TEACHING PORTFOLIO

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1. Teaching Responsibilities

I started my career with Universiti Teknologi Malaysia as a tutor in the Department of Multimedia Education, Faculty of Education in 15th January 2001. Since then, I have conducted several classes. My teaching responsibilities are in the undergraduate multimedia education courses. After completed my MSc. (Virtual Environments) in 2003 and PhD in 2013 I actively involved in teaching and administration.

During my years at Faculty of Education UTM I have taught Multimedia Education courses at both the undergraduate and graduate levels. Among courses that I have taught at undergraduate level include Telecommunication and Networking (SPM 1012), Programming Language I (SPM 2102), Authoring Language (SPM 2322), Programming Language II (SPM 3112), Multimedia Development Based on CDROM (SPM 4232) and Science Computer Teaching Methods (SPM 4712). The complete list of the courses (2001-2017) is provided in **Appendix I**.

Normally, I taught two different courses for nearly every semester. Each course had around 60-100 students. Usually the courses that I taught involved more than one section with different lecturers and I had been appointed to coordinate those courses for lesson plan (L1 and L2), lecture notes and examination. On top of that, I was appointed by the department as a program coordinator for undergraduate program (SPT-Bachelor of Science and Computer with Education in Mathematics) from 2005/2006 to 2007/2008. The appointment letters are provided in **Appendix II**.

Beginning of 2004/2005, second semester, I had been given the opportunity to experience teaching at postgraduate level. The postgraduate courses are Technology and Media Design (MPT 1203), Authoring System (MPT 1193), Teaching Material Production (MPT 1183) and CDROM-based Multimedia Development (MPT 1293). After completed my PhD in 2013, I had involved teaching new postgraduate courses such as Research Methods in Education (MPPU1060), Digital Learning Object (MPPP1303), System Development (MPPP1323), User Interaction in New Media (MPPP1403), Management of Computer Networking (MPPP1353) and Telecommunication and Management of Information System and Educational Materials (MPT1173). The postgraduate course is normally taught by a team of normally two or three lecturers.

During the period 2003/2004 to 2016/2017 I was employed as lecturer at the School of Professional and Continuing Education (SPACE) for part-time program. The courses are Programming Language I (SPM 2102), Authoring Language (SPM 2322), Programming Language II (SPM 3112), Multimedia Based on CDROM Development (SPM 4232) and Science Computer Teaching Methods (SPM 4712). Besides that, I also have been employed as lecturer for teaching Telecommunication and Networking (SPM 1012), Authoring Language (SPM 2322) and Programming language II (SPM 3112) for non-graduate teachers in a special graduate program called PKPG.

Apart from my teaching duties, I was given the responsibility to be academic advisor for 22 students of SPK (Bachelor of Science and Computer with Education in Chemistry)

program in 2004/2005. Being their academic advisor, I have to help them with their academic related issues. I also need to supervise and advise them for their every semester course load.

My other responsibility is the supervision of education students for their partial fulfillment towards their degree. Since becoming a lecturer in 2004, I have supervised 30 undergraduate projects, 9 taught course master project, 2 mixed-mode dissertation and 8 PhD. Each taught course and mixed-mode master project takes two semesters to complete while PhD approximately 6 semester. The complete list of final year students' projects, master project and PhD research is provided in **Appendix III**.

I also have to supervise students for their teaching practicum in school each year. The average of the students is four to eight students. The supervision requires me to visit them three times during their teaching practicum in school. For every visit, I stressed the importance of good lesson plan and practice good teaching strategy. **Appendix IV** provides a list of students for teaching practicum that I have supervised.

2. Teaching Philosophy

My teaching philosophy is aligned with national education philosophy that aims to expand individual potential in the aspects of intellectual, emotional, spiritual, physical fitness and attitude (or also known as JERIS). Through this philosophy I teach in the awareness that the students need the opportunity to develop themselves in the aspect of JERIS rather than being spoon-fed by the lecturer. I view my role as a facilitator for this process. This is also means that I am doing my best to learn, refresh, review and update my knowledge before presenting it in my class. I preferred to give my students a brief summary of the course at the beginning of the semester. Students need to have a good knowledge not only in learning theory but also in instructional technology and technical skills to excel in the course.

I believe that teaching is not just about delivering the course contents but also to promote meaningful learning and lifelong learning to the students. The rapport between student and lecturer should be encouraged and improved constantly. With good rapport, the students can have more comfortable discussion inside or outside of class. On top of that, I feel very strongly that to be an effective lecturer, I need to treat individual students with respect. I must attempt to learn each student's name, and his or her strengths and weaknesses. I must try to accommodate questions at any time, not just during class and office hours. I also believe that I can sacrifice the syllabus and schedule if students do not understand what has already been covered. My job is not to show them what I know, but to teach them what they need to know, and more importantly to facilitate their learning.

Finally, I hope to be able to instill in students a love of learning. I hope to teach my students that school is more than just exams and grades. I hope that the real value in their education is not found in their grade point average or their resume, but in the knowledge that they take away.

3. Teaching Methodology

I have worked very hard to make Multimedia Educational courses interesting and useful for students. I always try to use simple words to best explain it. The students are encouraged to hands-on rather than learning the theory alone. If problems occur during the learning process, I will assist the students or at least enlightened them to find the appropriate solution.

When teaching matured students, I will try to apply andragogy in my teaching. I was aware that matured students are more self-directed and they need to be treated differently from normal undergraduate students. They only need to know what they are supposed to know and their learning readiness, learning orientation and learning motivation are completely different from undergraduate students. Therefore, my role to facilitate their learning is important.

I have successfully adopted blended learning and active learning strategies in my traditional face-to-face teaching. I used these techniques to ensure that I can involved more students in the teaching and learning process. I love the students whose participate actively in my class. Thus making learning more alive and enjoyable compared with conventional four-walls teaching.

Class sessions – lecture and discussion

I begin each class with a greeting and brief summary of what the students going to learn. I also recalled some important facts and concept in previous class. I welcome any questions that students have from their reading or project before I start my lecture. My lecture will only start after I have explained the problems that students encountered in past lesson. I begin lecture on a new topic using power point presentation. Lessons are prepared in points-form structure. I usually elaborate each point from the presentation and spare 15-20 minutes for example using software. I encourage students to interrupt me during lecture for questions. At the end of lecture, I will summarize lecture with some exercise depending on the topic.

Active Learning

I believe teaching and learning must involve active participation from students and lecturer. Active learning can not occur in one way teaching, passive mode. It must occur in two way teaching, active mode. Therefore the students need to be provided with some activities that can engage them actively in the teaching.

I apply group learning periodically with topics that lend themselves to this format. I divide the students into small group of three to four. Each group will get a different working topic and present it through elearning. Presentation will be required to each

group in class. This to ensure that the students can practise their communication skills as well as other attribute of generic skills.

Blended Learning

Some of students' works will be requiring them to use elearning. For example, issues that needs to be discussed in elearning forum. The students can give idea, comments or suggestion related to the issue and the other students can read and response to the issue.

I used elearning as a complement to my traditional face-to-face teaching. I found elearning is the best medium to encourage students speak for their ideas; construct their critical comment and share idea with other students.

4. Description of Course Materials

At the first meeting with the students, I will conduct a brief presentation about the basic information for the course through elearning. The presentation comprises my contact details, course synopsis, course hand-out (in pdf format), weekly lesson, assessment, notes (in pdf format) and references. The students need to download and complete the course materials before the second meeting. Though the students are given the course materials, the course materials are incomplete and still require the students to attend lecture to obtain the missing part of the materials. The advantage of giving the students the course materials before the lecture is the students can spend more time in understanding my lecture. One example of the handout given to the students is provided in **Appendix V**.

5. Assessment

Test and Examination

The students are continuously assessed throughout the semester. The test is usually given at week 7. To ensure the questions have different level of difficulties, I will focus level 1 to 3 of Blooms taxonomy for test and higher level for the examination. The examination is a comprehensive evaluation of course which covers all material from week 1 to week 14. Examination takes 40% of the total course marks.

Assignments

The assignments are divided into two categories; individual and group. If the number of the students in my class is too high, I will give group assignment. The assignments are usually involving the use of computer software. The students will be given about 5 to 7 weeks to complete their assignments. An example of the assignment is provided in **Appendix VI**.

6. Efforts to Improve Teaching

I always try to improve my teaching in every academic semester by being organised and creative in presenting the course materials to the students. I have to find ways in explaining a specific topic in creative, clear and concise manner. This is achieved by knowing the contents well and how best to present it.

I have worked very hard at being current both technologist and educationist at the same time. Of course there are a lot of rooms for improvement. This can be accomplished by

a. **Attends seminar, conferences, workshop or course** that relate to teaching and learning. I hope to enhance my knowledge and teaching performance.
b. **Doing more research and reading education journal** that helps to update with current issues in technology and teaching and learning. Thus, generates new ideas during classes.
c. **Discussion or sharing experiences** with peer or senior lecturer to improve teaching especially for new course. I believe that learning and sharing information with others are appropriate ways to increase and improve my teaching.

A complete list of attended seminar, conferences, workshop and course is provided in **Appendix VII**.

7. Evaluation of Teaching

Student Rating/Evaluation

I always felt anxious when it comes to students rating me at the end of the semester. I have never remembered scoring less than 4.0 on students rating. I also found with time that the students' rating gets consistent over the years and I always strive to be better or at least maintain the same ratings every semester. My students' rating score are listed below:

Overall instructor ratings for courses I have taught (highest rating 5).

Course Code	Semester	Overall Rating	Justification
SPT 3602	2001/2002/I	4.02	These were the result of students' rating when I was appointed as a tutor
SPT 4232	2001/2002/I	4.02	
SPT 1002	2001/2002/I	4.20	
SPT 4102	2002/2003/I	4.62	
SPT 2002	2002/2003/I	4.31	
SPT 3102	2003/2004/I	4.36	These were the result of students' rating when I was
SPM 2102	2003/2004/II	4.51	

SPT 3102	**2003/2004/II**	**4.36**	**appointed as a new lecturer**
SPM 2102-01	**2004/2005/I**	**4.51**	**My second year of teaching**
SPM 2102-01	**2004/2005/II**	**4.13**	
SPT 3112-01	**2004/2005/II**	**4.43**	
SPM 2102-01	**2005/2006/I**	**3.97**	**My rating went down after implemented elearning intensively**
SPT 3112-01	**2005/2006/I**	**4.34**	
SPT 3112-02	**2005/2006/I**	**4.47**	
SPM 3112-01	**2005/2006/II**	**4.29**	
SPM 1012-01	**2006/2007/I**	**4.80**	**I tried to make the use of elearning as feasible as possible and encourage students to download teaching materials from the website**
SPM 2322-02	**2006/2007/I**	**4.83**	
SPM 2322-02	**2006/2007/I**	**4.62**	
SPM 2102-01	**2006/2007/I**	**4.75**	
SPM 2102-01	**2006/2007/II**	**4.57**	
SPM 3112-02	**2006/2007/II**	**4.58**	
SPM 2322-01	**2007/2008/I**	**4.37**	
SPM 2322-03	**2007/2008/II**	**4.71**	
SPM 2322-04	**2007/2008/II**	**4.74**	
SPM 3112-03	**2007/2008/II**	**4.66**	
SPM 3112-04	**2007/2008/II**	**4.71**	
MPT1193	**2013/2014/II**	**4.91**	**After completed my PhD, these were my teaching evaluation results which were all from postgraduate courses.**
MPPP1303	**2015/2016/I**	**4.84**	
MPPP1353	**2015/2016/II**	**5.00**	
MPPP1323	**2015/2016/II**	**4.56**	
MPPP1223	**2016/2017/I**	**4.95**	
MPPP1303	**2016/2017/II**	**4.90**	
MPPP1223	**2016/2017/II**	**4.45**	
MPPP1413	**2016/2017/II**	**4.76**	

Some student's comments and feedbacks that go with the ratings are provided in **Appendix VIII**.

8. Product of Teaching

I took initiative to develop module for Programming Language II so that the students can use it on their learning. For me, producing notes and module for the students, give me a personal satisfaction.

9. Teaching Goals

My short term goals will be to update my learning module for programming Language II (SPM 3112). I will also want to improve my rapport with my students. I believe a good rapport help to produce good teaching. I plan to apply andragogy for final year students. A long term goal would be to increase research activities in the area of teaching and learning.

APPENDIX I
List of the courses (2001-2017)

Semester	Sem	Subject Code	Subject	Credit Hour	Total
2016/2017	2	MPPP1413	User Interaction in New Media	3	3
2016/2017	2	MPPP1223	Authoring System	3	6
2016/2017	1	MPU0020, PPU0020, MPPU1060, MPPU1074	Research Methods in Education	0	6
2016/2017	1	MPPP1303	Digital Learning Object	3	9
2016/2017	1	MPPP1223	Authoring System	3	12
2016/2017	1	MPU0020, PPU0020, MPPU1060, MPPU1074	Research Methods in Education	0	12
2015/2016	2	MPPP1323	System Development	3	15
2015/2016	2	MPPP1353	Management of Computer Networking and Telecommunication	3	18
2015/2016	1	MPU0020, PPU0020, MPPU1060, MPPU1074	Research Methods in Education	0	18
2015/2016	1	MPPP1303	Digital Learning Object	3	21
2013/2014	2	MPT1193	Authoring System	3	24
2013/2014	2	MPT1173	Management of Information System and Educational Materials	3	27
2013/2014	2	SPM1012-01	Telecommunication and Networking	2	29
2012/2013	2	SPM 4712-05	Teaching Methods in Computer Science	2	31
2012/2013	2	SPM 4712-03	Teaching Methods in Computer Science	2	33
2008/2009	1	MPT 1193	Authoring System	3	36
2008/2009	1	SPM 4342	Web-based Multimedia Development	2	38

2008/2009	1	SPM 2322	Authoring Language	2	40
2007/2008	2	LPA 1002	Micro Teaching	2	42
2007/2008	2	LPM 1443	ICT in Education	3	45
2007/2008	2	SPM 3112	Programming Language II	2	57
2007/2008	2	SPM 2322	Authoring Language	2	59
2007/2008	1	MPT 1193	Authoring System	3	52
2007/2008	1	SPM 2322	Authoring Language	2	54
2006/2007	2	MPT 1293	CDROM-based Multimedia Development	3	57
2006/2007	2	SPM 2102	Programming Language I	2	59
2006/2007	2	SPM 3112-02	Programming Language II	2	61
2006/2007	2	SPM 3112-03	Programming Language II	2	63
2006/2007	1	MPT 1193	Authoring System	3	66
2006/2007	1	SPM 1012-01	Telecommunication and Networking	2	68
2006/2007	1	SPM 1012-02	Telecommunication and Networking	2	69
2006/2007	1	SPM 2322-02	Authoring Language	2	71
2006/2007	1	SPM 2322-03	Authoring Language	2	73
2005/2006	2	MPT 1203	Media and Technology Design	3	76
2005/2006	2	SPM 1012	Telecommunication and Networking	2	78
2005/2006	2	SPM 3112	Programming Language II	2	80
2005/2006	2	SPM 3122	Programming Language III	2	82
2005/2006	1	MPT 1183	Teaching Materials Production	3	85
2005/2006	1	SPM 2102	Programming Language I	2	87
2005/2006	1	SPM 3112	Programming Language II	2	89
2005/2006	1	SPT 4432	CDROM-based Multimedia Development	2	91
2005/2006	1	SPM 1012	Telecommunication and Networking (Lab 01)	1	92
2005/2006	1	SPM 1012	Telecommunication and Networking (Lab 02)	1	93

2004/2005	2	SPM 2102	Programming Language I	2	95
2004/2005	2	SPT 3112	Programming Language II	2	97
2004/2005	2	SPT 5712	Teaching Methods in Computer Science	2	99
2004/2005	1	MPT 1203	Media and Technology Design	3	102
2004/2005	1	SPM 2102	Programming Language I	2	104
2004/2005	1	SPT 3122	Programming Language III	2	106
2004/2005	1	SPM 3302	Graphics and Animation Technology	2	108
2002/2003	1	SPT 3632	Multimedia Technology	2	111
2002/2003	1	SPT 4102	Multimedia in Education	2	113
2002/2003	1	SPT 4182	Teaching Methods in Computer Science	2	115
2001/2002	2	SPT 1012	Information Technology in Education	2	117
2001/2002	2	SPT 2222	Instructional Design & Software Development	2	119
2001/2002	2	SPT 4182	Teaching Methods in Computer Science	2	121
2001/2002	1	SPT 1002	Computer Literacy	2	123
2001/2002	1	SPT 3602	Authoring and Programming Language	2	125
2001/2002	1	SPT 4232	Multimedia Development	2	127

APPENDIX II
Program coordinator appointment letter

APPENDIX III
List of PSM Students and Projects

No	Name	Project
1	Ajura Abd Rahman	Pembinaan Perisian Pembelajaran Berbantukan Komputer (PBK) Bagi Matapelajaran Matematik Tingkatan Satu Bertajuk Nombor Perpuluhan
2	Siti Sarah Md Ramli	Pembinaan Perisian Pembelajaran Berbantukan Komputer (PBK) Bagi Tajuk Integer Matematik Tingkatan Satu
3	Wan Ahmad Syawal Wan Sagar	Pembinaan Perisian Pembelajaran Berbantukan Komputer (PBK) Dalam Tajuk Pecahan Bagi Mata Pelajaran Matematik KBSM Tingkatan Satu
4	Hong Wei-Han	Pembangunan Perisian Multimedia Pembelajaran Bahasa Pengaturcaraan I: Struktur Pengulangan
5	Theng Siew Ling	Pembangunan Perisian Multimedia Pembelajaran Bahasa Pengaturcaraan II: Struktur Kawalan Pilihan
6	Yeap Soo Yin	Pembangunan Perisian Pembelajaran Berbantukan Komputer (PBK) Bagi Tajuk Pengenalan Kepada Pengaturcaraan Visual Basic
7	Kok See Mai	Pembinaan Perisian Pembelajaran Berbantukan Komputer (PBK) Bagi Tajuk Asas Bahasa C++
	Lim Wee Sin	Pembangunan Pembelajaran Berbantukan Komputer (PBK) Bagi Tajuk Penyelesaian Masalah Untuk mata Pelajaran Pengaturcaraan C++
8	Nurul Hakimah Bt Embong	Kajian Tinjauan Penerapan Kemahiran Generik Melalui Penggunaan E-Pembelajaran Di Kalangan Pelajar Tahun Akhir JMP, UTM
9	Phang Lee Choo	Pembangunan Laman Web Bagi Konsep Asas Pengaturcaraan Menggunakan Strategi PBL
10	Siti Nurwaheedah Bt Md Noor	Pembangunan Perisian Multimedia Berbantukan Komputer Bagi Topik Asas Kawalan Pengaturcaraan Visual Berasaskan Penggunaan Animasi Flash
11	Janathirni A/P Krishnan	Faktor-Faktor Yang Mempengaruhi Penggunaan E-Pembelajaran: Satu Kajian Kes Di Kalangan Pelajar Tahun Akhir
12	Nooreen Mohd Esam	Tahap Kesediaan Kemahiran Generik Pelajar Tahun Akhir Yang Mengambil Matapelajaran Fizik (SPF, SPM, Spn dan SPP) Di FP, UTM
13	Marline Yusuf	Mengkaji Hubungan Di Antara Kemahrian Generik Dengan Pencapaian Akademik Pelajar Tahun Akhir Yang Mengambil Matapelajaran Fizik (SPF, SPM, Spn dan SPP) Di FP, UTM
14	Nurul Ain Mohd Din	Pembangunan Perisian Multimedia Berbantukan Komputer Bagi Eksperimen Kimia Tingkatan Lima: Tindak Balas Penyesaran

15	Roslina Hassan	Pembangunan Perisian Multimedia Berbantukan Komputer Berasaskan Pendekatan Induktif Bagi Tajuk Struktur Pengulangan Bahasa Pengaturcaraan
16	Hawari b. Hasmi	Persepsi Pelajar Tahun Akhir SPH Terhadap Faktor Penggunaan E-Pembelajaran Dalam Pembelajaran Di FP, UTM
17	Mohd Yusri b. Yahya Ariff	Kajian Penggunaan E-Pembelajaran Pelajar Tahun Akhir SPH Di FP, UTM
18	Anili Fasha Mahadi	Tahap Penggunaan Forum E-Pembelajaran Di Kalangan Pelajar Tahun Akhir JMP, FP, UTM
19	Nurul Azilah Ibrahim	Faktor-Faktor Yang Mempengaruhi Pencapaian Matapelajaran Analisis Nyata Pelajar Tahun Akhir SPT dan SPM FP, UTM
20	Elinashakila Mazlan	Pembangunan Laman Web Pembelajaran Pengaturcaraan Komputer Dalam Konteks C++ Menggunakan Strategi Penyelesaian Masalah
21	Intan Marlini Suhaimin	Pembangunan Sistem Pengurusan Maklumat Pelajar
22	Siow Ching Yen	Development Of A CD-ROM Based Learning Courseware For Physics Form 4, Chapter 5 Light By Using Tutorial Strategy
23	Noraini Mohd Zain	Mengkaji Gaya Pembelajaran dan Hubungannya Dengan Pencapaian Akademik Pelajar Tahun Empat, Fakulti Pendidikan, UTM
24	Noor Azizah Abd Rahman	Pembangunan Perisian Multimedia Berbantukan Komputer Berasaskan Simulasi Bagi Eksperimen Kimia Tingkatan Lima: Kadar Tindak Balas
25	Mohd Hazli Sani	Pembangunan Laman Web Bagi Tajuk "The Structure Of The Atom" Untuk Matapelajaran Kimia Tingkatan Empat (KBSM) Dengan Menggunakan Animasi Berkomputer
26	Mohd Muslim Abd Jalil	Pembangunan Laman Web Bertajuk Garam Bagi Subjek Kimia Tingkatan Empat Menggunakan Teori Konstruktivisme
27	Chang Guek Ngo	Kajian Pencapaian Matematik Pelajar Tahun akhir (4SPM1, 4SPM2, 4SPT, 4SPt (PKPG)) Dan Gaya Pembelajaran Bagi Modaliti Visual, Auditori Dan Kinestetik Di FP, UTM
28	Chandrathevy A/P Kuppusamy	Hubungan Sikap (Komitmen, Emosi, Berwawasan) Dengan Pencapaian Akademik Pelajar PKPG (SPT,SPN,SPH) Tahun Akhir FP

APPENDIX IV
List of students of teaching practicum

SESI 2006/2007

SEK. MEN. KEB PASIR GUDANG (1)

1. Siti Fatimah Bt Mohd Ali
2. Hasriani Bt Asri Atjeng

SEK. MEN. KEB PASIR GUDANG (2)

1. Che Mohd Norazizul B Che Nudin
2. Nornajidah A. Rahman

SEK. MEN. KEB DATO PENGGAWA TIMUR

1. Komala A/P Kumarasamy
2. Shamlah A/P Visfalingam

SESI 2005/2006

SEK. MEN. KEB PASIR GUDANG (1)

1. Siti Kamariyah Bt Kamaruddin
2. Mohd Aiman Nazmi B Mohamed

SEK. MEN. KEB PASIR GUDANG (2)

1. Ling Ik Hie
2. Siti Nur Bt Othman

SMK PASIR PUTIH

1. Mariam Bt Mohamed
2. Norhayati Bt Mohamad Noor

SEK. MEN. KEB PERMAS JAYA

1. Ling Yin Yin

SESI 2004/2005

SEK. MEN. KEB ST JOSEPH

1. Siti Zubaidah

SEK. MEN. KEB MAJIDI BARU

1. Muhamad Hafiz B Ramli
2. Annie Suziana Bt Kamaruddin

SEK. MEN. KEB SERI TEBRAU

1. Mohamad Zaki B Mohamad Zaid
2. Suryani Bt Adam

SESI 2002/2003

SEK. MEN. KEB PERMAS JAYA

1. Wong Siew Ying
2. Alya Hanna Bt Mahmud Pathi
3. Siti Zuliana Bt Abdul Hamid
4. Lee Chee Hong

SEK. MEN. KEB DATO PENGGAWA TIMUR

1. Nor Fatimah bt Daud Deo
2. Mohamad Amir B Samsudin
3. Deva Nanthini A/P Sinniah
4. Komathy A/P Veerasinghan

SEK. MEN. KEB BANDAR SERI ALAM

1. Robia' Tul A Dawiyah Bt Zainuddin
2. Khu Shin Hui

Jabatan Multimedia Pendidikan
Fakulti Pendidikan
Universiti Teknologi Malaysia
Skudai
Johor

Homepage Fakulti   : http:\\www.fp.utm.my
Homepage elearning   : http:\\elearning.utm.my

NAME OF SUBJECT	:	**PROGRAMMING LANGUAGE II**
CODE OF SUBJECT	:	SPM 3112
CREDIT	:	02
SESSION	:	SEMESTER II 2006/2007

LECTURERS   :

NAME	:	**EN. MOHD NIHRA HARUZUAN MOHAMAD SAID**
ROOM NO	:	C15-310
TEL	:	07-5534378
EMAIL	:	m_nihra@yahoo.com / nihra@utm.my

NAME	:	**PN. NORASYIKIN BTE MOHD ZAID**
ROOM NO	:	C13-
TEL	:	07-5534592
EMAIL	:	eizkin94@yahoo.com / norasykin@utm.my

NAME	:	**EN. AHMAD MUHAIMIN MOHAMAD (SPACE)**
ROOM NO	:	XC2-430
TEL	:	019-9679043
EMAIL	:	amuhaimin3@siswa.utm.my

SYNOPSIS:

This course introduces students to the aspect of visual programming. It will emphasize on the event-driven programming paradigm starting with the exposure of procedural paradigm, followed by object-oriented and event-driven paradigm. The design of interface development such as the usage of visual control tools and form are integrate in the implementation of programming techniques (such as variable and basic operators, selection and looping, functions and array). At the end of the course, the students should be able to apply the knowledge and skill of visual programming by developing a small application for teaching and learning purposes. This course is also a pre-requisite of CD-ROM based multimedia development course.

LEARNING OUTCOMES:

At the end of the course, students should be able to

- Describe the basics concept of programming paradigm (procedural, object-oriented, event-driven and visual programming).
- Identify the programming paradigm based on program.
- Apply the fundamental of Visual Basic programming (such as variable and basic operators, selection and looping, functions and array) in building Visual Basic program.
- Produce a small application of visual basic programming for teaching and learning purposes.

WEEKLY SCHEDULE:

Meeting	Topics	Responsibility
1	**Introduction:** • Course and syllabus explanation • Mode of Teaching & Learning • Lecturer's & student's responsibilities • Assignments & Elearning • Group formation • Preparation for next week activity	**Lecturer**
2	**Introduction to programming paradigm:** • Procedural programming • Object-oriented programming • Event-driven programming • Visual programming **Class Activity:** • Co-Operative Presentation	**Moderator: Lecturer** **Presenter: Students**
3	**Introduction to Visual Basic:** • Visual Basic components • Basic VB program **Assignment 1 (10%)**	**Lecturer**
4	**Visual Basic Objects-Part 1:** • buttons, label, textbox, picturebox & image, frame, option button and Checkbox	**Lecturer**
5	**Visual Basic Objects-Part 2:** • combobox, listbox, message box, input box and menus	**Lecturer**
6	**Visual Basic Programming-Part 1:** • Variables and constants • VB operators • Preparation for next week activity	**Lecturer**

An example of course handout

	Quiz 1 (5%)	
7	**Visual Basic Programming-Part 2:** • Selection (If-Then, If-else-then & Select case) • Looping (While, do-while & for) **Class Activity:** • Co-Operative Presentation	**Moderator:** **Lecturer** **Presenter:** **Students**
	Semester Break	
9	**Procedures and Functions-Part 1:** • General Procedure • Event Procedure **Submit Assignment 1** **Test (15%)**	**Lecturer**
10	**Procedures and Functions-Part 2:** • Functions • Built-in Functions **Assignment 2 (15%)**	**Lecturer**
11	**Event-driven in Visual Basic:** • click • mouse states • drag & drop • key press	**Lecturer**
12	**Assignment 1 Presentation (5%)**	**Moderator:** **Lecturer** **Presenter:** **Students**
13	**Array - Part 1:** • Array in VB • Array declaration • LBound & UBound • Option Base **Quiz 2 (5%)**	**Lecturer**
14	**Array - Part 2:** • Control Array • Two-dimensional Array **Submit Assignment 2**	**Lecturer**

An example of course handout

15	Assigment 2 Presentation (5%)	Moderator: Lecturer Presenter: Students

ASSESSMENT:

Students will be assessed based on the following criterion:

Type	Status	Percentage (%)
Class Activity (co-operative & elearning)	Individual	5%
Quiz 1 & 2	Individual	10%
Test	Individual	15%
Assignment I	Group (4 students)	10%
Assignment II	Group (4 students)	15%
Presentation	Group (4 students)	5%
Final Exam	Individual	40%
Total		100%

Lecturer has the right to make any immediate amendment in order to fulfill course requirements.

ACTIVITIES & ASSIGMENTS:

Activities and assignments will be announced later in the class.

REFERENCES:

Harold J. R. (2001). *Logic and Structured Design for Computer Programmers. 3rd edition*. USA: Cole Publishers

Boutquin, P., Poremsky, D. and Slovak, K. (2000). *Beginning Visual Basic 6 Application Development*. US: Wrox Press Ltd

Deitel, H.M., Deitel, P. J. & Nieto, T. R. (1999). *Visual basic 6: how to program*, New Jersey. : Prentice Hall

Halvorson, M. (1998). *Microsoft Visual Basic 6.0 Professional: Step-by-Step.* USA: Microsoft Press

Kerman, Mitchell C. & Brown, Ronald L. (2000) *Computer programming fundamentals with applications in Visual Basic (R) 6.0*. USA: Addison-Wesley

P.Sellappan (2001) , *Visual Basic 6 & Internet* , Malaysia : Sejana Publishing

An example of course handout

APPENDIX VI
An example of course assignment

COURSEWORK
PROGRAMMING LANGUAGE II
SPM 3112

1. Individual (10%)

Produce one feasibility report based on the following list:

Converter	
Group 1	**Currency**
Group 2	**Length**
Group 3	**Weight**
Group 4	**Volume**
Group 5	**Area**
Group 6	**Temperature**
Group 7	**Pressure**
Group 8	**Force**
Group 9	**Density**
Group 10	**Power**
Group 11	**Scientific calculator**
Group 12	**Drawing program**
Group 13	**Glossary (index)**
Group 14	**World Clock**
Group 15	**Simulation**

Your report must include:

A. Two sample programs
B. Two sample outputs
C. Details explanation of program information in terms of
    i. Input
    ii. Process
    iii. Output
D. Your recommendation or suggestion (you may produce new program based on the sample programs)

Submission:
- Not more than 10 pages (not including sample and output)
- Hard copy and soft copy
- Soft copy via elearning
- Due date week 10

2. Team (15%)

Produce one small application for teaching and learning based on the list given. The team **must demonstrate** knowledge and skill in Visual Basic programming in developing the application.

The application must include:

A.   The use of control structures
   i.   Selection
   ii. Looping
B.   Procedures
   i.   Events
   ii. Function
C.   Arrays

Submission:
- Final report (code and reference) (hard copy)
- Program (soft copy)
- Soft copy via elearning
- Due date week 14

APPENDIX VII
List of attended seminar, conferences and workshop

1. Kursus Pendekatan dan Kaedah Pengajaran Berkesan, 29-30 Mac 2001, UTM.
2. Kursus Kaedah Penyelidikan UTM, 23 April hingga 4 Mei 2001, UTM.
3. Kursus Pembinaan dan Penilaian Item Ujian/Soalan Peperiksaan, 30 Mei 2001, UTM.
4. Kursus Pengurusan dan Penasihatan Akademik, 21-22 Jun 2001, Skudai.
5. Kursus Induksi, 15 Oktober – 2 November 2001, UTM.
6. Kursus Programming C++, 8-9 Mei 2002, UTM
7. Bengkel Teaching Portfolio, 1-2 Jun 2004, UTM.
8. Seminar Peningkatan Kemahran Pengajaran Untuk Pelajar Program SPACE, 20 Mei 2005, UTM.
9. Enhancing English Proficiency In Teaching Of Science And Technology Program – Part 1, 14-15 Jun 2005, Fakulti Pendidikan, UTM Skudai.
10. Enhancing English Proficiency In Teaching Of Science And Technology Program – Part 2, 7-9 Mac 2006, Fakulti Pendidikan, UTM Skudai.
11. Kursus "English Proficiency Program"-Part 3, 20-22 Disember 2006, Fakulti Pendidikan, UTM Skudai.
12. Bengkel "Mobile Communication dan Virtual Reality for learning", 24 April 2006, UTM
13. Malaysian Science and Technology Congress 2005, 18-20 April 2005, KL.
14. The International Symposium on E-Learning, 25-26 July 20005, Sabah.
15. Konvensyen Teknologi Pendidikan, 8-11 September 2006, Langkawi.

APPENDIX VIII

Some **positive** comments reported by the students:

- En Nihra makes use understand the content very well. During classes, he encourages discussion, critical thinking, and he has imparted sufficient info.
- Excellent way of teaching. He fully utilizes the power of questioning in order to encourage students to learn visual basic. chayo2!
- A good, considerate, helpful and fun lecturer. He knows the content extremely well and tries to make the course easy, fun and enjoyable.
- Very good student-teacher interaction. Lessons are interesting. Thorough explanation and examples is given for each topic.

- Pengajaran yang mantap..contoh banyak..kelas xmengantok..bnyak aktiviti libatkn plajar..kreatif n menarik..keep up d good work..yeay
- Pengajaran en.nihra memang berkesan bagi saya kerana beliau menerapkan unsur-unsur inkuiri pada pelajar.
- Seorang pensyarah yang mengambil berat kebajikan pelajar-pelajarnya,komitment terhadap tugas dan sentiasa kemas dalam penampilan
- Pensyarah sangat pakar dalam bab komputer..Kalau boleh pensyarah yang mengajar dalam makmal juga mempunyai kepakaran yang sama.

Some **negative** comments reported by the students:

- Penerangan encik kadang2 sangat cepat dan saya tidak sempat untuk menguasai.
- Kaedah pengajaran yang menarik..banyak input yang diberi..but, bnyak bertanya kadang kala buat saya stress. :)