TEACHING PORTFOLIO

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DEPARTMENT OF ENVIRONMENTAL ENGINEERING
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"All humans are dead except those who have knowledge; and all those who have knowledge are asleep, except those who do good deeds; and those who do good deeds are deceived, except those who are sincere; and those who are sincere are always in a state of worry."

Imam Shafi'i (rahimullah)"

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1. TEACHING PHILOSOPHY AND GOALS

"In its broadest sense, learning can be defined as a process of progressive change from ignorance to knowledge, from inability to competence, and from indifference to understanding"

(Fincher, 1994)

My teaching philosophy can be summarized by the ***POKE. POKE*** represented by ***Persistence, Organization, Knowledge and Enthusiasm***. The poking process was conducted by asking question and asked the student to discuss among themselves on a certain topic or issues related to the lecture topic. This process is very much helping the student to remember what they are taught on that day. I believed through this approach will help to develop critical thinking skills throughout the learning sessions. Question and answer as well as discussions among the student as well as between student and lecturer will keeps the student alert and able to promote two-way communications.

As a lecturer who are teaching adults student I believe that I should treat them as a mature person who are able and should be responsible enough to all the task given to them. I should never down graded my student when they make mistake. I also believe that not only student but also lecturer should be in the leaning process continuously all the time. As it says respect should be won and not be imposed. A lecturer also should have good communication and interaction with students so that they will not be afraid to approach the lecturer. Good rapport is very important aspect to be established during the initial lectures. This also will help to deliver clear expectations of both parties. I would be very much satisfied with my teaching when my student able to understand with what I taught them. I also will show good example as a hard-working, knowledgeable and dedicated academician with the hope that the student will be encouraged and make more effort to become as knowledgeable and skillful as myself and even better than me. My student should be independent enough to do self-learning and not just depending 100% on my lecture notes if they want to achieve good grades.

Our student came from different background and definitely will give different kind of responses towards any issues that occurs or discuss. As a lecturer, I should be able to use a good and effective approach in order to capture the student attentions during my teaching period. By providing good examples and become a role model particularly in learning aspect will create the student high esteem and respect towards us as their lecturer. I am very much aware that each of the students is different in many aspect either their background, thought, thinking and opinions and etc. Due to the fact, I will be very much **persistentl**y and try my best with a variety of instructional methods to help those students who are having difficulties in absorbing the material that I gave them.

Before I enter the classroom I have to be sure that I am well prepared and organized. When the lecturer are well organized and prepared every time they deliver their lecture, this will avoid unnecessary distraction to the students'

attentions. A course that is well designed helps in conveying the course material to the student in a logical and effective manner.

As a lecturer, I will make sure that I am knowledgeable enough on the topic that is going to be delivered and the most important things the knowledge must be up to date. If we are well verse with our subject matters, flexibility in presenting the course material will comes in smoothly and can be taught in the most effective approach. This is very important especially for those students that have difficulties in understanding a particular hypothesis.

A good teacher must be passionate about the subject taught. Passion and enthusiasm in a person for his or her work will only materialized if he or she is knowledgeable enough on a specific subject. Learning experience will become more attractive and the students will find themselves enjoying the lectures very much the lectures being delivered by enthusiastic lecturer. Happy students will receives information much more effective compared to those who are bored and stressful.

I believe student should be taught not only the academic stuff or being excellence in educational achievement but also on how to be a "good man". A good man here means a responsible, discipline, trustworthy, reliable and mature in making decision as well as dependable person to any task given to them. Being honest in dealing any circumstances is a very principal value especially when come to decision-making, need to be imbedded and presence in each and every single good person. In order to incorporate all the good stuff in a good academic achievement student, I always spend a few minutes during my lecture time to deliver these values to my student before actually started my lectures.

As an academician, who has giving lectures for the pass 13 years, I believed a good and responsible teacher should not only focus on how to make the student to get good grades but more importantly on how to apply the knowledge that their have learned in their daily life in a appropriate and correct ways.

My teaching goals for any course subjects are:

- To help students to develop a inclusive understanding on the course taught
- To motivate students interest and enthusiasm on the subject matter
- To inspire students to be able to apply the knowledge taught in their daily life especially when comes to the working arena and not just to have exam oriented mind
- To inspire creative thinking in students' learning skill, which is very much required as a good and responsible Civil Engineers
- To develop student to incorporate good moral value in their daily life as well as in delivering responsible or any given task
- To present to engineering students the importance of qualitative and conceptual knowledge and how to apply the knowledge in facing a real problem or situation.

"The goal of teaching should be to inspire a student to continue to enjoy learning and to eventually connect this inspiration to proficiency in the subject."

Francesca Hagadus-McHale

2. TEACHING RESPONSIBILITY

2.1 Course taught

Until 2013, I have been teaching at the Department of Environmental Engineering, Faculty of Civil Engineering for 12 years when I was first joined UTM in 1997. During the early years of my teaching career, on average I teach two courses per semester. I teach diploma and undergraduate Civil Engineering student and most of my classes are for second and third years student. I teach core subject Environmental Engineering (DAW 3513), Environmental Management (SAW 3922, SAA 3922 & SAM 5913), Water Quality Management (SAS 3912, SAE 3932, SAE 3912, SAC 3913), Pollution and Environmental Control (SAS 4932), Solid Waste Management (SAE 4953, SAS 4953), Environmental Engineering Laboratory (DAW 3952, SAA 3052, SAW 4052, SAM 4051), Advance Wastewater Treatment (SAA 4914, SAC 4914). Besides lecturing the mainstream students, I also teach several subjects at the School of Professional and Continuing Education (SPACE) and had supervised a number of SPACE students on final year theses project. I was also given responsibility to teach Academy of Malaysian Army (ATMA) student with subject course Environmental Engineering (SWZ 3913) and Environmental Management (SWZ 3922) and supervised ATMA student for their final year project (SAA 4062 and SAA 4064). I also had the opportunity to teach other student which are not from engineering background; they were students from Faculty of Education taking an integrated subject, Environmental Engineering (SPK 3912). Normally, as for mainstream students, the numbers of students that are under my jurisdiction usually around 60+ students. However the numbers usually reached to more then hundreds before new regulation was implemented where each of the section should not be more then 60 students.

My teaching responsibility includes supervision, evaluation and examining of the undergraduate projects/theses. Every semester I was assigned to evaluate ad examine undergraduate students' projects. Until now I have successfully supervised more then 50 undergraduate students' projects. After I have obtained my PhD in 2010, until 2013, I have supervised 5 Master taught course students and 1 Master by research. Now I'm supervising 9 PhD and 2 Master by research.

I also actively involves in publication activities including writing journal articles and books. I was the representative of my department for Berita FKA from 1998 to 2000. Apart from that was I also assigned as one of member for Publication Committee of Civil Engineering Faculty. I have involved in writing a book on the history of Civil Engineering entitled "Three Decades of Civil Engineering (1972-2000)". I was also involved in the Ensiklopedia Sains & Teknologi collaboration

work of UTM-Dewan Bahasa & Pustaka (DBP) as an author and evaluator of several word entries. I am now the coordinator for Environmental Management (SAB 4913) for effective implementation of the syllabus, assignments, test and final examination for final year undergraduate student. I am also the representation for my department as the course coordinator for Summer School Program (2011-2013). Through this program we are promoting and exposing our local undergraduate student with international student. The student will gain different experiences as what they used to have in their usual undergraduate program.

2.2 Grading

My grading is based on the overall performance of the student, which will be assessed throughout the semester. This will cover the participation of the student in class, afford in submitting assignment, test and final exam. Most of my question will require the student to have clear understanding on the basic concept that involve in the environmental pollution. The student must be able to choose the most suitable answer if they want to gain good marks, and this will be discussed frequently in class sessions. Memorizing is not the correct way to obtain good marks and they may find it difficult to score high marks since my exam question are designed in such a way requires critical thinking and precise environmental engineering conclusion. Student who carefully able to follow the lecture session, would be most likely able to understand the principle concept of the environmental pollution and environmental management and these student will stand good chance to score high marks in the final exam.

2.3 Availability

I am very flexible when it comes to meeting session with my student with respect to time or place. When ever is necessary, I will spare my time for discussion with my student even after office hours or during weekends.

2.4 Feedback

Feedbacks and comments from my student are very important for my continuous quality improvement (CQI). The feedbacks will be used to resolve any errors pertaining to knowledge dissemination techniques and as well as in the course content. This continuous improvement is very important for future betterment of the student learning aspect and as well as for my teaching carrier.

"CQI is a comprehensive management philosophy that focuses on continuous improvement by applying scientific methods to gain knowledge and control over variation in work processes"

Tindill and Stewart, 1993

"CQI identified as focusing on processes as well as outcomes"

Macdonald, 1997

3. TEACHING METHOD

3.1 Class sessions

In the beginning of my lecture, I will throw some thought and ideas on moral values in term of becoming as a good student and as well as a good person. In this short time I will remind my student on what are the criteria of being as a good student as well as good person. Here is where some of the important UTM graduate attributes, which includes communication, critical thinking & problem solving, team-working, information management and lifelong learning, entrepreneurship, leadership and pro-activeness and ethics and integrity that being urged by the university are repeatedly being reminded to student so that they are aware and focus on what the university is expecting from them and more importantly of the real world out there is counting on them to delivery by having so called as graduate university student.

On the first day of my lecture, the general overview and objectives of the course, implementation of the assessment and review prerequisite materials are clearly explained. These include the explanation on all the Program Outcome (PO), Course Outcome (CO), Complex Activities (CA), Complex Problem (CP) and Knowledge Profile (KP), which associated with the course taught. I will develop a good rapport with my student that I am amicable and friendly so they are not afraid to approach me on any problem concerned. They are encouraged to see me at any time available for any questions or confusion, which cannot be determined during lecture time. By creating conducive environment, students will enjoy learning and will keep-up their attention in lectures and most important thing is that they are not reluctant to ask and discuss related questions or problems with the lecturer and amongst their colleagues.

I will also take a few minutes to summarize on the previous lecture and encourage the student to give their opinion on what they have learned from the previous lecture. Then I will to correlate them with the new lecture that will be taught for that day. By doing this, it will help the student to refresh back on the previous lecture and relate it to the current lecture content. Any misunderstanding on the topic taught could be detected and can be clarified.

3.2 Cooperative learning

"Students learn in many ways— by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing and drawing analogies and building mathematical models; steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or discuss; some focus on principles and others on applications; some emphasize memory and others

understanding. How much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of his or her learning style and the instructor's teaching style."

"Mismatches exist between common learning styles of engineering students and traditional teaching styles of engineering professors. In consequence, students become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school."

(Felder & Silverman, 1988)

In line with the OBE approach, which has been implemented in many higher educational institutions, in the past few years, I have started incorporated cooperative learning techniques during the class sessions. Student will be given several important topics and conditions, which are parts of the syllabus and they were asked to discuss the particular topics in-group of two or three students. Then they were asked to present their understanding on the given topics. This approach will allow the student to practice their communication skill, critical thinking, accepting different opinions and ideas and come out with suitable conclusion.

"A comprehensive approach to organizing and operating an education system that is focused in and defined by the successful demonstrations of learning sought from each student"

(Spady, 1994).

"Outcome-Based Education (OBE) is an education approach that focuses on the graduate attributes or outcomes after completing an academic program"

(Barr et al., 2006; Mansor et al., 2008).

However, apart for cooperative teaching approach, I also apply different style of teaching. From time to time I will try to vary my approach in teaching; I believe different style of teaching may be able to catch the student intention and could make the student more alert. My student will be given in advance some lecture notes; this is to encourage the student to do preparation and have some ideas of what will be taught in a particular lecture time. The students are also encouraged to take extra notes in classes since some parts of the lectures' notes are semi-notes. This is specifically done in order to develop skill of comprehending oral instructions and skill of note taking.

3.3 Coursework – projects, group work

Discussions on relationship between theories and its concepts of any particular phenomena will be related to the real situation. On the course taught, the student will be required to make documentation in a group of five to six members where they will be asked to work on a specific topic related to the environmental current

issues. In the group work, again, the student will be trained on how to work as a team, giving ideas as well as accepting other views arise among the group members. In preparing the documentation and as well as report writing, the student will be conducting complex activities and giving suggestion in order to solve the complex problems. In order to organize the documentation of a giving project task, the student may be required to conduct interviews with varies agencies, related government bodies and sometimes conducting surveys among the publics or among other studies from other faculties that are considered related to the given project. In the project activities, the students were asked to deliver their finding and understanding not only in the form of report writing but they were also asked to form a documentation through video presentation. These varieties form of learning methods will make the lectures become more interesting and the students will find different ways in understanding the course. Through this practices many of the UTM attributes could be practiced among the student and finally will be incorporated among them.

3.4 Assessments

The consolidation of the theoretical and the conceptual framework is realized through assignments and examinations. The assignments comprises of straightforward questions. While the final exam will requires the student to have not only good understanding on the basic concept but also the related application taught in the course. Students can attain good judgment on selection or decision if critical thinking is encouraged amongst students throughout the course.

The preparation of the exam question will be based and follow the bloom taxonomy guidelines. The exam questions are based on the three important domains, which are cognitive, psychomotor and as well as affective domain. These covering from one to five different levels of the major categories, such as knowledge, analysis and synthesis receiving, responding to phenomena, valuing and perception and guided responses.

My student will be reminded that memorizing the lectures note and depending 100% on the lecture notes will not help the student to score in this subject. The students need to read many environmental related books in order to obtain better understanding on the subject matters besides attending the lectures. Throughout my lectures, I will have a lot of discussion with the students on how to provide good answer. These tips are not given in the lecture notes. This make to student realize that it is important to have full attendance of the lecture throughout the semester.

4. COURSE SYLLABI AND INFORMATION

The course that I taught is Environmental Management (SAB 4913) that carries three credit hours. It is equivalent to 3 hours of lecture per week. The subject SAB 4913 is one of the core subjects of the Bachelor of Science in Civil Engineering at the faculty.

The general objectives of the subject are for the student to understand the principles and concepts that stand behind the occurrence of contamination in the environment. The student will be exposed on how to prevent the contamination or at least on how to minimize the pollution that took place in the environment either in water, air and soil. I considered this course as a very important subject that need to be digested by all students. This subject is not only need to be understood in order to pass the exam but most importantly is to apply the knowledge when they are practicing. A clear understanding on the consequences upon their decision-making may cause great impact to the environment. The knowledge obtained from the course is very crucial in practicing sustainable development.

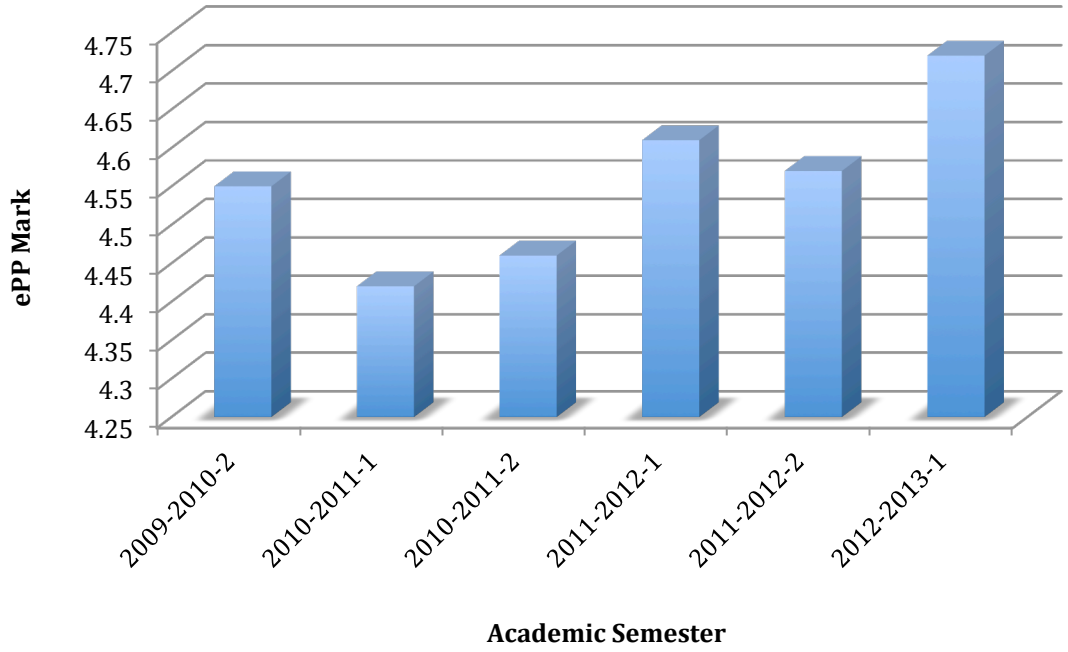
Upon completing the course, the students would be able to:-

- Determine the environmental pollution such as water, air, soil and noise pollutions
- Identify the concept and principle that occurred behind all the environmental pollution that have mentioned above
- Determine pollution prevention for all the environmental pollution problems
- Determine the rules and regulation pertaining to the environmental pollution which been discussed in the course
- Presentation on the latest and current environmental issues that occurred in Malaysia as a group course work. Through this practice, some of the important UTM graduate attributes can be accomplished and polished by the student such the skill for team-working, communication ability, adaptability and self-esteem.

The outline and the latest course notes (Level 1) for SAB 4913 are presented in Appendix I. The student are assessed with one test (20%), projects task that contained report writing and video presentation (30%) and final examination (50%). The students are responsible to submit their project assignments on time as schedule to impose disciplinary among the student. Deduction of marks will be taken for the delay submission of the task. The students are also strongly reminded on their responsibility for attending the lectures. Class attendance is taken during each lecture time. Students will be reminded that they will not be allowed to sit for final examination if the attendance is less then 80%.

5. EVALUATION OF TEACHING

The chart below shows the score of my e-PPP for the past four years since 2009 to 2013, which I could say I have shown excellent improvement in my teaching skill. The highest achievement for my e-PPP score was during last semester with an average of 4.72 (Session 2012-2013 Sem. 1). Please refer to Appendix II for detail of my evaluation while Appendix III provides the collection of student comments.



6. TEACHING IMPROVEMENT AND FUTURE PLANS

With the development and improvement in technology teaching arena and parallel with the intention of the university to become the world-class university, I have changed my style of teaching. Traditional lecture method such as using overhead transparencies and white board was no longer used in delivering the lecture notes. The application of power points, videos and multimedia, real pictures that show real situation and attractive pictures were applied as the teaching tools. These particular approaches are very important especially in teaching environmental courses. Lots of examples and pictures particularly real environmental cases and situation could really assist better understanding on the course taught. These approaches will make the lectures become more interesting, interactive and easily understood.

I have tried hard to improve my teaching skill. The main focus of the teaching is to assure that the main principle of the subject matter could be well digested by the student. Understanding the background and basic knowledge among the student in relation to the course taught is very important since it could provide me ideas on the students' strengths or weaknesses. This information is very important to assure that student could follow and understand better.

7. REFERENCES

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APPENDIX I: COURSE NOTE

Lecturers	E-Mail	Room No.	Phone No.
Dr. Khalida Muda	khalida@utm.my	M50-2-48-1	38653
Dr. Mohd. Badruddin Mohd. Yusof	mbmy63@yahoo.com	M50-2-14-1	38675

PRE-REQUISITE	**:**	**-**
EQUIVALENCE	**:**	**SAM 5913**
LECTURE HOURS	**:**	**3 Hours**
LECTURER	**:**	**See Attachment**

SYNOPSIS

The course is designed to expose the students to various aspects in environmental pollution and concepts of environmental management. The course will emphasize on discussion in different aspects of water, air, soil, and noise pollution, various pollution control and prevention methods, environmental regulations, environmental impact assessment (EIA), as well as environmental management system (EMS). Upon completion, students should be able to demonstrate and apply the knowledge by the ability to identify specific pollution control technology and methods and the processes in preparing an environmental impact assessment (EIA) report. The students should be able to synthesize the knowledge in a group project and demonstrate a cooperative effort while working in a team as well as develop good relationship as well as interaction with colleagues and work effectively with other people to achieve mutual objective.

PREPARED BY :		**CERTIFIED BY :**	
Name	: Dr Khalida Muda	**Name**	: Head, Department of Environmental Engineering
Signature	:	**Signature**	:
Date	10th January 2011	**Date**	: 10th January 2011

COURSE LEARNING OUTCOMES

By the end of the course, students should be able to:

No.	Course Learning Outcomes	Program Outcome(s)	Complex Problems (CP)	Complex Activities (CA)	Knowledge Profiles (KP)	Taxonomies and Soft-Skills	Assess Methods
1.	**Identify** the principle aspects that cause environmental pollution and **Classify** the various types of environmental pollution	PO1			KP1	A1, C1, P1	T
2.	**Investigate and select** appropriate pollution control method and mitigation measures and **apply** it towards sustainable development.	PO2	CP7	CA4		A2, C4, P2	F, PR
3.	**Differentiate** various methods of env. control to **solve** env. related problems	PO3			KP7	A4, C4, P1	F, PR
4.	**Develop good relationship** as well as interaction with colleagues and work effectively with other people to achieve mutual obj.	PO7		CA1		C5, P3, A3, TS1	PR

Note: Cognitive: C1 (Knowledge), C4 (Analysis), C5 (Synthesis)
Affective: A1 (Receiving phenomena), A2 (Responding to phenomena),
A4 (Organizing values),
(A3 (Valuing)
Psychomotor: P1 (Perception), P2 (Set), P3 (guided response)
Generic Skills: PO7 (Teamwork Skill), TS1 (contrib./role play)

CP7 (Consequences)
CA1 (Range of resources); CA4 (Consequences to society and the environment)
KP1 (Understanding basic principles of natural sciences)
KP7 (Identified issues in engineering practice and role of engineers in society and environment for sustainable development)

(T – Test; PR – Project; Q – Quiz; A – Assignment; Pr – Presentation; F – Final Exam)

STUDENT LEARNING TIME

No.	Teaching and Learning Activities	Student Learning Time (hours)
1.	Face-to-Face Learning	
	a. Lecturer-Centered Learning	
	i. Lecture	42
	b. Student-Centered Learning (SCL)	
	i. Laboratory / Tutorial	-
	ii. Student-centered learning activities – Active Learning, Project Based Learning	14
2.	Self-Directed Learning	
	a. Non-face-to-face learning or student-centered learning (SCL) such as manual, assignment, module, e-Learning, etc.	35
	b. Revision	14
	c. Assessment Preparations	10
3.	Formal Assessment	
	a. Continuous Assessment	2
	b. Final Exam	3
Total (SLT)		**120**

TEACHING METHODOLOGY

1. Question and answer, and informal co-operative learning.
2. Lectures in classes
3. Picture slides and videos presentation during lectures
4. Discussion in groups during lecture time
5. Reports - project assignment
6. Quiz or assignments

WEEKLY SCHEDULE

Week	Lecture	Topic / Content
1	1 2 3	Introduction to syllabus, lecture plan and course assessment Introduction to the concepts of environmental mgt and legislation. Water pollution: type, sources and effects
2	4 5 6	Water pollution: type, sources and effects (cont.) Water pollution: type, sources and effects (cont.) Water pollution control
3	7 8 9	Water pollution control (cont.) Water pollution control (cont.) Environmental law and legislation related to water pollution
4	10 11 12	Air pollution: type of pollutants, sources and effects. Air pollution: type of pollutants, sources and effects (cont.) Air pollution: type of pollutants, sources and effects.(cont.)
5	13 14 15	Air pollution control. Air pollution control (cont.) Air pollution control (cont.)
6	16 17 18	Environmental law and legislation related to air pollution. Test 1 Soil pollution: soil composition and important elements
7	19 20 21	Soil pollution: soil composition and important elements Soil pollutants and its effects Solid waste: type and effect of disposal
8	22 23 24	Hazardous waste: type and effect of disposal Environmental law and legislation related to soil pollution. Noise pollution and its effects
NOV 5-9TH		SEMESTER BREAK
9	25 26 27	Basic physic of noise & noise characteristics Noise measurement and control Noise measurement and control (cont.)

WEEKLY SCHEDULE

10	28 29 30	Student's Presentation Student's Presentation Student's Presentation
12	31 32 33	Environmental Impact Assessment (EIA), legislation related to EIA EIA study planning and management. Impact identification
13	34 35 36	Data collection Impact assessment methods.(Matrices, networks and checklist) EIA report writing
14	37 38 39	Environmental management system: scope and objectives Implementation of Environmental Monitoring Plan Introduction to ISO 14000 Important elements of ISO 14000 series. ISO 14000: Guidelines, documentation and implementation
15-18		**REVISION WEEK AND FINAL EXAMINATION**

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Handbook of Solid Waste Management. Second Edition. Mc Graw Hill: New York, 2002.

Standars Handbook of Environmental Engineering. Second Edition. Mc Graw Hill: New York, 1999.

Miller, T., Environmental Science Sustaining the Earth. Wadsworth Publication Co., 1993.

GRADING

No.	Assessment	Number	% each	% total	Dates
1.	Assignments				
2.	Project	1	20	20	
3.	Quizzes				
4.	Presentation	1	10	10	
5.	Test 1	1	20	20	
6.	Final Exam	1	50	50	
Overall Total				**100**	

ATTENDANCE

The student should adhere to the rules of attendance as stated in the University Academic Regulation:-

1. Student must attend not less than 80% of lecture hours as required for the subject.

2. The student will be prohibited from attending any lecture and assessment activities upon failure to comply the above requirement. Zero mark will be given to the subject

APPENDIX II: E-PPT

TEACHING EVALUATION

1. OMR Semester 1 Session 2012/2013 – 4.72 (SAB 4913)
2. OMR Semester 2 Session 2011/2012 – 4.57 (SAB 4913)
3. OMR Semester 1 Session 2011/2012 – 4.61 (SAB 4913)
4. OMR Semester 2 Session 2010/2011 – 4.46 (SAB 4913)
5. OMR Semester 1 Session 2010/2011 – 4.42 (SAB 4913)
6. OMR Semester 2 Session 2009/2010 – 4.55 (SAB 4913)

APPENDIC III: STUDENT FEEDBACK

MENU PENGAJAR SISTEM PENILAIAN PENGAJARAN PENSYARAH

Senarai Komen Pelajar Subjek SAB4913

1. terima kasih dr Khalida.
2. Terima Kasih Dr kerana mengajar kami..Halalkan ilmu Dr yang telah Dr ajarkan..
3. kelas yg sungguh interesting
4. BANYAK MEMBERI INFO YANG SGT BERGUNA KEPADA PELAJAR.... SEORANG YANG PENYABAR DENGAN PERANGAI PELAJAR...=)
5. terima kasih untuk ilmu yang diberikan. halalkan ilmu tersebut dan doakan kejayaan kami semua. :)
6. Sangat friendly. Mudah fahami pelajar
7. Class is always on schedule. Keep it up! =)
8. assalamualaikum dr. terima kasih banyak ajar kami, minta maaf sgale salah kami dan doakan kami berjaya.smoga dr sihat2 dan bahagia sentiasa..
9. Thanks

MENU PENGAJAR SISTEM PENILAIAN PENGAJARAN PENSYARAH

Senarai Komen Pelajar Subjek SAB4913

1. Thank u so much teacher :)
2. no comment
3. terbaekk !!
4. ok
5. teruskan usaha..
6. overall,ok
7. Terima kasih, Dr..:D
8. no komen
9. well done :)
10. nice lecture for her..
11. ok..

MENU PENGAJAR SISTEM PENILAIAN PENGAJARAN PENSYARAH

Senarai Komen Pelajar Subjek SAB4913

1. ok..
2. Terima kasih Dr. semoga Dr mendoakan kejayaan saya.
3. Interesting class!
4. terima kasih kerana mengajar
5. sangat baik
6. seorang yang baik.bersunguh-sungguh dalam mengajar.
7. Nice n good teacher
8. saya sangat suka tetapi nota yang diberi yang x begitu lengkap
9. Sangat memuaskan pengajaran yang diberikan.
10. banyakkan contoh atau kes study, lagi senang untuk difahami.