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TEACHING PORTFOLIO

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Faculty Technology & Informatics Razak
Universiti Teknologi Malaysia

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CONTENTS

About Teaching Portfolio

This teaching portfolio is presented to summarize my teaching and learning activities alongside with other activities which relates to teaching and learning. This document is a set of material that represents my teaching practice as related to student learning. It includes my teaching philosophy, my assessment practices, self-reflection of teaching, students' feedback and rating on my courses, supervision experiences and other activities that relates with my teaching and learning experiences. Throughout the duration of my services in UTM from 1999 until presents, I have served three (3) faculties which are:

    a. Faculty of Technology and Informatics Razak (FTIR), UTM Kuala Lumpur: mid 2018- present.

    b. Advanced Informatics School (UTM-AIS), UTM Kuala Lumpur: 2011 – mid 2018

    c. Faculty of Computer Science and Information Systems (FSKSM), UTM Skudai, Johor: 1999-2008.

I'm starting my career with UTM after I graduated my bachelor degree in Computer Science at UTM and being appointed as Tutor at FSKSM. Throughout my journey as part of UTM staff, I am highly grateful and blessed that UTM and Ministry of Higher Education had sponsored my studies in Master and PhD. Becoming an academic staff in UTM, I am blessed that UTM had giving me so much opportunities and flexibility for my growth and experiences for the betterment of my skills and knowledge in order to serve the nation and society at large. With UTM's support and assistance, I am now able to serve my society and nation in better ways and reaching them beyond my individual capabilities. I am surely indebted with UTM for this matter and I hope that UTM will always being blessed and will become among the most successful university in the world. With that, I understand that I am always having a bigger role and responsibility to serve UTM better and better for years to come!

"We all need people who give us feedback. That's how we improve."
— Bill Gates

Student Learning Goals

My student goal I highlighted as below:

Goal 1: Students will demonstrate critical thinking, depth of knowledge, capacity for individual research including analytic and expressive skills through the core methodologies and competencies of their field of study.

Goal 2: Students will engage with different cultures, ideas, institutions, and means of expression to enable the critical examination of their own perspectives.

Goal 3: Students will have the opportunity to engage in activities that support personal development, encourage interaction with off-campus communities, and build interpersonal and leadership skills.

For every course that I teach, I will make sure students will enjoy the classes, understand the knowledge I shared and able to practice what they have learned in their work or research. Therefore, these approaches I practice:

- Explain the course information (CI) in detail during the beginning of the lecture.
- Discuss formally in class to get students' ideas and feedback on the content of the course.
- Discuss informally outside the classroom to ensure that students feels more relaxed in their learning.
- Share and discuss the solution of given assignment so that students will know their mistakes and learn the correct way of doing data analysis.
- Discuss formally in class to get students' ideas and feedback on the content of the course.
- Use computer and internet technology to ensure that students always know where the knowledge about the course can be sought or achieved at all times.
- Use active learning method in teaching delivery to develops students' autonomy and their ability to learn.

The journey of teaching and learning is continuous and lifelong. It is not only limited to what we learn in classroom settings but it is beyond that level. My teaching and learning philosophy have emerged from values that are learnt from several exposures and life experiences i.e., from my parents, my teachers, and from my own experience of working as a lecturer. I believe that, the role of teacher in learner's life is to foster motivation and build insight among students by becoming a role model for them. Their role is to assist and facilitate students in acquiring knowledge and skills. Along with this, a positive and secured academic learning environment is very essential so that students feel comfortable and attain maximum learning. In my view, what the student learns from a teacher is not limited to the formal syllabus; but the role modeling of the teacher should make students learn magnificent life lessons which shape their personality as a good human being. Social environment also plays a significant role through the accessibility of extracurricular activities. It is assumed that in an institution where there is an active participation in the academic and extracurricular activities, students tend to develop a sense of ownership. Also, these activities tend to provide a platform for students whereby they get an opportunity to get socialized with the teachers. These relationships tend to smoothed the learning process as the students become more comfortable with the teachers and hence, the learning process is maximized. I believe learning and teaching are inseparable lifelong journeys. This journey is not limited to classroom setting, but it is also shaped up by other sources of learning, including social interaction. I hold my philosophy with this quote

"The best teachers are those who show you where to look but don't tell you what to see" (Alexandra Trento).

I am dedicated to continuous personal growth and improvement of my teaching practices in the best service of my students. In my opinion exemplary teachers never cease to enhance their teaching skills through a process of self-examination that includes constructive feedback from both students and colleagues. Additionally, I believe incorporating and experimenting with new instructional approaches enriches the learning environment.

The following seven (7) principles provide fundamental structure for me as teacher and learner. They support a strategic filter through which I shape my courses, advising and supervision, writing and research, and other faculty activities. They help maintain my sense of balance and professional direction. *
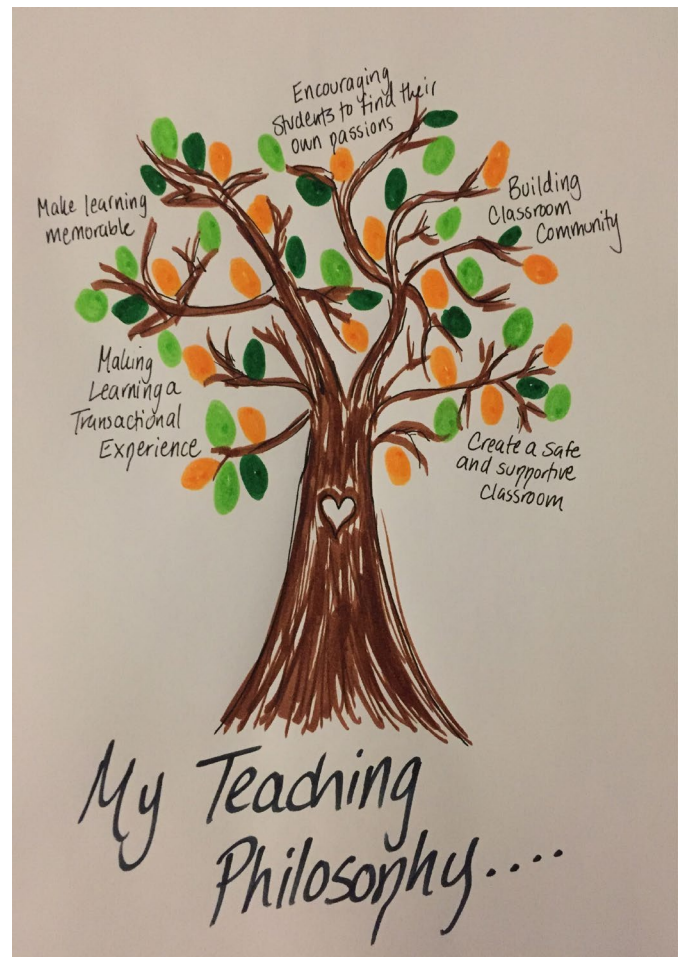
1. Growth is developmental and requires time and patience.
2. Teachers must focus on strengths and use positive feedback to help learners grow academically, socially, and emotionally.
3. Critical thinking helps students internalize learning.
4. Structure and shared decision making are significant to the learning process.
5. Teachers must strive to meet learner needs and be keenly aware of social, emotional, and physical variables that affect the learning process.
6. Teachers and learners must value diversity and seek unity in a multicultural nation.
7. All teachers must seek continuous renewal and growth.

*These seven principles are based on the "Belief System" developed by Professor Emeritus R. Mason Bunker.

ASSESSMENT AND EVALUATIONS

"Although the terms assessment and evaluation are often used synonymously, they are in fact distinctive and different. The intent of assessment is to measure effectiveness; evaluation adds a value component to the process."

Belief and Practices

Assessment and evaluation which I practice in teaching and learning journey is based on two (2) types:

- Classroom Assessment: to provide useful feedback for the improvement of teaching and learning. Basically it will gain a feedback from student on my teaching to the student's learning.

- Course Evaluation: methods and measures to judge student learning and understanding of the course teach for purposes of grading and reporting. Basically, it will be the feedback from the instructor to the student about the student's learning.
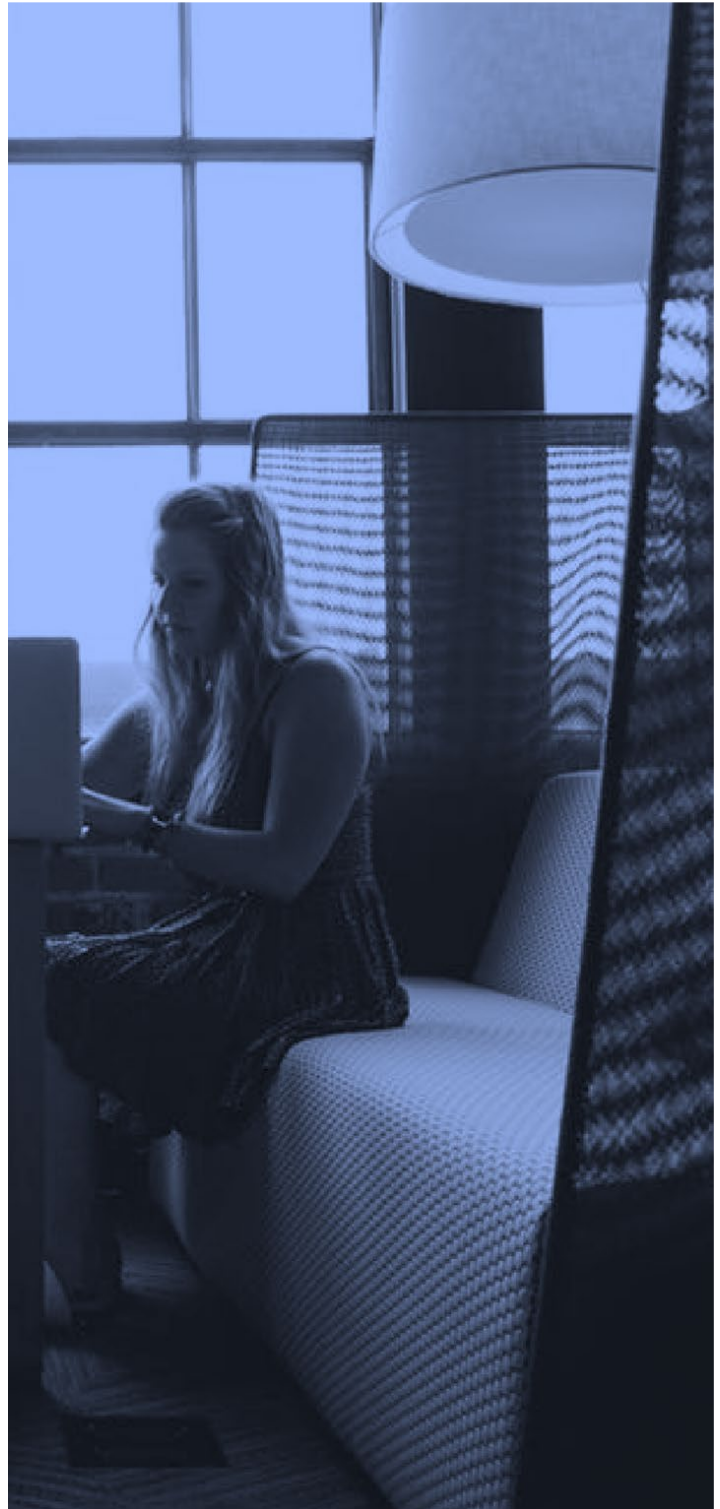
Classroom Assessment

Classroom Assessment is the observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments that provide information on how students learn and how students respond to particular teaching approaches. Classroom assessment helps me in obtaining useful feedback on what, how much, and how well my students learn from the courses that I teach.

I'm practicing the following techniques in assessing my student learning:

1. Muddiest Point - Discussion Board or individual student input for what is still unclear. To me this is important because I can assess students understanding from the lecture I delivered.
2. Course Reflection – Student critical thought feedback over a learning unit, a learning experience, a field experience, etc about the course they attended.
3. Assignment Feedback – Discussion on the feedback from the assignment given.
4. Forum on Capstone – Reviewed by me as course lecturer and peers on capstone conducted.

Course Evaluation

Course evaluation is the methods and measures to judge student learning and understanding of the course teach for purposes of grading and reporting. Throughout working as academic staff, I'm practicing the following evaluation method and measures in evaluating my students learning in courses which I teach. It include the following:

1. Graded assignments – This method will evaluate student understanding on topics discussed. Assignments is conducted in pair so that they can discuss between them to provide
2. Exams – This method will evaluate students ability to provide solution given the problems within the time allocated. This approach is a summative approach for the purpose of grading the students individually.
3. Projects – Projects is normally conducted in group up to 5 persons for each groups. Through this approach, student will adapt skill on teamworking and leadership in solving problems.
4. Quizes – Short quizzes as method to evaluate students understanding based on simple problem given.

Feedback from Students can be Helpful

"Strive for continuous improvement, instead of perfections." — Kim Collins.

Effective teachers are first to admit that no matter how good a lesson is, our teaching strategies can always be improved—oftentimes it's why we seek out our student's opinions. Thus, to me it is important to reflect my teaching and learning strategy so that I manage to deliver the knowledge to my student efficiency. The most important is they value the knowledge they got from the class.

Difference batch of student for difference semester have their own characteristics. For example, some of the students which are not from IT background will required me to be more strategized in terms of teaching delivery so that they can be more understand and enjoy the classes.

I will use active learning strategy which is conducted through in-class activities for example group project, short demonstrations from video followed by class discussion and reciprocal questioning to encourage an open dialogue between me and my student.

Improving Weaknesses

Every semester I will improve my teaching material. These improvements come from the student's reflection. The improvement consists of the lecture contents, assessment contents and method of delivery.

Starting year 2000 there is a change in terms of teaching and learning delivery. Teaching and learning need to be conducted online due to pandemic situation. Therefore, it is quite challenging for students to learn and understand my course which is Statistical data analysis via online teaching and learning. Thus, I need to be more strategized for instance, more learning activities and more tutoring using tools rather using hand calculation.

Refresh and Renew to Future Goals

1. UTM is also very supportive towards the matters with CTL and UTM Lead that helps a lot in terms of T&L related courses and I always follow those courses to make sure that my knowledge is always updated.
2. The combination of knowledge I gained throughout my studies and teaching courses at UTM has helped me continuously improve my teaching methods and materials.
3. Various data problem with way to derive solution in building student's critical thinking and depth knowledge
4. Active participation to overcome 'no one will be left behind' situation in giving ideas or solution for problem discussed

TEACHING AND LEARNING METHODS

Throughout my services as academic staff of UTM for almost 20 years beginning as Tutor, I have used several teaching and learning methods. The journey is summarized as follows:

Tutor
(1999-2001)

- OHP film sheet
- Conventional Delivery (white board)

Young Lecturer (2002 - 2009)

- PowerPoint Slide
- Pop Quiz, Assignment, Project, Final Exam
- Manually OBE & CAR

Senior Lecturer (2011 - present)

- PowerPoint Slide
- Blended Learning with e-learning Platform
- Active Learning Teaching Delivery
- OBE System for T&L reporting

TEACHING EXPERIENCE

I have been teaching in UTM since I was a Tutor at FSKSM, UTM Skudai campus in 1999. During serving as Tutor at FSKSM, I mostly involved teaching service course for undergraduate students at Civil Engineering faculty and Faculty of Electrical and Electronic. Table 1.1 is a listing of undergraduate course which I have been teaching.

Table 1.1: List of Courses for Undergraduate Students (1999 -2000 and 2001 – 2006)

No	Semester/Session	Course Name	Number of Credits
1	2006/2007	Quantitative Method	3
2	2004/2005	Scheduling With Application in Manufacturing and Services	3
3	2004/2005	Numerical Method	3
4	2002/2003	Data Analysis Using Statistical Method	3
5	2002/2003	Programming Technique with C++ Language	3
6	1999/2000	Mathematics Discrete	3
7	1999/2000	Programming Technique with C Language	3
		Total Number of Credits	**21**

In 2006, I have been transferred from UTM Skudai to UTM KL and served under Centre for Advanced Software Engineering (CASE), a center of excellence under FSKSM. Starting from that, I experienced teaching postgraduate students. At that time, it was totally a new experience for me because I need to deliver the lecture in English compared previously while I was teaching undergraduate students where I can deliver the lecture in Bahasa Malaysia.

In 2011, I continue serve as academic staff in UTM after I finish my PhD study in UK. Working at Advanced Informatics School (UTM AIS) from 2011 until 2018 and continue with Razak Faculty of Technology and Informatics (RFTI) till present, I have experienced teaching many postgraduate courses. Table 1.2 is a listing of postgraduate course which I have been teaching from 2011 until present.

Table 1.2: List of Courses for Postgraduate Students (2006 – 2008 and 2011 - present)

No	Semester/Session	Course Name	Number of Credits
1	Sem 1 2021/2022	Business Statistics for Data Science	6
2	Sem 1 2020/2021	Business Statistics for Data Science	6
3	Sem 2 2020/2021	Business Statistics for Data Science	6
4	Sem 1 2019/2020	Business Statistics for Data Science	6
5	Sem 2 2019/2020	Business Statistics for Data Science	6
6	Sem 1 2018/2019	Business Statistics for Data Science	6
7	Sem 1 2018/2019	Business Intelligence	3
8	Sem 2 2018/2019	Business Statistics for Data Science	6
9	Sem 1 2017/2018	Research Methodology	3
10	Sem 1 2017/2018	Business Statistics for Data Science	3
11	Sem 2 2017/2018	Business Statistics for Data Science	6
12	Sem 1 2016/2017	Business Statistics for Data Science	6
13	Sem 2 2016/2017	Research Methodology	6
14	Sem 1 2015/2016	Research Methodology	6
15	Sem 2 2015/2016	Research Methodology	6
16	Sem 1 2014/2015	SE Research Paradigm	3
17	Sem 1 2014/2015	Research Methodology	6
18	Sem 2 2014/2015	Enterprise Information Assurance	6
19	Sem 2 2014/2015	Software Engineering Project	6
20	Sem 1 2013/2014	Software Techniques	6
21	Sem 2 2013/2014	Software Engineering Project	6
22	Sem 1 2012/2013	Software Techniques	6
23	Sem 1 2012/2013	Software Engineering Project	6

24	Sem 2 2012/2013	Software Techniques	6
25	Sem 1 2006/2007	Software Techniques	6
		Total Number of Credits	**144**

SUPERVISION EXPERIENCE

Undergraduate Supervision

Being appointed as young lecturer in 2001 at FSKSM, UTM Skudai, I'm giving an opportunity to supervise undergraduate student for their Projek Sarjana Muda (PSM) under Operational and Industrial Computing Department. It was my first experience in supervising student. Alhamdulillah, I gain advice from my colleagues in terms of supervision. The PSM project which I normally supervised in the area of industrial computing area for instance Inventory Management, Maintenance Management, Decision Support System, Scheduling, Quality Control Management, Forecasting Analysis and Simulation.

Postgraduate Supervision – Master Student

After I moved to Centre for Advanced Software Engineering at UTM KL and later to Advanced Informatics School and further at Razak Faculty of Technology and Informatics, I experienced in postgraduate supervision. Starting with the supervision in the area of Software Engineering which is mainly the industrial based project, later, I mostly supervised in the area of Business Intelligence, Data Analytics and Data Science when the faculty introduced new academic program that is Master of Science (Business Intelligence and Analytics). The master student postgraduate supervision is mainly on taught course program. Table 1.3 is a listing of Master by Taught Course supervision while Table 1.4 is a listing of Master by Research supervision.

Table 1.3: List of Master by Taught Course Postgraduate Students Supervision

NO	NAME	STATUS (GRADUATE/ONGOING)	TITLE	YEAR
1	Nur Syafira Bt Jaffri Din	Graduate	Statistical Analysis on the Relationships between Mental Health and social media among Adolescents in Malaysia	2020/2021
2	Ahmad Amirul Adlan B Azhar	Graduate	Malaysia House Price Forecasting with Univariate Time Series Approach	2020/2021
3	Joseph Chia Wei Chen	Graduate	Predicting Engagement of Sequential Online Marketing of Video Games with Machine Learning	2020/2021

4	Fithrah Neelam Fathin Bt Rahim	Graduate	Automated Valuation Modelling for Malaysia Residential Housing Market	2019/2020
5	Tasneem Bt Ahmad Shuhemi	Graduate	Machine Learning for Predictive Analytics for Hypertension Based on Sociodemographic Factors	2019/2020
6	Tan Chun Kit	Graduate	Customer Profiling for Malaysia Online Retail Industry using K-Means Clustering and LRFMP Model	2018/2019
7	Nabilah Huda Bt Abdul Shukor	Graduate	Modelling Back Propagation Neural Network for Customer Churn Prediction in Malaysia Telecommunication Company	2018/2019
8	Nur Izzaty Bt Salim	Graduate	Analytics Reporting Plug-in in Web Application for School Student Attendance	2018/2019
9	Nurul Atikah Bt Zainal	Graduate	Machine Learning Algorithms for Risk Prediction of Severe Hand, Foot and Mouth Disease (HFMD) in Children	2018/2019
10	Mohammad Taheri	Graduate	Earthquake Magnitude Forecasting in Seismic Region using Artificial Neural Network	2017/2018
11	Abdul Shukur B. Abu Hassan	Graduate	Forecasting the Gross Domestic Product (GDP) Growth of Malaysia using Monte Carlo Simulation	2017/2018
12	Muhammad Khairul Rijal B Muhammad	Graduate	Visual Analytics with Decision Tree on Network Traffic Flow for Botnet Detection	2017/2018
13	Lim Yee Fang	Graduate	Regression Analysis on Student Loan Debt and Repayment Predictive Analytics	2016/2017
14	Shuhrah Bt Rodzali	Graduate	Software Maintenance of Patent New Filling	2016/2017
15	Lim Fung Ji	Graduate	Stock Management System	2016/2017
16	Azlina Bt Abdul Latif	Graduate	Software Testing for Beet Link E-Learning	2016/2017
17	Artiesa Bt Arris	Graduate	Software Testing on Geographical Information System for Department of Irrigation and Drainage, Malaysia	2015/2016

18	Suhaida Bt Abdul Rahman	Graduate	Deployment Tool for EMP Software and Database Backup	2015/2016
19	Saleh Zainolabedinirafi	Graduate	Dynamic Authentication Based on User Behaviour Modelling	2015/2016
20	Adilah Bt Sabtu	Graduate	Enhancing Security and Privacy Protection Elements for MapReduce Processing	2014/2015
21	Archana Arnathan Krisnan	Graduate	Mining with Noise Knowledge	2014/2015
22	Siti Mashitah Bt Shamsul Anuar	Graduate	Implementation of Usability Heuristics for the Development of UNIKL Postgraduate Portal	2014/2015
23	Mimi Safinaz Bt Jamaluddin	Graduate	MRB-Customs Data Integration: Extraction Transformation Load (ETL) Solution for Rubber Import and Export Information	2013/2014
24	Husna Najihah Bt Abdullah	Graduate	Software Maintenance for Engineering, IT Service Management and Corporate Services Application	2013/2014
25	AhmadReza Irajizadeh	Graduate	UTM AIS System	2013/2014

Table 1.4: List of Master by Research Postgraduate Students Supervision

NO	NAME	STATUS (GRADUATE/ONGOING)	TITLE	YEAR
1	Nuzulha Khilwani Bt Ibrahim	Graduate	Distributed Constraint Optimization Scheduling for Reservation Environment	2006/2007

Postgraduate Supervision – Doctor of Philosophy (PhD) Student

Instead of Master Postgraduate Student Supervision, I also have been giving an opportunity by the faculty to supervise PhD students either as main supervisor or co-supervisor. Table 1.5 and Table 1.6 is a listing of PhD supervision.

Table 1.5: List of PhD Students Supervision as Main Supervisor

NO	NAME	STATUS (GRADUATE/ONGOING)	TITLE	YEAR
1	Celestine Fung Lee Mee	On-Going	IR4.0 Readiness in the Public Services in Sabah	2021/2022
2	Norhadiyati Bt Mohd Mokhtar	On-Going	Modelling The Big Data Monetization Using Benefits Realization Management (BRM) for Public Sector Agencies in Malaysia	2020/2021
3	Elaheh Torabi	On-Going	Developing A Readiness Model with Self-Assessment Tool for SMEs Industry 4.0 Readiness	2018/2019
4	Adilah Bt Sabtu	On-Going	Improving Data Latency in Extract Transform Load (ETL) With Filtering Algorithms for Stream Processing	2016/2017
5	Lim Fung Ji	On-Going	Data Migration Model for Heterogeneous Schema of No SQL Database	2016/2017
6	Farah Natasyah Bt Abdul Hanan	On-Going	Requirements Prioritization Model for Agile Software Development	2014/2015
7	Mazidah Bt Mat Rejab	Graduate	Traceability Model with Test Effort Estimation to Support Software Changes in Maintenance Phase	2014/2015

Table 1.6: List of PhD Students Supervision as Co-Supervisor

NO	NAME	STATUS (GRADUATE/ONGOING)	TITLE	YEAR
1	Suziane Haslinda Bt Suhaimi	On-Going	Sarcasm Detection for Malay Language in Social Networking Sites Using Machine Learning Approach	2020/2021
2	Nor Asnilawati Bt Salleh	On-Going	Enhancing Simplified General Perturbations-4 Model for Orbit Propagation Using Deep Learning Approach	2016/2017
3	Nur Farhana Bt Hordri	On-Going	Detecting Credit Card Fraud Using Evolutionary Algorithms in Feature Selection and Classification	2016/2017
4	Muhalim B Mohamed Amin	Graduate	An Improvement of Adaptive Anomaly Based Fraud Detection Model by Concept Drifts and Visual Analytics Approach	2014/2015
5	Kaiss Ali Abd Elghariani	Graduate	Implicit Thinking Knowledge Injection Framework for Software System Requirements Documentation in Agile Methodology	2014/2015
6	Aida Shafiabady	Graduate	Object-Oriented Software Maintainability Prediction Model Based on Artificial Neural Networks	2011/2012

STUDENT RATING AND COMMENTS

Student Rating from e-PPP

The student's rating and comments on lecturer teaching and learning are collected through the UTM evaluation system known as ePPP. For each of the course teach in every semester, rating is calculated based from the questions design in ePPP. The rating in ePPP is based on the rubric score as shown below. Student rating from e-PPP from the courses which I teach is shown below.

Average Score In ePPP Rubric   ×

	Components	DEFICIENT (0)	DEVELOPING (1)	PROFICIENT (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)	MINIMUM
C1	Average score in the improved version of ePPP	Mean score over previous 5 years is less than 3.00	Mean score over previous 5 years is above 3:00 but less than 4.00	Mean score over previous 5 years is equal to 4.00	Mean score over previous 5 years is more than 4.00	Mean score of every year for the past 5 years is above faculty and university's benchmark	PROFICIENT (2)
C2	Unsolicited/solicited feedback / testimony,from students/alumni related to their learning	Mostly negative or no positive feedback on students' learning	Some positive and negative feedback on students' learning	Mostly positive with negligible negative feedback on students' learning	Positive feedback with impact on learning obtained from students	Positive feedback with impact on learning obtained from students and alumni	PROFICIENT (2)

Close

UTM UNIVERSITI TEKNOLOGI MALAYSIA **TES** Teaching Excellence System

DR NURULHUDA FIRDAUS BINTI MOHD. AZMI

Sesisem :   Course :   Search

Academic Year : 2022

Average for Mean over 5 years : 4.76

Min ePPP Universiti (UG) : 0
Min ePPP Universiti (PG) : 0

No.	Session Semester	Course Code	Subject	Means
21.	201720181	MANB1123-01	BUSINESS STATISTICS FOR DATA SCIENCE	
22.	201720181	MANB1123-02	BUSINESS STATISTICS FOR DATA SCIENCE	4.77

First Previous

UTM · TES
UNIVERSITI TEKNOLOGI MALAYSIA **Teaching Excellence System**

DR NURULHUDA FIRDAUS BINTI MOHD. AZMI

Teaching Portfolio > Average Score In ePPP

Sesisem :   Course :   Search

Academic Year : 2022

Average for Mean over 5 years : 4.76

Min ePPP Universiti (UG) : 0

Min ePPP Universiti (PG) : 0

No.	Session Semester	Course Code	Subject	Means
1.	202020212	MANB1123-02	BUSINESS STATISTICS FOR DATA SCIENCE	
2.	201920202	MANB1123-01	BUSINESS STATISTICS FOR DATA SCIENCE	4.95
3.	201920202	MANB1123-02	BUSINESS STATISTICS FOR DATA SCIENCE	
4.	201920201	MANB1123-01	BUSINESS STATISTICS FOR DATA SCIENCE	
5.	201920201	MANB1123-02	BUSINESS STATISTICS FOR DATA SCIENCE	4.55
6.	201820192	MANB1123-02	BUSINESS STATISTICS FOR DATA SCIENCE	
7.	201820192	MANB2015-01	PROJECT1	4.61
8.	201820192	MANB2027-01	PROJECT 2	
9.	201820192	MANB2027-02	PROJECT 2	4.50
10.	201820191	MANB1123-01	BUSINESS STATISTICS FOR DATA SCIENCE	4.74
Next Last				

UTM · TES
UNIVERSITI TEKNOLOGI MALAYSIA **Teaching Excellence System**

DR NURULHUDA FIRDAUS BINTI MOHD. AZMI

Teaching Portfolio > Average Score In ePPP

Sesisem :   Course :   Search

Academic Year : 2022

Average for Mean over 5 years : 4.76

Min ePPP Universiti (UG) : 0

Min ePPP Universiti (PG) : 0

No.	Session Semester	Course Code	Subject	Means
11.	201820191	MANB1123-02	BUSINESS STATISTICS FOR DATA SCIENCE	4.86
12.	201820191	MANB1143-01	BUSINESS INTELLIGENCE	4.83
13.	201820191	MANB2015-01	PROJECT1	4.73
14.	201820191	MANB2015-02	PROJECT1	4.99
15.	201820191	MANB2027-02	PROJECT 2	
16.	201720182	MANB2015-01	PROJECT1	
17.	201720182	MANB2015-02	PROJECT1	
18.	201720182	MANB2027-01	PROJECT 2	
19.	201720182	MANU1123-01	BUSINESS STATISTICS FOR DATA SCIENCE	4.73
20.	201720182	UANP0013-05	RESEARCH METHODOLOGY	4.81
First Previous Next Last				

Student Feedback from e-PPP

Below are the samples of the student feedback from e-PPP from the courses I teach. Those feedback that I received help me in improving my method in teaching and learning.

Feedback And Testimony e-PPP

No.	Comment
1.	best!

Back

Feedback And Testimony e-PPP

No.	Comment
1.	Dr Huda, online class is fun and she encouraged student to learn according to everyone pace

Back

Feedback And Testimony e-PPP

No.	Comment
1.	Able to understand the course content, but need feedback on assignment and project.

Back

Feedback And Testimony e-PPP

No.	Comment
1.	Need more technical class on how to analyse using statistical software.
2.	Enjoyed this class. Thank you Dr Huda

Back

ADMINISTRATIVE EXPERIENCE RELATED TO TEACHING & LEARNING

Throughout my career, I am also involved with several administrative activities related to academic and T&L. This is including being appointed as academic program coordinator, task force and committee involving academic program audit, final exam and PMA moderator, reviewer for Master Project, Assistant Chairperson for viva and many more. My involvement related to administrative experience related to T&L is described as below:

Academic Program Coordinator

Being appointed as academic program coordinator, I am responsible in coordinating the academic program and the students who enrolled in the program. The task including give briefing about the program to new students, construct timetable, assists students about the program and many more which related to academic program management. Table 1.7 presents my appointment related to program coordinator.

Table 1.7: Academic Program Coordinator

NO	POSITION	STARTING DATE	ENDING DATE	DEPARTMENT
1	Program Coordinator for MSc (Business Intelligence & Analytics)	01/08/2021	31/07/2023	Advanced Informatics Department, Razak Faculty of Technology and Informatics
2	Program Coordinator for MSc (Business Intelligence & Analytics)	01/07/2017	30/06/2019	Advanced Informatics Department, Razak Faculty of Technology and Informatics
3	Program Coordinator for Master of Software Engineering	01/08/2015	31/07/2017	Advanced Informatics School
4	Program Coordinator for Master of Software Engineering	01/05/2013	30/04/2015	Advanced Informatics School
5	Program Coordinator for MSc (Real Time Software Engineering)	2007	February 2008	Centre for Advanced Software Engineering, FSKSM

Supporting Academic Program Activities

Throughout serving as UTM academic staff, I am also involved with academic activities that support T&L. This included audit, curriculum revision, moderation and many more. Table 1.8 presents the academic program activities involvement.

Table 1.8: Academic Program Activities

NO	NAME OF COMMITTEE	ROLE	STARTING DATE	ENDING DATE
1	Task Force Audit Pematuhan Program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Taskforce - Leader	01/04/2021	31/12/2021
2	Task Force Penilaian Kesetaraan Program Diploma Professional Sains Data dan Micro-Credential	Taskforce - Member	09/04/2021	01/07/2021
3	Moderator Soalan Peperiksaan Akhir dan Post Module Assessment (PMA) Sem 1 2020/2021	Committee – Final Exam Moderator	December 2021	December 2021
4	Penilai Portfolio dan temuduga APEL Tahap 7	Committee - Reviewer	03/01/2020	10/01/2020
5	Task Force Program Sarjana Secara Terbuka dan Jarak Jauh: MSc (BIA)	Taskforce Member	01/07/2020	01/08/2020
6	Penilai Portfolio dan temuduga APEL Tahap 7	Committee - Reviewer	07/10/2020	14/10/2020
7	Moderator Soalan Peperiksaan Akhir Sem 2 2020/2021	Committee – Final Exam Moderator	May 2020	May 2020
8	Task Force Program Sarjana Secara Terbuka dan Jarak Jauh: MSc (BIA)	Taskforce Member	21/10/2019	20/10/2020
9	Penilai Portfolio dan temuduga APEL Tahap 7	Committee - Reviewer	20/09/2019	27/09/2019
10	Penilai Portfolio APEL Tahap 6	Committee - Reviewer	16/10/2019	21/10/2019
11	Penilai Portfolio APEL Tahap 6	Committee - Reviewer	3/10/2019	10/10/2019
12	Moderator Soalan Peperiksaan Akhir Sem 1 2019/2020	Committee – Final Exam Moderator	October 2019	December 2019

13	Moderator Soalan Peperiksaan Akhir Sem 2 2018/2019	Committee – Final Exam Moderator	April 2019	Mei 2019
14	Task Force Anugerah Kualiti Akademik FTIR	Taskforce Member	5/02/2019	5/04/2019
15	Task Force Pemindahan Kredit MOOC UTM AIS	Taskforce Member	2018	2018
16	Task Force Penyediaan Dokumen COPIA UTM AIS	Taskforce Member	2018	2018
17	Task Force Audit Pengekalan SwaAkreditasi UTM 2018	Taskforce Member	1/10/2018	25/10/2018
18	Task Force PARIS 2018 Razak Research Week	Taskforce Member	1/08/2018	19/10/2018
19	Peperiksaan Akhir Semester 1 2018/2019	Invigilator	24/12/2018	3/01/2019
20	Taskforce Penyediaan Dokumen Anugerah Kecemerlangan Akademik (AKA) UTM AIS	Taskforce Member	2018	2018
21	Taskforce Perlaksanaan Postgraduate Certificate, AIS	Taskforce Member	2017	2017
22	Moderator Soalan Peperiksaan Akhir Sem 1 2016/2017	Committee – Final Exam Moderator	November 2016	December 2016
23	Penyediaan Dokumen Akreditasi (COPPA) Program MSc (Business Intelligence and Analytics)	Taskforce Member	16/04/2016	31/05/2016
24	Postgraduate Annual Research on Informatics (PARIS) Seminar	Organising Committee	17/10/2016	26/10/2016
25	Taskforce Penyediaan Kertas Kerja Program Baru MSc (Business Intelligence and Analytics)	Taskforce Member	20/10/2014	2016
26	AJK Pemasaran UTM AIS	Organising Committee	26/06/2012	25/06/2014

Student Advisor

An academic staff is encouraging to be as student advisor. An academic advisor can share knowledge, experience and insight that is beneficial to the student. The advisor's role is to help the student evaluate and realize educational and career options. I have been involved as student academic advisor since 2001 when I was at FSKSM, UTM Skudai. During that time most of my students under my advisory are

undergraduate students. However, when I serve at UTM KL, almost my students are postgraduate. Table 1.9 presents my involvement as student academic advisor.

Table 1.9: Student Academic Advisor

NO	NAME OF COMMITTEE	ROLE	STARTING DATE	ENDING DATE
1	Penasihat Akademik bagi pelajar program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Academic Advisor	2021	2021
2	Penasihat Akademik	Academic Advisor	2020	2020
3	Penasihat Akademik	Academic Advisor	2019	2019
4	Penasihat Akademik	Academic Advisor	2018	2018
5	Penasihat Akademik	Academic Advisor	2017	2017
6	Penasihat Akademik Pelajar UTM AIS	Academic Advisor	2016	2016

Involvement with Student Activities

Student's activities related with T&L mainly focusing on assessing their project or dissertation, invigilate final exam, facilitate in short courses and interviewing candidate for APEL. Table 1.11 presents some of my involvement in student's activities.

Table 1.11: Student Activities Involvement

NO	NAME OF COMMITTEE	ROLE	STARTING DATE	ENDING DATE
1	Projek Sarjana 2 bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	11/01/2021	15/01/2021
2	Projek Sarjana 1 bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	18/01/2021	22/01/2021
3	Penilaian Peringkat Pertama Doktor Falsafah Semester 1 Sesi 20/21	Committee - Reviewer	25/01/2021	25/01/2021
4	Penilai Portfolio dan temuduga APEL Tahap 7	Committee - Reviewer	03/01/2020	10/01/2020

5	Penilai Portfolio dan temuduga APEL Tahap 7	Committee - Reviewer	07/10/2020	14/10/2020
6	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	10/06/2020	12/06/2020
7	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	09/06/2020	15/06/2020
8	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	10/12/2019	10/12/2019
9	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	16/12/2019	18/12/2019
10	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	13/05/2019	13/05/2019
11	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	09/05/2019	09/05/2019
12	Penilai Portfolio dan temuduga APEL Tahap 7	Committee - Reviewer	20/09/2019	27/09/2019
13	Penilai Portfolio APEL Tahap 6	Committee - Reviewer	16/10/2019	21/10/2019
14	Penilai Portfolio APEL Tahap 6	Committee - Reviewer	3/10/2019	10/10/2019
15	UTMRazak Datathon	Committee - Reviewer	15/10/2019	18/10/2019
16	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	12/12/2018	18/12/2018
17	1st Assessment Pelajar Penyelidikan	Committee - Reviewer	25/04/18	25/04/18
18	Projek Sarjana bagi program Sarjana Sains (Analitik dan Kepintaran Perniagaan)	Committee - Reviewer	24/05/2018	25/05/2018
19	Peperiksaan Akhir Semester 1 2018/2019	Invigilator	24/12/2018	3/01/2019
20	First Assessment Semester 2 2016/2017	Committee - Reviewer	26/04/2017	27/04/2017
21	1st Assessment Pelajar Penyelidikan	Committee - Reviewer	20/12/2016	31/12/2016
22	PhD Viva: Masoud Ghorbanian	Assistant Chairperson	2020	
23	PhD Viva: Abdalrahman Salem Alfagi	Assistant Chairperson	2017	

24	PhD Viva: Mariayee Doraisamy	Assistant Chairperson	2016
25	PhD Viva: Ali Tizkar Sadabadi	Assistant Chairperson	2015
26	PhD Viva: Jamaluddin B Jasmis	Assistant Chairperson	2015
27	PhD Viva: Farhang Jaryani	Assistant Chairperson	2014
28	MSc By Research Viva: Suwaibah Bt Shubli	Assistant Chairperson	2015

ACHIEVEMENTS

Award Related to Teaching and Learning

In my career I am grateful that I have received award related to teaching and learning. Table 1.12 are some of the awards that I received.

Table 1.12: Award related to Teaching and Learning

NO	AWARD	YEAR
1	Quality Assurance Award: Internal Surveillance Audit	2021
2	Award of Excellence for Active Blended Learning Semester 2 2019/2020	2020
3	Award of Excellence for Active Blended Learning Semester 1 2019/2020	2020
4	Award of Excellence for Active Blended Learning Semester 2 2018/2019	2019
5	"Anugerah Perkhidmatan Cemerlang" bagi tahun 2017 Citra Karisma UTM	2018
6	Best Academic Coordinator	2018
7	Anugerah Perkhidmatan Cemerlang Fakulti	2018

Activities Attended Related to Teaching and Learning

I have regularly attended workshops, sharing session and short courses in enhancing and preparing my skills related to T&L. This includes courses on recent teaching and learning approach such as active learning, Outcome based education (OBE), blended learning, Massive Open Online Courses (MOOC), Open Courses Ware (OCW) and also courses related to enhancement of activities and tasks related to teaching and learning. Table 1.13 presents some of the activities attended related to T&L.

Table 1.13: Activities Attended related to Teaching and Learning

NO	ACTIVITIES ATTENDED
1	MOOC Course and Video Script Development
2	Course: Assessment & CQI - Kl
3	Course: Constructive Alignment - Kl
4	Sharing Session: High Tech High Touch Humanizing Blended Learning
5	Kursus Teaching Excellence System (TES)
6	A Workshop on Curating A Teaching Portfolio
7	Lecture Video Recording Using Active Presenter
8	Kursus Akreditasi Pembelajaran Pengalaman Terdahulu (APEL) anjuran MQA
9	Kursus Auditor Akademik Dalaman