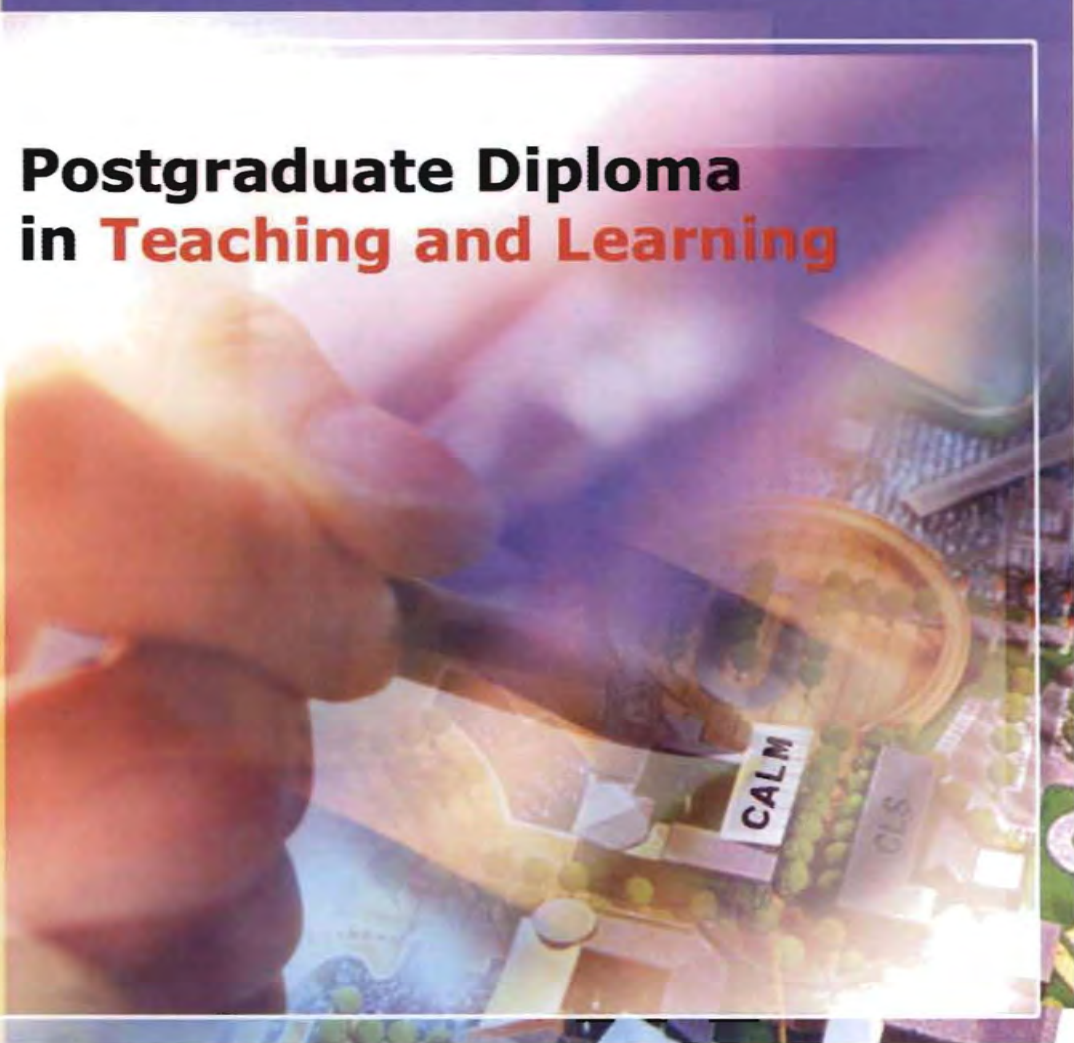




Postgraduate Diploma in **Teaching and Learning**



QUALITY ASSURANCE IN TEACHING AND LEARNING
THROUGH A POSTGRADUATE DIPLOMA IN
TEACHING AND LEARNING FOR ACADEMICS OF UNIMAS



CENTRE FOR APPLIED LEARNING AND MULTIMEDIA
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1.0 Introduction

One of Malaysia's blueprints on education is to increase the student intake by 26 percent and to be a center for quality education by the year 2020 (Geoffrey, 1996). As a developing nation pressured to enhance our competitive edge in education, business, and industry, quality assurance of teaching and learning in higher education is an important factor to ensure that the universities meet up to the standards of its customers, namely, the individuals, organizations, industries, government, and the society at large (Ghazali Ismail & Murtedza Mohamed, 1996). As an institution of higher learning, Universiti Malaysia Sarawak (Unimas) is subjected to be accountable to all its clients.

Although teaching and learning is one of the core businesses in any university, it is widely known that, unlike schoolteachers, university academics are not normally trained to teach. Yet, because teaching is one of the core businesses of a university, it must align its mission with the objective of developing quality human resource (Zawawi Ismail, 1996).

As a forward-looking university, Unimas is eager to embark on a university-wide endeavor on training its academics for excellence in teaching and learning. One of the systematic ways to achieve this goal is to offer a **Postgraduate Diploma in Teaching and Learning** for all new and untrained academics. This program should be considered as one of the major efforts initiated in the development of the academics, which is often ranked among the most popular in developing departments, faculties, and institutions (Badley, 1999).

2.0 Rationale

There are currently eight faculties in Unimas that conduct taught courses. Today, there are 414 academics in all these faculties, and out of this population, approximately 70 percent of them are new and untrained academics, who have no formal training in teaching, hence, they

lack the skills and experience in this area. Therefore, Unimas is no different from other universities, since many of its academics also lack the formal training in teaching (Kogan, Moses, El-Khawas, 1994). The Postgraduate Diploma in Teaching and Learning is one of the major efforts undertaken by the university to enhance the knowledge and skills of these fresh and new academics in the area of pedagogy and in the use of technology.

As stated in the Unimas corporate plan for 1997-2000 (<http://www.unimas.my>), "Unimas is in pursuit of excellence in teaching, research, and scholarship." Almost a decade old, Unimas is in a crucial stage of seriously considering developing a culture to enhance the scholarship of teaching and learning to provide quality education.

3.0 Concept

Teaching is a complex task that requires the academics to have a deep understanding not only in the subject matter, but also the competency in the planning and delivering of the subject matter. The Postgraduate Diploma Program in Teaching and Learning will be divided into modules that encompass various aspects of pedagogy and technology used in teaching and learning.

4.0 Objectives

The objectives of the program are to:

- i. train Unimas academics in teaching and learning on a systematic and formal basis to enhance their personal competence as university educators;
- ii. establish a long term commitment toward teaching and learning that is consistent with Unimas teaching and learning policies; and
- iii. develop a culture of collaborative academic community that places special commitment to excellence in teaching and learning.

5.0 Curriculum Structure

The curriculum is a combination of coursework and practicum. There are seven modules in this program, amounting to 21 credits. These 7 modules are listed as follows:

- Introduction to University Teaching
- Principles of Teaching and Learning
- Instructional Design
- Management of Teaching and Learning
- Assessment of Learning
- Instructional Technology
- Teaching Practice

The respective module comprises groups of learning units, as shown in Table 1, below. The module synopsis and the module outline are as found in [Appendix A](#) and [Appendix B](#), respectively. The program is intensive and interactive in nature. All the seven modules need to be completed to fulfill the graduation requirements.

Table 1 Program Modules and Learning Units

Modules	Learning Units	Credits
<p><u>Module 1</u> CLM 5013: Introduction to University Teaching</p>	<ul style="list-style-type: none"> ● Unimas Vision and Mission ● Framework of Teaching-Learning Process ● Concept of University Education ● Understanding University Students ● Commonly Held Assumptions About Teaching ● Teaching as a Profession <ul style="list-style-type: none"> ● Professional Characteristics of University Teachers ● Competencies of University Teachers ● Good Teaching Practices ● Personal Philosophy of Teaching 	3
<p><u>Module 2</u> CLM 5023: Principles of Teaching and Learning</p>	<ul style="list-style-type: none"> ● Learning Theories ● Principles of Learning ● Learning Styles and Capabilities ● Teaching Approaches and Strategies 	3
<p><u>Module 3</u> CLM 5033: Instructional Design</p>	<ul style="list-style-type: none"> ● Instructional Design Theories ● Purpose and Process of ID ● Systematic Analysis of Learning Needs ● Course Design 	3

	<ul style="list-style-type: none"> ● Instructional Objectives ● Developing Course Contents ● Searching for Resources ● Lesson Plan and Learning Activities ● Selection of Delivery Methods and Strategies ● Evaluation 	
<p><u>Module 4</u> CLM 5043: Management of Teaching and Learning</p>	<ul style="list-style-type: none"> ● Developing Course Portfolio/File ● Supervising Students ● Classroom Management ● Classroom Management ● Evaluation of Teaching <ul style="list-style-type: none"> ● Making Choices about Changes ● Implementing and Assessing Changes 	3
<p><u>Module 5</u> CLM 5053: Assessment of Learning</p>	<ul style="list-style-type: none"> ● Concept of Assessment ● Characteristics of Good Assessments ● Methods of Assessments ● Reliability and Validity of Measurement ● Providing Continuous Feedback ● Constructing Appropriate Tools for Assessment <ul style="list-style-type: none"> ● Guidelines for Objective Assessment ● Guidelines for Subjective Assessment ● Scoring Rubrics ● Ethical Issues in Assessment 	3

Module 6 CLM 5063: Instructional Technology	<ul style="list-style-type: none"> ● Concept of Instructional Technology ● Types and Functions ● Process of Instructional Technology ● Infusing Technology in the Classroom 	3
Module 7 CLM 5073: Teaching Practice	<ul style="list-style-type: none"> ● Macro Teaching ● Teaching in Actual Classroom Environment 	3
TOTAL CREDITS		21

6.0 Eligibility

This program is open to all lecturers at Unimas.

7.0 Schedule

The duration of the program is approximately 4 weeks. The program is to be conducted during inter-semester break.

8.0 Graduation Requirements

The participants should meet the following minimum requirements for graduation with a Postgraduate Diploma in Teaching and Learning recognized internally by Unimas:

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- i. a satisfactory attendance record. Participants are required to attend all supervised learning activities;
 - ii. a Cumulative Grade Point Average (CGPA) of not less than 2.5; and
 - iii. a successful completion of teaching practice.

9.0 Quality, Assessment and Monitoring

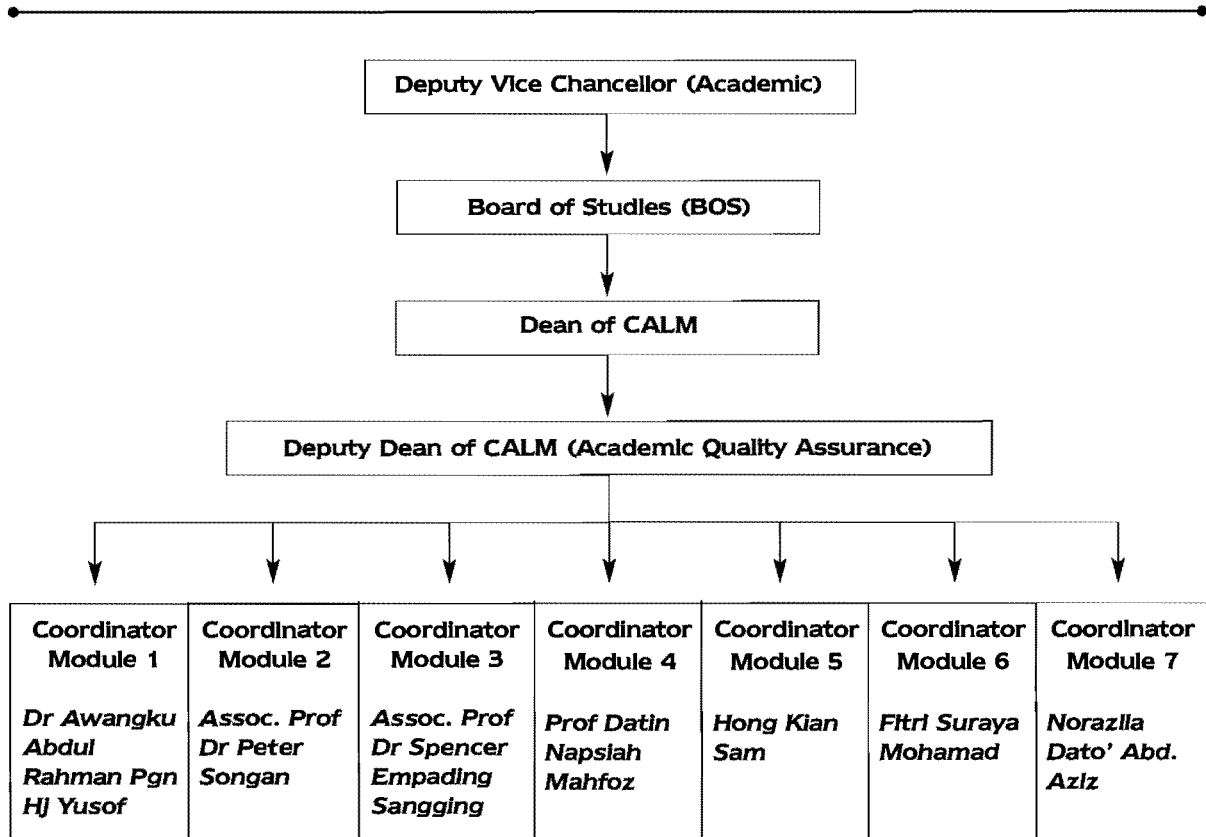
A Board of Studies (BOS) is established to plan and monitor the academic curriculum, course delivery and quality assurance of the program. The BOS is chaired by the Deputy Vice Chancellor (Academic), and the members comprise the Dean of CALM, Deputy Deans of CALM, Professors and Senior Lecturers from other faculties, as shown in [Appendix C](#).

The program adheres strictly to and meet all the requirements of the Unimas Postgraduate Study Rules and Regulations in which quality assurance elements are intrinsically instituted.

Highly qualified and experienced teaching staff that are sourced from within and outside Unimas are involved in the delivery of the program (Appendix D).

10.0 Program Management

The program is managed by CALM through the BOS, who is responsible to the Deputy Vice Chancellor (Academic). The management structure is as shown on next page:



MODULE SYNOPSIS

CLM 5013: Introduction to University Teaching (3 credits)

This module introduces the Unimas vision and mission, and some core conceptual ideas underlying university teaching. The major concepts that are the focus of this module are a framework of teaching-learning process, concept of university education, understanding university students, and university teaching as a profession. The professional characteristics of university educators, competencies of university teachers, good teaching practices, and the development of a personal philosophy of teaching are also discussed.

CLM 5023: Principles of Teaching and Learning (3 credits)

The underlying psychological concepts and phenomena in teaching and learning are covered in this module. These include the investigation of the mechanisms and principles in behavioral changes, knowledge acquisition, learning processes and other structures in the mind that are related to learning. The discussions include behaviorist theory, principles of learning, memory and retention, role of information processing system, and higher order thinking covering language processing, understanding, categorization, knowledge representation, decision-making, problem solving and creativity. Various learning styles and teaching strategies are also discussed in this module.

CLM 5033: Instructional Design (3 credits)

This module introduces instructional design as a systematic development of instructional specifications using learning and instructional theories to improve learning through quality instruction. The module comprises the entire process of analysis of learning needs; develop clear

and concise learning goals and the development of the delivery system to meet those needs. It includes development of instructional materials, activities, information resources, implementation and evaluation of these instructions and learner activities. The assumptions underlying instructional design, such as behaviorism, cognitive theories, developmental theories, and instructional theories are also discussed.

CLM 5043: Management of Teaching and Learning (3 credits)

This module discusses the various methods and approaches of managing teaching and learning activities in order to enhance their effectiveness. Some of the major methods and approaches covered in this module are developing course portfolio, supervising students, motivating students, classroom management, and evaluation of teaching. Making choices about changes, and implementing and assessing changes are also discussed.

CLM 5053: Assessment of Learning (3 credits)

Assessment and feedback are crucial in helping learners learn. The aim of this module is to facilitate understanding of the importance of assessment, feedback, as well as the types of assessments that can be deployed to “test” students’ learning. The characteristics of good assessment, which include validity and reliability, are discussed. The formats of assessment and the purposes of each form of assessment are also discussed. Practical suggestions for writing objective questions and case studies, and preparation of rubrics for quizzes, essays, portfolios, demonstrations, presentations, performances, exhibitions and case studies are also covered.

CLM 5063: Educational Technology (3 credits)

This module is designed to introduce to the students the field of educational technology; its concepts, types and functions in education and training, especially in institution of higher learning. The module covers the process of utilization, supervision, management and evaluation of educational technology. Included in the discussions are the infusion of some of the latest

technologies in the classroom, such as interactive multimedia, Internet and videoconferencing. Emphasis is given to the process of producing and evaluating educational technology materials using multimedia and the Internet.

CLM 5073: Teaching Practice (3 credits)

This module exposes educators to practice what they have learned from the other modules in an actual classroom environment. The rationale is that educators learn from their own practice. Educators will plan their lesson, implement and evaluate the lesson using the principles they have learned from the other modules. They will also practice how to manage the classroom environment and motivate learners based on the strategies and approaches that they learned from the previous modules.

**CENTRE FOR APPLIED LEARNING AND MULTIMEDIA
UNIVERSITI MALAYSIA SARAWAK**

PROGRAM: POSTGRADUATE DIPLOMA IN TEACHING AND LEARNING

Module Code CLM 5013

Module Title Introduction to University Teaching

**Coordinator* and
Instructors** Dr Awangku Abdul Rahman Pgn Hj Yusof*

Module Synopsis This module introduces the Unimas vision and mission, and some core conceptual ideas underlying university teaching. The major concepts that are the focus of this module are a framework of teaching-learning process, concept of university education, understanding university students, and university teaching as a profession. The professional characteristics of university educators, competencies of university teachers, good teaching practices, and the development of a personal philosophy of teaching are also discussed.

Aim The aim of this module is to enable the participants to understand the basic framework of university education and recognize university teaching as a profession.

Learning Objectives

Upon successful completion of this module, the participant will be able to:

- i. operationalize the Unimas vision and mission
- ii. describe the framework of teaching-learning process;
- iii. explain the concept of university education;
- iv. recognize university students as learners;
- v. distinguish commonly held assumptions about teaching; and
- vi. practice teaching as a profession.

Presentation

This module is structured as a 3-credit course. Preparatory materials will take the form of recommended readings and investigations. The teaching part will take the form of an intensive program of lectures, group discussions and exercises.

Learning Units

Unit 1: Unimas Vision and Mission

Unit 2: Framework of Teaching-Learning Process

Unit 2: Concept of University Education

Unit 3: Understanding University Students

Unit 4: Commonly Held Assumptions About Teaching

Unit 5: Teaching as a Profession

- Professional Characteristics of University Teachers
- Competencies of University Teachers
- Good Teaching Practices
- Personal Philosophy of Teaching

**Assessment
Strategy**

The learning capability of the participants will be assessed in two parts: exercises and assignments, and written test.

- Exercises and assignments: 40%
- Final examination: 60%

**Learning
Resources**

Ayers, W. (2001). *To teach: The journey of a teacher*. New York, NY: Teachers College, Columbia University.

Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.

Duke, D. L. (1990). *Teaching: An introduction*. New York, NY: McGraw Hill.

Eble, K. E. (1988). *The craft of teaching*. (2nd ed.) San Francisco, CA: Jossey-Bass.

McKeachie, W. J. (1986). *Teaching tips: A guidebook for the beginning college teacher*. Lexington, MA: D.C. Heath and Company.

Moore, A. (2001). *Teaching and learning: Pedagogy, curriculum, and culture*. New York, NY: Routledge Falmer.

Newton, D. P. (2000). *Teaching for understanding: What it is and how to do it*. London: Falmer Press.

**CENTRE FOR APPLIED LEARNING AND MULTIMEDIA
UNIVERSITI MALAYSIA SARAWAK**

PROGRAM: POSTGRADUATE DIPLOMA IN TEACHING AND LEARNING

Module Code	CLM 5023
Module Title	Principles of Teaching and Learning
Coordinator* and Instructors	Assoc. Prof Dr Peter Songan*
Module Synopsis	<p>The underlying psychological concepts and phenomena in teaching and learning are covered in this module. These include the investigation of the mechanisms and principles in behavioral changes, knowledge acquisition, learning processes and other structures in the mind that are related to learning. The discussions include behaviorist theory, principles of learning, memory and retention, role of information processing system, and higher order thinking covering language processing, understanding, categorization, knowledge representation, decision-making, problem solving and creativity. Various learning styles and teaching strategies are also discussed in this module.</p>
Aim	<p>The aim of this module is to enable the participants to understand some of the basic learning theories that serve as the core foundation for the various principles and strategies for effective teaching and learning.</p>

Learning Objectives

Upon successful completion of this module, the participant will be able to:

- i. explain the various learning theories that serve as a foundation for effective teaching and learning strategies;
- ii. generalize the various learning principles to enhance learning;
- iii. distinguish the various learning styles and capability of the learners; and
- iv. apply the various teaching approaches and strategies for effective presentation of learning materials.

Presentation

This module is structured as a 3-credit course. Preparatory materials will take the form of recommended readings and investigations. The teaching part will take the form of an intensive program of lectures, group discussions and exercises.

Learning Units

Unit 1: Learning Theories

Unit 2: Principles of Learning

Unit 3: Learning Styles and Capabilities

Unit 4: Teaching Approaches and Strategies

Assessment Strategy

The learning capability of the participants will be assessed in two parts: exercises and assignments, and written test.

- Exercises and assignments: 40%
- Final examination: 60%

Learning Resources

- Bigge, M. L. (1976). *Learning theories for teachers*. New York, NY: Harper & Row Publishers, Inc.
- Chamot, A. U. (2000). *The learning strategies handbook*. Longman.
- Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.
- Dunn, R. S., & Dunn, K. (1978). *Teaching students through their individual learning styles: A practical approach*. Boston, Mass: Allyn and Bacon.
- Gagne, R. M. (1985). *The conditions of learning and theory of instruction*. New York, NY: Holt, Rinehart & Winston.
- Klien, S. B. (1991). *Learning: Principles and applications*. New York, NY: McGraw Hill.
- McKeachie, W. J. (1999). *Teaching tips: Strategies, research and theory for college and university teachers*. New York, NY: Houghton and Mifflin.
- Schunk, D. H. (2000). *Learning theories: An educational perspective*. Upper Saddle River, NJ: Merrill.
- Teaching Strategies and Techniques that Encourage Learning (Video Recording)* (1986). Manhattan, K.A: Master Teacher Inc.
- Teaching Strategies that Promote Interpersonal and Cooperative Learning (Video Recording)* (1996). Santa Monica, CA: Lee Canter and Associates.

**CENTRE FOR APPLIED LEARNING AND MULTIMEDIA
UNIVERSITI MALAYSIA SARAWAK**

PROGRAM: POSTGRADUATE DIPLOMA IN TEACHING AND LEARNING

Module Code CLM 5033

Module Title Instructional Design

Coordinator* and Instructors Assoc. Prof Dr Spencer Empading Sangging*

Module Synopsis This module introduces instructional design as a systematic development of instructional specifications using learning and instructional theories to improve learning through quality instruction. The module comprises the entire process of analysis of learning needs; develop clear and concise learning goals and the development of the delivery system to meet those needs. It includes development of instructional materials, activities, information resources, implementation and evaluation of these instructions and learner activities. The assumptions underlying instructional design, such as behaviorism, cognitive theories, developmental theories, and instructional theories are also discussed.

Aim The aim of this module is to enable the participants to understand the purposes, foundations and process of instructional design.

Learning Objectives

- Upon successful completion of this module, the participant will be able to:
- i. extend the use of various instructional design theories in designing instructional package or course;
 - ii. operationalize the process of instructional design in designing instructional package or course;
 - iii. determine learning needs systematically as an initial step in the instructional design process;
 - iv. design a course using the principles and steps of instructional design; and
 - v. evaluate instructional package or course to ensure it is of high quality.

Presentation

This module is structured as a 3-credit course. Preparatory materials will take the form of recommended readings and investigations. The teaching part will take the form of an intensive program of lectures, group discussions and exercises.

Learning Units

Unit 1: Instructional Design Theories

Unit 2: Purpose and Process of ID

Unit 3: Systematic Analysis of Learning Needs

Unit 4: Course Design

- Instructional Objectives
- Developing Course Contents
- Searching for Resources
- Lesson Plan and Learning Activities
- Selection of Delivery Methods and Strategies

Unit 5: Evaluation

Assessment Strategy

The learning capability of the participants will be assessed in two parts: exercises and assignments, and written test.

- Exercises and assignments: 40%
- Final examination: 60%

Learning Resources

Diamond, R. (1998). Designing and improving course and curricula: A practical guide. San Francisco, CA: Jossey-Bass.

Dick, W., & Carey, L. (1990). The systematic design of instruction. Glenview, IL: Scott, Foresman, Little, Brown Higher Education.

Gronlund, N. E. (1978). Stating objectives for classroom instruction. New York, NY: Macmillan Publishing Co., Ltd.

Mager, R. F. (1962). Preparing instructional objectives. Belmont, CA: Fearon Publishers.

Pucel, D. J. (1989). Performance-based instructional design. New York, NY: McGraw Hill.

Reigeluth, C. M. (1983). Instructional design theories and models: An overview of their current status. Hillsdale, NJ: Lawrence Erlbaum Associates.

Reiser, R. A., & Dempsey, J. V. (2002). Trends and issues in instructional design and technology. Upper Saddle River, NJ: Prentice Hall.

Rothwell, W. J. (1992). Mastering the instructional design process: A systematic approach. San Francisco, CA: Jossey-Bass.

Seels, B. (1998). Making instructional designs decisions. Upper Saddle River, NJ: Merrill.

Smith, P. L. (1993). Instructional design. New York, NY: Macmillan Publishing Co., Ltd.

Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago, IL: The University of Chicago Press.

**CENTRE FOR APPLIED LEARNING AND MULTIMEDIA
UNIVERSITI MALAYSIA SARAWAK**

PROGRAM: POSTGRADUATE DIPLOMA IN TEACHING AND LEARNING

Module Code	CLM 5043
Module Title	Management of Teaching and Learning
Coordinator* and Instructors	Prof Datin Napsiah Mahfoz*
Module Synopsis	This module discusses the various methods and approaches of managing teaching and learning activities in order to enhance their effectiveness. Some of the major methods and approaches covered in this module are developing course portfolio, supervising students, motivating students, classroom management, and evaluation of teaching. Making choices about changes, and implementing and assessing changes are also discussed.
Aim	The aim of this module is to enable the participants to understand how to manage the teaching and learning process that will contribute to effective learning among learners.
Learning Objectives	Upon successful completion of this module, the participant will be able to: <ol style="list-style-type: none">develop an effective and systematic course portfolio/file;apply the proper techniques of supervision;

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- iii. exhibit instructional behaviors that motivate learners;
 - iv. demonstrate good classroom management practices; and
 - v. conduct effective evaluation of instruction.

Presentation

This module is structured as a 3-credit course. Preparatory materials will take the form of recommended readings and investigations. The teaching part will take the form of an intensive program of lectures, group discussions and exercises.

Learning Units

Unit 1: Developing Course Portfolio/File

Unit 2: Supervising Students

Unit 3: Motivating Students

Unit 4: Classroom Management

Unit 5: Evaluation of Teaching

- Making Choices about Changes
- Implementing and Assessing Changes

Assessment Strategy

The learning capability of the participants will be assessed in two parts: exercises and assignments, and written test.

- Exercises and assignments: 40%
- Final examination: 60%