

KEPEMIMPINAN AKADEMIK UNTUK MEREALISASIKAN 'BERILMU BERBAKTI'

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BERILMU BERBAKT**I**
WITH KNOWLEDGE WE SERVE

The **mediocre** lecturer **tells**.

The **good** lecturer **explains**.

The **superior** lecturer **demonstrates**.

The **great** lecturer **inspires**.

William Arthur Ward

- ① Being a good lecturer requires effective leadership skills.
- ② These skills can help us offer guidance and support to students to help them succeed.
- ③ Learning more about what it means to be a good lecturer can help us assess our own skills and determine what areas we can improve.

Academic leadership...

- is when a lecturer, professor, or other members of faculty at an academic institution **lead students to success.**
- help students **develop the skills and knowledge** they need in their future careers and provide challenging opportunities to test and improve this knowledge.
- help students **set goals and create an action plan** to achieve them.

**“Leadership is your ability to hide your
panic from others.”**

— Laozi

Functions of academia

- ① Teaching
- ① Research
- ① Extension
- ① Student Development

Tasks

- **teaching** one class or multiple classes a semester
- developing **curriculum** for programs or individual courses
- writing detailed **lesson plans**
- **assessing** students' progress and creating detailed reports for faculty to evaluate

- ① **choosing** a teaching style or approach that meets students' learning needs
- ② following the academic institution's **policies** and encouraging students to do the same
- ③ conducting **research** to stay up-to-date with industry trends and **publish** findings
- ④ participating in **extracurricular activities** with students
- ⑤ **extending** knowledge and innovations to the public

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”

—John Maxwell

*“Innovation distinguishes
between a leader and a follower.”*

—Steve Jobs

- ⦿ What do we really **teach** our students?
- ⦿ What have they **learned**?

- Adakah apa yang kita ajar membolehkan pelajar kita **'Berilmu Berbakti'**?

Teach students to **think!**

- ⦿ Universiti sekarang melatih pelajar pintar menjadi '**describers**', bukan menjadi 'creators'.
- ⦿ '**Critical dan analytical thinking**' tidak menghasilkan idea baharu.
- ⦿ 'Critical thinkers' pandai membincangkan masalah tapi tidak menyelesaikan masalah.

Edward de Bono

Communication...

● *Sharing of...*

idea

information

opinion

feelings

intention and vision

● In order to share, must be **COMMON**

● **COMMON MEANINGS**

GENERASI

- ⦿ Builders – Sebelum 1946
- ⦿ Baby boomers – 1946-1964
- ⦿ Generasi X – 1965-1976
- ⦿ Generasi Y – 1977-1995
- ⦿ Generasi Z – 1996-2010
- ⦿ Generasi Alpha – 2010-kini

- ◎ 2121&P1P1
- ◎ 71
- ◎ Skunk
- ◎ MnX
- ◎ A10tion

Communication in TnL...

- ⦿ Verbal
- ⦿ Non-verbal
 - Body language
 - Attire
 - Proxemics
 - Paralanguage
- ⦿ Visual
- ⦿ CMC / ICT



Communication in TnL...

FORMAL (in class)

lectures

tutorials / practical

discussions

INFORMAL (off class)

discussions / chat

guidance

demonstrate

Lecture...

“...a process by which the **notes** of the professor become the notes of the student, without passing through the minds of either...”

A good lecturer...

1. puts his/her **heart** into the task at hand.
2. comes to class **prepared**.
3. is **open-minded**.
4. commands **respect**.
5. makes every student feel **special**.
6. is **approachable**.

Research findings...

- ◎ 270 students from the College of Education, Univ. of Denver.
- ◎ students liked lecturers who were:
 - organized,
 - came to class prepared,
 - used technology and handouts,
 - invite guest speakers,
 - group activities to enhance their lectures,
 - thoroughly explained,
 - stuck to class expectations, and
 - kept their office hours.

The most **irksome** teachers:
came to class **unprepared**,
favored some students, and
had condescending **attitudes**.

Camille Gonzalez, Jennifer Caspari, Amber Olson
and Charity Walker, Psychology Dept., U of
Denver.

So a good lecturer...

must communicate

!!!

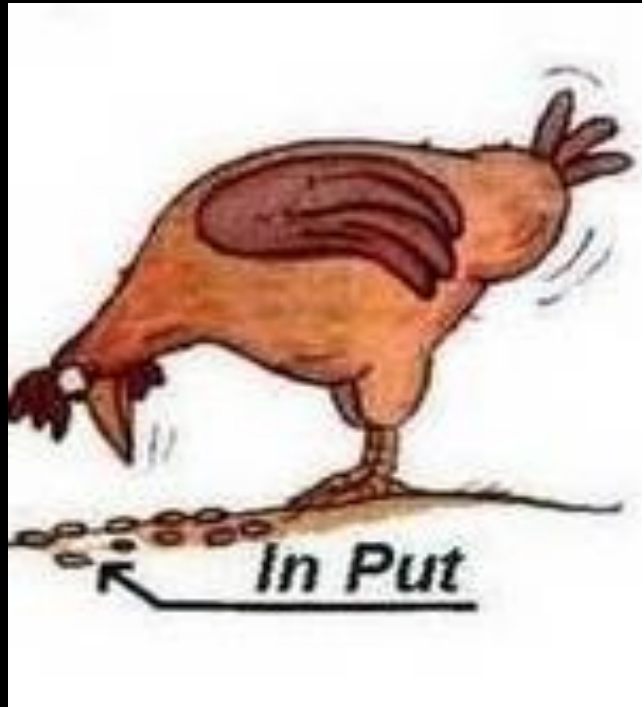
Communication Skills for effective teaching

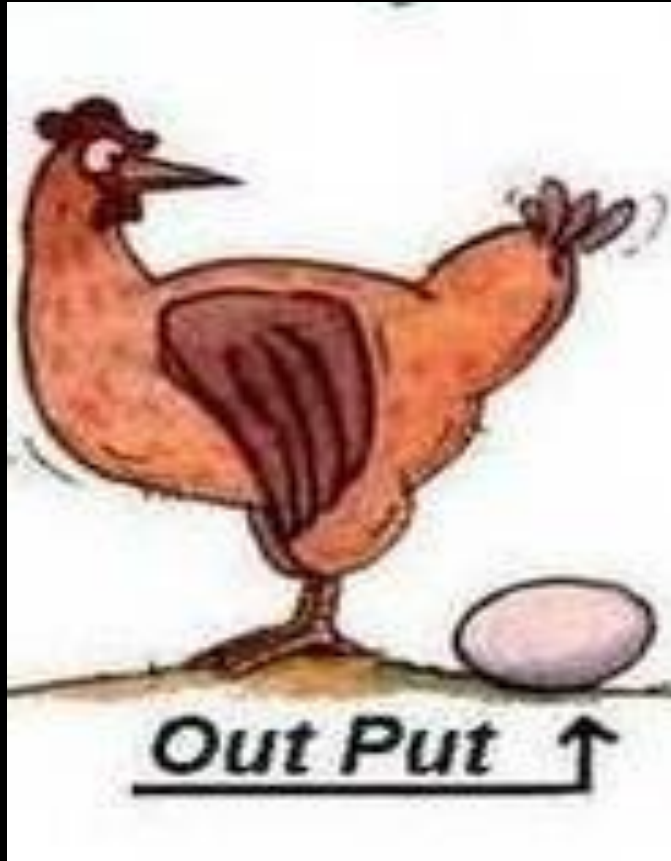
8 C's for effective communication are:

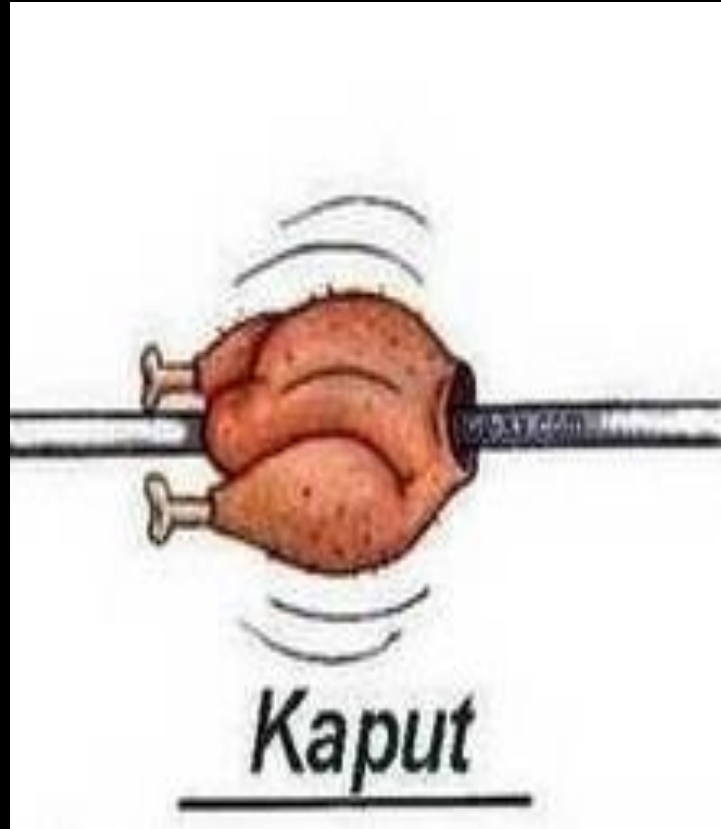
1. **Contents** of the Subject
2. **Clarity** in teaching or communication
3. **Capability** of the person who communicates
4. **Credibility** of a communicator
5. **Channels** of communication
6. **Creativity** in communication
7. **Consistency** in terms of teaching
8. **Continuity** (regularity)

Dimensions of effective communication

1. **Clarity in mind** (with proper plan)
2. **Purpose** of communication (objective)
3. **Summarization**
4. **Be empathetic**







How to Motivate and Inspire Your Students

1. Show students you **care** about who they are as people not just as students. Allow time for general conversation about their lives.

How to Motivate and Inspire Your Students

2. Find out what **interests** your students have. Consider how you can incorporate the interests of your students into the content areas you are teaching.

How to Motivate and Inspire Your Students

3. Allow student **opportunities** to share their work. Students and all people love to share what they have done. When students work on a project, allow them to share it with the rest of the class or even a special audience, e.g. the coordinator / HoD.

How to Motivate and Inspire Your Students

4. **Technology** is critical. Students today love technology. To get them interested in content, try to find ways to include the internet, video cameras, and any other technology tools.

How to Motivate and Inspire Your Students

5. Students love to **socialize**. Allow students the opportunities to complete work in controlled groups.

How to Motivate and Inspire Your Students

6. Repeat Step One as much as possible. It is so important that students know you care. Have them share how their day is going or how they did on the last test. **Let them know you care.**

How to Inspire Students

1. Express **passion** about the subject matter you're teaching to students. Inject humor and excitement into even the most mundane of topics to jump-start your students' thought processes.

How to Inspire Students

2. Provide **detail** as to why lessons are relevant. If students show interest in the subject matter and can apply what they're learning to their own lives, they're more likely to pay attention and think creatively.

How to Inspire Students

3. Cultivate an **open relationship** with students. If you are approachable and positive, your students can then look to you for guidance and think of you as a **role model** and not simply a teacher.

How to Inspire Students

4. Talk with students about their **goals** and inform them about any of your personal achievements that relate to these goals. Doing so can inspire your students to believe that they too can succeed-because they know that you have.

How to Inspire Students

5. Incorporate **technology** wherever possible to grab students' attention. Children's lives are technology-driven. If you're able to incorporate a computer or other electronic device into your lesson, your students are more likely to respond.

How to Inspire Students

6. Understand students' chosen **career paths**. Once you can identify what students want to accomplish, work with them to find the correct training and develop the proper learning environment to achieve these goals.

How to Encourage Students to Do Well in the Classroom

- 1. Be enthusiastic yourself**, because motivation and enthusiasm are contagious. When a teacher is motivated and excited about the learning materials, students will be more interested.

How to Encourage Students to Do Well in the Classroom

2. Provide **positive and supportive feedback** to all students. Respond positively to questions from students, and help them develop the skills necessary to solve problems on their own.

How to Encourage Students to Do Well in the Classroom

3. Assign **tasks that are at a level to challenge** students but are not so difficult that they become discouraged. Assignments that are too easy will also have a negative impact on student motivation.

How to Encourage Students to Do Well in the Classroom

4. Set **reasonable expectations** for students in your classroom. Expectations for student performance should be high but realistic. Students will be motivated to succeed if they believe that they can achieve the goals you have set for them. Focus on learning while placing less emphasis on grades.

How to Encourage Students to Do Well in the Classroom

5. Use a **variety of teaching methods** that involve the students in learning. Role playing, games, excursions, discussions, group activities and guest speakers instead of lectures keep students interested and motivated to learn.

**A college class was told they had to write a short story
in as few words as possible. The instructions were:
The short story had to contain the following three things:**

- (1) Religion**
- (2) Sexuality**
- (3) Mystery**

"Good God, I'm pregnant; I wonder who did it."

Communication problems in classrooms

1. **Language Barriers**

Especially in multicultural classrooms.
What about the foreign students?

2. **Medical Issues & Disorders**

Some students need help for speech or language disorders, e.g. problems in clarity, voice quality, and language fluency.

Communication problems in classrooms

3. **Embarrassment**

Emotional issues often have an effect on student learning. A student could be too embarrassed that she doesn't understand, and she may worry that none of the other students are having problems.

Prevent issues of embarrassment by working to create a safe classroom environment.

Have students do a few exercises to get to know each other, or have them write questions down. Collect the questions to show that all students have their own obstacles to overcome.

Think...

So, many teachers impart knowledge to the students.

- ⦿ Do we really impart **knowledge**?
- ⦿ Or merely relays information?
- ⦿ Where is the **wisdom** in teaching?
- ⦿ Do we really **teach**?

Reality...

- ⦿ Communication is **not** merely dissemination of information.
- ⦿ Our problem is no longer of one access to information, but of the lack of our ability to **process** and **make sense** of that information.

Sadly...

- ◎ Education has steadily been transformed into a **commodity** system, in which the “customers” (formerly students) are kept happy with personalized **curricula** while being prepared for the **job market** (rather than being prepared to be responsible **human beings** and **citizens**).

*Massimo Pigliucci, Professor of
Philosophy, Graduate Center, CUNY.*

So...

- ⦿ Communicate with your students to **educate** them, not merely to **tell**.
- ⦿ Communicate with your students to **change** them, not merely to fulfill your **KPI**.
- ⦿ Communicate with your students to make them **think**, not merely to **memorize** things.
- ⦿ Communicate with your students to see how much they've **learned**, not how much you've **covered**.

**Then only our students subscribed to
'Berilmu Berbakti'**



Thank you lah !!!