



PutraCPD Training Prospectus

PutraCPD Training Prospectus

ISBN 978-967-19652-8-3


© Centre for Academic Development (CADE), Universiti Putra Malaysia
First Print 2021

All Rights Reserved. No part of this book may be reproduced in any form without permission in writing from the publisher.

Book cover illustration: Muhammad Farhan Azmi

Layout design: Muhammad Farhan Azmi
Azry Mohd Adeny

Centre for Academic Development (CADE)
Office of the Deputy Vice Chancellor (Academic & International)
4th Floor, Canselori Putra Building
Universiti Putra Malaysia
43400 UPM Serdang
Selangor, Malaysia

 03-9769 6175

 cade@upm.edu.my

 <https://cade.upm.edu.my>

PutraCPD

Training Prospectus

Centre for Academic Development (CADe)
Universiti Putra Malaysia

Content	Page
Preface	i
Foreword Vice Chancellor, Universiti Putra Malaysia	ii
Foreword Deputy Vice Chancellor (Academic & International), Universiti Putra Malaysia	iii
1. Vision and Mission	1 - 3
2. Training Concept	5 - 6
3. Training Courses	7
Academic Governance, Ethics and Professionalism	8 - 11
Curriculum Design and Management	12 - 14
Innovative Delivery and Assessment	15 - 34
Educational Research	35 - 43
Supervision, Mentoring and Extension	44 - 48
4. External Clients	49
5. Training Packages	50
6. Training Facilities	51 - 55
7. Registration and Enquiries	56

Preface

Continuing Professional Development Programme (CPD), established in 2004, is an initiative by the Centre for Academic Development (CADE) with the support from the Vice-Chancellor (Academic and International), Universiti Putra Malaysia (UPM). Beginning in 2007, CPD formally becomes a university training programme under the Registrar's office.

As the centre grows, our commitment in sharing knowledge through various learning initiatives and training strategies is extended not just to our internal academics, but to others within the same profession. Our trainings are arranged under the five pillars of excellence in teaching and learning encompassing Academic Governance, Ethics and Professionalism; Curriculum, Design and Management; Innovative Delivery and Assessment; Educational Research; and Supervision, Mentoring and Extension.

In line with UPM's strategic plan, our main aim is to provide supports for the development needs of our academics in producing graduates that are future leaders. As for our external clients, we hope that this PutraCPD Training Prospectus can paint a picture of available development supports for others working in similar education settings. It is our belief that this program can be leveraged by higher education institutions in relation to academics' career development towards future academic excellence.

“With Knowledge We Serve.”

The Editors

Dahlia Zawawi, Ph.D.

Yasminani Mohamad

2021

Foreword

The Malaysia Education Blueprint 2015-2025 (Higher Education) underlined the overriding aspiration of the Ministry of Higher Education to create an education system that ranks among the world's leading education systems and that enables Malaysia to compete in the global economy. In making this a reality, the talents within the academic community must be carefully honed. In Universiti Putra Malaysia (UPM), such task becomes the responsibility of its Centre for Academic Development (CADE).

In tandem with UPM's motto, "With Knowledge We Serve," we believe that real success comes from the ability of the academics to become excellent and sincere educators in generating and sharing knowledge across various stakeholders. As we know, today's educators are not permitted complacency, and demands for improvement are continuously imposed. Central to those demands is the need for universities to become proactive in strategizing the talent and development programs for their respective educators.

The PutraCPD Training Prospectus is meant to showcase various learning initiatives suitable for the academics or those within similar profession. In addition, it also shows the solid foundations required for any educators within the context of teaching and learning. It is therefore our hope that such initiatives will lead to a better Malaysia.

Professor Dr. Mohd. Roslan Sulaiman
Vice Chancellor
Universiti Putra Malaysia



In today's global economy, a nation's success depends fundamentally on the knowledge, skills, and competencies of its people. Universities including Universiti Putra Malaysia (UPM) have a long history of operating in environments that are volatile, uncertain, complex, and ambiguous. Recent events such as the pandemic has demanded extraordinary responses from education institutions pushing them towards becoming more agile and resilient.

Education has always been seen as contributing to nation development via the making of future leaders. Thus, developing the academia remains the top priority and is taken as sustained investment towards excellence. In relation to this, UPM has taken proactive steps with various initiatives related to teaching and learning. Among the efforts include the establishment of Continuing Professional Development Programme (CPD) in 2004 meant to groom the academics with relevant and holistic skills under the five pillars of excellence.

The core in academic is always going to be governed by three broad components: the curriculum, delivery, and assessment. Understanding these components is crucial in becoming a distinguished educator. Therefore, universities must focus on designing continuous development for their academics. In relation to this, UPM via its Centre for Academic Development (CADE) has been proactive in providing necessary trainings for their academics. Through its PutraCPD Training Prospectus, extensive courses are offered and conducted internally as well as via external requests. With this effort, we hope to create a borderless platform where knowledge is shared and discussed for the benefit of the future.

Professor Ts. Dr. M. Iqbal Saripan

Deputy Vice Chancellor, Academic and International
Universiti Putra Malaysia



Our

VISION

To become a reference centre for the development of excellent teaching and learning.

Our

MISSION

Strengthening academics' professional development through training programmes; research; innovation and services in teaching and learning (T&L).

About

CADe@UPM

Center for Academic Development (CADe), Universiti Putra Malaysia was established in 2nd January 2004 and aimed to enhance academic quality and academic staff excellence of Universiti Putra Malaysia (UPM).

We offer a wide range of academic development courses for education professionals.

MEET THE TEAM



Professor Ts. Dr. M. Iqbal Saripan



Prof. Madya Dr.
Dahlia Zawawi



Prof. Madya Dr.
Wan Marzuki Wan Jaafar



Prof. Madya Dr.
Nurfadhlina Mohd Sharef

PutraCPD Training Prospectus

Over the years, the Centre for Academic Development (CADE) has developed training programs in line with the implementation of four academic career paths (teaching, research, professional practice and institutional leaders) in the effort to develop outstanding academic leaders.

CADE training program is a structured training framework that enables academics to co-curate teaching and learning trainings appropriate to their level of competency and career path in relation to five teaching and learning competency domains.

1. *Academic Governance, Ethics and Professionalism*
2. *Curriculum Design and Management*
3. *Innovative Delivery and Assessment*
4. *Educational Research*
5. *Supervision, Mentoring and Extension*

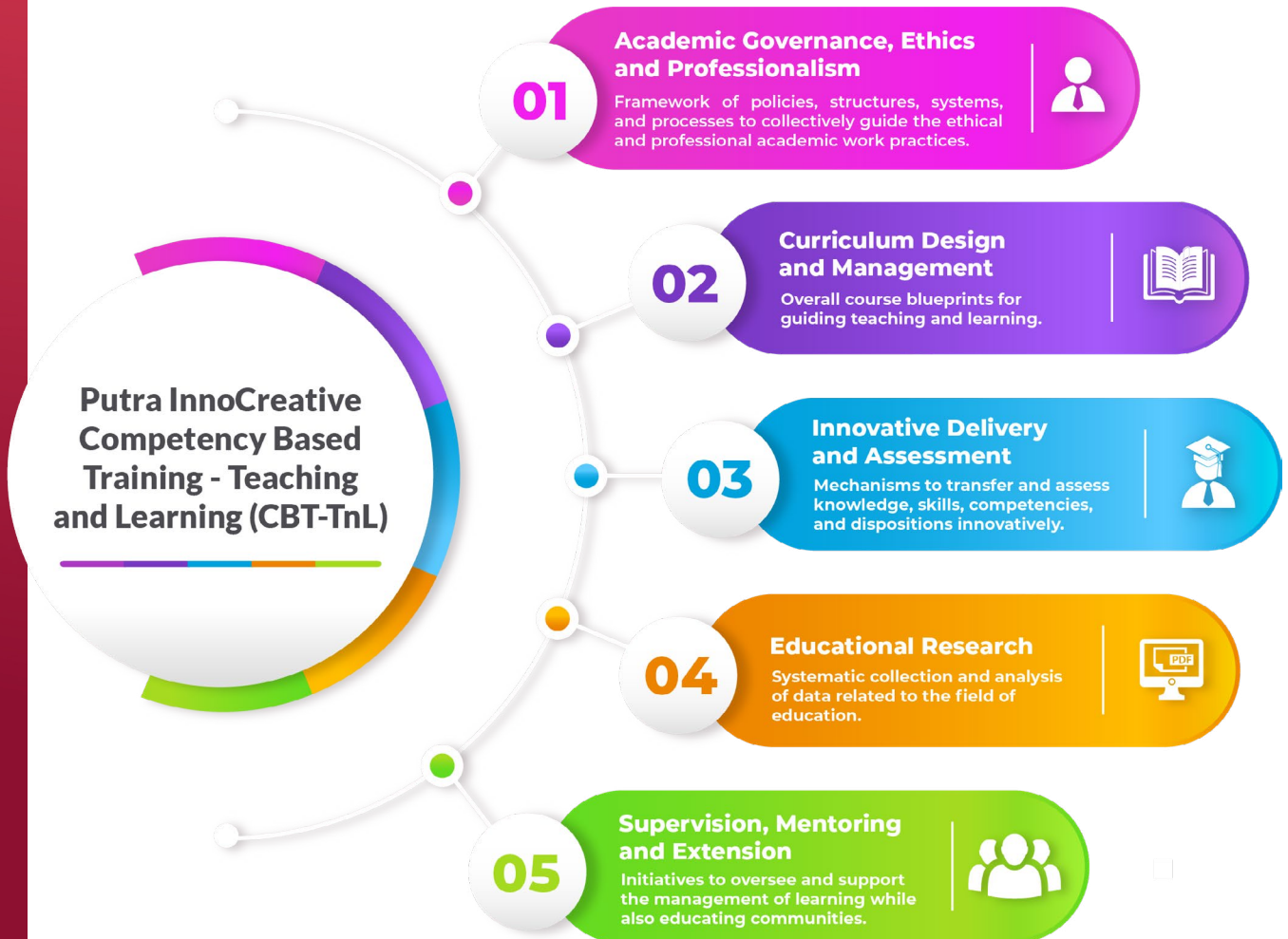


#WeLoveUPM





TRAINING CONCEPT



TRAINING COURSES





Academic Governance, Ethics and Professionalism

01

Functional Lecturers

► Course Synopsis:

The challenging education landscape demands academics to continue to play their various roles with greater intensity while fulfilling their core functions. The main objective of this course is to provide guidance for academics to thrive in their roles and functions in teaching, research, consultancy and leadership. As academics, they are also expected to be holistic and balanced in their various roles. Therefore, it is important for them to develop their core competencies in required areas. Ultimately inspiring educators, accomplished researchers, experienced practitioners and transformational leaders will contribute to institutional excellence.

Learning Outcomes:

1. Understand the core competencies in teaching, research, consultancy and leadership.
2. Analyze strengths and limitations in the respective competencies.
3. Plan strategy to acquire knowledge and skills to become inspiring educators, accomplished researchers and consultants as well as experienced practitioners.

02

Academic Integrity

► Course Synopsis:

Academic integrity is the cornerstone of learning at any educational institution. It is important for the academics to be empowered with the knowledge they need to ethically and responsibly meet their academic challenges. This course offers a firm grounding in the fundamental principles of integrity, and provides the tools of attribution that learners need in order to be successful in the higher education institutions in relation to teaching and learning.

Learning Outcomes:

1. Articulate the meaning of academic integrity.
2. Understand the contents of academic integrity.
3. Avoid unacceptable practices in carrying out duties as academics.
4. Suggest steps to promote academic integrity in the campus.

Collegial Leadership in Teaching and Learning

03

► Course Synopsis:

A collegial leader shares power and authority equally among a group of colleagues. In tandem with that, a collegial style of leadership is characterized by an atmosphere where leader and personnel all work together as a team to solve problems. Strong and healthy collegial relationship among educators is regarded as an essential component of university effectiveness and educators' growth and development especially in the context of teaching and learning. As with the other leadership styles, a leader who uses the collegial style is said to exhibit certain characteristics. From a holistic view, the idea behind a collegial model of educational management relies in promoting collaboration and participation, and is often characterized by shared leadership, shared values and shared decision making with a leadership model that is more lateral or horizontal. However, debates on the effectiveness of this leadership style are still ongoing.

Learning Outcomes:

1. Understand the key characteristics necessary for collegial leaders.
2. Engage in activities that demonstrate collegiality.
3. Understand the benefits and limitations of collegial leadership style.



Curriculum Design and Management

Good Practice through Outcome Based Education (OBE)

01

► Course Synopsis:

Outcome-based education or outcomes-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. This course focuses on the concept, philosophy, principles and implementation of OBE. It also emphasizes the components and levels of learning outcomes and learning domains. The intention of this course is to enable the educators to have a clearer picture of OBE so that they can better perform their duties in teaching and learning.

Learning Outcomes:

1. Understand the curriculum design and development of OBE.
2. Construct and align course learning outcomes with programme outcomes.
3. Align teaching and learning activities and assessment with the intended learning outcomes.

02

Let's Talk about Rubrics

► Course Synopsis:

Twenty-first century educators not only need to be creative and innovative in teaching and learning, but also competent in assessing the intended learning outcomes (LO) of a course. To assess the LOs objectively and holistically, the use of rubrics, a tool comprising a set of criteria (with possible levels of performance quality) developed to assess any kind of student work from written, oral to visual, is essential. In the end, this course is meant to help educators design and create rubrics that will benefit them together with students.

Learning Outcomes:

1. Differentiate the various types of rubrics.
2. Evaluate the suitability of rubrics for the intended assessment tasks.
3. Design and develop a rubric.



Innovative Delivery and Assessment

01

HIEPs Design and Techniques

▶ Course Synopsis:

High Impact Educational Practices (HIEPs) are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional programme design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations. In this course, participants will learn the components of HIEPs which can assist them to identify and improve HIEPs in their courses.

Learning Outcomes:

1. Link between the principles and characteristics underpinning HIEPs.
2. Identify appropriate HIEPs elements that can be embedded within and between courses.
3. Plan the implementation of HIEPs in curriculum.

02

The Skills and Arts of Andragogy

▶ Course Synopsis:

Developed by Malcolm Knowles in 1968, andragogy is described by its creator as the art and science of helping adults learn. By appealing to the unique qualities of adult learners, we can design more effective and motivating courses. Adults learn differently from children, and their motivation to learn is complex as well. It is important for educators to explore the adult learning theory and practices, engage the adult learners, and provide learning opportunities that are both motivating and challenging.

Learning Outcomes:

1. Enhance knowledge of andragogy and its application.
2. Create awareness about assessment approaches and questions for adult learners.

Adult Learning Skills among Students

03

▶ Course Synopsis:

An adult learner or, more commonly, a mature student, is a person who is older and is involved in various forms of learning. When it comes to learning, maturity brings unique characteristics that affect how adults are motivated to learn. Adult learners are considered “in a state of transition,” trying to improve themselves by achieving higher level of education to move up in the professional environment. Therefore, their expectations are normally greater than those of a traditional student because they have a better idea of what they want and what they expect from their education. However, at the institutional level, certain expectations of these adult learners are demanded.

Learning Outcomes:

1. Prepare for postgraduate learning and expectations.
2. Enhance self-motivation, self-driven, critical thinking, and problem-solving skills of adult learners.
3. Promote integrity in the adult learners' work.



Traditional and Alternative Assessments

04

▶ Course Synopsis:

The criticality of student assessment in teaching and learning in higher education has been given much focus. Whether teaching at the undergraduate or graduate level, it is important for educators to strategically evaluate the effectiveness of their teaching by measuring the extent to which students in the classroom are learning the course material. This course covers concepts important for educators in determining methods suitable for student assessment.

Learning Outcomes:

1. Understand the basic concepts in assessment.
2. Understand the traditional assessment and alternative assessment.
3. Understand the student assessment and the reason it is important.
4. Discusses methods in student assessment.
5. Understand the important distinction between assessment and grading.
6. Develop rubrics in alternative assessment.



05

Passion-Based Learning

▶ Course Synopsis:

Being able to drive students to find and explore their passion amplifies the enhancement of students' comprehension and soft skills. Passion for learning is the key pedagogy to prepare for 21st century challenges. Unleashing your students' passion for learning complements your passion for teaching. The central theme to passion-based learning is drawing learners in and keeping them engaged in the learning process. This course helps educators discover the students' passion; and allows for exploration of the theory that foregrounds this pedagogy.

Learning Outcomes:

1. Explore and identify own passion in teaching.
2. Discover ways to explore students' passion in learning.
3. Design a passion-based learning lesson plan.
4. Implement strategies to release students' passion in learning.
5. Evaluate and revise own passion-based learning.



06

Problem-Based Learning

▶ Course Synopsis:

Problem Based Learning (PBL) approach is widely used as a way to challenge students to 'learn to learn' and work together in groups. PBL encourages students to think creatively and analytically in a team with appropriate learning resources. This approach confronts students with problems as they would find them in real life and stimulate students in such way that they will think critically in solving problems. Thus, PBL is able to increase students' learning ability. This course will provide an in-depth understanding of PBL that can be utilized by educators in teaching and learning.

Learning Outcomes:

1. Understand the elements of PBL for teaching and learning.
2. Prepare PBL activities in the classroom.
3. Plan for PBL assessment.



Case-Based Learning

▶ Course Synopsis:

Case-based learning (CBL) is an established approach used across disciplines where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. In CBL classrooms, students typically work in groups on case studies which are basically stories involving one or more characters and/or scenarios to devise solutions under the guidance of the educators. To teach based on cases, educators will need to understand the right techniques in managing the teaching and learning effectively. The relevant techniques will be shared in this course and participants will be able to adopt such ways in their own classrooms.

Learning Outcomes:

1. Understand the elements of CBL for teaching and learning.
2. Prepare CBL activities in the classroom.
3. Plan for CBL assessment.



08

Case Writing: Let's Write and Teach

▶ Course Synopsis:

The use of case studies has long been recognized as an effective approach in training and learning. Case studies enable participants to use their experience, skills and creativity to solve problems in simulated situations. Case users are required to analyze the issues and problems in a situation narrated in the case and make decisions on the best alternative or plan of action to solve these problems. Case writing is not merely story writing, but it is writing with a purpose. There are certain techniques and conventions that have to be adhered to in writing good cases. Well-written cases become effective tools of learning when the proper case leading method is applied in the teaching process.

Learning Outcomes:

1. Identify the different types of case studies.
2. Describe the process of case writing.
3. Describe the conventions used in case writing.
4. Demonstrate the skill in writing a case.



Online Learning Course Design with MOOC

09

▶ Course Synopsis:

Planning and designing an online learning course require knowledge in online teaching strategies which include developing digital content, facilitating active learning through interactive activities, ability to scaffold the learning based on observing the student's behavior and developing assessment. Massive Open Online Course (MOOC) is an online course aimed at unlimited participation and open access via the web. MOOC also support for research in pedagogical, technological and organizational aspects. The goal of this course is to prepare the participants to be equipped with effective online learning delivery techniques and eventually develop their own MOOC course.

Learning Outcomes:

1. Plan and design the online learning delivery.
2. Explain the processes in MOOC development.
3. Apply online learning facilitation and scaffolding in developing a MOOC course.



Technology Enhanced Active Learning 10

▶ Course Synopsis:

Immersive learning could be achieved through enhancing a lesson with suitable technology so that student learning becomes more engaging and exciting. A technology enhanced active learning (TEAL) features collaborative learning, media-rich visualizations and simulations, and personal response systems that stimulate interaction between students and educators. TEAL main promises is to ensure high engagement, which should be also exploited to ensure high memory retention; besides bringing greater variety and flexibility to your teaching style. This course explains the concept, philosophy, principles and implementation of TEAL. It is hoped that this course will enable the educators to deliver an impactful teaching for students to benefit from a quality learning experience.

Learning Outcomes:

1. Understand the characteristics of technology enhanced active learning.
2. Redesign the course delivery with impactful teaching practice.
3. Apply technology enhanced active learning in teaching.



Active Learning in Large Classroom

▶ Course Synopsis:

Teaching large classes can be challenging especially in managing and connecting with students. Through careful planning with different strategies and methods, large classes can be an exciting teaching and learning experience for educators and students. This course will introduce participants to the concept of using active learning in large classes and ways to better manage the large classes for students' engagement. Techniques that help keep students involved, collaborative learning such as buzz groups and jigsaw method will be discussed. Participants will also be guided to use selected web-based applications to design active learning activities for a large class.

Learning Outcomes:

1. Develop an appropriate active learning module for large classes.
2. Use appropriate tools effectively for active learning in large classes.



Innovative Delivery: Engagement, Transformation and Globalization

12

▶ Course Synopsis:

Education, being a social institution serving the needs of society, should not be only comprehensive, sustainable and excellent, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. Such condition has made educational innovations especially in the context of instructional techniques or delivery systems crucial. It can be said that the main pillars of innovative delivery are derived from the words engagement, transformation and globalization with the main focus being to develop future-proof graduates. In the current, diverse world, ensuring engaging delivery in teaching and learning is a must and no longer an option. Engaged graduates will then be able to bring about the right changes that fit the demand of the society.

Learning Outcomes:

1. Understand the importance of innovative delivery in teaching and learning.
2. Understand the different methods of engaged and innovative teaching approaches.
3. Analyze ways to increase the scale and rate of innovation-based transformations in our education system.



Innovative Teaching with Technology

13

▶ Course Synopsis:

This course introduces academics to the concept, purpose and application of innovative teaching with technology – a proactive approach to integrate effective teaching strategies and methods into a classroom by using appropriate technological tools. For teaching and learning to be interactive, it requires creative teaching that fosters students' creative potential. Different approaches and technological tools will be shared with participants to create effective and interactive lessons. To complete the understanding on innovative teaching with technology, the course also includes discussions on using selected tools to be integrated in teaching and learning.

Learning Outcomes:

1. Recognize the demand and need for innovative teaching with technology.
2. Understand the concept of innovative teaching with technology.
3. Identify suitable technologies appropriate for integration in the classrooms.
4. Plan effective teaching and learning with technology integration.



Fusing Learning with Technology (Blended Learning)

14

▶ Course Synopsis:

This course is designed to train educators in enhancing students' engagement for effective and meaningful learning. Active learning promotes innovation and creativity. This is the foundation required for students to be able to engage in higher order thinking skills, equipped them with 21st Century skills and eventually to develop self-directed learners. Web 2.0 tools including augmented reality, interactive lecture methods and flipped classroom will be emphasized. It's not about the tools, it's how you use the tools to empower learning.

Learning Outcomes:

1. Recognize the need for fusing learning with technology.
2. Identify suitable tools that can be infused into teaching and learning.
3. Plan for appropriate activities to empower students learning with technology integration.
4. Use Web 2.0 tools including augmented reality, interactive lecture methods and flipped classroom.



Effective Classroom Management

15

▶ Course Synopsis:

This course defines classroom management and the ways for educators to handle effective learning and teaching processes. The emphasis is on the strategies of effective classroom management and impacts on students' performance.

Learning Outcomes:

1. Define and elaborate on classroom management.
2. Discuss the importance of classroom management on students' performance.
3. Discuss strategies of an effective classroom management.



Effective Remote Presentation for Online Learning

16

▶ Course Synopsis:

The current crisis has affected educational systems worldwide. As such, educators and students must learn instantly on ways of remote teaching. Simply said, the presentations used to be given in a formal classroom now must happen digitally. The need to rapidly adapt to new contexts of teaching and learning online have created not only challenges, but opportunities for educators in finding creative ways to be effective. The shift to online learning has exposed educators and students to a new, unfamiliar virtual environment. Therefore, an effective remote presentation is seen as a way to help maintain students' focus throughout the learning time despite the awkwardness and fatigue they may be facing. With a few tips and minor tweaks, educators will be able to make the transition to a virtual meeting successfully.

Learning Outcomes:

1. Identify key elements of an effective remote presentation.
2. Execute an engaging remote presentation in classroom.
3. Review the effectiveness of remote presentation for continuous improvement.



Boosting Teaching and Learning Effectiveness via Research Innovation, Intellectual Property and Knowledge Exchange

17

▶ Course Synopsis:

The effectiveness of teaching and learning can be enhanced when researchers are able to be involved in understanding the ways the knowledge is applied and utilised, not just within academic and controlled environment, but also extended to the practical impacts in the real world. The seamless integration of academic knowledge and research innovation into existing ecosystem and value chain involves specific processes, such as filing for intellectual property and arrangements for knowledge exchange with potential collaborators.

Learning Outcomes:

1. Discuss the importance on filing intellectual property protection for educational research innovation.
2. Evaluate the significance of knowledge exchange in improving the effectiveness of teaching and learning research.
3. Generate ideas in utilising research, innovation, and knowledge exchange to enhance teaching and learning.



Online Learning Assessments

▶ Course Synopsis:

Online learning necessitates teachers and lecturers to be cognizant and ready to upskill themselves to make online classes effective, engaging and relevant. There is a need to review or improve online assessment practices in keeping abreast with these challenging times. How can the correct understanding of 'constructive alignment' help guide teachers to plan for effective instruction? What are the steps in building a good test? How can we be sure and confident that these online tests are genuinely the most reliable, eliciting valid scores to assist us in improving course instruction? What are the relevant and practical tools that can be incorporated to improve online learning? These are some of the issues that need revisiting.

Learning Outcomes:

1. Understand the skills required in creating good online assessments.
2. Discuss ways to implement and coordinate online assessments effectively.

Adaptive Teaching Through Learning Analytics

19

▶ Course Synopsis:

As educators we all strive to be adaptive. The concept of adaptive teaching means delivering learning experiences that address the unique needs of an individual rather than incorporating a one-size-fits-all method. On the other hand, learning analytics offers a deep dive insight into the learning data, thus providing a better understanding to, among others, the learners' engagement, behavior, motivation, and performance. With such carefully collected, measured, and analyzed data, it is possible to design a smarter, adaptive learning path for every student. In other words, adaptive learning can be nurtured by the data provided by learning analytics.

Learning Outcomes:

1. Discuss the basic concepts of adaptive teaching and learning analytics.
2. Learn on ways to turn learning analytics into actionable outcomes and adaptive course design.





Educational Research

01

Educational Research Design

► Course Synopsis:

Educational research refers to the systematic collection and analysis of data related to the field of education, which may involve a variety of methods. Such research may involve various aspects of education including learning, teaching methods, teacher training, and classroom dynamics. This course covers the evaluation of various research methods and approaches and their suitability of application in educational research. Emphasis is given on the methods of organizing relevant information, determining appropriate research methodology, and producing a sound research proposal.

Learning Outcomes:

1. Define educational research.
2. Understand the concepts and process of educational research.
3. Describe various types of educational research.
4. Design and develop good educational research.

Scholarship of Teaching and Learning (SoTL)

02

► Course Synopsis:

Twenty-first century academics need to be creative and innovative in teaching, learning and assessment which in turn impact student learning outcomes in a meaningful way. The core of SoTL requires academics to engage themselves in scholarly teaching and share their findings in their quest to seek new pedagogical knowledge. This course introduces participants to the fundamentals of SoTL. It also explores and shares some examples to start a SoTL project while providing insights into the design of a SoTL project.

Learning Outcomes:

1. Define Scholarship of Teaching and Learning (SoTL).
2. Understand the concepts and process of SoTL.
3. Design a SoTL project within the context of own area of expertise.

Research Ethics and Intellectual Property Protection

03

▶ Course Synopsis:

This ethical issues in research and intellectual property are a concern to researchers in higher institutions. This course introduces the participants to the responsible conduct of researchers activities and reporting. It covers intellectual properties derived from research activities including patents, copyrights, trademarks, and trade secrets and the legal means meant to protect unique ideas, inventions, and other non-tangible property. Issues regarding the protection of intellectual property at an international level will also be discussed.

Learning Outcomes:

1. Discuss ethical issues in research and reporting.
2. Differentiate different types of intellectual property.
3. Suggest ways for protecting intellectual properties.

Introduction to Qualitative Research Method in Educational Research

04

► Course Synopsis:

Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. This basic course on qualitative research methodology is meant to provide students with a basic understanding on the critical elements of the research process particularly in the educational context. The aim of the course is to familiarize participants with qualitative research methods, as well as to guide them to gain skills of conducting qualitative research.

Learning Outcomes:

1. Understand the details about the steps of qualitative research methodology; its types, strengths and weaknesses.
2. Identify the different tools for qualitative research.

Introduction to Quantitative Research Method in Educational Research

05

► Course Synopsis:

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. This basic course on quantitative research methodology is meant to provide students with an understanding on the critical elements of the research process especially in the educational context. The aim of the course is to familiarize participants with quantitative research methods, as well as to guide them to gain skills of conducting quantitative research.

Learning Outcomes:

1. Understand the details about the steps of quantitative research methodology; its types, strengths and weaknesses.
2. Identify the key different tools for quantitative research.

Longitudinal Data Analysis in Educational Research

06

► Course Synopsis:

The most common type of longitudinal data is panel data, consisting of a combination of time series and cross-sectional data. The datasets are the same units (households, firms, cities, states, markets, countries, etc.) at two or more observations over time for many units. The panel datasets have two major advantages: the ability to control for unobservable or heterogeneity effect, and the determination of causal ordering. This course introduces the benefits of using longitudinal data, and the basic estimations namely pooled ordinary least square (POLS), random effects (RE) and fixed effects (FE), and robust standard errors.

Learning Outcomes:

1. Understand the details about longitudinal data analysis.
2. Compare this type of analysis with other quantitative analysis methods before applying it in research.

07

Commercialization of Research

► Course Synopsis:

Many universities have been driving for the commercialization of research outputs as a source of income for the university. This course introduces the participants to an overview of the government and institutional level policies aimed at enhancing the transfer and exploitation of public research results. Commercialization protocol, benchmarking and step-by-step strategies starting from research design to intellectual property to the process of commercialization are discussed at length.

Learning Outcomes:

1. Identify the potential and value of a project for commercialization.
2. Develop a strategy for commercialization.

From Research Paper to Popular Writing

08

► Course Synopsis:

This course is aimed at revealing the various techniques and methods in academic writing. The main focus is particularly on revising and restructuring scientific and technical research reports and thesis into general reading materials that are easy to understand and readable, and for the general public to use as information and knowledge.

Learning Outcomes:

1. Describe the various methods and techniques of the general writing style.
2. Prepare a write up that conforms to the general characteristics of academic writing style.
3. Apply the knowledge for preparing academic reading materials that are easily understood by the readers.



Supervision, Mentoring and Extension

01

Academic Mentoring

► Course Synopsis:

Academics in universities are expected to excel in teaching, research and professional services. Academic mentoring in all the three basic functions is crucial for effective performance of young academics at higher learning institutions. It will also help reduce the lag period for performance compliance and promotion in their journey towards excellence, scholarship and impact. This course on academic mentoring is designed as an overview for effective academic coaching and mentoring for young and new academics. A few best practices on a win-win academic mentoring will be discussed using the student-centered learning approach.

Learning Outcomes:

1. Understand the reasons academic mentoring is important for effective career path in higher learning institutions.
2. Perform as effective team members and benefit in a healthy win-win academic mentoring environment.
3. Prepare the academics in higher learning institutions to become effective mentors.

02

Providing Quality Doctoral Supervision

► Course Synopsis:

This course provides a holistic view of postgraduate supervision useful for new supervisors, or as a refresher. In addition of will provide opportunities to share good-practice and benchmark with international best practices. Topics covered include the changing context of doctoral supervision, student outcomes, managing expectations, working with students to resolve issues, building productive relationships with students, supervising diverse and non-traditional candidates, assisting students with writing and providing feedback, publishing during candidature, tools and resources for supervision, and evaluating supervision.

Learning Outcomes:

1. Identify, reflect and benchmark current supervision approaches with international best practices that are responsive to the literature on the doctorate.
2. Define roles and responsibilities within diversified supervisory practices and institutional contexts.
3. Relate knowledge of “positionality” and “personal” approaches to supervision.
4. Reflect on ethical practices related to the practices of supervision.
5. Identify strategies that would contribute to collaborative and holistic approach in supervision.

03

Supervising Graduate Research

► Course Synopsis:

The process of supervising postgraduate students begins when they are offered their admission letters. This is when they are assigned advisors who are expected to help ‘socialize’ them into lives as postgraduate students. This course is designed to help understand the roles and supervisory process in building a conducive and workable scholarly journey in educational research and publication. It is equally important that this process is also about producing scholar protégé. Additionally participants will also learn about managing issues and challenges regarding supervision and related matters.

Learning Outcomes:

1. Explain the characteristic of effective supervision in educational research.
2. Analyze relevant issues and challenges pertaining to research.
3. Construct a study programme to facilitate timely completion of graduate studies.

04

Effective Consultation Skills

► Course Synopsis:

The ability to master certain skills or knowledge does not necessarily qualify professionals to become consultants even though it is true to say that skills and knowledge have a commercial potential value. The aim of this course is to help participants acquire and enhance their skills, develop and utilize their knowledge to conduct effective consultations in education. The process of consultancy works; the dynamics of client engagement; and the skills to identify their strengths and weaknesses across the domain. Moreover the course will also provide skills on how to bring people to benefit from consultation services in addition to imparting skills in writing consultation proposals, reports and presentation.

Learning Outcomes:

1. Understand the field of consultation through meaning, concepts, roles and process.
2. Identify the dynamics of clients' engagement and the skills to assess their strengths and weaknesses across the domain.
3. Understand the techniques to acquire, enhance, and develop skills and knowledge for potential commercial value.

OUR CLIENTS



Arshad Ayub
Graduate
Business School



UMS
UNIVERSITI MALAYSIA SABAH



TRAINING PACKAGES

PACKAGE 1 - GROUP

Fee: RM6,500.00/day

Maximum number of Participant: 30 pax

Inclusive of training fees for group participant. Agreement of training venue and meals must be made and paid by the institution.

PACKAGE 3 - INDIVIDUAL

Fee: RM300.00 – 500.00/day

Inclusive of training fees and meals for participant joining the training held in Universiti Putra Malaysia. Training will be held in Putra Learning Space in Universiti Putra Malaysia on the date agreed by the institution.

PACKAGE 2 - GROUP

Fee: RM7,500.00/day

Maximum number of Participant: 25 pax

Inclusive of training fees and meals for group participant. Training will be held in Putra Learning Space in Universiti Putra Malaysia on the date agreed by the institution.

PACKAGE 4 - GROUP

Fee: Subject to the agreement by both parties

A tailored training to meet the specific need of the organizations.



TRAINING FACILITIES

PUTRA LEARNING SPACE (30 PAX)

MINI AUDITORIUM (100 PAX)

RASHDAN BABA AUDITORIUM (300 PAX)







1) Inovasi

- i. Keaslian inovasi pengajaran dan pembelajaran
- ii. **Kerelevanan inovasi** dalam konteks calon
- iii. **Impak inovasi** kepada pengajaran dan pembelajaran

UNDERSTANDING THE 10 Types of Innovation

THE INNOVATION WHEEL



Sidek Aziz | FS





KANSERORI PUTRA

KELUAR

KANSERORI PUTRA



REGISTRATION & ENQUIRIES

Centre for Academic Development (CADE)
Office of the Deputy Vice Chancellor (Academic & International)
4th Floor, Canselori Putra Building
Universiti Putra Malaysia
43400 UPM Serdang
Selangor, Malaysia

Phone : (+603) 9769 6135/6182

Fax : (+603) 8946 6043

Website : www.cade.upm.edu.my

 facebook.com/UniPutraMalaysia  [@uputramalaysia](https://twitter.com/uputramalaysia)  instagram.com/uniputramalaysia  youtube.com/universitiputramalaysia

AGRICULTURE • INNOVATION • LIFE

BERILMU BERBAKTI
WITH KNOWLEDGE WE SERVE

e ISBN 978-967-19652-8-3



9 7 8 9 6 7 1 9 6 5 2 8 3