

Global Classroom

An initiative under Substitute Blended Learning

By

Dr Muhammad Azrin Ahmad

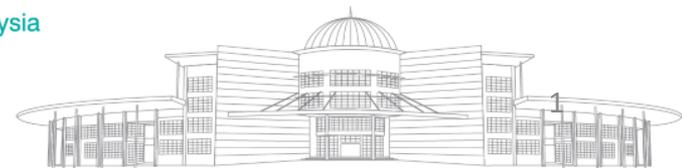
Head of Programme (Learning Technologies)

Centre of Instructional Resources & e-Learning (CIReL)



5-STAR WORLD CLASS TECHNOLOGICAL UNIVERSITY

   UMPMalaysia



Education Revolution IR 4.0 to Education 4.0

Education 4.0

Educators as connectors,
creators, constructivists



Education 3.0

Educators as mentors
Focus on sharing



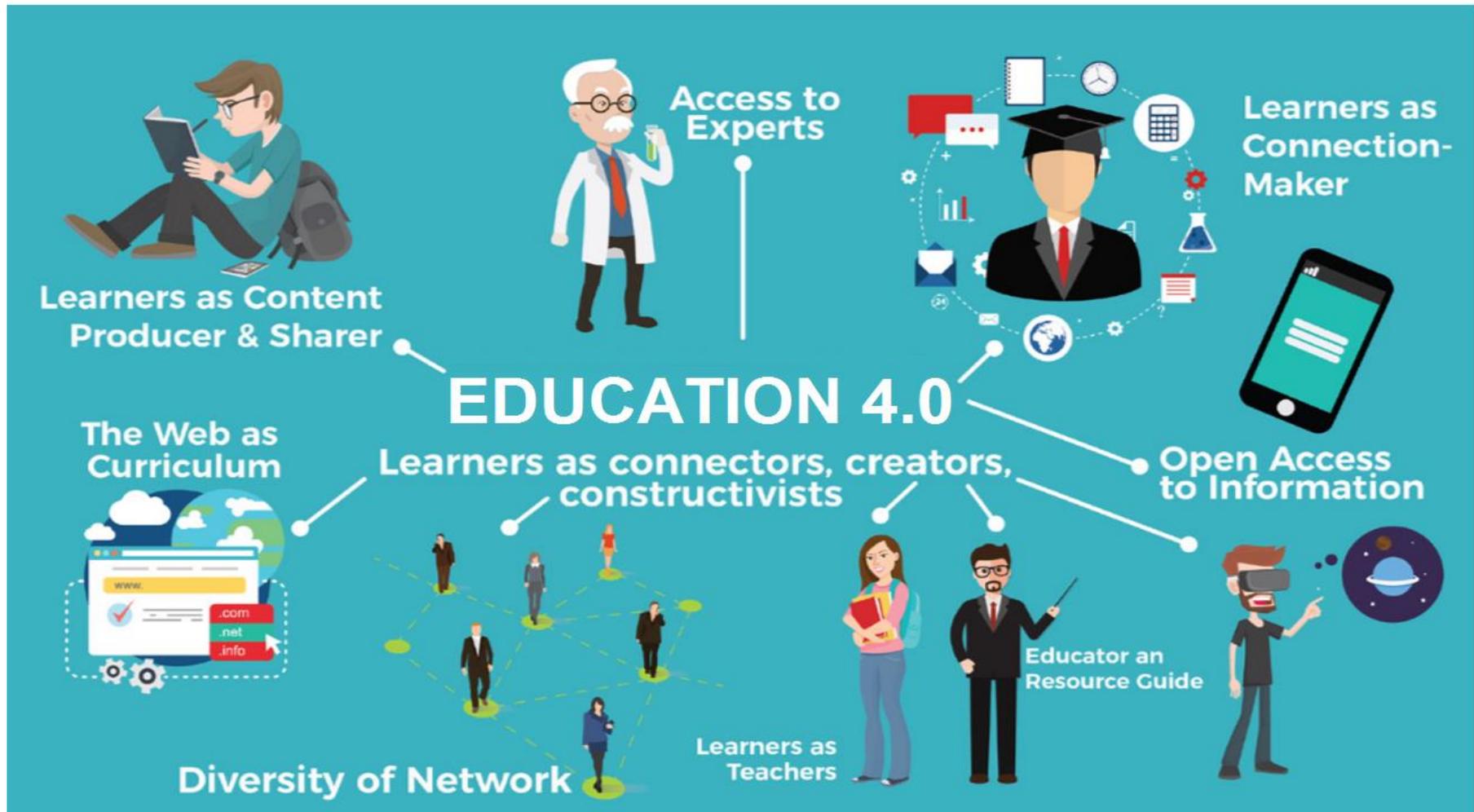
Education 2.0

Educators as orchestrators
Focus on asking



Education 1.0

Educators as content aspects
Focus on being taught



Open Courseware

Open access course free to learn offer by UMP



Global Classroom

International expert sharing through virtual classroom



UMP Micro Credential

competency-based digital form of certification



UMP MOOC

Automotive, Industrial biotechnology, chemical, manufacturing, fine & specialty chemicals

UMP Online Learning

Learner-Technology-Pedagogy Integration

KALAM : Substitute Blended Learning

Content curation, supported with technology



Self Pace Learning

Flexible learning according to individual learning path



KALAM – UMP e-Learning Ecosystem

4

main
elearning
features

Course information

Assessment activities conducted via KALAM platform – online quizzes, assignment submission etc.

Learning Material

Students may accessed or download the learning material for each particular topic before, during the class or after..... Presentation slide, past year question, exerciseetc.

Learning activities

online learning – forum, chatting, Web 2.0 app (Padlet, Blendspace etc)

Online assessment

Assessment activities conducted via KALAM platform – online quizzes, assignment submission etc.

Global Classroom is a contemporary teaching paradigm which is beyond classroom boundary (**regardless of geographical, time zone, languages and cultural barriers**)

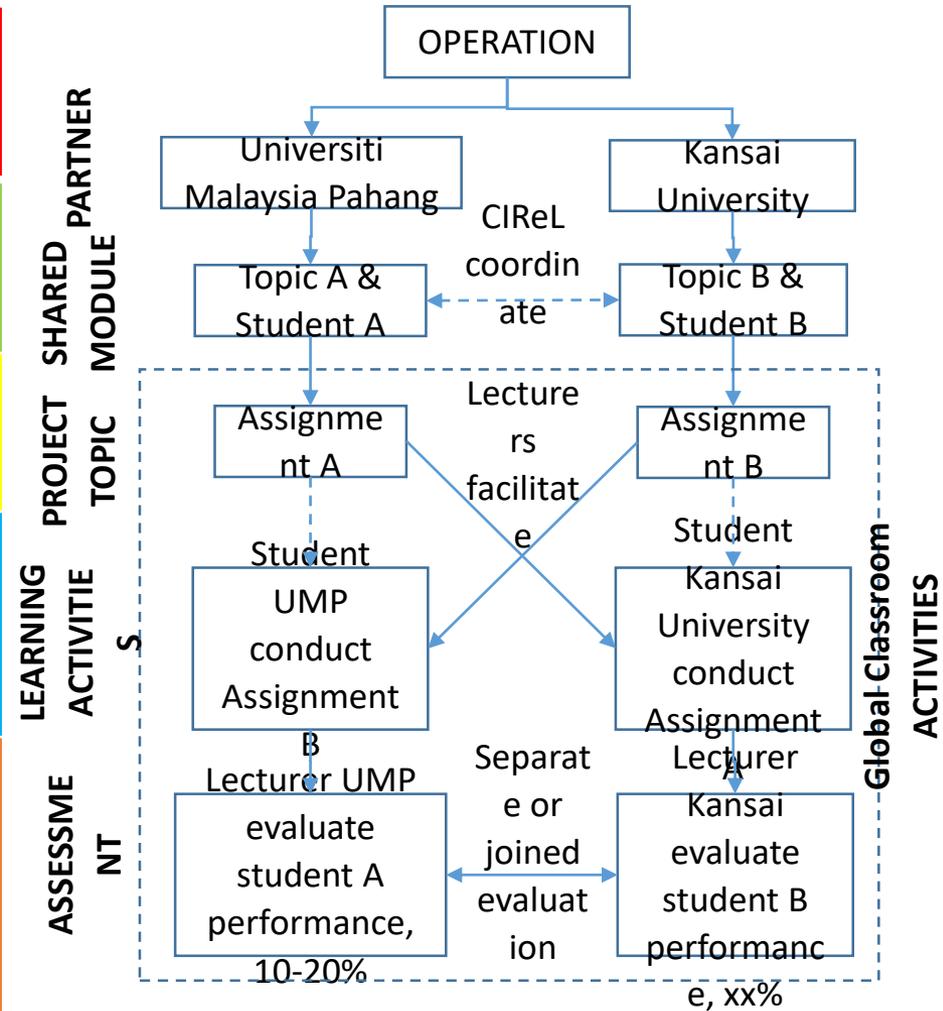


What is Global Classroom?

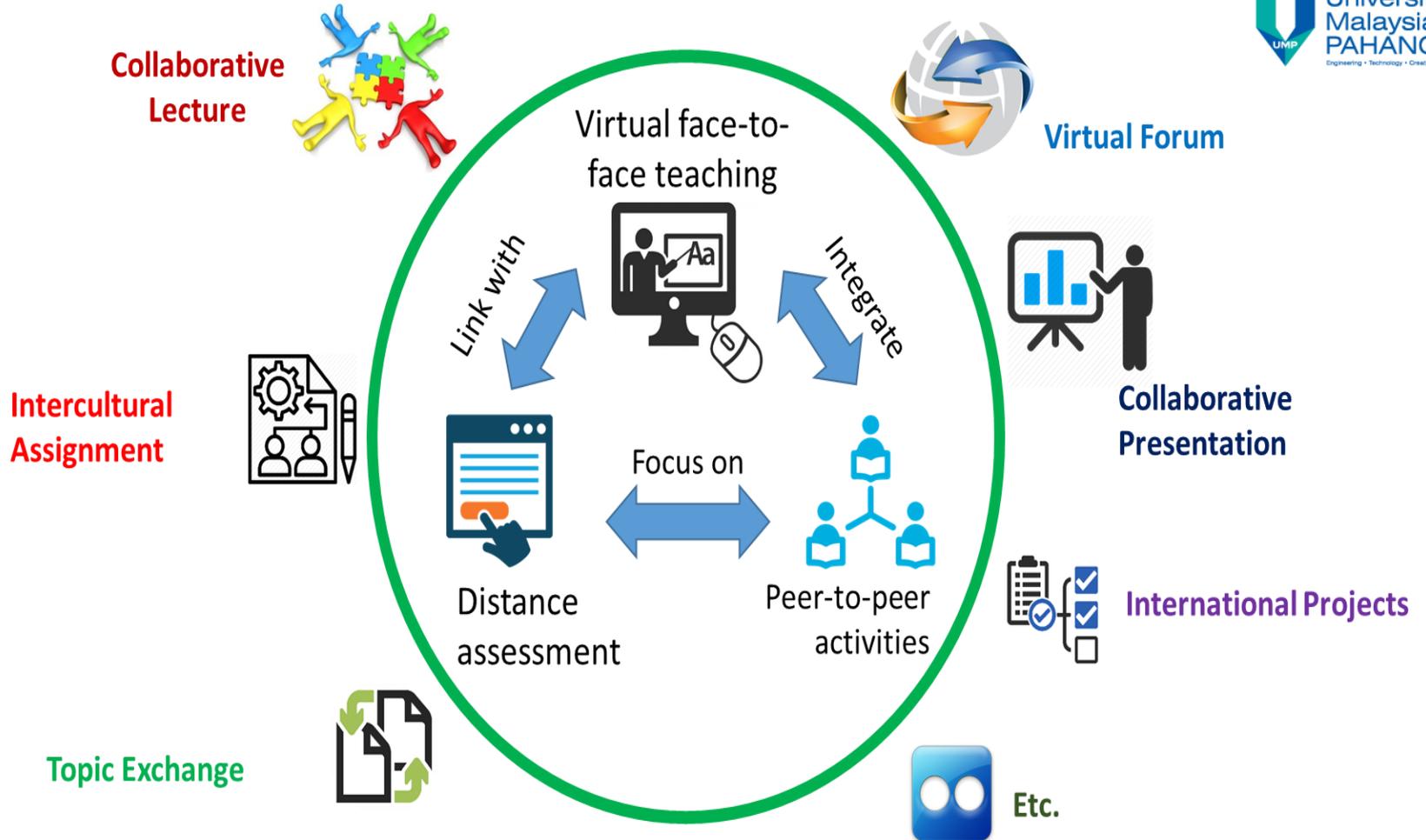
as students **collaborate virtually** while being **mentored** by international partner not limited to learning Institution or industry through **technology integrated** Collaborative Online International Learning

Global Classroom Framework – ADDIE Model

A	ANALYZE THE SCOPE OF LEARNING & LEARNING OUTCOME
D	DESIGN THE GLOBAL CLASSROOM BY MAPPING THE COURSE
D	DEVELOPING PARTNERSHIP
I	IMPELEMENT DIGITAL ENGAGEMENT THROUGH VIRTUAL FACE TO FACE
E	EVALUATE STUDENT ENGAGEMENT & PERFORMANCE VIA ASSESSMENT FROM PARTNER



Global Classroom – **Actively Engaged and Immersed**



All types of learning activities are possible to be collaboratively conducted with international prominent figures

Impact of Global Classroom

For Academic

- ◆ **Internationalization** on campus
- ◆ Promoting student's **mobility**
- ◆ Expanding international institutional **partnerships**
- ◆ **Intercultural** awareness and understanding
- ◆ Promoting **Flexible** Online Learning Course



For Student

- ◆ The **skills** learners **immerse** in to tackle the unseen jobs in the **future**
- ◆ Globalised Problem solving skill
- ◆ **Diversity** in World Perspectives & mobility
- ◆ **Authentic** Knowledge exchange
- ◆ Digital literacy **skills**
- ◆ 21st century **skills** (Communication, Collaboration, Critical thinking, Creativity)

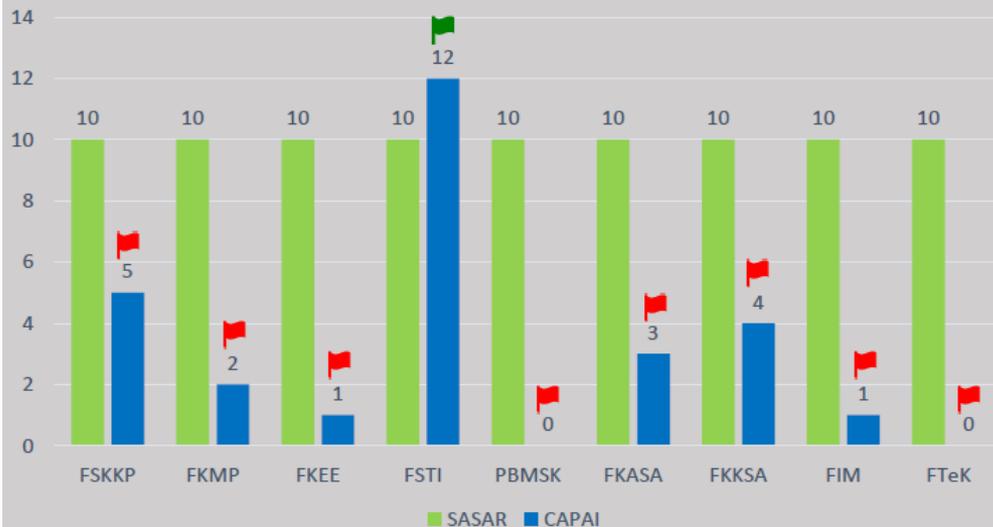
ACHIEVEMENT GLOBAL CLASSROOM FIST 2019

DR. TAN SUAT HIAN	PLANT AND MAMMALIAN CELL TECHNOLOGY	DR LISTYA UTAMI KARMAWAN	ATMA JAYA CATHOLIC UNIVERSITY OF INDONESIA	28
MISS LEE CHIN MEI	INDUSTRIAL MICROBIOLOGY	DR YSOBEL RUTH BAKER	UNIVERSITY OF OXFORD, UNITED KINGDOM	47
DR HONG PUI KHOON	NUTRACEUTICALS AND FUNCTIONAL FOODS	DR EMMA HERNANDEZ-SANABRIA	GHENT UNIVERSITY, BELGIUM.	20
DR FASIHI	ORGANIC CHEMISTRY IN DRUG DISCOVERY: SYNTHESIS OF CHALCONE BICA CLAISEN-SCHMIDT CONDENSATION REACTION	DR HILWAN YUDA TERUNA	UNIVERSITAS RIAU PEKANBARU INDONESIA	28
TS. DR. SAIFFUL KAMALUDDIN BIN MUZAKIR @ LOKMAN	SOLAR CELL TECHNOLOGY	DR RIZA MUHIDA	UNIVERSITAS BANDAR LAMPUNG, INDONESIA	27
DR A.K.M KAFI	BIOSENSOR TECHNOLOGY	DR MJA SHIDDIKY	GRIFFITH UNIVERSITY, AUSTRALIA	
DR AINI NORHIDAYAH MOHAMED	MEDICINAL CHEMISTRY	DR NENI FRIMAYANTI	SEKOLAH TINGGI ILMU FARMASI RIAU, PEKANABRU INDONESIA	
DR RODZIAH	COLLOID AND SURFACE SCIENCE	DR GHAZALEH BAHMANROKH	UNIVERSITY OF NEW SOUTH WALES, AUSTRALIA	29
DR ZAMANI	INSTRUMENTATION METHOD	HENNY SRI WAHYUNINGSIH, S.FARM, M.SI, APT	UNIVERSITAS SUMATERA UTARA	16
1. DR. YUHANI BINTI YUSOF 2. DR. MOHD SHAM MOHAMAD	DISCRETE STRUCTURE & APPLICATIONS	DR FAISAL	BINUS UUNIVERSITY	124
MISS LEE CHIN MEI	INDUSTRIAL MICROBIOLOGY	DR ALEX QUINTERO	UNIVERSITY CAMBRIDGE	47
1. SITI ROSLINDAR YAZIZ 2. AP DR. ROSLINAZAIRIMAH ZAKARIA 3. DR. NORYANTI MUHAMMAD 4. DR. KU MUHAMMAD NA'IM KU KHALIF 5. DR. MOHD KHAIRUL BAZLI MOHD AZIZ 6. NUR ZAHIRAH MD NOOR 7. DR. WAN NUR SYAHIDAH WAN YUSOFF 8. DR. NORATIKAH ABU	APPLIED STATISTICS	PROF DR JOHN BOLAND	UNIVESITY OF SOUTH AUSTRALIA	128
TOTAL				494

ACHIEVEMENT GLOBAL CLASSROOM FIST 2018

DR YUHANI BT YUSOF	DISCRETE STRUCTURE & APPLICATIONS	BINUS UNIVERSITY, INDONESIA	MRS VISKA NOVIANTRI
DR MOHD SHAM MOHAMAD			
PN INTAN SABARIAH SABRI			
CIK LEE CHIN MEI	MICROBIOLOGY	SHIZUOKA UNIVERSITY	ASSISTANT PROF DR YOSUKE TASHIRO
CIK LEE CHIN MEI	GENETICS	UNIVERSITY OF OXFORD	DR YSOBEL RUTH BAKER
PM DR. AGUS GETER EDY SUTJIPTO	SEMI CONDUCTOR	UNIVERSITAS BANDAR LAMPUNG	DR RIJAMUHIDA
DR. NINA SUHAITY BINTI AZMI	INDUSTRIAL BIOTECHNOLOGY	FACULTY OF PHARMACEUTICAL SCIENCES, FORMAN CHRISTIAN COLLEGE, PAKISTAN	
PM DR ANVARJON AHMEDOV	APPLIED CALCULUS	SULEYMAN DEMIREL UNIVERSITY, KAZAKHSTAN	DR ABDULLAH ALMASI
DR NOR IZZATI BT JAINI			
DR MUHAMMAD AZRIN BIN AHMAD			
PUAN SITI FATIMAH HJ AHMAD ZABIDI			

PENCAPAIAN INISIATIF “GLOBAL CLASSROOM” 2019 (SEHINGGA JUN 2019)



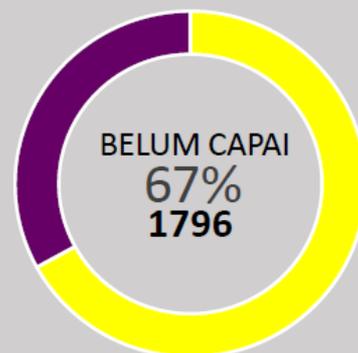
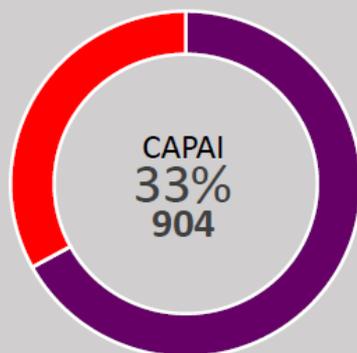
RAKAN KERJASAMA



27 NEGARA 27 UNIVERSITI




BILANGAN PELAJAR



ACHIEVEMENT GLOBAL CLASSROOM UNTIL SEPTEMBER 2019



66 Universities from 20 countries
had collaborated with UMP for
Global Classroom

United
kingdom



Ukraine



China

Oman



Nigeria



Maldives



Kazakhstan



India



Japan



Indonesia



Iran



Pakistan



Saudi
Arabia



Taiwan



New
Zealand



Turkey



United
States



COLLABORATION'S UNIVERSITY



EXCELLENT
Prestige Assessment Kewangan
Jabatan Audit Negara 2016

5-STAR WORLD CLASS TECHNOLOGICAL UNIVERSITY

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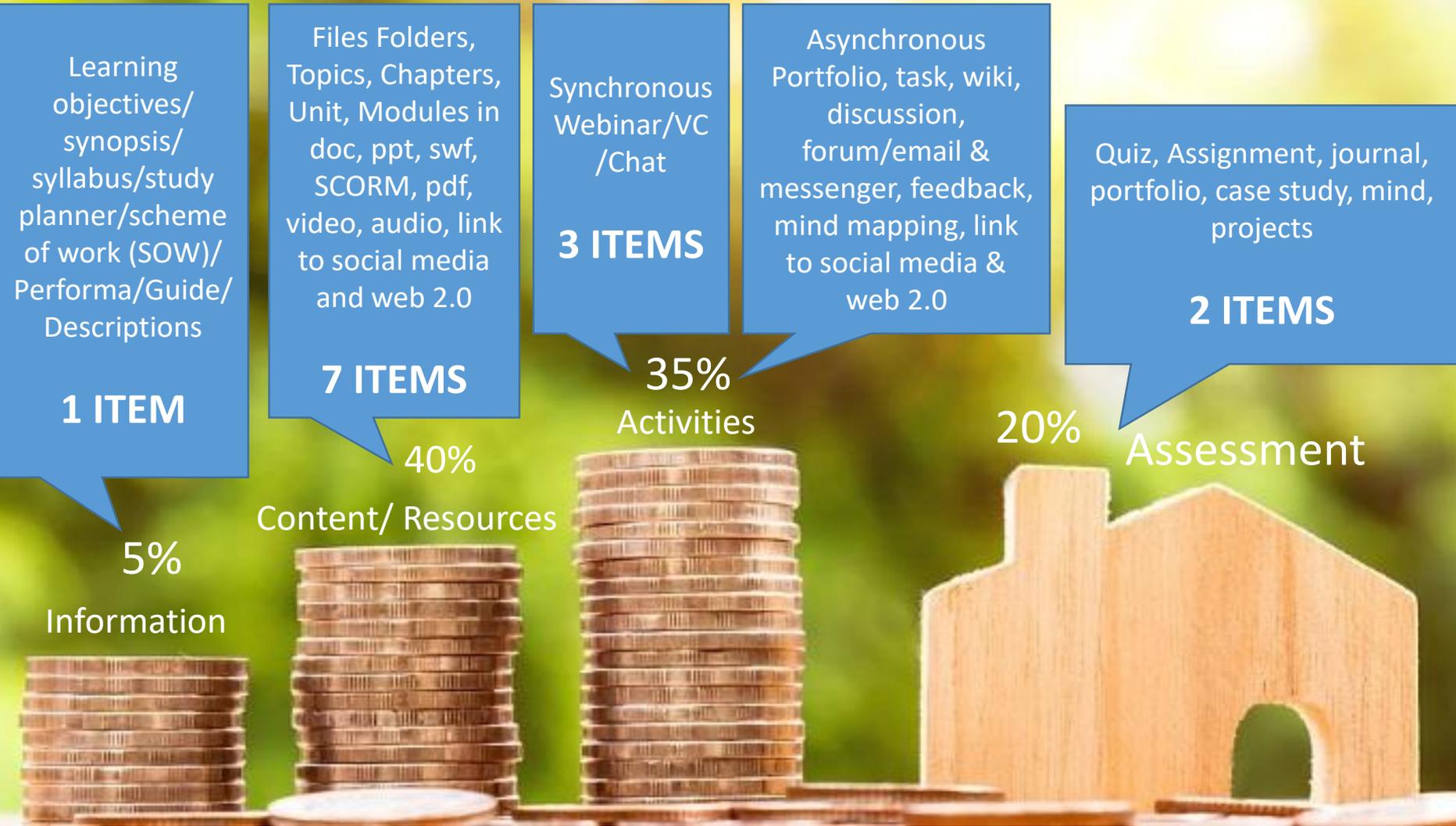
Global Classroom Format : SLT and Assessment Reference



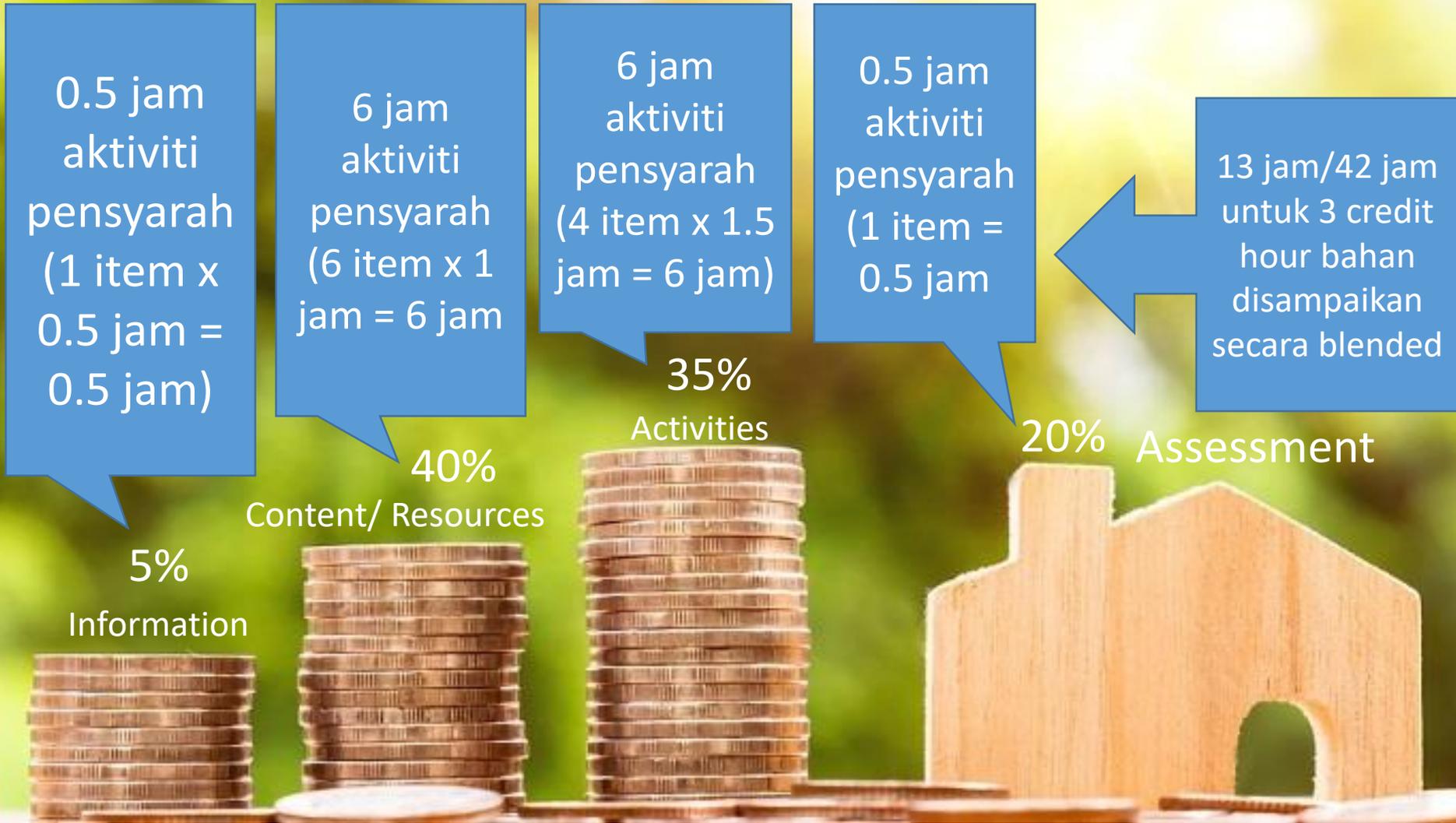
Types of GC	Basic GC	Standard GC
Learning time	5% collaborative learning (equal to 3 hrs SLT)	30% collaborative learning (equal to 12 hrs SLT)
Assessment	Optional	Minimum 10%
GC Index	Average	Good

Types of GC	Advance GC
Learning time	100% Online team teaching
Assessment	30% and above
GC Index	Excellence

Blended Learning Implementation at Public Universities (Supporting)



Blended Learning Implementation at Public Universities (Substitute)



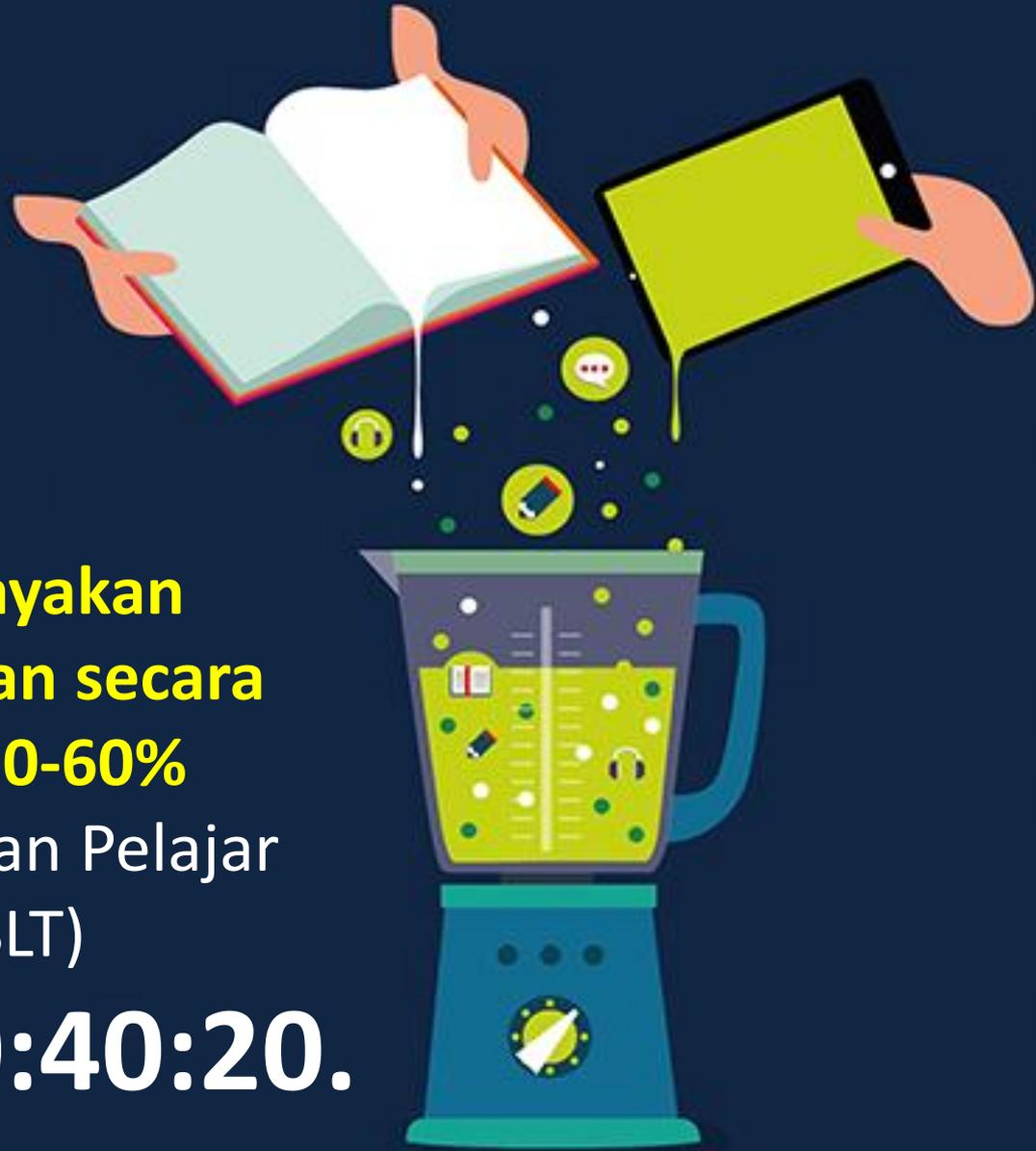
Definisi PTG



Definisi PTG

PTG ialah untuk **mengupayakan pembelajaran dalam talian secara berstruktur dalam julat 30-60%** daripada Jam Pembelajaran Pelajar (Student Learning Time, SLT)

berdasarkan formula **40:40:20.**



Definisi PTG

Formula 40:40:20 adalah agihan kepada 30% hingga 60% daripada keseluruhan **Jam Pembelajaran Pelajar (SLT)** kepada **tiga(3) elemen PTG.**



Bahan PdP



Aktiviti PdP



Pentaksiran

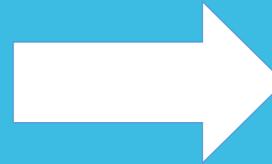


Ketiga-tiga elemen ini mempunyai hubungan terus dengan hasil pembelajaran kursus yang berkaitan.



Definisi PTG

Formula PTS
5:40:35:20



Formula PTG
40:40:20

kerana didapati **5%** yang diperuntukan untuk 'Maklumat' adalah kurang relevan bagi PdP berasaskan keperluan hasil pembelajaran.

Formula ini dihasil melalui **dua bengkel yang dihadiri oleh peneraju dan pengamal pembelajaran teradun universiti awam iaitu pada 14-15 Ogos 2018 (lokasi di Kinrara Resort) dan 4 Oktober 2018 (lokasi di Universiti Pertahanan Nasiona Malaysia).

Petunjuk Minima Pembelajaran Teradun Gantian (PTG)



Bahan PdP 40%

Penggunaan bahan penyampaian pengajaran

- Rakaman video & audio & skrin
- Persembahan berbentuk penceritaan
- Animasi dan Perisian Web 2.0
- Simulasi atau Realiti Maya, atau Realiti Luasan, atau Realiti Terhubung
- Syarahan dalam/luar kelas
- Kandungan interaktif
- Video praktikal/makmal
- Dan lain-lain yang bersesuaian



Aktiviti PdP 40%

Pelaksanaan aktiviti secara dalam talian menggunakan web 2.0 tool

- Kahoot
- Padlet
- LMS (cth: forum, chatting, dsb).

Wajaran yang dinyatakan (40%, 40%,20%) bagi tiga (3) elemen PTG **boleh diubahsuai dengan peratusan yang bersesuaian** bagi keperluan IPT masing-masing dan ianya perlu disertakan dengan justifikasi yang jelas dan boleh diukur.



Pentaksiran 20%

Pentaksiran secara dalam talian

- Kuiz
- Penilaian
- Tugas
- refleksi

Justifikasi Pemurnian Pembelajaran Teradun

Kepuasan pelajar terhadap pengalaman pembelajaran



Pembelajaran teradun pula perlu distruktur khususnya bagi kaedah dalam talian supaya **pembelajaran berlangsung dengan berkesan**

kehendak **Revolusi Perindustrian 4.0**



Pembelajaran secara fleksibel



Bagi menyokong pelaksanaan **DePAN (2011)**



kandungan kursus dan **interaksi** dalam pembelajaran khususnya secara **dalam talian**

Pelaksanaan PTG

Tertakluk sepenuhnya kepada rancangan pengajaran yang telah ditetapkan pelaksanaan PTG

Minggu

Penyampaian

1



Kuliah fizikal face-to-face

2



PTG dalam talian Segera

3



PTG dalam talian Tidak Segera

4



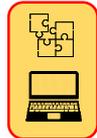
berkonsep **“Anytime, Anywhere, Anyway, Anyhow”**

5



Rekod kehadiran pelajar digantikan dengan rekod penglibatan dan pencapaian

6



Aktiviti, pentaksiran dalam talian didokumentasikan secara sempurna



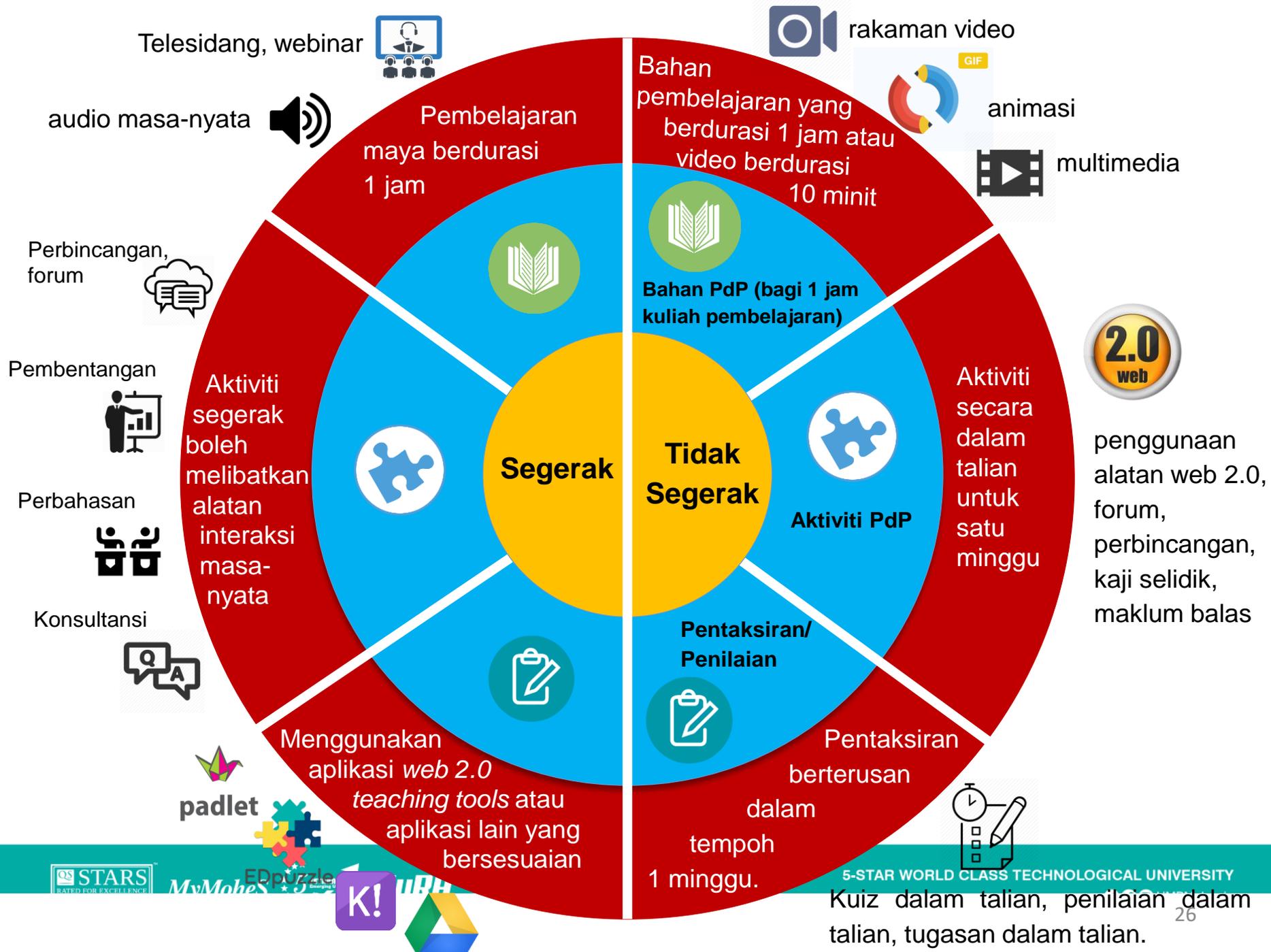
Fleksibiliti untuk sebarang perubahan pengajaran



Pembelajaran **kendiri** & Pengajaran disampaikan secara interaktif



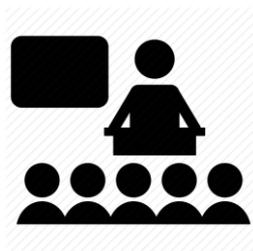
Rekod **kehadiran** digantikan dengan penglibatan dan pencapaian pelajar



Simulasi bagi Kursus 3 jam kredit dengan PTG (30%)



SLT bagi kursus 3 jam kredit ialah **120 jam**



PdP Konvensional : $70\% \times 120 \text{ jam}$
= **84 jam**



PdP PTG : $30\% \times 120 \text{ jam} =$
36 jam

Jadual 1: Wajaran bagi Tiga (3) Elemen PTG (Pembelajaran Dalam Talian) bersama Contoh Perancangan Pelaksanaan 30% = 36 Jam



Bahan PdP
40%

14 jam



Minggu 3, 4, 5



Minggu 8, 9



berdurasi 10 minit x 6 = **6 jam**



Interaktif 30-40 minit x 9 = **5 jam**



Kelas dalam Talian 1 jam x 2 = **3 jam**



Aktiviti PdP
40%

14 jam



Minggu 3, 5



Minggu 4

Minggu 8, 9



Aktiviti PdP Individu 2 Soalan x 2 jam = **4 jam**



Perbincangan dalam Talian = **2 jam**



Aktiviti berkumpulan = **8 jam**



Pentaksiran
20%

7 jam



Minggu 5, 6



Tugasan (15%) dengan SLT **8 jam**

Jumlah 36 jam

Jumlah Pembelajaran dalam talian 36 jam
(4/14) @ (36/120 = 30%)

Jadual 2: Contoh Wajaran bagi Tiga (3) Elemen PTG (Pembelajaran Dalam Talian) dan Wajaran (**dalam Julat**) bersama Contoh Perancangan Perlaksanaan



Bahan PdP
30-50%

11-18
Jam



Minggu 3, 4, 5



Minggu 8, 9



berdurasi 10 minit x 6 = **6 jam**



Interaktif 30-40 minit x 9 = **5 jam**



Kelas dalam Talian 1 jam x 2 = **3 jam**



Aktiviti PdP
30-50%

11-18
Jam



Minggu 3, 5



Minggu 4

Minggu 8, 9



Aktiviti PdP Individu 2 Soalan x 2 jam = **4 jam**



Perbincangan dalam Talian = **2 jam**



Aktiviti berkumpulan = **8 jam**



Pentaksiran
10-30% **Mesti > 36 jam**

4-11
Jam



Minggu 5, 6



Tugasan (15%) dengan SLT **8 jam**

Jumlah Pembelajaran dalam talian 36 jam
(4/14) @ (36/120 = 30%)

Jadual 3: Contoh Wajaran bagi Tiga (3) Elemen PTG (Pembelajaran Dalam Talian) dan Wajaran sama rata bersama Contoh Perancangan Pelaksanaan

		<p>12 Jam</p>		<p>Minggu 1 – 4</p>		<p>berdurasi 15 minit x 4 = 4 jam atau kelas biasa 1 jam x 4 = 4 jam</p>
<p>Bahan PdP</p>				<p>Minggu 1 – 4</p>		<p>Interaktif @ SCL 30 minit x 4 = 4 jam</p>
						<p>Kelas atas Talian 1 jam x 4 = 4 jam</p>
		<p>12 Jam</p>		<p>Minggu 1 – 4</p>		<p>Perbincangan atas Talian bersama pelajar luar 1 jam x 4 = 4 jam</p>
<p>Aktiviti PdP</p>						<p>Aktiviti berkumpul 2 jam x 4 = 8 jam</p>
		<p>12 Jam</p>		<p>Minggu 3, 4</p>		<p>Tugasan (min 10%) dengan SLT 12 jam</p>
<p>Pentaksiran</p>						<p>Jumlah Pembelajaran dalam talian 36 jam (4/14) @ (36/120 = 30%)</p>

THANK YOU