

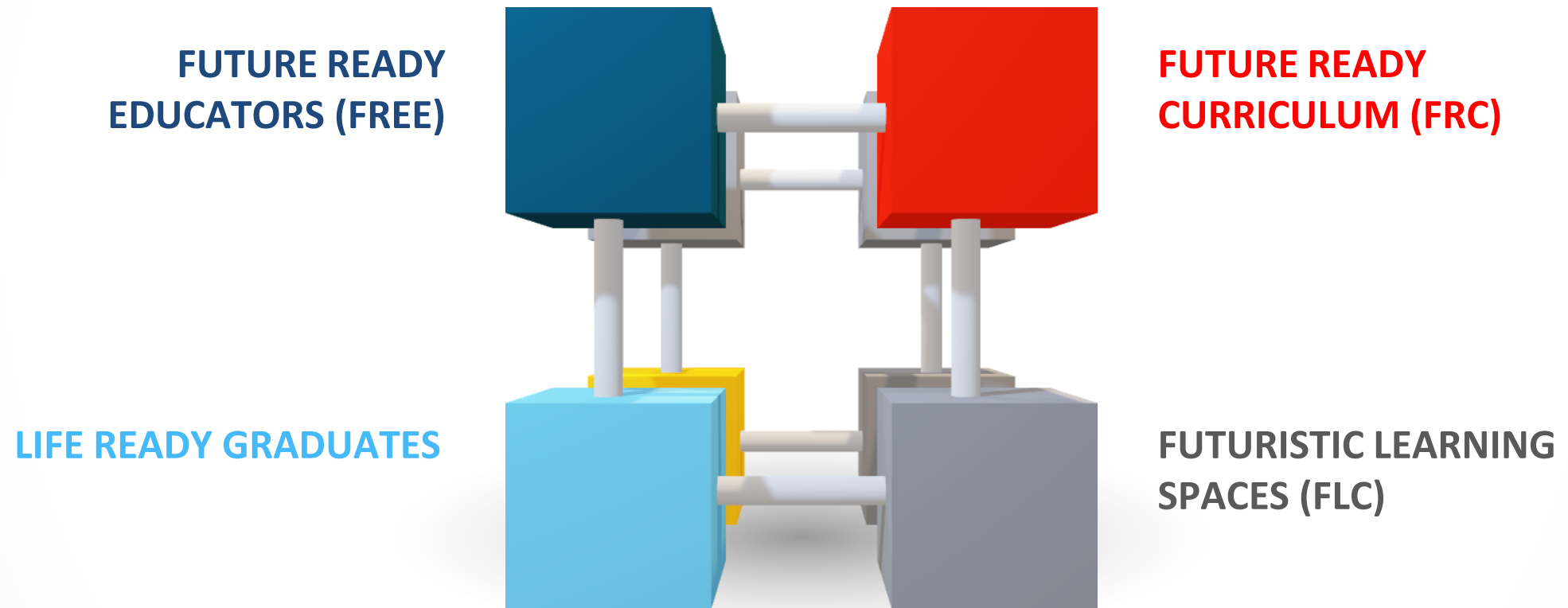
# IMPLEMENTATION OF UTM FUTURE-READY EDUCATORS (FREE)

***ASSOC. PROF. DR. NAZIHA AHMAD AZLI***

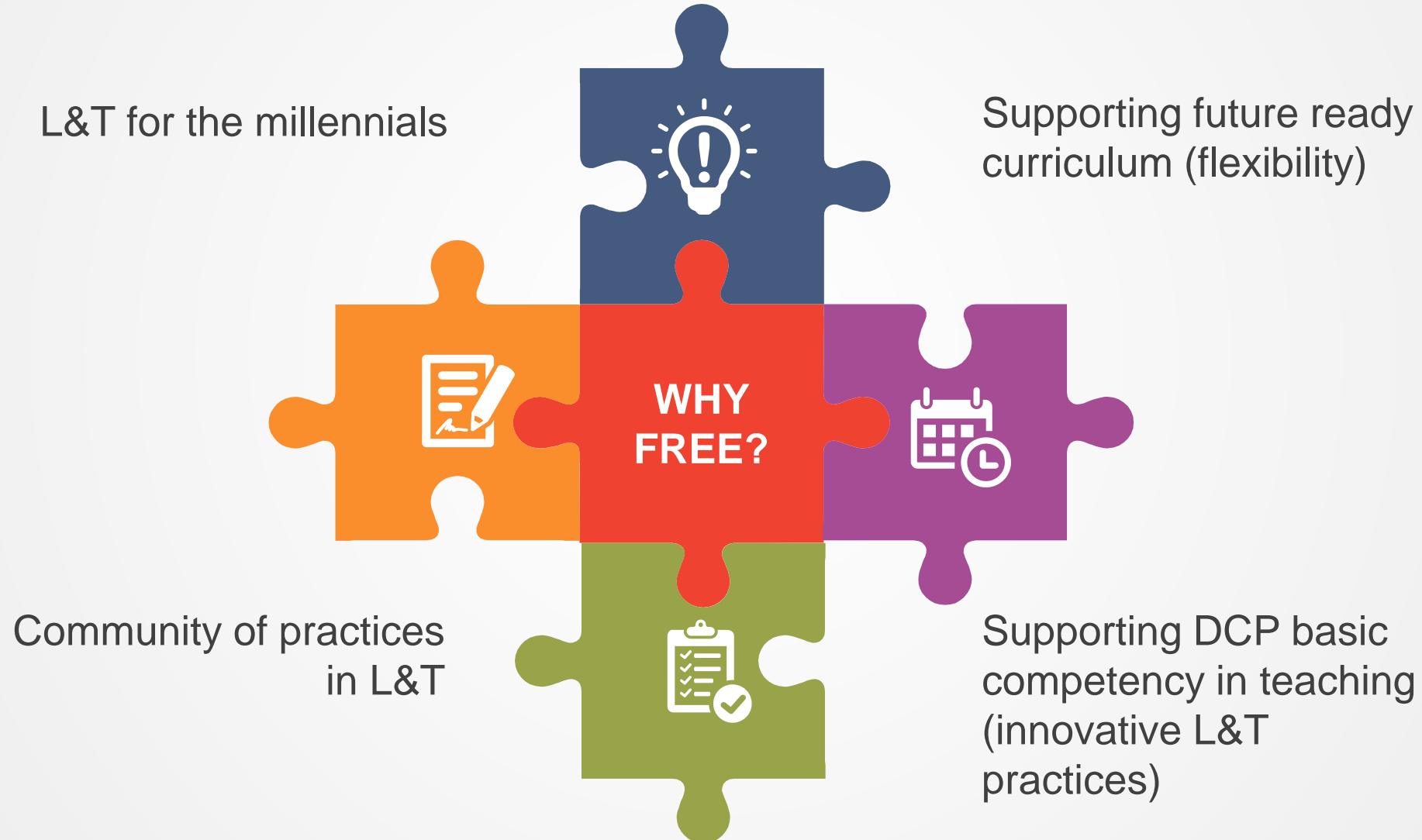
*DIRECTOR*

*CURRICULUM INNOVATION & DEVELOPMENT UNIT  
OFFICE OF DEPUTY VICE CHANCELLOR ACADEMIC &  
INTERNATIONAL*

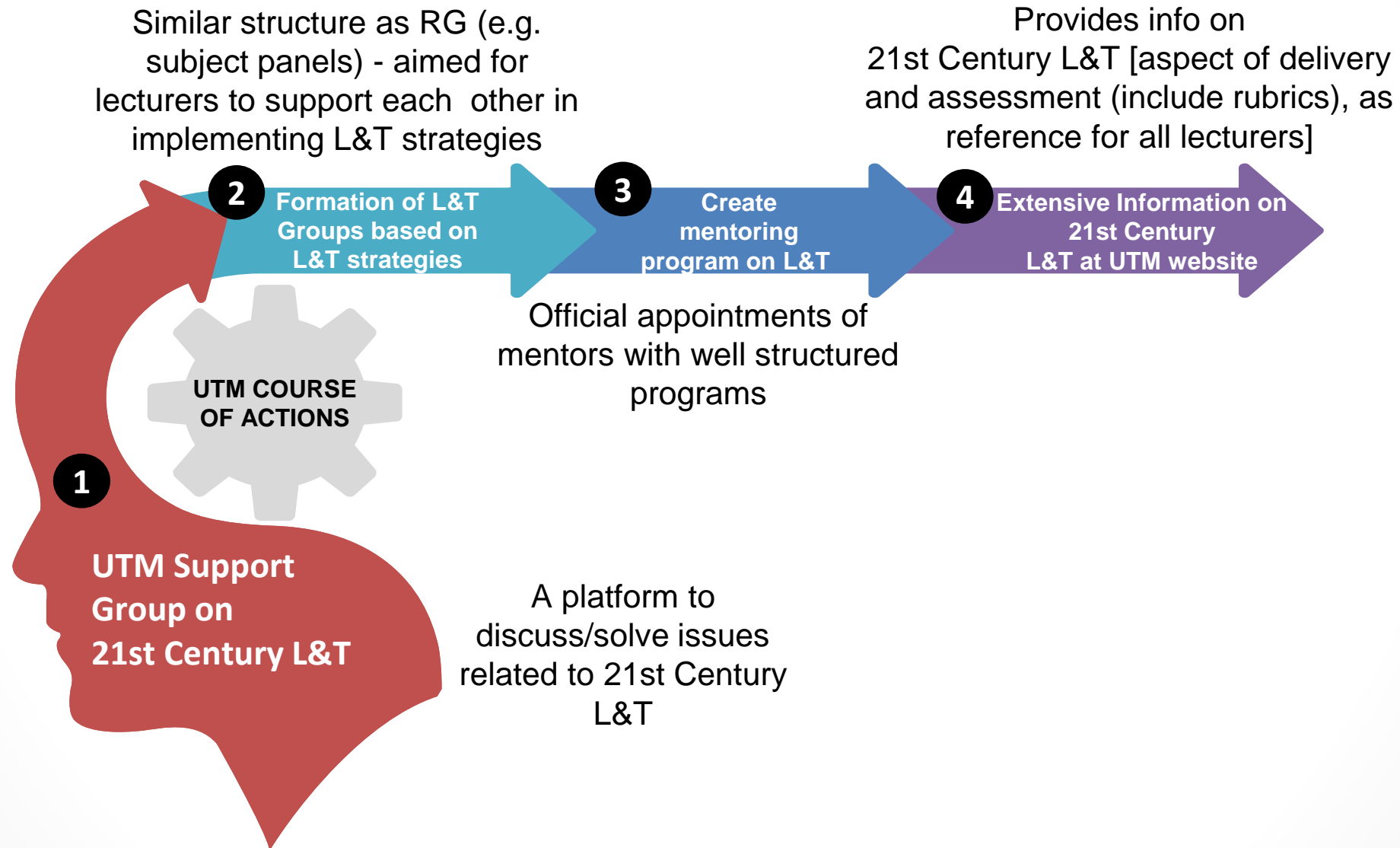
# INISIATIF SINERGY 4.0 2019



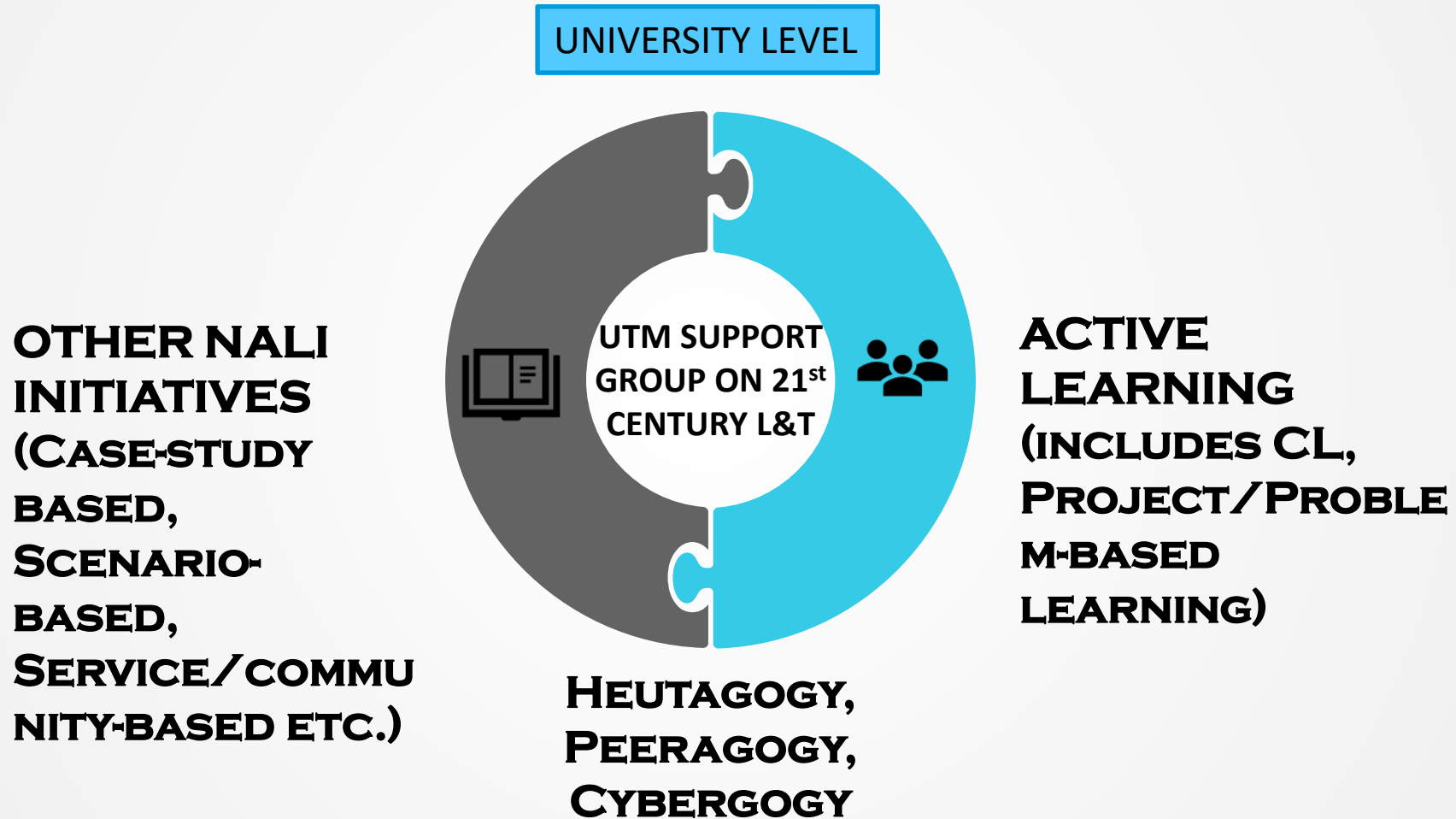
# INISIATIF SINERGY 4.0 2019



# UTM FUTURE READY EDUCATORS: STRATEGIC ROAD MAP



# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION



# OPERATIONAL DEFINITIONS IN THE CONTEXT OF FREE

## ACTIVE LEARNING

Learning activities which engage students in the learning process to achieve the learning outcomes.

## COOPERATIVE LEARNING:

Instructional use of small groups learning and teaching approach that meets the five principles of cooperative learning to promote students working together to maximize their own and each other's learning towards a common goal, in achieving the learning outcomes. Johnson and Johnson (1984) defined the five principles of Cooperative Learning as:

1. Positive interdependence
2. Individual accountability
3. Face to face promotive interaction
4. Appropriate interpersonal skills
5. Regular group function assessment

*Johnson, D.W., and Johnson, R.T. (1984). Circles of Learning. Washington, DC: Assoc. Supervision and Curriculum Dev.*

# OPERATIONAL DEFINITIONS IN THE CONTEXT OF FREE

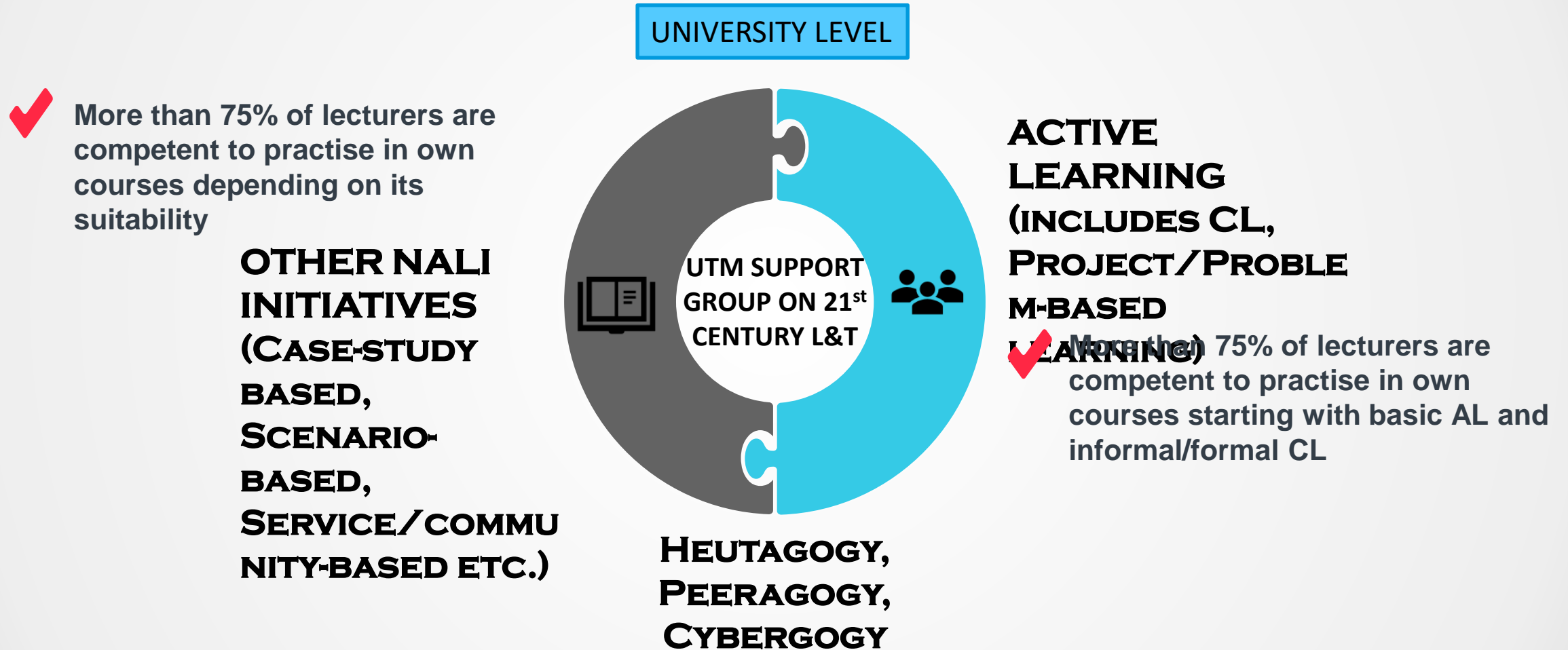
## PROJECT-BASED LEARNING:

A teaching method in which students integrate knowledge and skills by applying concepts learned for an extended period to investigate and respond to an authentic, engaging, and complex question, task, problem, or challenge. The project is the vehicle for teaching the important knowledge and skills student need to learn.

## PROBLEM-BASED LEARNING:

An inductive approach where learning that results from the process of working towards the understanding or resolution of a problem. The problem, which serves to engage students, is encountered first in the learning process. The problem crafted includes learning issues that students must learn through effective interactions with their learning teams and the learning community in the whole class before the problem can be solved. Lecturers' become facilitators of the learning process, to guide and probe students to support learning.

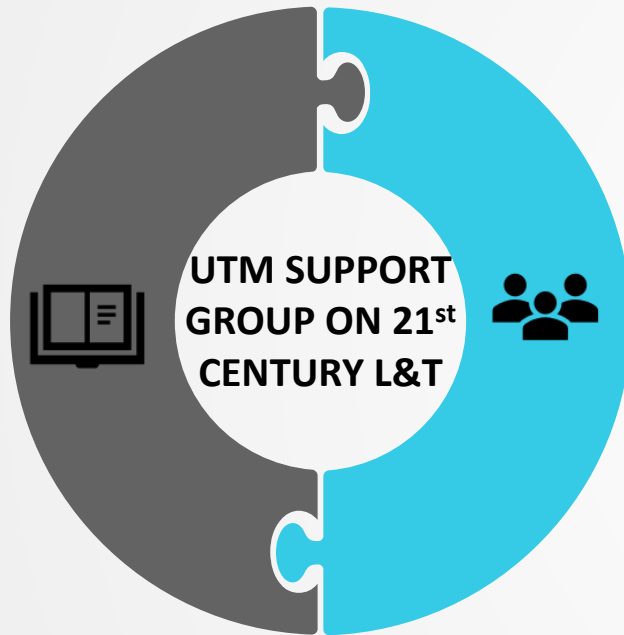
# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION





# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION

## UNIVERSITY LEVEL

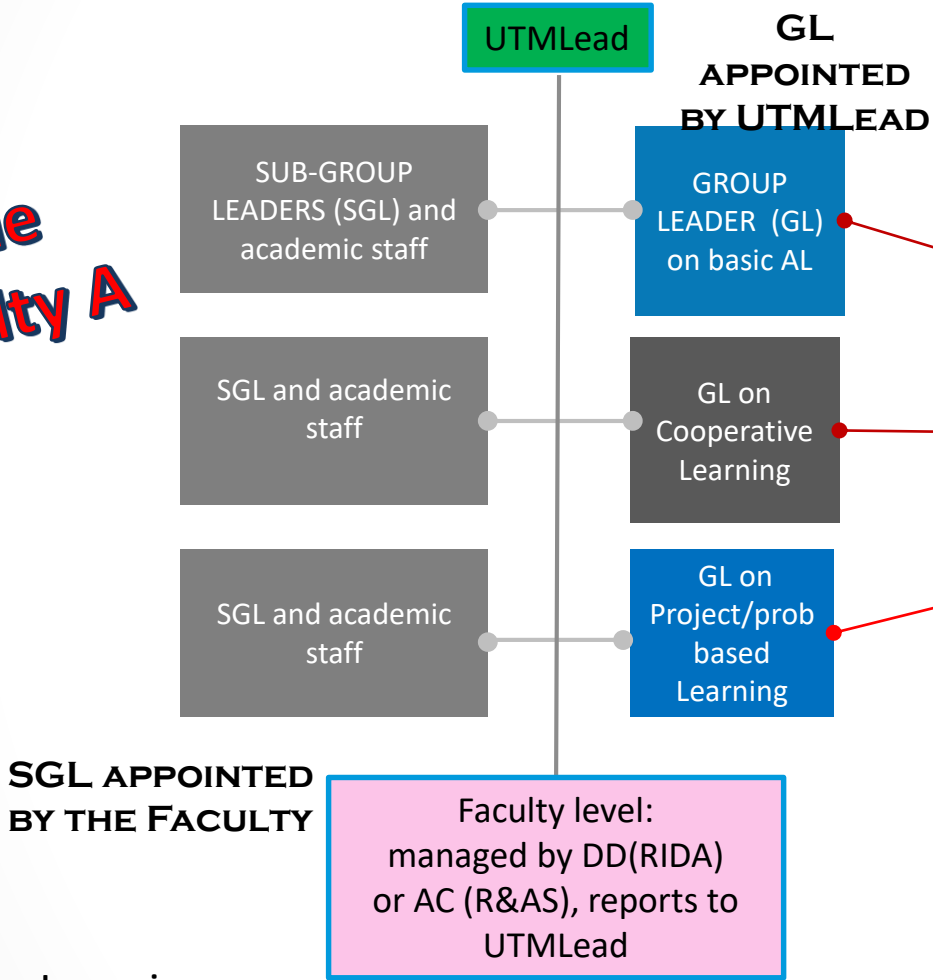


Members to:

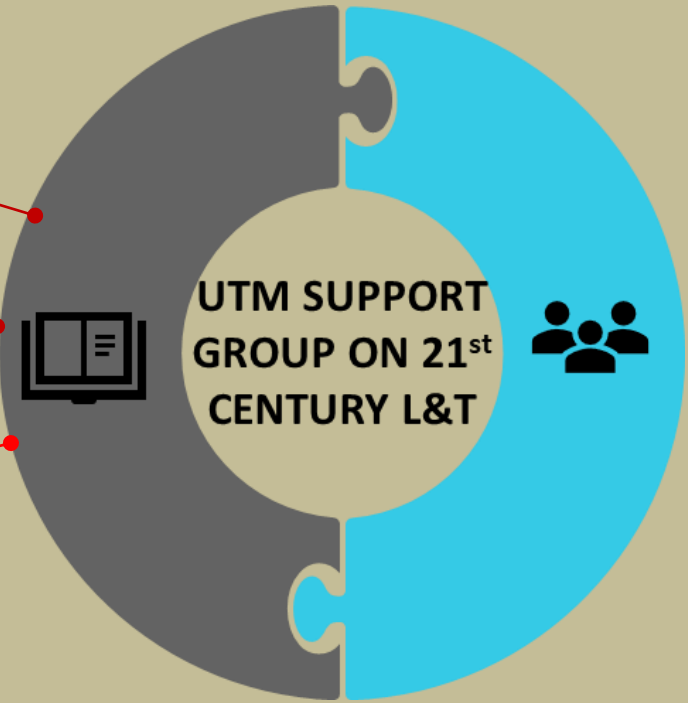
- Be appointed by ODVCAI
- Participate in discussions and planning of activities or programs related to UTM FREE
- Support the L&T groups at the faculty level through engagements with the L&T group leaders
- Quarterly report on the progress of each L&T group at all faculties for further action (CQI)

# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION

**Example  
for Faculty A**



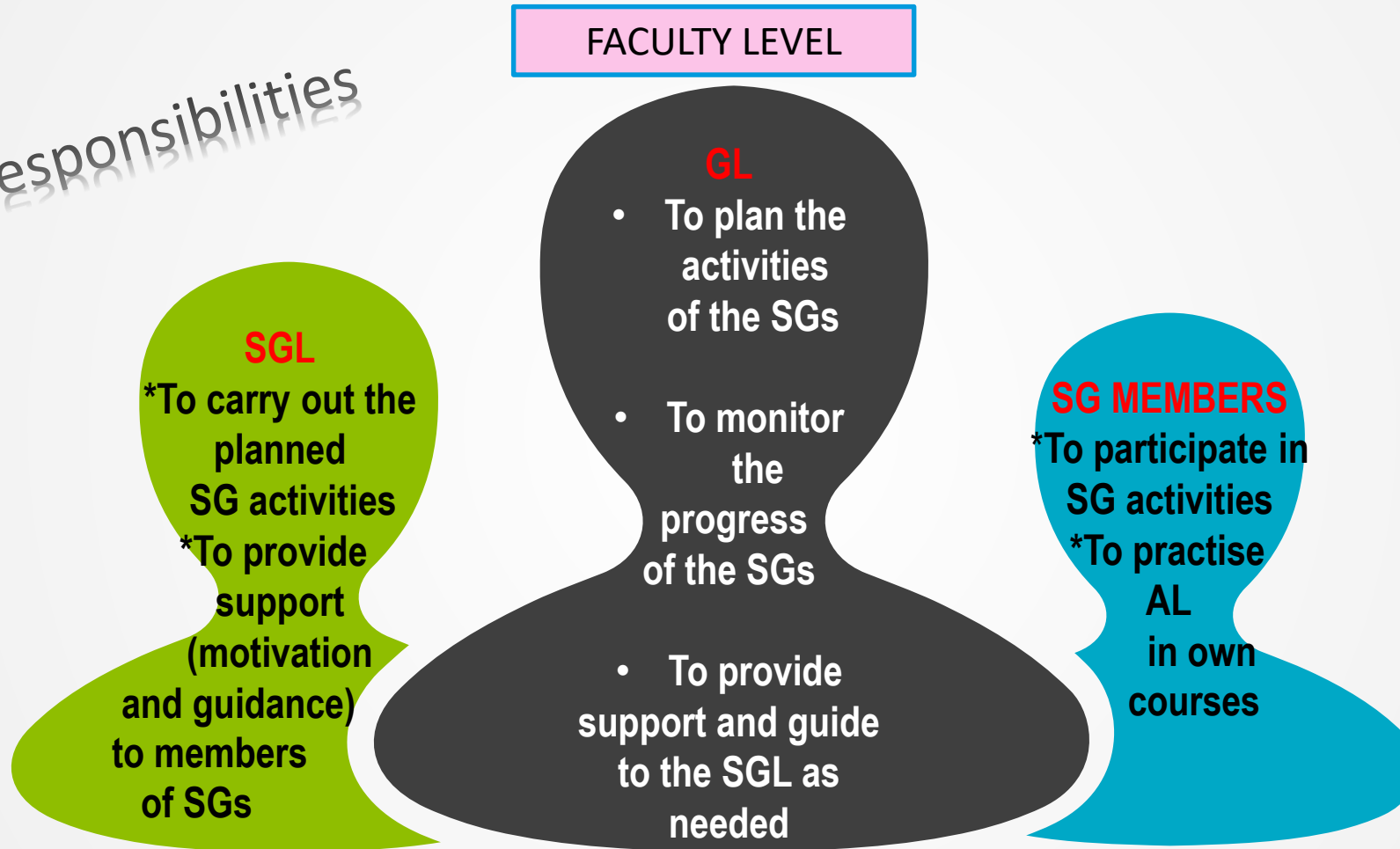
Basic AL  
Cooperative Learning  
Project-based Learning  
Problem-based Learning



- FLEXIBILITY IN**
- **SETTING UP THE GROUPS ACCORDING TO L&T STRATEGIES**
  - **SETTING UP THE NUMBER OF SUB-GROUPS UNDER EACH L&T STRATEGY**
  - **DETERMINING THE NUMBER OF ACADEMIC STAFF IN EACH SUB-GROUP**

# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION

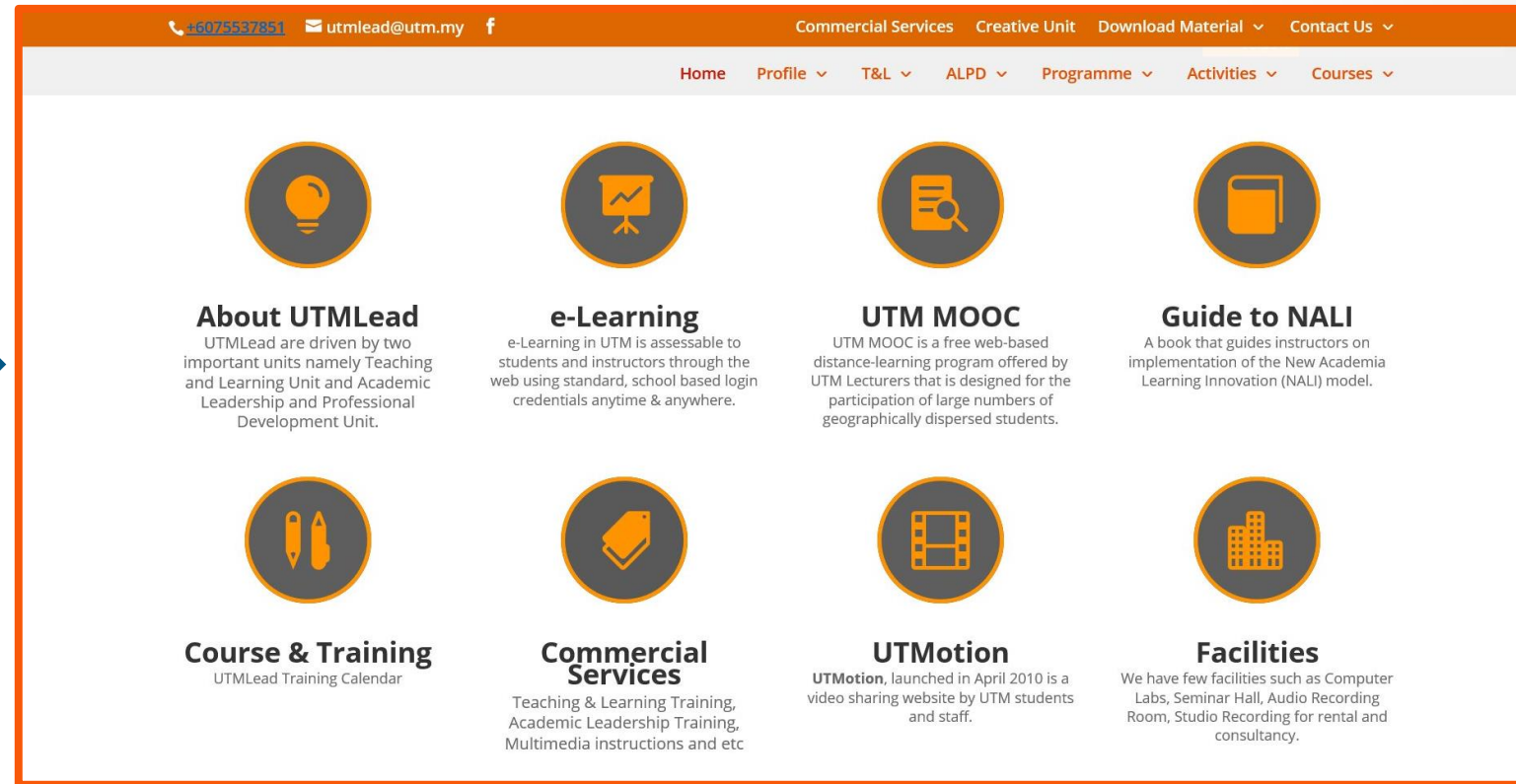
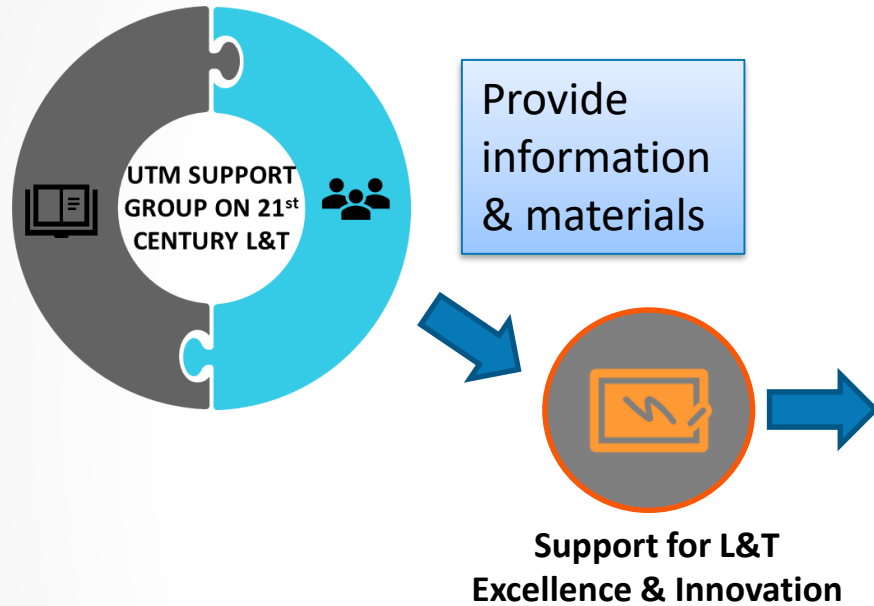
Roles & Responsibilities



# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION



# UTM FUTURE READY EDUCATORS: FRAMEWORK FOR IMPLEMENTATION



*Thank  
You*