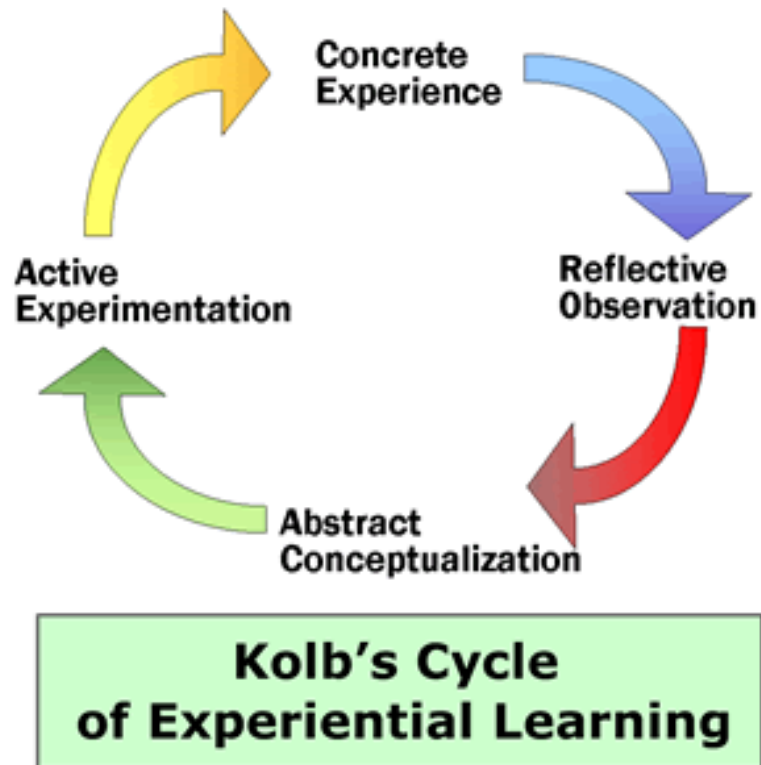
- ICT literacy
- NALI



UTM 21ST CENTURY CURRICULUM PRINCIPLES

5. Experiential Learning -

- NALI
- HIEPs,
- WBL + LWL



UTM 21ST CENTURY CURRICULUM PRINCIPLES

6. Implementation of Outcome-Based Education (OBE)

Constructive Alignment

