



UNIVERSITI
M ALAYA
Fakulti Pendidikan

BUKU PANDUAN HANDBOOK

Program Ijazah Sarjana Muda
(Sesi 2020/2021)

Undergraduate Programmes
(Session 2020/2021)

**FAKULTI PENDIDIKAN
UNIVERSITI MALAYA**

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**KALENDAR SEMESTER SARJANA MUDA/ UNDERGRADUATES CALENDAR DATES
SESI 2020/2021 / 2020/2021 SESSION**

KALENDAR PENGAJIAN SESI AKADEMIK 2020/2021 (SECARA AM- PERINGKAT IJAZAH PERTAMA)				
SEMESTER I				
Haluansiswa	1 minggu	04.10.2020	-	11.10.2020
Kuliah	5 minggu*	12.10.2020	-	15.11.2020
Cuti Pertengahan Semester I	1 minggu	16.11.2020	-	22.11.2020
Kuliah	9 minggu*	23.11.2020	-	24.01.2021
Peperiksaan Akhir Semester I	3 minggu*	25.01.2021	-	14.02.2021
Cuti Semester	<u>3 minggu</u>	15.02.2021	-	07.03.2021
	<u>22 minggu</u>			
SEMESTER II				
Kuliah	10minggu*	08.03.2021	-	16.05.2021
Cuti Pertengahan Semester II	1 minggu	17.05.2021	-	23.05.2021
Kuliah	4 minggu*	24.05.2021	-	20.06.2021
Minggu Ulangkaji	1 minggu*	21.06.2021	-	27.06.2021
Peperiksaan Akhir Semester II	3 minggu*	28.06.2021	-	18.07.2021
	<u>19 minggu</u>			
CUTI TAHUNAN				
Cuti	11minggu*	19.07.2021	-	03.10.2021
SEMESTER KHAS				
Kuliah	7 minggu*	26.07.2021	-	12.09.2021
Peperiksaan Akhir Semester	1 minggu	13.09.2021	-	19.09.2021
Khas				
Cuti	<u>2 minggu*</u>	20.09.2021	-	03.10.2021
	<u>10 minggu</u>			

- *Hari Kebangsaan (31 Ogos 2020)
 Hari Malaysia (16 September 2020)
 Hari Keputeraan Agong (7 Jun 2021)
 Cuti Tahun Baharu (1 Januari 2021)
 Hari Thaipusam (28 Januari 2021)
 Hari Wilayah (01 Februari 2021)
 Tahun Baru Cina (12 & 13 Februari 2021)
 Nuzul Al-Quran (29 April 2021)
- Hari Pekerja (01 Mei 2021)
 Hari Wesak (26 Mei 2021)
 Awal Muhamaram (10 Ogos 2021)
 Hari Kebangsaan (31 Ogos 2021)

VISI UNIVERSITI MALAYA
VISION OF THE UNIVERSITY OF MALAYA

VISI FAKULTI PENDIDIKAN
VISION OF THE FACULTY OF EDUCATION

Untuk menjadi sebuah institusi pengajian tinggi yang ternama di peringkat antarabangsa dalam penyelidikan, inovasi, penerbitan dan pengajaran.

To be an internationally renowned institution of higher learning in research, innovation, publication and teaching.

Menjadi pusat kecemerlangan dalam pendidikan dan pembangunan modal insan di peringkat kebangsaan dan antarabangsa.

To be a centre of excellence in education and human capital development at the national and international levels.

UNIVERSITI MALAYA
UNIVERSITY OF MALAYA

Untuk memajukan ilmu pengetahuan dan pembelajaran melalui penyelidikan dan pendidikan berkualiti untuk negara dan kemanusiaan.

To advance knowledge and learning through quality research and education for the nation and for humanity.

Menjana ilmu pengetahuan di samping berusaha untuk menjadi pusat kecemerlangan dalam bidang pendidikan dan pembangunan modal insan melalui pengajaran, penyelidikan, inovasi, penerbitan dan perundingan.

To generate knowledge while striving to be a centre of excellence in education and human capital development through teaching, research, innovation, publication and consultancy.

MISI UNIVERSITI MALAYA
MISSION OF THE UNIVERSITY OF MALAYA

MISI FAKULTI PENDIDIKAN
MISSION OF THE FACULTY OF EDUCATION

KATA ALUAN DEKAN DEAN'S MESSAGE



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dengan rasa bangga dan besar hati saya ingin mengalu-alukan kedatangan semua pelajar baharu bagi sesi Tahun Akademik 2020/2021. Tahniah dan terima kasih kerana memilih Fakulti Pendidikan, Universiti Malaya sebagai pilihan utama untuk melanjutkan pelajaran. Fakulti yang terulung ini bukan sahaja telah mencipta nama di peringkat nasional bahkan juga di peringkat antarabangsa.

It is my pleasure and honour to welcome all new students to the 2020/2021 Academic Year. Congratulations and thank you for making the Faculty of Education, University of Malaya your preferred choice. This established Faculty has made its mark not only nationally but also internationally.

Seiring dengan pencapaian Universiti Malaya, Fakulti Pendidikan juga telah berjaya meningkatkan tarafnya dengan tersenarai sebagai salah satu daripada 100 Fakulti Pendidikan terbaik di dunia. Pencapaian ini tidak tiba dalam sekilip mata tetapi adalah berasaskan daya usaha dan keprihatinan

daripada setiap ahli fakulti serta para pelajar. Dengan usia hampir 60 tahun, Fakulti Pendidikan terus unggul dengan kejayaan menghasilkan kira-kira 20,000 graduan cemerlang.

In line with the achievements of the University of Malaya, the Faculty of Education has also been able to raise its standards to become one of the top 100 education faculties in the world. This success did not happen overnight but is based on years of toil by faculty members and students. Being almost 60 years of age, the faculty has continued to perform and has succeeded in producing more than 20 000 outstanding graduates.

Program akademik yang ditawarkan oleh fakulti bukan hanya menyediakan pelajar dengan ilmu intelektual dan kemahiran semata-mata tetapi turut menghubungkan teori dan amalan bagi mempersiapkan pelajar untuk menempuh alam pekerjaan dalam dunia sebenar. Sehingga kini, graduan kami tidak hanya menyerlah dalam industri tempatan malah turut menyinar di persada antarabangsa.

Our academic programmes do not only provide students with knowledge and skills, but also develop them to link theory to practice for better preparation for real life situations in the workforce. To date, our graduates are successful locally and have shone internationally as well.

Dalam meraikan kejayaan ini, sesi akademik kali ini merupakan suatu sesi yang mencabar. Dunia dilanda pandemik Covid 19 dan kita terpaksa menyesuaikan diri dengan norma baharu. Keadaan ini secara langsung mempengaruhi cara pengajaran dan pembelajaran termasuk cara menjalankan penyelidikan. Anggaplah norma baharu ini suatu anjakan paradigm kearah pengajaran dan pembelajaran yang lebih efektif sealiran dengan kehendak semasa. Justeru, Fakulti Pendidikan sentiasa mengambil langkah-langkah sewajarnya dalam memastikan pengajaran anda semua tidak terjejas dalam menghasilkan graduan yang berkualiti..

As much as we take pride in such success, we face a great challenge in this particular academic session. The world is currently facing the Covid 19 pandemic and there is a need to practice new normals. It has indirectly affected teaching, learning and research. Do perceive these new normals as a paradigm shift towards more effective teaching and learning in tandem with current trends. Thus, the Faculty understands that it needs to consider the latest challenges. Hence the Faculty will always take appropriate steps to ensure that your studies will not be disrupted in line with our aim of producing quality graduates.

Akhir kata, untuk memastikan kecemerlangan yang mapan, misi dan visi fakulti haruslah didukung ke arah hala tuju yang hendak dicapai.

Perancangan disusun dengan teliti untuk generasi akan datang.

Lastly, to ensure sustained excellence, it is essential to uphold the University's and Faculty's missions and visions as we proceed with careful planning for future generations.

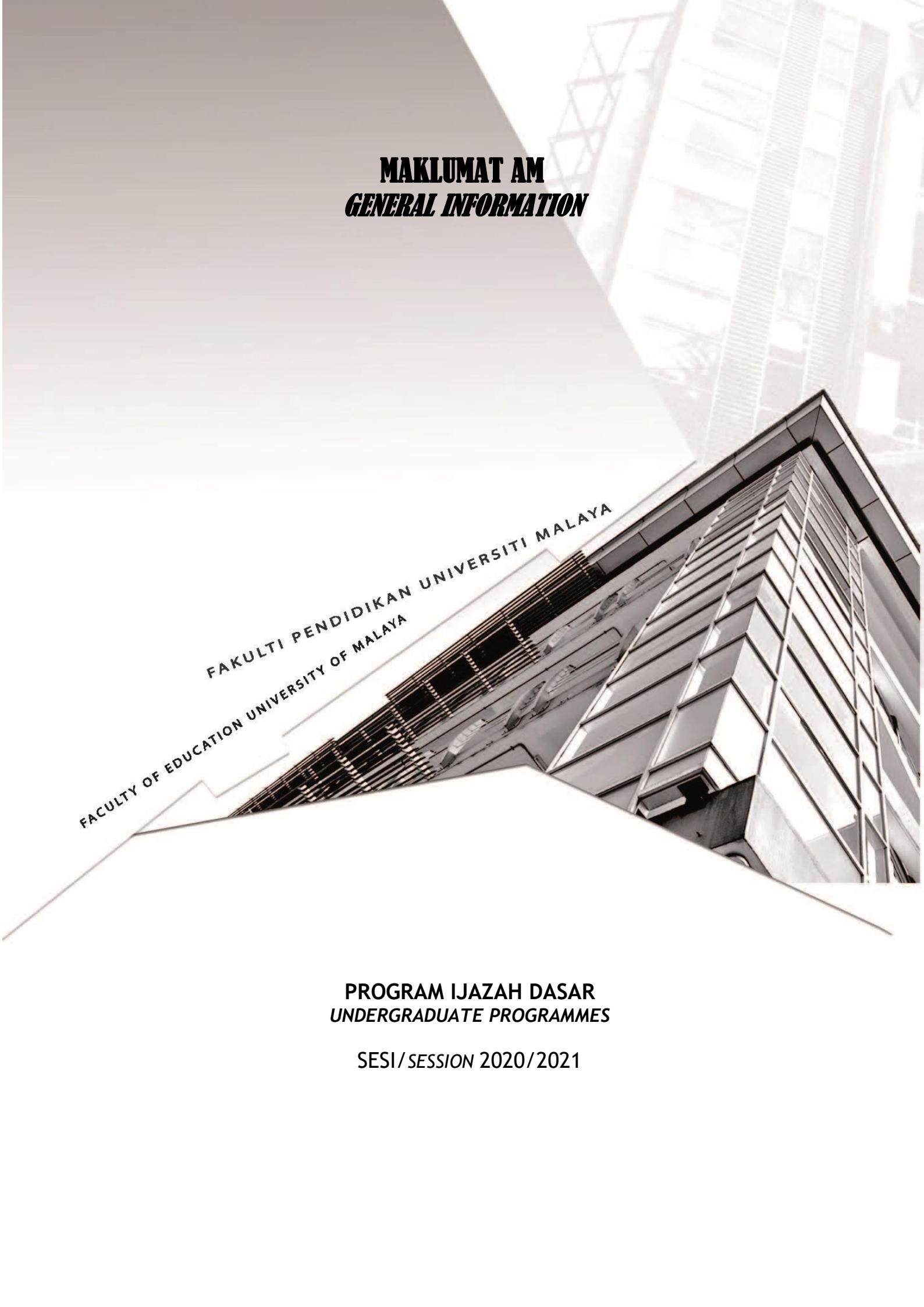
Salam hormat dan selamat maju jaya!

Regards and all the best for your success!

'LANGKAH KECEMERLANGAN PENDIDIKAN ANDA BERMULA DI SINI'
"YOUR JOURNEY TO EXCELLENCE IN EDUCATION BEGINS HERE '

PROFESOR DR. ROHAIDA MOHD SAAT
PROFESSOR DR. ROHAIDA MOHD SAAT
DEKAN/ DEAN
FAKULTI PENDIDIKAN/ FACULTY OF EDUCATION
UNIVERSITI MALAYA/ UNIVERSITY OF MALAYA

MAKLUMAT AM GENERAL INFORMATION



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI / SESSION 2020/2021

**MAKLUMAT AM
GENERAL INFORMATION**

**UNIVERSITI MALAYA
(UNIVERSITY OF MALAYA)**

Universiti Malaya (UM) merupakan universiti pertama yang ditubuhkan di Persekutuan Tanah Melayu (Malaya) pada 8 Oktober 1949 dari gabungan *King Edward VII College of Medicine* (1905) dan *Raffles College* (1928). Penubuhannya menjadi pemasu kepada kemajuan pendidikan di Tanah Melayu pada ketika itu sehingga tertubuhnya dua cawangan autonomi yang terletak di Singapura dan Kuala Lumpur pada tahun 1956. Dalam usaha memperkuuhkan pendidikan tinggi di kedua-dua negeri, status universiti cawangan perlu dinaik taraf kepada universiti kebangsaan. Oleh itu, Akta Parlimen 1961 telah diluluskan dan secara rasminya Universiti Malaya di Kuala Lumpur telah diiktiraf serta mengangkat martabat kepada universiti kebangsaan pada 1 Januari 1962. Sejak itu, Malaysia (Gabungan dengan Singapura, Sabah dan Sarawak pada 1963) melalui pelbagai proses transformasi dalam dunia pendidikan. Selaras dengan ini Universiti Malaya terus melipat gandakan usahanya untuk menjadi sebuah institusi pengajian tinggi yang ternama di peringkat antarabangsa dalam penyelidikan, inovasi, penerbitan dan pengajaran.

The University of Malaya (UM) was the first university established in Malaya on 8th October 1949 with the merger of the King Edward VII College of Medicine (established in 1905) and the Raffles College (established in 1928). Its establishment accelerated the advancement of education in Malaya and led to the founding of two autonomous branches in Singapore and Kuala Lumpur in 1956. In order to enhance higher education in both countries, there was a need to upgrade the branches to national university status. Thus, with the passing of the Parliament Act in 1961, the University of Malaya, Kuala Lumpur was officially recognized as a national university on 1st January 1962. Since then, Malaysia (Joining of Singapore, Sabah and Sarawak in 1963) has undergone a myriad of educational transformations. In line with this, the University of Malaya has continually stepped up efforts of becoming an internationally renowned institution of higher learning in research, innovation, publication and teaching.

Bagi menjayakan wawasan murni ini, Universiti Malaya disokong oleh hospital penyelidikan terbesar dan pertama di Malaysia iaitu Pusat Perubatan Universiti Malaya (PPUM), dua akademi, dua belas fakulti, empat institut dan tiga pusat akademik yang bersifat menyeluruh merangkumi bidang perubatan, sains, teknologi serta sains sosial dan sains kemasyarakatan. Selain daripada itu, dalam usaha menyumbang kepada perkembangan ilmu, Universiti Malaya telah mewujudkan enam Kluster Penyelidikan. Penubuhan kluster ini menawarkan penyelesaian dan penemuan terbaharu dalam pelbagai bidang. Penekanan terhadap bidang penyelidikan diperkuuhkan dengan tertubuhnya pusat-pusat kecemerlangan di pelbagai pusat pengajaran. Pada 11 Oktober 2006, Universiti Malaya telah diiktiraf oleh Jemaah Menteri sebagai salah satu dari lima universiti awam sebagai universiti penyelidikan. Pada 26 Januari 2012 pula, Universiti Malaya telah diberikan status autonomi oleh Kementerian Pengajian Tinggi (kini dikenali Kementerian Pendidikan Tinggi). Di atas kejayaan Universiti Malaya dalam pengurusan penyelidikan, proses audit *Malaysian Research Assessment Instrument II* (MyRA II), Kementerian Pendidikan Tinggi ke atas Universiti Penyelidikan telah meletakkan Universiti Malaya sebagai 'the Best Research University in Malaysia with the Highest Marks' pada 1 Disember 2013.

To achieve this vision, the University of Malaya is supported by the University of Malaya Medical Centre (UMMC), the biggest and the first research teaching hospital in Malaysia, two academies, twelve faculties, four institutes and three centers that comprehensively encompass medicine, science, technology, the social sciences and the humanities. In addition, six research clusters have also been established to place the University at the forefront of new knowledge and discoveries. Furthermore, the University of Malaya continues to place heavy emphasis on research through the establishment of centers of excellence. On 11th October 2006, the University of Malaya was recognized by the Ministers' Council as a research university among the five public universities. On 26th January 2012, the University of Malaya was granted autonomy status by the Ministry of Education (now known as the Ministry of Higher Education). The success of the University of Malaya in research management, was captured through the audit process based upon the Malaysian Research Assessment Instrument II (MyRA II) by the Ministry of Higher Education. The University of Malaya was found to be the 'Best Research University in Malaysia with the Highest Marks' on 1 December 2013.

Dengan menjadikan aspirasi nasional sebagai pegangan, Universiti Malaya terus memperkuuhkan kedudukannya dalam dunia akademik di peringkat nasional mahupun antarabangsa. UM berada pada kedudukan ke-114 di dunia bagi QS *World University Ranking* 2018 dan di tangga ke-27 bagi QS *Asian University Rankings* 2016. UM juga merupakan satu-satunya universiti di Malaysia yang tersenarai dalam kalangan 400 universiti terbaik dunia (*Academic Ranking of World Universities*) oleh *Shanghai Jiao Tong, China*. Pencapaian ini menobatkan Universiti Malaya sebagai universiti terbaik di Malaysia. Pada 6 Mei 2014, Universiti Malaya menerima pengiktirafan di peringkat antarabangsa sebagai satu-satunya institusi pengajian tinggi di Malaysia yang mendapat penarafan 5 bintang oleh QS Stars Ratings. Universiti Malaya juga telah diiktiraf sebagai Universiti Pilihan oleh *Reader's Digest Trusted Brand* selama 10 tahun berturut-turut sejak tahun 2007 hingga 2016. Dengan rekod tersebut, UM telah dianugerahkan Anugerah Platinum dalam Kategori Universiti Awam pada 27 Mei 2014. Pengajaran, penyelidikan, penerbitan, inovasi dan komersialisasi menjadi tunjang usaha Universiti Malaya menyumbang kepada dunia akademik dan masyarakat.

With the nation's aspirations as its guide, the University of Malaya continues to strengthen its status in the academic world, both within the country and internationally. It has been ranked 114th in the 2018 QS World University Ranking and 27th in the 2016 QS Asian University Ranking. The University of Malaya is also the only university in Malaysia listed in the top 500 Academic Ranking of World Universities by Shanghai Jiao Tong, China. These accomplishments have endorsed the University of Malaya as the best university in Malaysia. On 6th May 2014, another international recognition was achieved when the University of Malaya became the only institution of higher learning in the country to be awarded a 5 star rating by the QS Stars Ratings. The University of Malaya has also been named as a University of Choice by the Reader's Digest Trusted Brand for ten consecutive years from 2007 until 2016. With that record, the University of Malaya was awarded the Platinum Award for the Public University Category on 27 May 2014. The thrust of the university's contribution to academia as well as society is through teaching, research, publication, innovation and commercialization.

Seiring dengan universiti-universiti antarabangsa, Universiti Malaya menjalankan usahasama dengan institut penyelidikan dan universiti terkemuka dari 71 buah negara. Di antara universiti terkemuka dunia yang menjalankan kerjasama secara aktif dengan Universiti Malaya adalah:

University of Cambridge	Beijing Foreign Studies University
Harvard University	Tsinghua University
Kyoto University	National University of Singapore
University of Sydney	National Taiwan University
Queen Mary, University of London	Yale University
Queen's University, Belfast	University of Hyderabad

Sehingga kini, UM telah melantik empat Felo Nobel dan dua Profesor Ulung sebagai ahli Majlis Penasihat HIR. Mereka terdiri daripada Felo Nobel Profesor Barry Marshall (Psikologi atau Perubatan), Felo Nobel Profesor Ryoji Noyori (Kimia), Felo Nobel Profesor David Baltimore (Psikologi atau Perubatan), Felo Nobel Sir Dr. Richard Roberts (Psikologi atau Perubatan), Profesor Ulung Rita Colwell (University of Maryland, USA) dan Profesor Ulung Wong Chi-Huey (Academia Sinica, Taiwan).

To date, UM has appointed four Nobel Fellows and two Distinguished Fellows as members of the UM HIR Advisory Council. They are Nobel Fellow Professor Barry Marshall (Physiology or Medicine), Nobel Fellow Professor Ryoji Noyori (Chemistry), Nobel Fellow Professor David Baltimore (Physiology or Medicine), Nobel Fellow Sir Richard Roberts (Physiology or Medicine), Distinguished Professor Rita Colwell (University of Maryland, USA) and Distinguished Professor Wong Chi-Huey (Academia Sinica, Taiwan).

University of Malaya High Impact Research (UM HIR) telah ditubuhkan pada Februari 2010 dan telah diperuntukkan sejumlah RM10 juta dana dalaman UM bagi menggalakkan penyelidikan fundamental yang mensasarkan penerbitan Tier 1 ISI/WoS. Menyedari kepentingan UM sebagai institusi penyelidikan terkemuka negara, Kementerian Pengajian Tinggi (KPT) telah meluluskan peruntukan berjumlah RM590 juta untuk Program UM-MoHE HIR bagi tempoh 5 tahun bermula Ogos 2011 sehingga Jun 2016.

Another landmark was in February 2010 when the University established the 'University of Malaya High Impact Research (UM HIR)' and provided RM10 million from its internal funds to promote fundamental research which will lead to Tier 1 ISI/WoS publications. Recognizing the importance of UM as a premier research institution in the country, the Ministry of Higher Education (MoHE) allocated RM590 million for the UM-MOHE HIR programme for a period of 5 years from August 2011 until June 2016.

In keeping the university on par with international universities, the University of Malaya has collaborated with renowned research institutes and universities from 71 countries. Some of its active global partners are:

University of Cambridge	Beijing Foreign Studies University
Harvard University	Tsinghua University
Kyoto University	National University of Singapore
University of Sydney	National Taiwan University
Queen Mary, University of London	Yale University
Queen's University, Belfast	University of Hyderabad

Bagi memastikan kurikulum yang disediakan menepati kehendak serta keperluan nasional dan antarabangsa, Universiti Malaya telah berjaya memperolehi akreditasi daripada pelbagai institusi dan badan profesional antarabangsa. Antaranya Washington Accord, Institution of Chemical Engineers UK, Royal Institution of Chartered Surveyors (RICS), Association of Building Engineers, Royal Institute of British Architects (RIBA), The Association of Chartered Certified Accountants, The Chartered Institute of Management Accountants, Institute of Chartered Accountants England and Wales, Certified Practicing Accountants of Australia, SMBG-Eduniversal France, Royal College of Surgeons of England UK, Institute of Physics & Engineering in Medicine UK, Association of MBA, UK dan banyak lagi untuk memastikan kurikulum universiti memenuhi keperluan kebangsaan dan antarabangsa, dan ini menunjukkan program kita adalah relevan secara global.

The University of Malaya has attained accreditations from many institutions and professional bodies, such as Washington Accord, Institution of Chemical Engineers UK, Royal Institution of Chartered Surveyors (RICS), Association of Building Engineers, Royal Institute of British Architects (RIBA), The Association of Chartered Certified Accountants, The Chartered Institute of Management Accountants, Institute of Chartered Accountants England and Wales, Certified Practicing Accountants of Australia, SMBG-Eduniversal France, Royal College of Surgeons of England UK, Institute of Physics & Engineering in Medicine UK, Association of MBA, UK and many others to ensure the university's curriculum meets national and international needs, indicating that our programmes are relevant globally.

Sebagai universiti ulung di negara ini, Universiti Malaya berikrar untuk menerajui bidang penyelidikan dan inovasi dan mencapai kedudukan di antara 50 universiti terbaik dunia menjelang 2020.

As the premier university in Malaysia, the University of Malaya is committed in leading the nation to greater heights in research and innovation and to become one of the top 50 universities in the world by 2020.

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FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

Fakulti Pendidikan ditubuhkan pada 1963, dan pada awalnya dinamakan Sekolah Pendidikan Universiti Malaya. Sekolah Pendidikan Universiti Malaya dibentuk untuk menawarkan Diploma Pendidikan, satu program pasca ijazah, bagi siswazah yang memilih profesion perguruan. Sekolah Pendidikan berkembang dengan amat pesat dan dinaikkan taraf kepada status fakulti pada bulan Julai 1965. Program Sarjana Pendidikan telah ditawarkan untuk julung kalinya selepas dua tahun kemudian, diikuti dengan penawaran program Doktor Falsafah pada tahun 1969.

The Faculty of Education was founded in 1963, and was initially named the School of Education. The School of Education offered the postgraduate Diploma in Education to graduates who chose to enter the teaching profession. The school expanded rapidly and was upgraded to the status of faculty in July 1965. The Master of Education (M.Ed) programme was introduced for the first time two years later and this was followed by the Doctor of Philosophy (Ph.D) programme in 1969.

Sejak penubuhannya, Fakulti Pendidikan Universiti Malaya telah berjaya melahirkan hampir 20,000 siswazah, iaitu lebih daripada 15,000 pemegang Diploma Pendidikan, lebih daripada 2,282 graduan Sarjana, dan kira-kira 3,500 dengan ijazah dasar pendidikan.

Since its establishment, the Faculty of Education has successfully trained almost 20,000 graduates. From among them, more than 15,000 have graduated with the Diploma in Education, more than 2,282 with a Masters degree and about 3,500 with a Bachelor in Education degree.

Nilai-Nilai Teras Universiti Malaya adalah:

Core Values of the University of Malaya are

<p>Integriti <i>Integrity</i> Hormat <i>Respect</i></p> <p>Kebebasan Akademik <i>Academic Freedom</i></p> <p>Berfikiran Terbuka <i>Open-Mindedness</i></p> <p>Keber tanggungjawaban <i>Accountability</i></p>	<p>Profesionalisme <i>Professionalism</i> Meritokrasi <i>Meritocracy</i></p> <p>Semangat Kerja Berpasukan <i>Teamwork</i> Kreativiti <i>Creativity</i></p> <p>Tanggungjawab Sosial <i>Social Responsibility</i></p>
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Untuk mencapai wawasan ini, Fakulti telah mengenal pasti objektif yang berikut.

To achieve this mission, the Faculty has identified the following general objectives:

- Untuk menghasilkan guru yang cekap bagi sekolah dan institusi pendidikan lain.
To produce competent teachers for schools and other educational institutions.
- Untuk menghasilkan pakar dalam semua bidang pendidikan dan pembangunan manusia.
To produce experts in all areas of education and human development.
- Menjadi pusat pengajian pasca ijazah dan pembangunan manusia.
To become a postgraduate centre in education and human development.
- Menjadi pusat inovasi, penyelidikan asas dan aplikasinya dalam semua bidang pendidikan dan pembangunan manusia.
To become a centre of innovation in basic and applied research in all areas of education and human development.
- Menjadi pusat latihan dan perundingan dalam bidang pendidikan dan pembelajaran untuk organisasi dan institusi.
To become the centre of training and consultation in the field of education for organizations and institutions

Fakulti Pendidikan menerima pakai peranan proaktif dalam usaha memenuhi era perubahan yang berterusan dalam bidang pendidikan. Ini termasuk penyemakan dan penelitian semula program dan kursus, penyemakan kurikulum dan instruksi untuk memasukkan, jika perlu, perubahan-perubahan yang berlaku dalam bidang pendidikan.

The Faculty is proactive in keeping pace with the ever-changing demands in the field of education. This includes the reappraisal of programmes and courses, curriculum revisions and departmental restructuring to accommodate new changes when necessary.

Pada tahun 1970, pada dasarnya, struktur Fakulti Pendidikan adalah terdiri daripada lima bahagian yang berbeza. Bagaimanapun, oleh sebab perkembangan baru dan anjakan paradigma dalam sistem pendidikan, Fakulti Pendidikan telah melalui satu siri penstrukturkan dan pembentukan semula organisasinya bagi membolehkan Fakulti ini memenuhi hasrat visi dan objektifnya. Pembentukan struktur organisasi terbaru Fakulti Pendidikan telah dilaksanakan pada tahun 2001 apabila jabatan-jabatan yang berikut ditubuhkan.

In 1970, the structure of the Faculty comprised five divisions. However, because of new developments and paradigm shifts in the educational system, the Faculty had a series of restructuring and reorganisation exercises to enable the Faculty to realise its vision and objectives. The latest organisational restructuring was carried out in 2001 resulting in the formation of the following departments.

- Jabatan Asas Pendidikan dan Kemanusiaan
Department of Educational Foundations and Humanities
- Jabatan Psikologi Pendidikan dan Kaunseling
Department of Educational Psychology and Counselling
- Jabatan Pengurusan, Perancangan dan Dasar Pendidikan
Department of Educational Management, Planning and Policy

- Jabatan Pendidikan Bahasa dan Literasi
Department of Language and Literacy Education
- Jabatan Pendidikan Matematik dan Sains
Department of Mathematics and Science Education
- Jabatan Kurikulum dan Teknologi Pengajaran
Department of Curriculum and Instructional Technology

Di samping menawarkan kursus-kursus peringkat ijazah tinggi, sejak permulaan penubuhannya, Fakulti Pendidikan terlibat dalam beberapa program ijazah dasar. Salah satu daripada program ini ialah program Ijazah Sarjana Muda Sains dengan Pendidikan. Program ini dimulakan bersama dengan Fakulti Sains Universiti Malaya pada tahun 1975 bagi memenuhi permintaan yang tinggi untuk guru-guru sains dan matematik bagi peringkat sekolah menengah atas. Selain itu, program ijazah Sarjana Muda Pendidikan Islam juga telah diperkenalkan pada tahun 1982. Kursus ini ditawarkan dengan kerjasama Akademi Pengajian Islam Universiti Malaya bagi menyediakan guru-guru untuk mengajar mata pelajaran Pendidikan Islam di sekolah-sekolah menengah.

Besides offering courses at the postgraduate level since its inception, the Faculty also conducts undergraduate programmes. Among these programmes is the Bachelor of Science with Education (B.Sc.Ed.). The programme was initiated jointly with the Faculty of Science in 1975, to meet the great demand for science and mathematics teachers at the upper secondary level. Another programme is the Bachelor of Islamic Education (B. Islamic Ed.) which was introduced in 1982. This course is conducted jointly with the Academy of Islamic Studies, University of Malaya, to prepare teachers to teach Islamic Studies in schools.

Pada tahun 1980, Fakulti Pendidikan mula menawarkan program ijazah dasarnya sendiri, iaitu Sarjana Muda Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua (PBISBK). Program ini dilaksanakan dengan kerjasama Fakulti Sastera dan Sains Sosial. Satu program ijazah dasar dalam Pendidikan Awal Kanak-Kanak ditawarkan buat pertama kali pada tahun 1998 dan diikuti dengan satu lagi program ijazah dasar yang membawa kepada penganugerahan ijazah Sarjana Muda Kaunseling in 1997. Program Sarjana Muda Pendidikan (Pengajaran Bahasa Tamil) ditawarkan pada tahun 2000 dan pengambilan kumpulan pelajar terakhir bagi program tersebut ialah pada tahun 2004. Pada tahun 2004, Sarjana Muda Pendidikan (Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua) Pendidikan Rendah telah ditawarkan.

In 1980, the Faculty started its own undergraduate programme the Bachelor of Education in the Teaching of English as a Second Language (B. Ed. TESL). The programme is being run in collaboration with the Faculty of Arts and Social Sciences. Other degree programmes offered by the Faculty include the Bachelor of Early Childhood Education which commenced in 1998 followed by the Bachelor of Counselling in 1997. An undergraduate program in Early Childhood Education was offered for the first time in 1998 and followed with another undergraduate program leading to the Bachelor of Counselling. Bachelor of Education (Teaching of Tamil Language) was offered in 2000 with the last intake for the programme being in 2004. In 2004, the Bachelor of Education (Teaching English as a Second Language) Primary Education was offered. Besides the above programmes, the Faculty is also involved in joint programmes with other faculties. Other programmes are the Bachelor of Education (Teaching of Tamil) conducted jointly with the Faculty of Arts and Social Sciences and the Bachelor of Language and Linguistics with Education (Chinese) conducted jointly with the Faculty of Languages and Linguistics.

Pada masa ini program sarjana muda yang ditawarkan di Fakulti Pendidikan adalah seperti berikut:
Currently the Faculty offers the following undergraduate programmes:

1. Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua
Bachelor of Education Teaching English as a Second Language
2. Sarjana Muda Pendidikan Awal Kanak-Kanak
Bachelor of Early Childhood Education
3. Sarjana Muda Kaunseling
Bachelor of Counseling

Peranan Fakulti Pendidikan tidak terhad kepada pendidikan guru sahaja. Setiap ahli Fakulti mempunyai kepakaran tersendiri dalam bidang pendidikan, dan kebanyakannya ahli akademik di Fakulti ini berkhidmat sebagai penasihat atau pakar runding kepada Kementerian Pendidikan Malaysia dan berbagai-bagai organisasi. Setengah-setengah daripada mereka bertugas rapat dengan agensi-agensi antarabangsa termasuk Bank Dunia, UNESCO, UNICEF, IBRD, RECSAM, dan RELC. Semua staf Fakulti ini terlibat secara aktif dalam penyelidikan, dan sejumlah besar kertas kerja dan artikel telah diterbitkan di kedua-dua peringkat, tempatan dan antarabangsa. Kebanyakannya geran penyelidikan ditaja oleh Universiti Malaya atau agensi dalam dan luar negara.

The Faculty's role is not limited to teacher education. Each Faculty member has his/her own area of expertise in a particular field of education and many serve as advisers or consultants to the Ministry of Education and various organisations. Some members of the Faculty work closely with overseas and international agencies including the World Bank, UNESCO, UNICEF, IBRD, RECSAM and RELC. All academic staff members are actively involved in research and numerous papers and articles have been published in both local and international journals. Research by faculty members is largely sponsored by grants from the University or agencies from within and outside the country.

Fakulti Pendidikan telah memulakan usaha ke arah misinya untuk menjadikan Fakulti ini sebagai satu pusat pendidikan ijazah tinggi dalam bidang pendidikan yang membawa kepada penganugerahan ijazah sarjana dan doktor falsafah. Fakulti berhasrat untuk mengeluarkan pendidik berijazah tinggi bagi memenuhi permintaan sistem pendidikan yang dinamik. Dengan kekuatan semasa kakitangan akademik, yang hampir kepada 100 orang, berbanding dengan jumlah staf yang tidak seberapa, iaitu hanya lima orang, pada tahun 1963, tidaklah menghairankan bahawa Fakulti mempunyai sekumpulan pakar berbakat yang boleh memberikan sumbangan yang lebih besar kepada perkembangan dalam bidang pendidikan.

The Faculty of Education has embarked on a mission to enhance its role as a centre for higher degrees in education. The Faculty aims to produce more postgraduate educators to meet the demands of a dynamic education system. With the present academic staff strength of nearly 100 members

compared to only five in 1963, the Faculty can proudly claim to have a pool of talented expertise with the ability to make greater contributions to development in the field of education.

Fakulti Pendidikan mempunyai jumlah terbesar pelajar ijazah tinggi untuk mengikuti pengajian ijazah sarjana dan doktor falsafah di Universiti Malaya. Di antara calon, yang terdiri daripada rakyat Malaysia, terdapat calon ijazah tinggi dari luar negara seperti Libya, Thailand, Brunei, Fiji, Sri Lanka, Cook Island, Samoa, China, Afrika, dan lain-lain. Dengan kehadiran pelajar dari luar negara, pendedahan dan latihan menjadi lebih luas apabila setiap pelajar dapat berkongsi pandangan dan pengalaman lepas.

The Faculty of Education has one of the largest number of postgraduate students pursuing either the Master or PhD degrees at the University of Malaya. While most of these graduate students are Malaysians, there are also postgraduate students who come from foreign countries like Indonesia, Iran, Iraq, Algeria, Libya, Thailand, Brunei, Fiji, Sri Lanka, the Cook Islands, Samoa, China and several African countries. With the presence of international students, the exposure and training received is enriching as students are able to share their diverse experiences and views.

Fakulti Pendidikan menawarkan pelbagai pilihan dalam bidang pengajian untuk ijazah Sarjana Pendidikan. Di antaranya ialah bidang:

The Faculty of Education offers many fields of study for the Master of Education degree. These include:

1. Perkembangan Kurikulum
Curriculum Development
2. Perancangan dan Pentadbiran
Planning and Administration
3. Pendidikan Jasmani dan Kesihatan
Physical and Health Education
4. Psikologi Pendidikan
Educational Psychology
5. Pengukuran dan Penilaian
Measurement and Evaluation
6. Pendidikan Khas
Special Education
7. Pendidikan Bahasa Arab
Arabic Language Education
8. Pendidikan Bahasa Inggeris sebagai Bahasa Kedua
English Language Education as a Second Language
9. Pendidikan Bahasa Malaysia
Bahasa Malaysia Education
10. Pendidikan Matematik
Mathematics Education
11. Pendidikan Sains
Science Education
12. Sosiologi Pendidikan
Sociology of Education
13. Pendidikan Islam
Islamic Education
14. Pendidikan Nilai dan Kemanusiaan
Values Education and Humanities
15. Pendidikan Seni Visual
Visual Arts Education
16. Pendidikan Awal Kanak-Kanak
Early Childhood Education
17. Sarjana Pendidikan - Penyelidikan
Master of Education – Research
18. Dan pengajian-pengajian bidang lain yang mungkin ditawarkan dari semasa ke semasa
Other areas of study, which may be offered from time to time

Di samping program Sarjana Pendidikan di atas, Fakulti juga menawarkan beberapa program profesional. Di antaranya ialah:
Besides the Master of Education programme, the Faculty also offers the following postgraduate programmes:

1. Sarjana Kaunseling Professional
Master of Professional Counselling
2. Sarjana Pengurusan Pendidikan
Master of Educational Management
3. Sarjana Teknologi Pengajaran (Reka Bentuk Pengajaran)
Master of Instructional Technology (Instructional Design)
4. Sarjana Pendidikan Matematik dengan Teknologi
Master of Mathematics Education with Technology
5. Sarjana Pendidikan Sains dengan Teknologi Maklumat
Master of Science Education with Information Technology

Fakulti Pendidikan menawarkan program Doktor Falsafah secara Penyelidikan dan juga secara Kursus dan Penyelidikan. Bagi Program Doktor Falsafah secara Kursus dan Penyelidikan 3 bidang ditawarkan buat masa ini adalah;
The Doctor of Philosophy (PhD) programme is conducted either by research in 19 areas of study, or by coursework and research in three areas of specialisation namely:

1. Kurikulum dan Pengajaran
Curriculum and Instruction
2. Pengurusan dan Dasar Pendidikan
Education Management and Policy
3. Kaunseling
Counseling

Fakulti Pendidikan turut menawarkan program Diploma Pascasiswazah Pendidikan secara kursus yang merangkumi bidang-bidang pengkhususan seperti berikut:

1. Fizik
Physics
2. Kimia
Chemistry
3. Biologi
Biology
4. Matematik
Mathematic
5. Sains Komputer
Computer Science
6. Kejuruteraan
Engineering
7. Pendidikan Jasmani dan Kesihatan
Physical and Health Education
8. Pendidikan Islam
Islamic Education
9. Pendidikan Tahfiz
Tahfiz Education
10. Bahasa Malaysia
Malay Language
11. Teknologi Pengajaran
Instructional Technology
12. Dan bidang pengkhususan lain yang mungkin ditawarkan dari semasa ke semasa
Other areas of study, which may be offered from time to time

Walaupun pada asalnya bahasa pengantar pengajian kebanyakannya dilaksanakan melalui pengantar bahasa Melayu, namun semakin banyak kursus ditawarkan melalui pengantar bahasa Inggeris. Ini membolehkan para pelajar luar negara yang tidak fasih dalam bahasa Melayu dapat mengikuti pengajian ijazah tinggi melalui pengantar bahasa Inggeris di Fakulti ini. Secara praktikal, semua staf akademik Fakulti Pendidikan adalah tenaga akademik dwibahasa, iaitu mereka berkompeten dalam kedua-dua bahasa Melayu dan Inggeris. Untuk pelajar dari luar negara yang tidak menguasai bahasa Melayu, Fakulti ini menyediakan, sebaik mungkin, tatacara pengajian khas, agar mereka dapat meneruskan pengajian kursus mereka dalam bahasa Inggeris.

Although the official medium of instruction for the Masters and PhD programmes is Malay, most of the courses are taught in English. This is to enable foreign students who are not proficient in the Malay language to pursue their postgraduate studies at the Faculty. In effect, all staff members are bilingual, that is, they are proficient in the Malay language as well as in English. For students from overseas who do not master the Malay language, the Faculty provides, as far as possible, special education procedures, so that they can continue their course of study in English.

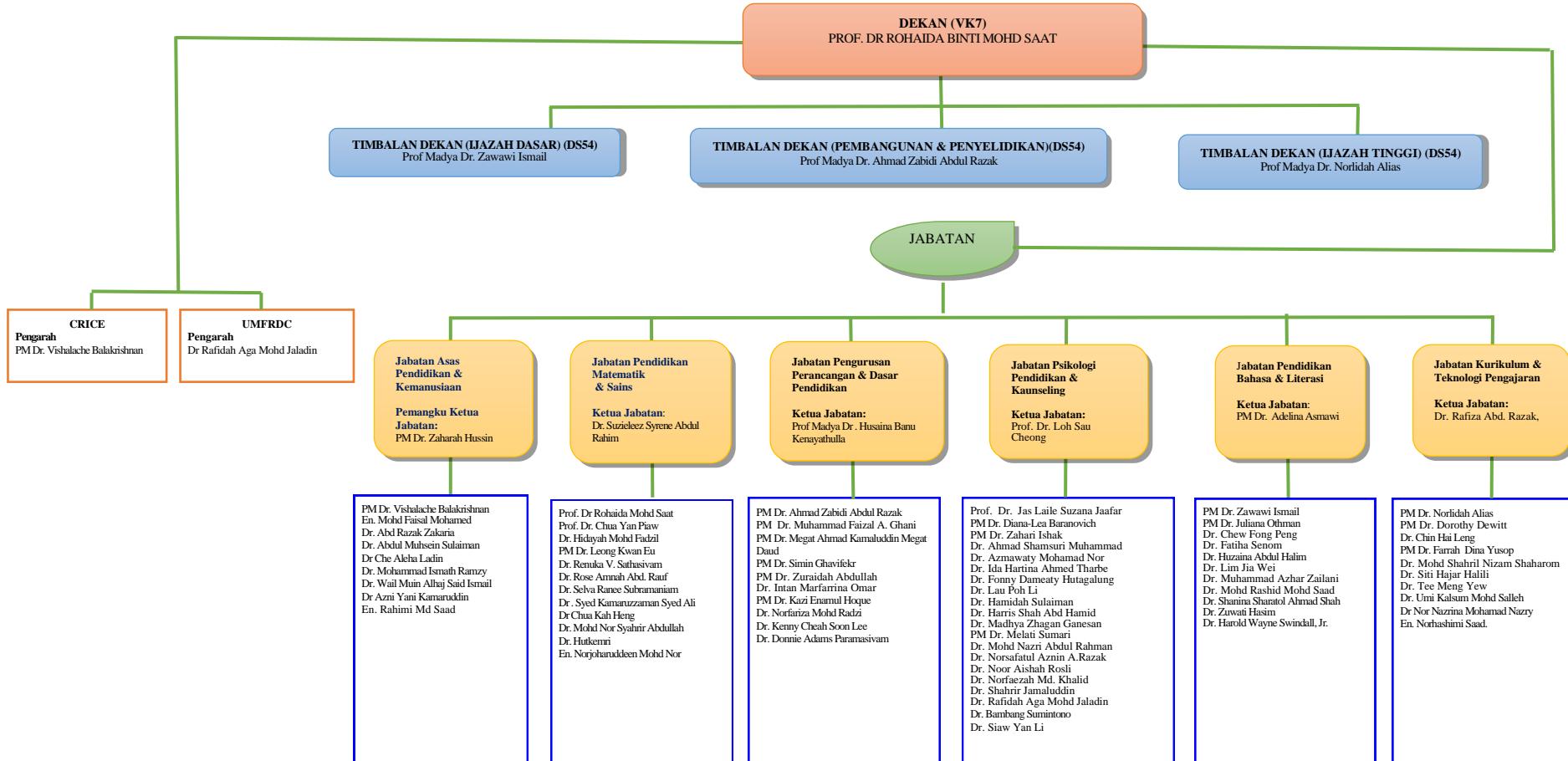
CARTA ORGANISASI ORGANIZATION CHART

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

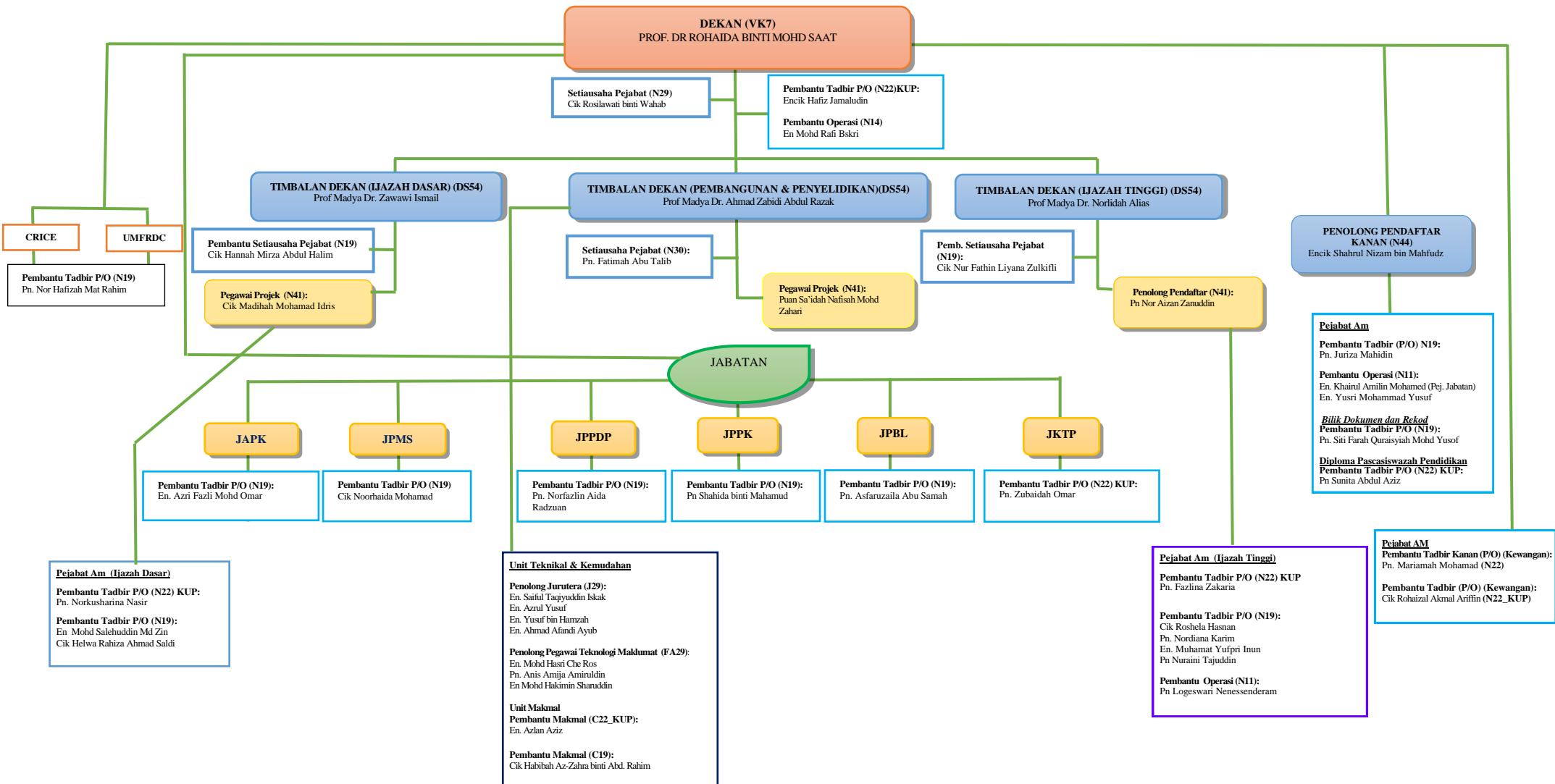
**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

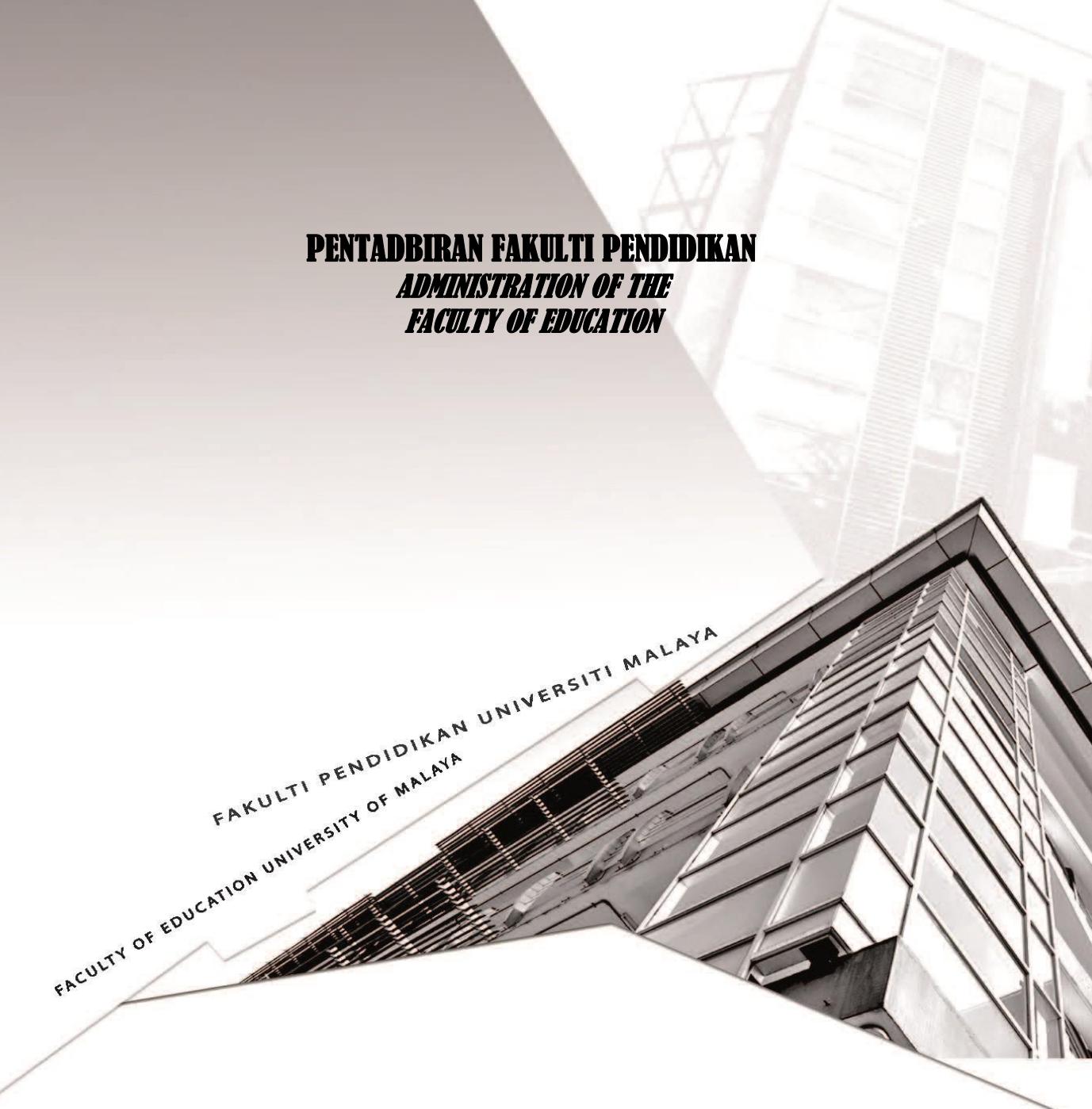
Carta Organisasi Akademik Fakulti Pendidikan, Universiti Malaya



Carta Organisasi Pentadbiran Fakulti Pendidikan, Universiti Malaya



PENTADBIRAN FAKULTI PENDIDIKAN
ADMINISTRATION OF THE
FACULTY OF EDUCATION



FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

KAKITANGAN PENTADBIRAN (PEJABAT DEKAN)
ADMINISTRATIVE STAFF (DEAN'S OFFICE)

Dekan <i>Dean</i>	: Profesor Dr. Rohaida Mohd Saat <i>Professor Dr. Rohaida Mohd Saat</i> BSc(Indiana), MScEd(Indiana), PhD(UPM)
Timbalan Dekan (Ijazah Tinggi) <i>Deputy Dean (Higher Degree)</i>	: Prof. Madya Dr. Norlidah Alias <i>Assoc. Professor Dr. Norlidah Alias</i> BEng(Monash), MEd(Mal), PhD(Mal)
Timbalan Dekan (Ijazah Dasar) <i>Deputy Dean (Basic Degree)</i>	: Prof. Madya Dr. Zawawi Ismail <i>Assoc. Professor Dr. Zawawi Ismail</i> BAHons(Yarmouk), DipEd(IIUM), MEd(UKM), PhD(UKM)
Timbalan Dekan (Penyelidikan) <i>Deputy Dean (Research)</i>	: Prof. Madya Dr. Ahmad Zabidi Abdul Razak <i>Assoc. Professor Dr. Ahmad Zabidi Abdul Razak</i> BEdHons, MEd(Mal), PhD(Massey)
Ketua Penolong Pendaftar <i>Principal Assistant Registrar</i>	: Shahrul Nizam Mahfudz BHSc(Hons)(IIUM), MEdM(Mal)
Penolong Pendaftar (Ijazah Tinggi) <i>Assistant Registrar (Higher Degree)</i>	: Nor Aizan Zainuddin BEc(Hons)(Mal)
Pegawai Projek (Ijazah Dasar) <i>Project Officer (Undergraduate Degree)</i>	: Madihah Mohamad Idris BEdTESL(Mal)
Pegawai Projek <i>Project Officer</i>	: Sa'idadah Nafisah Mohd Zahari BHSc(Hons)(IIUM), MPA(UM)

**AHLI-AHLI FAKULTI
FACULTY MEMBERS**

**JABATAN ASAS PENDIDIKAN DAN KEMANUSIAAN
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND HUMANITIES**

Ketua <i>Head of Department</i>	:	Zaharah Hussin BlsEdHons, MEd(Mal), PhD(UKM)
Profesor Madya <i>Associate Professor</i>	:	Vishalache Balakrishnan CertEd(MPIK), Specialist CertEd(MPIK), BEdTESLHons(Mal), MEd(Mal), PhD(VUM,NZ), CertESOL(NZ)
Pensyarah Kanan <i>Senior Lecturer</i>	:	Abd. Razak Zakaria BAHons(UKM), MA(UKM), PhD(Mal) Abdul Muhsien Sulaiman BislEd, MEd, PhD(Mal) Wail Muin Alhaj Said Ismail BSc, MEd, PhD(Yarmok) Che Aleha Ladin CertEd(MPTB), Bed(Hons) Art, Med(art), PhD(UPSI) Azni Yati Kamaruddin B.Ed (Tesl) (Hons) (Mal), M.Ed (Mal), Ph.D (Victoria)
Pensyarah <i>Lecturer</i>	:	Mohd Faisal Mohamed BJuris(AI al-Bayt), MA(Portsmouth) Rahimi Md Saad BAHons(Yarmouk), DipEd(IIUM), MEd(Mal)
Pensyarah Kanan Pelawat <i>Visiting Senior Lecturer</i>	:	Mohammad Ismath Ramzy BA (Hons), MA(ISU), MA (AMIJUM), PhD (UIAM)
Pengajar-Skim Latihan Akademik Bumiputra <i>Tutor-Bumiputra Academic Training Scheme/SLAI</i>	:	Mohamad Muhidin Patahol Wasli BislEd, MEd(Mal)

JABATAN PENDIDIKAN BAHASA DAN LITERASI
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION

Ketua <i>Head of Department</i>	: Adelina Asmawi BEdTESLHons, MEd(Tech)(Mal), PhD(Melbourne)
Profesor Kehormat <i>Honorary Professor</i>	: Abdul Jalil Othman (Dato') CertEd(MPSAH), BEdHons(UPM), MEd(Mal), PhD(Mal)
Profesor Madya <i>Associate Professor</i>	: Juliana Othman BEdTESOLHons(Moray Hse, UK), MA, PhD(Reading) : Zawawi Ismail BAHons(Yarmouk), DipEd(IIUM), MEd(UKM), PhD(UKM)
Pensyarah Kanan <i>Senior Lecturer</i>	: Chew Fong Peng BAHons, DipEd(UKM), MA, PhD(UKM) : Fatihah Senom BEdTESL(Mal), PhD(Mal) : Huzaina Abdul Halim CertEd(MPIK), DipBanking(ITM), BEdTESLHons, MScTESL(UPM), PhD(London) : Lim Jia Wei Bed(TESL), M.A.(Mal), Mphil, PhD(Cambridge) : Mohd Rashid Mohd Saad BEdTESLHons(UKM), MEd(Leeds), PhD(Mal) : Muhammad Azhar Zailaini BAHons(Morocco), DipEd(IIUM), MEd(Mal), PhD(Mal) : Shanina Sharatol Ahmad Shah BEdTESOLHons(Surrey,UK), MEdTESL (Mal), PhD(Mal) : Simah Mamat BEd (UPM), MEd(UPM), PhD(UPM) : Zuwati Hasim BEdTESLHons, MAESL(UKM), PhD(Waikato,NZ)
Pensyarah Pelawat <i>Visiting Lecturer</i>	: Harold Wayne Swindall Jr B.A(Thomas More), M.A(Claremont), PhD(California)

JABATAN PENDIDIKAN MATEMATIK DAN SAINS
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

Ketua <i>Head of Department</i>	: Suzieleez Syrene Abdul Rahim BScEd(Hons)(Mal), MEd(Mal), PhD(Western Australia)
Profesor <i>Professor</i>	: Rohaida Mohd Saat BSc(Indiana), MScEd(Indiana), PhD(UPM)
	: Chua Yan Piaw BSc(UPM), MSc(UPM), PhD(UPM)
Profesor Madya <i>Associate Professor</i>	: Leong Kwan Eu BScEd(Hons)(Mal), MMEdICT(Mal), MSc(Columbia), MA(Columbia), MPhil(Columbia), PhD(Columbia, New York) Rose Amnah Abd. Rauf BScEd(UTM), MSc(Warwick), PhD(UKM)
Pensyarah Kanan <i>Senior Lecturer</i>	: Chua Kah Heng BScEd(USM), MEd(USM), PhD(USM)
	: Hidayah Mohd Fadzil BScEd(Mal), PhD(Mal)
	: Mohd Nor Syahrir Abdullah BSc(UKM), MEd(USM), PhD(USM)
	: Renuka a/p V.Sathasivam BSc(Mal), MEd(Mal), MSc(Mal), PhD(Mal)
	: Syed Kamaruzaman Syed Ali BEd(UNIMED), MSc(UPM), PhD(UPSI)
Pensyarah <i>Lecturer</i>	: Norjoharuddeen Mohd Nor BSc(Queensland), MEd(Houston), SPLI(MPTI)
Pensyarah Kanan (Kontrak) <i>Senior Lecturer (Contract)</i>	: Hutkemri SPd(UNRI), MEd(UKM), PhD(UKM)

JABATAN PSIKOLOGI PENDIDIKAN DAN KAUNSELING
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Ketua <i>Head of Department</i>	:	Loh Sau Cheong CertEd, BEdHons(UKM), MSc, PhD(UPM)
Profesor <i>Professor</i>	:	Jas Laile Suzana Jaafar BAHons, DipEd (UKM), MSc(Belfast), PhD (Lancaster)
Profesor Madya <i>Associate Professor</i>	:	Diana Lea-Baranovich Shoup B.ME(Loyola), M.ED(Loyola), MTP (Institute of Transpersonal Psychology), EdD(California Coast), Psy D (California Southern University) Melati Sumari BIsEdHons, MEd(Mal), PhD(W Michigan)
	:	Zahari Ishak CertEd, BEdHons, MSc(UPM), PhD(Mal)
Pensyarah Kanan <i>Senior Lecturer</i>	:	Fonny Dameaty Hutagalung BPsyc(UMA), MA(UKM), PhD(UKM) Lau Poh Li BCouns, PhD(Mal) Rafidah Aga Mohd Jaladin CertEd(S.Australia), BScHons(UWA), MCouns(Mal), PhD(Monash) Madhya Zhagan a/l Ganeshan B.Sp.Ed, M.Sp.Ed, PhD(UKM) Hamidah Sulaiman BEd(UPM), MA(UKM), PhD(Mal) Ida Hartina Ahmed Tharbe BSchHons(Kent), MA(UPM), PhD(UKM) Noor Aishah Rosli BHScHons(IIUM), MSc(UJUM), PhD(Marquette,USA) Mohd Nazri Abdul Rahman B.EconomicsHons, M.Education(Mal), PhD(Mal) Azmawaty Mohamad Nor B.Business(Property) (Melbourne), MCouns(Mal), PhD(Mal) Ahmad Shamsuri Muhamad BCouns(Mal), MCouns(Mal), PhD(Mal) Norfaezah Md. Khalid BCouns(Mal), PhD(Mal) Norsafatul Aznin A. Razak BCouns(Mal), PhD(Mal) Harris Shah Abd Hamid BAHons(Guelph), MSc(UCL), PhD(Loughborough)

JABATAN KURIKULUM DAN TEKNOLOGI PENGAJARAN
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

Ketua <i>Head of Department</i>	:	Rafiza Abdul Razak BEdTESL(Hons)(UKM), MEd(Mal), PhD(UIA)
Profesor Kehormat <i>Honorary Professor</i>	:	Saedah Siraj BAHons(UM), DipEd, MEd(UM), PhD(Pittsburgh)
Profesor Madya <i>Associate Professor</i>	:	Norlidah Alias BEng(Monash), MEd(Mal), PhD(Mal) : Dorothy Dewitt BScEd(Mal), Med(Mal), PhD(Mal)\ : Farrah Dina Yusop B.Mgt.Edu(Info Tech)(Hons)(UUM), MIT(UM)(Mal), PhD(iowa State)
Pensyarah Kanan <i>Senior Lecturer</i>	:	Chin Hai Leng DipEd(UKM), BAHons(UKM), MMgmt(UM), PhD(UM) : Umi Kalsum Mohd Salleh BAHons(USM), DipEd(USM), MEd(UKM), PhD(Adelaide) : Tee Meng Yew BSc(Kansas), BA(Kansas), MBA(Kansas), PhD(Kansas) : Siti Hajar Halili BScHons(UiTM), MAEduTech(USM), PhD(USM) : Mohd Shahril Nizam Shaharom BScComp(UTM), Med(UTM), PhD(UM) : Nor Nazrina Mohamad Nazry B. Tech(UTP), MComp(ANU), PhD(Sheffield) : Norhashimi Saad BIsEdHons(Mal), MAED(Warwick)

JABATAN PENGURUSAN, PERANCANGAN DAN DASAR PENDIDIKAN
DEPARTMENT OF EDUCATIONAL MANAGEMENT, PLANNING AND POLICY

Ketua <i>Head of Department</i>	:	Husaina Banu Kenayathulla BAct(UIA), DipEd(UIA), MEd(Mal), MSCED(Indiana), PhD(Indiana,USA)
Profesor Madya <i>Associate Professor</i>	:	Muhammad Faizal A. Ghani BBA(UUM), DipEd(MTC), ESL(Indiana), MBA(UKM), PhD(Mal) Ahmad Zabidi Abdul Razak BEdHons, MEd(Mal), PhD(Massey, New Zealand) Megat Ahmad Kamaluddin Megat Daud BA, MSc(St.Thomas Miami), PhD(Mal) Kazi Enamul Hoque BA(Dhaka), B.Ed(Rejshahi), MSS(Dhaka), M.Ed(Darul Ehsan), PhD(USM) Simin Ghavifekr BEd(IAU), MEd(UPM), PhD(Mal) Zuraidah Abdullah DipEd(Mal), BA(Mal), MPRinc(Mal), PhD(Mal)
Pensyarah Kanan <i>Senior Lecturer</i>	:	Donnie Adams a/l Paramasivam BEd(Hons), PhD (Mal) Intan Marfarrina Binti Omar BA (UTM), PhD (UTM) Kenny Cheah Soon Lee BSc (UPM), MEd (UM), PhD (Mal) Norfariza Mohd Radzi BAcc(Uniten), MBA(UPM), PhD(Mal)

**KAKITANGAN SOKONGAN
SUPPORT STAFF**

Pejabat Dekan
Dean's Office

Hafiz Jamaludin
Mohd Rafi Bakri
Rosilawati Wahab

Pejabat Timbalan
Deputy Dean's Office

Fatimah Abu Talib
Hannah Mirza Abdul Halim
Nur Fathin Liyana Zulkifl

Jabatan
Department

Asfaruzaila Abu Samah
Azri Fazli Mohd Omar
Khairul Amilin Mohamed
Noorhaida Mohamad
Norfazlin Aida Radzuan
Shahida Mahamud
Zubaidah Omar

Pejabat Am
General Office

Juriza Mahidin
Mariamah Muhammad
Rohaizal Akmal Ariffin
Yusri Mohammad Yusuf

Ijazah Tinggi *Higher Degree*
Fazlina Zakaria
Logeswari Nanessenderam
Muhamat Yufpri Inun
Nordiana Karim
Nuraini Mhd Tajuddin
Roshela Hasnan
Sunita Abdul Aziz

Ijazah Dasar *Undergraduate Degree*
Helwa Rahiza Ahmad Saldi
Mohd Salehuddin Md Zin
Norkusharina Nasir @ Nasarudin

Bilik Dokumen & Rekod
Record & Document Room

Siti Farah Quraisyah Mohd Yusof

Pusat Penyelidikan dan
Pembangunan Keluarga
University of Malaya Family
Research and Development
Centre (UMFRDC)
&
Centre for Research in
International and Comparative
Education (CRICE)

Nor Hafizah Mat Rahim

**KAKITANGAN SOKONGAN
SUPPORT STAFF**

**Unit Kemudahan
Facilities Units**

Blok A Block A

Mohd Hakimin Sharuddin
Yusuf Hamzah

Blok B Block B

Azrul Yusuf
Mohd Hasri Che Ros

Blok C Block C

Mohd Hakimin Sharuddin
Ahmad Afandi Ayob

Blok D Block D

Anis Amija Amiruldin
Ahmad Afandi Ayob

Blok E Block E

Mohd Hasri Che Ros
Saiful Taqiyuddin Iskak
Mohd Hakimin Sharuddin

Auditorium Auditorium

Anis Amija Amiruldin
Azrul Yusuf
Mohd Hakimin Sharuddin
Mohd Hasri Che Ros
Saiful Taqiyuddin Iskak

Menara Pendidikan Education Tower

Mohd Hasri Che Ros
Saiful Taqiyuddin Iskak

Blok Pentadbiran Administrative Block

Anis Amija Amiruldin
Yusuf Hamzah

Makmal Sains Serbaguna Multipurpose Science Laboratory

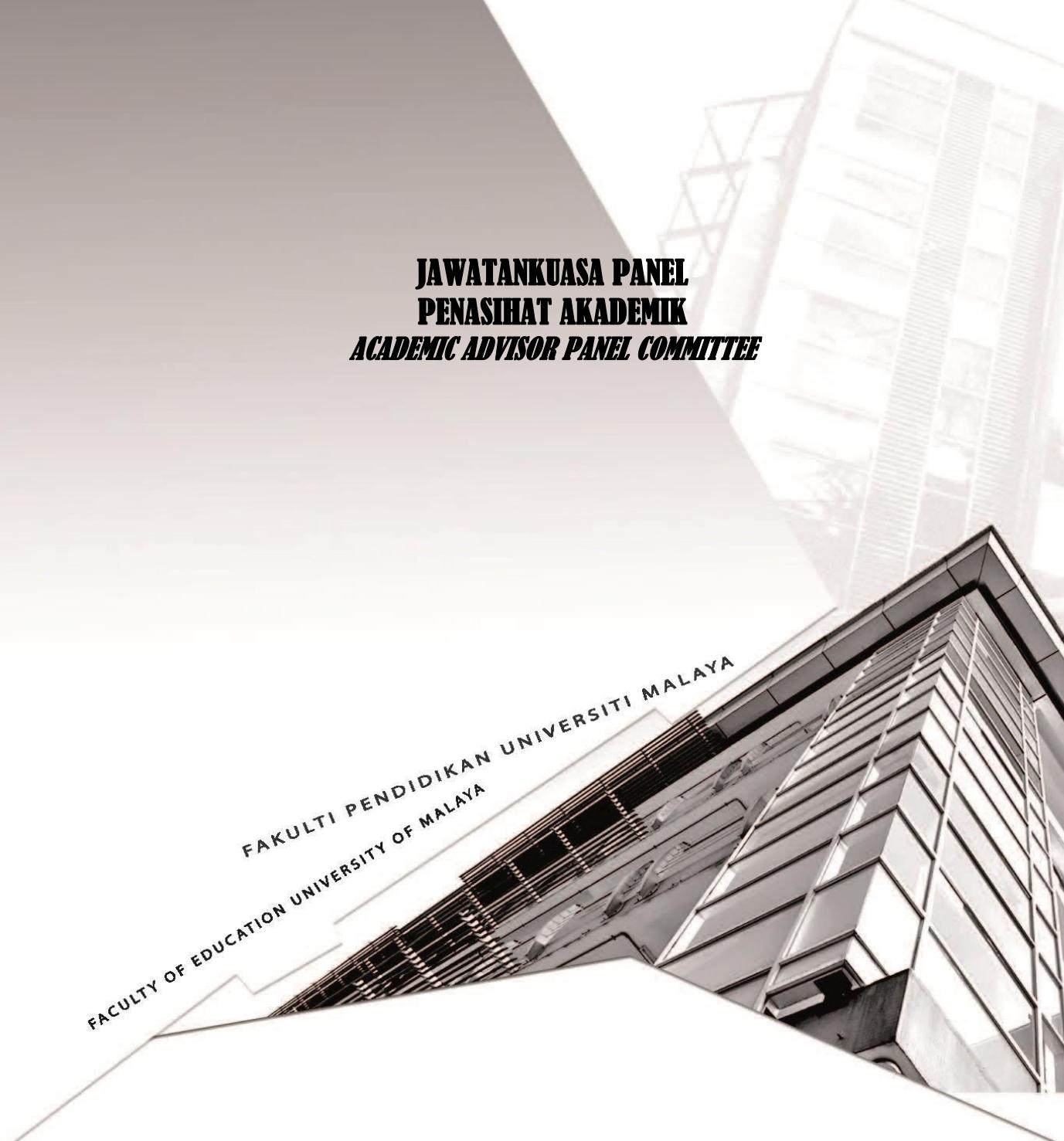
Azlan Aziz
Habibah Az- Zahra Abd Rahim

Pusat Pencetus Bakat & Latihan Industri (CITra)

Centre for the Initiation of Talent & Industrial Training Centre (CITra)

Anis Amija Amiruldin
Ahmad Afandi Ayob

**JAWATANKUASA PANEL
PENASIHAT AKADEMIK
*ACADEMIC ADVISOR PANEL COMMITTEE***



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

**JAWATANKUASA PANEL PENASIHAT AKADEMIK
ACADEMIC ADVISOR PANEL COMMITTEE**

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Jabatan Pendidikan Matematik & Sains

Pegawai Projek (Ijazah Dasar) : Cik Madihah Mohamad Idris
Project Officer (Basic Degree)

Staf Sokongan : Puan Norkusharina Nasir @ Nasarudin
Support Staff

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**LATAR BELAKANG PROGRAM
IJAZAH DASAR
DETAILS OF UNDERGRADUATE PROGRAMMES**

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

- 1. SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA
BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE**

Program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua telah dimulakan pada tahun 1989. Oleh sebab tujuan program adalah untuk memberi persediaan akademik dan latihan profesional kepada bakal guru Bahasa Inggeris sekolah menengah, program ini menggabungkan komponen kemahiran bahasa dan kesusasteraan Inggeris dengan komponen profesional yang menekankan ilmu pendidikan dan amalan pengajaran di bilik darjah.

The Bachelor of Education programme Teaching English as a Second Language (TESL) began in 1989. The aim of the programme is to provide academic preparation and professional training for English Secondary School teachers. The programme integrates the English language skills and English Literature with the professional components, which stress on knowledge in education and classroom teaching practices.

Pada tahun 1997, program pensiswazahan dalam PBISBK telah dimulakan oleh Kementerian Pendidikan dan melibatkan pengambilan dua kohort pelajar sahaja. Pada tahun 1999, seramai 57 graduan telah lulus dan berjaya menamatkan pengajian, sementara pada tahun 2000 seramai 111 graduan telah mendapat pensiswazahan.

In 1997, the graduate programme for TESL was launched by the Ministry of Education which involved the intake of only two cohorts of students: 57 students graduated in 1999 and a total of 111 graduated in 2000.

Mulai tahun 1999 pula, Program Khas Pensiswazahan Guru (PKPG) telah dimulakan atas permintaan Kementerian Pendidikan. Perbezaannya dengan program pensiswazahan terdahulu adalah pada tahap pertengahan pengajian, pelajar program PKPG yang meneruskan pembelajaran mereka di Universiti Malaya akan bergabung dengan pelajar PBISBK program biasa. Dahulunya, pelajar PKPG diletakkan dalam kelompok yang tersendiri. Program PKPG bagi PBISBK ini berakhir pada tahun 2004.

In the early 1999, the Teachers' Special Graduate Programme (PKPG) was launched under the request of the Ministry of Education. The difference compared to the previous graduate programme lies in the intermediate level of the course as students of the PKPG programme who continue their studies at the University of Malaya would join the normal degree programme. In the past, PKPG students would be in their own groups. The PKPG programme for the TESL ended in 2004.

Walaubagaimanapun, program PBISBK ambilan lepasan STPM masih berjalan sehingga hari ini. Pada sesi 2017/2018 terdapat 35 pelajar yang mengikuti program ini.

However, the TESL programme for the STPM leavers still continues until today. In the 2017/2018 session, 35 students signed up for the programme.

Matlamat Program:

Programme Goals:

Program ini bertujuan untuk menghasilkan graduan guru yang profesional, mahir dan inovatif dalam mengajar Bahasa Inggeris sebagai Bahasa Kedua dalam pelbagai sektor pendidikan atau industri yang relevan.

To produce graduate teachers who are professional, skillful and innovative in teaching English as a Second Language in various educational sectors or relevant industries.

Program ini komited dalam melengkapkan dan menambahkan usaha pihak Universiti Malaya dalam menyediakan pendidikan berkualiti dan latihan pelbagai tahap yang komprehensif dengan itu menambahkan lagi terhadap pembangunan modal insan di Malaysia. Program ini berfokus terhadap perkembangan potensi pelajar dan graduan dalam penyemaian pengetahuan, kemahiran dan nilai untuk berjaya dalam hidup dan kerja.

The programme is committed to complementing and supplementing the efforts of the University in providing quality education and training for a comprehensive range of levels thereby adding to the development of human capital in Malaysia. The programme is focused on holistic development of its students to their full potential and with graduates imbued with knowledge, skills, values and attributes to succeed in life and work.

Matlamat program ini, seperti yang diperolehi daripada kenyataan misi dan visi adalah selari dengan visi dan misi Fakulti Pendidikan. Matlamat pendidikan program yang dirumuskan adalah konsisten dengan visi dan misi Universiti Malaya dan Fakulti untuk memenuhi keperluan pemegang-pemegang amanah.

The programme goals, as derived from the mission and vision statements, are aligned to the faculty's vision and mission. The PEOs have been formulated consistent with the vision and mission of the university and the faculty, and are intended to satisfy the needs of the respective stakeholders.

Matlamat Pendidikan Program:

Programme Educational Objectives (PEO):

Program Ijazah Sarjana Muda Pengajaran Bahasa Inggeris sebagai Bahasa Kedua bertujuan :
The programme of the Bachelor of Education Teaching English as a Second Language Education aims :

- PEO1 Untuk menghasilkan graduan yang mendemonstrasikan pengetahuan teori dan praktikal di dalam mengajar Bahasa Inggeris sebagai Bahasa Kedua (PBISBK) dalam konteks yang berbeza.
To produce graduates who demonstrate strong theoretical and practical knowledge in the provision of quality teaching of English as a Second Language (TESL) across diverse contexts.
- PEO2 Untuk menghasilkan graduan yang boleh berkomunikasi dalam bahasa Inggeris dengan pelbagai komuniti profesional dan menunjukkan kemahiran dan etika profesional dalam melaksanakan tanggungjawab.
To produce graduates who can communicate effectively in English with diverse professional communities and demonstrate professional skills and ethics in fulfilling their responsibilities.
- PEO3 Untuk menghasilkan graduan yang boleh mengalisa secara kritikal, menilai, berfikir secara kreatif dan mengubah penemuan penyelidikan mengikut pengalaman profesional dan persendirian untuk meningkatkan amalan PBISBK dalam pelbagai konteks.
To produce graduates who can critically analyse, evaluate and transform research findings as well as professional and personal experience to improve TESL practice in a range of contexts.

**Hasil Pembelajaran Program:
*Programme Learning Outcomes (PLO):***

1. PENGETAHUAN KNOWLEDGE

Menunjukkan pengetahuan menyeluruh dalam kaedah Pengajaran Bahasa Inggeris sebagai Bahasa Kedua.
Demonstrate comprehensive knowledge of methods of Teaching of English as a Second Language.

2. KEMAHIRAN PRAKТИKAL PRACTICAL SKILLS

Mengaplikasi dan melaksanakan metodologi pengajaran Bahasa Inggeris sebagai Bahasa Kedua dengan cekap.
Apply and implement Teaching English as a Second Language methodologies to competently.

3. KEMAHIRAN SOSIAL DAN TANGGUNGJAWAB SOCIAL SKILLS AND RESPONSIBILITIES

Mengamalkan tanggungjawab sosial selari dengan Falsafah Pendidikan Nasional.
Practice social responsibility in line with the National Education Philosophy.

4. ETIKA, PROFESSIONALISME DAN KEMANUSIAAN ETHICS, PROFESSIONALISM AND HUMANITIES

Mengamalkan etika profesional dan nilai moral yang tinggi di dalam profesion pendidikan.
Practise professional ethics and a high level of moral values in the teaching profession.

5. KOMUNIKASI, KEPIMPINAN DAN KEMAHIRAN BERPASUKAN COMMUNICATION, LEADERSHIP AND TEAM SKILLS

Berkomunikasi secara berkesan di dalam Bahasa Inggeris dan berfungsi selaku pemimpin yang berkesan atau selaku ahli di dalam komuniti.
Communicate effectively in English and function as an effective leader or a member in the community.

**6. KAEADAH SAINTIFIK, PEMIKIRAN KRITIKAL DAN KEMAHIRAN PENYELESAIAN MASALAH
*SCIENTIFIC METHODS, CRITICAL THINKING AND PROBLEM SOLVING SKILLS***

Boleh berfikir secara kritikal dan kreatif dalam menyelesaikan masalah mengikut konteks pendidikan.
Able to think critically and creatively to solve problems in educational contexts.

**7. PEMBELAJARAN SEPANJANG HAYAT DAN KEMAHIRAN PENGURUSAN MAKLUMAT
*LIFELONG LEARNING AND INFORMATION MANAGEMENT SKILLS***

Boleh mengintegrasikan pengurusan maklumat dan kemahiran ICT dalam perlaksanaan pembelajaran sepanjang hayat.
Able to integrate information management and ICTskills in the practice of lifelong learning.

8. KEMAHIRAN KEUSAHAWANAN DAN PENGURUSAN ENTREPRENEURSHIP AND MANAGERIAL SKILLS

Mengamalkan sikap, kemahiran dan pemikiran keusahawanan sebagai suatu budaya.
Practice entrepreneurial attitude, skills and thinking as a culture.

2. SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK BACHELOR OF EARLY CHILDHOOD EDUCATION

Program ini mula ditawarkan pada tahun 1997 dengan pengambilan seramai 83 pelajar, program ini merupakan yang pertama di Malaysia bertujuan menyediakan pendidikan dan latihan profesional kepada mereka yang ingin menjadi pendidik peringkat awal kanak-kanak, atau mereka yang sudah berkecimpung dalam bidang pendidikan awal kanak-kanak dan ingin mendapat latihan secara profesional di peringkat Sarjana Muda. Ijazah Sarjana Muda Pendidikan Awal Kanak-Kanak ini telah diiktiraf oleh Jabatan Perkhidmatan Awam sebagai setaraf dengan Ijazah Sarjana Muda Kepujian dari universiti-universiti tempatan bagi maksud lantikan ke jawatan yang bersesuaian dalam Perkhidmatan Awam dan ia setanding dengan universiti antarabangsa. Pada tahun 2017, program Sarjana Muda Pendidikan Awal Kanak-Kanak telah mendapat pengiktirafan akreditasi antarabangsa oleh ASEAN University Network- Quality Assurance (AUN-QA).

This programme was first established in 1997 with the intake of 83 students. It is the first programme of its kind in Malaysia that aims to provide education and professional development to those who are interested to be educators of Early Childhood Education, or to those who are aspiring to obtain professional training in the Bachelor level. Bachelor of Early Childhood Education is recognized by the Civil Service Department (Jabatan Perkhidmatan Awam) as equivalent to other Bachelor programmes of other local universities for suitable employment in the civil service and is comparable to those of international universities. In 2017, Bachelor of Early Childhood Education programme has been received international accreditation by the ASEAN University Network- Quality Assurance (AUN-QA).

Matlamat Program:

Programme Goals:

Program ini komited dalam menghasilkan pendidikan yang cekap dalam pengajaran dan pembelajaran; penyelidikan dan inovasi di dalam bidang Pendidikan Awal Kanak-Kanak dan mampu berkhidmat sebagai pendidik, penasihat ataupun pengurus di dalam sektor perkhidmatan yang relevan.

The programme is committed to produce educators who are competent in teaching and learning; research and innovation in the field of Early Childhood Education and who are able to serve as educators, advisors or managers in the relevant service sectors.

Matlamat program dan matlamat pendidikan program adalah selari dengan visi dan misi Universiti Malaya dan pihak Fakulti untuk memenuhi keperluan pemegang-pemegang amanah.

The programmes goals and PEOs are aligned to the visions and missions of the University and the Faculty to satisfy the needs of the respective stakeholders.

Matlamat Pendidikan Program:

Programme Educational Objectives (PEO):

Program Ijazah Sarjana Muda Pendidikan Awal Kanak-Kanak bertujuan :

The programme of the Bachelor of Early Childhood Education aims :

PEO1 Untuk menghasilkan graduan yang menguasai pengetahuan dalam aspek perkembangan, penilaian, amalan, beserta penyelidikan dan inovasi di dalam pendidikan awal kanak-kanak;
To produce graduates who master knowledge of the aspects of development, assessment, practices, as well as research and innovation in early childhood education;

PEO2 Untuk menghasilkan graduan yang mampu mengaplikasikan kemahiran teknologi pengajaran dan pengurusan untuk perkembangan tiska dan pendidikan awal kanak-kanak;
To produce graduates who are able to incorporate skills of instructional technology and management for the development of nurseries and early childhood education;

PEO3 Untuk menghasilkan graduan yang mampu mengaplikasikan kemahiran sosial dan melaksanakan tanggungjawab selaku pendidik awal kanak-kanak terhadap komuniti;
To produce graduates who can apply social skills and fulfil responsibility of early childhood educators towards the community;

PEO4 Untuk menghasilkan graduan yang boleh mengamalkan etika profesional dan tanggungjawab sosial dalam melaksanakan tugas berkaitan dengan pendidikan awal kanak-kanak;
To produce graduates who can practise professional ethics and moral responsibilities In carrying out the tasks related to early childhood education;

PEO5 Untuk menghasilkan graduan yang boleh berkomunikasi secara berkesan, dapat memimpin dan melaksanakan kerja berpasukan sebagai penjaga dan pendidik kanak-kanak;

To produce graduates who can communicate effectively, able to lead and perform teamwork as caregivers and children's educators;

- PEO6 Untuk menghasilkan graduan yang boleh menganalisa secara kritikal, menilai, berfikir secara kreatif, membuat keputusan dan melaksanakan masalah dan sekaligus mengubah penemuan penyelidikan untuk memperbaiki amalan di dalam pendidikan awal kanak-kanak;
To produce graduates who can critically analyse, evaluate, think creatively, making decision and problem solving as well as transform research findings to improve practice in early childhood education;
- PEO7 Untuk menghasilkan graduan yang mampu menguruskan maklumat secara saintifik dan mengamalkan pembelajaran sepanjang hayat dalam melaksanakan tanggungjawab selaku pendidik awal kanak-kanak; dan
To produce graduates who can manage information scientifically and practice lifelong learning in carrying out responsibilities as early childhood educators; and
- PEO8 Untuk menghasilkan graduan yang mampu mengaplikasikan kemahiran pengurusan dan keusahawanan dalam melaksanakan tugas selaku bakal pendidik atau pemilik taska.
To produce graduates who can apply managerial and entrepreneurial skills in performing their duties as future educators or nursery owners.

Hasil Pembelajaran Program:

Programme Learning Outcomes (PLO):

1. PENGETAHUAN KNOWLEDGE

Menguasai pengetahuan dalam aspek perkembangan, penilaian, amalan, beserta penyelidikan dan inovasi di dalam pendidikan awal kanak-kanak.

Master knowledge of the aspects of development, assessment, practices, as well as research and innovation in early childhood education.

2. KEMAHIRAN PRAKTIKAL PRACTICAL SKILLS

Mengaplikasi kemahiran teknologi pengajaran dan pengurusan untuk perkembangan taska dan pendidikan awal kanak-kanak.

Incorporate skills of instructional technology and management for the development of nurseries and early childhood education.

3. KEMAHIRAN SOSIAL DAN TANGGUNGJAWAB SOCIAL SKILLS AND RESPONSIBILITIES

Mengamalkan kemahiran sosial dan melaksanakan tanggungjawab selaku pendidik awal kanak-kanak terhadap komuniti.
Apply social skills and fulfill responsibility of early childhood educators towards the community.

4. ETIKA, PROFESSIONALISME DAN KEMANUSIAAN ETHICS, PROFESSIONALISM AND HUMANITIES

Mengamalkan etika profesional dan tanggungjawab sosial dalam menjalankan tugas berkaitan dengan pendidikan awal kanak-kanak.

Practice professional ethics and moral responsibilities in carrying out the tasks related to early childhood education.

5. KOMUNIKASI, KEPIMPINAN DAN KEMAHIRAN BERPASUKAN COMMUNICATION, LEADERSHIP AND TEAM SKILLS

Berkomunikasi secara efektif, keupayaan untuk memimpin dan menjalankan kerja berpasukan selaku penjaga dan pendidik kanak-kanak.

Communicate effectively, ability to lead and perform teamwork as caregivers and educators of children.

**6. KAEADAH SAINTIFIK, PEMIKIRAN KRITIKAL DAN KEMAHIRAN PENYELESAIAN MASALAH
SCIENTIFIC METHODS, CRITICAL THINKING AND PROBLEM SOLVING SKILLS**

Mengaplikasi kemahiran saintifik untuk menganalisa isu kritikal dan menyelesaikan masalah sekaligus mengubah penemuan penyelidikan untuk memperbaiki amalan ini dalam pendidikan awal kanak-kanak.

Use critical analysis, evaluation, creative thinking, decision making and problem solving as well as transform research findings to improve practice in early childhood education.

7. PEMBELAJARAN SEPANJANG HAYAT DAN KEMAHIRAN PENGURUSAN MAKLUMAT LIFELONG LEARNING AND INFORMATION MANAGEMENT SKILLS

Mengurus maklumat secara saintifik dan mengamalkan pembelajaran sepanjang hayat dalam melaksanakan tanggungjawab selaku pendidik awal kanak-kanak.

Manage information scientifically and practice lifelong learning in carrying out responsibilities as early childhood educators.

8. KEMAHIRAN KEUSAHAWANAN DAN PENGURUSAN ENTREPRENEURSHIP AND MANAGERIAL SKILLS

Mengaplikasi kemahiran keusahawanan dan pengurusan dalam menjalankan tugas selaku bakal pendidik atau pemilik taska.

Apply managerial and entrepreneurial skills in performing duties as future educators or nursery owners.

3. SARJANA MUDA KAUNSELING BACHELOR OF COUNSELING

Dimulakan pada tahun 1997 dengan pengambilan seramai 75 pelajar, program Sarjana Muda Kaunseling menyediakan pendidikan dan latihan profesional kepada mereka yang ingin menjadi kaunselor di institusi pendidikan, jabatan kerajaan atau sektor swasta.

Commenced in 1997 with an intake of 75 students, the Bachelor of Counseling programme provides education and professional training for those who aspire to be counselors in educational institutions, government departments or private sectors.

Ijazah Sarjana Muda Kaunseling telah diiktiraf oleh Jabatan Perkhidmatan Awam sebagai setaraf dengan Ijazah Sarjana Muda Kepujian dari universiti-universiti tempatan bagi maksud lantikan ke jawatan yang bersesuaian dalam Perkhidmatan Awam.

The Bachelor of Counseling programme from UM is recognized by the Civil Service Department (Jabatan Perkhidmatan Awam) as equivalent to other Bachelor programmes to other local universities for suitable employment in the civil service.

Matlamat Program:

Programme Goals:

Program ini bertujuan untuk menghasilkan kaunselor yang cekap dalam kemahiran kaunseling, penyelidikan dan inovasi di dalam bidang kaunseling dan mampu berkhidmat di dalam organisasi dan institusi pendidikan di sektor awam dan swasta.

This programme aims to produce counsellors who are competent in counselling skills, research and innovation in the field of counselling and able to serve in organizations and educational institutions in both public and private sectors.

Matlamat program dan matlamat pendidikan program adalah selari dengan visi dan misi Universiti Malaya dan Fakulti untuk memenuhi keperluan pemegang-pemegang amanah.

The Programmes Goals and PEOs are aligned to the visions and missions of the University and the Faculty to satisfy the needs of the respective stakeholders.

Matlamat Pendidikan Program:

Programme Educational Objectives (PEO)

Program Ijazah Sarjana Muda Kaunseling bertujuan:

The programme of Bachelor of Counselling aims:

PEO1 Untuk menghasilkan graduan yang menguasai pengetahuan di dalam bidang kaunseling;
To produce graduates who master the knowledge in the field of counselling;

PEO2 Untuk menghasilkan graduan yang mampu mengaplikasi kemahiran kaunseling untuk menjalankan tugas selaku kaunselor di institusi pendidikan, samada sektor awam atau swasta;

To produce graduates who are able to apply counselling skills to function as counsellors in educational institutions, public or private sectors;

- PEO3 Untuk menghasilkan graduan yang mampu mendemonstrasikan kemahiran sosial dan tanggungjawab moral dalam melaksanakan khidmat kaunseling terhadap komuniti;
To produce graduates who are able to demonstrate social skills and moral responsibilities in conducting counselling services for the community;
- PEO4 Untuk menghasilkan graduan yang mengamalkan etika profesional dan tanggungjawab sosial dalam menjalankan tugas-tugas seorang kaunselor;
To produce graduates who practice professional ethics and social responsibilities in carrying out the duties of a counsellor;
- PEO5 Untuk menghasilkan graduan yang mampu berkomunikasi secara efektif, bekerja di dalam kumpulan dan mempunyai keupayaan untuk merancang dan menganjurkan program-program kaunseling;
To produce graduates who are able to communicate effectively, work in team and have the ability to plan and organize counselling programmes;
- PEO6 Untuk menghasilkan graduan yang mampu mengaplikasikan kemahiran saintifik untuk menganalisa isu kritikal dan menyelesaikan masalah melalui penyelidikan dan inovasi berkaitan dengan bidang kaunseling;
To produce graduates who are able to apply scientific skills to analyse critical issues and solve problems through research and innovation related to the field of counselling;
- PEO7 Untuk menghasilkan graduan yang mampu menguruskan maklumat secara saintifik dan mengamalkan pembelajaran sepanjang hayat dalam melaksanakan tanggungjawab selaku kaunselor; dan
To produce graduates who are able to manage information scientifically and to practice lifelong learning in carrying out responsibilities as counsellors; and
- PEO8 Untuk menghasilkan graduan yang mampu mengaplikasikan kemahiran pengurusan dan keusahawanan dalam melaksanakan tugas selaku bakal kaunselor.
To produce graduates who are able to apply managerial and entrepreneurial skills in performing their duties as future counsellors.

Hasil Pembelajaran Program:

Programme Learning Outcomes (PLO)

1. PENGETAHUAN KNOWLEDGE

Menguasai pengetahuan dalam bidang kaunseling.

Master the knowledge in the field of counselling.

2. KEMAHIRAN PRAKTIKAL PRACTICAL SKILLS

Mengaplikasi kemahiran kaunseling untuk bertindak selaku kaunselor di institusi pendidikan, awam atau swasta.

Apply counselling skills to function as counsellors in educational institutions, public or private sectors.

3. KEMAHIRAN SOSIAL DAN TANGGUNGJAWAB SOCIAL SKILLS AND RESPONSIBILITIES

Menunjukkan kemahiran sosial dan tanggungjawab moral dalam melaksanakan perkhidmatan kaunseling terhadap komuniti.

Demonstrate social skills and moral responsibilities in conducting counselling services for the community.

4. ETIKA, PROFESSIONALISME DAN KEMANUSIAAN ETHICS, PROFESSIONALISM AND HUMANITIES

Mengamalkan etika profesional dan tanggungjawab sosial dalam menjalankan tugas selaku seorang kaunselor.

Practice professional ethics and social responsibilities in carrying out the duties of a counsellor.

5. KOMUNIKASI, KEPIMPINAN DAN KEMAHIRAN BERPASUKAN COMMUNICATION, LEADERSHIP AND TEAM SKILLS

Berkomunikasi secara efektif, bekerja di dalam pasukan dan mempunyai keupayaan untuk merancang dan menganjurkan program-program kaunseling.

Communicate effectively, work in team and have the ability to plan and organize counselling programmes.

6. KAEADAH SAINTIFIK, PEMIKIRAN KRITIKAL DAN KEMAHIRAN PENYELESAIAN MASALAH SCIENTIFIC METHODS, CRITICAL THINKING AND PROBLEM SOLVING SKILLS

Mengaplikasi kemahiran saintifik untuk menganalisa isu kritikal dan menyelesaikan masalah melalui penyelidikan dan inovasi berkaitan dengan bidang kaunseling.

Apply scientific skills to analyse critical issues and solve problems through research and innovation related to the field of counselling.

7. PEMBELAJARAN SEPANJANG HAYAT DAN KEMAHIRAN PENGURUSAN MAKLUMAT LIFELONG LEARNING AND INFORMATION MANAGEMENT SKILLS

Mengurus maklumat secara saintifik dan mengamalkan pembelajaran sepanjang hayat dalam melaksanakan tanggungjawab selaku kaunselor.

Manage information scientifically and practice lifelong learning in carrying out responsibilities as counsellors.

8. KEMAHIRAN KEUSAHAWANAN DAN PENGURUSAN ENTREPRENEURSHIP AND MANAGERIAL SKILLS

Mengaplikasi kemahiran keusahawanan dan pengurusan dalam menjalankan tugas selaku bakal kaunselor.

Apply managerial and entrepreneurial skills in performing duties as future counsellors .

4. PROGRAM KERJASAMA DENGAN FAKULTI LAIN COLLABORATIVE PROGRAMMES WITH OTHER FACULTIES

Pada masa ini, Fakulti Pendidikan bekerjasama dengan dua (2) fakulti lain di Universiti Malaya dengan mengendalikan komponen profesional yang menekankan ilmu pendidikan dan amalan pengajaran di bilik darjah. Program tersebut ialah:

At present, the Faculty of Education collaborates with two (2) other faculties in the University of Malaya by managing a professional component which stresses on educational knowledge and teaching practice in the classroom. The programmes are:

- (a) **SARJANA MUDA PENDIDIKAN ISLAM (PENGAJIAN ISLAM)
BACHELOR OF ISLAMIC EDUCATION (ISLAMIC STUDIES)**
- (b) **SARJANA MUDA PENDIDIKAN ISLAM (PENGAJIAN AL-QURAN)
BACHELOR OF ISLAMIC EDUCATION (QURANIC STUDIES)**

Sejak tahun 1982, Fakulti Pendidikan telah bekerjasama dengan Akademi Pengajian Islam dalam mengendalikan program Sarjana Muda Pendidikan Islam.

Since 1982, the Faculty of Education collaborates with the Academy of Islamic Studies to manage the Bachelor of Islamic Education programme.

- (c) **SARJANA MUDA SAINS DENGAN PENDIDIKAN
BACHELOR OF SCIENCE WITH EDUCATION**

Program Sarjana Muda Sains dengan Pendidikan telah dimulakan pada tahun 1975 dan merupakan program kerjasama Fakulti Pendidikan dengan Fakulti Sains.

The Bachelor of Science with education began in 1975 and it is a collaboration between the Faculty of Education and Faculty of Science.



LATIHAN MENGAJAR TEACHING PRACTICE

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

1. PRAKTIKUM PRACTICUM

Latihan Mengajar merupakan komponen praktikal dalam pendidikan profesional keguruan yang djalankan bagi tempoh yang ditetapkan. Pelajar dikehendaki menjalani Latihan Mengajar di bawah seliaan penyelia yang berpengalaman (di sekolah menengah). Dalam tempoh tersebut pelajar akan cuba mempraktikkan apa yang telah dipelajari tentang teori pendidikan dan kaedah pengajaran dalam mata pelajaran pengkhususan masing-masing ke dalam pengajaran dan pembelajaran sebenar di bilik darjah.

Teaching practice is a practical component that is imperative in the education of teachers. This practice is done within a required duration determined by a committee in the faculty. Teacher candidates will go through teaching practice under the supervision of experienced supervisors. Within the estimated duration, the teacher candidates will attempt to implement what they have learnt which includes the educational theories and the methodology in their respective subjects into the actual classroom environment.

Selain daripada tugas-tugas pengajaran, pelajar perlu melibatkan diri dalam kegiatan ko-kurikulum di sekolah, atau apa sahaja tugas pentadbiran bilik darjah, perkhidmatan khas dan pengurusan sekolah yang diminta oleh pihak sekolah.
Apart from teaching duties, teacher candidates will also need to be involved in the school co-curricular activities as well as any administrative duties, special tasks and school management, as required by the respective schools.

Pelajar hendaklah membuat persediaan mengajar yang lengkap termasuk rancangan pelajaran, alat bantu mengajar, bahan penilaian dan menyimpan rekod pembelajaran murid. Pelajar juga dikehendaki melibatkan diri sepenuhnya dalam program-program/aktiviti-aktiviti penting yang berlaku di sekolah seperti Hari Kebangsaan, Hari Sukan, Hari Ucapan dan Pameran.

Teacher candidates also need to develop their own teaching preparation, which must include lesson plans, teaching aids, evaluation materials and the students' progress reports. The candidates also need to be involved as much as possible in all the school activities; National Day, Sports Day, Speech Day or exhibitions.

Latihan Mengajar diadakan pada Semester Khas, Tahun Ketiga pengajian dan kebiasaannya melibatkan sekolah-sekolah di sekitar Wilayah Persekutuan, Kuala Lumpur dan Selangor.

Teaching practice commences in the Special Semester, Third Year of study and is carried out in schools within the areas of the Federal Territory, Kuala Lumpur and Selangor.

2. PRA SYARAT/ KRITERIA PRAKTIKUM PRE-REQUISITE/CRITERIA FOR PRACTICUM

Telah lulus semua kursus Tahun 1,2 dan 3 bagi Teras Fakulti, Teras Pengkhususan dan Elektif Pengkhususan I.
Passed all 1st, 2nd and 3rd year courses for Faculty Core, Specialization Core and Elective Specialization I.

3. SYARAT KEHADIRAN PRAKTIKUM ATTENDANCE REQUIREMENT FOR THE PRACTICUM

3.1 Bagi Mereka Yang Tidak Mempunyai Sijil Perguruan For candidates without a Teaching Certificate

- (1) Jangka masa Latihan Mengajar adalah selama 10-12 minggu. Pelajar diwajibkan menghadiri sepenuhnya Latihan Mengajar. Calon yang tidak menghadiri Latihan Mengajar dalam tempoh yang **tidak melebihi 5 hari bekerja** atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, boleh disifatkan sebagai telah memenuhi keperluan Latihan Mengajar.

The duration of teaching practice is between the range of 10-12 weeks. It is compulsory for the teacher candidates to attend the whole training. Teacher candidates who do not attend teaching practice for 5 working days or less, with medical and health conditions or other acceptable reasons by the Faculty will be considered as having fulfilled the practicum.

- (2) Calon yang tidak menghadiri Latihan Mengajar atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, selama tempoh antara **6 hingga 12 hari bekerja** dikehendaki menjalankan Latihan Mengajar lanjutan **tidak melebihi 4 minggu** di sekolah yang ditentukan oleh Fakulti.

Teacher candidates who fail to attend the training without any medical reasons or any other plausible reasons for 6 to 12 working days will be expected to extend the training session for the duration of not more than 4 weeks at the school assigned by the Faculty.

- (3) Calon yang tidak menghadiri Latihan Mengajar selama **13 hari bekerja** atau lebih walaupun dengan alasan perubatan dan kesihatan atau alasan lain hendaklah disifatkan sebagai **tidak memenuhi syarat** dan perlu **mengulang Latihan Mengajar** sepenuhnya.
Candidates who did not attend teaching practice for 13 working days or more with medical or health reasons or other plausible reasons will be noted as failing to complete and will be required to repeat the teaching practice in full.
- (4) Dalam kes tertentu, Fakulti boleh bertindak untuk menangguh Latihan Mengajar seseorang calon. Dalam kes sebegini, calon hendaklah menghadiri Latihan Mengajar selama **10-12 minggu** pada masa yang ditetapkan oleh Fakulti Pendidikan dan peruntukan **perkara (1), (2), dan (3)** akan dikenakan.
In some exceptional cases, the Faculty may act in deferring the teaching practice of certain candidates. In such cases, the candidate must undergo the teaching practice for 10-12 weeks within the stipulated time and items (1), (2) and (3) will apply.

3.2 Bagi Mereka Yang Telah Mempunya Sijil Perguruan

For candidates with Teaching Certificates

- (1) Latihan Mengajar adalah antara **6-8 minggu**. Calon diwajibkan menghadiri sepenuhnya Latihan Mengajar. Calon yang tidak menghadiri Latihan Mengajar selama tempoh yang **tidak melebihi 5 hari** bekerja atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, boleh disifatkan sebagai telah memenuhi keperluan Latihan Mengajar.
Teaching practice should be completed within 6-8 weeks. Candidates are required to attend the training in full. Candidates who fail to attend within the stipulated time of not more than 5 working days with health and medical reasons or other plausible reasons accepted by the Faculty may be deemed as having fulfilled the training requirement.
- (2) Calon yang tidak menghadiri Latihan Mengajar atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, selama tempoh antara **4 hingga 6 hari bekerja**, boleh dikehendaki menjalankan Latihan Mengajar lanjutan **tidak melebihi 2 minggu** di sekolah yang ditentukan oleh Fakulti.
Candidates who fail to complete the teaching practice with health and medical reasons or other plausible reasons accepted by the Faculty for the duration of 4-7 working days may be required to extend the training session for not more than 2 weeks in the school assigned by the Faculty.
- (3) Calon yang tidak menghadiri Latihan Mengajar selama **7 hari bekerja atau lebih**, walaupun dengan alasan perubatan dan kesihatan atau alasan lain, hendaklah disifatkan sebagai **tidak memenuhi syarat** dan perlu **mengulang Latihan Mengajar** sepenuhnya.
Candidates who fail to attend the teaching practice for 7 working days or more, even with medical and health or other reasons, will be considered as failing to fulfill the requirement and will have to repeat the teaching practice in full.
- (4) Dalam kes tertentu, Fakulti boleh bertindak untuk **menangguh Latihan Mengajar** seseorang pelajar. Dalam kes sebegini, pelajar hendaklah menghadiri Latihan Mengajar selama **6-8 minggu** pada masa yang ditetapkan oleh Fakulti Pendidikan dan peruntukan **perkara (1), (2), dan (3)** akan dikenakan.
In some exceptional cases, the Faculty may act in deferring the teaching practice of certain candidates. In such cases, the candidate must attend the teaching practice for 6-8 weeks within a stipulated time and items (1), (2) and (3) will apply.

Catatan : Pelajar akan dibekalkan dengan Garis Panduan dan Buku Rekod Latihan Mengajar semasa menjalani Praktikum
Note : The students will be equipped with the Teaching Practice handbook and the Teaching Practice Record Book when they are sent for practicum.

**PROGRAM SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
BACHELOR OF EARLY CHILDHOOD EDUCATION PROGRAMME**

**1. LATIHAN MENGAJAR
TEACHING PRACTICE**

Latihan Mengajar merupakan komponen praktikal dalam pendidikan profesional keguruan yang dijalankan bagi tempoh yang ditetapkan. Pelajar dikehendaki menjalani Latihan Mengajar di bawah seliaan penyelia yang berpengalaman (di sekolah menengah). Dalam tempoh tersebut pelajar akan cuba mempraktikkan apa yang telah dipelajari tentang teori pendidikan dan kaedah pengajaran dalam mata pelajaran pengkhususan masing-masing ke dalam pengajaran dan pembelajaran sebenar di bilik darjah.

Teaching practice is a practical component that is imperative in the education of teachers. This training is done within a required duration determined by a committee in the faculty. Teacher trainees will go through teaching practice under the supervision of experienced supervisors. Within the estimated duration, the teacher trainees will attempt to implement what they have learnt which includes the educational theories and the methodology in their respective subjects into the actual classroom environment.

Selain daripada tugas-tugas pengajaran, pelajar perlu melibatkan diri dalam kegiatan ko-kurikulum di taska atau tadika, atau apa sahaja tugas pentadbiran bilik darjah, perkhidmatan khas dan pengurusan taska atau tadika.

Apart from teaching duties, they will also need to be involved in co-curricula activities in the assigned pre-schools and kindergartens as well as any administrative duties, special tasks and school management as required by the respective pre-schools or kindergartens.

Pelajar hendaklah membuat persediaan mengajar yang lengkap termasuk rancangan pelajaran, alat bantu mengajar, bahan penilaian dan menyimpan rekod pembelajaran murid. Seberapa yang boleh, pelajar hendaklah melibatkan diri sepenuhnya dalam program-program/aktiviti-aktiviti penting yang berlaku di taska/ tadika seperti Hari Kebangsaan, Hari Sukan, Hari Ucapan dan Pameran.

Teacher trainees need to also develop their own teaching preparation which must include lesson plans, teaching aids, evaluation materials together with the students' progress reports. The trainees also need to be involved as much as possible in all the celebrations that are held in the pre-schools or kindergartens such as National Day, Sports Day, Speech Day or exhibitions.

**2. LATIHAN MENGAJAR PROGRAM SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
TEACHING PRACTICE FOR THE BACHELOR OF EARLY CHILDHOOD EDUCATION PROGRAMME**

- (1) Latihan Mengajar merupakan latihan amali yang dijalankan oleh pelajar di pusat pendidikan awal kanak-kanak sekolah.
Teaching practice is carried out at early childhood education centre as practical training for the students.
- (2) Latihan Mengajar (Taska) diadakan pada semester ke-6 dan Latihan Mengajar (Tadika) pada semester ke-8.
Teaching practice (Nursery) will be carried out during the 6th semester. Teaching Practice (Kindergarten) will be carried out during the 8th semester.
- (3) Pelajar yang tidak menyempurnakan Latihan Mengajar dalam tempoh masa yang ditetapkan atas sebab-sebab tertentu akan dikehendaki menyempurnakan Latihan Mengajar dalam tempoh yang terdekat yang ditetapkan.
Students who are unable to complete the Teaching Practice at the specified time for various reasons are required to complete the Teaching Practice within the shortest possible time.
- (4) Latihan Mengajar biasanya diadakan di sekitar Wilayah Persekutuan dan Selangor.
Teaching Practice will normally be within the areas of the Federal Territory and Selangor.

**3. KRITERIA LATIHAN MENGAJAR SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
CRITERIA FOR TEACHER TRAINING IN BACHELOR OF EARLY CHILDHOOD EDUCATION**

3.1 Bagi Taska/For Nursery

- (a) Dikehendaki mengambil dan lulus kursus-kursus berikut:
Should complete and pass the courses below:

PIC2002	Kemahiran Pemerhatian & Penilaian I (3 Kredit) <i>Observation & Evaluation Skills I (3 Credit)</i>
PIC2007	Kemahiran Pemerhatian & Penilaian II (3 Kredit)

Observation & Evaluation Skills II (3 Credit)

PIC3002 Perancangan Program & Strategi Pengajaran I (3 Kredit)
Programme Planning & Teaching Strategies I (3 Credit)

- (b) Dikehendaki menyempurnakan **72 jumlah kredit** (18 kredit sesemester x 4 semester)
Should complete 72 credit (18 credit per semester x 4 semesters)

3.2 Bagi Tadika/For Kindergarten

- (a) Dikehendaki mengambil dan lulus kursus-kursus berikut:
Should complete and pass the following courses:

PIC3006 Latihan Mengajar (Taska) (5 Kredit)
Teaching Practice (Nursery) (5 Credit)

PIC2002 Kemahiran Pemerhatian & Penilaian I (3 Kredit)
Observation and Evaluation Skills I (3 Credit)

PIC2007 Kemahiran Pemerhatian & Penilaian II (3 Kredit)
Observation and Evaluation Skills II (3 Credit)

PIC3002 Perancangan Program & Strategi Pengajaran I (3 Kredit)
Programme Planning and Teaching Strategies I (3 Credit)

PIC4004 Perancangan Program & Strategi Pengajaran II (3 Kredit)
Programme Planning and Teaching Strategies II (3 Credit)

- (b) Dikehendaki menyempurnakan **108 jumlah kredit** (18 kredit sesemester x 6 semester)
Should complete 108 credit (18 credit per semester x 6 semesters)

**PROGRAM SARJANA MUDA KAUNSELING
BACHELOR OF COUNSELING PROGRAMME**

INTERNSHIP

Pelajar akan menjalani pengalaman lapangan dalam pendidikan, institusi atau agensi (swasta atau awam) yang dibenarkan. Pengalaman ini adalah direka bentuk untuk memberikan peluang kepada pelajar memperolehi pengalaman terselia dalam mengimplementasikan kemahiran dan pengetahuan yang diperlukan untuk menjadi kaunselor yang berkesan. Ia memberikan peluang kepada pelajar menggunakan pengetahuan menrefleks keputusan dalam mentaksir, merekabentuk, menyampaikan dan menilai kaunseling yang berkesan. Penyeliaan akan dilakukan oleh pensyarah dan kaunselor di agensi, di mana latihan dijalankan. Pelajar perlu menyempurnakan jam kerja dan memperolehi pencapaian *standard* yang ditetapkan dan pengalaman.

Students will go through the experience of fieldwork in the selected educational setting, institutions or agencies (private or public sectors). This experience is designed to give them the opportunity to gain experience in implementing the skills and knowledge needed in order to become effective counselors. It would give the students the opportunity to use their knowledge in reflective decision-making for translating, designing, conveying and evaluating effective counseling. Observations will be conducted by lecturers and counselor at the respective training centres. The students will be required to accomplish the stipulated hours and will need to achieve a standard performance set and experience.

PRA SYARAT/PRE-REQUISITE :

Telah mengambil dan lulus semua kerja kursus.

Completed and passed all coursework.

BAGI SEMUA PELAJAR/TO ALL STUDENTS :

KES PELAJAR HAMIL/CASES OF PREGNANT STUDENTS

1. Pelajar wanita yang **hamil 6 bulan ke atas** tidak dibenarkan menjalani latihan mengajar/praktikum.
Female students who are 6 months pregnant and above are not allowed to participate in this teaching practice.
2. Pelajar wanita yang hamil kurang dari 6 bulan boleh menjalani Latihan Mengajar/ Praktikum dengan syarat:
Female students who are less than 6 months pregnant are allowed to participate in the teaching practice with the following conditions:
 - (a) perlu mendapatkan surat dari doktor perubatan yang mengesahkan bahawa mereka boleh menjalankan latihan mengajar.
should have a letter of approval from a doctor to allow them to go through the teaching practice.
 - (b) perlu menandatangani surat perjanjian yang memaklumkan jika dalam masa menjalankan praktikum, sesuatu perkara yang tidak diingini berlaku kepada pelajar, pihak Universiti tidak akan bertanggungjawab kepada pelajar yang hamil dan bayi yang dikandung.
should sign an agreement granting that if any mishap were to occur during the teaching practice, the University will not be responsible for both child and mother.

Catatan : Pelajar akan dibekalkan dengan Garis Panduan dan Buku Rekod apabila mereka hendak menjalani Latihan Profesional

Note : *The students will be equipped with the handbook when they are sent for Professional Training*

KEMAHIRAN INSANIAH

SOFT SKILLS

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

KEMAHIRAN INSANIAH/SOFT SKILLS

PENGENALAN//INTRODUCTION

Dalam era globalisasi, pencapaian tahap akademik yang tinggi tidak lagi mencukupi untuk para graduan diterima terus ke pasaran pekerjaan. Dengan ekspektasi majikan dan cabaran pekerjaan yang semakin meningkat, graduan perlu memiliki bukan sahaja kelayakan akademik tetapi kebolehan dan kemahiran yang memberikan nilai tambah dan mampu menarik minat majikan. Dari aspek ini, kemahiran insaniah ataupun dikenali sebagai 'soft skills' dilihat sebagai penyumbang yang kritikal dalam menjana modal insan yang menyeluruh di samping mampu meningkatkan persaingan di peringkat global.

In this era of globalization, high academic achievement alone is not enough for graduates to be accepted into the job market. Employers have high expectancy of graduates and given the ever increasing challenges in employment, graduates not only need academic qualifications but capabilities and skills that give added values and can attract employers. From this aspect, 'soft skills' are seen as critical contributors in generating holistic human capital besides increasing global competitiveness.

Pihak Kementerian Pengajian Tinggi telah menggariskan tujuh elemen kemahiran insaniah yang wajar dimiliki oleh graduan.

Tujuh elemen tersebut ialah:

The Ministry of Higher Education has specified seven elements of soft skills that graduates should master. These seven skills are:

- (1) Kemahiran Berkommunikasi
Communication Skills
- (2) Pemikiran Kritis dan Kemahiran Menyelesaikan Masalah
Critical Thinking and Problem Solving skills
- (3) Kemahiran Kerja Berpasukan
Teamwork Skills
- (4) Pembelajaran Berterusan dan Pengurusan Maklumat
Lifelong Learning and Information Management
- (5) Kemahiran Keusahawanan
Entrepreneurial Skills
- (6) Etika dan Moral Profesional
Professional Ethics and Morality
- (7) Kemahiran Kepimpinan
Leadership Skills

Setiap elemen berkenaan diperincikan kepada 2 kumpulan iaitu:

Each element is categorized into 2 groups, namely:

- **Kemahiran Insaniah Mesti (KIM) :**

KIM merupakan kemahiran yang mesti dimiliki oleh setiap pelajar Institut Pengajian Tinggi. Jika kemahiran ini tidak ada, pelajar dianggap tidak kompeten dalam elemen berkaitan.

Soft Skills (must have):

SMH are the skills that must be mastered by all students in Higher Learning Institutions. If these skills are absent, the student is regarded as not competent in the element involved.

- **Kemahiran Insaniah Tambahan (KIT) :**

KIT dianggap sebagai kemahiran generik yang memberi nilai tambah kepada pelajar. Jika pelajar memiliki kemahiran KIT & KIM mereka boleh dianggap memiliki kompetensi cemerlang dalam elemen berkaitan.

Soft Skills (good to have) :

SGTH are regarded as generic skills that give added-values to the student. If these skills are mastered by the student together with the SMH, the student is regarded as having outstanding competency in the element involved.

KRITERIA ELEMEN KEMAHIRAN INSANIAH *CRITERIA OF THE SOFT SKILL ELEMENTS*

1. KEMAHIRAN BERKOMUNIKASI *COMMUNICATION SKILLS*

Kemahiran berkomunikasi melibatkan komunikasi yang berkesan dalam Bahasa Melayu dan bahasa Inggeris yang dikategorikan kepada 8 tahap berikut:

Communication skills involve effective communication in Malay and English and are categorized into 8 levels:

Hasil Kemahiran: *Skills Outcomes:*

1. Kebolehan menyampaikan idea dengan jelas, berkesan dan penuh keyakinan, secara lisan dan bertulis.
The ability to deliver an idea with clarity, effectiveness and confidence, in verbal and written form.
2. Kebolehan mengamalkan kemahiran mendengar yang aktif dan memberi maklum balas.
The ability to apply active listening skills and give feedback.
3. Kebolehan membuat pembentangan secara jelas dengan penuh keyakinan dan bersesuaian dengan tahap pendengar.
The ability to give clear presentations with full confidence and appropriate to the level of the listener.
4. Kebolehan menggunakan teknologi dalam pembentangan.
The ability to use technology in presentations.
5. Kebolehan berunding dan mencapai persetujuan.
The ability to negotiate and achieve agreement.
6. Kebolehan berkomunikasi dengan peserta yang mempunyai budaya berlainan.
The ability to communicate to the participants with different cultures.
7. Kebolehan mengembangkan kemahiran komunikasi perseorangan.
The ability to develop personal communication skills.
8. Kebolehan menggunakan kemahiran bukan lisan.
The ability to use non-verbal communication.

2. PEMIKIRAN KRITIS DAN KEMAHIRAN MENYELESAIKAN MASALAH *CRITICAL THINKING AND PROBLEM SOLVING SKILLS*

Kemahiran berfikir dan kemahiran menyelesaikan masalah melibatkan kebolehan berfikir secara kritis, kreatif, inovatif, analitis, serta kebolehan mengaplikasikan pemahaman dan pengetahuan kepada masalah baru dan berlainan. Keterangan 7 tahap kemahiran Pemikiran Kritis dan Kemahiran Menyelesaikan Masalah adalah seperti berikut:

Thinking skills and problem solving skills involve the ability to think in creative, critical, analytic, innovative ways and the ability to apply understanding and knowledge to new and unrelated problems. Criteria for the 7 skill levels of Creative Thinking and Problem Solving Skills are as follows:

Hasil Kemahiran: *Skills Outcomes:*

1. Kebolehan mengenalpasti dan menganalisis masalah dalam situasi kompleks dan kabur, serta membuat penilaian yang berjustifikasi.
Ability to identify and analyse problems in complex and uncertain situations, and make justified evaluations.
2. Kebolehan mengembang dan membaiki kemahiran berfikir seperti menjelaskan, menganalisis dan menilai perbincangan.
Ability to develop and improve thinking skills such as clarifying, analyzing and evaluating discussions.
3. Kebolehan mencari idea dan mencari penyelesaian alternatif.

Ability to seek ideas and alternative solutions.

4. Kelebihan berfikir melangkaui batas.
Ability to think out of the box.
5. Kebolehan membuat keputusan berdasarkan bukti kukuh.
Ability to make decisions based on solid evidence.
6. Kebolehan untuk bertahan serta memberikan perhatian sepenuhnya terhadap tanggungjawab yang diberikan.
Ability to survive and give full attention to responsibilities given.
7. Kebolehan memahami dan menyesuaikan diri kepada budaya komuniti dan persekitaran kerja yang baharu.
Ability to understand and adapt to the new work culture and new environment.

3. KEMAHIRAN KERJA BERPASUKAN **TEAMWORK SKILLS**

Kemahiran Kerja Berpasukan melibatkan kebolehan untuk bekerjasama dengan orang lain daripada pelbagai latar belakang sosiobudaya untuk mencapai matlamat yang sama. Keterangan 5 tahap Kemahiran Kerja Berpasukan adalah seperti berikut:

Teamwork skills involve the ability to cooperate with others from diverse sociocultural backgrounds to achieve the same goals. The 5 levels of teamwork skills are as follows:

Hasil Kemahiran:

Skills Outcomes:

1. Kebolehan membina hubungan baik, berinteraksi dengan orang lain dan bekerja secara efektif bersama mereka untuk mencapai objektif yang sama.
Ability to develop good relationships, interact with others and work effectively with them to achieve common objectives.
2. Kebolehan memahami dan mengambil peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan.
Ability to understand and play alternate roles as team leader and team member.
3. Kebolehan mengenali dan menghormati sikap kelakuan dan kepercayaan orang lain.
Ability to recognize and respect attitudes, behaviors and beliefs of others.
4. Kebolehan memberi sumbangan kepada perancangan dan menyelaraskan hasil usaha kumpulan.
Ability to contribute towards planning and facilitating group work output.
5. Bertanggungjawab terhadap keputusan kumpulan.
Responsible for group decisions.

4. PEMBELAJARAN BERTERUSAN DAN PENGURUSAN MAKLUMAT **LIFELONG LEARNING AND INFORMATION MANAGEMENT**

Pembelajaran Berterusan melibatkan usaha belajar berdikari dalam pemerolehan kemahiran dan pengetahuan baru. Keterangan 3 tahap Pembelajaran Berterusan dan Pengurusan Maklumat adalah seperti berikut:

Lifelong learning involves the student's effort in independent acquisition of skills and new knowledge. The 3 levels of Lifelong Learning and Information Management are as follows:

Hasil Kemahiran:

Skills Outcomes:

1. Kebolehan mencari dan mengurus maklumat yang relevan daripada pelbagai sumber.
Ability to search for and manage relevant information from varied sources.
2. Kebolehan menerima idea baru dan berkeupayaan untuk pembelajaran autonomi.
Ability to accept new ideas and develop capacity for autonomous learning.
3. Kebolehan mengembangkan minda ingin tahu dan dahagakan ilmu.
Ability to expand the inquisitive mind and thirst for knowledge.

5. KEMAHIRAN KEUSAHAWANAN **ENTREPRENEURIAL SKILLS**

Kemahiran keusahawanan melibatkan keupayaan untuk meneroka peluang dan membangunkan kesedaran risiko (risk awareness), kreativiti dan inovasi dalam aktiviti berkaitan perniagaan dan pekerjaan. Keterangan 4 tahap Kemahiran Keusahawanan adalah seperti berikut:

Entrepreneurial skills involve the ability to explore opportunities and develop risk awareness, creativity and innovativeness in activities related to business and employment. The 4 levels of Entrepreneurial Skills are as below:

Hasil Kemahiran:

Skills Outcomes:

1. Kebolehan mengenalpasti peluang perniagaan.
Ability to identify business opportunities.
2. Kebolehan merangka perancangan perniagaan.
Ability to develop business plans.
3. Kebolehan membina, meneroka dan merebut peluang perniagaan dan pekerjaan.
Ability to build, explore and grab business and employment opportunities.
4. Kebolehan untuk bekerja sendiri.
Ability to work independently.

**6. ETIKA DAN MORAL PROFESIONAL
PROFESSIONAL ETHICS AND MORALITY**

Etika dan Moral Profesional melibatkan kebolehan untuk mengamalkan standard moral yang tinggi dalam amalan profesional dan interaksi sosial. Berikut adalah keterangan bagi 3 tahap kemahiran Etika dan Moral Profesional:

Professional Ethics and Morality involve ability to practice high moral standards in professional practice and social interaction. Below are the 3 skill levels for Professional Ethics and Morality:

Hasil Kemahiran:

Skills Outcomes:

1. Kebolehan memahami kesan ekonomi, alam sekitar dan sosiobudaya dan amalan profesional.
Ability to understand the impact of economy, environment and sociocultural elements and professional practice.
2. Kebolehan menganalisis dan membuat keputusan dalam penyelesaian masalah berkaitan etika.
Ability to analyse and make decisions to resolve ethics-related problems.
3. Kebolehan mengamalkan sikap beretika, di samping mempunyai rasa tanggungjawab terhadap masyarakat.
Ability to practise ethical behavior and possession of responsibility towards society.

**7. KEMAHIRAN KEPIMPINAN
LEADERSHIP SKILLS**

Kemahiran Kepimpinan melibatkan keupayaan untuk mengamalkan ciri kepimpinan dalam pelbagai aktiviti. Keterangan tahap Kemahiran Kepimpinan adalah seperti berikut:

Leadership Skills involve ability to practise leadership qualities in various activities. The levels of Leadership Skills are as follows:

Hasil Kemahiran:

Skills Outcomes:

1. Pengetahuan tentang teori asas kepimpinan.
Knowledge on the basic theories of leadership.
2. Kebolehan untuk memimpin projek.
Ability to lead and manage projects.
3. Kebolehan untuk memahami dan mengambil peranan bersilih ganti antara ketua pasukan dan anggota pasukan.
Ability to understand and play alternate roles of team leader and team member.
4. Kebolehan untuk menyelia anggota pasukan.
Ability to supervise team members

PEMETAAN KURSUS MENGIKUT TAHAP KEMAHIRAN INSANIAH (KI)
MAPPING OF COURSES TO PROGRAMME LEARNING OUTCOMES

Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua

Bachelor of Education Teaching English as a Second Language

Sarjana Muda Pendidikan Awal Kanak-Kanak

Bachelor of Early Childhood Education

Sarjana Muda Kaunseling

Bachelor of Counseling

KOD & TAJUK KURSUS <i>CODE & TITLE OF COURSES</i>	KREDIT <i>CREDIT</i>	TAHAP KEMAHIRAN INSANIAH <i>SOFT SKILLS LEVELS</i>																																	
		CS Kemahiran Berkommunikasi <i>Communication Skills</i>								CT Pemikiran Kritis dan Penyelesaian Masalah <i>Critical Thinking and Problem Solving Skills</i>								TS Kerja Berpasukan <i>Team Work Skills</i>					LL Pembelajaran Berterusan & Pengurusan Maklumat <i>Life Long Learning and Information Management</i>				KK Kemahiran Keusahawanan <i>Entrepreneurial Skills</i>			EM Etika dan Moral Profesional <i>Professional Ethics and Moral</i>			LS Kemahiran Kepimpinan <i>Leadership Skills</i>		
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3					
KURSUS UNIVERSITI <i>UNIVERSITY COURSES</i>																																			
GIG1003 Asas Pembudayaan Keusahawanan <i>Basic Course On Culture Of Entrepreneurship</i>	2									✓	✓	✓										✓	✓												
GIG1004 Literasi Maklumat <i>Information Literacy</i>	2									✓	✓	✓									✓	✓													
GIG1005 Jalinan Masyarakat <i>Social Engagement</i>	2	✓	✓	✓													✓	✓								✓									

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																
		CS Kemahiran Berkommunikasi <i>Communication Skills</i>								CT Pemikiran Kritis dan Penyelesaian Masalah <i>Critical Thinking and Problem Solving Skills</i>							TS Kerja Berpasukan <i>Team Work Skills</i>					LL Pembelajaran Berterusan & Pengurusan Maklumat <i>Life Long Learning and Information Management</i>			KK Kemahiran Keusahawanan <i>Entrepreneurial Skills</i>			EM Etika dan Moral Profesional <i>Professional Ethics and Moral</i>			LS Kemahiran Kepimpinan <i>Leadership Skills</i>			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4			
GIG1012 Falsafah Dan Isu Semasa (FIS) <i>Philosophy and Current Issues</i>	2	√	√	√	√					√	√	√	√				√	√	√	√		√	√				√	√	√					
GIG1013 Penghayatan Etika dan Peradaban <i>Appreciation of Ethics and Civilizations</i>	2	√	√	√						√	√	√	√	√			√	√	√			√			√	√	√	√	√					

Sarjana Muda Pendidikan Awal Kanak-Kanak

Bachelor of Early Childhood Education

Sarjana Muda Kaunseling

Bachelor of Counseling

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																							
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills								LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management				KK Kemahiran Keusahawananan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral				LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4				
KURSUS UNIVERSITI UNIVERSITY COURSES																																									
PATH 1 (MUET BAND 2)																																									
GLT1002 Mastering English I	2	✓	✓	✓																																					
GLT1003 Mastering English II	2	✓	✓	✓																																					
GLT1004 Mastering English III	2	✓	✓	✓	✓																																				
PATH 2 (MUET BAND 3)																																									
GLT1005 Mastering English IV	3	✓	✓	✓	✓																																				
CHOOSE ONE COURSES																																									
GLT1006 Mastering English V	3	✓	✓	✓	✓																																				
GLT1007 Essential Writing Skills	3	✓	✓	✓	✓																																				
GLT1008 Effective Communication	3	✓	✓	✓	✓																																				
PATH 3 (MUET BAND 4)																																									
GLT1009 Mastering English VI	3	✓	✓	✓	✓						✓	✓	✓																												

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills				LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills			EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4		
CHOOSE ONE COURSES																																		
GLT1010 Mastering English VII	3	✓	✓	✓	✓					✓	✓	✓																						
GLT1011 Technical Writing Skills in English	3	✓	✓	✓	✓					✓	✓	✓						✓	✓															
GLT1012 Presentation Skills in English	3	✓	✓	✓	✓					✓	✓	✓																						
GLT1013 Reading Critically	3	✓	✓	✓	✓					✓	✓	✓						✓	✓															
PATH 4 (MUET BANDS 5 & 6)																																		
GLT1014 Advanced Communication Skills	3	✓	✓	✓	✓					✓	✓	✓						✓	✓	✓														
GLT1015 Advanced Professional Writing	3	✓	✓	✓	✓					✓	✓	✓						✓	✓	✓														

Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua

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		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills								LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management				KK Kemahiran Keusahawananan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral				LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4								
KURSUS ELEKTIF FAKULTI FACULTY ELECTIVE COURSES																																									
PIX1004 Keselamatan dalam Pendidikan Sukan <i>Safety in Sports Education</i>	3	✓	✓	✓						✓	✓	✓					✓	✓				✓	✓					✓	✓												
PIX2003 Kemahiran Berfikir dan Komunikasi <i>Thinking and Communication Skills</i>	3	✓	✓	✓	✓	✓				✓	✓						✓	✓									✓			✓	✓										
PIX2004 Hampanan Elektronik dalam Pendidikan <i>Spreadsheet in Education</i>	3	✓	✓	✓						✓	✓	✓					✓	✓				✓	✓		✓																
PIX2005 Pengenalan Apresiasi Seni Visual <i>Introduction to Visual Art Appreciation</i>	3	✓	✓	✓						✓	✓						✓	✓				✓	✓																		
PIX2006 Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral <i>Community Service and Learning in Moral Education</i>	3	✓	✓	✓						✓	✓	✓					✓	✓				✓	✓					✓	✓		✓	✓									

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills			EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4			
PIX3003 Multimedia dalam Pengajaran <i>Multimedia in Teaching</i>	3	✓	✓	✓						✓	✓	✓					✓	✓				✓	✓	✓					✓	✓				
PIX3004 Akhlik dan Etika Profesional <i>Akhlik and Professional Ethics</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓				✓	✓			✓	✓	✓						
PIX3005 Asas Pendidikan Bahasa Melayu <i>Basic Education of Malay Language</i>	3	✓	✓							✓	✓	✓	✓								✓	✓				✓	✓		✓	✓				
PIX3006 Asas Pendidikan Bahasa Cina <i>Basis in Chinese Language Education</i>	3	✓	✓	✓						✓	✓	✓					✓	✓				✓	✓			✓	✓	✓		✓				
PIX3007 Penaakulan Statistik dalam Penyelidikan Pendidikan <i>Statistical Reasoning in Educational Research</i>	3	✓	✓	✓						✓	✓	✓	✓					✓	✓			✓	✓											

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		CS Kemahiran Berkommunikasi <i>Communication Skills</i>								CT Pemikiran Kritis dan Penyelesaian Masalah <i>Critical Thinking and Problem Solving Skills</i>								TS Kerja Berpasukan <i>Team Work Skills</i>					LL Pembelajaran Berterusan & Pengurusan Maklumat <i>Life Long Learning and Information Management</i>			KK Kemahiran Keusahawananan <i>Entrepreneurial Skills</i>			EM Etika dan Moral Profesional <i>Professional Ethics and Moral</i>			LS Kemahiran Kepimpinan <i>Leadership Skills</i>			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	1	2	3	4	
KURSUS TERAS FAKULTI FACULTY CORE COURSES																																			
PIX1001 Sejarah Pendidikan di Malaysia <i>Education History in Malaysia</i>	3	✓	✓	✓						✓	✓	✓					✓	✓																	
PIX1003 Falsafah Pendidikan Malaysia <i>Malaysian Education Philosophy</i>	3	✓	✓	✓						✓	✓	✓																✓	✓						
PIX2001 Psikologi Pendidikan <i>Educational Psychology</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓									✓	✓		✓	✓				
PIX3001 Sosiologi Pendidikan <i>Sociology of Education</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓								✓	✓		✓	✓					

1. Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua

Bachelor of Education Teaching English as a Second Language

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																
		<u>CS</u> Kemahiran Berkommunikasi Communication Skills								<u>CT</u> Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								<u>TS</u> Kerja Berpasukan Team Work Skills				<u>LL</u> Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			<u>KK</u> Kemahiran Keusahawanan Entrepreneurial Skills			<u>EM</u> Etika dan Moral Profesional Professional Ethics and Moral			<u>LS</u> Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4			
KURSUS TERAS FAKULTI <u>FACULTY CORE COURSES</u>																																		
PIX1001 Sejarah Pendidikan di Malaysia <i>Education History in Malaysia</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓																
PIX1002 Asas Pendidikan Jasmani, Kesihatan dan Kokurikulum <i>Basic of Physical Education, Health and Co-curriculum</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓			✓		✓	✓	✓	✓	✓	✓						
PIX1003 Falsafah Pendidikan Malaysia <i>Malaysian Education Philosophy</i>	3	✓	✓	✓	✓					✓	✓	✓												✓	✓									
PIX2001 Psikologi Pendidikan <i>Educational Psychology</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓						✓	✓	✓	✓	✓						
PIX2002 Kreativiti dan Inovasi dalam Pendidikan <i>Creativity and Innovation in Education</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓																
PIX3001 Sosiologi Pendidikan <i>Sociology of Education</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓						✓	✓	✓	✓	✓						
PIX3002 Kempimpinan Diri <i>Self-Leadership</i>	3	✓	✓	✓	✓												✓	✓			✓	✓	✓	✓	✓	✓	✓	✓						

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																		
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills						LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4			
PIX4001 Etika Perguruan dan Aspek Perundangan dalam Pendidikan <i>Teaching Ethics and Legal Aspects in Education</i>		✓	✓							✓	✓	✓					✓	✓				✓				✓	✓		✓	✓						
KURSUS TERAS PENGKHUSUSAN SPECIALIZATION CORE COURSES																																				
PIB1001 Foundations for TESL Methodology	3	✓	✓	✓	✓					✓	✓	✓														✓	✓		✓	✓						
PIB1002 Grammar in the ESL Classroom	3	✓	✓	✓	✓					✓	✓	✓						✓	✓									✓	✓							
PIB1003 English Language Proficiency for Teachers I	3	✓	✓	✓	✓					✓	✓	✓						✓	✓								✓	✓		✓	✓					
PIB1004 Applied Linguistics for Language Teachers	3	✓	✓	✓	✓					✓	✓	✓						✓	✓									✓	✓		✓	✓				
PIB1005 Listening and Speaking in the ESL Classroom	3	✓	✓	✓	✓													✓	✓									✓	✓			✓	✓			
PIB1006 English Language Proficiency for Teachers II	3	✓	✓	✓	✓					✓	✓	✓						✓	✓								✓	✓		✓	✓					
PIB2001 Reading in the ESL Classroom	3	✓	✓	✓						✓								✓	✓								✓	✓		✓	✓					
PIB2002 Writing in the ESL Classroom	3	✓	✓	✓	✓					✓	✓	✓															✓	✓		✓	✓					

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																			
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills						LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3	1	2	3	4					
PIB2003 Writing Skills for Textual Analysis	3	✓	✓	✓						✓	✓	✓					✓	✓								✓	✓		✓	✓							
PIB2004 English for Language Teachers	3	✓	✓	✓						✓	✓	✓					✓	✓								✓	✓		✓	✓							
PIB2005 Language Acquisition	3	✓	✓	✓						✓	✓	✓					✓	✓										✓	✓								
PIB3001 Assessment and Evaluation for TESL	3	✓	✓	✓						✓	✓	✓							✓	✓						✓	✓		✓	✓							
PIB3002 Foundations of Research in TESL	3	✓	✓	✓						✓	✓	✓					✓	✓	✓		✓	✓				✓	✓		✓	✓							
PIB3005 Simulated Teaching in TESL	3	✓	✓	✓						✓	✓	✓					✓	✓			✓	✓				✓	✓		✓	✓							
PIB3006 Academic Writing	3	✓	✓	✓						✓	✓	✓					✓	✓								✓	✓		✓	✓							
PIB3007 Academic Project	6	✓	✓	✓						✓	✓	✓														✓	✓		✓	✓							
PIB4001 Integrative Seminar: Issues in TESL	3	✓	✓	✓						✓	✓	✓					✓	✓			✓	✓				✓	✓		✓	✓							
KURSUS ELEKTIF PENGKHUSUSAN SPECIALIZATION ELECTIVES COURSES																																					
PIB2006 Critical Thinking and Literature	3	✓	✓	✓						✓	✓	✓					✓	✓																			
PIB2007 Postcolonial Literature	2	✓	✓	✓						✓	✓	✓					✓	✓			✓	✓															

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																		
		CS Kemahiran Berkomunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3	1	2	3	4				
PIB3004 Readings in British and American Literature	2	√	√	√													√	√				√	√						√	√						
PIB3008 Literature in the School Syllabus	2	√	√	√													√	√				√	√					√	√							
A. ELEKTIF PENGKHUSUSAN I (PENDIDIKAN SENI) SPECIALIZATION ELECTIVES I (ART EDUCATION)																																				
PIB1007 Asas Rekaan Visual <i>Fundamentals of Visual Design</i>	3	√	√	√						√	√	√															√	√		√	√					
PIB2009 Rekaan 3 Dimensi <i>3-Dimensional Design</i>	3	√	√	√						√	√						√	√																		
PIB3010 Apresiasi dan Asas Kritikan Seni <i>Appreciation and Fundamentals of Art Criticism</i>	3	√	√	√						√	√	√									√	√														
PIB3011 Kurikulum dalam Pendidikan Seni <i>Curriculum in Art Education</i>	3	√	√	√						√	√	√					√	√			√	√														
PIB3012 Pengajaran Mikro Pendidikan Seni <i>Micro Teaching in Art Education</i>	3	√	√	√						√	√	√					√	√			√	√					√	√		√	√					
PIB4002 Pendidikan Seni dan Amalan di Sekolah <i>Art Education and School Practice</i>	3	√															√																			

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																			
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills						LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4						
PIB4013 Tinjauan Seni <i>Survey of Art</i>	3	✓	✓	✓						✓	✓						✓	✓																			
B. ELEKTIF PENGKHUSUSAN I (PENDIDIKAN KESUSASTERAAN INGGERIS) SPECIALIZATION ELECTIVES I (LITERATURE IN ENGLISH EDUCATION)																																					
PIB1008 Introduction to Methodology in Literature Education	3	✓	✓	✓	✓					✓	✓	✓					✓	✓	✓									✓	✓								
PIB2008 Interpretations of Literary Texts in School	3	✓	✓	✓						✓	✓	✓															✓	✓	✓	✓							
PIB3013 Literary texts for ESL Learners	3	✓	✓	✓						✓	✓	✓					✓	✓								✓	✓										
PIB3014 Simulated Teaching in Literature Education	3	✓	✓	✓						✓	✓	✓					✓	✓								✓	✓	✓	✓								
PIB4003 Performance in Literature Education	3	✓	✓	✓						✓	✓	✓														✓	✓	✓	✓								
PIB4014 Issues in Teaching Literature	3	✓	✓	✓						✓	✓	✓					✓	✓																			
PIB4015 The Literature Curriculum in TESL	3	✓	✓	✓						✓	✓	✓					✓	✓																			
C. ELEKTIF PENGKHUSUSAN I (PENDIDIKAN MORAL) SPECIALIZATION ELECTIVES I (MORAL EDUCATION)																																					
PIB1009 Perkembangan Moral <i>Moral Development</i>	3	✓	✓	✓	✓					✓	✓	✓	✓												✓	✓											

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																		
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4				
PIB2010 Pendidikan Moral dan Agama <i>Moral Education and Religion</i>	3	✓	✓	✓						✓	✓	✓										✓	✓													
PIB3015 Kurikulum Pendidikan Moral <i>Moral Education Curriculum</i>	3	✓	✓	✓						✓	✓	✓										✓	✓													
PIB3016 Pendekatan Pengajaran dan Pembelajaran dalam Pendidikan Moral <i>Teaching and Learning Approaches in Moral Education</i>	3	✓	✓	✓						✓	✓	✓										✓	✓													
PIB4004 Penilaian dalam Pendidikan Moral <i>Evaluation in Moral Education</i>	3	✓	✓	✓						✓	✓	✓										✓	✓													
PIB4005 Pengajaran Mikro Pendidikan Moral <i>Micro Teaching in Moral Education</i>	3	✓	✓	✓						✓	✓	✓										✓	✓													
PIB4016 Projek Pendidikan Moral <i>Moral Education Project</i>	3	✓	✓	✓																		✓	✓													
D. ELEKTIF PENGKHUSUSAN I (PENDIDIKAN JASMANI & KESIHATAN) SPECIALIZATION ELECTIVES I (HEALTH & PHYSICAL EDUCATION)																																				
PIB1010 Pengenalan kepada Kecergasan dan Kesejahteraan <i>Introduction to Fitness and Wellness</i>	3	✓	✓							✓	✓							✓	✓																	

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills			EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4			
PIB2011 Biomekanik Sukan <i>Sports Biomechanics</i>	3	✓	✓	✓						✓	✓						✓	✓																
PIB3017 Prinsip-Prinsip Pembelajaran Motor dan Psikologi Sukan <i>Motor Learning Principles and Sports Psychology</i>	3	✓	✓	✓						✓	✓	✓					✓	✓																
PIB4006 Pendidikan Olahraga <i>Athletics Education</i>	3	✓	✓	✓						✓							✓	✓									✓	✓	✓	✓				
PIB4007 Keselamatan dalam Pendidikan Sukan <i>Safety in Sports Education</i>	3	✓	✓	✓						✓	✓						✓	✓									✓	✓						
PIB4008 Kaedah Pendidikan Jasmani <i>Methodology in Physical Education</i>	3	✓	✓							✓	✓						✓	✓									✓	✓						
PIB4011 Isu dalam Pendidikan Jasmani <i>Issues in Health and Physical Education</i>	3	✓								✓	✓																✓	✓						
E. ELEKTIF PENGKHUSUSAN I (TEKNOLOGI DALAM PENDIDIKAN) SPECIALIZATION ELECTIVES I (TECHNOLOGY IN EDUCATION)																																		
PIB1011 Asas Teknologi Pengajaran <i>Basic Instructional Technology</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓	✓			✓				✓	✓	✓	✓					
PIB1012 Aplikasi Komputer dalam Pengajaran <i>Computer Applications in Teaching</i>	3	✓	✓	✓	✓					✓	✓	✓					✓	✓	✓			✓				✓	✓	✓	✓					

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3	4						
PIB2012 Web dan Perangkaian Sekolah <i>Web and School Networking</i>	3	√	√	√						√	√	√									√	√													
PIB3018 Penerbitan Media Digital <i>Digital Media Publishing</i>	3	√	√	√						√	√	√						√	√																
PIB4009 Sistem Pengurusan Bahan dan Maklumat <i>Materials Management and Information Systems</i>	3	√	√	√	√	√				√	√	√						√	√	√		√	√		√		√								
PIB4010 Asas Reka Bentuk Papan Cerita dan Interaktiviti <i>Basic Design Storyboard and Interactivity</i>	3	√	√	√	√	√				√	√	√						√	√	√	√	√	√		√	√	√	√							
PIB4012 Asas Pembangunan Aplikasi Mobil dalam Pendidikan <i>Basic Mobile Apps Development in Education</i>	3	√	√	√						√	√	√	√					√	√	√	√	√	√		√	√	√	√							
KURSUS TERAS PENGKHUSUSAN (LATIHAN MENGAJAR) SPECIALIZATION CORE (TEACHING PRACTICE)																																			
PIB3003 School Orientation Programme	2	√	√	√						√	√	√													√	√		√	√						
PIB3009 Practicum	8	√	√	√						√	√	√						√	√						√	√		√	√						

2. Sarjana Muda Pendidikan Awal Kanak-Kanak
Bachelor of Early Childhood Education

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
		<u>CS</u> Kemahiran Berkommunikasi <i>Communication Skills</i>								<u>CT</u> Pemikiran Kritis dan Penyelesaian Masalah <i>Critical Thinking and Problem Solving Skills</i>								<u>TS</u> Kerja Berpasukan <i>Team Work Skills</i>					<u>LL</u> Pembelajaran Berterusan & Pengurusan Maklumat <i>Life Long Learning and Information Management</i>			<u>KK</u> Kemahiran Keusahawanan <i>Entrepreneurial Skills</i>			<u>EM</u> Etika dan Moral Profesional <i>Professional Ethics and Moral</i>			<u>LS</u> Kemahiran Kepimpinan <i>Leadership Skills</i>			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	1	2	3	4	
KURSUS TERAS PENGKHUSUSAN SPECIALIZATION CORE																																			
PIC1001 Pengenalan kepada Pendidikan Khas <i>Introduction to Special Education</i>	3	✓	✓	✓						✓	✓	✓					✓	✓	✓																
PIC1002 Asas Teknologi Pengajaran <i>Basic Instructional Technology</i>	3	✓	✓	✓						✓	✓	✓					✓	✓																	
PIC1003 Seni dan Kraf <i>Art and Craft</i>	3	✓	✓	✓						✓	✓	✓					✓																		
PIC1004 Muzik <i>Music</i>	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
PIC1005 Perkembangan Kanak-Kanak <i>Child Development</i>	3	✓	✓	✓						✓	✓	✓					✓	✓																	
PIC1006 Aplikasi Komputer dalam Pengajaran <i>Computer Applications In Instruction</i>	3	✓	✓	✓						✓	✓	✓																							
PIC1007 Mainan dan Perkembangan <i>Play and Development</i>	3	✓	✓	✓	✓	✓				✓	✓	✓					✓	✓	✓							✓		✓							
PIC2001 Rekabentuk Pengajaran <i>Instructional Design</i>	3									✓	✓	✓					✓	✓																	

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4				
PIC2002 Kemahiran Pemerhatian dan Penilaian I <i>Observational and Evaluation Skills I</i>	3	✓	✓	✓						✓	✓	✓					✓	✓	✓																
PIC2003 Matematik Awal Kanak-Kanak <i>Early Childhood Mathematics</i>	3	✓	✓	✓	✓	✓				✓	✓	✓	✓				✓	✓	✓	✓	✓														
PIC2004 Sains Awal Kanak-Kanak <i>Science for Young Children</i>	3									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
PIC2005 Intervensi Kanak-Kanak dan Keluarga <i>Children and Family Intervention</i>	3	✓	✓	✓	✓	✓				✓	✓	✓					✓	✓	✓																
PIC2006 Prinsip Pengurusan Tingkah Laku kanak-Kanak <i>Principles of Children's Behavior Management</i>	3	✓	✓	✓	✓	✓	✓	✓	✓																			✓	✓	✓	✓				
PIC2007 Kemahiran Pemerhatian dan Penilaian II <i>Observational and Evaluation Skills II</i>	3	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓													✓	✓							
PIC2008 Bacaan dan Kesusasteraan Awal Kanak-Kanak <i>Reading and Literature for Early Childhood</i>	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																			
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills						LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	1	2	3	4			
PIC2009 Kaedah Bacaan dan Matematik untuk Kanak-Kanak Kurang Upaya <i>Reading and Mathematics Methods for Children with Disabilities</i>	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
PIC2010 Kesihatan dan Keselamatan Health and Safety	3									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													
PIC3001 Kaedah Penyelidikan dalam Pendidikan Awal Kanak-Kanak <i>Research Methods in Early Childhood Education</i>	3									✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓				✓	✓	✓							
PIC3002 Perancangan Program dan Strategi Pengajaran I <i>Program Planning and Teaching Strategy I</i>	3																					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓			
PIC3003 Pentaksiran Pembelajaran dalam Pendidikan <i>Assessment Of Learning In Education</i>	3									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													
PIC3004 Teknologi Audio Digital dalam Pendidikan <i>Digital Audio Technology in Education</i>	3									✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓				✓	✓	✓							
PIC3005 Statistik untuk Pendidikan Awal Kanak-Kanak <i>Statistics for Early Childhood Education</i>	3									✓	✓	✓	✓	✓	✓	✓	✓										✓	✓	✓								

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4			
PIC4001 Projek Ilmiah PAKK <i>ECE Academic Project</i>	6									✓	✓	✓	✓	✓	✓	✓						✓	✓	✓					✓	✓	✓				
PIC4002 Kempimpinan dan Pengurusan Awal Kanak-Kanak <i>Leadership and Early Childhood Management</i>	3																						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
PIC4003 Internship untuk Pendidikan Khas <i>Internship for Special Education</i>	3																						✓	✓	✓				✓	✓	✓	✓	✓	✓	
PIC4004 Perancangan Program dan Strategi Pengajaran II <i>Teaching Strategy and Programme Planning II</i>	3																	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓				
PIC4005 Asas Asuhan Kanak-Kanak di Malaysia <i>Child-Rearing Practices in Malaysia</i>	3																						✓	✓	✓				✓	✓	✓	✓	✓	✓	
KURSUS ELEKTIF PENGKHUSUSAN ELECTIVE SPECIALIZATION COURSES																																			
PIC1008 Seni dan Tatasusila Bahasa <i>Language Arts</i>	3	✓	✓	✓						✓	✓	✓					✓					✓	✓												
PIC1009 Kanak-Kanak Pintar Cerdas dan Berbakat <i>Gifted and Talented Children</i>	3	✓	✓	✓						✓	✓	✓																							

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																		
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills						LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills			EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4					
PIC2001 Rekabentuk Pengajaran <i>Instructional Design</i>	3	✓	✓	✓						✓	✓	✓																								
PIC3007 Pendidikan Inklusif <i>Inclusive Education</i>	3	✓	✓	✓															✓								✓	✓	✓	✓						
LATIHAN MENGAJAR TEACHING PRACTICE																																				
PIC3006 Latihan Mengajar (Taska) <i>Teaching Practice (Nursery)</i>	5																	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓				
PIC4006 Latihan Mengajar (Tadika) <i>Teaching Practice (Kindergarten)</i>	5	✓	✓	✓						✓	✓	✓						✓	✓				✓				✓	✓	✓	✓						

3. Sarjana Muda Kaunseling
Bachelor of Counseling

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																		
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills						LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills			EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	1	2	3	4		
KURSUS TERAS PENGKHUSUSAN SPECIALIZATION CORE COURSES																																				
PIA1001 Pengenalan kepada Psikologi Kaunseling <i>Introduction to Counselling Psychology</i>	3	✓	✓	✓														✓	✓				✓	✓												
PIA1002 Kemahiran Komputer untuk Kaunselor <i>Computer Skills for Counselors</i>	3	✓	✓	✓																			✓		✓											
PIA2001 Teori Kaunseling <i>Counseling Theory</i>	3	✓	✓	✓						✓	✓							✓																		
PIA2002 Teori Perkembangan dan Amalan Kerjaya <i>Career Development Theory and Practice</i>	3	✓	✓							✓	✓	✓										✓	✓													
PIA2003 Kaedah Penyelidikan dalam Kaunseling <i>Research Methods in Counseling</i>	3	✓	✓	✓						✓	✓							✓	✓																	
PIA2006 Teknik Kaunseling <i>Counseling Technique</i>	3	✓	✓							✓	✓																	✓								
PIA2007 Kepimpinan Kelompok <i>Group Leadership</i>	3	✓	✓	✓						✓	✓	✓																✓	✓							

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills								TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills			EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4				
PIA2008 Statistik Asas untuk Sains Tingkahlaku <i>Basic Statistics for the Behavioral Science</i>	3	✓	✓	✓						✓	✓						✓	✓																	
PIA2009 Kaunseling Vokasional dan Kerjaya <i>Career and Vocational Counseling</i>	3	✓	✓							✓	✓						✓																		
PIA3001 Teknik Kaunseling Lanjutan <i>Advanced Counseling Technique</i>	3	✓	✓	✓						✓	✓	✓															✓	✓							
PIA3002 Dinamik dan Prosedur Kelompok <i>Group Dynamics and Procedure</i>	3	✓	✓	✓						✓	✓	✓															✓	✓							
PIA3003 Pengendalian Program Perkhidmatan Kaunseling <i>Program Organisation for Counseling Services</i>	3	✓	✓	✓														✓	✓								✓								
PIA3004 Projek Penyelidikan <i>Research Project</i>	12	✓	✓							✓	✓	✓							✓	✓															
PIA3005 Ujian dan Pengukuran Psikologi <i>Psychological Testing and Measurement</i>	3	✓	✓	✓						✓	✓								✓	✓															
PIA3006 Kaunseling Silang Budaya <i>Cross Cultural Counselling</i>	3	✓	✓	✓						✓	✓	✓															✓	✓							

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
		CS Kemahiran Berkommunikasi Communication Skills								CT Pemikiran Kritis dan Penyelesaian Masalah Critical Thinking and Problem Solving Skills							TS Kerja Berpasukan Team Work Skills					LL Pembelajaran Berterusan & Pengurusan Maklumat Life Long Learning and Information Management			KK Kemahiran Keusahawanan Entrepreneurial Skills				EM Etika dan Moral Profesional Professional Ethics and Moral			LS Kemahiran Kepimpinan Leadership Skills			
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4			
PIA3007 Kaunseling Perkahwinan dan Keluarga <i>Marriage and Family Counseling</i>	3	✓	✓							✓	✓						✓																		
PIA4002 Isu Profesional dan Etika dalam Kaunseling dan Psikologi <i>Professional Issues and Ethics in Counselling and Psychology</i>	3	✓	✓	✓						✓	✓	✓																	✓	✓					
PIA4003 Latihan Amali Kaunseling (Makmal) <i>Counseling Practicum (Laboratory)</i>	3	✓	✓							✓	✓	✓																	✓	✓					
PIA4007 Kaunseling Kanak-Kanak dan Remaja <i>Counselling Children and Adolescents</i>	3	✓	✓	✓						✓	✓	✓																	✓	✓					
PIA4010 Internship <i>Internship</i>	6	✓	✓	✓						✓	✓	✓																	✓						
KURSUS ELEKTIF PENGKHUSUSAN SPECIALIZATION ELECTIVES COURSES																																			
PIA1003 Pengenalan kepada Psikologi <i>Introduction to Psychology</i>	3	✓	✓	✓						✓	✓						✓	✓																	
PIA1004 Psikologi Sosial <i>Social Psychology</i>	3	✓	✓	✓						✓	✓						✓																		

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																					
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		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4						
PIA1005 Perkembangan di Peringkat Dewasa <i>Development in Adult Stage</i>	3	✓	✓	✓													✓					✓																	
PIA1006 Kesihatan Mental dan Penyesuaian <i>Mental Health and Adjustment</i>	3	✓	✓	✓						✓							✓																						
PIA1007 Psikologi Perkembangan <i>Developmental Psychology</i>	3	✓	✓	✓						✓							✓	✓																					
PIA2004 Modifikasi Tingkahlaku <i>Behavior Modification</i>	3	✓	✓	✓						✓	✓						✓																						
PIA2005 Personaliti <i>Personality</i>	3	✓	✓	✓						✓							✓	✓																					
PIA3008 Pentaksiran Individu <i>Individual Assessment</i>	3	✓	✓	✓						✓	✓																✓												
PIA4001 Kaunseling Ketagihan dan Pemulihan <i>Addiction and Rehabilitation Counseling</i>	3	✓	✓	✓						✓	✓	✓					✓	✓																					
PIA4004 Psikologi Organisasi <i>Organizational Psychology</i>	3																					✓	✓					✓	✓		✓	✓							

KOD & TAJUK KURSUS CODE & TITLE OF COURSES	KREDIT CREDIT	TAHAP KEMAHIRAN INSANIAH SOFT SKILLS LEVELS																																	
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		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4				
PIA4005 Psikologi Bilazim <i>Abnormal Psychology</i>	3	✓	✓	✓						✓	✓	✓									✓	✓													
PIA4006 Kaunseling di Institusi Pengajian Tinggi <i>Counseling in Higher Institute Education</i>	3	✓	✓							✓	✓							✓																	
PIA4008 Pengenalan kepada Psikologi Klinikal <i>Introduction to Clinical Psychology</i>	3	✓	✓	✓						✓	✓	✓						✓	✓																
PIA4009 Pembangunan Manusia dari Perspektif Islam <i>Human Development from the Islamic Perspective</i>	3	✓	✓	✓						✓	✓										✓	✓													

PETUNJUK ELEMEN KEMAHIRAN INSANIAH
INDICATOR OF SOFTSKILLS ELEMENT

KEMAHIRAN BERKOMUNIKASI
COMMUNICATION SKILLS

Tahap Level	Kemahiran Skills	Keterangan Explanation
CS1	KIM	Kebolehan menyampaikan idea dengan terang, berkesan dan dengan penuh keyakinan, secara lisan dan bertulis <i>The ability to present ideas clearly, effectively and confidently, in both oral and written forms</i>
CS2	KIM	Kebolehan mengamalkan kemahiran mendengar yang aktif dan memberikan maklum balas <i>The ability to practice active listening skills and provide feedback</i>
CS3	KIM	Kebolehan membuat pembentangan secara jelas dengan penuh keyakinan dan bersesuaian dengan tahap pendengar. <i>The ability to present clearly with confidence and appropriate to the level of the listener</i>
CS4		Kebolehan untuk menggunakan teknologi dalam pembentangan <i>The ability to use technology in presentations</i>
CS5		Kebolehan berunding dan mencapai persetujuan <i>The ability to negotiate and reach an agreement</i>
CS6		Kebolehan berkomunikasi dengan peserta komunikasi yang mempunyai budaya berlainan <i>The ability to communicate with others from different cultures</i>
CS7		Kebolehan mengembangkan kemahiran komunikasi perseorangan <i>The ability to develop interpersonal communication skills</i>
CS8		Kebolehan menggunakan kemahiran bukan lisan <i>The ability to use non-verbal skills</i>

PEMIKIRAN KRITIS DAN KEMAHIRAN MENYELESAIKAN MASALAH
Critical Thinking And Problem Solving Skills

Tahap Level	Kemahiran Skills	Keterangan Explanation
CT1	KIM	Kebolehan mengenal pasti dan menganalisis masalah dalam situasi kompleks dan kabur, serta membuat penilaian yang berjustifykasi <i>The ability to identify and analyse problems in complex and vague situations, as well as to make justified evaluations</i>
CT2	KIM	Kebolehan mengembangkan dan membaiaki kemahiran berfikir seperti menjelaskan, menganalisis dan menilai perbincangan <i>The ability to develop and improve thinking skills such as to explain, analyse and evaluate discussions</i>
CT3	KIM	Kebolehan mencari idea dan mencari penyelesaian alternatif <i>The ability to find ideas and alternative solutions</i>
CT4		Kebolehan berfikir melangkaui batas <i>The ability to think out of the box</i>
CT5		Kebolehan membuat keputusan yang berdasarkan bukti kukuh <i>The ability to make decisions based on concrete evidence</i>
CT6		Kebolehan untuk bertahan serta memberikan perhatian sepenuhnya terhadap tanggungjawab yang diberikan <i>The ability to persevere as well as to fully concentrate on a given task</i>

Tahap Level	Kemahiran Skills	Keterangan Explanation
CT7		Kebolehan memahami dan menyesuaikan diri kepada budaya komuniti dan persekitaran kerja yang baharu <i>The ability to understand and to fit in with the culture of the community and new work environment</i>

KEMAHIRAN KERJA BERPASUKAN
TEAM WORK SKILLS

Tahap Level	Kemahiran Skills	Keterangan Explanation
TS1	KIM	Kebolehan membina hubungan baik, berinteraksi dengan orang lain dan bekerja secara efektif bersama mereka untuk mencapai objektif yang sama <i>The ability to build to good relations, interact with others and work effectively with them to achieve the same objectives</i>
TS2	KIM	Kebolehan memahami dan mengambil peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan <i>The ability to understand and interchange roles between that of a team leader and a team member</i>
TS3		Kebolehan untuk mengenal dan menghormati sikap, kelakuan dan kepercayaan orang lain. <i>The ability to recognize and respect the attitude, behaviour and beliefs of others</i>
TS4		Kebolehan memberi sumbangan kepada perancangan dan menyelaraskan hasil usaha kumpulan <i>The ability to contribute towards the planning and coordination of the team's efforts</i>
TS5		Bertanggungjawab terhadap keputusan kumpulan <i>Responsible for the group's decision</i>

PEMBELAJARAN BERTERUSAN DAN PENGURUSAN MAKLUMAT
LIFE LONG LEARNING AND INFORMATION MANAGEMENT

Tahap Level	Kemahiran Skills	Keterangan Explanation
LL1	KIM	Kebolehan mencari dan mengurus maklumat yang relevan daripada pelbagai sumber <i>The ability to search and manage relevant Information from different sources</i>
LL2	KIM	Kebolehan menerima idea baharu dan berkeupayaan untuk pembelajaran autonomi <i>The ability to accept new ideas and the capability for autonomous learning</i>
LL3		Kebolehan mengembangkan minda ingin tahu dan dahagakan ilmu <i>The ability to develop a curious mind and the thirst for knowledge</i>

KEMAHIRAN KEUSAHAWANAN
ENTREPRENEURIAL SKILLS

Tahap Level	Kemahiran Skills	Keterangan Explanation
KK1	KIM	Kebolehan mengenal pasti peluang perniagaan <i>The ability to identify business opportunities</i>
KK2		Kebolehan merangka perancangan perniagaan <i>The ability to outline business frameworks</i>

KK3		Kebolehan membina, meneroka dan merebut peluang perniagaan dan pekerjaan <i>The ability to build, explore and seize business and work opportunities</i>
Tahap Level	Kemahiran Skills	Keterangan Explanation
KK4		Kebolehan untuk bekerja sendiri <i>The ability to work independently</i>

ETIKA DAN MORAL PROFESIONAL
PROFESSIONAL ETHICS AND MORAL

Tahap Level	Kemahiran Skills	Keterangan Explanation
EM1	KIM	Kebolehan memahami kesan ekonomi, alam sekitar, dan sosiobudaya dalam amalan profesional <i>The ability to recognize the effects on the economy, environment and socio culture in professional practice</i>
EM2	KIM	Kebolehan untuk menganalisis dan membuat keputusan dalam penyelesaian masalah berkaitan etika <i>The ability to analyze and make decisions in solving problems related to ethics</i>
EM3		Kebolehan untuk mengamalkan sikap beretika, di samping mempunyai rasa tanggungjawab terhadap masyarakat <i>The ability to practise ethically, apart from being responsible towards the society</i>

KEMAHIRAN KEPEMIMPINAN
LEADERSHIP SKILLS

Tahap Level	Kemahiran Skills	Keterangan Explanation
LS1	KIM	Pengetahuan tentang teori asas kepemimpinan <i>Knowledge of basic leadership theory</i>
LS2	KIM	Kebolehan untuk memimpin projek <i>The ability to lead a project</i>
LS3		Kebolehan untuk memahami dan mengambil peranan bersilih ganti antara ketua pasukan dan anggota pasukan <i>The ability to understand and interchange roles between that of a team leader and a team member</i>
LS4		Kebolehan untuk menyelia anggota pasukan <i>The ability to supervise team members</i>



KURSUS ELEKTIF LUAR FAKULTI

ELECTIVE COURSE OUTSIDE THE FACULTY

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

GIP1001 – PENDIDIKAN UNTUK PEMBANGUNAN LESTARI (2 Kredit)
EDUCATION FOR SUSTAINABLE DEVELOPMENT (2 Credit)

Sinopsis/Synopsis:

Melalui kursus ini, pelajar akan berpeluang untuk mengembangkan pemahaman mereka tentang isu berkaitan dengan kelestarian. Disamping itu juga, pelajar berpeluang mengaplikasi kaedah untuk membangun masa depan yang lebih lestari. Penyertaan pelajar dalam proses pengajaran dan pembelajaran memotivasi mereka serta mereka mampu mengambil tindakan yang sewajarnya dalam usaha pelestarian alam. Mereka juga dapat mengembangkan kemahiran berfikir secara kritis khususnya dalam mengambarkan senario masa hadapan dan sama-sama dapat membuat keputusan.

This course will allow the student to develop a complete understanding of sustainability issues, as well as develop skills that will enable them to apply tools to nurture a more sustainable future. Participatory teaching and learning methods will motivate and empower students to be able to take action, as well as to develop critical thinking skills as they imagine future scenarios and participate in collaborative decision-making.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Cocoran, P.B. & Osano, P.M. (2009). *Young people, education, and sustainable development exploring principles, perspectives, and praxis*, Wageningen Publishers: France.
Jones, P., Selby, D. & Sterling, S. R. (2010). *Sustainability education: perspectives and practice across higher education*, Earthscan: London.
Walter, L.F. (2011). *World trends in education for sustainable development*, Oxford: New York.

GIP1002 – PENDIDIKAN GLOBAL (2 Kredit)
GLOBAL EDUCATION (2 Credit)

Sinopsis/Synopsis:

Kursus ini mendedahkan pelajar kepada fenomena dan isu-isu yang dihadapi oleh masyarakat global akibat daripada fenomena globalisasi. Perbincangan akan memberi tumpuan kepada konsep globalisasi dan kesannya terhadap pelbagai aspek kehidupan global termasuk Malaysia. Antara isu yang ditangani termasuk literasi, pencemaran, masalah ubat, penyakit berjangkit, globalisasi, liberalisasi, pendidikan dan isu pembangunan manusia dan budaya. Perbicangan juga akan menangani pelbagai prospek penyelesaian untuk menangani pelbagai isu yang dibincangkan.

This course exposes students to the phenomena and issues facing the global cummunity as a result of the phenomenon of globalization. The discussion will focus on the concept of globalization and its impact on various aspects of global life including Malaysia. Among the issues being addressed include literacy, pollution, drug problems, infectious diseases, globalization, liberalization, education and human and cultural development issues. Discussions will also address various prospects for solutions to address the variuos issues discussed.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Campbell, J., Campbell, W.J., Baikaloff, N., Baikaloff, N., & Power, C. (Eds.) (2006). *Towards a global community: Educating for tomorrow's world*. Netherlands:Springer Science & Business Media.
Huntington, Samuel P. (2007). *The clash of civilisations and remaking of the world order*. New York: Simon and Schuster
Hussin Ahmad. (2001). *UNESCO dan cabaran globalisasi*. Kuala Lumpur: Utusan Publication.
Lenchner, F. J. & Boli, J. (Eds.) (2014). *The globalization reader (5th ed)*. Malden: John Wiley & Sons.

- Mei Ling Sieh Lee (2007) *Menangani cabaran dunia: Strategi globalisasi di Malaysia*. Kuala Lumpur: ITBM.
- Reynolds, R., Bradberry, D., Brown, J., Carroll, K., Donnelly, D., Ferguson-Patrick, K., & Macqueen, S. (Eds.) (2015) *Contesting and constructing international perspectives in global education*. Rotterdam: Sense Publishers.
- Waters, M. (2013), *Globalization* (2nd ed). New York: Routledge.

**GIP1003 – PENDIDIKAN PERBANDINGAN (2 Kredit)
COMPARATIVE EDUCATION (2 Credit)**

Sinopsis/Synopsis:

Kursus ini secara kritis melakukan tinjauan terhadap perspektif, dasar, bentuk, amalan, isu dan penyelesaian di dalam pelbagai sistem pendidikan di beberapa negara terpilih di dunia termasuklah Malaysia. Melalui penganalisisan sistematik sesebuah sistem pendidikan di sesebuah kawasan atau negara dan dengan melakukan perbandingan dengan sistem-sistem yang terdapat di sesebuah kawasan atau negara lain, kelebihan dan kekurangan pada sesuatu sistem dapat dilihat. Penganalisisan sesuatu sistem yang mengambil kira konteks sosial, sejarah, politik, keagamaan dan ekonomi (tempatan dan global) akan memberi kami pemahaman yang lebih terperinci tentang proses pembentukan dan pelaksanaan dasar pendidikan serta pendekatan pendidikan sistem tersebut. Apa yang dipelajari boleh memberikan idea dan bimbingan yang berharga untuk penambahbaikan pendidikan.

This course is a critical evaluation of the perspectives, policies, forms, practices, issues and solutions in different education systems in the world including Malaysia. Through a systematic analysis of an education system in a specific area or country, and by comparing systems in an area or countries weaknesses and strengths of a system can be seen. An analysis of a system that takes into account the social, historical, political, religious and economic context (local and global) will help us develop a more nuanced understanding of education policy development and implementation processes, as well as approaches to education of the said system. The lessons learned can provide valuable ideas and guidance for the improvement of education in general.

Kaedah Penilaian : Penilaian Berterusan - 40% Peperiksaan - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Inggeris
Medium of Instruction : English Language

Rujukan Utama/Main References:

- Mason, M., Bray, M., & Adamson, B. (2007). *Comparative education research: Approaches and methods*. Hong Kong: Springer.
- Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice*. London: Bloomsbury.

**GIP2001 – PENDIDIKAN KANAK-KANAK BERKEPERLUAN KHAS (2 Kredit)
EDUCATION OF CHILDREN WITH SPECIAL NEEDS (2 Credit)**

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar mengenai pelbagai jenis kurang upaya yang wujud. Kursus ini juga memberi maklumat tentang pelbagai perkhidmatan dan program yang sedia ada di Malaysia. Isu-isu semasa dan cabaran orang-orang kurang upaya terus diberi penekanan. Peranan guru sebagai penyelaras dan fasilitator untuk membantu pelajar dan keluarga diberi kepentingan juga. Topik-topik utama dalam kursus ini termasuk: kurang upaya pembelajaran; penglihatan; pendengaran; intelek; palsi serebrum dan kanak-kanak pintar cerdas. Maklumat mengenai paraprofesional yang terlibat untuk pengesahan awal dan pentaksiran turut dibincangkan.

This course is an introductory level course and provides basic information about disabilities in Malaysia. Students will acquire knowledge about the various types of services that are available for the target group and how to access them. Current issues and challenges are also discussed. The role of the teacher / social worker as coordinator is also discussed as the criteria for success on treatment and quality of life. Role of parents and the voluntary sector is also included. Topics include the intellectual disabilities; gifted and the talented; learning disabilities and others. The role of the allied professions and how to make effective referrals is also discussed.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%

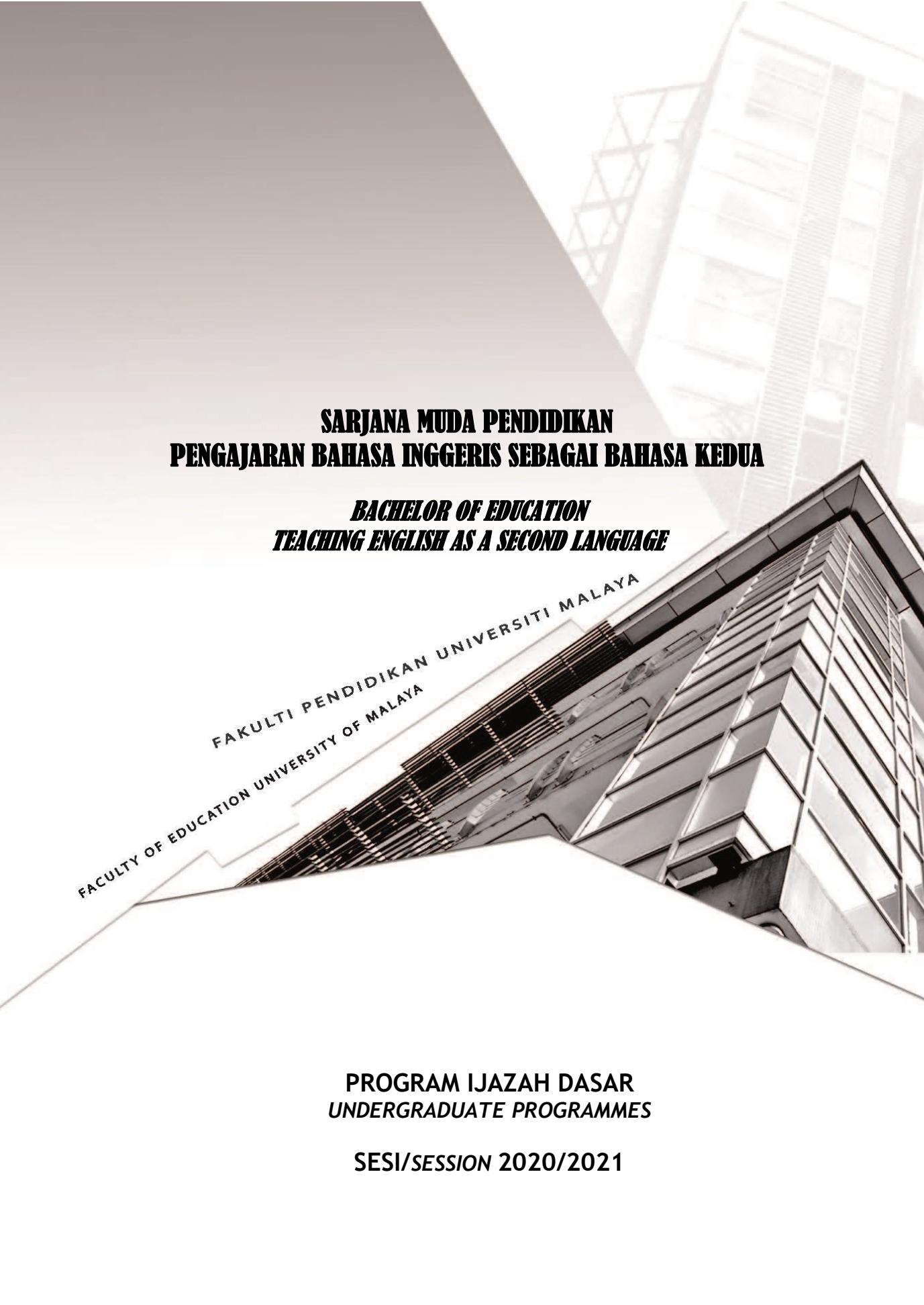
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Gargiulo, R. M. (2015). *Special education in contemporary society. An introduction to exceptionality.* (5th ed). USA: Sage Publications, Inc.
- Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education.* (12th ed). Boston, USA: Pearson.
- Harwell, J. M., & Jackson, R. W. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities.* (3rd ed). San Francisco: Jossey-Bass.
- Heward, W. L. (2012). *Exceptional children: An introduction to special education.* (10th ed). USA: Pearson.
- Pellegrini, L. (2012). *The common sense guide to your child's special needs.* Baltimore, MD: Brookes Publishing Co., Inc.
- Smith, D. D., & Tyler, N.C. (2010). *Introduction to special education: making a difference.* New Jersey: Pearson Education Inc.
- Winebrenner, S., & Bralles, D. (2012). *Teaching gifted kids in today's classroom: Strategies and techniques every teacher can use.* (3rd ed). Minneapolis: Free Spirit Publishing.



**SARJANA MUDA PENDIDIKAN
PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA**

**BACHELOR OF EDUCATION
TEACHING ENGLISH AS A SECOND LANGUAGE**



FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

KELAYAKAN KEMASUKAN KE PROGRAM
SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA
ENTRY REQUIREMENT FOR
BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE PROGRAMME

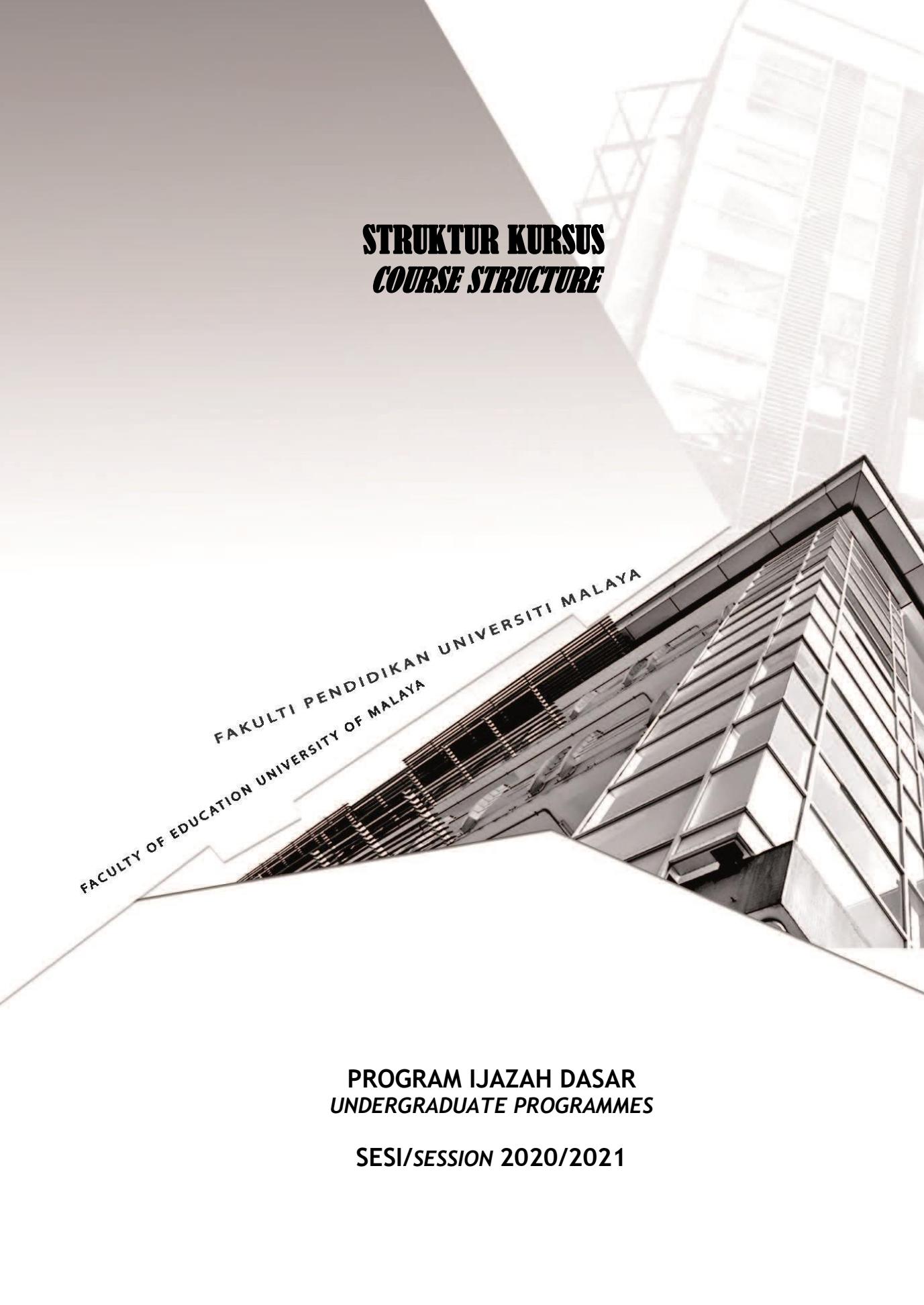
STPM (TAHUN SEMASA)	MATRIKULASI/ASASI (TAHUN SEMASA)	STAM	DIPLOMA/SETARAF	KELAYAKAN LAIN
Aliran Sains dan Sastera <i>Science and Arts Stream</i> Lulus STPM dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass STPM with at least CGPA 3.00;</i> dan and Mendapat sekurang-kurangnya Gred A pada peringkat SPM dalam mata pelajaran Bahasa Inggeris; <i>Attain at least Grade A at SPM for English;</i> dan and Lulus Matematik di peringkat SPM; <i>Pass Mathematics in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 4 (Band 4) dalam MUET; <i>Attain MUET with at least Band 4;</i> dan and	Aliran Sains, Perakaunan dan TESL <i>Science, Accountancy and TESL Stream</i> Lulus Matrikulasi/Asasi dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass Matriculation/Asasi with at least CGPA 3.00;</i> dan and Mendapat sekurang-kurangnya Gred A pada peringkat SPM dalam mata pelajaran Bahasa Inggeris; <i>Attain at least Grade A at SPM for English;</i> dan and Lulus Matematik di peringkat SPM; <i>Pass Mathematics in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 4 (Band 4) dalam MUET; <i>Attain MUET with at least Band 4;</i> dan and	Tidak ditawarkan <i>Not offered</i>	Aliran Sains dan Sastera <i>Science and Arts Stream</i> Memiliki Diploma Bahasa Inggeris sebagai Bahasa Kedua (ESL) atau Diploma Bahasa Inggeris atau yang setara yang diiktiraf oleh Kerajaan Malaysia dan diluluskan oleh senat Universiti dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Attain at least CGPA 3.00 a Diploma in English as a Second Language (ESL) or Diploma in English or the equivalent from any institutions recognized by the Government of Malaysia and the University senate;</i> atau or Lulus STPM bukan tahun semasa dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass STPM not in current year with at least CGPA 3.00;</i> atau or Lulus Matrikulasi / Asasi bukan tahun semasa dengan mendapat	Aliran A-Level, IB dan AUSMAT <i>A-Level, IB Stream and AUSMAT</i> Lulus GCE A Level dengan mendapat sekurang-kurangnya satu (1) Gred B dan dua (2) Gred C dalam mana-mana mata pelajaran; <i>Pass GCE A Level with at least one (1) Grade B and two (2) Grade C in any subject;</i> atau or Lulus International Baccalaureate (IB) Diploma dengan mendapat sekurang-kurangnya skor 30 mata; <i>Pass International Baccalaureate (IB) Diploma with at least score of 30 points;</i> atau or Memiliki kelayakan Australian Matriculation Programme (AUSMAT) dengan mendapat sekurang-kurangnya Australian Tertiary Admission Rank (ATAR)

<p>Lulus ujian <i>Malaysian Educators Selection Inventory (MEdSI)</i> dan temu duga. <i>Pass the Malaysian Education Selection (MEdSI) test and interview.</i></p>	<p>Attain MUET with at least Band 4; dan and Lulus ujian <i>Malaysian Educators Selection Inventory (MEdSI)</i> dan temu duga. <i>Pass the Malaysian Education Selection (MEdSI) test and interview.</i></p>		<p>sekurang-kurangnya PNGK 3.00; dan Gred B pada peringkat Matrikulasi bagi mata pelajaran Bahasa Inggeris; <i>Pass Matriculation/Asasi not in current year with at least CGPA 3.00; and Grade B in English at Matriculation;</i> dan and Mendapat sekurang-kurangnya Gred A pada peringkat SPM dalam mata pelajaran Bahasa Inggeris; <i>Attain at least Grade A at SPM for English;</i> dan and Lulus <i>Matematik</i> di peringkat SPM; <i>Pass Mathematics in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 4 (Band 4) dalam MUET; <i>Attain MUET with at least Band 4;</i> dan and Lulus ujian <i>Malaysian Educators Selection Inventory (MEdSI)</i> dan temu duga; <i>Pass the Malaysian Educators Selection Inventory (MEdSI) test and interview.</i></p>	<p>sebanyak 60%; <i>Candidates are required to have AUSMAT qualifications with Australian Tertiary Admission Rank (ATAR) of 60%;</i> dan and Mendapat sekurang-kurangnya Gred A pada peringkat SPM dalam mata pelajaran Bahasa Inggeris; <i>Attain at least Grade A at SPM for English;</i> dan and Lulus <i>Matematik</i> di peringkat SPM; <i>Pass Mathematics in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 4 (Band 4) dalam MUET; <i>Attain MUET with at least Band 4;</i> Walau bagaimanapun, pemohon yang tidak mempunyai MUET tetapi mempunyai keputusan berikut boleh dipertimbangkan bagi kemasukan secara bersyarat dengan memenuhi keperluan MUET dalam tempoh satu sesi pengajian: <i>However, applicants who do not have MUET but have the following results may be considered for conditional admission by meeting the MUET requirements within one semester session in UM:</i> atau or Mendapat sekurang-kurangnya</p>
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			<p>dan and</p> <p>Berumur tidak melebihi 30 tahun semasa mengemukakan permohonan. <i>Not more than 30 years of age at time of application.</i></p>	<p>Band 5.5 – 6 dalam IELTS; <i>Attain IELTS with at least Band 5.5 - 6;</i></p> <p>atau or</p> <p>Mendapat sekurang-kurangnya skor 513-547 (PBT), 183-210 (CBT), dan 65-78 (IBT) dalam TOEFL; <i>Attain TOEFL with at least score of 513-547 (PBT), 183-210 (CBT) and 65-78 (IBT);</i></p> <p>dan and</p> <p>Lulus ujian Malaysian Educators Selection Inventory (MEdSI) dan temu duga; <i>Pass the Malaysian Educators Selection Inventory (MEdSI) test and interview.</i></p>
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Nota: Calon hendaklah sihat tubuh badan, tidak mengidap apa-apa penyakit mental atau fizikal dan berupaya mengikuti program-program yang dirangka untuk kursus ini

Note: The applicant should be healthy without mental or physical illness that would hinder him or her from following the various programmes for this course.



STRUKTUR KURSUS

COURSE STRUCTURE

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

STRUKTUR KURSUS SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA

-PELAJAR MALAYSIA SAHAJA-

(mulai kemasukan sesi 2020/2021)

KURSUS	TAHUN 1						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	GIG1013	Penghayatan Etika dan Peradaban	2	GIG1012	Falsafah dan Isu Semasa	2	8	
	GIG1004	Literasi Maklumat	2	GIG1005	Jalinan Masyarakat	2		
TERAS FAKULTI	PIX1001	Sejarah Pendidikan di Malaysia	3	PIX1002	Asas Pendidikan Jasmani, Kesihatan dan Kokurikulum	3	12	
	PIB1003	English Language Proficiency for Teachers I	3	PIB1006	English Language Proficiency for Teachers II	3		
TERAS PENGKHUSUSAN	PIB1001	Foundations for TESL Methodology	3	PIB1004	Applied Linguistics for Language Teachers	3	15	
	PIB1002	Grammar in the ESL Classroom	3	PIB1005	Listening and Speaking in the ESL Classroom	3		
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	-			PIX1004	Keselamatan dalam Pendidikan Sukan	3	3	
	-			PIX2003	Kemahiran Berfikir & Komunikasi	3		
	-			PIX2004	Hamparan Elektronik dalam Pendidikan	3		
	-			PIX2005	Pengenalan Apresiasi Seni Visual	3		
	-			PIX2006	Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral	3		
	-			PIX3003	Multimedia dalam Pengajaran	3		
	-			PIX3004	Akhlik dan Etika Profesional	3		
	-			PIX3005	Asas Pendidikan Bahasa Melayu	3		
	-			PIX3006	Asas Pendidikan Bahasa Cina	3		
	-			PIX3007	Penaakulan Statistik dalam Penyelidikan Pendidikan	3		
	JUMLAH		16	JUMLAH			22	
							38	

KURSUS	TAHUN 2									KREDIT	
	SEMESTER 1			SEMESTER 2			SEMESTER KHAS				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	-			GIG1003	Asas Pembudayaan Keusahawanan Ko-Kurikulum	2 2	-			4	
TERAS FAKULTI	PIX1003	Falsafah Pendidikan Malaysia	3	PIX2001	Psikologi Pendidikan	3	-			6	
TERAS PENGKHUSUSAN	PIB2001 PIB2002	Reading in the ESL Classroom Writing in the ESL Classroom	3 3	PIB2004	English for Language Teachers	3	PIB3003	School Orientation Progamme	2	11	
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	PIX1004 PIX2003 PIX2004 PIX2005 PIX2006 PIX3003 PIX3004	Keselamatan dalam Pendidikan Sukan Kemahiran Berfikir & Komunikasi Hamparan Elektronik Dalam Pendidikan Pengenalan Apresiasi Seni Visual Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral Multimedia dalam Pengajaran Akhlak dan Etika Profesional	3 3 3 3 3 3 3	-			-			3	

KURSUS	TAHUN 2 (sambungan)									KREDIT	
	SEMESTER 1			SEMESTER 2			SEMESTER KHAS				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
	PIX3005 PIX3006 PIX3007	Asas Pendidikan Bahasa Melayu Asas Pendidikan Bahasa Cina Penaakulan Statistik dalam Penyelidikan Pendidikan	3 3 3								
ELEKTIF PENGKHUSUSAN	PIB2006	Critical Thinking and Literature	3	PIB3004 PIB2007	Readings in British and American Literature atau Postcolonial Literature	2 2				5	
KURSUS ELEKTIF PENGKHUSUSAN I (PILIH SALAH SATU BIDANG SAHAJA)											
A. PENDIDIKAN KESUSASTERAAN INGGERIS	PIB1008	Introduction to Methodology in Literature Education	3	PIB2008	Interpretations of Literary Texts in Schools	3				6	
B. PENDIDIKAN MORAL	PIB1009 PIB2010	Perkembangan Moral atau Pendidikan Moral dan Agama	3 3	PIB3015	Kurikulum Pendidikan Moral	3					
C. TEKNOLOGI DALAM PENDIDIKAN	PIB1011 PIB1012	Asas Teknologi Pengajaran atau Aplikasi Komputer dalam Pengajaran	3 3	PIB2012	Web dan Perangkaian Sekolah	3					
	JUMLAH		18	JUMLAH		15	JUMLAH		2	35	

KURSUS	TAHUN 3									KREDIT	
	SEMESTER 1			SEMESTER 2			SEMESTER KHAS				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
TERAS FAKULTI	PIX2002	Kreativiti dan Inovasi dalam Pendidikan	3	PIX3001	Sosiologi Pendidikan	3				6	
TERAS PENGKHUSUSAN	PIB2005	Language Acquisition	3	PIB3005	Simulated Teaching in TESL	3					
	PIB3001	Assessment and Evaluation for ESL	3	PIB3006	Academic Writing	3	PIB3009	Praktikum	8	23	
	PIB3002	Foundations of Research in TESL	3								
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	-			PIX1004 PIX2003 PIX2004 PIX2005 PIX2006 PIX3003 PIX3004 PIX3005 PIX3006	Keselamatan dalam Pendidikan Sukan Kemahiran Berfikir & Komunikasi Hamparan Elektronik Dalam Pendidikan Pengenalan Apresiasi Seni Visual Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral Multimedia dalam Pengajaran Akhlaq dan Etika Profesional Asas Pendidikan Bahasa Melayu Asas Pendidikan Bahasa Cina	3 3 3 3 3 3 3 3 3	-			3	

KURSUS	TAHUN 3 (sambungan)									KREDIT	
	SEMESTER 1			SEMESTER 2			SEMESTER KHAS				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
		-		PIX3007	Penaakulan Statistik dalam Penyelidikan Pendidikan	3		-			
ELEKTIF PENGKHUSUSAN		-		PIB3008	Literature in the School Syllabus	2		-		2	
ELEKTIF PENGKHUSUSAN I (PILIH SALAH SATU BIDANG SAHAJA)											
A. PENDIDIKAN KESUSAstERAAN INGGERIS	PIB3013 PIB4015	Literary Texts for ESL Learners atau The Literature Curriculum in TESL	3 3	PIB3014	Simulated Teaching in Literature Education	3	-				
B. PENDIDIKAN MORAL	PIB3016 PIB4004	Pendekatan Pengajaran dan Pembelajaran dalam Pendidikan Moral atau Penilaian dalam Pendidikan Moral	3 3	PIB4005	Pengajaran Mikro Pendidikan Moral	3	6				
C. TEKNOLOGI DALAM PENDIDIKAN	PIB3018 PIB4009	Penerbitan Media Digital atau Sistem Pengurusan Bahan dan Maklumat	3 3	PIB4010	Asas Reka Bentuk Papan Cerita dan Interaktiviti	3					
JUMLAH			15	JUMLAH		17	JUMLAH		8	40	

KURSUS	TAHUN 4						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI		Elektif Luar Fakulti	2				2	
TERAS FAKULTI	PIX3002	Kepimpinan Diri	3	PIX4001	Etika Perguruan dan Aspek Perundangan dalam Pendidikan	3	6	
TERAS PENGKHUSUSAN	PIB4001 PIB3007	Integrative Seminar: Issues in TESL Academic Project +	3 3	PIB3007	Academic Project +	3	9	
KURSUS ELEKTIF PENGKHUSUSAN I (PILIH SALAH SATU BIDANG SAHAJA)								
A. PENDIDIKAN KESUSAstERAAN INGGERIS	PIB4003 PIB4014	Performance in Literature Education atau Issues in Teaching Literature	3 3	-			3	
B. PENDIDIKAN MORAL	PIB4016	Projek Pendidikan Moral	3	-				
C. TEKNOLOGI DALAM PENDIDIKAN	PIB4012	Asas Pembangunan Aplikasi Mobil dalam Pendidikan	3	-				
JUMLAH			14	JUMLAH			6	
JUMLAH KESELURUHAN							133	

Nota : - Penawaran Kursus : Fakulti mempunyai hak untuk tidak meneruskan atau mengubah kursus menurut keperluan keadaan. Kursus mungkin tidak ditawarkan oleh kerana kekurangan pelajar yang mendaftar atau ketidadaan tenaga pengajar.
 - Kursus Progresif (+)

COURSE SCTRUCTURE FOR THE BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE
-FOR INTERNATIONAL STUDENTS ONLY-
(begins admission session 2020/2021)

COURSE	YEAR 1						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT		
UNIVERSITY	GLT1017	Basic Malay Language	2	GIG1013	Appreciation of Ethics and Civilizations	2	8	
	GIG1004	Information Technology	2	GIG1005	Social Engagement	2		
FACULTY CORE	PIX1001	Education History in Malaysia	3	PIX1002	Basic of Physical Education, Health and Co-Curriculum	3	12	
	PIB1003	English Language Proficiency for Teachers I	3	PIB1006	English Language Proficiency for Teachers II	3		
SPECIALIZATION CORE	PIB1001	Foundations for TESL Methodology	3	PIB1004	Applied Linguistics for Language Teachers	3	15	
	PIB1002	Grammar in the ESL Classroom	3	PIB1005	Listening and Speaking in the ESL Classroom	3		
ELECTIVE FACULTY (choose 1 courses only)	-			PIX1004	Safety in Sports Education	3	3	
	-			PIX2003	Thinking and Communication Skills	3		
	-			PIX2004	Spreadsheet in Education	3		
	-			PIX2005	Introduction to Visual Art Appreciation	3		
	-			PIX2006	Community Service and Learning in Moral Education	3		
	-			PIX3003	Multimedia in Teaching	3		
	-			PIX3004	Akhlaq and Professional Ethics	3		
	-			PIX3005	Basic Education of Malay Language	3		
	-			PIX3006	Basic in Chinese Language Education	3		
	-			PIX3007	Statistical Reasoning in Educational Research	3		
TOTAL			16	TOTAL			22	
							38	

COURSE	YEAR 2									CREDIT	
	SEMESTER 1			SEMESTER 2			SPECIAL SEMESTER				
	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT		
UNIVERSITY	-			GIG1003	Basic Course on Culture of Entrepreneurship Co- Curriculum	2 2	-			4	
FACULTY CORE	PIX1003	Malaysian Education Philosophy	3	PIX2001	Education Psychology	3	-			6	
SPECIALIZATION CORE	PIB2001 PIB2002	Reading in the ESL Classroom Writing in the ESL Classroom	3 3	PIB2004	English for Language Teachers	3	PIB3003	School Orientation Progamme	2	11	
ELECTIVE FACULTY (choose 1 courses only)	PIX1004 PIX2003 PIX2004 PIX2005 PIX2006 PIX3003 PIX3004 PIX3005 PIX3006	Safety in Sports Education Thinking and Communication Skills Spreadsheet in Education Introduction to Visual Art Appreciation Community Service and Learning in Moral Education Multimedia in Teaching <i>Akhlik</i> and Professional Ethics Basic Education of Malay Language Basic in Chinese Language Education	3 3 3 3 3 3 3 3 3	-			-			3	

COURSE	YEAR 2 (continue)									CREDIT	
	SEMESTER 1			SEMESTER 2			SPECIAL SEMESTER				
	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT		
	PIX3007	Statistical Reasoning in Educational Research	3	-			-				
SPECIALIZATION ELECTIVES	PIB2006	Critical Thinking and Literature	3	PIB3004 PIB2007	Readings in British and American Literature or Postcolonial Literature	2 2	-			5	
				SPECIALIZATION ELECTIVES I							
LITERATURE IN ENGLISH EDUCATION	PIB1008	Introduction to Methodology in Literature Education	3	PIB2008	Interpretations of Literary Texts in Schools	3	-			6	
TOTAL			18	TOTAL		15	TOTAL		2	35	

COURSE	YEAR 3									CREDIT		
	SEMESTER 1			SEMESTER 2			SPECIAL SEMESTER					
	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT			
FACULTY CORE	PIX2002	Creativity and Innovation in Education	3	PIX3001	Sociology of Education	3	-		-		6	
SPECIALIZATION CORE	PIB2005	Language Acquisition	3	PIB3005	Simulated Teaching in TESL	3	PIB3009	Practicum	8	23		
	PIB3001	Assessment and Evaluation for ESL	3	PIB3006	Academic Writing	3	-		-			
	PIB3002	Foundations of Research in TESL	3									
ELECTIVE FACULTY (choose 1 courses only)	-			PIX1004	Safety in Sports Education	3	-		-		3	
				PIX2003	Thinking and Communication Skills	3	-		-			
				PIX2004	Spreadsheet in Education	3	-		-			
				PIX2005	Introduction to Visual Art Appreciation	3	-		-			
				PIX2006	Community Service and Learning in Moral Education	3	-		-			
				PIX3003	Multimedia in Teaching	3	-		-			
				PIX3004	Akhlaq and Professional Ethics	3	-		-			
				PIX3005	Basic Education of Malay Language	3	-		-			
				PIX3006	Basic in Chinese Language Education	3	-		-			
				PIX3007	Statistical Reasoning in Educational Research	3	-		-			

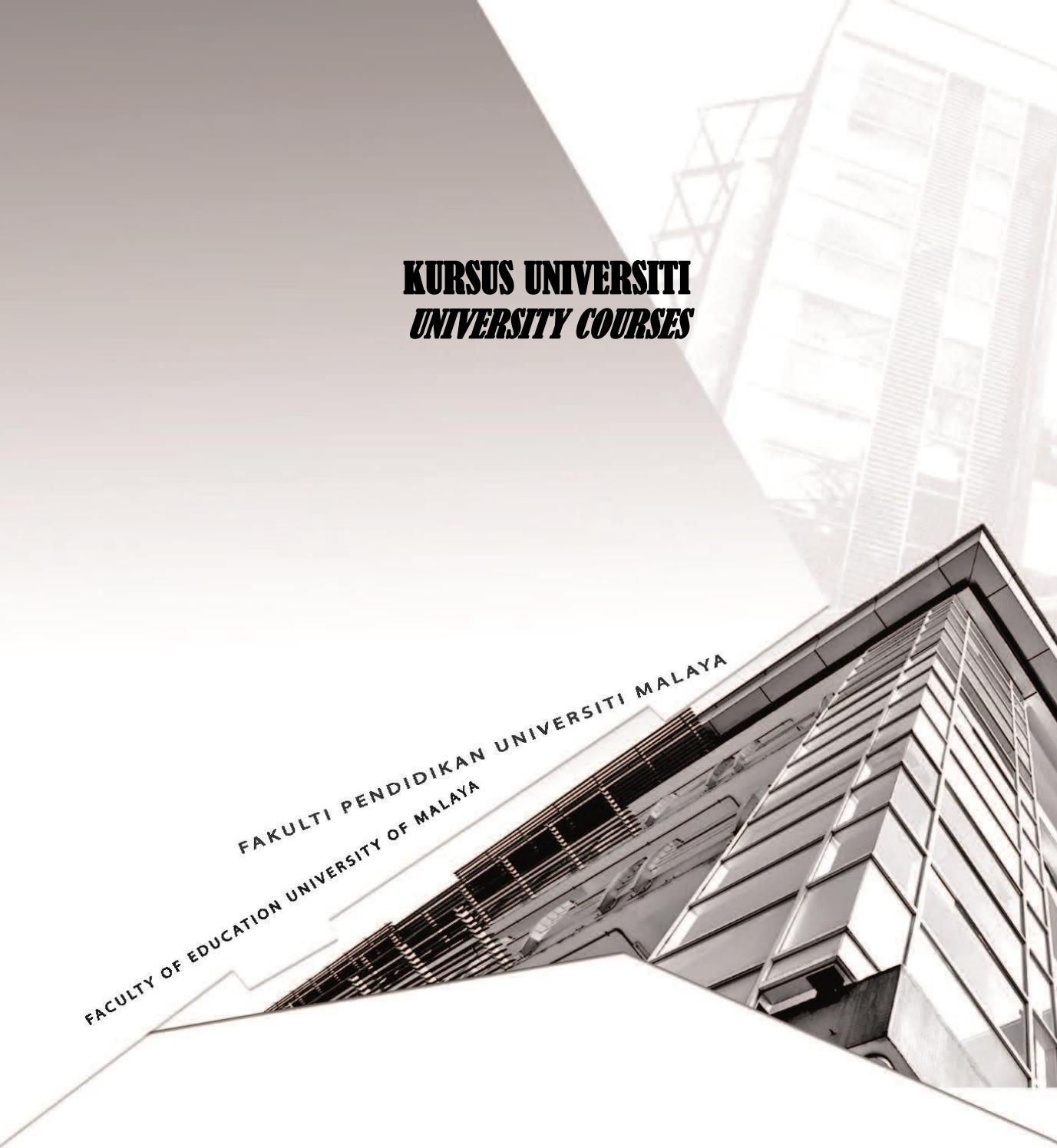
COURSE	YEAR 3 (continue)									CREDIT	
	SEMESTER 1			SEMESTER 2			SPECIAL SEMESTER				
	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT		
SPECIALIZATION ELECTIVES	-			PIB3008	Literature in the School Syllabus	2	-			2	
SPECIALIZATION ELECTIVES I											
LITERATURE IN ENGLISH EDUCATION	PIB3013 PIB4015	Literary Texts for ESL Learners or The Literature Curriculum in TESL	3 3	PIB3014	Simulated Teaching in Literature Education	3	-			6	
TOTAL			15	TOTAL			17	TOTAL	8	40	

COURSE	YEAR 4						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	TITLE COURSE	CREDIT	COURSE CODE	TITLE COURSE	CREDIT		
UNIVERSITY		Elective Course Outside the Faculty	2	-			2	
FACULTY CORE	PIX3002	Self-Leadership	3	PIX4001	Teaching Ethics and Legal Aspects in Education	3	6	
SPECIALIZATION CORE	PIB4001 PIB3007	Integrative Seminar: Issues in TESL Academic Project +	3 3	PIB3007	Academic Project +	3	9	
SPECIALIZATION ELECTIVES I								
LITERATURE IN ENGLISH EDUCATION	PIB4003 PIB4014	Performance in Literature Education or Issues in Teaching Literature	3 3	-			3	
TOTAL			14	TOTAL		6	20	
TOTAL CREDIT							133	

Note: - Faculty has the authority not to continue or change a course depending on the circumstances. A course may not be offered due to the small number of students who register or due to the lack of teaching staff.
 - Progresif Course (+)

KURSUS UNIVERSITI

UNIVERSITY COURSES



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

GIG1003 – ASAS PEMBUDAYAAN KEUSAHAWANAN (2 Kredit) BASIC ENTREPRENEURSHIP CULTURE (2 Credit)

Sinopsis/Synopsis:

Kursus ini cuba menerapkan elemen asas pembudayaan keusahawanan kepada semua pelajar. Inisiatif ini diambil untuk membuka minda dan merangsang semangat keusahawanan kepada kumpulan sasar yang berpotensi. Antara topik yang akan diajar termasuklah konsep dan perkembangan keusahawan, kepentingan keusahawan, faktor yang menggalakkan keusahawan, perkembangan keusahawan di Malaysia, kreativiti dan inovasi dalam keusahawanan, peluang perniagaan, kemahiran memulakan perniagaan, merancang perniagaan dan kemahiran mengurus projek perniagaan. Di samping itu, kursus ini juga memberikan pelajar latihan yang lebih bermakna dan berkesan mengenai realiti dunia perniagaan sebenar.

This course will attempt to inculcate the basic elements of entrepreneurship in the students. Initiatives are taken to open their minds and motivate the entrepreneurial spirit in this potential target group. The course encompasses theory and type's entrepreneurship, the importance of entrepreneurship and factors affecting entrepreneurship, entrepreneurship development in Malaysia, ethics of entrepreneurship, creativity and innovation in entrepreneurship, business opportunity, ability to start a business, developing business plans, skills to run and manage a business. The course also incorporates a direct exposure to the real business environment.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Inggeris

Medium of Instruction : English Language

Rujukan Utama/Main References:

Sodri Ariffin, Ismail Ab.Wahab & Zarida Hambali (2013) *Fundamentals of entrepreneurship*, Malaysia : Oxford Fajar Sdn Bhd.

GIG1004 – LITERASI MAKLUMAT (2 Kredit) INFORMATION LITERACY (2 Credit)

Sinopsis/Synopsis:

Kursus ini akan meningkatkan perkembangan kemahiran pengurusan maklumat pelajar supaya mereka menjadi pengguna maklumat yang cekap. Kemahiran ini akan menjadi asas kepada pembelajaran sepanjang hayat dan menyumbang kepada kecemerlangan akademik pelajar. Justeru itu, kursus ini memberi tumpuan kepada penggunaan sumber maklumat dan rujukan dalam pelbagai bentuk serta strategi pencarian maklumat yang berkesan. Aspek penilaian maklumat yang diperolehi dan penyediaan senarai rujukan tertentu juga diberi penekanan.

This course will develop student information management skills so that they can become effective and efficient users of information. These essential skills will contribute to the academic success as well as create a foundation for lifelong learning. Therefore, this course focus on the strategic use of information and references sources in various format. Evaluation of information obtained and the preparation of reference list is also emphasized.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References :

Gash, S. (2000). *Effective literature searching for research* (2nd ed). New York, NY: Gowers.

Grix, J., & Watkins, G. (2010). *Information skills: Finding and using the right resources*. New York, NY: Palgrave Macmillan.

Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*. London, England: Sage Publications.

O Dochartaigh, N (2007). *Internet research skills: How to do your literature search and find research information online*. Thousand Oaks, CA: Sage Publications.

Laman web E-Learning (<http://spectrum.um.edu.my>)

GIG1005 – JALINAN MASYARAKAT (2 Kredit)
SOCIAL ENGAGEMENT (2 Credit)

Sinopsis/Synopsis:

Kursus ini mendedahkan kepada pelajar mengenai khidmat kemasyarakatan dan peranan sebagai sukarelawan. Pelajar juga perlu merancang program khidmat masyarakat dan ditempatkan di lokasi-lokasi berkaitan dengan program tersebut. Pelajar perlu membuat laporan dan pembentangan berdasarkan pengalaman bersama komuniti tempatan.

This course exposes the students on social engagement and their role as volunteers. Students need to plan their social engagement programme and will be placed at a specific location based on their programme. Students have to write a report and make a presentation on their experience with the community.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continues Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Compton & Galaway, (1979). *Social Work Process*, New York: The Dorsey Press.

Reid K.E (1991). Social work practice with groups, clinical perspective California: *Brooks/Cole Pub.Co.*

Hepworth D. H & H LarsenJ.A (1993). Direct social work practice, theory and skills. California: *Brooks/Cole Pub. Co.*

GIG1012– FALSAFAH DAN ISU SEMASA (FIS) (2 Kredit)
PHILOSOPHY AND CURRENT ISSUES (2 Credit)

Sinopsis/Synopsis:

Kursus ini merangkumi hubungan ilmu falsafah dengan Falsafah Pendidikan Kebangsaan dan Rukunegara. Penggunaan falsafah sebagai alat untuk memurnikan budaya pemikiran dalam kehidupan melalui seni dan kaedah berfikir serta konsep insan. Topik utama dalam falsafah iaitu epistemologi, metaphysics dan etika dibincangkan dalam konteks isu semasa. Penekanan diberi kepada falsafah sebagai asas bagi menjalin dialog antara budaya serta memupuk nilai sepunya. Di hujung kursus ini pelajar akan mampu melihat disiplin-disiplin ilmu sebagai satu badan ilmu yang komprehensif dan terkait antara satu sama lain.

This course covers philosophical relations with the Philosophy of National Education and Rukunegara. The use of philosophy as a tool to purify the culture of thought in life through the arts and methods of thinking and human concepts. The main topics in philosophy are epistemology, metaphysics and ethics discussed in the context of current issues. Emphasis is given to philosophy as a basis for fostering inter-cultural dialogue and fostering one's values. At the end of this course students will be able to see the disciplines of science as one comprehensive body of knowledge and related to each other.

Kaedah Penilaian : Penilaian Berterusan - 70%

Peperiksaan - 30%

Assessment Method : Continuous Assessment

Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Al-Attas, S. M. Naquib. (1991). *The Concept of Education in Islam*. Kuala Lumpur: ISTAC

Al-Faruqi, I. R. (1994). *Al-Tawhid: Its Implications for Thought and Life* (2nd Ed.). Herndon: IIIT

Phillips, D. C. (Ed.) (2014). *Encyclopaedia of Educational Theory and Philosophy* (1st Ed.). SAGE Publication

Dzulkifli, A. R & Rosnah , H. (2019). *Pentafsiran Baharu Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020*. Kuala Lumpur: IIUM Press

Hospers, J. (1997). *An Introduction to Philosophical Analysis* (4th Ed.). London: Routledge.

Mitchell, H. B. (2011). *Roots of Wisdom: A Tapestry of Philosophical Traditions* (6th Ed.). Wadsworth: Cengage Learning

Osman Bakar. (1999). *The classification of Knowledge in Islam*. Cambridge, U.K.: The Islamic Texts Society.

- Rosnani Hashim .(2017). Revitalization of Philosophy and Philosophical Inquiry in Muslim Education. Kull of Education IIUM
- Soloman, R. C. & Higgins, K. M. (2010). The Big Questions: A Short Introduction to Philosophy (8th Ed.). Wadsworth: Cengage Learning.
- Weiming, T. & Ikeda, D. (2011). New Horizons In Eastern Humanism: Buddhism, Confucianism and The Quest for Global Peace. London: I. B. Tauris

GIG1013 – PENGHAYATAN ETIKA DAN PERADABAN (2 Kredit)
APPRECIATION OF ETHICS AND CIVILISATIONS (2 Credit)

Sinopsis/Synopsis:

Kursus ini menerangkan tentang konsep etika daripada perspektif peradaban yang berbeza. Ia bertujuan bagi mengenal pasti sistem, tahap perkembangan, kemajuan dan kebudayaan sesuatu bangsa dalam mengukuhkan kesepadan sosial. Selain itu, perbincangan berkaitan isu-isu kontemporari dalam aspek ekonomi, politik, sosial, budaya dan alam sekitar daripada perspektif etika dan peradaban dapat melahirkan pelajar yang bermoral dan profesional. Penerapan amalan pendidikan berimpak tinggi (HIEPs) yang bersesuaian digunakan dalam penyampaian kursus ini. Di hujung kursus ini pelajar akan dapat menghubungkaitkan etika dan kewarganegaraan berminda sivik.

This course discusses ethical concepts from different civilization perspectives. It aims to identify the systems, developmental stages, progress and culture of a nation in strengthening social cohesion. In addition, discussions on contemporary issues in the economic, political, social, cultural and environmental aspects from an ethical and civil perspective can produce students who are morally and professionally sound. The application of appropriate High Impact Education Practices (HIEPs) is used in the delivery of this course. At the end of this course students will be able to relate ethics and civic-minded citizenship.

Kaedah Penilaian : Penilaian Berterusan - 70% **Peperiksaan** - 30%

Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Shamsul Amri Baharuddin (ed). (2012). Modul Hubungan Etnik (2nd ed.). Bangi: Institut Kajian Etnik, UKM.
- Cheng, Y. (2012). Islam and the Wisdoms of Asian Religions. K. L.: The Other Press
- Cheng, Y. (2016). Islam and Secularism: The Quest for a Unity of Knowledge. Kuala Lumpur: IIUM Press, International Islamic University Malaysia.
- Dugin, A. (2012). The Fourth Political Theory. London: Arktos.
- Majid Fakhry. (1991). Ethical Theories in Islam. Leiden: J. J. Brill.
- Falikowski, A. F. (1990). Moral Philosophy: Theories, Skills and Applications. Englewood Cliff, NJ: Prentice Hall.
- Guenon, R. (2001). The Reign of Quantity and the Signs of the Times. (Lord Northbourne, trans.). Hillsdale NY: Sophia Perennis. (Original work published 1945).
- Harari, Y. N. (2017). Homo deus: A Brief History of Tomorrow. Australia: harper Collins.
- MacKinnon, B. (2015). Ethics: Theory and Contemporary Issues (8th ed.). Stamford, CT: Cengage Learning.
- Mitchell, H. B. (2011). Roots of Wisdom: A Tapestry of Philosophical Traditions (6th ed.). Wadsworth: Cengage Learning
- Maszlee Malik. (2017). Foundations of Islamic Governance: A Southeast Asian Perspective (1st ed.). London & New York: Routledge.

KURSUS TERAS FAKULTI FACULTY CORE COURSES

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

PIX1001 – SEJARAH PENDIDIKAN DI MALAYSIA (3 Kredit) **EDUCATION HISTORY IN MALAYSIA (3 Credit)**

Sinopsis/Synopsis:

Kursus ini akan menyingkap tentang sejarah perkembangan pendidikan di negara kita bermula daripada zaman sebelum kedatangan penjajah, zaman British, semasa penjajahan Jepun dan pasca kemerdekaan memberi kesan kepada perkembangan pendidikan di Tanah Melayu ketika itu. Perkembangan sekolah vernakular Melayu, Cina, Tamil dan Inggeris dilihat memberi impak yang amat besar sehingga ke hari ini. Kursus ini juga akan menyingkap tentang mengapa Dasar Pendidikan negara yang berubah-ubah dan perubahan ini memberi ruang kepada perkembangan masyarakat dan negara bersesuaian dengan perkembangan semasa dunia pendidikan.

This course looks at the history of education development from before the arrival of the British, during the British's era, during the Japanese colonization and post Independence. The development of Malay, Chinese, Tamil and English vernacular schools have given a big impact until today. This course will also explore reasons for the changes in Education Policies and the opportunities for societal and country development which are suitable for the current times.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continues Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Nik Azis Nik Pa & Noraini Idris. (2008). *Perjuangan memperkasa Pendidikan di Malaysia*. Kuala Lumpur: Utusan Publication Sdn. Bhd.
- Khoo Kay Kim, Mohd Fadzil Othman & Jazamuddin Baharuddin. (2007). *Pendidikan di Malaysia: Dahulu dan sekarang*. Kuala Lumpur: Persatuan Sejarah Malaysia.
- Mohd. Isa Othman. (2002). *Sejarah Malaysia (1800 – 1963)*. Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd.
- Mohd. Salleh Lebar. (1992). *Perubahan dan Kemajuan Pendidikan Di Malaysia*. Kuala Lumpur: Nurin Enterprise.
- Mok Soon Sang. (2000). *Pendidikan di Malaysia*. Kuala Lumpur: Penerbit Fajar Bakti Sdn. Bhd.

PIX1002 – ASAS PENDIDIKAN JASMANI, KESIHATAN DAN KOKURIKULUM (3 Kredit) **BASIC OF PHYSICAL EDUCATION, HEALTH AND CO-CURRICULUM (3 Credit)**

Sinopsis/Synopsis:

Kursus ini mendedahkan pelajar terhadap asas anatomi, fisiologi manusia, prinsip latihan dan beberapa konsep dalam pembelajaran motor dan biomekanik sukan. Antara topik-topik yang turut dibincangkan ialah falsafah, konsep dan amalan dalam Pend Jasmani, Kesihatan dan Kokurikulum khususnya dalam konteks pendidikan. Penekanan juga diberi kepada pentadbiran, pengurusan dan pelaksanaan Pend Jasmani dan Kokurikulum di sekolah menengah. Selain itu, jenis penyakit, pemakanan seimbang, pemakanan khas, aktiviti sukan dan ko-kurikulum yang sesuai dan pengubahsuaian pendekatan dan bahan pengajaran untuk berkeperluan khas turut dibincang.

This course gives an exposure for students to basic anatomy, human physiology, exercise (or practice) principle and some concepts in motor learning and biomechanics sports. Among the topics being discussed including philosophy, concept and exercise (or practice) in Sports Education, Health and Co-curriculum especially in contexts of education. Other areas such as administration, management and accomplishment of Sports Education and Co-curriculum in secondary schools are also being highlighted. Besides that, the type of disease, healthy (or balanced) diet, particular dietary, sport activities and appropriate co-curriculum and modification in approaches and teaching materials to those who are in special needs are also discussed.

Kaedah Penilaian : Penilaian Berterusan - 50% **Peperiksaan** - 50%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Mohd Anizu Mohd Nor (2011). *Kecergasan fizikal ke arah hidup sihat sepanjang hayat*. Johor. UTM
Vickerman, P. (2007). *Teaching physical education to children with special educational needs*. UK: Taylor & Francis e-Library
Wee E.H (2002). *Pendidikan jasmani dan pendidikan kesihatan*. Siri Pendidikan Guru. Shah Alam: Karisma Publication
Teng B.T. (2001). *Pendidikan jasmani dan pendidikan kesihatan*. Siri Pendidikan Malaysia. Petaling Jaya: Longman
Wuest, D.A. & Bucher, C.A. (2000). *Foundations to physical education and sports*. (12th Ed.) St Louis: Mosby Co

PIX1003 – FALSAFAH PENDIDIKAN MALAYSIA (3 Kredit) MALAYSIAN EDUCATION PHILOSOPHY (3 Credit)

Sinopsis/Synopsis:

Kursus akan membincangkan tentang maksud ilmu falsafah, mengenalpasti cabang-cabang ilmu falsafah serta perkembangan falsafah pendidikan utama Barat seperti perenialisme, progresivisme, dan esensialisme yang mempengaruhi perkembangan falsafah pendidikan dunia. Perbandingan akan dibuat dengan falsafah pendidikan Islam. Tumpuan akan diberi terhadap perkembangan terkini seperti Falsafah Pendidikan Kebangsaan dan pelaksanaan KBSM serta KSSM. Kursus ini juga memberi pendedahan terhadap falsafah pendidikan keperluan khas di Malaysia. Pelajar juga akan dibimbing untuk mengenal pasti andaian di sebalik pelbagai pendekatan terhadap pengajaran dan seterusnya menyedari falsafah pendidikan masing-masing.

This course discusses the meaning of philosophical knowledge, identifies the areas of philosophical knowledge as well as the development of main Western education philosophies like perenialisme, progressivism and essentialism which influence the development of world education philosophies. Comparison is made to the Islamic Education philosophy. Focus is on the latest developments like National Education Philosophy and implementation of KBSM and KSSM. This course also deals with the philosophy of special education in Malaysia. Students will be guided to identify the needs behind teaching approaches and understand better each education philosophy.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Sara Goering; Nicholas J Shudak; Thomas E Wartenberg (2013) *Philosophy in schools : An introduction for philosophers and teachers*. New York : Routledge.
Buku Maklumat Pendidikan Khas (2007). Kementerian Pelajaran Malaysia.
Armstrong D. G., Henson, K. T., & Savage, T. V. (2001). *Teaching today: An introduction to education* (6th ed.). New Jersey: Prentice Hall.
Kementerian Pendidikan Malaysia (1990). *Pukal latihan KBSM: Falsafah Pendidikan Negara*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PIX2001– PSIKOLOGI PENDIDIKAN (3 Kredit) EDUCATIONAL PSYCHOLOGY (3 Credit)

Sinopsis/Synopsis:

Kursus ini mendedahkan kepada pelajar teori yang menerangkan bagaimana pelajar belajar dan faktor-faktor yang mempengaruhi proses pembelajaran mereka. Khususnya, aspek pelajar seperti proses perkembangan, kecerdasan, perbezaan individu, konsep kendiri dan motivasi, seterusnya teori-teori pembelajaran dan implikasi terhadap proses pengajaran serta pembelajaran akan dibincangkan. Di samping itu, kursus ini juga mendedahkan pelajar kepada aspek berkait dengan berkeperluan khas, iaitu, jenis keperluan khas, proses perkembangan, identifikasi, pengubahsuaian pengajaran termasuk Rancangan Pendidikan Individu (RPI), pendekatan multisensori, modifikasi tingkah laku, dan pengurusan bilik darjah inklusif.

This course aims to provide knowledge to students on theories of development and factors affecting the learning process. This will cover topics such as the process of development, intelligence, individual differences, self-concepts and motivation. The course will also highlight theories of learning and basic teaching strategies including classroom management.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Slavin, R. E. (2014). *Educational psychology*, needham heights, MA: Allyn & Bacon. [LB1051 Sla].
Woolfolk, A. E. (2013). *Educational psychology*, needham Heights, MA: Allyn & Bacon. [LB1051 Hoy].
Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference*. 7th Ed. USA: Pearson.
Santrock, J. W. (2009). *Educational psychology*, Singapore: McGraw-Hill.

PIX2002 – KREATIVITI DAN INOVASI DALAM PENDIDIKAN (3 Kredit)
CREATIVITY AND INNOVATION IN EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini akan memperkenalkan konsep kreativiti dan inovasi dan langkah-langkah yang perlu diambil dalam melaksanakan kreativiti dan inovasi dalam proses pengajaran dan pembelajaran. Dengan memahami sistem dan proses kreativiti dan inovasi ini, para pelajar akan dapat menjadi agen perubahan semasa menjalankan tugas selaras dengan hasrat yang hendak dicapai dalam Sistem Pendidikan Negara.

This course introduces the concepts of creativity and innovation and required steps that must be taken in applying creativity and innovation in teaching and learning. By understanding the creativity and innovation system and process, students would become agents of change in undertaking their duties parallel to the objectives of the National Education System.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Claxton, G & Lucas, B. (2004). *Be creative: Essential steps to revitalise your work and life*. London: BBC Books.
Bowden, M . (2003) . *The creative mind: Myths and mechanisms*. London: Routledge.
Ruggiero, V. R. (2002). *The art of thinking: A guide to critical and creative thought*. New York: Harper Collins College Publications.
Epstein, R. L. (2002). *Critical thinking*. Australia: Wadsworth, Thomson Learning.

PIX3001 – SOSIOLOGI PENDIDIKAN (3 Kredit)
SOCIOLOGY OF EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk memberi pemahaman terhadap konsep asas sosiologi yang diperlukan dalam sesuatu organisasi tempat kerja. Antara topik yang akan dibincangkan adalah pengenalan kepada sosiologi, peranan sekolah dan cabaran dalam profesi perguruan . Perbincangan juga memfokuskan kepada perubahan sosial dan pendidikan multibudaya. Kursus ini akan membolehkan pelajar untuk memahami kepentingan sosiologi ke arah perkembangan insan yang mulia di dalam sesebuah organisasi termasuk dalam bidang pendidikan khas.

The course aims to give an understanding of basic concepts of sociology of education needed in any work organization. Among the topics to be discussed are: Introduction to sociology, school roles and challenges in the teaching profession. The discussion will also focus on social changes and multiethnic education. This course will enable students to understand the importance of sociology in developing human capital to in any organisation including in the area of special needs.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%

Assessment Method : Continuous Assessment Examination
Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Ballantine, J. H. (2011). *The sociology of education*. (7th Edition). Pearson.
Sadovnik, A.R. (2010). *Sociology of education.: A critical reader*. NJ: Routledge.
Brint, S. (2006), *School and societies : Second Edition*. UK: Sage Publications.

PIX3002 – KEPIMPINAN DIRI 3 Kredit
SELF-LEADERSHIP (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membangun dan memupuk pelajar-pelajar menjadi pemimpin-pemimpin berprestasi tinggi dengan menjunjung ciri-ciri yang terpuji baik dari segi sikap, tingkah laku, personaliti, komunikasi, tret, beretika, mempunyai jati diri, mampu membuat keputusan-keputusan yang strategik, mempunyai nilai-nilai dan kepercayaan yang positif, dan boleh menjadi pemimpin dan pengikut yang cemerlang di dalam apa jua situasi konteks yang berbeza di mana mereka berada. Di samping itu, pelajar-pelajar turut juga di asuh untuk menjadi pemimpin perubahan yang berwibawa, bijak mengurus orang-orang atasan, rakan sekerja dan bawahan dan mampu melestarikan kecemerlangan kualiti kepemimpinan yang dimiliki. Semua ini dapat direalisasikan melalui latihan dan pembelajaran sepanjang hayat untuk menjadi tenaga kerja yang profesional di tempat kerja.

This course aims to develop and nurture students to become high performance leaders who possess good characteristics such as excellent attitude, behaviour, personality, communication, traits, ethics, self-reliance, able to make strategic decisions, having positive values and beliefs and able to be excellent leaders and followers in different situational contexts where they will be working. Apart from that, students will be trained to be capable change leaders, able to manage their bosses, colleagues and subordinates and able to sustain their leadership excellence. All these will be a reality through on-going training and learning with the aim of becoming professional workers at the work place.

Kaedah Penilaian : Penilaian Berterusan - 70% Peperiksaan - 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Adair, J. (2009). *Leadership and Motivation*. London: Kogan Page.
Allen, D. (2015). *Getting things done: The art of stress-free productivity*. London: Penguin Book.
Archer, D. & Cameron, A. (2013). *Collaborative Leadership*. London: Routledge.
Barret, D. J. (2014). *Leadership communication*. London: McGraw-Hill. International Edition.
Gill, R. (2013). *Theory and practice of leadership*(2nd Ed.). L.A: Sage.
Harris, P. R. (2013). *Developing higher performance leaders*. London: Routledge.
Jay, R. (2002). *How to manage your boss: Developing the perfect working relationship*. London: Prentice-Hall.
Owen, J. (2014). *The leadership skills handbook: 50 essential skills you need to be a leader*(3rd Ed.). London: Kogan Page.

PIX4001 – ETIKA PERGURUAN DAN ASPEK PERUNDANGAN DALAM PENDIDIKAN (3 Kredit)
TEACHING ETHICS AND LEGAL ASPECTS IN EDUCATION (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini membolehkan pelajar memahami latarbelakang dan kepentingan peruntukan perundangan berkaitan sistem pendidikan dan profesyen perguruan di Malaysia. Menilai peranan undang-undang di dalam penyelesaian konflik yang timbul dalam perhubungan pendidikan dan mengenalpasti ubah ansur polisi kerajaan berkaitan sistem pendidikan dan profesyen perguruan Negara. Membahas dan membincangkan isu-isu kontemporari berkaitan sistem pendidikan dan profesyen perguruan Negara. Kandungan kursus antara lainnya adalah perbincangan mengenai peruntukan perundangan serta polisi-polisi berkaitan, pengawalan sistem pendidikan, akses kepada sistem pendidikan di Malaysia, peruntukan pendidikan khas, penguatkuasaan disiplin di sekolah, hak saksama untuk mendapatkan pendidikan tanpa diskriminasi, prosidur tatacara disiplin kecuaian sekolah dan guru, dan dakwaan kecuaian kependidikan dan kesannya.

This course enables students to understand the background and importance of legislative allocation related to educational system and teaching profession in Malaysia. Assess the roles of legislation in conflict management that emerge in educational relationship and identify the gradual change in government policy related with educational system and national teaching profession. The course contents also include discussions on the legislative allocation and related policies, control of educational system, access to the educational system in Malaysia and the allocation of special education, disciplinary enforcement in schools, equality rights to obtain indiscriminate education, disciplinary procedures for teachers and schools' negligence as well as educational negligence indictment.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Carr D. (2013). *Professionalism and ethics in teaching*. New York : Routledge, Taylor and Francis Group.
Hee, T.F. (2011). *Education Law in Malaysia: Principle and practice*. Sweet & Maxwell : Petaling Jaya, Selangor.
Abd. Rahim Abd. Rashid. (2005). *Profesionalisma keguruan : Prospek dan cabaran*. Kuala Lumpur : Dewan Bahasa dan Pustaka.
Looney, S. D. (2004). *Education and the Legal System: A guide to understanding the law*. Upper Saddle River: Pearson/Merrill/Prentice Hall.



KURSUS ELEKTIF FAKULTI

ELECTIVE FACULTY COURSES

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIX1004 – KESELAMATAN DALAM PENDIDIKAN SUKAN (3 KREDIT) SAFETY IN SPORTS EDUCATION (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini memberi pengenalan kepada pelajar mengenai aspek keselamatan sukan di sekolah, terutamanya berkaitan dengan isu pakaian dan peralatan sukan. Selain itu, pelajar juga didehdakan dengan aspek keselamatan dipadang dan juga di gelanggang permainan. Di samping itu kursus ini menjelaskan kepada pelajar langkah-langkah keselamatan bagi mengelak dari berlakunya kemalangan ketika melaksanakan sesuatu aktiviti sukan di sekolah.

This course will introduce to students sports safety aspects in the secondary school. It covers attire issues and sports equipment. Other than that, students will explore safety aspects at the field and also at the courts. It will also explain to students about the steps of safety to avoid any incident during implement action of sports activities in school.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Chalmers, J. & Frostick, S. (2011). *More safety and security at sports grounds*. Paragon. UK.

DCMS (2008). *Guide to safety at sports grounds*. 5th edition. UK.

PIX2003 – KEMAHIRAN BERFIKIR DAN KOMUNIKASI (3 KREDIT) THINKING AND COMMUNICATION SKILLS (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini berdasarkan kepercayaan bahawa kemahiran berfikir adalah sesuatu keupayaan yang boleh dikembang dan ditambahbaik dengan memberi panduan dan dipraktis. Ia dibentuk supaya mengembangkan kemahiran berfikir yang asas seperti menjelaskan, menganalisa dan menilai argument; serta mempunyai sikap yang terbuka minda (open-minded) dan ingin tahu (curiosity). Semua ini merupakan keupayaan yang amat diperlukan untuk mencapai kejayaan dalam pembelajaran, penyelesaian masalah dan membuat keputusan yang bijak dalam hidup seseorang. Maka kursus ini mengintegrasikan kemahiran berfikir dan kreatif dalam situasi komunikasi, seperti yang mementingkan empati di antara orang bercakap dan mendengar, memupuk perhubungan yang mesra diantara satu sama lain, serta penggunaan bahasa yang sesuai dan tepat.

This course is based on the conviction that thinking is an ability that can be developed and improved through guidance and practice. It is designed to help develop fundamental thinking abilities such as clarifying, analysing and evaluating arguments; and developing attitudes of open-mindedness and curiosity. These are needed for success in courses, in solving problems and making informed decisions in life. The course integrates the development of both critical (evaluation) and creative (synthesis) thinking abilities within communication situations such as emphasizing empathy between speaker and the audience, interpersonal communication, and the use of language and nonverbal messages.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Paul, R.,& Elder,L.(2014).*Critical thinking: tools for taking charge of your professional and personal life* (2nd ed.). New Jersey: Pearson.

Butterworth, J. ,& Thwaites, G. (2013).*Thinking skills: Critical thinking and problem solving* (2nd ed.). Cambridge: Cambridge University Press.

Wood, J.T. (2013). *Interpersonal communication: Everyday encounters* (7th ed.). Wadsworth: Cengage Learning.

Fisher, A. (2011). *Critical thinking: An introduction* (2nd ed.). Cambridge: Cambridge University Press.

- Ruggiero, Vincent Ryan. (2010). *The art of thinking- A guide to critical and creative thinking*. Ninth Edition. Pearson Education Inc.
- Hughes, W., Lavery, J., & Doran, K. (2010). *Critical thinking: An introduction to the basic skills* (6th ed.). New York: Broadview Press.
- Tubbs, S. (2010). *Human communication: Principles and contexts* (12th ed.). New York: McGraw Hill.

**PIX2004 – HAMPARAN ELEKTRONIK DALAM PENDIDIKAN (3 KREDIT)
SPREADSHEET IN EDUCATION (3 CREDIT)**

Sinopsis/Synopsis:

Kursus ini bertujuan memperkenalkan pelajar kepada pengetahuan menggunakan hampanan elektronik dalam pendidikan. Pelajar akan mempelajari bagaimana merekacipta, mencipta, mengubahsuai dan mengaplikasi data pendidikan dengan hampanan elektronik. Ini juga mendedahkan pelajar untuk membina sistem pangkalan data untuk pendidikan. Ini membekalkan pelajar pengetahuan dalam menggunakan fungsi hampanan elektronik dalam penyelidikan pendidikan.

This course introduces students to the working knowledge of using spreadsheets in education. Students will learn how to design, create, Modify and represent and apply educational data using spreadsheets. It also exposes students to develop database system for education purpose. This equips students with knowledge in using the features of spreadsheet to help in educational research.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Shelley G., Alicia V & Geoghan D. (2013). *Go! With Microsoft Excel 2013 Comprehensive*. Prentice Hall.
- Grauer, R., Mary A. Poatsy, Keith Mulbery, Jason (2013) *Exploring: Microsoft Excel 2013, Comprehensive*. New Jersey: Prentice Hall.
- Walkenbach, J. (2013). *Microsoft Excel 2013 Bible*. Wiley.
- Grauer, R.T., Barber, M., Hulett, M., Krebs, C., Lockley, M., Scheeren, J & Mulbery, K. (2011). *Exploring Microsoft Office Excel Comprehensive 2010, Volume 1 and Student CD* (v. 1). New Jersey: Prentice Hall.

**PIX2005 – PENGENALAN APRESIASI SENI VISUAL (3 KREDIT)
INTRODUCTION TO VISUAL ART APPRECIATION (3 CREDIT)**

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membolehkan pelajar mendapat pengetahuan asas apresiasi seni menggunakan pendekatan sejarah seni Bromer dan model kritikan seni Feldman. Pelajar terlibat dalam perbincangan terhadap isu dan teknik yang digunakan dalam apresiasi seni. Ini termasuklah wacana dan pendekatan dalam proses pengkritikan seni visual. Bagi mengukuhkan pengetahuan, pelajar membuat kerja-kerja kritikan terhadap karya-karya seni tradisi, moden dan pascamoden.

This course aims to enable students to gain knowledge on basic art appreciation using the Bromer art historical approach and the Feldman critical model. Students are involved in discussions on issues and techniques used in art appreciation. These include discourses and approaches to the visual arts critical process. To consolidate knowledge, the students will undertake critical exercises to examine works of traditional, modern and postmodern art.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- National Gallery of Art. (2013). *An eye for art*. Washington: Publishing Office, National Gallery of Art.
- Halevi, P. (2010). *The art of appreciation* (2nd ed). Halevi Publishing
- Francis, P. (2009). *Inspiring writing in art and design*. Chicago; Intellect Books
- Clarke, M. (2007). *Verbalising the visual: Translating art and design into words*. London: Thames and Hudson.

PIX2006 – PEMBELAJARAN DAN KHIDMAT KOMUNITI DALAM PENDIDIKAN MORAL (3 KREDIT)
COMMUNITY SERVICE AND LEARNING IN MORAL EDUCATION (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada penglibatan aktif secara langsung dalam aktiviti kemasyarakatan. Pelajar dikehendaki merancang, melaksana dan melaporkan program, projek atau kerja amal yang dipilih. Kesemua peringkat tersebut dirancang bersama dalam kumpulan dan dilaksanakan di tempat yang dipilih. Pelajar dikehendaki menghasilkan satu laporan lengkap berdasarkan projek komuniti atau kerja amal yang dijalankan dan membentangkan laporan tersebut.

The course aims to expose students to live active involvement in community activities. Students are required to plan, implement and report on programs, projects or charity chosen. Each level is designed with groups and executed on the spot selected. Students are required to produce a comprehensive report based on a community project or charity work carried out and present the report.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- O'Grady, C.R. (2012), *Integrating service learning and multicultural education in colleges and universities*. Lawrence Erlbaum
- Zastrow, C. (2009) *Introduction to social work and social welfare: Empowering People* .10th ed. Belmont, CA: Thomson, Brooks/Cole.
- Bradford, S.W. (2006) *Techniques and guidelines for social work practice*. 7th ed. Boston: Pearson/Allyn and Bacon. Associates Inc. : New York.
- Maidment, J. (2006). *Practice skills in social work and welfare: more than just common sense*. Crows Nest NSW: Allen & Unwin.

PIX3003 – MULTIMEDIA DALAM PENGAJARAN (3 KREDIT)
MULTIMEDIA IN TEACHING (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pengalaman kepada pelajar membangunkan produk multimedia pendidikan berdasarkan kepada gabungan teori dan kemahiran teknikal yang disentuh dalam kursus ini. Piawaian dan keserasian setiap komponen multimedia akan diberi penekanan. Aspek antara muka perisian; format akhir produk yang dihasilkan dan penilaian produk yang telah dibangunkan juga akan disentuh.

This course aims to give students the experience of developing educational multimedia products based on a combination of theory and technical skills covered in this course. Standards and compatibility of each multimedia component will be emphasized. Aspects of the interface software; The final format of the resulting product and product evaluations that have been developed are also covered. Aspects of the interface software; the end product and the assessment of the products that have been developed are also covered.

Kaedah Penilaian : Penilaian Berterusan - 70%
Assessment Method : Continuous Assessment

Peperiksaan - 30%
Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Vaughan, T. (2014). *Multimedia: Making It Work* (9th Edition). McGraw Hill.
- Jago, M. (2014). *Adobe Premiere Pro CC Classroom in a Book*. San Francisco. Adobe Press.
- Adobe Creative Team (2012). *Adobe® Photoshop® CS6 Classroom in a Book®*. San Francisco. Adobe Press.
- Ivers, K. S. and Barron, A. E. (2010). *Multimedia Projects in Education: Designing, Producing, and Assessing* (4th Edition). Santa Barbara: Libraries Unlimited.

PIX3004 – AKHLAK DAN ETIKA PROFESIONAL (3 KREDIT) AKHLAK AND PROFESSIONAL ETHICS (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pengalaman kepada pelajar membangunkan produk multimedia pendidikan berdasarkan kepada gabungan teori dan kemahiran teknikal yang disentuh dalam kursus ini. Piawaian dan keserasian setiap komponen multimedia akan diberi penekanan. Aspek antara muka perisian; format akhir produk yang dihasilkan dan penilaian produk yang telah dibangunkan juga akan disentuh.

This course aims to give students the experience of developing educational multimedia products based on a combination of theory and technical skills covered in this course. Standards and compatibility of each multimedia component will be emphasized. Aspects of the interface software; The final format of the resulting product and product evaluations that have been developed are also covered. Aspects of the interface software; the end product and the assessment of the products that have been developed are also covered.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Nucci, L. Narvaez, D. & Krettenauer, T. (2014). *Handbook of moral and character education* (2nd. Ed). New York: Routledge
- Ab. Halim Tamuri. (2010). *Inovasi dalam pendidikan akhlak*. Bangi: Penerbit UKM.
- Asmawati Suhid. (2009). *Pendidikan akhlak dan adab Islam: Konsep dan amalan*. Kuala Lumpur: Utusan Publications and Distributors.
- Mohd. Nasir Bin Omar. (2003). *Christian and Muslim Ethics*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Majid F. Fakhry. (1994). *Ethical theories in Islam*. London: Brill.

PIX3005 – ASAS PENDIDIKAN BAHASA MELAYU (3 KREDIT) BASIC EDUCATION OF MALAY LANGUAGE (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan melengkapkan guru/pendidik dengan latar belakang pengetahuan berkaitan asas pendidikan Bahasa Melayu seperti program LINUS, PROTIM, dan Dasar Memperkasa Bahasa Inggeris dan Memartabatkan Bahasa Melayu. Penekanan kursus ialah pemahaman tentang konsep-konsep, faktor-faktor dan peringkat kesediaan literasi serta proses psikologi, proses dan matlamat pendidikan Bahasa Melayu di peringkat sekolah rendah/menengah, pengembangan kemahiran mendengar, bertutur, membaca, menulis, dan berfikiran aras tinggi, kepelbagaiannya dalam pendekatan dan teknik pengajaran literasi dan apresiasi bahan kesusastraan, penyediaan bahan bacaan dan penulisan yang sesuai, dan penilaian serta pengukuran dalam pendidikan Bahasa Melayu.

This course aims to equip teachers/ educators with the knowledge related to basic education in Malay Language such as LINUS program, Protim, Strengthening English and Upholding Malay Language Policy etc. The emphasis of the course is understanding of the concepts, factors and readiness levels of literacy and psychological processes, process and goals of education In Malay Language in primary/secondary education, the development of listening, speaking, reading, writing, and high-level of thinking skills, diversity in approaches and techniques in teaching literacy and appreciation of the literary materials, providing books and writing appropriately, evaluation and measurement of education in Malay Language.

Kaedah Penilaian : Penilaian Berterusan - 60%
Assessment Method : Continuous Assessment

Peperiksaan - 40%
Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Yahya Othman, Roselan Bakri & Naffi Mat. (2009). *Pemerkasaan Pendidikan Bahasa Melayu: Dari Teori ke Praktik*. Utusan Publications & Distributors Sdn Bhd.
- Mahzan Arshad. (2008). *Pendidikan Literasi Bahasa Melayu: Strategi Perancangan dan Pelaksanaan*. Kuala Lumpur: Utusan Melayu Publication
- Abdul Aziz Abdul Talib. (2000). *Pedagogi Bahasa Melayu: Prinsip, Kaedah dan Teknik*. Kuala Lumpur: Utusan Publications.

PIX3006 – ASAS PENDIDIKAN BAHASA CINA (3 KREDIT)
BASIC IN CHINESE LANGUAGE EDUCATION (3 CREDIT)

Sinopsis/Synopsis:

Pendidikan Bahasa Cina merupakan suatu komponen yang agak ketara dalam Sistem Pendidikan Malaysia. Kini mata pelajaran Bahasa Cina ditawarkan sebagai bahasa pertama atau bahasa kedua di hampir semua sekolah kerajaan. Kursus ini bertujuan memperkenalkan pelajar kita dengan pengetahuan dan kemahiran asas supaya dapat mengajar dalam kelas Bahasa Cina. Fokus-fokus utama termasuk pengenalan kepada Pendidikan Bahasa Cina di Malaysia, kurikulum Bahasa Cina, berbagai pendekatan dan teknik dalam pengajaran dan pembelajaran Bahasa Cina dan penilaian dalam Bahasa Cina. Akhirnya pelajar dikehendaki merekabentuk perancangan pembelajaran yang berkesan dan mempraktikkan pengajaran simulasi.

Chinese Language Education is one of the major components of Malaysian Education System. Chinese Language is taught in most of the government schools, be it as a first language or as a second language. This course aims to prepare our students to handle Chinese language classes with basic knowledge and skills. The main focuses are on the introduction of Chinese Language Education in Malaysia, Chinese language curriculum, various approaches and methodologies in the teaching and learning of Chinese and assessments in Chinese. Last but not least, the students are required to design effective lesson plans and carrying out simulated teaching.

Kaedah Penilaian : Penilaian Berterusan- 60%
Assessment Method : Continuous Assessment

Peperiksaan - 40%
Examination

Bahasa Pengantar : Bahasa Cina (Mandarin)
Medium of Instruction : Chinese Language (Mandarin)

Rujukan Utama/Main References:

- Wong Seet Leng & Choong Kee Fong (2011). *HBCL1103 Pengenalan Pendidikan Bahasa Cina, Edisi Kedua*. Open University Malaysia (OUM).
- Tay Lian Soo (2005). *A Brief History of Chinese Education in Malaysia*. Skudai, Johor : Southern College Press.
- Mok Soon Sang (2000). *Sejarah Pendidikan Malaysia 1400-1999*. Kuala Lumpur: The United Chinese School Teachers' Association of Malaysia (UCSTAM).

PIX3007 – PENAUKULAN STATISTIK DALAM PENYELIDIKAN PENDIDIKAN (3 KREDIT)
STATISTICAL REASONING IN EDUCATIONAL RESEARCH (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini menyediakan pelajar dengan konsep asas untuk menganalisis data daripada penyelidikan pendidikan. Pelajar akan mendapat pendedahan tentang explorasi data deskriptif, statistik inferensi, ujian korelasi dan regresi linear mudah dan statistik tak berparameter. Perisian komputer akan digunakan semasa menganalisis data.

This course provides students with the basic concepts to analyse educational research data. Students will gain familiarity with data description, inferential tests, significance tests, correlation and simple linear regression and non-parametric statistics. Computer software is used in analysing the data.

Kaedah Penilaian : Penilaian Berterusan - 50%
Assessment Method : Continuous Assessment

Peperiksaan - 50%
Examination

Bahasa Pengantar : Bahasa Cina (Mandarin)
Medium of Instruction : Chinese Language (Mandarin)

Rujukan Utama/Main References:

- Coladarci, T & Cobb, P. (2013). *Fundamentals of Statistical Reasoning in Education*. London: Wiley.
Gregory, J. P. (2012). *Statistics for the behavioral sciences*. Thousand Oaks, CA: Sage.
Lomax, G. & Vaughn, D.L. (2012). *An introduction to statistical concepts*. London: Routledge.
Walsh, Anthony, & Ollenburger, J. C. (2001). *Essential Statistic for the Social and Behavioral Sciences*. Englewood Cliffs, NJ: Prentice Hall.



TERAS PENGKHUSUSAN

SPECIALIZATION CORE COURSES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIB1001 - FOUNDATIONS FOR TESL METHODOLOGY (3 Credit)

Synopsis:

This is an introductory course that is designed to give students insights into learning theories, recent approaches and methods in ELT theory and practice. Students will be encouraged to develop their own understanding of an appropriate TESL methodology. It will also help students to be aware of their role as teachers in the language classroom. The course will introduce to the students the concept of globalization in education, and discuss teaching-learning activities for listening, speaking, reading, writing, grammar, pronunciation and vocabulary practice. Topics covered include recent approaches and methods in TESL, activities for teaching the four skills and sub-skills, and an introduction to ELT classroom organization and management. The course will also provide an understanding of teaching English to special students and other issues related to teaching and learning English Language.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References :

Schunk, D. H. (2012). *Learning theories: An educational perspective*. Boston: Pearson.

Brown, H.D. (2001). *Principles of Language Learning and Teaching*. USA:

Prentice Hall Regents.

Stromquist, N. P. & Monkman, K. (ed.) (2014). *Globalization and Education: Integration and Contestation across Cultures*. United Kingdom.

Copeland, S. & Keefe, E. (2007). *Effective literacy instruction for students with moderate or severe disabilities*. Baltimore, MD: Paul H. Brookes Publishing.

PIB1002 – GRAMMAR IN THE ESL CLASSROOM (3 Credit)

Synopsis:

The course offers an overview of English Grammar for English teachers. This will lead to an examination of the relationship between form and function as a basis for instructional design. Aspects of English grammar will be examined in relation to the techniques and materials for communicative teaching of forms and functions. Topics covered include varieties of English, formal and functional grammars, pedagogical grammars, special problem areas, the acquisition of grammar and pedagogical considerations.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References :

Gaudart, H., Hughes, R., and Michael, J. (2008) *Towards Better English Grammar*. Shah Alam: Oxford Fajar.

Oxford Advanced Learners' Dictionary. (2008). Oxford: OUP.

Swan, M. (2006) *Practical English Usage*. Oxford: OUP.

PIB1003 – ENGLISH LANGUAGE PROFICIENCY FOR TEACHERS I (3 Credit)

Synopsis:

This course takes an integrated approach to the development of proficiency in English. Beginning at the intermediate level, the course aims to advance students' proficiency in English to a developing upper-intermediate level. Together with an emphasis on the use of suitable vocabulary and accurate grammatical structures, the course focuses on expanding students' competency in speaking and writing as well as on improving comprehension in English through a variety of reading texts.

Assessment Method: Continuous Assessment - 60%

Examination - 40%

Medium of Instruction: English Language

Main References:

- Chase, B.T., Johannsen, K.L. (2012). *Pathways 2*. Boston, MA: Heinle Cengage Learning
Barton, L., Sardinas, C.D. (2009) *North Star: Reading & Writing 3*.
3rd Edition Longman.
Solorzano, H.S., Schmidt, J.P.L. (2009) *North Star: Listening & Speaking 3*. 3rd Edition Longman.
Hall, D (2012) *My Grammar Lab Intermediate*, USA : Pearson
Elbaum, S.N. (2010). *Grammar in Context 1*. 5th Edition. USA:
Heinle, Cengage Learning

PIB1004 – APPLIED LINGUISTICS FOR LANGUAGE TEACHERS (3 Credit)

Synopsis:

This course will introduce students to some basic notions about the nature and functions of language. Students will be exposed to theoretical assumptions of language and their implication for teaching and learning of English as a Second Language. The main components of linguistics include phonology, morphology, syntax semantics and pragmatics and their contributions to the formulation of pedagogic principles. Students should be able to evaluate issues regarding English language teaching in global context in order to identify the best or most appropriate classroom practices in TESL.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Fromkin, V., Rodman, R., and Hyams, N (2003). *An Introduction to Linguistics*. Singapore:Tomson & Heinle.
Fromkin, V. A (ed) (2000) *Linguistics: An Introduction to Linguistic Theory*.UK:Blackwell Publishers Inc.
Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Oxford:Blackwell.

PIB1005 – LISTENING AND SPEAKING IN THE ESL CLASSROOM (3 Credit)

Synopsis:

The course will comprise lectures which will focus on the teaching of listening and speaking as separate and integrated skill. Both will be linked to reading and writing in teaching the Malaysian English Syllabus. The course will begin with an overview of basic concepts, principles and approaches to teaching listening and speaking. Opportunities will be provided for students to explore the implications of the above instruction. Workshop sessions throughout the course will offer hands-on experience in planning and implementing lessons.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Nation, I.S.P.& Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking:ESL and Applied Linguistics Professional Series*. London:Routledge
Richards,J.C. (2005) *Second Language Listening: Theory and Practice*.USA:Cambridge University Press.
Brown,S. & Smith, D. (2007) *Active Listening*. USA:Cambridge University Press.

PIB1006 – ENGLISH LANGUAGE PROFICIENCY FOR TEACHERS II (3 Credit)

Pre-requisite Requirement:

Passed PIB1003 (English Language Proficiency for Teachers I)

Synopsis:

This course is designed for students with a developing upper-intermediate proficiency level in English, and it aims to consolidate students' proficiency in English at the upper-intermediate level. Emphasis is placed on accuracy and appropriacy of language structures in speaking and writing as well as on expanding and strengthening students' understanding in English through a wide variety of reading texts.

Assessment Method: Continuous Assessment - 60% Examination - 40%

Medium of Instruction: English Language

Main References:

- Chase, B.T., Johannsen, K.L. (2012). *Pathways 3*. Boston, MA: Heinle Cengage Learning
English, A. K., English, L. M. (2009) *North Star: Reading & Writing 4*. 3rd Edition. U.S.A.: Longman.
Ferree, T., Sanabria, K. (2009) *North Star: Listening & Speaking 4*. 3rd Edition. U.S.A.: Longman.

PIB2001 – READING IN THE ESL CLASSROOM (3 Credit)

Synopsis:

This course will provide exposure to basic concepts, principles , and approaches to the teaching of ESL reading. Techniques to approach ESL reading will also be discussed and analysed. Students will also be taught the theoretical and practical applications of the concepts and techniques of ESL reading for future applications in the school context.

Assessment Method: Continuous Assessment - 60% Examination - 40%

Medium of Instruction: English Language

Main References:

- Ruddell, M. R. (2001). *Teaching Content Reading and Writing (3 Edition)* New York: John Wiley & Sons Inc.
Childs, C. L. (2006). *Creative Reading and Writing in the Intermediate ESL Classroom with Children Aged 10-12*. Austin: University of Texas.
Taylor & Francis (2008). *Teaching ESL/EFL Reading and Writing*. I. S. P. Nation.

PIB2002 – WRITING IN THE ESL CLASSROOM (3 Credit)

Synopsis:

The course will provide an overview of the basic concepts,techniques and approaches to teaching writing. Students will be given the opportunity to relate these theories to instruction throughhands-on experiences in planning and instruction. The knowledge and understanding developed through this course will be drawn on in other methodology courses.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Ferris,D & Hedgcock,J (2013) *Teaching ESL Composition* Routledge
Hedge, T (2005) *Writing* Oxford University Press
Hyland,K (2003) *Second Language Writing* Cambridge University Press

PIB2003 – WRITING SKILLS FOR TEXTUAL ANALYSIS (3 Credit)

Synopsis:

This course introduces basic features of literary texts. Students will learn to identify devices such as simile, metaphor, imagery and diction commonly found in literary texts, and explain how they are used to convey meaning. Students will also learn how to write short paragraphs about the use of these literary devices.

Assessment Method: Continuous Assessment - 60% Examination - 40%

Medium of Instruction: English Language

Main References:

- Paul, R. & Elder, L. (2014). *How to Read a Paragraph: The Art of Close Reading*. Foundation for Critical Thinking.
McGee, S.J. (2001). *Analyzing Literature: A Guide for Students*. Harlow: Longman.
Klarer, M. (2004). *An Introduction to Literary Studies*. London and New York: Routledge.

PIB2004 – ENGLISH FOR LANGUAGE TEACHERS (3 Credit)

Pre-requisite Requirement:

Passed PIB1006 (English Language Proficiency for Teachers II)

Synopsis:

The course is designed for students at the upper-intermediate to the advanced level of English language proficiency and focuses on accuracy, appropriacy and fluency in oral communication. With the aim to strengthen students' speaking and listening skills, the course is concerned with how clearly and effectively students communicate, both verbally and non-verbally, in a variety of speaking situations, and become confident and independent users of English.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- MacIntyre, P. (2013). *Listening, Speaking and Critical Thinking* 4. Boston, MA: Heinle Cengage Learning
Boyle, M., Kisslinger, E. (2013). *Skillful Listening & Speaking* 4.
Oxford: Macmillan Education
Jaffe, C. (2010). *Public Speaking: Concepts and Skills for a Diverse Society*. Boston, MA : Wadsworth Cengage Learning

PIB2005 – LANGUAGE ACQUISITION (3 Credit)

Synopsis:

The course examines key concepts and issues in language learning and language use. It sensitizes language teachers to the psychological and social dimensions of language learning and language use. In addition to lectures, readings and class discussions, students will be encouraged to observe, record and analyze language use and language learning in a variety of settings.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Brown,H.D. (2006). *Principles of language learning and teaching* (5th ed). New York: Pearson Longman
Lightbown, P & N.Spada (2013) *How Languages are Learned* (4th ed). London: Oxford University Press
Gass, S.M & Selinker, L. (2008) *Second Language Acquisition: An Introductory Course*.New York: Routledge

PIB3001 – ASSESSMENT & EVALUATION FOR ESL (3 Credit)

Synopsis:

This course will provide students with basic concepts and principles of language assessment. It will expose students to various assesment approaches, techniques and issues particularly those related to the questions of how and what to assess and evaluate. Students will also be taught on the evaluation of assessment quality. The emphasis of the course will however be on the identification and construction of assessment tasks and assessment procedures which are useful for language teachers. Students will be introduced to the various types of language assessment tasks and the criteria for constructing particular types of assessment. They will be sensitized to methods used to elicit language performance. The theoretical framework provided should enable the students to describe characteristics of existing language assessment and evaluation along with developing language assessment tasks. Students will be able to do practical work on constructing assessment tasks, analyzing and interpreting assessment results. They will also be required to construct marking schemes for the tasks developed.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Asmawi, A. & Hasim, Z. (2014). *The art of teaching English: A resource book*.Kuala Lumpur: M Press.
Brown, H.D. (2003). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
Fulcher, G., Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book* New York: Routledge.

PIB3002 – FOUNDATIONS OF RESEARCH IN TESL (3 Credit)

Synopsis:

This course is an introduction to research in teaching English as a second language. It is a preparatory course for students to explore research in the field. Current issues and research techniques/methods are identified and discussed in depth. At the end of the course, students will be prepared to carry out research in the area of TESL.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Creswell, J.W. (2009). *Research Design; Qualitative, Quantitative and mixed-methods approaches* (3rd ed.) Thousand Oaks: Sage Publications.
- Brown, J. D. And Rodgers, T. S. (2003) *Doing Second Language Research (Oxford Handbook for Language Teachers)*. London: Oxford Uni. Press.
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. London : Palgrave MacMillan.

PIB3005 – SIMULATED TEACHING IN TESL (3 Credit)

Synopsis:

The course builds on and integrates the TESL methodology courses in the teaching of listening, speaking, reading and writing. The focus will be on providing opportunities for simulated teaching in which students will be led to link theory and practice as they plan and implement lessons. The course will encourage students to reflect on experiences and allow them to explore situations they may encounter during teaching practice.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Hedge, T. (2000) *Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice of English language teaching (Oxford Handbooks for Language Teachers)*.Oxford:OUP.
- Brown, D.H. (2014) *Principles of language learning and teaching*. Pearson Education.
- Griffith,A. & Burns, M. (2014). *Outstanding Teaching: Teaching Backwards*. Crown House Publishing:USA.

PIB3006 – ACADEMIC WRITING (3 Credit)

Pre-requisite Requirement:

Passed PIB2004 (English for Language Teachers)

Synopsis:

The course is designed for students at the upper-intermediate to the advanced level of English language proficiency. It focuses on improving students' ability to write clear, grammatically accurate and well-organised academic English. Through the exploration of the writing process, students will write with increasing complexity and expand their awareness on the language conventions and structures necessary for academic writing.

Assessment Method: Continuous Assessment - 70%

Examination - 30%

Medium of Instruction: English Language

Main References:

- Liss, R., Davis, J. (2012). *Effective Academic Writing 3*. United Kingdom: Oxford University Press
- Folse, K.S., Munchmore-Vokoun, A., Solomon, E.V. (2010). *Great Essays 4*. 3rd Edition. USA: Heinle, Cengage Learning
- Hughes, R. (2005). *Exploring Grammar in Writing*. UK: Cambridge University Press.

PIB3007 – ACADEMIC PROJECT (6 Credit)

Synopsis:

In this course, students will be guided in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course they will produce a research report to be evaluated as the course assessment.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Macintyre, C. (1999). *The art of action research in the classroom*. London: David Fulton Pub.
- McNiff, J. (2004). *Action research: Principles and practice*. UK: Routledge
- Babbie, E. (2001). *The Practice of Social Research*. 9th Edition, Belmont, CA: Wadsworth/Thomson Learning

PIB4001 – INTEGRATIVE SEMINAR: ISSUES IN TESL (3 Credit)

Pre-requisite Requirement:

Completed and passed PIB3009 (Practicum)

Synopsis:

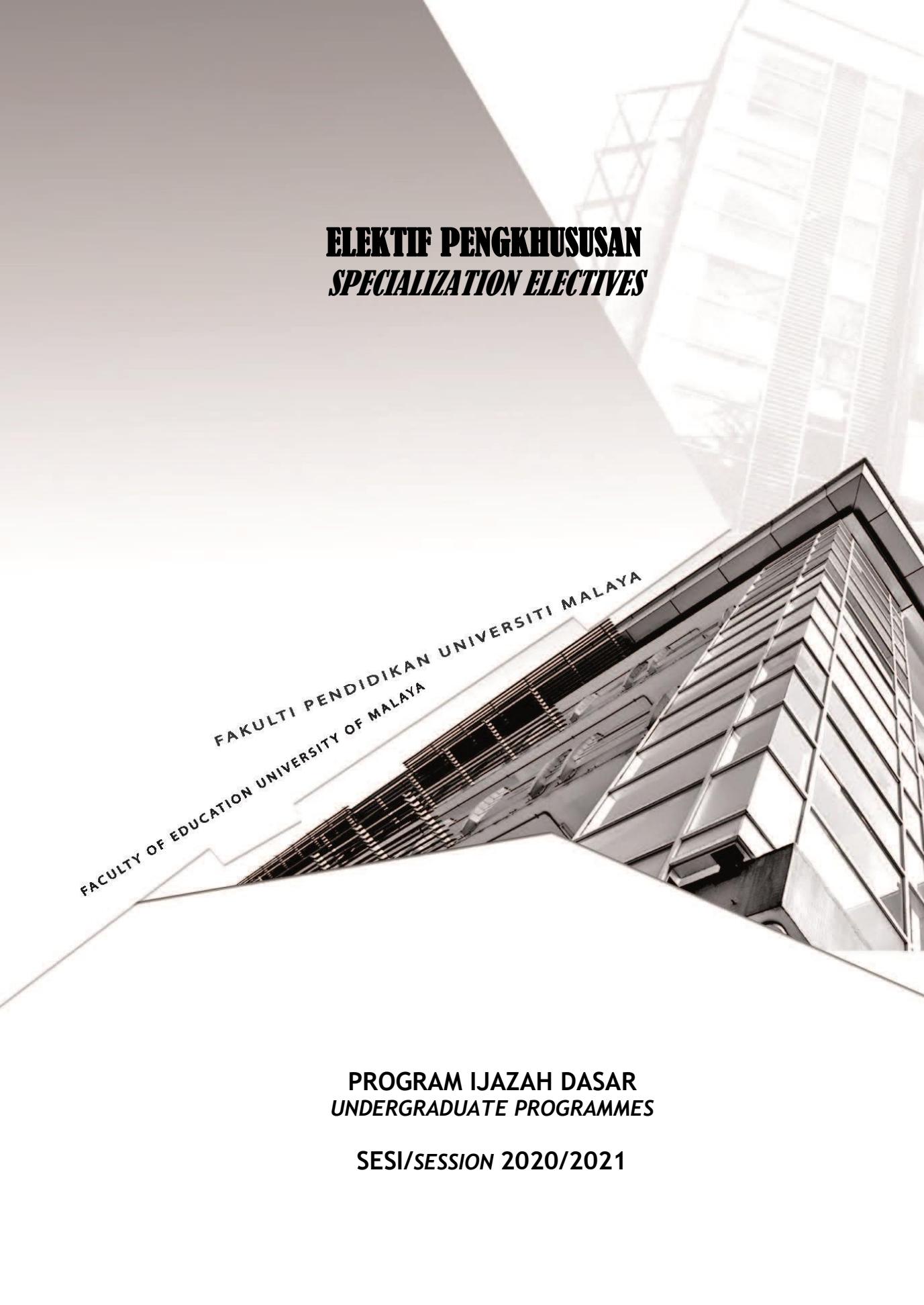
The course builds on and integrates the TESL methodology courses on the teaching of listening, speaking, reading and writing in the light of the experience of teaching practice. The main focus of the course is to provide a milieu for post-teaching practice reflection and to help participants theorise key elements from those experiences. The course will consider the management of change in school settings and the impact of curriculum innovations on the teaching-learning situation.

Assessment Method: Continuous Assessment - 100%

Medium of Instruction: English Language

Main References:

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge: CUP.
- Savage, T. V. & Savage, M. K. (2010). *Successful classroom management and discipline: teaching self-control and responsibility*. California: SAGE Publications.
- Harmer, J. (2002). *The practice of English Language Teaching*. England: Pearson Education Limited.



ELEKTIF PENGKHSUSAN SPECIALIZATION ELECTIVES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

PIB2006 – CRITICAL THINKING AND LITERATURE (3 Credit)

Synopsis:

This course builds on the skills acquired in PIB2003 ‘Writing Skills for Textual Analysis’ to enable students to discuss how meaning is conveyed in various literary genres. Students will also learn how to use ideas from reference texts to strengthen their analyses of literary texts and incorporate these into a short critical essay.

Assessment Method: Continuous Assessment - 60% Examination - 40%

Medium of Instruction: English Language

Main References:

- Paul, R. & Elder, L. (2014). *How to Read a Paragraph: The Art of Close Reading*. Tomales, CA :Foundation for Critical Thinking.
McGee, S.J. (2001). *Analyzing Literature: A Guide for Students*. Harlow: Longman.
Barnet, S., W. Burto & Cain, W.E. (2003). *An Introduction to Literature: Fiction, Poetry, Drama*. London: Longman.

PIB2007 – POSTCOLONIAL LITERATURE (2 Credit)

Synopsis:

This enable students to receive ideas and theories of postcolonial literature. Students will also learn how to use ideas from reference texts to strengthen their analyses of literary texts and incorporate these into a short critical essay.

Assessment Method: Continuous Assessment - 60% Examination - 40%

Medium of Instruction: English Language

Main References:

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1991.
Ashcroft, B., Griffiths, G abd Tiffin, Helen (Eds). *The Post-Colonial Studies Reader*. London: Routledge, 1995.

PIB3004 – READINGS IN BRITISH AND AMERICAN LITERATURE (2 Credit)

Synopsis:

This course will expose students to a range of major works in English from the British and American literary traditions. Students will analyse these texts within their social, cultural and political contexts.

Assessment Method: Continuous Assessment: 60% Examination: 40%

Medium of Instruction: English Language

Main References:

- Shakespeare, W. (2010). *Much Ado About Nothing*. New York, United States of America. Simon & Schuster Paperbacks.
Fitzgerald, F. Scott. (1925). *The Great Gatsby*. Wildside Press LLC.
Anthology of selected poetry and prose.

PIB3008 – LITERATURE IN THE SCHOOL SYLLABUS (2 Credit)

Synopsis:

This course builds on the skills acquired from “Writing Skills and Textual Analysis” and “Critical Thinking and Literature”. Literary texts from different genres selected from the current Malaysian secondary school syllabus will be studied closely in order to equip students with the tools of critical analysis, as well as to provide them with an understanding of the linguistic, social, political, cultural and intellectual contexts of the relevant eras. Students will be guided on various critical approaches that can be used to prepare teaching materials for the literature classroom based on the chosen texts.

Assessment Method: Continuous Assessment - 60% Examination - 40%

Medium of Instruction: English Language

Main References:

- Austen, J. (2014) *Pride and Prejudice*.London: Random House UK.
Tan, Amy.(1989). *The Joy Luck Club*. New York: Penguin.
Fernando, Lloyd, ed.(2005) *Malaysian Short Stories*. Petaling Jaya: Maya Press.
Ministry of Education.(2011).*Teacher's Resource Book: English Literature Component for Form 5*. KL: Curriculum Development Division.

ELEKTIF PENGKHSUSAN I

SPECIALIZATION ELECTIVES I

❖ **PENDIDIKAN SENI**
ART EDUCATION

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIB1007 – ASAS REKAAN VISUAL (3 KREDIT)
FUNDAMENTALS OF VISUAL DESIGN (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini bertujuan untuk membolehkan pelajar mendapat pengetahuan mengenai teori asas dan model kritikan seni seperti model Broudy, Feldman dan Miller. Di samping itu pelajar juga terlibat dengan perbincangan terhadap isu dan teknik yang digunakan dalam kritikan. Ini termasuklah soal wacana dan jenis pendekatan dalam kerja pengkritikan seni visual. Untuk mengukuhkan pengetahuan mereka, pelajar akan terlibat dalam amalan kritikan sehingga dapat membina satu krangka kritikan sendiri untuk menghayati dan membuat apresiasi terhadap karya-karya seni tradisi, modern dan pascamodern.

This course aims to provide exposure to students on theories of art elements and principles of design. Through such an exposure, the students will be involved in applying the elements and principles in their producing works of art. Critical sessions are held to enhance their understanding of their work.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Tappenden, C., Taylor, A., Thomas,P.& Tidham,N. (2006). *Complete art foundation course*. London: Octopus Publishing Group Ltd.

Tappenden, C. (2003). *Learn to draw and paint*. East Sussex,England: The Ivy Press Limited.

Marculewicz, N. (2002). *Making monotypes using a geletin plate*. Rockport, Massachusetts: Hand Books Press.

Thomas,G. (2000). *How to design logos, symbols & icons*. Cincinnati,Ohio: How Design Books.

Elliot, I.M. (2004). *Batik: Fabled cloth of Jawa*. New York: Clarkson N Potter, Inc.

PIB2009 – REKAAN 3 DIMENSI (3 KREDIT)
3-DIMENSIONAL DESIGN (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang penghasilan pelbagai jenis kraftangan. Pelajar akan diberikan pendedahan tentang pelbagai teknik,proses dan peralatan dalam menghasilkan pelbagai jenis kraftangan seperti anyaman, ukiran kayu, tembikar dan batik. Sesi kritikan juga diadakan untuk meningkatkan lagi kefahaman pelajar tentang kraftangan yang dihasilkan.

This course aims to provide exposure to students on productions of crafts. Students will gain exposure on various applications of techniques, processes and uses of art tools in producing types of crafts such as weaving, wood-carving, ceramics and batik. Critical sessions will help students to enhance their understanding of their own work.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Elliot,I.M. (2004). *Batik: Fabled cloth of Jawa*. New York: Clarkson N Potter, Inc.

Sakinah ALjunid & Purser, W. (2006). *Modern Malaysian: A tribute to Felda's craftpeople*. Jakarta: Equinox Publishing.

Warshaw, J. (2005). *The Pottery Handbook*. Leicester: Silverdale Books.

PIB3010 – APRESIASI DAN ASAS KRITIKAN SENI (3 KREDIT)
APPRECIATION AND FUNDAMENTALS OF ART CRITICISM (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini bertujuan untuk membolehkan pelajar mendapat pengetahuan mengenai teori asas dan model kritikan seni seperti model Broudy, Feldman dan Miller. Di samping itu pelajar juga terlibat dengan perbincangan terhadap isu dan teknik yang digunakan dalam kritikan. Ini termasuklah soal wacana dan jenis pendekatan dalam kerja pengkritikan seni visual. Untuk mengukuhkan pengetahuan mereka, pelajar akan terlibat dalam amalan kritikan sehingga dapat membina satu krangka kritikan sendiri untuk menghayati dan membuat apresiasi terhadap karya-karya seni tradisi, moden dan pascamoden.

This course aims to enable students to gain knowledge on basic theories and art critical models such as the Broudy, Feldman and Miller models. Apart from that students are also involved in discussions on issues and techniques used in criticism. These include discourses and approaches to the visual arts critical process. To consolidate knowledge, students will be involved in critical work and exercises until they are able to develop their own model to appreciate works of traditional, modern and postmodern art.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia/Bahasa Inggeris
Medium of Instruction : Malay Language/ English Language

Rujukan Utama/Main References:

- Berrett, T. (2002). *Interpreting art: Reflecting, wondering and responding*. New York: McGraw Hill.
Johnson, Paul. (2003). *Art: A new history*. London: Weidenfeld & Nicolson
Eisner, Elliot W.(2002). *The arts and the creation of mind*.New Haven: Yale University Press

PIB3011 – KURIKULUM DALAM PENDIDIKAN SENI (3 KREDIT)
CURRICULUM IN ART EDUCATION (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar terhadap kurikulum pendidikan seni sekolah menengah secara menyeluruh. Perbincangan meliputi perkara yang berkaitan dengan falsafah, matlamat, objektif, nilai dan kandungan kurikulum pendidikan seni sekolah menengah. Aspek yang berkaitan dengan penggunaan portfolio, penilaian dan pengurusan seni juga dibincangkan.

This course aims to enable students to gain knowledge on basic theories and art critical models such as the Broudy, Feldman and Miller models. Apart from that students are also involved in discussions on issues and techniques used in criticism. These include discourses and approaches to the visual arts critical process. To consolidate knowledge, students will be involved in critical work and exercises until they are able to develop their own model to appreciate works of traditional, modern and postmodern art.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Kementerian Pelajaran Malaysia. (2000). *Buku sumber guru Pendidikan Seni Visual*. Kuala Lumpur: Dewan Bahasa & Pustaka.
Kementerian Pelajaran Malaysia.(2003). *Sukatan Pendidikan Seni Visual*. Kuala Lumpur: Dewan Bahasa & Pustaka.
Kementerian Pelajaran Malaysia. (2003). *Huraian sukatan Pendidikan Seni Visual sekolah menengah*. Kuala Lumpur: Dewan Bahasa & Pustaka.

PIB3012 – PENGAJARAN MIKRO PENDIDIKAN SENI (3 KREDIT)
MICRO TEACHING IN ART EDUCATION (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini bertujuan memberi peluang kepada pelajar untuk meneliti isu pedagogi pendidikan seni dalam kontek pengajaran di sekolah yang dilihat dari aspek teori dan amalan. Pelajar akan mengkaji struktur dan kandungan kurikulum pendidikan seni sekolah menengah sebagai cara mendapatkan asas dan panduan dalam memilih dan menyusun bahan pengajaran yang sesuai. Pelajar juga melaksanakan pengajaran mikro dan membincangkan masalah praktikal berkaitan dengannya.

This course aims to provide students an opportunity to examine pedagogical issues in art education in the context of teaching in schools both from the theoretical and practical aspects. The students will study the structure and contents of secondary school art curriculum as a way to grasp the basics and understand the guidelines on selecting and organizing suitable materials for art teaching. The students will also perform micro teaching and discuss the practical problems related to it.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Kementerian Pelajaran Malaysia. (2000). *Buku sumber guru Pendidikan Seni Visual*. Kuala Lumpur: Dewan Bahasa & Pustaka.

Kementerian Pelajaran Malaysia.(2003). *Sukatan Pendidikan Seni Visual*. Kuala Lumpur: Dewan Bahasa & Pustaka.

Kementerian Pelajaran Malaysia. (2003). *Huraian sukatan Pendidikan Seni Visual sekolah menengah*. Kuala Lumpur: Dewan Bahasa & Pustaka.

PIB4002 – PENDIDIKAN SENI DAN AMALAN DI SEKOLAH (3 KREDIT)
ART EDUCATION AND SCHOOL PRACTICE (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini membolehkan pelajar mempelajari bagaimana aktiviti seni diuruskan di sekolah. Pelajar mengetahui mengenai seni sebagai satu aktiviti ko-kurikulum di sekolah, penghasilan majallah sekolah dan aktiviti mengujudkan suasana yang sihat untuk pembelajaran seni. Disamping itu, pelajar akan mencari maklumat mengenai agensi dan kerjaya dalam seni. Kursus ini juga memerlukan pelajar menyediakan satu pameran seni, sebagai aktiviti yang membolehkan mereka mengaplikasi pengetahuan, kemahiran dan inovasi mereka sendiri.

This course aims to enable students to learn how art activities are managed in schools. Students will know about art as a co-curricular activity, production of school magazine, and activities of creating conducive environments for art learning. Besides, the students will seek information on agencies and careers in art. This course also requires students to prepare an art exhibition, an activity that allows them to apply their own knowledge, skills and innovation.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Dalton, R.,&Zuk, B. (2001). *Student art exhibition: New ideas and approaches*. Reston, VA: NAEA.
Gee, K. (2000). *Visual art as a way of knowing*. Los Angeles, CA: Stenhouse Publishers.

White A.W. (2002). *The elements of graphic design*. New York: Allworth Press.

PIB4013 – TINJAUAN SENI (3 KREDIT)
SURVEY OF ART (3 CREDIT)

Sipnosis/Synopsis:

Kursus ini bertujuan memberi pendedahan atas teori pensejarahan seni bagi mengkaji seni visual sebagai satu hasil proses perkembangan dinamik pemikiran manusia. Melalui pendedahan tersebut pelajar meneliti keselaruan antara kerangka perubahan stil seni dengan evolusi logik bercorak rasional yang mendasari pemikiran umum dan imagistik manusia. Pelajar juga terlibat dalam perbincangan mengenai sumber idea seni dan evolusi stil sebagai satu penglibatan kognitif. Dengan cara begini pelajar dapat menilai bagaimana hasil seni boleh menjadi dasar kepada transformasi pemikiran manusia seperti yang terpancar sebagai aliran seni mengikut kefahaman sesuatu tamadun atau kebudayaan.

This course aims to provide exposure to students on art history to study the visual arts as a dynamic process of development in human thoughts. Through such an exposure, the students will examine the parallelism between the structural change of art styles and the logical evolution of human rationale that underlies the human thinking and imagistic. The students will also be involved in discussions on the sources of artistic ideas and the evolution of styles as a cognitive preoccupation. That way the students will learn to evaluate how a work of art can be the foundation to human transformation of thoughts as reflected through art trends according to culture or civilization.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

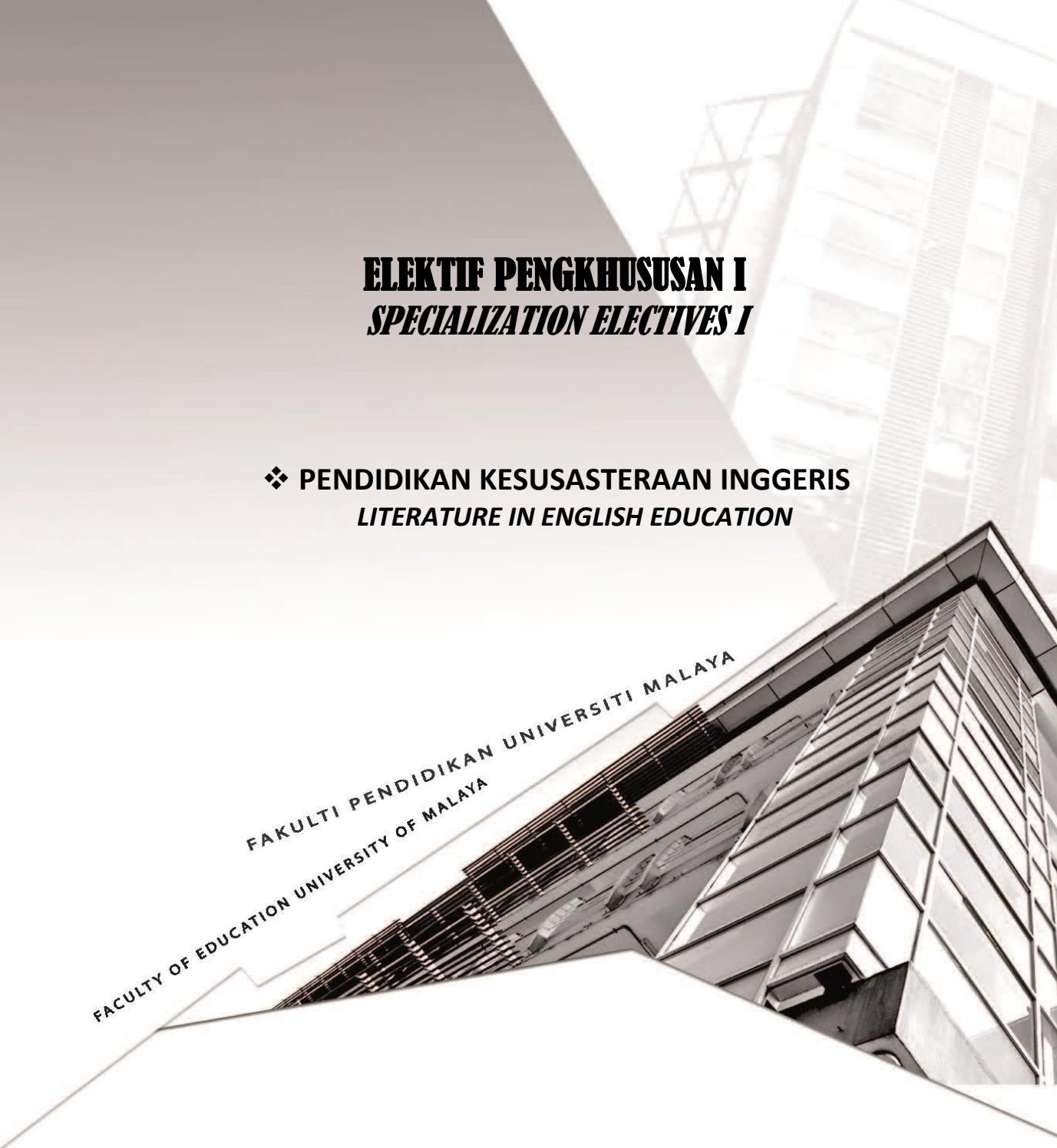
Rujukan Utama/Main References:

- Grant, P. (2003). *Art history*. New York: McGraw-Hill.
Johnson, P. (2003). *Art: A new history*. London: Weidenfeld & Nicolson Honour, H. & Fleming, J (2004). *A world history of art* (7th ed.).
London: Laurence King Publishing.
Grant, P. (2003). *Art history*. London: Phaidon Press.

ELEKTIF PENGKHUSUSAN I

SPECIALIZATION ELECTIVES I

❖ **PENDIDIKAN KESUSTERAN INGGERIS**
LITERATURE IN ENGLISH EDUCATION



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIB1008 – INTRODUCTION TO METHODOLOGY IN LITERATURE EDUCATION (3 CREDIT)

Synopsis:

This introductory course will enable students to develop insights into the role of literature in the curriculum. Students will be introduced to theories, approaches and issues that are relevant to the teaching and learning of literature in English to speakers of other languages. Notions of language competence and the processes of literary reading will be discussed. Students will be encouraged to develop an understanding of appropriate learner-centred methodology for the teaching of the genres of literature. This will be facilitated through the reader-response approaches to texts. The context of literature teaching and learning and the role of the teacher will also be explored. The teaching approach will be largely experiential so that principles for the teaching and learning of literature may be inductively drawn.

Assessment Method : Continuous Assessment - 60% Examination – 40%

Medium of Instruction : English Language

References :

- Atherton, C., Green, A. & Snapper, G. (2013). *Teaching English Literature*. UK: Routledge Publication.
Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge:Cambridge University Press.
Carter, R. & Long, M.N. (1991). *Teaching Literature*. Burnt Mill. UK: Longman.

PIB2008 – INTERPRETATIONS OF LITERARY TEXTS IN SCHOOLS (3 CREDIT)

Synopsis:

The course enables students to interpret and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The course also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

Assessment Method : Continuous Assessment - 100%

Medium of Instruction : English Language

References :

- Ministry of Education (2009). Collections of Literary Texts. Literature Components in English Language Teaching for Malaysian Secondary Schools.KL: Curriculum Development Division.
McGee, S. J. (2001). *Analyzing Literature A Guide for Students*. Kansas State University-Salina: Longman.
Blau, S. D. (2002). *The Literature Workshop: Teaching Texts and Their Readers*. USA: Willey Blackwell.

PIB3013 – LITERARY TEXTS FOR ESL LEARNERS (3 CREDIT)

Synopsis:

This course focuses on the selection and use of literary texts in English from around the world to develop literature-based programmes for ESL learners. It examines text-related issues such as subject, language, style, theme and cultural content in relation to learner-related factors such as age, interest, level of language proficiency and socio-cultural background. This is to enable student teachers to decide wisely in the processes of text selection and use in the classroom, and for recommendations for extensive reading for students outside the classroom. Students will also consider guidelines and activities to encourage learners to make their own choices regarding texts. Discussions will also include the use of the canon, young adult literature, graphic novels, translations as well as abridged and simplified 'graded reader' texts. Some consideration will be given to better integrating texts in English by Malaysian authors, and a broadening of the types of

genres considered as 'literature'. An experiential approach will be used to enable students to consider strategies for helping learners to access, understand and appreciate personal responses to literary texts from diverse genres, periods and cultures.

Assessment Method : Continuous Assessment - 60% Examination – 40%

Medium of Instruction : English Language

References :

Cambell, Kimberly, H. (2007). *Less is More*. Portland / Maine:/Stenhouse.

Duff, A., & Maley, A. (2007). *Literature*.Oxford: OUP.

Diller, D. (2003). *Literacy Work Stations : Making Centers Work*. Portland:Stenhouse Publishers.

PIB3014 – SIMULATED TEACHING IN LITERATURE EDUCATION (3 CREDIT)

Synopsis:

This course will focus on enabling students to develop professional competence in the teaching of literature through the practice of simulated teaching where students will plan and implement lessons. This course builds on and integrate courses on the teaching of the various genres as well as the selection and use of texts. Relevant dimensions of the teaching – learning process will be addressed. Students will also develop strategies for implementing the national syllabus in Malaysian literature classrooms. Students will be encouraged to reflect on experience to develop a thoughtful and principled approach to the teaching of literature.

Assessment Method : Continuous Assessment - 100%

Medium of Instruction : English Language

References :

Carter, R. & Long, M. (1991). *Teaching of Literature*. London: Burnt Mill.

Collections of Literary Texts (2009). Literature Components in English. Language Teaching for Malaysian Secondary Schools, Curriculum.KL: Curriculum Development Division.

Ministry of Education (2000). *Syllabus for English in the secondary school*. Kuala Lumpur: Government Printers.

PIB4003 – PERFORMANCE IN LITERATURE EDUCATION (3 CREDIT)

Synopsis:

This course aims at providing student with hands-on experience in the use of various types of performance activities to facilitate engagement as well as the analysis and interpretation of literary text by learners. Students will explore how to present literary texts to that they appeal to the learners' imagination creating a rich and meaningful context for active meaning-making while allowing for various interpretations of the text. Students will explore a multi-model approach to encourage activities learner involvement in the literary experience through the use of the visual, auditory, gestural, spatial and kinaesthetic modalities to support and facilitate explorations of text.

Assessment Method : Continuous Assessment - 100%

Medium of Instruction : English Language

References :

Nicholson, Helen and Normington, Katie (2007). *Making a Performance. Devising Histories and Contemporary Practices*, London: Routledge.

Pickering, Kenneth and Woolgar, Mark (2009). *Theatre Studies* London: Palgrave-Macmillan.

Anderson, Michael and Cameron, David, (2006). *Real Players? Drama, Technology and Education*:Stoke on Trent: Trentham Books.

PIB4014 – ISSUES IN TEACHING LITERATURE (3 CREDIT)

Synopsis:

This course will help the students to discuss the issues involved in teaching Literature in secondary schools. It will introduce students to practical and theoretical concerns in teaching literature. This will involve the issues related to the current literature syllabus in Malaysian secondary schools. The course will look into the organisation of small L and big L taught in schools. It will review theories on teaching methods (focusing on literature workshops), evaluation and assessment, as well as ways to handle the current problems and pitfalls based on the feedback received from practicum students and in-service teachers.

Assessment Method : Continuous Assessment - 60% Examination – 40%

Medium of Instruction : English Language

References :

- Cai Mingshui. (2006). *Multicultural Literature for Children and Young Adults: Reflections on Critical Issues* (GPG) (PB) Paperback.
Lehman, B.A., Freeman, E., B., (2010). *Reading Globally, K-8: Connecting Students to the World Through Literature*. California: Corwin.
Sumara, J. D. (2002). *Why Reading Literature in School Still Matters: Imagination, Interpretation, Insight*. USA: Routledge.

PIB4015 – THE LITERATURE CURRICULUM IN TESL (3 CREDIT)

Synopsis:

This course will help students to discover the pleasure and benefits of reading Literature and develop an awareness of the world around them through great literary works. The students will develop a perceptive and logical thinking to build their own points of view towards different authors and their literary works. The course will be based on designing a literature curriculum which will help the students to imagine and get involved by reflecting a strong intellectual and emotional awareness of themes, plots, characters, settings and contexts of different genres of literature. The students will be in a position to analyse, understand and appreciate the importance of literary texts in different contexts across the different genres. Due consideration will be given to integrate Malaysian literary texts in English.

Assessment Method : Continuous Assessment - 60% Examination – 40%

Medium of Instruction : English Language

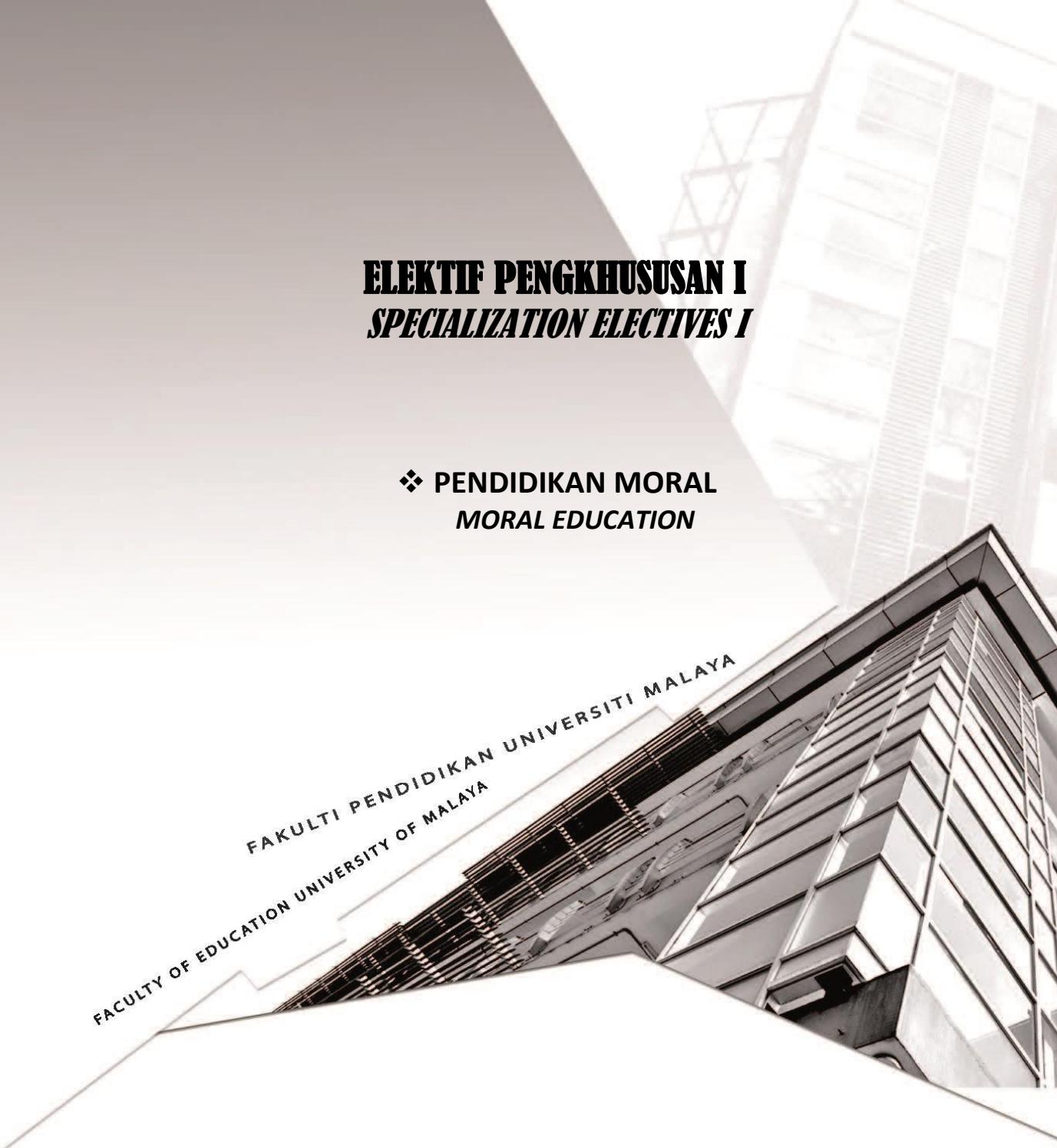
References :

- Podsiadlik III, E. (2014). *Anecdotes and Afterthoughts: Literature as a Teacher's Curriculum*. The Netherlands :Sense Publishers,.
Swaffar, J. & Arens, K. (2006). *Remapping the Foreign Language Curriculum: An Approach Through Multiple Literacies (Teaching Languages, Literatures, and Cultures)*. USA.: Modern Language Association of America.
Slevin, J.F. & Young, A. (1996). *Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy*. Urbana IL:National Council of Teachers of English.

ELEKTIF PENGKUSUSAN I

SPECIALIZATION ELECTIVES I

❖ **PENDIDIKAN MORAL**
MORAL EDUCATION



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
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SESI/SESSION 2020/2021

PIB1009 – PERKEMBANGAN MORAL (3 Kredit)
MORAL DEVELOPMENT (3 Credit)

Sinopsis/Synopsis:

Kursus ini mengkaji beberapa teori perkembangan moral daripada pelbagai perspektif perkembangan moral. Tumpuan diberikan kepada perspektif perkembangan moral, seperti perkembangan kognitif, pembelajaran, personaliti, konstruktivis sosial dan integratif. Implikasi teori perkembangan moral terhadap pendidikan moral juga akan dibincangkan. Perbincangan juga meliputi faktor-faktor yang mempengaruhi perkembangan moral seperti ibu bapa dan keluarga, rakan sebaya dan sekolah, masyarakat dan massa media. Isu berkaitan dengan perkembangan dan tingkah laku moral dalam konteks masyarakat Malaysia juga akan dibincangkan.

This course studies several theories that relate to moral and character development from various perspectives on moral development. Focus will be given on the development of cognitive, behavioural, personality, social constructivist and integrative perspectives on moral development and behaviour. The implications of the theories of moral development in moral education will also be discussed. Discussions will also include factors that can influence moral development such as parents and family, peers and school, culture and mass media. Issues relating to moral development and behaviour in context of Malaysian society will also be discussed.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References :

- Killen, M. & Smetana, J.G. (Eds) (2013). *Handbook of moral development*. Mahwah, NJ: Erlbaum.
Lapsley, D. & Power, F.C. (eds) (2005). *Character psychology and character education*. University of Notre Dame: University of Notre Dame Press.
Turiel, E. (2002). *The culture of morality: Social development, context, and conflict*. Cambridge, England: Cambridge University Press.

PIB2010 – PENDIDIKAN MORAL DAN AGAMA (3 Kredit)
MORAL EDUCATION AND RELIGION (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar tentang nilai murni dalam pelbagai agama yang diamalkan bagi mencetuskan semangat perpaduan dan menghargai hakikat hidup yang bertoleransi dalam konteks masyarakat Malaysia. Penekanan kursus adalah berdasarkan tajuk yang berikut: konsep agama, kepercayaan dan moral, kepentingan dan peranan agama dalam pendidikan moral dan masyarakat majmuk Malaysia, nilai-nilai moral dari perspektif pelbagai agama dan hubung kaitan agama dan pendidikan moral, amalan keagamaan dan kepercayaan dalam kalangan rakyat Malaysia dan nilai yang perlu diamalkan oleh individu dalam konteks masyarakat Malaysia.

This course aims at exposing students to the noble values in the various religions so as to instil solidarity and appreciate the need for tolerance in the context of Malaysian society. Topics for discussion will include: concept of religion, beliefs and moral, importance and role of religion in moral education and Malaysian plural society, moral values from different religions and the relationship between religion and moral education, religious practices and beliefs among the peoples of Malaysia and the desired values of an individual in context of Malaysian society.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References :

- Abdul Rahman Md. Aroff (2010). *Pendidikan Moral: teori etika dan amalan moral*. Serdang: Penerbit Universiti Putra Malaysia.

Erricker, C. (2000). *Reconstructing religious, spiritual and moral education*. London: Routledge Falmer.

Kementerian Pendidikan Malaysia (2000). *Falsafah Pendidikan Kebangsaan*.

Vishalache Balakrishnan. (2009). *Pendidikan moral untuk universiti dan kolej*. Shah Alam: Arah Publications.

PIB3015 – KURIKULUM PENDIDIKAN MORAL (3 Kredit) MORAL EDUCATION CURRICULUM (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membolehkan memahami dan menganalisa matlamat dan objektif kurikulum Pendidikan Moral serta pembentukan dan organisasi kurikulum tersebut khususnya bagi peringkat sekolah menengah. Topik yang akan dibincangkan termasuk: matlamat Pendidikan Moral dalam konteks Falsafah Pendidikan Kebangsaan, objektif kurikulum Pendidikan Moral, organisasi kurikulum, kandungan kurikulum dan implikasinya dalam pengajaran dan pembelajaran mata pelajaran tersebut di peringkat sekolah menengah. Tumpuan juga akan diberikan kepada mengkaji program Pendidikan Moral di beberapa buah negara.

This course enables students to understand and analyse the aims and objectives of Moral Education curriculum as well as the structure and organisation of the curriculum, specifically for secondary schools. Topics to be discussed include; aims of Moral Education in context of National Philosophy of Education, objectives of Moral Education curriculum, organisation of the curriculum, curriculum content and its implications to teaching and learning of the subject at secondary school level.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Chang Lee Hoon, Norani Mohd Salleh, Wan Hasmah Wan Mamat & Vishalache Balakrishnan (Eds) (2008). *Asia pacific moral, civic and citizenship education: new vision & new realities*. Kuala Lumpur: Department of Educational Foundations & Humanities, Faculty of Education, University of Malaya.

Kementerian Pendidikan Malaysia (2000). *Sukatan Pelajaran Pendidikan (Semakan) dan Huraian Sukatan Pelajaran Pendidikan Moral Tingkatan 1-5*. Kuala Lumpur: Pusat Perkembangan Kurikulum.

Nucci, L.P. & Narváez, D. (2014). *Handbook of moral and character education*. 2nd Edition. New York: Routledge

PIB3016 – PENDEKATAN PENGAJARAN DAN PEMBELAJARAN DALAM PENDIDIKAN MORAL (3 Kredit) TEACHING AND LEARNING APPROACHES IN MORAL EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membolehkan pelajar mengkaji pelbagai pendekatan dan strategi pengajaran dan pembelajaran dalam pendidikan moral supaya membolehkan mereka menjadi guru pendidikan moral yang berkesan .Topik perbincangan akan meliputi pendekatan seperti pemupukan nilai, analisis nilai, perkembangan rasional, pendekatan caring, pembelajaran kooperatif dan lain-lain. Di samping itu, tumpuan juga akan diberikan kepada penyediaan bahan dan pengendalian pelbagai teknik serta aktiviti pengajaran dan pembelajaran seperti permainan dan simulasi, perbincangan moral, lakonan, pengintegrasian ICT dan lain-lain yang boleh merangsang pembelajaran pendidikan moral di bilik darjah.

This course aims to enable students to study a variety of approaches and strategies in teaching and learning in moral education in order to enable them to become effective moral education teacher. Topic discussion will include approaches such as fertilizing value, value analysis, the development of rational, caring approach, cooperative learning and many others. In addition, attention will also be given to the provision and operation of a variety of materials and techniques of teaching and learning activities such as games and simulations, moral discussion, role play, the integration of ICT and others which can stimulate learning of moral education in the classroom.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Brown, G.T.L., Irving, S.E., & Keegan, P.J. (2014). An introduction to educational assessment, measurement & evaluation: improving the quality of teacher-based assessment (3rd edition). New Zealand: Dunmore Publishing.

Anderson, L.W. & Krathwohl (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. New York, Toronto: Longsman, Green.

Pusat Perkembangan Kurikulum (2006). *Penilaian Kendalian Sekolah*.

PIB4004 – PENILAIAN DALAM PENDIDIKAN MORAL (3 Kredit)
EVALUATION IN MORAL EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini membolehkan pelajar memahami matlamat dan objektif penilaian serta pelbagai cara penilaian yang sesuai digunakan dalam pengajaran dan pembelajaran Pendidikan Moral. Isu-isu berkaitan penilaian Pendidikan Moral juga akan dibincangkan. Topik yang dibincangkan ialah konsep penilaian, matlamat dan objektif penilaian, instrumen penilaian dari aspek kognitif, efektif dan perlakuan moral, cara mengendalikan penilaian, cara merekod dan cara melaporkan dapatan penilaian dalam Pendidikan Moral.

This course enables students to understand and analyse the aims and objectives of Moral Education curriculum as well as the structure and organisation of the curriculum, specifically for secondary schools. Topics to be discussed include; aims of Moral Education in context of National Philosophy of Education, objectives of Moral Education curriculum, organisation of the curriculum, curriculum content and its implications to teaching and learning of the subject at secondary school level.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan - 60%**
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Brown, G.T.L., Irving, S.E., & Keegan, P.J. (2014). An introduction to educational assessment, measurement & evaluation: improving the quality of teacher-based assessment (3rd edition). New Zealand: Dunmore Publishing.

Anderson, L.W. & Krathwohl (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. New York, Toronto: Longsman, Green.

Pusat Perkembangan Kurikulum (2006). *Penilaian Kendalian Sekolah*.

PIB4005 – PENGAJARAN MIKRO PENDIDIKAN MORAL (3 Kredit)
MICRO TEACHING IN MORAL EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk mendedahkan kepada pelajar tentang amalan dan prinsip pengajaran Pendidikan Moral mengikut tahap pembelajaran yang berbeza. Tumpuan kursus adalah kepada merancang, melaksana, menilai serta mengurus pengajaran dan pembelajaran menggunakan bahan bantu mengajar yang dikenal pasti sesuai. Antara perkara yang juga diberi penekanan ialah masalah pemahaman terhadap nilai, kaedah pengajaran yang sesuai serta perbezaan tahap pembelajaran dalam kalangan pelajar. Kursus ini akan dikendalikan melalui pengajaran mikro.

This course aims to expose students to the practices and principles of teaching Moral Education in different learning stages. The focus of the course is to plan, implement, evaluate and manage teaching and learning using teaching aids identified accordingly. Among the things that was emphasized was the problem of understanding the values, appropriate teaching methods as well as different levels of learning among students. This course will be conducted through micro teaching.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Kementerian Pendidikan Malaysia.(2000). *Huraian Sukatan Pelajaran Pendidikan Moral KBSM (Semakan)*.
Nikolic, V. (2000). *Am I teaching well? Self-evaluation strategies for effective teachers*. Toronto:Pippin
Orlich, D.C. (2001). *Teaching strategies. A guide to better instruction.* (6th ed). Boston: Houghton Mifflin Co.

PIB4016 – PROJEK PENDIDIKAN MORAL (3 Kredit)
MORAL EDUCATION PROJECT (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada penglibatan aktif secara langsung dalam aktiviti masyarakat. Pelajar dikehendaki merancang, melaksana dan melaporkan program, projek atau kerja amal yang dipilih. Kesemua peringkat tersebut dirancang bersama dalam kumpulan dan dilaksanakan di tempat yang dipilih. Pelajar dikehendaki menghasilkan satu laporan lengkap berdasarkan projek komuniti atau kerja amal yang dijalankan dan membentangkan laporan tersebut.

This course aims at exposing students to the direct active participation in a community project or social service activity. Students are required to plan, execute and report on the chosen community project or social service. All stages of planning and implementation are to done at the chosen site by group members. Students are required to produce a complete report based on the implementation of the community project or social service.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

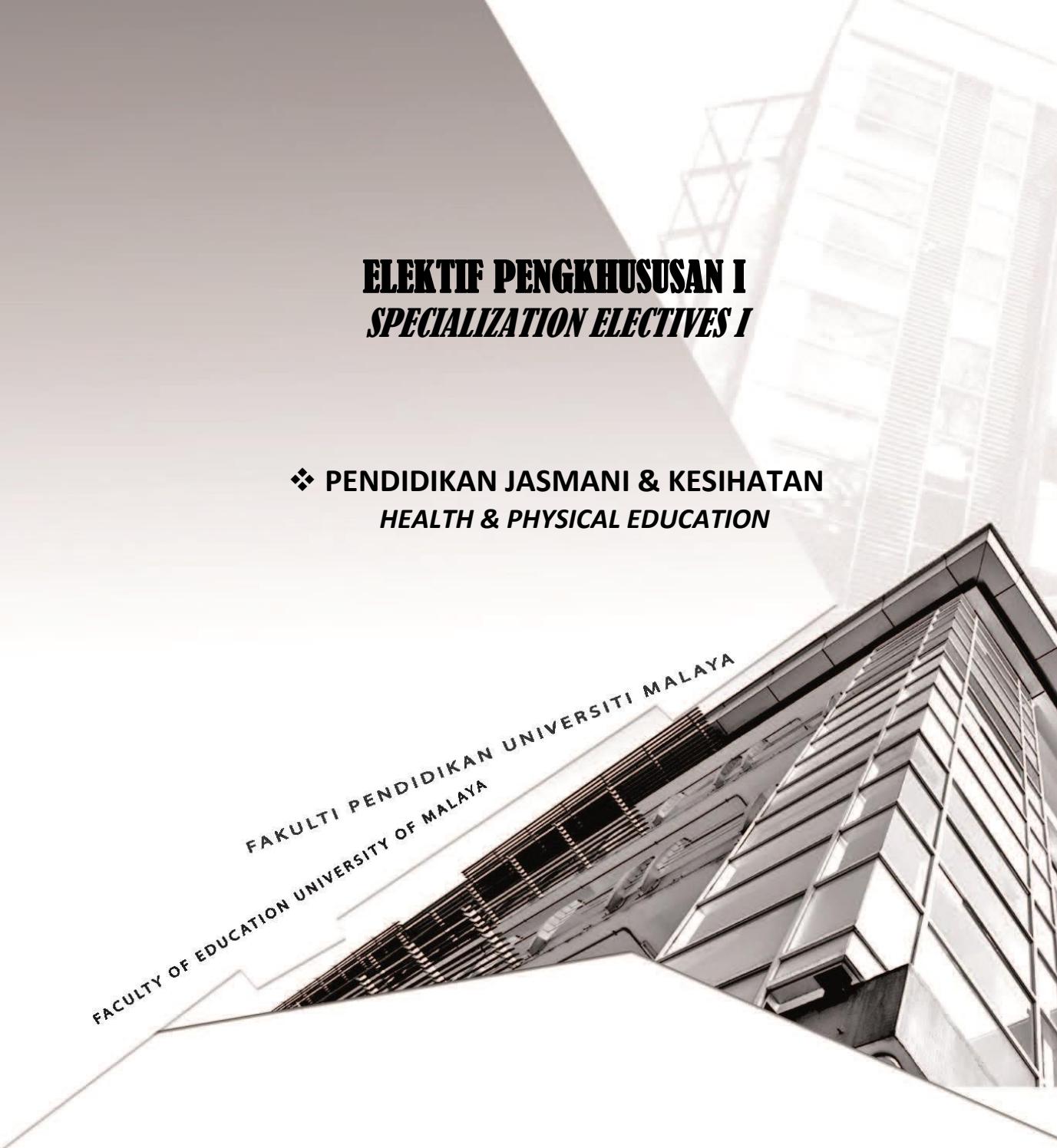
Rujukan Utama/Main References:

- Bradford. S.W. (2006) *Techniques and guidelines for social work practice.* (7th ed). Boston: Pearson/Allyn and Bacon.
Maidment, J. (2006). *Practice skills in social work and welfare: more than just common sense*. Crows Nest NSW: Allen & Unwin
Zastrow. C. (2004). *Introduction to social work and social welfare.* (8th ed). Belmont, CA: Thomson, Brooks/Cole.

ELEKTIF PENGKUSUSAN I

SPECIALIZATION ELECTIVES I

❖ **PENDIDIKAN JASMANI & KESIHATAN**
HEALTH & PHYSICAL EDUCATION



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

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PIB1010 – PENGENALAN KECERGASAN DAN KESEJAHTERAAN (3 Kredit)
INTRODUCTION TO FITNESS AND WELLNESS (3 Credit)

Sinopsis/Synopsis:

Kursus ini mendedahkan pelajar terhadap konsep kecergasan, kesejahteraan dan gaya hidup sihat. Disamping itu memberi pendedahan kepada pelajar tentang kaedah-kaedah yang boleh dijalankan bagi meningkatkan tahap kecergasan dan kesejahteraan seterusnya meningkatkan motivasi pelajar dalam melaksanakan aktiviti kecergasan dan amalan gaya hidup sihat. Selain daripada itu menjelaskan kepada pelajar tentang masalah-masalah kesihatan yang mungkin dihadap sekitaranya pelajar tidak aktif dalam aktiviti kecergasan.

This course will explore the concept of fitness, wellness and healthy life style. Beside that the students will know the methods that can be used to increase the level of fitness and wellness and also to motivate students to implement the fitness activities, to practice the healthy life style. Then, explain to students about the health problems that if they not active in fitness activities.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Fahey,T.D., Insel,P.M., Roth, W.T., 2003.Fit & Well. Core concepts and Labs in physical fitness and wellness.USA.McGraw Hill.
Hoeger,W., & Hoeger, S..2008.Fitness and wellness.Cengage Learning. USA

PIB2011 – BIOMEKANIK SUKAN (3 Kredit)
SPORTS BIOMECHANICS (3 Credit)

Sinopsis/Synopsis:

Antara aspek –aspek yang akan dibincangkan ialah fungsi tulang sendi-sendi, dan otot dari aspek biomekanik sukan dan kepentingan dalam sukan. Pelajar juga akan didedahkan beberapa konsep mekanik seperti daya, momentum, hukum newton dan geseran

The aspects that will be discussed are the functions of bones, joints and muscle with regard to sports biomechanics and its importance to sport. The students will also be introduced to mechanical concepts of force, momentum, Newton's Law and friction.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Hay, J.G. (2000) The biomechanics of Techniques (5th) Ed. Prentice-Hall Inc. Englewood Cliffs, New Jersey
Knudson,D.V. (2007). Fundamentals of biomechanics. Springer Verlag: N.York
Kreighbaum,E., & Barthels, K.M. (2010). Biomechanics: A quantitative approach for studying human movement. Burgess Publishing Company, Minneapolis: Minnesota.

PIB3017 – PRINSIP-PRINSIP PEMBELAJARAN MOTOR DAN PSIKOLOGI SUKAN (3 Kredit)
MOTOR LEARNING PRINCIPLES AND SPORTS PSYCHOLOGY (3 Credit)

Sinopsis/Synopsis:

Antara tajuk yang akan bincangkan ialah klasifikasi kemahiran motor serta beberapa teori pembelajaran. Pelajar juga akan didekah kepada variable dalam proses pembelajaran.

The topics that will be discussed are skill classification motor learning and some selected motor learning theories. The students will also be introduced to various variables in the skill learning process.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Schmidt, R.A. & Lee, T.D. (2002). Motor control and learning: A behavioral emphasis (4th. ed). Human Kinetics: Champaign,IL.

Magill, R.A. (2002). Motor learning concepts and application (5th.ed) WCB & Benchmark Publishers

PIB4006 – PENDIDIKAN OLAHRAGA (3 Kredit)
ATHLETICS EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini mendedahkan pelajar tentang konsep bagi acara sukan olahraga padang dan balapan. Seterusnya membantu pelajar dalam mengenalpasti teknik-teknik asas dalam sesuatu kemahiran asas bagi acara padang dan balapan. Di samping itu akan diterangkan tentang peraturan-peraturan serta memahami tugas-tugas sebagai seorang pegawai sukan.

This course will explore the concepts of track and field events. Assist students to identify the basic technics of track and field events. Beside that, will be explain about the rules and also to understand the responsibilities of sports officer.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

American Sport Education Program.2008.Coaching youth track&field. Human Kinetics. USA.

American Sport Education Program.2006.Officiating track and field and Cross Country.US.Human Kinetics.

PIB4007 – KESELAMATAN DALAM PENDIDIKAN SUKAN (3 Kredit)
SAFETY IN SPORTS EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini memberi menjelaskan mengenai aspek keselamatan sukan di sekolah. Terutamanya berkaitan dengan isu pakaian dan peralatan sukan. Selain itu, dibincangkan tentang aspek keselamatan dipadang dan juga di gelanggang permainan. Seterusnya, menjelaskan kepada pelajar langkah-langkah keselamatan bagi mengelak dari berlakunya kemalangan ketika melaksanakan sesuatu aktiviti sukan disekolah. Akhir sekali dibincangkan tentang peranan murid, guru dan ibu bapa bagi mengatasi masalah keselamatan dalam sukan disekolah.

This course explain about sports safety in the school. Especially, the issues related to the sports attire and equipment. Beside that, will discuss about safety in the field and courts. Next, explain the steps of safety to avoid accidents occurs during implementing the sports activities in the school. Finally, discuss about students, teacher, and parents roles to overcome the sports safety problems in the school.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%

Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Dougherty, N. (2010). Principles of Safety in Physical Education and Sport (4th ed).
Leeds: Human Kinetics.

Mitchell, M., & Feigley, D.A. (2010). "The Injury Problem," in N.J. Dougherty (Ed.), *Principles of Safety in Physical Education and Sport*. Fourth Edition. (pp. 1-18). Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

PIB4008 – KADEAH PENDIDIKAN JASMANI (3 Kredit)
METHODOLOGY IN PHYSICAL EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini akan membincangkan tujuan pendidikan secara global dan secara khusus akan membincangkan kepentingan pendidikan jasmani di Malaysia. Beberapa teori pembelajaran serta perancangan, pengelolaan dan teknik pengajaran pendidikan jasmani akan di bincangkan. Pelajar akan didedahkan cara-cara untuk menulis rancangan pelajaran PJ dan mengaplikasi di dalam pendidikan jasmani.

The course will discuss the aims of education in global view and specifically discuss the importance of physical education in Malaysia. Some selected theories, class management and teaching techniques will be discussed. The students will be introduced to writing of the lesson plan.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%

Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Pangrazi, R.P, darst, P.W. (2005). Dynamic physical education for secondary school, benjamin-Cummings Publishing Company.

Fronske.2014. Teaching Cues for sport skills for secondary school students, 6/E. Benjamin Cummings. USA

PIB4011 – ISU DALAM PENDIDIKAN JASMANI DAN KESIHATAN (3 Kredit)
ISSUES IN HEALTH AND PHYSICAL EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini akan mendedahkan pelajar kepada isu-isu dan masalah masa kini dalam pengajaran dan pembelajaran pendidikan jasmani. Perbincangan akan dilakukan tentang isu masa, alatan, padang permainan, kurikulum serta teknik pengajaran.

The course will introduce the students to issues and problems in teaching and learning of physical education. Discussion will be carried out on time, playing fields, curriculum and teaching.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment *Examination*

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

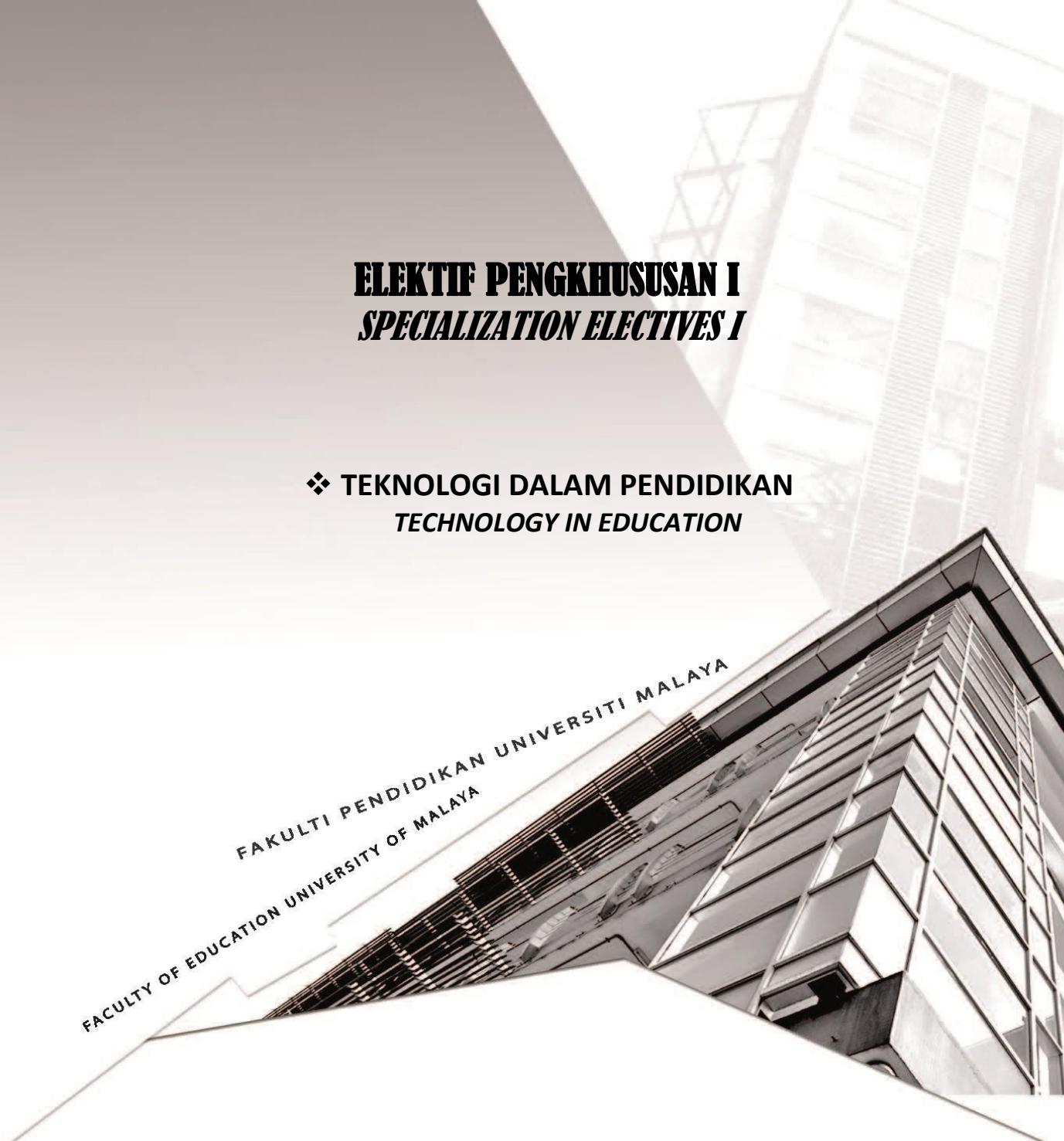
Rujukan Utama/Main References:

- Capel, S.A., Piotrowski, S. (2000). Issues in Physical Education. Psychology Press.
Hayes, S., & Stidder, G. (2003). Equity and inclusion in Physical education and sport : Contemporary Issues. Psychology Press.

ELEKTIF PENGKUSUSAN I

SPECIALIZATION ELECTIVES I

❖ **TEKNOLOGI DALAM PENDIDIKAN**
TECHNOLOGY IN EDUCATION



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
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PIB1011 – ASAS TEKNOLOGI PENGAJARAN (3 Kredit)
BASIC INSTRUCTIONAL TECHNOLOGY (3 Credit)

Sinopsis/Synopsis:

Kursus ini membincangkan evolusi teknologi pengajaran, konsep dan prinsip-prinsip asas dalam bidang teknologi pengajaran. Ia juga memperkenalkan guru kepada pendekatan, kaedah, dan prosedur semasa dan masa depan untuk mengintegrasikan komputer dan media lain ke dalam kurikulum yang menggunakan pendekatan reka bentuk pengajaran yang sistematis. Di samping itu, kursus ini turut memberi fokus kepada isu-isu terkini yang mempengaruhi teknologi pengajaran hingga kini.

This course discusses the evolution of technology in teaching, concepts and fundamental principles in the field of instructional technology. It also introduces current and future teachers to the approaches, methods, and procedures for integrating computers and other media into the curriculum using a systematic instructional design approach. In addition, the course will also focus on the latest issues affecting instructional technology until now.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Howland, J., Jonassen, D. & Marra, R. (2013). Meaningful Learning with Technology: Pearson New International Edition. UK: Pearson.
Newby, T., Stepich, D., Lehman, J., Russell, J., & Leftwich, A. L. (2010). Educational Technology for Teaching and Learning. US: Pearson.
Roblyer, M., & Doering, A. (2013). Integrating Educational Technology into Teaching: Pearson New International Edition. UK: Pearson.
Smaldino, S., Lowther, D., & Russell, J (2013). Instructional Technology and Media for Learning: Pearson New International Edition. UK: Pearson.

PIB1012 – APLIKASI KOMPUTER DALAM PENGAJARAN (3 Kredit)
COMPUTER APPLICATIONS IN TEACHING (3 Credit)

Sinopsis/Synopsis:

Aplikasi Komputer dalam Pengajaran adalah sebuah kursus yang direka untuk mengajar pelajar bagaimana untuk menggunakan komputer sebagai alat yang digunakan di dalam pendidikan, dan perniagaan melalui penggunaan perisian aplikasi tertentu. Pelajar akan mempelajari konsep asas bagi perkakasan komputer dan perisian di samping membiasakan diri dengan pelbagai aplikasi komputer lain, termasuk untuk pengurusan, pemprosesan kata, grafik, persempahan multimedia, dan spreadsheet. Pelajar akan belajar bagaimana untuk menggunakan Internet dan juga aplikasi di dalam Internet untuk melaksanakan tugas-tugas yang ditetapkan.

Computer Applications in Teaching is a course designed to teach students how to use the computer as a educational, and business tool through the use of applications software. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including for management, word processing, graphics, multimedia presentations, and spreadsheets will be used. Students will learn how to use the Internet and Internet applications in order to perform the tasks assigned.

Kaedah Penilaian : Penilaian Berterusan - 70% **Peperiksaan** - 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Rutkosky, N. H. (2014). Microsoft® Access® 2013. EMC Paradigm: US.
Rutkosky, N. H., Seguin, D., & Roggenkamp, A. R. (2013). Microsofta Powerpoint 2013. EMC Paradigm: US.
Rutkosky, N. H., Seguin, D., & Roggenkamp, A. R. (2014). Microsoft Word 2013: Level 2. EMC Paradigm: US.
Seguin, D. (2013). Computer Applications with Microsoftha Office 2013. EMC Paradigm: US.
Starks, J. L. (2013). Microsoft Publisher 2013: Complete. Cengage Learning: Boston.

PIB2012 – WEB DAN PERANGKAIAN SEKOLAH (3 Kredit) WEB AND SCHOOL NETWORKING (3 Credit)

Sinopsis/Synopsis:

Kursus ini mendedahkan pelajar kepada aspek-aspek penting berkenaan perangkaian komputer (computer networks) dengan tumpuan kepada perisian serta peralatan (hardware) yang terlibat dalam mendirikan sesuatu sistem perangkaian sekolah. Antara topik-topik yang diberi penekanan adalah: apakah yang dimaksudkan dengan perangkaian, jenis perangkaian, perisian perangkaian, peralatan perangkaian dan juga peranan etika dan perundangan berkaitan dengan sistem maklumat.

This course introduces students to important aspects regarding computer networking with a focus on software and equipment (hardware) involved in setting up a school networking system. Among the topics to be emphasized is: what is meant by networking, types of networking, networking software, networking equipment and also the role of ethics and legislation related to information systems.

Kaedah Penilaian : Penilaian Berterusan - 70% Peperiksaan - 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Andrew S. T. & David J. W. (2010). Computer Networks (5th ed.). Pearson Education Inc: Boston.
Hayden, M. (2000). Networking essentials. Indianapolis: SAMS Publishing.
James A. D. (2011). Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources (What's New in Education). Wadsworth: USA
Leu, D. J., & Leu, D. D. (2000). Teaching with the Internet: Lessons from the classroom (3rd ed.). Norwood, Mass.: Christopher-Gordon Publishers.

PIB3018 – PENERBITAN MEDIA DIGITAL (3 Kredit) DIGITAL MEDIA PUBLISHING (3 Credit)

Sinopsis/Synopsis:

Menggunakan alat multimedia ke dalam persekitaran pembelajaran merupakan satu tugas yang bermanfaat, tetapi kompleks dan mencabar. Kursus ini akan memberikan gambaran menyeluruh tentang konsep asas kepada bahan-bahan digital yang diterbitkan menggunakan elemen-elemen multimedia. Ia juga akan memberi peluang kepada pelajar untuk belajar dan membina kemahiran dalam membangunkan bahan-bahan digital untuk digunakan dalam cetak atau media elektronik dengan menggunakan alat-alat yang betul, unsur-unsur dan teknik. Ia juga akan memberi penekanan kepada aspek-aspek lain dalam menggunakan elemen-elemen multimedia seperti teks, grafik, audio, video dan grafik untuk persembahan montaj.

Employing multimedia tools into the learning environment is a rewarding, but is a complex and challenging task. This subject will give a thorough overview of basic concepts to publish digital materials using the multimedia elements. It will also give opportunities for students to learn and build skills in developing digital materials for use in print or electronic media by using the right tools, elements and techniques. It also emphasize on other aspects in using multimedia elements such as text, graphic, audio, video and graphics for montage presentation.

Kaedah Penilaian : Penilaian Berterusan - 70% Peperiksaan - 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Brian, C. (2010). Writing for Digital Media. Routledge: NY.
- Diane B. & Sandee C. (2014). Digital Publishing with Adobe InDesign CC: Moving Beyond Print to Digital. Adobe Digital Publishing: USA.
- Dusollier, S. (2010). Scoping Study On Copyright And Related Rights And The Public Domain. Available:
http://www.wipo.int/ip-development/en/agenda/pdf/scoping_study_cr.pdf
- Ronald D. G. (2015). Media Planning & Buying in the 21st Century, Third Edition: Integrating Traditional & Digital Media.

PIB4009 – SISTEM PENGURUSAN BAHAN DAN MAKLUMAT (3 Kredit)
MATERIALS MANAGEMENT AND INFORMATION SYSTEMS (3 Credit)

Sinopsis/Synopsis:

Pelajar-pelajar akan mempelajari bagaimana perbezaan komponen saling berkaitan dan dipengaruhi oleh teknologi. Penekanan khusus juga diberikan kepada teori pengurusan memohon dalam persekitaran semasa bekerja. Penggunaan strategi, impak organisasi, pengurusan projek, isu-isu sumber manusia, dan perkara-perkara lain yang penting bagi memahami sistem maklumat dalam pendidikan dan perniagaan. Mereka juga akan mempunyai pemahaman dan pengetahuan dalam teori dan alat yang diperlukan untuk memperoleh, memindah, menyimpan dan mengurus bahan-bahan mentah dan barang siap dalam zaman ekonomi global.

Students learn how different components of the supply chain are interrelated and affected by technology. A special emphasis is placed on applying management theory to work environments. Strategic use, organizational impact, project management, human resource issues, and other topics important to understanding information systems in education and business. They will also have an understanding and knowledge of the theory and tools necessary to acquire, transfer, store and manage raw materials and finished goods in a global economy.

Kaedah Penilaian : Penilaian Berterusan - 70% Peperiksaan - 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Howell, S. L., Hricko, M. & Williams D. D. (2006). Online assessment, measurement and evaluation: Emerging practices. Hershey, PA: Information Science Pub.
- R. Kelly Rainer, Hugh J. Watson, Brad Prince (2013). Management Information Systems (2nd Edition). Wiley E-Text.
- Sousa, K. J. and Oz, E. (2014). Management Information Systems (7th Ed). Cengage Learning.

PIB4010 – ASAS REKA BENTUK PAPAN CERITA DAN INTERAKTIVITI (3 Kredit)
BASIC DESIGN STORYBOARD AND INTERACTIVITY (3 Credit)

Sinopsis/Synopsis:

Dalam kursus ini, mereka akan membina sebuah portfolio permulaan untuk papan cerita dan mempelajari asas-asas untuk mencipta cerita mereka sendiri. Kursus ini adalah peringkat yang paling penting dalam penghasilan sesebuah animasi, video dan produk pendidikan. Ia akan meneroka konsep asas papan cerita dan membenarkan pelajar untuk mencipta dan mengkaji semula papan cerita mereka sendiri. Keperluan penting dalam penceritaan visual, mereka boleh menterjemahkan idea, menetapkan konsep, menghasilkan perancangan kewangan dan mengira anggaran masa keseluruhan projek untuk disempurnakan. Semua perkara tersebut mengambil kira alat, kaedah dan teknik, bercerita visual dan struktur naratif, komposisi rakaman, dan pembangunan watak.

In this course, they will build a starter portfolio for story boarding and learn the basics for creating their own stories. This course is the most important stage in the production of an animation, video and educational products. It will explore the basic concepts storyboard and allows students to create and revise their own storyboard. The essential requirements in visual storytelling, they can translate the idea, set concept,

produce financial planning and calculates the estimated time to complete the entire project. All the essential requirements which are necessary to take into account the tools, methods and techniques, visual storytelling and narrative structure, composition, recording, and character development.

Kaedah Penilaian : Penilaian Berterusan - 70% **Peperiksaan** - 30%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Begleiter, M. (2010). From Word to Image: Storyboarding and the Filmmaking Process (2nd ed). Michael Wiese Productions: USA.
Halligan, F. (2013). Movie Storyboards: The Art of Visualizing Screenplays. Chronicle Books: San Francisco.
Paez, S. & Jew, A. (2012). Professional Storyboarding: Rules of Thumb. Focal Press: UK.
Rousseau, D. H. & Phillips, B. R. (2013). Storyboarding Essentials: SCAD Creative Essentials (How to Translate Your Story to the Screen for Film, TV, and Other Media): USA.

PIB4012 – ASAS PEMBANGUNAN APLIKASI MOBIL DALAM PENDIDIKAN (3 Kredit)
BASIC MOBILE APPS DEVELOPMENT IN EDUCATION (3 Credit)

Sinopsis/Synopsis:

Kursus ini akan memperkenalkan keperluan unik dan metodologi yang diperlukan untuk membangunkan aplikasi yang mensasarkan telefon pintar, komputer tablet, dan peranti mudah alih yang lain. Kursus ini akan menerangkan keupayaan perkakasan baru seperti suara, imej, dan video komunikasi. Ia merangkumi ciri-ciri Android termasuk persekitaran pembangunan; antara muka pengguna; pembolehubah input dan operasi; ikon-ikon dan kawalan membuat keputusan; senarai, tatasusunan, dan pelayar web; melaksanakan audio dalam aplikasi Android.

This course will introduce the unique requirements and methodologies necessary for developing dedicated and client-server applications that target smartphones, tablet computers, and other mobile devices. The course will explain about new hardware capabilities such as voice, image, and video communications. The course covers Android features and development environment; the user interface; input variables, and operations; icons and decision making controls; lists, arrays, and web browsers; implementing audio in Android applications.

Kaedah Penilaian : Penilaian Berterusan - 70% **Peperiksaan** - 30%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Deitel Developer (2014). Android for Programmers: An App-Driven Approach (2nd ed). Prentice Hall: New Jersey.
Hoisington, C. (2014). Android Boot Camp for Developers using Java: A Guide to Creating Your First Android Apps. Cengage Learning: USA.
Schwarz, J., Dutson, P., Steele, J. & To, N. (2013). The Android Developer's Cookbook: Building Applications with the Android SDK (2nd ed). Addison-Wesley Professional: UK.



LATIHAN MENGAJAR

TEACHING PRACTICE

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIB3003 – SCHOOL ORIENTATION PROGRAMME (2 Kredit)
PROGRAM ORIENTASI SEKOLAH (2 Credit)

Sinopsis/Synopsis:

Kursus ini berfokus kepada pemerhatian kelas pengajaran bagi mendedahkan pelajar kepada peranan dan tanggungjawab seorang guru sekolah menengah, isu-isu yang dihadapi oleh guru-guru dan bagaimana isu-isu ini ditangani. Ia juga memberi peluang kepada pelajar-pelajar untuk memilih dan menjalankan pemerhatian ke atas pengajaran pembelajaran yang berkesan dan pendekatan yang pelbagai dalam pengurusan bilik darjah dan disiplin. Kursus ini memerlukan pelajar-pelajar berada di sekolah sekurang-kurangnya 5 hari dibawah seorang guru pembimbing.

This course focuses on classroom observation to expose students to the role and responsibility of a secondary school teacher, issues facing the school teachers and how these issues are resolved. In addition, it provides opportunities for students to select and observe effective teaching and a variety of approaches to classroom management and discipline. The course requires students to complete a minimum of 5 days in a school with the supervision of a co-operating teacher.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Inggeris
Medium of Instruction : English Language

Rujukan Utama/Main References :

- Harmer, J. (2001). *The Practice of English Language Teaching (3rd ed)* (Longman Handbooks for Language Teachers). U.S.A.:Longman.
Ministry of Education. (2000). *Syllabus for English in the secondary school*. Kuala Lumpur: Government Printers.
Soler, J.; Craft, A & Burgess, H. (Eds.). (2001). *Teacher development*. London: Paul Chapman Publishing Ltd.

PIB3009 – PRAKTIKUM (8 Kredit)
PRACTICUM (8 Credit)

Pra Syarat/Pre-requisite requirements:

Telah lulus semua kursus Tahun 1,2 dan 3 bagi Teras Fakulti, Teras Pengkhususan dan Elektif Pengkhususan I.
Passed all 1st, 2nd and 3rd year courses for Faculty Core, Specialization Core and Elective Specialization I.

Sinopsis/Synopsis:

Kursus ini membantu pelajar memperolehi pengalaman berdasarkan situasi sebenar di dalam kelas dan mengaitkan dengan teori pengajaran dan pembelajaran yang telah dipelajari. Dengan ini guru pelatih akan lebih memahami prinsip dan proses yang terlibat dalam pendidikan dengan lebih mendalam.

In this course, students will be guided in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course they will produce a research report to be evaluated as the course assessment.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References :

- Cohen, L. , Manion, L. & Morrison, L. (2010). *A Guide to Teaching Practice: (5th ed)*. London:Routledge.
Harmer, J. (2001). *The Practice of English Language Teaching (3rd ed)*. (Longman Handbooks for Language Teachers). U.S.A.:Longman.
Hedge, T. (2000). *Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice of English language teaching* (Oxford Handbooks for Language Teachers). Oxford: OUP.

SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK

BACHELOR OF EARLY CHILDHOOD EDUCATION

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

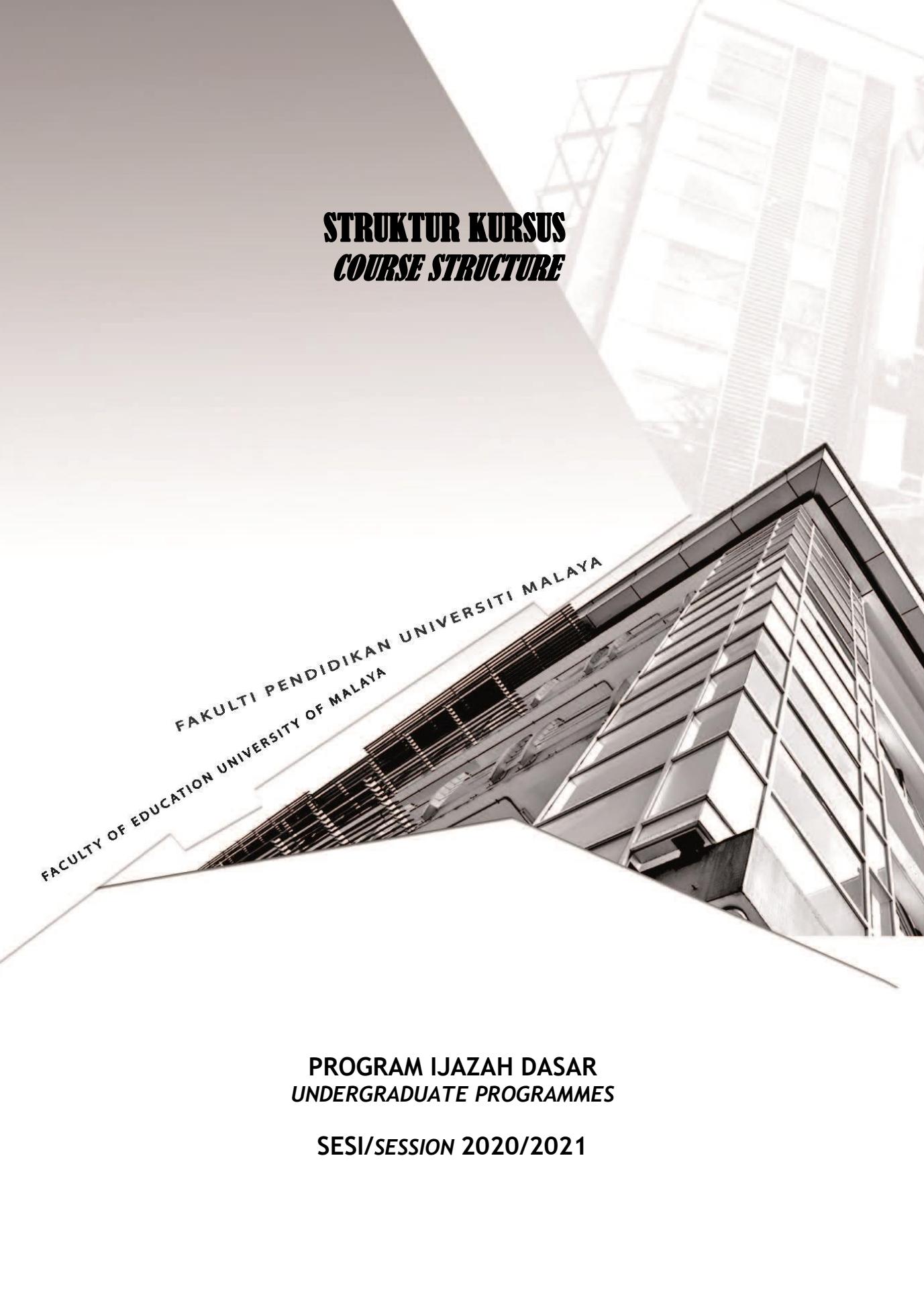
SESI/SESSION 2020/2021

**KELAYAKAN KEMASUKAN KE PROGRAM
SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK**
ENTRY REQUIREMENT FOR
BACHELOR OF EARLY CHILDHOOD EDUCATION

STPM (TAHUN SEMASA)	MATRIKULASI/ASASI (TAHUN SEMASA)	STAM	DIPLOMA/SETARAF	KELAYAKAN LAIN
<u>Aliran Sains dan Sastera</u> <u>Science and Arts Stream</u> Lulus STPM dengan mendapat sekurang-kurangnya PNGK 3.00 ; <i>Pass STPM with at least CGPA 3.00;</i> dan and Mendapat sekurang-kurangnya Gred B dalam mata pelajaran Bahasa Melayu dan lulus mata pelajaran Bahasa Inggeris pada peringkat SPM; <i>Attain at least Grade B for Bahasa Melayu and pass English in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i> dan and Lulus temu duga. <i>Pass the interview.</i>	<u>Aliran Sains, Perakaunan dan TESL</u> <u>Science, Accountancy and TESL Stream</u> Lulus Matrikulasi/Asasi dengan mendapat sekurang-kurangnya PNGK 3.00 ; <i>Pass Matriculation/Asasi with at least CGPA 3.00;</i> dan and Mendapat sekurang-kurangnya Gred B dalam mata pelajaran Bahasa Melayu dan lulus mata pelajaran Bahasa Inggeris pada peringkat SPM; <i>Attain at least Grade B for Bahasa Melayu and pass English in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i> dan and Lulus temu duga. <i>Pass the interview.</i>	Mendapat sekurang-kurangnya pangkat Jayyid Jiddan dalam peperiksaan Sijil Tinggi Agama Malaysia (STAM); <i>Attain at least Jayyid Jiddan in the Sijil Tinggi Agama Malaysia (STAM) examination;</i> dan and Mendapat sekurang-kurangnya Gred B dalam mata pelajaran Bahasa Melayu dan lulus mata pelajaran Bahasa Inggeris pada peringkat SPM; <i>Attain at least Grade B for Bahasa Melayu and pass English in SPM;</i> dan and Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i> dan and Lulus temu duga. <i>Pass the interview.</i>	<u>Aliran Sains dan Sastera</u> <u>Science and Arts Stream</u> Memiliki Diploma dari Institusi yang diiktiraf oleh Kerajaan Malaysia dan diluluskan oleh Senat Universiti Malaya dengan mendapat sekurang-kurangnya PNGK 3.00 ; <i>Attain at least CGPA 3.00 a Diploma from any institutions recognized by the Government of Malaysia and the University of Malaya Senate;</i> atau or Lulus STPM bukan tahun semasa dengan mendapat sekurang-kurangnya PNGK 3.00 ; <i>Pass STPM not in current year with at least CGPA 3.00;</i> atau or Lulus Matrikulasi/Asasi bukan tahun semasa dengan mendapat sekurang-kurangnya PNGK 3.00 ; <i>Pass Matriculation/Asasi not in current year with at least CGPA 3.00;</i> atau and Memiliki kelayakan Australian Matriculation Programme (AUSMAT) dengan mendapat sekurang-kurangnya Australian Tertiary Admission Rank (ATAR) sebanyak 60%; <i>Candidates are required to have AUSMAT qualifications with</i>	<u>Aliran A-Level, IB dan AUSMAT Level, IB Stream and AUSMAT</u> Lulus GCE A Level dengan mendapat sekurang-kurangnya satu (1) Gred B dan dua (2) Gred C dalam mana-mana mata pelajaran; <i>Pass GCE A Level with at least one (1) Grade B and two (2) Grade C in any subject;</i> atau or Lulus International Baccalaureate (IB) Diploma dengan mendapat sekurang-kurangnya skor 30 mata ; <i>Pass International Baccalaureate (IB) Diploma with at least score of 30 points;</i> atau or Memiliki kelayakan Australian Matriculation Programme (AUSMAT) dengan mendapat sekurang-kurangnya Australian Tertiary Admission Rank (ATAR) sebanyak 60%; <i>Candidates are required to have AUSMAT qualifications with</i>

			<p>Mendapat sekurang-kurangnya Gred B dalam mata pelajaran Bahasa Melayu dan lulus mata pelajaran Bahasa Inggeris pada peringkat SPM; <i>Attain at least Grade B for Bahasa Melayu and pass English in SPM;</i></p> <p style="text-align: center;">dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p style="text-align: center;">dan and</p> <p>Lulus temu duga. <i>Pass the interview</i></p>	<p><i>Australian Tertiary Admission Rank (ATAR) of 60%;</i></p> <p style="text-align: center;">dan and</p> <p>Mendapat sekurang-kurangnya Gred B dalam mata pelajaran Bahasa Melayu dan lulus mata pelajaran Bahasa Inggeris pada peringkat SPM; <i>Attain at least Grade B for Bahasa Melayu and pass English in SPM;</i></p> <p style="text-align: center;">dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p style="text-align: center;">dan and</p> <p>Walau bagaimanapun, pemohon yang tidak mempunyai MUET tetapi mempunyai keputusan berikut boleh dipertimbangkan bagi kemasukan secara bersyarat dengan memenuhi keperluan MUET dalam tempoh satu sesi pengajian: <i>However, applicants who do not have MUET but have the following results may be considered for conditional admission by meeting the MUET requirements within one semester session in UM:</i></p> <p style="text-align: center;">atau or</p> <p>Mendapat sekurang-kurangnya Band 4 dalam iELTS; <i>Attain iELTS with at least Band 4;</i></p> <p style="text-align: center;">atau or</p> <p>Mendapat sekurang-kurangnya skor 437-473 (PBT), 123-150 (CBT), dan 41-52 (IBT) dalam TOEFL; <i>Attain TOEFL with at least score of 437-473 (PBT), 123-150 (CBT), and</i></p>
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				<p>41-52 (IBT): dan and Lulus temu duga. <i>Pass the interview</i></p>
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STRUKTUR KURSUS

COURSE STRUCTURE

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

STRUKTUR KURSUS SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
 (mulai kemasukan sesi 2020/2021)

KURSUS	TAHUN 1						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	GIG1013	Penghayatan Etika dan Peradaban	2	GIG1012	Falsafah dan Isu Semasa	2	11	
	GIG1004	Literasi Maklumat	2	GIG1005	Jalinan Masyarakat	2		
				GLT1002	<u>Kursus Bahasa Inggeris TAHAP 1</u> (untuk MUET Band 2)	3		
				GLT1005	(untuk MUET Band 3)			
				GLT1009	(untuk MUET Band 4)			
				GLT1014	(untuk MUET Band 5 & 6)			
TERAS FAKULTI				PIX1001	Sejarah Pendidikan di Malaysia	3	3	
TERAS PENGKHUSUSAN	PIC1001	Pengenalan kepada Pendidikan Khas	3	PIC1005	Perkembangan Kanak-Kanak	3	21	
	PIC1002	Asas Teknologi Pengajaran	3	PIC1006	Aplikasi Komputer dalam Pengajaran	3		
	PIC1003	Seni dan Kraf	3	PIC1007	Mainan dan Perkembangan	3		
	PIC1004	Muzik	3					
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	-	-	-	-	-	-	-	
ELEKTIF PROGRAM (pilih 1 kursus sahaja)	-	-	-	-	-	-	-	
	JUMLAH	16		JUMLAH	19	35		

KURSUS	TAHUN 2						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	GLT1003	<u>Kursus Bahasa Inggeris</u> <u>TAHAP 2</u>	3	GIG1003	Asas Pembudayaan Keusahawanan	2	5	
	GLT1006/ GLT1007/ GLT1008	(untuk MUET Band 2)						
	GLT1010/ GLT1011/ GLT1012/ GLT1013	(untuk MUET Band 3)						
	GLT1015	(untuk MUET Band 4)						
		(untuk MUET Band 5&6)						
TERAS FAKULTI	PIX1003	Falsafah Pendidikan Malaysia	3		-		3	
TERAS PENGKHUSUSAN	PIC2002	Kemahiran Pemerhatian dan Penilaian I	3	PIC2005	Intervensi Kanak-Kanak dan Keluarga	3	3	
	PIC2003	Matematik Awal Kanak- Kanak	3	PIC2006	Prinsip Pengurusan Tingkahlaku Kanak- Kanak	3		
	PIC2004	Sains Awal Kanak-Kanak	3	PIC2007	Kemahiran Pemerhatian & Penilaian II	3		
				PIC2008	Bacaan dan Kesusasteraan Awal Kanak Kanak	3		
				PIC2009	Kaedah Bacaan dan Matematik untuk Kanak-Kanak Kurang Upaya	3		
				PIC2010	Kesihatan dan Keselamatan	3		

KURSUS	TAHUN 2 (sambungan)						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	PIX1004	Keselamatan dalam Pendidikan Sukan	3				3	
	PIX2003	Kemahiran Berfikir & Komunikasi	3					
	PIX2004	Hamparan Elektronik dalam Pendidikan	3					
	PIX2005	Pengenalan Apresiasi Seni Visual	3					
	PIX2006	Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral	3					
	PIX3003	Multimedia dalam Pengajaran	3					
	PIX3004	Akhlik dan Etika Profesional	3					
	PIX3005	Asas Pendidikan Bahasa Melayu	3					
	PIX3006	Asas Pendidikan Bahasa Cina	3					
	PIX3007	Penaakulan Statistik dalam Penyelidikan Pendidikan	3					
ELEKTIF PENGKHUSUSAN (pilih 1 kursus sahaja)	PIC1008	Seni dan Tatasusila Bahasa	3				3	
	PIC1009	Kanak-Kanak Pintar Cerdas dan Berbakat	3					
	PIC2001	Rekabentuk Pengajaran	3					
	PIC3007	Pendidikan Inklusif	3					
	JUMLAH		21	JUMLAH		20	41	

KURSUS	TAHUN 3						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	-			-			-	
TERAS FAKULTI	PIX2001	Psikologi Pendidikan	3	-			3	
TERAS PENGKHUSUSAN	PIC3001	Kaedah Penyelidikan dalam Pendidikan Awal Kanak-Kanak	3	PIC3006	Latihan Mengajar (Taska)			
	PIC3002	Perancangan Program dan Strategi Pengajaran I	3					
	PIC3003	Pentaksiran Pembelajaran dalam Pendidikan	3					
	PIC3004	Teknologi Audio Digital dalam Pendidikan	3					
	PIC3005	Statistik untuk Pendidikan Awal Kanak-Kanak	3					
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	PIX1004	Keselamatan dalam Pendidikan Sukan	3	-			3	
	PIX2003	Kemahiran Berfikir dan Komunikasi	3					
	PIX2004	Hamparan Elektronik dalam Pendidikan	3					
	PIX2005	Pengenalan Apresiasi Seni Visual	3					
	PIX2006	Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral	3					
	PIX3003	Multimedia dalam Pengajaran	3					

KURSUS	TAHUN 3 (sambungan)						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
	PIX3004	Akhlik dan Etika Profesional	3		-			
	PIX3005	Asas Pendidikan Bahasa Melayu	3		-			
	PIX3006	Asas Pendidikan Bahasa Cina	3		-			
	PIX3007	Penaakulan Statistik dalam Penyelidikan Pendidikan	3		-			
ELEKTIF PENGKHUSUSAN (pilih 1 kursus sahaja)	-			-			-	
JUMLAH		21	JUMLAH		5	26		

KURSUS	TAHUN 4						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI		Kursus Ko-Kurikulum Elektif Luar Fakulti	2 2	-			4	
TERAS FAKULTI	PIX3001	Sosiologi Pendidikan	3	-			3	
TERAS PENGKHUSUSAN	PIC4001 PIC4002 PIC4003 PIC4004 PIC4005	Projek Ilmiah PAKK + Kepimpinan dan Pengurusan Awal Kanak-Kanak Internship untuk Pendidikan Khas Perancangan Program dan Strategi Pengajaran II Amalan Asuhan Kanak-Kanak di Malaysia	3 3 3 3 3	PIC4001 PIC4006	Projek Ilmiah PAKK + Latihan Mengajar (Tadika)	3 5	8	
ELEKTIF FAKULTI (pilih 1 kursus sahaja)	-			-				
ELEKTIF PENGKHUSUSAN (pilih 1 kursus sahaja)	PIC1008 PIC1009 PIC2001 PIC3007	Seni dan Tatasusila Bahasa Kanak-Kanak Pintar Cerdas dan Berbakat Rekabentuk Pengajaran Pendidikan Inklusif	3 3 3 3	-				
JUMLAH			25	JUMLAH			8	
JUMLAH KESELURUHAN							135	

Nota : - Penawaran Kursus : Fakulti mempunyai hak untuk tidak meneruskan atau mengubah kursus menurut keperluan keadaan. Kursus mungkin tidak ditawarkan oleh kerana kekurangan pelajar yang mendaftar atau ketidaaan tenaga pengajar.

COURSE STRUCTURE FOR THE BACHELOR OF EARLY CHILDHOOD EDUCATION
-FOR INTERNATIONAL STUDENTS ONLY-
 (commencing admission session 2020/2021)

COURSE	YEAR 1						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY	GIG1002 GLT1017	Information Technology Basic Malay Language	2 2	GIG1005 GIG1013 GLT1002 GLT1005 GLT1009 GLT1014	Social Engagement Appreciation of Ethics and Civilizations <u>English Communication Programme</u> <u>PATH 1</u> (for MUET Band 2) (for MUET Band 3) (for MUET Band 4) (for MUET Band 5 & 6)	2 2 3	11	
FACULTY CORE	-			PIX1001	Education History in Malaysia	3	3	
SPECIALIZATION CORE	PIC1001	Introduction to Special Education	3	PIC1005	Child Development	3	21	
	PIC1002 PIC1003 PIC1004	Basic Instructional Technology Art and Craft Music	3 3 3	PIC1006 PIC1007	Computer Applications in Instruction Play and Development	3 3		
ELECTIVE FACULTY (choose 1 course only)	-			-			-	
ELECTIVE SPECIALIZATION (choose 1 course only)	-			-			-	

TOTAL	16	TOTAL	19	35
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COURSE	YEAR 2						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY	GLT1003 GLT1006/ GLT1007/ GLT1008 GLT1010/ GLT1011/ GLT1012/ GLT1013 GLT1015	<u>English Communication Programme</u> <u>PATH 2</u> (for MUET Band 2) (for MUET Band 3) (for MUET Band 4) (for MUET Band 5 & 6)	3	GIG1003	Basic Course on Culture of Entrepreneurship	2	5	
FACULTY CORE	PIX1003	Malaysian Education Philosophy	3	-				3
SPECIALIZATION CORE	PIC2002 PIC2003 PIC2004	Observational and Evaluation Skills I Early Childhood Mathematics Science for Young Children	3 3 3	PIC2005 PIC2006 PIC2007 PIC2008 PIC2009 PIC2010	Children and Family Intervention Principles of Children's Behaviour Management Observational and Evaluation Skills II Reading and Literature for Early Childhood Reading and Mathematics Methods for Children with Disabilities Health and Safety	3 3 3 3 3 3	3	

COURSE	YEAR 2 (continue)						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
ELECTIVE FACULTY (choose 1 course only)	PIX1004	Safety in Sports Education	3					
	PIX2003	Thinking and Communication Skills	3					
	PIX2004	Spreadsheet in Education	3					
	PIX2005	Introduction to Visual Art Appreciation	3					
	PIX2006	Community Service and Learning in Moral Education	3					
	PIX3003	Multimedia in Teaching	3					
	PIX3004	Akhlak and Professional Ethics	3					
	PIX3005	Basic Education of Malay Language	3					
	PIX3006	Basic in Chinese Language Education	3					
	PIX3007	Statistical Reasoning in Educational Research	3					
ELECTIVE SPECIALIZATION (choose 1 course only)	PIC1008	Language Arts	3					
	PIC1009	Gifted and Talented Children	3					
	PIC2001	Instructional Design	3					
	PIC3007	Inclusive Education	3					
TOTAL			21	TOTAL		20	41	

COURSE	YEAR 3						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY	-			-				
FACULTY CORE	PIX2001	Education Psychology	3					
SPECIALIZATION CORE	PIC3001 PIC3002 PIC3003 PIC3004 PIC3005	Research Methods in Early Childhood Education Program Planning and Teaching Strategy I Assessment of Learning in Education Digital Audio Technology in Education Statistics for Early Childhood Education	3 3 3 3 3	PIC3006	Teaching Practice (Nursery)	5	3	
ELECTIVE FACULTY (choose 1 course only)	PIX1004 PIX2003 PIX2004 PIX2005 PIX2006 PIX3003 PIX3004 PIX3005	Safety in Sports Education Thinking and Communication Skills Spreadsheet in Education Introduction to Visual Art Appreciation Community Service and Learning in Moral Education Multimedia in Teaching Akh/lak and Professional Ethics Basic Education of Malay Language	3 3 3 3 3 3 3 3	-			3	

COURSE	YEAR 3 (continue)						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
	PIX3006	Basic in Chinese Language Education	3		-			
	PIX3007	Statistical Reasoning in Educational Research	3		-			
ELECTIVE SPECIALIZATION (choose 1 course only)		-	-	-	-	-		
	TOTAL		21		TOTAL	5	26	

COURSE	YEAR 4						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY					Co-Curriculum Course Elective Course Outside the Faculty	2 2	4	
FACULTY CORE	PIX3001	Sociology of Education	3	-			3	
SPECIALIZATION CORE	PIC4001 PIC4002 PIC4003 PIC4004 PIC4005	Academic Project ECE + Leadership and Early Childhood Management Internship for Special Education Teaching Strategy and Programme Planning II Child-Rearing Practices in Malaysia	3 3 3 3	PIC4001 PIC4006	Academic Project ECE + Teaching Practice (Kindergarten)	3 5	8	
ELECTIVE FACULTY (choose 1 course only)	-			-				
ELECTIVE SPECIALIZATION (choose 1 course only)	PIC1008 PIC1009 PIC2001 PIC3007	Language Arts Gifted and Talented Children Instructional Design Inclusive Education	3 3 3 3	-				
TOTAL			21	TOTAL			12	
TOTAL CREDIT							135	

Note : Faculty has the authority not to continue or change a course depending on the circumstances. A course may not be offered due to the small number of students who register or due to the lack of teaching staff.

- Progresif Course (+)

KURSUS UNIVERSITI UNIVERSITY COURSES

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

Bagi pro-forma Kursus Universiti berikut, sila rujuk program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua:

For the following University Courses please refer to the course description of the Bachelor of Education Teaching of English as a Second Language programme:

GIG1003 – Asas Pembudayaan Keusahawanan (2 Kredit)
Basic Course On Culture Of Entrepreneurship (2 Credit)

GIG1004 – Literasi Maklumat (2 Kredit)
Information Literacy (2 Credit)

GIG1005 – Jalinan Masyarakat (2 Kredit)
Social Engagement (2 Credit)

GIG1012 – Falsafah dan Isu Semasa (FIS) (2 Kredit)
Philosophy and Current Issues (2 Credit)

GIG1013 – Penghayatan Etika dan Peradaban (2 Kredit)
Appreciation of Ethics and Civilisations (2 Credit)

GLT1002– MASTERING ENGLISH I (2 Credit)

Synopsis:

This course is designed for students with basic proficiency in English. It focuses on basic speaking and reading skills, with an emphasis on accuracy in grammar and on vocabulary building. Students will learn structural accuracy and language appropriateness by being exposed to the language in a variety of contexts.

Assessment Method : Continuous Assessment - 60% Examination- 40%

Medium of Instruction : English Language

GLT1003 – MASTERING ENGLISH II (2 Credit)

Pre-requisite requirements:

Passed GLT1002 (Mastering English I)

Synopsis:

This course is designed for students with basic proficiency in English. Focus is on building speaking and reading competence with an emphasis on accuracy in grammar and on vocabulary building. Students will develop structural accuracy, reasonable oral fluency and language appropriateness by practising the language in a variety of contexts.

Assessment Method : Continuous Assessment - 60% Examination- 40%

Medium of Instruction : English Language

GLT1004 – MASTERING ENGLISH III (2 Credit)

Pre-requisite requirements:

Passed GLT1003 (Mastering English II)

Synopsis:

This course is designed for students with a developing pre-intermediate proficiency level in English. Together with the use of suitable vocabulary and accurate grammatical structures, the course focuses on further expanding students' comprehension of reading texts as well as their competency in writing and speaking skills.

Assessment Method : Continuous Assessment - 60% Examination - 40%

Medium of Instruction : English Language

GLT1005 – MASTERING ENGLISH IV (3 Credit)

Synopsis:

This course is designed to improve students' English Language proficiency in terms of grammatical accuracy and language skills at the pre-intermediate level. Students will be exposed to a variety of reading texts in order to improve their reading skills. Students will also be given ample speaking practice to develop their confidence in communicating and interacting with others in a multitude of situations. The course will also improve students' basic skills in writing sentences and paragraphs.

Assessment Method : Continuous Assessment - 60% Examination - 40%

Medium of Instruction : English Language

GLT1006 – MASTERING ENGLISH V (3 Credit)

Pre-requisite requirements:

Passed GLT1005 (Mastering English IV)

Synopsis:

This course is designed to improve students' English Language proficiency in terms of grammatical accuracy and language skills at the intermediate level. Students will be exposed to a variety of reading texts in order to improve their reading skills. Students will also be given ample speaking practice to develop their confidence in communicating and interacting with others in a multitude of situations. The course improves students' skills in writing paragraphs and essays.

Assessment Method : Continuous Assessment - 60% Examination- 40%

Medium of Instruction : English Language

GLT1007 – ESSENTIAL WRITING SKILLS (3 Credit)

Pre-requisite requirements:

Passed GLT1005 (Mastering English IV)

Synopsis:

This course introduces the process of paragraph development and the generation of ideas in order to write within a variety of rhetorical patterns. It focuses on accurate and organised structures in writing. The course helps students to understand the relationship between paragraphs in an essay.

Assessment Method : Continuous Assessment - 60% **Examination-** 40%
Medium of Instruction : English Language

GLT1008 – EFFECTIVE COMMUNICATION (3 Credit)

Pre-requisite requirements:

Passed GLT1005 (Mastering English IV)

Synopsis:

This course focuses on speaking English accurately and coherently. It also develops students' communication skills and strategies that enable them to interact appropriately and accurately. Students will learn to speak accurately using the appropriate language strategies in a variety of informal situations.

Assessment Method : Continuous Assessment - 100%

Medium of Instruction : English Language

GLT1009 – MASTERING ENGLISH VI (3 Credit)

Synopsis:

This course is designed to fortify students' English Language proficiency in terms of accuracy and effectiveness at a developing upper intermediate level. Students will be taught the four language skills with a focus on accurate language use in reading, writing and speaking. The students will be exposed to a variety of texts to develop a higher level of proficiency that will allow them to apply the skills learnt.

Assessment Method : Continuous Assessment - 60% **Examination-** 40%

Medium of Instruction : English Language

GLT1010 – MASTERING ENGLISH VII (3 Credit)

Pre-requisite requirements:

Passed GLT1009 (Mastering English VI)

Synopsis:

This course is designed to raise students' English Language proficiency in terms of accuracy and effectiveness to an upper intermediate level. Students will be taught the four language skills with a focus on accurate language use in reading, writing and speaking. The students will be exposed to a variety of higher level texts to develop a higher level of proficiency that will allow them to apply the skills learnt

Assessment Method : Continuous Assessment - 60% **Examination-** 40%

Medium of Instruction : English Language

GLT1011 – TECHNICAL WRITING SKILLS IN ENGLISH (3 Credit)

Pre-requisite requirements:

Passed GLT1009 (Mastering English VI)

Synopsis:

This course will introduce students to effective technical writing skills. Using materials related to the workplace, students will be taught in stages to write a variety of technical documents.

Assessment Method : Continuous Assessment - 100%

Medium of Instruction : English Language

GLT1012 – PRESENTATION SKILLS IN ENGLISH (3 Credit)

Pre-requisite requirements:

Passed GLT1009 (Mastering English VI)

Synopsis:

This course encompasses different aspects of communication used in delivering effective oral presentations. Appropriate examples from a variety of situations are used as practice materials for students to analyse, discuss and apply the communication strategies taught.

Assessment Method : Continuous Assessment - 100%

Medium of Instruction : English Language

GLT1013 – READING CRITICALLY (3 Credit)

Pre-requisite requirements:

Passed GLT1009 (Mastering English VI)

Synopsis:

This course aims at developing students' critical reading skills. Students will acquire the ability to analyse a piece of writing in fine detail and the author's argumentative strategy and style. Students will also learn to evaluate information in an unbiased way, and be able to differentiate between sound and unsound evidence. To this end, students will be exposed to strategies for reading critically and will engage with a variety of reading selections which will develop and enhance their thinking skills via active discussions and presentations.

Assessment Method : Continuous Assessment - 60% Examination - 40%

Medium of Instruction : English Language

GLT1014 – ADVANCED COMMUNICATION SKILLS (3 Credit)

Synopsis:

This course aims to develop advanced communication skills among students when delivering presentations and interacting in group discussions in diverse settings. Students will prepare and deliver organized, impactful presentations on a variety of topics using appropriate language, style and structure to engage the audience. Students will also be exposed to different communication strategies to enable them to interact effectively and communicate with clarity in collaborative discussions.

Assessment Method : Continuous Assessment – 100%

Medium of Instruction : English Language

GLT1015 – ADVANCED PROFESSIONAL WRITING (3 Credit)

Synopsis:

This course is designed to equip students with the necessary writing skills to meet the needs of the workplace. Students will also be taught to produce clear, accurate and well organized professional business documents. Students will be required to analyse and respond to a variety of situations and to write for identified audiences. The course also explores the ways in which technology helps shape business writing and communication.

Assessment Method : Continuous Assessment – 100%

Medium of Instruction : English Language

KURSUS TERAS FAKULTI

FACULTY CORE COURSES

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

Bagi pro-forma kursus Teras Fakulti berikut, sila rujuk program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua:

For the following Faculty Core courses, please refer to the course description of the Bachelor of Education Teaching of English as a Second Language programme:

PIX1001 – Sejarah Pendidikan di Malaysia (3 Kredit)
Education History in Malaysia (3 Credit)

PIX1003 – Falsafah Pendidikan Malaysia (3 Kredit)
Malaysian Education Philosophy (3 Credit)

PIX2001 – Psikologi Pendidikan (3 Kredit)
Educational Psychology (3 Credit)

PIX3001 – Sosiologi Pendidikan (3 Kredit)
Sociology of Education (3 Credit)



KURSUS ELEKTIF FAKULTI

FACULTY ELECTIVE COURSES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

Bagi pro-forma kursus Elektif Fakulti berikut, sila rujuk program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua:

For the following Elective Faculty courses, please refer to the course description of the Bachelor of Education Teaching of English as a Second Language programme:

PIX1004 – Keselamatan dalam Pendidikan Sukan (3 Kredit)
Safety in Sports Education (3 Credit)

PIX2003 – Kemahiran Berfikir dan Komunikasi (3 Kredit)
Thinking and Communication Skills (3 Credit)

PIX2004 – Hamparan Elektronik dalam Pendidikan (3 Kredit)
Spreadsheet in Education (3 Credit)

PIX2005 – Pengenalan Apresiasi Seni Visual (3 Kredit)
Introduction to Visual Art Appreciation (3 Credit)

PIX2006 – Pembelajaran dan Khidmat Komuniti dalam Pendidikan Moral (3 Kredit)
Community Service and Learning in Moral Education (3 Credit)

PIX3003 – Multimedia dalam Pengajaran (3 Kredit)
Multimedia in Teaching (3 Credit)

PIX3004 – Akhlak dan Etika Profesional (3 Kredit)
Akhhlak and Professional Ethics (3 Credit)

PIX3005 – Asas Pendidikan Bahasa Melayu (3 Kredit)
Basic Education of Malay Language (3 Credit)

PIX3006 – Asas Pendidikan Bahasa Cina (3 Kredit)
Basis in Chinese Language Education (3 Credit)

PIX3007 – Penaakulan Statistik dalam Penyelidikan Pendidikan (3 Kredit)
Statistical Reasoning in Educational Research (3 Credit)



TERAS PENGKHUSUSAN

SPECIALIZATION CORE COURSES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIC1001 - Pengenalan Kepada Pendidikan Khas (3 Kredit)
Introduction to Special Education (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan mendedahkan kepada pelajar mengenai pelbagai jenis kanak-kanak yang memerlukan pendidikan khas dan pelbagai perkhidmatan dan program pendidikan khas yang disediakan. Pelajar juga akan dibimbing untuk mengenal pasti isu dan cabaran yang dihadapi oleh ibu bapa, sekolah dan masyarakat dalam membesar dan mendidik kanak-kanak yang bekeperluan khas.

The course aims to introduce students to the various categories of children who require special education and the various services and programmes available to them. Students will also be guided to identify issues and challenges that are faced by parents, schools and society in the development and education of children with special needs.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Gargiulo, R. M. (2015). *Special education in contemporary society. An introduction to exceptionality* (5th ed). USA: Sage Publications, Inc.
Hallahan, D. P, Kaufman, J. M. & Pullen, P.C. (2012). *Exceptional learners: An introduction to special education* (12th ed). Boston, USA: Pearson.
Heward, W. L. (2012). *Exceptional children: An introduction to special education* (10th ed). USA: Pearson
Smith, D. D. & Tyler, N.C. (2010). *Introduction to special education : Making a difference* (7th ed). USA: Pearson.

PIC1002 - Asas Teknologi Pengajaran (3 Kredit)
Basic Instructional Technology (3 Credit)

Sinopsis/Synopsis:

Kursus ini membincangkan evolusi teknologi pengajaran, konsep dan prinsip-prinsip asas dalam bidang teknologi pengajaran. Di samping itu, kursus ini turut memberi fokus kepada isu-isu terkini yang mempengaruhi teknologi pengajaran hingga kini.

This course discusses the evolution and the basic concepts and principles of instructional technology. Trends and issues affecting instructional technology until the present day will also be discussed.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Arshavskiy, M. (2013). *Instructional Design for eLearning: Essential guide to creating successful eLearning courses*. CreateSpace Independent Publishing.
Bean, C. (2014). *The Accidental Instructional Designer: Learning Design for the Digital Age*. ASTD.
Ertmer, P. A., Quinn, J. & Glazewski, K. D. (2013). *The ID CaseBook: Case Studies in Instructional Design* (4th ed). Pearson.

PIC1003 - Seni dan Kraf (3 Kredit)
Art and Craft (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar mengenai prinsip asas pendidikan seni pra sekolah, aktiviti seni dan penilaian hasil seni kanak-kanak. Pelajar juga diberi latihan untuk menghasilkan karya melalui pelbagai jenis aktiviti seni seperti menggambar, mencorak, binaan dan kraf tradisional. Selain itu pelajar dapat pengetahuan mengenai peranan aktiviti seni dalam pembentukan peribadi artistik kanak-kanak melalui lukisan.

This course aims to provide exposure to students on basic principles of art for young children, activities and evaluation of children's art. Students are given training to produce art works through various activities such as picture-making, pattern making, construction and making of traditional crafts. Apart, students will also gain knowledge on the role of art activities in children's personal and artistic development through their art.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Coholic, Diana. (2010). *Arts activities for children and young people in need:Helping children to develop mindfulness, spiritual awareness and self-esteem*. Jessica Kingsley Publishers, London.

Karkou, Vassiliki. (2010). *Arts therapies in schools: Research and Practice*. Jessica Kingsley Publishers, London.

Matthews, John. (2013). *Drawing and painting: Children and visual representation*. Paul Chapman, London.

PIC1004 - Muzik (3Kredit)
Music (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang konsep-konsep asas muzik. Perbincangan meliputi perkara yang berkaitan dengan pelbagai aktiviti muzik. Pelajar dapat mengetahui teknik bermain kibod dan juga nyanyian asas. Pelajar juga didedahkan dengan perkembangan dan pemahaman tentang teori dan appresiasi muzik.

This course exposes students to the basic concepts of music. Discussion will include topics related to a variety of musical activities. Students will learn the techniques of playing a keyboard and also basic singing. Students will also be exposed to the development and understanding of theories and appreciation in music

Kaedah Penilaian : Penilaian Berterusan - 60%

Peperiksaan – 40%

Assessment Method : Continuous Assessment

Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Gordon, E. (2012). *A Contemporary Music Learning Theory*. Chicago: GIA Publication, Inc.

Gordon, E. (2015). *Guiding Your's Child Musical Development*. Chicago: GIA Publication, Inc.

Joanne, J. D. Greata. (2005). *An Introduction to Music in Early Childhood Education*. Sage Publication.

PIC1005 – Perkembangan Kanak-kanak (3 Kredit)
Child Development (3 Credit)

Sinopsis/Synopsis:

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan kanak-kanak. Topik perkembangan yang dibincangkan termasuk perkembangan bahasa, perkembangan kognitif dan psikososial. Teori, pola serta faktor yang mempengaruhi perkembangan akan dibincangkan.

This course gives the students basic knowledge on child development. Topics discussed include language development, cognitive development and psychosocial development. Theories, patterns and factors that influence development will also be discussed.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Berk, L.E. (2012). *Child Development*. (9th ed). Pearson Publisher.
Fieldman, R. S. (2012). *Child development*. Pearson Publisher.
Levine, L.E. (2013). *Child development: An Active Learning Approach*. (2nd ed). SAGE Publication.
Sanrock, J. (2013). *Child Development: An Introduction*. (14th ed). Mc GrawHill.

PIC1006 - Aplikasi Komputer Dalam Pengajaran (3 Kredit)
Computer Applications In Instruction (3 Credit)

Sinopsis/Synopsis:

Kursus ini memperkenalkan pelajar kepada penggunaan komputer dalam pengajaran pada semua peringkat pendidikan. Para pelajar turut didedahkan kepada perisian seperti MS Word, MS Publisher, MS Powerpoint dan Ms Excel.. Selain daripada itu, mereka turut terlibat dalam penggunaan pembelajaran atas talian seperti pembinaan laman web dan blog. Sebahagian besar kursus melibatkan pelajar dengan penggunaan computer secara “hands-on” dan praktikal.

This course introduces students to computer applications in instruction. The basic concepts discussed here are computer application in education, exposure to software like MS Word, MS Publisher, Ms Power Point and Ms Excel. Students are exposed to direct involvement with online learning such as developing websites and blog. Predominantly, the course involves students in practical and hands-on computer application.

Kaedah Penilaian : Penilaian Berterusan - 70% **Peperiksaan** – 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Fenrich, P. (2014). *Practical Principles of Instructional Design, Media Selection, and Interface Design with a Focus on Computer-based Training / Educational Software*. Informing Science: US.
Larson, M., & Lockee, B. B. (2013). *Streamlined ID: A Practical Guide to Instructional Design*. Routledge: New York.
Sara de Freitas (2013). *Education in Computer Generated Environments*. Routledge: New York.

PIC1007 – Mainan dan Perkembangan (3 Kredit)
Play and Development (3 Credit)

Sinopsis/Synopsis:

Melalui kursus ini pelajar akan dapat memahami peranan mainan dan memperoleh kebolehan menggunakan permainan sebagai satu kaedah pembelajaran untuk kanak-kanak. Kursus ini juga meneliti teori permainan, jenis permainan dan hubungannya dengan umur, pengelolaan aktiviti permainan bagi menggalakan perkembangan fizikal, intelek, bahasa, sosial, dan emosi kanak-kanak. Pelajar juga dikehendaki membina barang mainan berpandukan prinsip-prinsip yang telah diajar.

Through this course students will able to understand the role of play and to acquire ability in using play as a method of learning for young children. The course also observes play theory, types of play and their relationship to age, organization of various play activities to encourage children's physical, intellectual, language, social and emotional development. Students are required to construct playthings guided by the principles taught.

Kaedah Penilaian : Penilaian Berterusan - 40% Peperiksaan – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Bringolf-Isler, B., Grize, L., Maeder, U., Ruch, N., Sennhauser, F. H., Braun Fahrlaender, C., & SCARPOL Team. (2010). Built environment, parents' perception, and children's vigorous outdoor play. *Preventive Medicine*, 50(5-6), 251-256.
Mariani Md Nor, Adelina Asmawi, & Lau Poh Li. (2014). *Understanding Play in Children's World*. Pearson Publication Sdn Bhd.
Sevigny, P.R., & Loutzenhiser, L. (2010). Predictors of parenting self-efficacy in mothers and fathers of toddlers . *Child Care, Health and Development*, 36, 179-189.

PIC2002 – Kemahiran Pemerhatian dan Penilaian I (3 Kredit)
Observational and Evaluation Skills I (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan membolehkan pelajar memperolehi kemahiran untuk memerhati dan menilai perkembangan kanak-kanak. Kemahiran pemerhatian yang perlu pelajar perolehi ialah anekdot, rekod berpanjangan (running record), senarai semak, percontohan peristiwa dan gundal (tally). Selain mempelajari cara-cara pemerhatian tersebut serta kebaikan dan had cara-cara ini, pelajar perlu menggunakan cara-cara ini untuk memperhatikan dan menilai perkembangan kanak-kanak. Untuk mencapai tujuan ini, pelajar menjalani latihan melalui rakaman video dan pemerhatian di tiska.

This course aims to enable students to acquire skills on observing and evaluating child development. Observation skills involve creating anecdotes, running record, preparing checklists, events sampling and tallying. Students will also learn to handle video recording as part of the skills required to be applied during field experience

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Berk, L. E. (2013). *Child Development*. Illinois State University: Pearson.
Jacobs, G., & Crowley, K. (2010). *Reading Standards and Beyond In Kindergarten*. Washington,DC: National Association for The Education of Young Children and Thousand Oaks,CA: Corwin, a Sage Company.
Wortham,S.C. (2012). *Assessment in Early Childhood Education*.United States : Pearson.

PIC2003 – Matematik Awal Kanak-Kanak (3 Kredit)
Early Childhood Mathematics (3 Credit)

Sinopsis/Synopsis:

Kursus ini membolehkan pelajar memperoleh pengetahuan mengenai matematik awal kanak-kanak, dan kemahiran mengajar matematik pra sekolah. Kursus ini membincangkan dengan mendalam kandungan matematik yang sesuai untuk kanak-kanak pra sekolah, termasuklah konsep pra-rangka, angka asas, operasi campur dan tolak, ada pengukuran dan geometri. Strategi pengajaran yang sesuai, menyeluruh dan bersepadu, seperti tematik, induktif dan penyelesaian masalah turut dibincangkan. Pelajar terlibat secara langsung dalam aktiviti pengajaran, dan mereka bentuk bahan batu mengajar yang berkaitan.

This course enables the student to acquire knowledge of early childhood mathematics, and the skills to teach preschool mathematics. The course discusses at depth the contents of mathematics appropriate for preschool children, including prenumber concepts, basic numbers, addition and subtraction operations, foundations of measurements and geometry. Appropriate teaching strategies, wholistic and integrated, such as thematic, inductive and problem solving are also be discussed. Students are involved directly in teaching activities and designing relevant and effective teaching aids.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Moomaw, S. (2011). *Teaching mathematics in early childhood*. Baltimore: Brookes Publishing.
Parks, A.N. (2014). *Exploring mathematics through play in the early childhood classroom* (Early childhood education series). New York:Teachers College Press.
Smith, S.S (2012). *Early childhood mathematics* (5th ed). US: Pearson.

PIC2004 – Sains Awal Kanak-Kanak (3 Kredit)
Science for Young Children (3 Credit)

Sinopsis/Synopsis:

Kursus ini memperkenalkan kepada pelajar rasional dan kepentingan mempelajari sains di kalangan kanak-kanak. Strategi berbeza bagaimana mengurus dan menjalankan aktiviti sains yang asas tetapi menarik akan dibincangkan. Kemahiran proses dan manipulatif asas yang boleh dipupuk semasa umur muda akan dititikberatkan. Pelajar dikehendaki merancang dan membuat demonstrasi aktiviti sains yang sesuai kepada kanak-kanak. Aktiviti luar bilik darjah yang boleh membantu kanak-kanak menghayati dan mempelajari sains akan dimasukkan.

This course introduces students to the rationale and importance of learning science among young children. Different strategies how to manage and implement simple but interesting science activities will be discussed. Basic process and manipulative skills which can be developed during the early years will be given emphasis. Students will be required to plan and demonstrate suitable science activities for children. Outdoor class activities that can help children appreciate and learn science will be included.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Brooks, J.G. (2011). *Constructivist Classroom for Young Thinker*. Teacher College Press.
Browne, W. & Gordon, A.M. (2012). *Early Childhood Field Experience: Learning to Teach Well*. (2nd ed). Pearson Publication.
Moomaw, S. (2013). *Teaching STEM in the Early Years: activities for integrating Science, Technology, Engineering & Mathematics*. Redleaf Press.

PIC2005 – Intervensi Kanak-Kanak dan Keluarga (3 Kredit)
Children and Family Intervention (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan membina pengetahuan dan kefahaman kepada pelajar pendidikan awal kanak-kanak mengenai falsafah intervensi, konsep dan dasar berkaitan dengan intervensi awal. di samping itu kursus ini bertujuan membina pengetahuan pelajar mengenai maklumat perkhidmatan intervensi untuk kanak-kanak kurang upaya dan keluarga mereka. kursus ini turut menekankan kepada pembinaan pengetahuan dan cara bekerja dengan kanak-kanak kurang upaya dan keluarga mereka. Pelajar juga diberikan pendedahan tentang isu dan trend dalam intervensi kanak-kanak dan keluarga.

The course aims to develop knowledge and understanding of early childhood learners concerning the philosophy of intervention, relevant concepts and policies for early intervention. In addition the course aims to develop knowledge and understanding of students towards information on services concerning intervention for special needs children and their families. The course also emphasises the development of knowledge and ways of working with children with special needs and their families. Students are introduced to issues and trends in intervention involving children and their families.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Crawford, M. J., & Weber, B. (2013). *Early intervention every day!: embedding activities in daily routines for young children and their families*. Maryland, USA: Paul H. Brookes Publishing Co.
Groark, C., Eidelberg, S., Kaczmarek, L., & Maude, S. (2011). *Early childhood intervention: Shaping the future for children with special needs and their families*. California, USA: Praeger.
Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education*. 12th Edition. Boston, USA: Pearson.
Pletcher, L., & Younggren, N. (2013). *The early intervention workbook: Essential practices for quality services*. USA: Paul H. Brookes Publishing Co.

PIC2006 – Prinsip Pengurusan Tingkah laku Kanak-kanak (3 Kredit)
Principles of Children's Behavior Management (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan membolehkan pendidik awal kanak-kanak membantu kanak-kanak mengembangkan tingkah laku yang positif. Ia meneliti faktor yang mempengaruhi tingkah laku, prinsip pengurusan tingkah laku dan cara kanak-kanak menguruskan tingkah laku sendiri. Kemahiran pengurusan tingkah laku dan perkembangan aktiviti untuk meningkatkan tingkah laku prososial akan dibina.

This course is aimed at enabling teachers of young children to help children develop positive behaviours. It analyses factors that influence behaviours, principles of behaviour management and how to help children manage their own behaviours. Behaviour management skills and developing activities to increase prosocial behaviours will be done.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction : Malay Language/English Language

Rujukan Utama/Main References:

- Emily, B. & Simon, B. (2012). *A quick Guide to behavior management in Early years*. SAGE Publication Inc.
Raver, S.A. (2014). *Principles of Behavior Management*, Pearson Allyn Bacon, USA.
Ronald, C.M., Nelson, J.R., Nancy E.M., & Reilly, M.O. (2012). *Comprehensive Behavior Management Individualized , Classroom, and Schoolwide Approaches*. (Second Edition). SAGE Publication, Inc.

PIC2007 – Kemahiran Pemerhatian dan Penilaian II (3 Kredit)
Observational and Evaluation Skills II (3 Credit)

Pra Syarat/Pre-requisite requirements:

Lulus PIC2002 Kemahiran Pemerhatian dan Penilaian I
Pass PIC2002 Observational and Evaluation Skills I

Sinopsis/Synopsis:

Kursus ini bertujuan membolehkan pelajar menggunakan teknik pemerhatian untuk menilai perkembangan kanak-kanak dalam bidang kognitif, bahasa, seni, identiti diri dan emosi. Kursus ini juga mendedahkan kepada pelajar analisa data penilaian, pentafsiran maklumat penilaian serta cara untuk melaporkan maklumat penilaian kepada ibu bapa. Latihan untuk menggunakan teknik-teknik pemerhatian dan penilaian didapati melalui kajian kes tentang seorang kanak-kanak di Tadika.

This course gives students the in-depth knowledge on the technique of observation and assessment to evaluate children development. Students will also be given the experience of interpreting, assessing observational data and the report on the children development through field work.

Kaedah Penilaian : Penilaian Berterusan - 40% Peperiksaan – 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Mariani Md Nor, & Putri Lily Baharuddin. (2012). *Pendidikan Awal Kanak-Kanak: Asas Program Pendidikan Awal Kanak-Kanak*. Pearson Publication Sdn. Bhd.
Mariani Md Nor. (2011). *Pendidikan Awal Kanak-Kanak: Pemerhatian dan Penilaian Kanak-Kanak*. Kuala Lumpur: Pearson Publication Sdn. Bhd.
Wortham, S.C. (2010). *Early Childhood Curriculum: Developmental Bases for Learning and Teaching*. (5th ed.) Upper Saddle River, NJ:Merrill/Prentice Hall.

PIC2008 – Bacaan dan Kesusteraan Awal Kanak-Kanak (3 Kredit)
Reading and Literature for Early Childhood (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk menyediakan pendidik awal kanak-kanak dengan pengetahuan asas yang berkaitan dengan literasi dan sastera. Ini termasuklah aspek kesediaan membaca, dan aktiviti berkaitan dengan pembacaan dan penulisan pada peringkat awal perkembangan. Penekanan kursus adalah pada kefahaman konsep, faktor, dan peringkat kesediaan membaca dan menulis mengikut tahap perkembangan melibatkan kemahiran dalam pendengaran, pertuturan, dan pemikiran secara holistik di samping meneliti proses dan objektif pengajaran literasi untuk peringkat pendidikan awal kanak-kanak.

This course will provide early childhood educators with the background of knowledge related to children literacy and literature such as reading readiness and activities relates to reading and writing at early stage. This course emphasizes on the understanding of concept, factors, and stages in reading, readiness. It will also emphasizes on psychological factors, processes and objectives of literacy teaching at early stage, development of listening, speaking, reading, writing and thinking skills holistically, varieties in teaching literacy technique and appreciation of literature, preparation of reading materials, and evaluation of preschool education in literacy.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Fellowes, J. & Oakley, G. (2011). *Language, Literacy and early Childhood Education*. OUP Australia and New Zealand Publisher.
- Jalongo, M.R. (2014). *Early Childhood language Arts*. (6th ed). Pearson.
- Shanahan, T. & Lonigan, C. (2012). *Early Childhood Literacy: The National Early Literacy Panel and Beyond*. Brookes Publishing.

PIC2009 – Kaedah Bacaan dan Matematik untuk Kanak-Kanak Kurang Upaya (3 Kredit)
Reading and Mathematics Methods for Children with Disabilities (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan mendedahkan kepada pelajar tentang ciri dan isu bacaan dan matematik dalam kalangan kanak-kanak kurang upaya. Kurikulum yang sesuai dan pelbagai teknik pengajaran bacaan dan matematik bagi kanak-kanak berkeperluan khas akan dibincangkan. Selain daripada itu, implikasi pelbagai teori pembelajaran dalam pendidikan bacaan dan matematik khusus bagi kanak-kanak kurang upaya juga akan dibincangkan. Pelajar juga diberikan pendedahan tentang cara penilaian yang boleh dilaksanakan bagi mengenal pasti kemahiran kanak-kanak dalam membaca dan matematik. Kursus ini turut menekankan pembinaan kemahiran melalui pendekatan yang bersesuaian untuk mengajar kemahiran membaca dan matematik kepada kanak-kanak kurang upaya. Pelajar juga akan belajar merancang program bacaan dan matematik yang sesuai untuk kanak-kanak berkeperluan khas.

This course is designed to enhance students' understanding on the characteristics and issues in relation to reading and mathematical learning among children with learning disabilities. The appropriate curriculum and various instructional techniques in teaching reading and mathematics to children with special needs will be discussed. In addition, implication of the learning theories in teaching reading and mathematics to children with special needs will also be discussed. Students are also introduced to modes of assessment that can be utilised to identify children's reading and mathematical skills. The course also emphasises the development of skills involving the use of appropriate approaches for teaching reading and mathematical skills for children with special needs. Students will learn how to plan reading and mathematical programmes for children with learning disabilities.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Grant,K.B.,Golden,S.E. & Wilson,N.S. (2015). *Literacy assessment and instructional strategies connecting to the common core*. USA: Sage Publications Inc.
- MacBlain, S., Long, L. & Dunn, J. (2015). *Dyslexia, literacy and inclusion: Child-centred perspective*. UK: Sage Publications Ltd.
- Siegel, L. (2013). *Understanding dyslexia and other learning disabilities*. British Columbia,Canada: Pacific Educational Press

PIC2010 – Kesihatan dan Keselamatan (3 Kredit)
Health & Safety (3 Credit)

Sinopsis/Synopsis:

Kursus ini memberi pengenalan kepada pelajar mengenai penjagaan kesihatan dan keselamatan di kalangan kanak-kanak di samping mendedahkan pelajar kepada berbagai masalah kesihatan yang akan timbul akibat kecuaian dalam menjaga kesihatan dan keselamatan mereka. Kursus ini juga memberi peluang kepada pelajar menggunakan teknik tertentu semasa memberi bantuan kecemasan dalam pelbagai situasi.

The course provides students an introduction on healthcare and safety for children as well as problems that may arise out of negligence in their health and safety. The course also provides opportunities for students to use specific techniques for providing first aid in a variety of situations.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Marotz, L.R. (2014). *Health, Safety and Nutrition for the Young Child*. Cengage Learning Inc. (9th ed).
Morrison, G. S. (2011). *Early Childhood Education Today*. Merril Prentice Hall, Columbus, Ohio.
Robertson, C. (2011). *Safety, Nutrition and Health in Early Childhood*. Cengage Learning Inc. (5th ed).

PIC3001 – Kaedah Penyelidikan dalam Pendidikan Awal Kanak-Kanak (3 Kredit)
Research Methods in Early Childhood Education (3 Credit)

Sinopsis/Synopsis:

Kursus ini dijangka dapat melengkapi pelajar-pelajar dengan asas-asas proses penyelidikan dan faktor-faktor yang mempengaruhi penyelidikan. Antara aspek-aspek yang dibincangkan ialah jenis-jenis penyelidikan, proses penyelidikan, faktor-faktor yang menjelaskan kesahan dan kebolehpercayaan penyelidikan, etika penyelidikan, rekabentuk-rekabentuk kajian, kesahan dan kebolehpercayaan penyelidikan, skala pengukuran, pembentukan item soal-selidik dan proses pengumpulan data.

This course is expected to equip students with the foundations of the research process and factors influencing research. Among the aspects discussed are the types of research, research process, factors influencing the validity and reliability of research, the ethics of research, types of research design, validity and reliability of research, measurement scales, designing questionnaire items and the data collection process.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Andrea, N., Kym, M., & Jennifer, C. (2013). *Research in Early Childhood*. Thousand Oaks, California: SAGE PRESS.
Chua, Y.P. (2014). *Kaedah Penyelidikan* (Buku 1). Shah Alam: Mc GrawHill.
Mac Naughton, Glenda, H.P. (2008). *Doing Research in Early Childhood Studies: A Step-by-Step Guide*.McGraw-Hill Education.
Saracho, N. (2014). *Handbook of Research Method in Early-Childhood Education*, Vol.1. Information Age Publishing, Inc.

PIC3002 – Perancangan Program dan Strategi Pengajaran I (3 Kredit)
Program Planning and Teaching Strategy I (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pengenalan tentang cara memilih aktiviti yang sesuai untuk perkembangan kanak-kanak di bawah 5 tahun, serta menyusun dan menjalankan aktiviti tersebut. Panduan untuk perancangan aktiviti bagi memenuhi keperluan individu dan kumpulan diberikan. Latihan akan merangkumi perancangan, pelaksanaan dan penilaian aktiviti untuk memudahkan perkembangan dan pembelajaran kanak-kanak dalam semua aspek. Penggunaan sumber, pengurusan masa, persekitaran fizikal juga akan dibincangkan.

This course gives the students basic knowledge on child development. Theories, patterns and factors that influence the chosen activity on infant and toddlers (0-3 years of age) will be discussed. Hands-on activities will include topic in planning, implementing and evaluation upon the activities pertaining to specific children development.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%

Assessment Method : Continuous Assessment

Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Levitin, D.J. (2012). *Foundation of Cognitive Psychology*. USA: Pearson.

Ormrod, J.E. (2014). *Educational Psychology Developing Learners*. (8th ed). USA: Pearson.

Trawick-Smith, J. (2010). *Early Childhood Development: A Multicultural Perspective*. Upper Saddle River ,NJ: Pearson Education.

PIC3003 – Pentaksiran Pembelajaran dalam Pendidikan (3 Kredit)

Assessment Of Learning In Education (3 Credit)

Sinopsis/Synopsis:

Tujuan utama kursus ini adalah untuk membiasakan pelajar dengan konsep, teori dan amalan prinsip pentaksiran berkualiti untuk pembelajaran daripada domain utama pada peringkat pendidikan rendah. Antara lain, topik-topik yang akan dibincang termasuklah: teori asas pembentukan instrumen bagi mentaksir pembelajaran, pendedahan kepada pelbagai jenis instrumen pengukuran termasuklah pentaksiran alternatif seperti portfolio, pentaksiran autentik, pentaksiran berdasarkan prestasi, isu instrumen - kebolehpercayaan dan kesahan

The main aim of this course is to familiarize students with the basic concepts, theory and practice regarding the principles of quality assessment for learning from the major domains at the primary school level. Among others, the topics that will be discussed include: The basic theory of instrument development to assess learning, exposure to the various types of measuring instrument including alternative assessment such as portfolio, authentic assessment, performance-based assessment, the issues of instrument reliability and validity.

Kaedah Penilaian : Penilaian Berterusan - 60%

Peperiksaan – 40%

Assessment Method : Continuous Assessment

Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Mariani Md Nor, & Putri Lily Baharuddin. (2012). *Pendidikan Awal Kanak-Kanak: Asas Program Pendidikan Awal Kanak-Kanak*. Pearson Publication Sdn. Bhd.

Mariani Md Nor. (2011). *Pendidikan Awal Kanak-Kanak: Pemerhatian dan Penilaian Kanak-Kanak*. Kuala Lumpur: Pearson Publication Sdn. Bhd.

Snow, C. E. (2014). *Early childhood assessment: Why, what and how*. National Academic Press, Washington.

Wortham, S.C. (2010). *Early Childhood Curriculum: Developmental Bases for Learning and Teaching*. (5th ed.) Upper Saddle River, NJ:Merrill/Prentice Hall.

PIC3004 – Teknologi Audio Digital dalam Pendidikan (3 Kredit)

Digital Audio Technology in Education (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pengalaman kepada pelajar secara praktikal dalam menghasilkan media audio digital berasaskan kepada gabungan teori dan kemahiran teknikal. Menerusi kemahiran yang diperolehi dalam kursus ini, media audio yang dihasilkan melalui rakaman suara, suara latar, muzik, dan kesan khas audio, dapat disepadukan untuk membantu proses penyampaian persembahan agar ia lebih mantap dan berkesan di samping menimbulkan suasana yang lebih menarik terhadap tumpuan sesebuah bahan pengajaran yang digunakan.

This course aims to give students practical experience in producing digital audio media based on a combination of theory and technical skills. Through the skills acquired in this course, the resulting audio media through voice recording, voice-over, music, special effects and audio, can be integrated to help the process of delivering a presentation so that it stronger and more effective as well as create an atmosphere that is more attractive to the concentration of a substance teaching used.

Kaedah Penilaian : Penilaian Berterusan - 70% **Peperiksaan** – 30%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Cousins, M. & Hepworth-Sawyer, R. (2013). *Practical Mastering: A Guide to Mastering in the Modern Studio*. Focal Press: UK.

Waddell, G. (2013). *Complete Audio Mastering: Practical Techniques*. McGrawHill Education: USA
Huber, D. M. and Ruestein, E. R. (2013). *Modern Recording Techniques*. Focal Press: UK.

PIC3005 – Statistik Untuk Pendidikan Awal Kanak-Kanak (3 Kredit)
Statistics For Early Childhood Education (3 Credit)

Sinopsis/Synopsis:

Kursus ini menyediakan pelajar dengan peralatan asas untuk menilai data dari kajian dalam bidang sains tingkah laku, terutamanya pendidikan awal kanak-kanak. Pelajar akan mendapat pendedahan tentang explorasi data, varians dan kepelbagaiannya, ujian penting, korelasi dan regresi linear mudah, analisis varians, dan topik-topik lain yang berkaitan. Matlamatnya adalah untuk mempelajari penaakulan statistik untuk membuat keputusan. Peristiwa-peristiwa semasa yang sering digunakan untuk menggambarkan isu-isu ini.

This course provides students with the basic tools for evaluating data from studies in the behavioural sciences, particularly in early childhood education. Students will gain familiarity with data description, variance and variability, significance tests, correlation and simple linear regression, analysis of variance, and other related topics. The goal is to learn the application of statistical reasoning to decision making for the area of research in early childhood education.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** – 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Chua, Y.P. (2014). Asas Statistik Penyelidikan (Buku 2): Kaedah dan Statistik Penyelidikan. Shah Alam: McGraw Hill.

Lau,T.K., Phang, Y.N. & Awang, Z. (2012). Statistics 2nd edition. Shah Alam: Oxford Fajar.

Lomax, R.G. & Hahs-Vaughn, D.L. (2012). An introduction to statistical concepts. London: Routledge.

Gregory, J. P. (2012). Statistics for the behavioral sciences. Thousand Oaks, CA: Sage.

PIC4001 – Projek Ilmiah PAKK (6 Kredit)
Academic Project ECE (6 Credit)

Sinopsis/Synopsis:

Dalam kursus ini pelajar akan dibimbing untuk menguasai kaedah menjalankan kajian secara ilmiah. Mereka akan memilih satu tajuk penyelidikan yang bersesuaian untuk dilaksanakan dalam tempoh satu semester. Pada akhir kursus ini mereka akan menghasilkan sebuah laporan penyelidikan yang telah dijalankan untuk tujuan penilaian kursus.

In this course students will be guided in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course they will produce a research report to be evaluated as the course assessment.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction : Malay Language/English Language

Rujukan Utama/Main References:

- Andrea, N., Kym, M., & Jennifer, C. (2013). *Research in Early Childhood*. Thousand Oaks, California: SAGE PRESS.
Craig, A.M. (2013). *Action research: Improving Schools and Empowering Education*. (4th ed). SAGE PRESS.
Mac Naughton, Glenda, H.P. (2008). *Doing Research in Early Childhood Studies: A Step-by-Step Guide*. McGraw-Hill Education, 2008.

PIC4002 – Kepimpinan dan Pengurusan Awal Kanak-kanak (3 Kredit) *Leadership and Early Childhood Management (3 Credit)*

Sinopsis/Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar mengenai konsep asas kepimpinan cemerlang dan kemahiran untuk mengurus sumber manusia dan keperluan organisasi asal kanak-kanak dengan berkesan. Antara tajuk yang dibincangkan ialah pengenalan kepada kepimpinan yang dinamik serta peranan utama seorang pemimpin di organisasi awal kanak-kanak. Turut dibincangkan ialah aspek-aspek pengurusan yang diperlukan di dalam organisasi awal kanak-kanak (pengurusan pejabat), pengurusan staf, pengurusan kewangan, pengurusan infrastruktur. Tajuk terakhir yang akan dibincangkan ialah kawalan mutu keseluruhan yang merangkumi aspek sumber manusia dan keperluan organisasi.

This course is designed to explore student with the basic excellence knowledge of leadership and skill to manage human resource and organizational needs effectively. Among discussed topics are introduction to dynamical leadership and the main role for a leader in an early childhood organization. Also, a few aspects that needed in managing early childhood organization such as office management, staff management, financial management and facilities management. The final discussed topic is quality control management that included human resource and organizational needs.

Kaedah Penilaian : Penilaian Berterusan - 70% Peperiksaan – 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Millerr, L. & Cable, C. (2011). *Professionalization, Leadership and management in the Early Years*. SAGE Publication.
Rodd, J. (2008). *Leadership in early childhood*. (3rd ed). Open University Press.
Siraj, T. & Hallet, E. (2014). *Effective and caring Leadership in the early Years*. Sage Publications.

PIC4003 – Internship untuk Pendidikan Khas (3 Kredit) *Internship for Special Education (3 Credit)*

Sinopsis/Synopsis:

Kursus ini bertujuan membina kemahiran mengaplikasi pengetahuan tentang pendidikan khas dalam seting sebenar. Di samping itu ia juga ianya bertujuan untuk membina kemahiran pelajar dalam merancang dan melaksanakan pengajaran berdasarkan Rancangan Pendidikan Individu (RPI) serta penilaian terhadap kanak-kanak berkeperluan khas. Selain itu, kursus ini turut membina kemahiran pelajar berinteraksi dengan kanak-kanak berkeperluan khas, guru dan pentadbir program pendidikan khas di mana pelajar ditempatkan. Akhirnya kursus ini membantu membina kemahiran pelajar membuat laporan dan pemerhatian ke atas kanak-kanak dalam program pendidikan khas.

This course aims at helping the students to develop the skills of applying knowledge of special education in the real setting. In addition, it helps students to develop the skills of planning, and implementing instruction based on Individualised Education Plan (IEP) as well as conducting evaluation towards children with special needs. Students will acquire the skills on interaction with special needs children, their teachers and programme manager at the special education centers where the children are placed. This course enables students to learn the skills of generating report and conducting observation towards children in special needs programme.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Kaufman, R. C., & Wandberg, R. W. (2010). *Powerful practices for high performing special educators*. California, USA: Corwin.
- Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for selected learners*. USA: John Wiley & Sons Inc.
- Tutt, R. (2011). *Partnership working to support special educational needs & disabilities*. UK: Sage Publications.
- Wall, K. (2011). *Special needs and early year: A practitioner guide*. (3rd ed). UK: Sage Publications.

PIC4004 – Perancangan Program dan Strategi Pengajaran II (3 Kredit)
Teaching Strategy and Programme Planning II (3 Credit)

Pra Syarat/Pre-requisite requirements:

Lulus PIC3002 Perancangan Program dan Strategi Pengajaran I
A pass in PIC3002 Teaching Strategy and Programme Planning I

Sinopsis/Synopsis:

Kursus ini bertujuan memberi peluang kepada pelajar untuk mengaplikasikan pengetahuan pedagogi dan kaedah penilaian tekini untuk digunakan dalam meningkatkan proses p & p yang berkesan. Fokus adalah lebih terhadap kanak-kanak berusia 4 – 6 tahun. Panduan untuk perancangan aktiviti bagi memenuhi keperluan individu dan kumpulan telah diberikan dalam PIC3002. Latihan dan perbincangan merangkumi perancangan, pelaksanaan dan penilaian aktiviti untuk memudahkan perkembangan dan pembelajaran kanak-kanak dalam semua aspek. Penggunaan sumber, pengurusan masa, persekitaran fizikal dan kerjasama dengan ibubapa akan dibincangkan.

This course provides opportunities for students to apply pedagogical knowledge and current assessment approaches to enhance effective teaching and learning processes. The focus is on children aged 4 to 6 years old. Guidelines for the planning of activities to satisfy individual and group needs have been provided in course PIC3002. Training and discussions will cover planning, implementation and assessment activities to children's development and learning in various aspects. The use of resources, time management, physical environment and collaboration with parents will be discussed.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Cassady, J. C. (2010). Test anxiety: Contemporary theories and implications for learning. In J.C. Cassady (Ed.), *Anxiety in School: The causes, consequences, and solutions for academic anxieties* (pp.7-26). New York: Peter Lang.
- Rothbart, M. K. (2011). *Becoming Who We Are: Temperament and Personality in Development*. NewYork: Guilford.
- Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, 35, 193- 202.

PIC4005 – Amalan Asuhan Kanak-Kanak di Malaysia (3 Kredit)
Child-Rearing Practices in Malaysia (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pendidik program awal kanak-kanak tentang hubungan dan pengaruh sosio budaya terhadap amalan pendidikan di peringkat awal kanak-kanak. Di antara aspek yang disentuh ialah teori pendidikan keibubapaan, bentuk keluarga dan cara gaya keibubapaan, asuhan kanak-kanak, anak-anak keperluan khas, kesihatan mental anak-anak, penderaan anak-anak dan hubungan guru dengan ibu bapda. Isu-isu semasa dalam amalan asuhan kanak-kanak di Malaysia juga turut dibincangkan.

This course exposes future early childhood educators to the relationship and influence of socio-culture to rearing and education practices at the early childhood stage. Among the theories discussed are parental education theory, family form and parental style, child rearing, special needs child and parents, child's mental health, child abuse and the relationship between teachers and parents. Current issues in practices of child rearing in Malaysia are also discussed.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Kementerian Pendidikan Malaysia (2010). *Kurikulum standard prasekolah kebangsaan (KPSK)*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

McArdle, F. (2010). *Early Childhood: The Discourses of Proper Teaching*. Brisbane: Ally ang Bacon.

Rogers, S., & Evans, J. (2011). *Inside Role-Play in Early Chilhood Education: Researching Young Children's Perspectives*. New York. Routledge.

ELEKTIF PENGKHUSUSAN SPECIALIZATION ELECTIVES

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

PIC1008 – Seni dan Tatasusila Bahasa (3 Kredit)
Language Arts (3 Credit)

Sinopsis/Synopsis:

Kursus ini menyediakan pelajar prinsip-prinsip asas seni dan tatasusila bahasa dalam pengajaran Pendidikan Awal Kanak-Kanak. Pelajar akan mendapat pengetahuan mengenai pelbagai aktiviti yang digunakan dalam pengajaran empat kemahiran bahasa. Di samping itu, kursus ini juga membincangkan isu pedagogi berkaitan dengan pengajaran, perancangan dan pelaksanaan aktiviti literasi untuk Pendidikan Awal Kanak-Kanak.

This course provides students with the basic principles of teaching language arts in Early Childhood Education. Students will develop knowledge of the range of activities used for teaching the four language skills for ECE. Additionally, this course discusses pedagogical issues related to the teaching, planning and implementing literacy activities in ECE.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Herr, J. & Libby, Y. (2013). *Creative resources for the early childhood classroom*. (6th ed). Delmar Publishers: New York.
Machado, J. M. (2013). *Early Childhood experiences in language arts early Literacy*. (11th ed). Sanjose City College..
Petty & Petty (2012). *Experiences in Language Arts: Tools and Techniques for Language Arts Methods*. (8th ed). Allyn and Bacon. Boston

PIC1009 – Kanak-kanak Pintar Cerdas dan Berbakat (3 Kredit)
Gifted and Talented Children (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pengetahuan dan kefahaman kepada pelajar pendidikan awal kanak-kanak tentang kanak-kanak pintar cerdas dan berbakat. Antara topik yang akan dibincangkan adalah seperti berikut: ciri dan kaedah mengenal pasti kanak-kanak pintar cerdas dan berbakat; faktor-faktor yang mempengaruhi kanak-kanak pintar cerdas dan berbakat; masalah yang dihadapi oleh kanak-kanak pintar cerdas dan berbakat; peranan ibu bapa, guru, rakan sebaya dan persekitaran dalam menolong anak-anak pintar cerdas dan berbakat mencapai potensi mereka.

The aims at providing knowledge and understanding of early childhood education students concerning gifted and talented children. Among the topics that will be discussed are: characteristics and approaches to identify gifted and talented children; factors that influence gifted and talented children; problems encountered by gifted and talented children; the role of parents, teachers, peers and the environment in enabling gifted and talented children to realize their potential.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** – 40%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Gary A. D, Silvia B.R, Del Siegle. (2014). *Education of the Gifted and Talented*. (6th ed). Pearson Education Limited.
Nicholas Colangelo. (2012). *Handbook of Gifted Education* (3rd ed). Amazon.com
Susan Winebrenner M.S, Dina Brilles Phd. (2012). *Teaching Gifted Kids in Today's Classroom Strategies and Techniques Every Teacher Can Use*. Free Spirit Publishing.

PIC2001 – Rekabentuk Pengajaran (3 Kredit)
Instructional Design (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk memperkenalkan pelajar kepada konsep-konsep asas rekabentuk pengajaran dan pengembangan pengajaran sebagai satu proses mencari strategi alternatif di dalam penyelesaian masalah yang bersabit dengan pengajaran dan pembelajaran. Antara tajuk-tajuk penting yang akan dibincangkan termasuk proses mengenal pasti masalah pengajaran dan pembelajaran, yang melibatkan analisis keperluan, analisis pelajar dan analisis tugas atau pengajaran, mencari dan menyediakan strategi pelbagai untuk penyelesaian masalah dan mereka bentuk bahan-bahan pengajaran sesuai dengan bidang pengkhususan.

This course introduces students to concepts and basic principles of instructional development. The process is an alternative to solve problems with regard to teaching and learning. The content comprises of needs analysis, task analysis, analysis of learners, prepare various strategies to solve problems and design instructional materials pertaining to respective areas.

Kaedah Penilaian : Penilaian Berterusan - 70% Peperiksaan – 30%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Kemp, J., Morrison, G., & Ross, S. (2013). *Designing effective instruction*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.
Reiser, R. A., & Dempsey, J. V. (2012). *Trends and Issues in Instructional Design and Technology*, Upper Saddle River, NJ: Merrill Prentice Hall.
Smith, P. L., & Ragan, T. J. (2004). *Instructional design*. New York: John Wiley and Sons, Inc.

PIC3007 – Pendidikan Inklusif (3 Kredit)
Inclusive Education (3 Credit)

Sinopsis/Synopsis:

Kursus ini bertujuan membina pengetahuan pelajar mengenai falsafah pendidikan inklusif. Pelajar akan diberi ilmu pengetahuan mengenai pelaksanaan program inklusif dan faktor kritisik untuk menjayakan pendidikan inklusif. Di samping itu, dasar dan isu berkaitan persekitaran inklusif dan pendidikan inklusif akan dikaji dan dianalisis.

This course aims at exposing students to the knowledge in regards to the philosophies of inclusive education. Students will be exposed to the implementation of inclusive education and critical factors contributing to the success of inclusive education. In addition, the policies and issues related to the environment of inclusive education will be discussed and analysed.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan – 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Byrant, D. P., Smith, D. D., & Bryant, B. R. (2008). *Teaching Students With Special Needs In Inclusive Classrooms*. Boston: Allyn And Bacon.
Mastopieri, M.A & Scrubbs, T. E. (2013). *The Inclusive Classroom*. (5th ed). Pearsa.
Overton, T. (2012). *Assessing Learners With Special Needs*. (7th ed). Pearson.
Venn, J. J. (2013). *Assessing Students With Special Needs* (5th ed). Pearson.



LATIHAN MENGAJAR PAKK ECE TEACHING PRACTICE

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

PIC3006 – Latihan Mengajar (Taska) (5 Kredit)
Teaching Practice (Nursery) (5 Credit)

Pra Syarat/Pre-requisite requirements:

- i) Lulus kursus-kursus berikut:
Passed the following courses:

PIC 2002 Kemahiran Pemerhatian & Penilaian I
Observational and Evaluation Skills I

PIC 2007 Kemahiran Pemerhatian & Penilaian II
Observational and Evaluation Skills II

PIC 3002 Perancangan Program & Strategi Pengajaran I
Programme Planning and Instructional Strategy I

- (ii) Telah mengambil 72 jumlah jam kredit (18 jam kredit sesemester x 4 semester)
Have taken 72 credit hours (18 hours per semester x 4 semesters)

Sinopsis/Synopsis:

Kursus ini memberi peluang kepada pelajar untuk menggunakan kemahiran dan pengetahuan dalam memberi pengajaran, aktiviti rutin di taska kepada kanak-kanak di bawah umur 3 tahun. Pelajar juga dikehendaki memberi fokus kepada perkembangan kurikulum yang digunakan di taska. Di taska juga pelajar akan didedahkan kepada perancangan perkembangan kanak-kanak untuk perancangan dan penilaian terhadap perkembangan kanak-kanak secara berkesan.

The course offers opportunities for students to use skills and knowledge in providing teaching and routine activities in the nursery for children less than 3 years old. Students are also required to focus on curriculum development in the nursery. In the nursery also, students will be exposed to planning children's development to enable effective planning and assessment for the development of children.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Bee, H., & Boyd, D. (2010). *The Developing Child*. USA: Pearson.

Isenberg, J. P., & Jalongo, M. R. (2010). *Creative Thinking and Arts Based Learning*. Upper Saddle River, NJ : Pearson Education, Inc.

Jacobs, G., & Crowley, K. (2010). *Reaching standards and beyond in kindergarten*. Thousand Oaks, CA: Corwin & National Association for The Education of Young Children.

PIC4006 – Latihan Mengajar (Tadika) (5 Kredit)
Teaching Practice (Kindergarten) (5 Credit)

Pra Syarat/Pre-requisite requirements:

- i) Lulus kursus-kursus berikut:
Passed the following courses:

PIC2002 Kemahiran Pemerhatian & Penilaian I
Observational and Evaluation Skills I

PIC2007 Kemahiran Pemerhatian & Penilaian II
Observational and Evaluation Skills II

PIC3002 Perancangan Program & Strategi Pengajaran I
Programme Planning and Instructional Strategy I

PIC3006	Latihan Mengajar (Taska) <i>Teaching Practice (Nursery)</i>
PIC4004	Perancangan Program & Strategi Pengajaran II <i>Programme Planning and Instructional Strategy II</i>

- ii) Telah mengambil **108 jumlah jam kredit** (18 jam kredit sesemester x 6 semester)
Have taken 108 credit hours (18 credit hours per semester x 6 semesters)

Sinopsis/Synopsis:

Kursus ini memberi peluang kepada pelajar untuk menggunakan kemahiran dan pengetahuan dalam memberi pengajaran, aktiviti rutin di tadika kepada kanak-kanak antara 4-6 tahun. Pelajar juga dikehendaki memberi fokus kepada perkembangan kurikulum yang digunakan di tadika. Di tadika juga pelajar akan didedahkan kepada perancangan perkembangan kanak-kanak untuk perancangan dan penilaian terhadap perkembangan kanak-kanak secara berkesan.

This course gives opportunities for students to apply skills and knowledge to teaching and routine activities in the kindergarten for children aged 4 to 6. Students should focus on the development of curriculum used in the kindergarten. In the kindergarten, students will be exposed to curriculum planning for children to ensure that the planning assessment of children's development is conducted effectively.

Kaedah Penilaian : Penilaian Berterusan - 100%

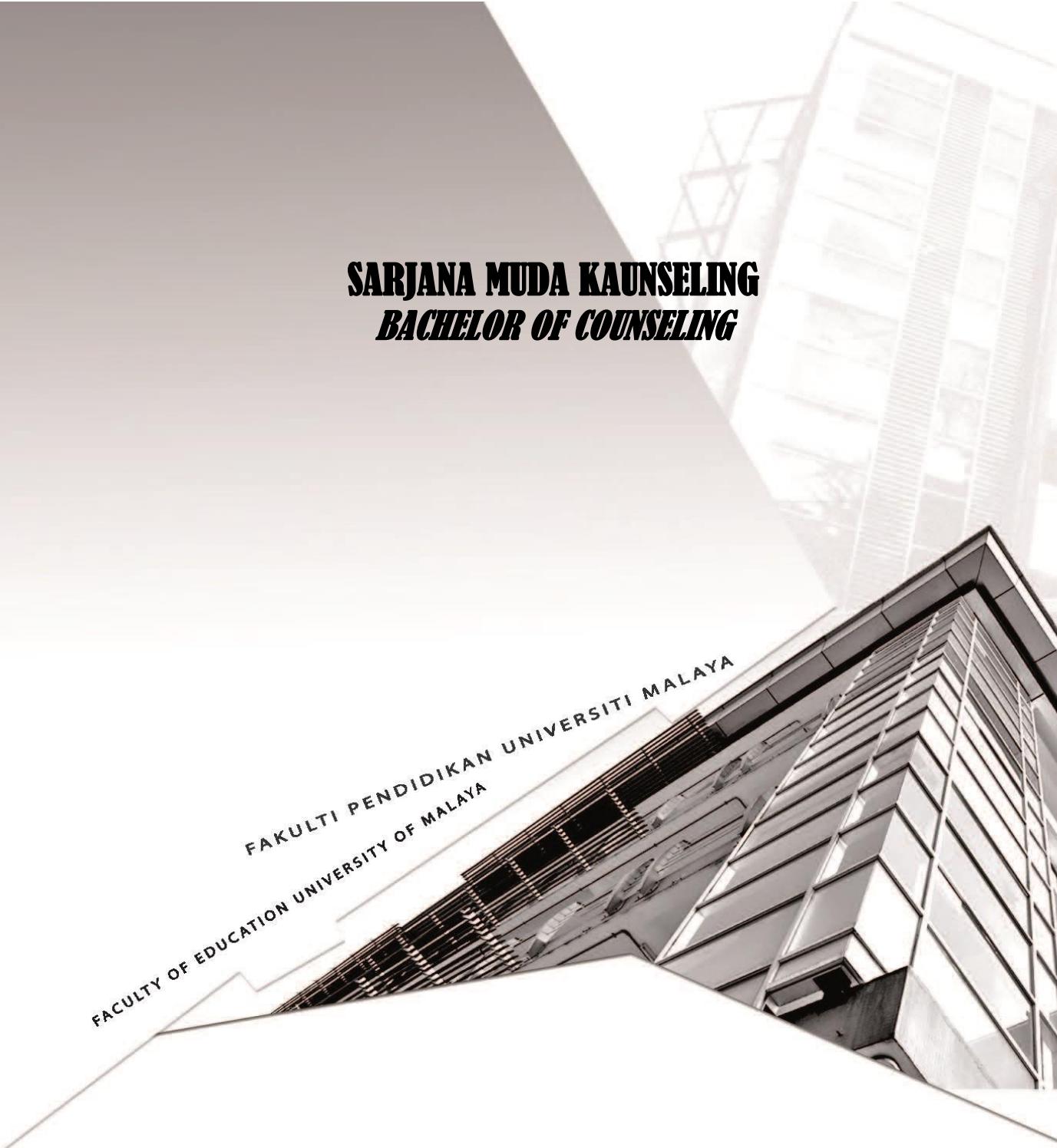
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Bee, H., & Boyd, D. (2010). *The Developing Child*. USA: Pearson.
 Isenberg, J. P., & Jalongo, M. R. (2010). *Creative Thinking and Arts Based Learning*. Upper Saddle River, NJ : Pearson Education, Inc.
 Jacobs, G., & Crowley, K. (2010). *Reaching standards and beyond in kindergarten*. Thousand Oaks, CA: Corwin & National Association for The Education of Young Children.



SARJANA MUDA KAUNSELING
BACHELOR OF COUNSELING

FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

KELAYAKAN KEMASUKAN KE PROGRAM
SARJANA MUDA KAUNSELING
ENTRY REQUIREMENT FOR
BACHELOR OF COUNSELING PROGRAMME

STPM (TAHUN SEMASA)	MATRIKULASI/ASASI (TAHUN SEMASA)	STAM	DIPLOMA/SETARAF	KELAYAKAN LAIN
<p><u>Aliran Sains dan Sastera</u> <u>Science and Arts Stream</u></p> <p>Lulus STPM dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass STPM with at least CGPA 3.00;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Gred C pada peringkat SPM dalam mata pelajaran Mathematics; <i>Attain at least Grade C at SPM for Mathematics;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p>dan and</p> <p>Lulus temu duga. <i>Pass the interview</i></p>	<p><u>Aliran Sains, Perakaunan dan TESL</u> <u>Science, Accountancy and TESL Stream</u></p> <p>Lulus Matrikulasi/Asasi dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass Matriculation/Asasi with at least CGPA 3.00;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Gred C pada peringkat SPM dalam mata pelajaran Matematik; <i>Attain at least Grade C at SPM for Mathematics;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p>dan and</p> <p>Lulus temu duga. <i>Pass the interview.</i></p>	<p>Mendapat sekurang-kurangnya pangkat Jayyid Jiddan dalam peperiksaan Sijil Tinggi Agama Malaysia (STAM); <i>Attain at least Jayyid Jiddan in the Sijil Tinggi Agama Malaysia (STAM) examination;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Gred C pada peringkat SPM dalam mata pelajaran Matematik; <i>Attain at least Grade C at SPM for Mathematics;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p>dan and</p> <p>Lulus temu duga. <i>Pass the interview.</i></p>	<p><u>Aliran Sains dan Sastera</u> <u>Science and Arts Stream</u></p> <p>Memiliki Diploma dari Institusi yang diiktiraf oleh Kerajaan Malaysia dan diluluskan oleh senat Universiti dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Attain at least CGPA 3.00 a Diploma from any institutions recognized by the Government of Malaysia and the University senate;</i></p> <p>atau or</p> <p>Lulus STPM bukan tahun semasa dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass STPM not in current year with at least CGPA 3.00;</i></p> <p>atau or</p> <p>Lulus Matrikulasi/Asasi bukan tahun semasa dengan mendapat sekurang-kurangnya PNGK 3.00; <i>Pass Matriculation/Asasi not in current year with at least CGPA 3.00;</i></p>	<p><u>Aliran A-Level, IB dan AUSMAT</u> <u>A- Level, IB Stream and AUSMAT</u></p> <p>Lulus GCE A Level dengan mendapat sekurang-kurangnya satu (1) Gred B dan dua (2) Gred C dalam mana-mana mata pelajaran; <i>Pass GCE A Level with at least one (1) Grade B and two (2) Grade C in any subject;</i></p> <p>atau or</p> <p>Lulus International Baccalaureate (IB) Diploma dengan mendapat sekurang-kurangnya skor 30 mata; <i>Pass International Baccalaureate (IB) Diploma with at least score of 30 points;</i></p> <p>atau or</p> <p>Memiliki kelayakan Australian Matriculation Programme (AUSMAT) dengan mendapat sekurang-kurangnya Australian Tertiary Admission Rank (ATAR) sebanyak 60%;</p>

			<p>dan and</p> <p>Mendapat sekurang-kurangnya Gred C pada peringkat SPM dalam mata pelajaran Matematik; <i>Attain at least Grade C in SPM for Mathematics;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p>dan and</p> <p>Lulus temu duga. <i>Pass the interview.</i></p>	<p><i>Candidates are required to have AUSMAT qualifications with Australian Tertiary Admission Rank (ATAR) of 60%;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Gred C pada peringkat SPM dalam mata pelajaran Matematik; <i>Attain at least Grade C in SPM for Mathematics;</i></p> <p>dan and</p> <p>Mendapat sekurang-kurangnya Tahap 2 (Band 2) dalam MUET; <i>Attain MUET with at least Band 2;</i></p> <p>dan and</p> <p>Walau bagaimanapun, pemohon yang tidak mempunyai MUET tetapi mempunyai keputusan berikut boleh dipertimbangkan bagi kemasukan secara bersyarat dengan memenuhi keperluan MUET dalam tempoh satu sesi pengajian: <i>However, applicants who do not have MUET but have the following results may be considered for conditional admission by meeting the MUET requirements within one semester session in UM:</i></p> <p>atau or</p> <p>Mendapat sekurang-kurangnya Band 4 dalam IELTS; <i>Attain IELTS with at least Band 4;</i></p> <p>atau or</p> <p>Mendapat sekurang-kurangnya skor 437-473 (PBT), 123-150 (CBT) dan 41-52 (IBT) dalam</p>
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				<p>TOEFL; <i>Attain TOEFL with at least score of 437-473 (PBT), 123-150 (CBT), and 41-52 (IBT);</i></p> <p>dan and</p> <p>Lulus temu duga. <i>Pass the interview.</i></p>
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STRUKTUR KURSUS

COURSE STRUCTURE

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

STRUKTUR KURSUS SARJANA MUDA KAUNSELING
 (mulai kemasukan 2020/2021)

KURSUS	TAHUN 1						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	GIG1013 GIG1004	Penghayatan Etika dan Peradaban Literasi Maklumat	2 2	GIG1012 GIG1005 - GLT1002 GLT1005 GLT1009 GLT1014	Falsafah dan Isu Semasa Jalinan Masyarakat Kursus Bahasa Inggeris TAHAP 1 (untuk MUET Band 2) (untuk MUET Band 3) (untuk MUET Band 4) (untuk MUET Band 5 & 6)	2 2 3	13	
TERAS FAKULTI	-			PIX1001	Sejarah Pendidikan di Malaysia	3	3	
TERAS PENGKHUSUSAN	PIA1001 PIA1002	Pengenalan kepada Psikologi Kaunseling Kemahiran Komputer Untuk Kaunselor	3 3	PIA1005 PIA1006 PIA1007	Perkembangan di Peringkat Dewasa Kesihatan Mental dan Penyesuaian Psikologi Perkembangan	3 3 3	15	
ELEKTIF PENGKHUSUSAN (pilih 1 kursus sahaja)	PIA1003 PIA1004	Pengenalan kepada Psikologi Psikologi Sosial	3 3	-			6	
JUMLAH			16	JUMLAH			19	
							37	

KURSUS	TAHUN 2						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI	GLT1003 GLT1006/ GLT1007/ GLT1008 GLT1010/ GLT1011/ GLT1012/ GLT1013 GLT1015	<u>Kursus Bahasa Inggeris</u> <u>TAHAP 2</u> (untuk MUET Band 2) (untuk MUET Band 3) (untuk MUET Band 4) (untuk MUET Band 5 & 6)	3	GIG1003	Asas Pembudayaan Keusahawanan	2	5	
TERAS FAKULTI	PIX1003	Falsafah Pendidikan Malaysia	3	-			3	
TERAS PENGKHUSUSAN	PIA2001 PIA2002 PIA2003	Teori Kaunseling Teori Perkembangan dan Amalan Kerjaya Kaedah Penyelidikan dalam Kaunseling	3 3 3	PIA2006 PIA2007 PIA2008 PIA2009	Teknik Kaunseling Kepimpinan Kelompok Statistik Asas untuk Sains Tingkahlaku Kaunseling Vokasional dan Kerjaya	3 3 3 3	21	
ELEKTIF PENGKHUSUSAN (pilih 1 kursus sahaja)	PIA2004 PIA2005 PIA3008	Modifikasi Tingkahlaku Personaliti Pentaksiran Individu	3 3 3	PIA2004 PIA2005 PIA3008	Modifikasi Tingkahlaku Personaliti Pentaksiran Individu	3 3 3	6	

KURSUS	TAHUN 2 (sambungan)						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
	PIA4001	Kaunseling Ketagihan dan Pemulihan	3	PIA4001	Kaunseling Ketagihan dan Pemulihan	3		
	PIA4004	Psikologi Organisasi	3	PIA4004	Psikologi Organisasi	3		
	PIA4005	Psikologi Bilazim	3	PIA4005	Psikologi Bilazim	3		
	PIA4006	Kaunseling di Institusi Pengajian Tinggi	3	PIA4006	Kaunseling di Institusi Pengajian Tinggi	3	6	
	PIA4008	Pengenalan kepada Psikologi Klinikal	3	PIA4008	Pengenalan kepada Psikologi Klinikal	3		
	PIA4009	Pembangunan Manusia dari Perspektif Islam	3	PIA4009	Pembangunan Manusia dari Perspektif Islam	3		
JUMLAH			18	JUMLAH			17	
							35	

KURSUS	TAHUN 3						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI		Elektif Luar Fakulti	2	-			2	
TERAS FAKULTI				PIX2001	Psikologi Pendidikan	3	3	
TERAS PENGKHUSUSAN	PIA3001 PIA3002 PIA3003 PIA3004	Teknik Kaunseling Lanjutan Dinamik dan Prosedur Kelompok Pengendalian Program Perkhidmatan Kaunseling Projek Penyelidikan	3 3 3 6	PIA3005 PIA3006 PIA3007 PIA3004	Ujian dan Pengukuran Psikologi Kaunseling Silang Budaya Kaunseling Perkahwinan & Keluarga Projek Penyelidikan	3 3 3 6	30	
ELEKTIF PENGKHUSUSAN (pilih 1 kursus sahaja)	PIA2004 PIA2005 PIA3008 PIA4001 PIA4004 PIA4005 PIA4006 PIA4008 PIA4009	Modifikasi Tingkahlaku Personaliti Pentaksiran Individu Kaunseling Ketajihan dan Pemulihan Psikologi Organisasi Psikologi Bilazim Kaunseling di Institusi Pengajian Tinggi Pengenalan kepada Psikologi Klinikal Pembangunan Manusia dari Perspektif Islam	3 3 3 3 3 3 3 3 3	PIA2004 PIA2005 PIA3008 PIA4001 PIA4004 PIA4005 PIA4006 PIA4008 PIA4009	Modifikasi Tingkahlaku Personaliti Pentaksiran Individu Kaunseling Ketajihan dan Pemulihan Psikologi Organisasi Psikologi Bilazim Kaunseling di Institusi Pengajian Tinggi Pengenalan kepada Psikologi Klinikal Pembangunan Manusia dari Perspektif Islam	3 3 3 3 3 3 3 3 3	6	
JUMLAH			20	JUMLAH		21	41	

KURSUS	TAHUN 4						KREDIT	
	SEMESTER 1			SEMESTER 2				
	KOD KURSUS	TAJUK KURSUS	KREDIT	KOD KURSUS	TAJUK KURSUS	KREDIT		
UNIVERSITI		Kursus Ko-Kurikulum	2	-		2		
TERAS FAKULTI	PIX3001	Sosiologi Pendidikan (3)	3	-		3		
TERAS PENGKHUSUSAN	PIA4002 PIA4003 PIA4007	Isu Profesional dan Etika dalam Kaunseling dan Psikologi Latihan Amali Kaunseling (Makmal) Kaunseling Kanak-Kanak dan Remaja	3 3 3	PIA4010	Internship	6	15	
ELEKTIF PENGKHUSUSAN (pilih 2 kursus sahaja)	PIA2004 PIA2005 PIA3008 PIA4001 PIA4004 PIA4005 PIA4006 PIA4008 PIA4009	Modifikasi Tingkahlaku Personaliti Pentaksiran Individu Kaunseling Ketagihan dan Pemulihan Psikologi Organisasi Psikologi Bilazim Kaunseling di Institusi Pengajian Tinggi Pengenalan kepada Psikologi Klinikal Pembangunan Manusia dari Perspektif Islam	3 3 3 3 3 3 3 3 3	-			6	
	JUMLAH		20	JUMLAH		6	26	
	JUMLAH KESELURUHAN						139	

Nota : - Penawaran Kursus : Fakulti mempunyai hak untuk tidak meneruskan atau mengubah kursus menurut keperluan keadaan. Kursus mungkin tidak ditawarkan oleh kerana kekurangan pelajar yang mendaftar atau ketiadaan tenaga pengajar.

- Kursus Elektif Pengkhususan: Pelajar dikehendaki memilih 6 kursus dari 9 kursus yang disenaraikan (18 kredit).

- Kursus Progresif (+)

COURSE STRUCTURE FOR THE BACHELOR OF COUNSELING
-FOR INTERNATIONAL STUDENTS ONLY-
(becoming admission session 2020/2021)

COURSE	YEAR 1						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY	GIG1013	Appreciation of Ethics and Civilizations	2	GIG1012	Philosophy and Current Issues	2	13	
	GIG1004	Information Literacy	2	GIG1005	Social Engagement	2		
	GLT1017	Basic Malay Language		-	<u>English Communication Programme PATH 1</u>			
				GLT1002	(for MUET Band 2)			
FACULTY CORE	-			GLT1005	(for MUET Band 3)	3	3	
	-			GLT1009	(for MUET Band 4)			
SPECIALIZATION CORE	PIA1001	Introduction to Counselling Psychology	3	GLT1014	(for MUET Band 5 & 6)		15	
	PIA1002	Computer Skills for Counselors	3	PIX1001	Education History in Malaysia	3		
	-			PIA1005	Development in Adult Stage	3		
	-			PIA1006	Mental Health and Adjustment	3		
ELECTIVE SPECIALIZATION (choose 1 course only)	PIA1003	Introduction to Psychology	3	PIA1007	Developmental Psychology	3	6	
	PIA1004	Social Psychology	3	-				
TOTAL			16	TOTAL			37	

COURSE	YEAR 2						CREDIT		
	SEMESTER 1			SEMESTER 2					
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT			
UNIVERSITY		<u>English Communication Programme</u> <u>PATH 2</u> GLT1003 GLT1006/ GLT1007/ GLT1008 GLT1010/ GLT1011/ GLT1012/ /GLT1013 GLT1015	(for MUET Band 2) (for MUET Band 3) (for MUET Band 4) (for MUET Band 5 & 6)	3	GIG1003	Basic Entrepreneurship Culture	2	5	
FACULTY CORE	PIX1003	Malaysian Education Philosophy	3	-			3		
SPECIALIZATION CORE	PIA2001 PIA2002 PIA2003	Counseling Theory Career Development Theory and Practice Research Methods in Counseling	3 3 3	PIA2006 PIA2007 PIA2008 PIA2009	Counseling Technique Group Leadership Basic Statistics for the Behavioral Science Career and Vocational Counseling	3 3 3 3	21		
ELECTIVE SPECIALIZATION (choose 1 course only)	PIA2004 PIA2005 PIA3008 PIA4001	Behavior Modification Personality Individual Assessment Addiction and Rehabilitation Counseling	3 3 3 3	PIA2004 PIA2005 PIA3008 PIA4001	Behavior Modification Personality Individual Assessment Addiction and Rehabilitation Counseling	3 3 3 3	6		

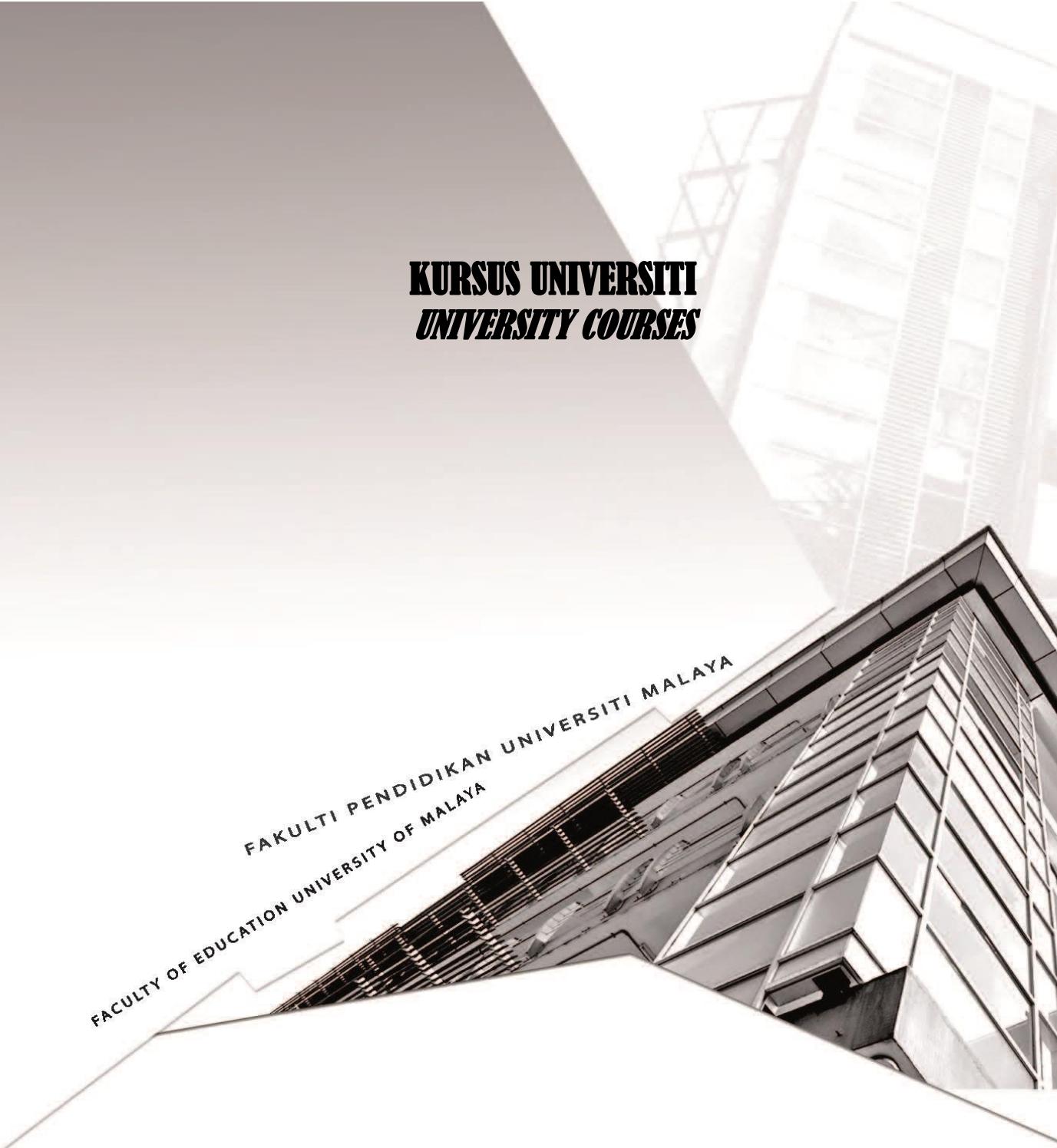
COURSE	YEAR 2 (continue)						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
	PIA4004	Organizational Psychology	3	PIA4004	Organizational Psychology	3		
	PIA4005	Abnormal Psychology	3	PIA4005	Abnormal Psychology	3		
	PIA4006	Counseling in Higher Education Institutions	3	PIA4006	Counseling in Higher Education Institutions	3		
	PIA4008	Introduction to Clinical Psychology	3	PIA4008	Introduction to Clinical Psychology	3		
	PIA4009	Human Development from the Islamic Perspective	3	PIA4009	Human Development from the Islamic Perspective	3		
	TOTAL			18	TOTAL		35	

COURSE	YEAR 3						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY	Elective Course Outsite the Faculty		2	-			2	
FACULTY CORE				PIX2001	Educational Psychology	3	3	
SPECIALIZATION CORE	PIA3001	Advanced Counseling Technique	3	PIA3005	Psychological Testing and Measurement	3	30	
	PIA3002	Group Dynamics and Procedure	3	PIA3006	Cross Cultural Counselling	3		
	PIA3003	Program Organisation for Counseling Services	3	PIA3007	Marriage and Family Counseling	3		
	PIA3004	Research Project	6	PIA3004	Research Project	6		
ELECTIVE SPECIALIZATION (choose 1 course only)	PIA2004	Behavior Modification	3	PIA2004	Behavior Modification	3	6	
	PIA2005	Personality	3	PIA2005	Personality	3		
	PIA3008	Individual Assessment	3	PIA3008	Individual Assessment	3		
	PIA4001	Addiction and Rehabilitation Counseling	3	PIA4001	Addiction and Rehabilitation Counseling	3		
	PIA4004	Organizational Psychology	3	PIA4004	Organizational Psychology	3		
	PIA4005	Abnormal Psychology	3	PIA4005	Abnormal Psychology	3		
	PIA4006	Counseling in Higher Education Institutions	3	PIA4006	Counseling in Higher Education Institutions	3		
	PIA4008	Introduction to Clinical Psychology	3	PIA4008	Introduction to Clinical Psychology	3		
	PIA4009	Human Development from the Islamic Perspective	3	PIA4009	Human Development from the Islamic Perspective	3		
TOTAL			20	TOTAL			21	
							41	

COURSE	YEAR 4						CREDIT	
	SEMESTER 1			SEMESTER 2				
	COURSE CODE	COURSE TITLE	CREDIT	COURSE CODE	COURSE TITLE	CREDIT		
UNIVERSITY		Co-Curriculum Course	2	--		2		
FACULTY CORE	PIX3001	Sociology of Education	3	-		3		
SPECIALIZATION CORE	PIA4002 PIA4003 PIA4007	Professional Issues and Ethics in Counselling and Psychology Counseling Practicum (Laboratory) Counselling Children and Adolescents	3 3 3	PIA4010	Internship	6	15	
ELECTIVE SPECIALIZATION (choose 1 course only)	PIA2004 PIA2005 PIA3008 PIA4001 PIA4004 PIA4005 PIA4006 PIA4008 PIA4009	Behavior Modification Personality Individual Assessment Addiction and Rehabilitation Counseling Organizational Psychology Abnormal Psychology Counseling in Higher Education Institutions Introduction to Clinical Psychology Human Development from the Islamic Perspective	3 3 3 3 3 3 3 3 3				6	
TOTAL			20	TOTAL			26	
TOTAL CREDIT							139	

Note: - Faculty has the authority not to continue or change a course depending on the circumstances. A course may not be offered due to the small number of students who register or due to the lack of teaching staff.

- Specialization Elective Course: Student required to choose 6 courses from 9 courses listed (18 credit)
- Progresif Course (+)



KURSUS UNIVERSITI UNIVERSITY COURSES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

- Bagi pro-forma Kursus Universiti berikut, sila rujuk program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua:
For the following University Courses please refer to the course description of the Bachelor of Education Teaching of English as a Second Language programme:

GIG1003 – Asas Pembudayaan Keusahawanan (2 Kredit)
Basic Course On Culture Of Entrepreneurship (2 Credit)

GIG1004 – Literasi Maklumat (2 Kredit)
Information Literacy (2 Credit)

GIG1005 – Jalinan Masyarakat (2 Kredit)
Social Engagement (2 Credit)

GLT1017 – Bahasa Melayu Asas (2 Kredit)
Basic Malay Language (2 Credit)

GIG1012 – Falsafah dan Isu Semasa (FIS) (2 Kredit)
Philosophy and Current Issues (2 Credit)

GIG1013 – Penghayatan Etika dan Peradaban (2 Kredit)
Appreciation of Ethics and Civilisations (2 Credit)

- Bagi Pro-Forma Kursus Universiti Bahasa (KUB), sila rujuk kepada Pro-Forma Kursus Universiti Program Sarjana Muda Pendidikan Awal Kanak-Kanak :
For the pro forma Language University Courses, please refer to the course description of the Bachelor of Early Childhood Education

Bagi pro-forma kursus Teras Fakulti berikut, sila rujuk program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua:

For the following Faculty Core courses, please refer to the course description of the Bachelor of Education Teaching of English as a Second Language programme:

PIX1001 – Sejarah Pendidikan di Malaysia (3 Kredit)
Education History in Malaysia (3 Credit)

PIX1003 – Falsafah Pendidikan Malaysia (3 Kredit)
Malaysian Education Philosophy (3 Credit)

PIX2001 – Psikologi Pendidikan (3 Kredit)
Educational Psychology (3 Credit)

PIX3001 – Sosiologi Pendidikan (3 Kredit)
Sociology of Education (3 Credit)



TERAS PENGKHUSUSAN
SPECIALIZATION CORE COURSES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES

SESI/SESSION 2020/2021

PIA1001 – PENGENALAN KEPADA PSIKOLOGI KAUNSELING (3 Kredit)
INTRODUCTION TO COUNSELING PSYCHOLOGY (3 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA1003/ Passed PIA1003

Sinopsis/Synopsis:

Kursus ini bertujuan memberikan overview dan penerangan mengenai psikologi kaunseling sebagai profesyen menolong individu, kelompok, dan keluarga menangani masalah yang timbul dari konflik semasa dalam kehidupan seharian. Tajuk perbincangan meliputi sejarah perkembangan profesion, peranan dan fungsi kaunselor, teori dan teknik, proses, penggunaan ujian dan alat pentaksiran dalam kaunseling, seting di mana kaunselor bekerja, dan isu serta etika dalam psikologi kaunseling.

This course is designed to give an overview and explanation regarding counseling psychology as a helping profession to aid individuals, groups, and families in resolving problems arising from situational conflicts and daily life. Topics of discussion encompass the history and development of the profession, the role and function of counselors, theories and techniques, processes, use of testing and assessment tools in counseling, setting of the counselor workplace, as well issues and ethics in counseling psychology.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

Gladding, S. T. (2012). *Counseling: A comprehensive profession (Student Value Edition)*. Englewood Cliffs, NJ: Pearson College Division.

Orlans, V. & Van Scoyoc, S. (2009). *A short introduction to counselling psychology*. London: SAGE Publications Ltd.

Rafidah Aga Mohd Jaladin & Lau Poh Li (2014). *Isu profesionalisme kaunseling di Malaysia*. Kuala Lumpur: Penerbit Universiti Malaya.

Sapora Sipon & Hapsah Md. Yusof (2013). *Pengenalan profesian kaunseling* (Ed. Ke-2). Nilai: Penerbit USIM.

PIA1002 – KEMAHIRAN KOMPUTER UNTUK KAUNSELOR (3 Kredit)
COMPUTER SKILLS FOR COUNSELORS (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pendedahan asas perkomputeran kepada pelajar supaya mereka lebih celik computer. Ini akan menjadikan mereka tenaga pekerja masa hadapan yang berkemahiran tinggi dalam bidang kaunseling dan penggunaan teknologi. Melalui kursus ini diharapkan pelajar akan dapat mengenali dan menggunakan program-program yang berkaitan dengan bimbingan dan kaunseling dan membangun resos dalam bentuk elektronik serta juga menggunakan aplikasi komputer dalam menguruskan perkhidmatan kaunseling.

This course aims to expose students to basic computer skills so that they are technology literate. This will prepare them as highly skilled workers for the future workforce in the fields of counseling and the use of technology. Through this course students will be expected to recognize and use appropriate software for guidance and counseling, develop resources in electronic form and also use computer applications to help manage counseling services.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia

Medium of Instruction : Malay Language

Rujukan Utama/Main References:

Artikel daripada *Journal of Psychosocial Research on Cyberspace: Cyberpsychology*. Akses daripada
<http://www.cyberpsychology.eu>

- Bahan daripada *International Association of CyberPsychology, Training, and Rehabilitation*. Akses daripada <http://factor.ning.com/>.
- Bahan daripada *Tools on Cyberpsychology: The Intersection of Technology and Human Experience*. Akses daripada www.cyberpsychology.com.
- Kemp, J., Morrison, G., & Ross, S. & Kalman, H. (2010). *Designing effective instruction*. (6th ed.). Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- Lau, P.L., Aga Mohd Jaladin, R. & Abdullah, H. S. (2013). *Understanding the two sides of online counseling and their ethical and legal ramifications*. Procedia Social and Behavioral Sciences, 103, 1243-1251.
- Sharp, V. F. (2009). *Computer Education for teachers: Integrating Technology into Classroom Teaching*. (6th ed.). Danvers, MA: John Wiley & Sons Inc.
- Smith, P.L & Ragan, T.J (2011). *Instructional design*. New York: John Willey and Sons, Inc.

PIA2001 – TEORI KAUNSELING (3 Kredit)
COUNSELING THEORY (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan memperkenalkan teori-teori kaunseling yang utama agar difahami pelajar dan menjadi asas pengendalian sesi kaunseling. Asas-asas pembentukan sesuatu teori juga akan dibincang Hubungkait antara teori dan teknik juga akan ditinjau. Pada akhir kursus, pelajar diharap dapat membentuk pendekatan kaunseling peribadi melalui integrasi teori-teori yang dipelajari.

The course aims to introduce the students major theories in counseling. Students are expected to understand and use them as a basis in doing counseling. The development of each theory and the relationship between theories and techniques will also be discussed. At the end of the course, students are expected to develop their own theoretical approach through the integration of theories.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Melati, S., Ida, A. T., Norfaezah, K., Azmawaty, M. N (2014). *Teori Kaunseling dan psikoterapi*. Kuala Lumpur: Penerbit Universiti Malaya.
- Corey, G. (2012). *Theories and practice of counselling and psychotherapy*. California: Wardsworth.
- Sharf, R. (2011). *Theories of Counseling and Psychotherapies*. California: Wardsworth.

PIA2002 – TEORI PERKEMBANGAN DAN AMALAN KERJAYA (3 Kredit)
CAREER DEVELOPMENT THEORY AND PRACTICE (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada bidang perkembangan vokasional dengan mengkaji teori perkembangan dan amalan kerjaya. Pelajar didedahkan kepada proses perkembangan kerjaya dan teori yang berkaitan. Pelajar juga akan meneliti gaya membuat keputusan kerjaya dari pandangan pelbagai teori perkembangan kerjaya. Pengetahuan ini akan membantu pelajar menjadi kaunselor kerjaya yang berkesan.

The course objective is to expose students to the vocational development field by studying career development theories and practice. Students will be exposed to the career development processes and related theories. They will also explore the style of career decision making from the views of different theories of career development. This knowledge will assist students to become effective career counselors.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Brown, S.D. & Lent, R.W (2013). *Career development and counseling: Putting theory and research to work*. NY: John Wiley and Sons.
- Sharf, R.S. (2013). *Applying career development theory to counseling*. (6th ed). Cengage Learning.
- Sidek Mohd Noah. (2002). *Perkembangan kerjaya: Teori dan Praktis*. Serdang: Penerbit UPM.
- Swanson, J.L. & Fouad, N.A. (2014). *Career Theory and Practice: Learning Through Case Studies*. Sage Publications.

**PIA2003 – KADEAH PENYELIDIKAN DALAM KAUNSELING (3 Kredit)
RESEARCH METHODS IN COUNSELING (3 CREDIT)****Sinopsis/Synopsis:**

Kursus ini dijangka dapat melengkapi pelajar-pelajar dengan asas-asas proses penyelidikan dan faktor-faktor yang mempengaruhi penyelidikan. Antara aspek-aspek yang dibincangkan ialah jenis-jenis penyelidikan, proses penyelidikan, faktor-faktor yang menjelaskan kesahan dan kebolehpercayaan penyelidikan, etika penyelidikan, rekabentuk-rekabentuk kajian, kesahan dan kebolehpercayaan penyelidikan, skala pengukuran, pembentukan item soal-selidik dan proses pengumpulan data.

This course is expected to equip students with the foundations of the research process and factors influencing research. Among the aspects discussed are the types of research, research process, factors influencing the validity and reliability of research, the ethics of research, types of research design, validity and reliability of research, measurement scales, designing questionnaire items and the data collection process.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Babbie, E. (2012). *The Practice of Social Research*. (13th ed). Belmont, CA: Wadsworth/Thomson Learning.
- Gay, L. R. & Airasian, P. (2011). *Educational Research: Competencies for Analysis and Application*. (10th ed). Upper Saddle River, N. J.: Merrill, Prentice-Hall.
- Tuckman, B. W. (2012). *Conducting Educational Research*. New York, NY: Harcourt Brace Jovanich, Inc.

**PIA2006 – TEKNIK KAUNSELING (3 Kredit)
COUNSELING TECHNIQUE (3 CREDIT)****Pra Syarat/Pre-requisite requirements:**

Lulus PIA2001/ Passed PIA2001

Sinopsis/Synopsis:

Kursus ini memberikan pendedahan tentang sifat-sifat peribadi kaunselor yang berkesan dan proses kaunseling individu. Pelajar juga akan diberikan pendedahan tentang kemahiran komunikasi dan teknik spesifik yang boleh digunakan dalam sesi kaunseling. Kemahiran tersebut meliputi kemahiran melayan, mendengar, memberi respon, menstruktur, menyelesaikan masalah dan lain-lain lagi. Beberapa teknik kaunseling berdasarkan teori-teori juga akan diajar.

This course gives exposure to the individual attributes of an effective counselor and the individual counseling process. Students will be exposed to the communication skills and specific techniques that can be used in counseling sessions. The skills include attending, listening, responding, structuring, problem solving and many others. Several counseling techniques based on theories will also be taught.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Cornier, S., Nurius, P.S. & Osborn C.J. (2012). *Interviewing and change strategies for helpers*. (7th ed). Cengage Learning.
- Egan, G. (2014). *The Skilled Helper. A Problem-Management and Opportunity-Development Approach to Helping* (10th ed). Cengage Learning.
- Mohd Aziz Shah Mohd Arip, Mohd Nasir Bistaman, Ahmad Jazimin Jusoh, Syed Sofian Syed Salim, Md Noor Saper. (2009). *Kemahiran Bimbingan dan Kaunseling*. Kuala Lumpur. PTS Profesional Publishing Sdn. Bhd.
- Okun, B.F. & Kantrowitz, R.E. (2014). *Effective Helping : Interviewing and Counseling Techniques* (2nd ed). Cengage Learning.

PIA2007 – KEPIMPINAN KELOMPOK (3 Kredit) GROUP LEADERSHIP (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini memperkenalkan pelajar kepada kepimpinan, kemahiran komunikasi dan teori-teori yang boleh digunakan semasa melaksanakan kaunseling kelompok. Ia bertujuan membimbing pelajar menjadi pemimpin kelompok yang berkesan dan dapat menjalankan kaunseling kelompok dengan jayanya. Kursus ini juga akan membekalkan kemahiran pengendalian kelompok serta kaedah campurtangan yang digunakan untuk menangani krisis dalam kelompok. Di samping itu, pelajar akan memahami garispanduan etika semasa melaksanakan kaunseling kelompok.

This course introduces the student to leadership, communication skills and the theories that can be applied in the implementation of group counseling. The course is aimed at guiding students to assume an effective leadership role in group counseling and conduct it successfully. This course also imparts the skills of implementing group counseling as well as methods of intervention to overcome crises in groups. Additionally, students will understand the ethical guidelines in implementing group counseling.

Kaedah Penilaian : Penilaian Berterusan - 50% Peperiksaan - 50%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Corey, G., Corey, M.S., Callanan, P. & Russell, J.M. (2014). *Group Techniques* (4th ed) . Cengage Learning.
- Ida Hartina Ahmed Tharbe (2006). *Memimpin kaunseling kelompok*. Kuala Lumpur: PTS Publishing Sdn. Bhd.
- Jacobs, E.E., Masson R.L., Harvill, R.L. & Schimmel, C.J. (2011). *Group Counseling: Strategies and Skills*. Cengage Learning.
- Konyne, R. K. (2013). *Group Work Leadership: An Introduction for Helpers*. SAGE Publications.
- Sapora Sipon (2012). *Kaunseling Kelompok* (Edisi Kedua). Penerbit Universiti Sains Islam Malaysia.

PIA2008 – STATISTIK ASAS UNTUK SAINS TINGKAHLAKU (3 Kredit) BASIC STATISTICS FOR THE BEHAVIORAL SCIENCE (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini menyediakan pelajar dengan kemahiran asas untuk menilai data dari kajian dalam bidang sains tingkah laku, terutamanya dalam bidang psikologi. Pelajar akan membiasakan diri dengan penerangan data, varians dan kepelbagaian, ujian penting, korelasi dan regresi linear mudah, analisis varians, dan topik-topik lain yang berkaitan. Matlamat utama kursus ialah untuk memperolehi kemahiran penaakulan statistik untuk membantu proses membuat keputusan dalam kajian. Peristiwa-peristiwa semasa digunakan sebagai contoh sepanjang kursus ini.

This course provides students with the basic knowledge for evaluating data from studies in the behavioural sciences, particularly in the field of psychology. Students will be familiar with data description, variance and variability, significance tests, correlation and simple linear regression, analysis of variance, and other related topics. The main goal of the course is to gain the skill of statistical reasoning to assist decision making process in research. Current events are used as illustrations for the duration of the course.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Gregory, J. P. (2012). *Statistics for the behavioral sciences*. Thousand Oaks, CA: Sage.
Nur'azah Abdul Manaf & Mazlan Mohamad A. Hamed. (2010). *Statistik*. Skudai, Johor: UTM Press.
Walsh, Anthony, & Ollenburger, J. C. (2011). *Essential Statistic for the Social and Behavioral Sciences*. Englewood Cliffs, NJ: Prentice Hall.

PIA2009 – KAUNSELING VOKASIONAL DAN KERJAYA (3 Kredit)
CAREER AND VOCATIONAL COUNSELING (3 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA2002/ Passed PIA2002

Sinopsis/Synopsis:

Melalui kursus ini pelajar mempelajari teknik pengumpulan maklumat dan penggunaannya dalam pengendalian sesi kaunseling vokasional dan kerjaya yang berkesan. Pelajar didehakan dengan kemahiran untuk memilih struktur kaunseling vokasional dan kerjaya yang bersesuaian dengan keperluan klien. Di samping itu, pelajar akan didedahkan dengan isu-isu pengendalian kaunseling kerjaya bagi kelompok tertentu seperti lelaki dan perempuan, pesara, kurang upaya dan lain-lain.

Through this course students will learn techniques of data gathering and use of data in carrying out effective vocational and career counseling. They will be exposed to skills for choosing the structure of vocational and career counseling suited to clients' needs. Students will also be exposed to issues in career counseling implementation for specific groups, for example, males and females, retirees, the disabled and others.

Kaedah Penilaian : Penilaian Berterusan - 50% **Peperiksaan** - 50%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Isaacson, L. E., & Brown, D. (2012). *Career information, career counseling, and career development*. Boston, MA: Allyn & Bacon.
Liptak, J. J. (2001). *Treatment planning in career counseling*. Pacific Grove, CA: Wadsworth.
Swanson, J. L. & Fouad, N. A. (2014). *Career theory and practice: Learning through case studies*. London: Sage.
Zunker, V. G. (2012). *Career counseling: A holistic approach*. Belmont, CA: Thomson Learning.

PIA3001 –TEKNIK KAUNSELING LANJUTAN (3 Kredit)
ADVANCED COUNSELING TECHNIQUE (3 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA2001 dan PIA2006/ Passed PIA2001 and PIA2006

Sinopsis/Synopsis:

Kursus ini bertujuan untuk melatih pelajar menggabungkan teknik-teknik kaunseling asas yang telah dipelajari melalui kursus PIA2006 dengan teknik lanjutan kaunseling individu. Teknik kaunseling seperti kemahiran melayan dan mendengar dengan teori-teori kaunseling di dalam pengendalian sesi yang lebih menyeluruh. Pelajar akan memasuki tahap pengenalpastian masalah dan penyelesaian masalah dengan menggunakan keseluruhan teknik dan kemahiran yang telah diperolehi melalui sesi kaunseling individu secara amali.

This course is designed to train students in integrating basic counseling techniques learnt in PIA2006 with more advanced techniques of individual counseling. Counseling techniques such as attending skills and reflective listening will be explored together with relevant theories

in implementation of holistic counseling sessions. Students will reach a stage where they can identify problems and the solutions using all the techniques and skills learnt before acquired from the practical sessions of individual counseling.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Egan, G. (2014). *The Skilled Helper. A Problem-Management and Opportunity-Development Approach to Helping*. (10th ed). Cengage Learning Inc.
Hill, C.E. (2014). *Helping Skills: Facilitating Exploration, Insight, and Action*. (4th ed). American Psychological Association.
Melati et.al. (2014). *Teori Kaunseling dan Psikoterapi*. Kuala Lumpur: Penerbit Universiti Malaya.
Young, M.E. (2012). *Learning the Art of Helping: Building Blocks and Techniques*. (5th ed). Pearson.

PIA3002 – DINAMIK DAN PROSEDUR KELOMPOK (3 Kredit)
GROUP DYNAMICS AND PROCEDURE (3 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA2007/ Passed PIA2007

Sinopsis/Synopsis:

Kursus ini bertujuan untuk memperkenalkan kepada pelajar peranan dan fungsi prosedur kelompok dengan memberikan penekanan kepada elemen-elemen dinamik dalam proses perkembangan kelompok. Matlamat utama kursus adalah untuk memberikan pengetahuan asas kepada pelajar yang boleh digunakan sebagai panduan dalam membina pendekatan sendiri apabila mengendalikan perkhidmatan bimbingan dan kaunseling kelompok atau aktiviti kelompok yang lain. Pelajar juga akan menjalankan amali sesi kaunseling kelompok sebenar dengan menggabungkan pengetahuan merancang kelompok, memimpin kelompok, menggunakan kemahiran komunikasi kelompok, kemahiran penyelesaian masalah dan teknik-teknik berdasarkan teori yang sesuai dengan tema kelompok yang mereka jalankan.

This course is aimed at introducing students to the roles and functions of group procedures by emphasizing elements of group dynamics and processes in group development. The main objective of the course is to impart basic knowledge to students for use as guidelines in devising their own approach when implementing group counseling or other group activities. Student will also experience the actual group counseling practical session by incorporating their knowledge on group planning, group leading, use of group counseling communication skills, problem solving skills and theoretical based techniques to suit the theme of their group.

Kaedah Penilaian : Penilaian Berterusan - 50% Peperiksaan - 50%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Corey, G. (2011) *Theories and practice of Group Counseling*. (8th ed). Cengage Learning.
Corey, M.S. & Corey, G. & Corey, C. (2013). *Group process and practice*. (9th ed). Brooks/Cole.
Ida Hartina Ahmed Tharbe. (2006). *Memimpin kaunseling kelompok*. Kuala Lumpur: PTS Publishing Sdn. Bhd.
Kottler, J. A. & Englar-Carlson, M. (2014). *Learning group leadership: An experiential approach*. (3rd ed). SAGE Publication Inc.
Sapora Sipon. (2012). *Kaunseling Kelompok* (Edisi Kedua). Penerbit Universiti Sains Islam Malaysia

PIA3003 – PENGENDALIAN PROGRAM PERKHIDMATAN KAUNSELING (3 Kredit)
PROGRAM ORGANISATION FOR COUNSELING SERVICES (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini akan memberikan pelajar pengetahuan serta pengalaman lapangan tentang kaedah merancang program bagi organisasi, khususnya khususnya untuk program motivasi, latihan dan pengurusan pekerja dalam sesebuah organisasi. Pelajar akan turut dilatih menghasilkan kertas cadangan bagi program yang boleh dikendalikan bagi sesebuah organisasi.

This course will give students the knowledge and field experience in the methods of programs planning for organizations, specifically for motivational training and employee management in organizations. Students will be trained in producing proposals for implementation of counseling programs in organizations.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Fillmore, E. (2010). *A Counseling Program Development and Accountability Model: For Student Services / Counseling Program Managers/College Instructors/Graduate Students/Counseling/Psychology Majors*. Authorhouse.
Myer, J. & Herr, E. L. (2011). *The Handbook of Counseling*. Sage Publications, Inc.
Robbins, S. P. (2012). *Organizational Behaviour*. (15th ed). Prentice Hall, Inc.

PIA3004 – PROJEK PENYELIDIKAN (12 Kredit)
RESEARCH PROJECT (12 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA2003 dan PIA2008/ Passed PIA2003 and PIA2008

Sinopsis/Synopsis:

Dalam kursus ini pelajar akan dibimbing untuk menguasai kaedah menjalankan kajian secara ilmiah. Mereka akan memilih satu tajuk penyelidikan yang bersesuaian untuk dilaksanakan dalam tempoh satu semester. Pada akhir kursus ini mereka akan menghasilkan sebuah laporan penyelidikan yang telah dijalankan untuk tujuan penilaian kursus.

In this course students will be guided in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course they will produce a research report to be evaluated as the course assessment.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Babbie, E. (2012). *The Practice of Social Research*. Belmont, CA: Wadsworth/Thomson Learning.
Frankel, J. R., & Wallen, N. E. (2011). *How to design and evaluate research in education*. (6th ed.). McGraw-Hill.
Gay, L. R. & Airasian, P. (2011). *Educational Research: Competencies for Analysis and Application*. Upper Saddle River, N.J.: Merrill, Prentice-Hall.

PIA3005 – UJIAN DAN PENGUKURAN PSIKOLOGI (3 Kredit)
PSYCHOLOGICAL TESTING AND MEASUREMENT (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan mendedahkan pelajar kepada pelbagai ujian psikologi yang digunakan dalam perkhidmatan psikologi dan kaunseling. Melalui kursus ini, pelajar diharap akan dapat membina kemahiran menilai, mentadbir memarkan, menginterpretasi dan menganalisa ujian psikologi dengan baik. Pelajar akan didedahkan kepada beberapa instrument psikologi bagi mengukur aptitude, pencapaian, kecerdasan, personaliti, dan minat kerjaya klien. Pelajar juga akan didedahkan kepada beberapa elemen penting dalam ujian psikologi seperti fungsi ujian, isu perundangan, keesahan, kebolehpercayaan, etika dan penggunaan ujian untuk individu mengikut pelbagai latar belakang sosial, ekonomi, kebudayaan, dan etnik.

The course objective is to expose students to various tests used in psychology and counseling services. Through this course, it is hoped that the student is able to acquire skills in analyzing, administering, scoring, and interpreting psychology tests. Students will develop skills on selected tests such as aptitude, achievement, personality, intelligence, and interest in career. Other issues that are related to the tests such as the functions of the tests, legal issues, validity and reliability, ethics and the use of testing for individuals from different socioeconomic, cultural and ethnic backgrounds will also be discussed.

Kaedah Penilaian : Penilaian Berterusan - 40% Peperiksaan - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Bram, A. D., & Peebles, M. J. (2014). *Psychological testing that matters: Creating a road map for effective treatment*. APA.
Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). *Psychological testing and assessment. An introduction to tests and measurement*. (8th ed.).
Hunsley, J., & Lee, C. M. (2013). *Introduction to Clinical Psychology: An Evidence-Based Approach*. (2nd ed). Wiley.

PIA3006 – KAUNSELING SILANG BUDAYA (3 Kredit)
CROSS CULTURAL COUNSELING (3 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA2001/ Passed PIA2001

Sinopsis/Synopsis:

Kursus ini memberi pendedahan kepada kaunseling silang budaya. Pelajar akan diajar tentang teori dan pendekatan tertentu yang boleh digunakan dalam sesi kaunseling kepada individu daripada populasi dan budaya yang pelbagai. Di antara populasi yang akan diberi tumpuan ialah golongan warga tua, janda/duda, penjenayah, penagih dadah, kanak-kanak dan orang kurang upaya (OKU).

This course exposes students to aspects of crosscultural counseling. Students will be taught about theories and approaches to be used in counseling sessions involving multicultural populations. Among the populations emphasized are the aged, widows/widowers, criminals, drug addicts, children and disabled people.

Kaedah Penilaian : Penilaian Berterusan - 60% Peperiksaan - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Ivey, A. E., Ivey, M. B. (2014). *Intentional interviewing and counselling*. (8th ed.). Singapore: Thomson, Brooks / Cole.
Pedersen, P.B., Draguns, J.G., Lonner, W.I. & Trimble, J.E. (eds). (2015). *Counselling across cultures*. (6th ed). Thousand Oaks, CA:Sage.

- Ponterotto, J.G., Casas, J.M., Suzuki, L.A., & Alexander, C.M. (eds.). (2010). *Handbook of multicultural counselling*. (3rd ed.). Thousand Oaks, CA: Sage.
- Sue, D., & Sue, David. (2013). *Counselling the culturally diverse*. (6th ed.) Canada: John Wiley & Sons.

**PIA3007 – KAUNSELING PERKAHWINAN & KELUARGA (3 Kredit)
MARRIAGE AND FAMILY COUNSELING (3 CREDIT)**

Pra Syarat/Pre-requisite requirements:

Lulus PIA2001/ Passed PIA2001

Sinopsis/Synopsis:

Kursus ini memberi pendedahan kepada pelajar tentang bagaimana mengendalikan kaunseling kepada pasangan dan keluarga yang bermasalah. Pelajar juga akan diajar beberapa pendekatan dan teori khusus yang digunakan dalam kaunseling perkahwinan dan keluarga. Kemahiran tertentu dan isu-isu semasa perkahwinan dan keluarga juga akan dibincangkan. Pengenalan mengenai Undang-Undang Keluarga Sivil dan Islam mengikut konteks Malaysia juga akan didedahkan.

The course is designed to expose the students to marriage and family counseling in the community. Some of the issues discussed are problems faced by couples at the pre marital stage and problems faced by married couple such as separation, divorce, family conflict, and abuse. Besides that, students are exposed to certain issues such as remarriage, family with single parent and family with dual earners. Some of the approaches of marriage and family counseling are also discussed. An introduction to Civil and Islamic Family Law in the Malaysian context will also be discussed.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Dattilio, F.M., Jongsma, A.E., & Davis, S. D. (2010). *The family therapy treatment planner*. Hoboken, NJ: John Wiley and Sons.
- Gladding, S.T. (2014). *Family Therapy: History, theory and practice*, Boaton, MA: Pearson.
- Nichols, (2013). *Family therapy: trach changes and methods*. Boston, MA: Pearson.
- Patterson, J., & Williams. L., Edwards, T.,M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential Skills in Family Therapy: From the First Interview to Termination*. New York, NY: The Guilford Press

**PIA4002 – ISU PROFESIONAL DAN ETIKA DALAM KAUNSELING DAN PSIKOLOGI (3 Kredit)
PROFESSIONAL ISSUES AND ETHICS IN COUNSELING AND PSYCHOLOGY (3 CREDIT)**

Pra Syarat/Pre-requisite requirements:

Lulus PIA2001, PIA2006 dan PIA3001/ Passed PIA2001, PIA2006 and PIA3001

Sinopsis/Synopsis:

Kursus ini memberi pendedahan tentang isu semasa yang berkaitan dengan etika dalam profesion kaunseling. Pelajar akan mendapat maklumat tentang beberapa kod etika kaunselor seperti digariskan oleh Persatuan Kaunseling Malaysia (PERKAMA) dan American Counseling Association (ACA). Pelajar juga akan mendapat maklumat untuk memformulasikan pendekatan sendiri dengan berpandukan etika bagi menyelesaikan isu-isu asas dan professional dalam kaunseling.

This course exposes students to current issues related to ethics of the counseling profession. Students will get information on codes of ethics as practised by the Malaysian Counseling Association (PERKAMA) and the American Counseling Association (ACA). Students will also be given information so that they can formulate their own approaches guided by ethics to resolve issues in the counseling profession.

Kaedah Penilaian : Penilaian Berterusan - 60% **Peperiksaan** - 40%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Corey, G., Corey, M.S., Corey, C. & Callanan, P. (2015). *Issues and ethics in the helping professions* (Ed. Ke-9.). California: Wardsworth.
- Lembaga Kaunselor Malaysia (2011). *Kod etika kaunselor*. Kuala Lumpur: Penerbit Lembaga Kaunselor Malaysia.
- Rafidah Aga Mohd Jaladin & Lau, Poh Li (2013). *Isu profesional dan etika dalam kaunseling dan psikoterapi*. Kuala Lumpur: Penerbit Universiti Malaya.
- Welfel, E. R. (2006). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues*. California: Wardsworth.

**PIA4003 – LATIHAN AMALI KAUNSELING (MAKMAL) (3 Kredit)
COUNSELING PRACTICUM (LABORATORY) (3 CREDIT)**

Pra Syarat/Pre-requisite requirements:

Lulus PIA2001, PIA2006, PIA3001/ Passed PIA2001, PIA2006 and PIA3001

Sinopsis/Synopsis:

Kursus ini adalah kursus amali di mana pelajar diperlukan menjalankan kaunseling di bawah penyeliaan pensyarah. Setiap pelajar diperlukan merakamkan sekurang-kurangnya tujuh sesi kaunseling untuk dibawa ke kelas makmal bagi tujuan kritikan dan penyeliaan. Pelajar perlu meneruskan memberi kaunseling kepada klien yang sama sehingga mesalah klien dapat diselesaikan. Pelajar diperlukan menyerahkan satu rakaman sesi setiap dua minggu.

This is a practical course whereby students are required to implement counseling under the supervision of a lecturer. Each student is required to record at least seven counseling sessions to be brought to the class laboratory for criticism and evaluation. Students are required to continue giving counseling to the client until the client's problem is resolved. Students are required to hand in a recording of a session every fortnight.

Kaedah Penilaian : Penilaian Berterusan - 100%

Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris

Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Cornier, S., Nurius, P. S. & Osborn C. J. (2012). *Interviewing and change strategies for helpers*. (7th ed). Cengage Learning.
- Egan, G. (2014). *The Skilled Helper. A Problem-Management and Opportunity-Development Approach to Helping* (10th ed). Cengage Learning.
- Mohd Aziz Shah Mohd Arip, Mohd Nasir Bistaman, Ahmad Jazimin Jusoh, Syed Sofian Syed Salim, Md Noor Saper. (2009). *Kemahiran Bimbingan dan Kaunseling*. Kuala Lumpur: PTS Professional Publishing Sdn Bhd.
- Okun, B. F. & Kantrowitz, R. E. (2014). *Effective Helping: Interviewing and Counseling Techniques* (2nd ed). Cengage Learning.

**PIA4007 – KAUNSELING KANAK-KANAK DAN REMAJA (3 Kredit)
COUNSELING CHILDREN AND ADOLESCENTS (3 CREDIT)**

Sinopsis/Synopsis:

Kursus ini melatih para pelajar untuk memahami isu-isu yang sering dialami oleh golongan kanak-kanak dan remaja. Kursus ini mendidik para pelajar mempelajari teori dan rawatan yang sesuai untuk membantu golongan kanak-kanak dan remaja menghadapi pelbagai masalah.

This course teaches students to understand the issues that are often experienced by the children and adolescents. This course also educates students learn theory and appropriate treatment to help those children and teenagers who are facing difficult problems.

Kaedah Penilaian : Penilaian Berterusan - 40%

Assessment Method : Continuous Assessment

Peperiksaan - 60%

Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Henderson, D. A. (2011). *Counseling Children and Adolescents*. (8th ed). Brooks/Cole.
Hess, R. S., Magnusan, S., & Beeler, L. M. (2011). *Counseling Children & Adolescents in School*. Sage.
Vernon, A. (2010). *Counseling Children & Adolescents*. (4th ed).

PIA4010 – INTERNSHIP (6 Kredit)
INTERNSHIP (6 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA2001, PIA2006, PIA3001, PIA4003/ Passed PIA2001, PIA2006, PIA3001 and PIA4003

Sinopsis/Synopsis:

Dalam latihan profesional ini pelajar-pelajar akan ditempatkan di organisasi yang memberikan perkhidmatan kaunseling samada di pusat pengajian tinggi, di sekolah, pusat kaunseling, politeknik, pusat latihan industri, hospital, jabatan kerajaan atau agensi yang menyediakan perkhidmatan kaunseling. Penempatan ini adalah bertujuan untuk memberikan peluang kepada pelajar menggunakan pengetahuan dan kemahiran yang telah dipelajari untuk menjalankan tugas dengan berkesan di setting sebenar. Pelajar akan diselia oleh kedua-dua penyelia dari program dan organisasi bagi memastikan mereka dapat menjalankan tugas sebagai kaunselor pelatih yang professional dan beretika.

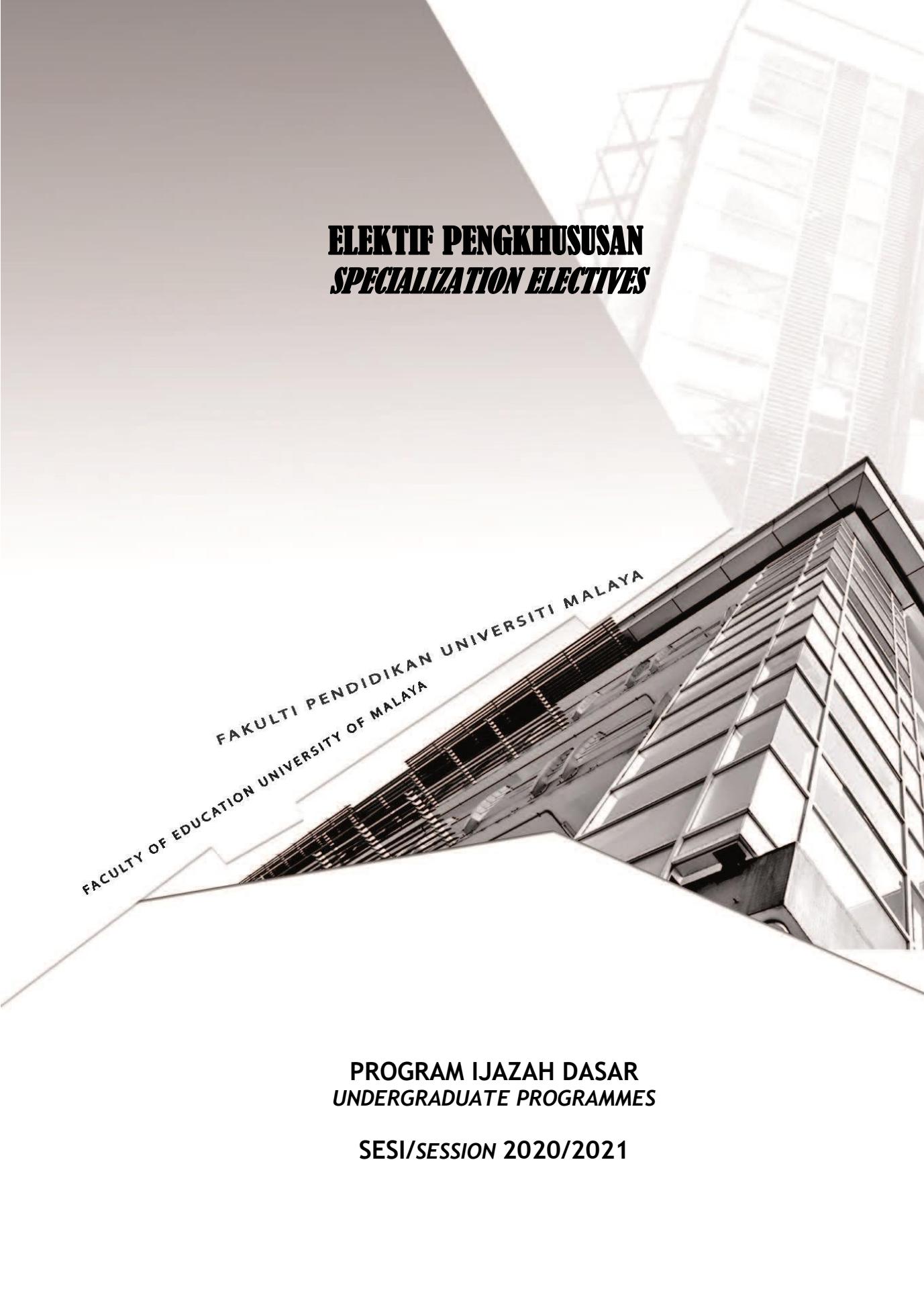
In this professional training course trainees will be placed in centers where they can provide counseling services either in higher education institutes, schools, counseling centers, polytechnics, industrial training institutes, hospitals, government departments, or agencies offering counseling services. The placement is aimed at giving trainees the opportunity to apply their knowledge and skills in the actual setting. Students will be supervised by both program and on-site supervisors to ensure that they are able to manage their duties as professional and ethical counselor trainees.

Kaedah Penilaian : Penilaian Berterusan - 100%
Assessment Method : Continuous Assessment

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Baird, B. N. (2007). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*. (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
Boylan, J. & Scott, J. (2014). *Practicum and Internship: Textbook and Resource Guide for Counselling and Psychotherapy* (4th ed.). New York, NY: Routledge.
Hill, C.E. (2014). *Helping Skills: Facilitating Exploration, Insight, and Action* (4th ed). Washington DC: American Psychological Association.
Sweitzer, H. F. & King, M. A. (2013). *The successful Internship: Personal, professional and civic development* (3rd ed): Brooks/Cole Cengage Learning.



ELEKTIF PENGKHUSUSAN SPECIALIZATION ELECTIVES

FACULTY OF EDUCATION UNIVERSITY OF MALAYA
FAKULTI PENDIDIKAN UNIVERSITI MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

PIA1003 – PENGENALAN KEPADA PSIKOLOGI (3 Kredit)
INTRODUCTION TO PSYCHOLOGY (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini memperkenal psikologi sebagai sains tingkah laku untuk membantu pelajar mengembangkan potensi sebagai seorang warganegara yang dapat memberikan perkhidmatan kepada masyarakat apabila tamat pengajian. Prinsip-prinsip asas psikologi dan teori yang berkaitan akan dibincangkan. Akhirnya pelajar akan memahami bahawa tingkah laku manusia boleh diramal berdasarkan penemuan psikologi.

This course undertakes a survey of psychology as a behavioral science for helping students develop their potential as citizens who can render service to the community after completing their studies. The basic principles of psychology and related theories will be discussed. At the end, the students will understand that human behavior can be predicted based on psychological finding.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Ciccarelli, S., and White, J.N. (2012). *Psychology*. Upper Saddle River, NJ: Pearson Education Inc.
Kalat, J.W. (2013). *Introduction to Psychology*. Belmont, CA: Wadsworth
Mahmood Nazar Mohamed. (2011). *Pengantar psikologi: Satu pengenalan asas kepada jiwa dan tingkah laku manusia*. Kuala Lumpur: DBP.

PIA1004 – PSIKOLOGI SOSIAL (3 Kredit)
SOCIAL PSYCHOLOGY (3 CREDIT)

Sinopsis/Synopsis:

Skop kursus membantu pelajar memahami pembentukan tingkah laku sosial individu dalam konteks sosiobudaya. Dengan ini, pelajar dapat mengaplikasi konsep asas psikologi sosial dalam amalan kaunseling. Pelajar juga boleh menghubungkait peranan kelompok sosial dan agensi sosial dalam pembentukan tingkah laku sosial individu. Ada beberapa isu lain juga dikaitkan dalam perbincangan proses sosial iaitu. impak globalisasi dan ICT dalam konteks sosiobudaya.

The scope of the course helps students understand the formation of social behavior of individuals in the sociocultural context. This will enable students to apply core concepts of social psychology in counseling practice. They will be able to relate the role of social groups and social agencies in shaping social behavior of individuals. A few other issues will also be explored in the discussion of social process, among them the impact of globalization and ICT in the sociocultural context.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Hewstone,M, Stroebe, W. & Jonas, K. (2012). *An Introduction to Social Psychology* (5th ed). Wiley: BPS Blackwell.
Kendrick, D.T., Neuberg, S. L. & Caldini, R.B. (2012). *Social Psychology-Goals in Interaction* Boston: Pearson Education Inc.
Quek Ai Hwa. (2010). *The Social Psychology of Career*, Kuala Lumpur: Lingua Publications.

PIA1005 – PERKEMBANGAN DI PERINGKAT DEWASA (3 Kredit)
DEVELOPMENT IN ADULT STAGE (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan melihat dengan lebih mendalam akan setiap tahap perkembangan dalam kitaran kehidupan manusia. Dalam kursus ini, pelajar akan dibawa meneroka masalah seperti perubahan dalam peranan ibu bapa, perubahan tekanan masyarakat pada orang dewasa, perubahan dalam cara gaya hidup orang dewasa, perubahan peranan lelaki dan perempuan, dan tekanan ke atas kesihatan. Penekanan akan diberi kepada pengenalpastian pola pembelajaran seumur hidup yang membawa kepada kehidupan yang lebih bermakna dan lebih memuaskan.

This course is aimed at in-depth examination of all the developmental stages in the human life cycle. In this course, the student will be exploring issues such as change in the role of parents, changes in social pressure on adults, lifestyle changes in adults, changes in gender roles, and threats to health and well-being. Emphasis will be given on identification of the lifelong learning model that can result in a more meaningful and satisfying life.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Cavanagh, J.C. (2010). *Adult development and Aging*. Michigan: Cengage Learning.
Erber, J.T. (2013). *Aging and Older Adulthood*. NY: Wiley-Blackwell.
Lemme, B.H. (2005). *Development in Adulthood*. NY: Pearson.
Papalia, D.E., Olds, S.W., & Feldman, R.D. (2011). *Human Development* (8th ed.). Boston: McGraw-Hill.

PIA1006 – KESIHATAN MENTAL & PENYESUAIAN (3 Kredit)
MENTAL HEALTH AND ADJUSTMENT (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan mendedahkan pelajar kepada mekanisme penyesuaian yang manusia gunakan sebagai gerakbalas kepada permintaan fizikal, psikologi, dan sosial diri, orang lain dan persekitaran. Perhatian akan diberi kepada mengkaji cara yang manusia lakukan untuk menghadapi atau menangani konflik dan kekecewaan dan penggunaan mekanisme pertahanan diri untuk mengekalkan keseimbangan diri dan proses berterusan di mana individu mengubahsuai tingkahlakunya untuk menghasilkan perhubungan yang lebih seimbang antara dirinya dan persekitaran. Tajuk perbincangan meliputi kesihatan dan kesihatan mental, penyesuaian sebagai proses dan pencapaian, penjagaan kesihatan mental, kekecewaan dan konflik, mekanisme pertahanan diri, teori-teori mengenai salahsuaian, penyesuaian neurotik dan psikotik, keceluaran personaliti, peranan kaunseling dan psikoterapi dalam memupuk dan mempertingkatkan kesihatan mental.

This course will expose students to the adjustment mechanisms used by humans in response to physical, psychological and social demands of the self, others and environment. Focus will be given to studying how humans face conflict and disappointment, mechanisms of self resilience to maintain equilibrium, and ongoing processes that allow the individual to adapt behavior for a balanced relationship between self and environment. Topics to be discussed include physical and mental health, adjustment as process and its achievement, care for mental health, conflict and disappointment, self resilience mechanisms, theories of maladjustment, neurotic and psychotic behavior, personality disorders, as well as the role of counseling and psychotherapy in facilitating and raising the level of mental health.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Amber Hague. (2011). *Mental health in Malaysia: Issues and concerns*. KL: University of Malaya Press.
Diener, E., Oishi, S., & Lucas, R. (2013). *Subjective well-being: The science of happiness and life satisfaction*. Oxford:

Oxford Univ Press.

Dunnally, J. W., Eburne, N., & Kittleson, M. (2010). *Mental health: Dimensions of self-esteem and emotional well-being*. Needham Heights, MA: Allyn & Bacon.

**PIA1007 – PSIKOLOGI PERKEMBANGAN (3 Kredit)
DEVELOPMENTAL PSYCHOLOGY (3 CREDIT)**

Sinopsis/Synopsis:

Kursus ini bertujuan mengesan beberapa isu penting mengenai psikologi perkembangan semasa hayat dari peringkat persenyawaan hingga remaja. Pertimbangan akan diberi kepada faktor yang memungkin dan menghalang perkembangan normal dari segi fizikal, emosi, sosial, intelektual dan moral. Tumpuan akan juga diberikan kepada perkembangan konsep kendiri, dengan tujuan membantu pelajar menjadi lebih sedar akan diri sendiri, dan hubungan mereka dengan orang lain. Teori mengenai perkembangan kognitif, psikososial, dan moral juga akan dibincangkan.

This course is aimed at identifying several important issues related to developmental psychology in life from conception to adolescence. Consideration is given to factors that facilitate or impede normal development from the physical, emotional, social, intellectual and moral aspects. Attention will also be given to development of self-concept, with the aim of helping the student to enhance their self awareness and their relationship with others. Theories related to cognitive, psychosocial and moral development will also be discussed.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan - 60%**
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Berk, L. (2013). *Child Development*. Boston: Pearson.
Cook, J. L., & Cook, G. (2012). *Child Development: Principles and Perspectives*. Boston: Pearson.
Shaffer, D. R. (2013). *Developmental Psychology: Childhood and Adolescence*. Belmont, CA: Wadsworth.

**PIA2004 – MODIFIKASI TINGKAHLAKU (3 Kredit)
BEHAVIOR MODIFICATION (3 CREDIT)**

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membantu pelajar menguasai prinsip dan konsep modifikasi tingkahlaku yang mereka boleh aplikasi dalam menjalankan tugas sebagai kaunselor. Pelajar akan didedahkan kepada cara-cara membentuk tingkahlaku baru melalui prinsip peneguhan, peragaan dan diskriminasi; cara-cara memantap tingkahlaku baru melalui prinsip pengurangan peneguhan dan peneguhan berkala; cara mengekalkan tingkahlaku yang sudah berasas melalui prinsip substitusi atau penggantian; cara-cara memberhentikan tingkahlaku yang tidak tersesuai melalui prinsip pemuakan, penghapusan dan denda; dan cara-cara mengubahsuai tingkahlaku emosi melalui prinsip pengelakan dan pengurangan ketakutan.

This course is aimed at aiding the students in mastering principles and concepts of behavior modification that they can apply in carrying out their duties as a counselor. Students will be exposed to techniques of behavior modification through reinforcement, counter conditioning and discrimination; ways to consolidate new behaviors through principles such as reduction of reinforcement and intermittent reinforcement; maintaining behaviors through principles of substitution or replacement; ways to stop undesirable behaviors through the satiation principle, extinction and punishment; and ways to change emotional behavior through principles of escape and avoidance conditioning.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan - 60%**
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Miltenberger, R. G. (2012). *Behavior modification: Principles and procedure*. (5th ed). Belmont, CA: Wadsworth, Cengage Learning.
- Santrok, J. (2006). *Educational psychology*. NY: McGraw Hill.
- Sarafino, E. P. (2011). *Applied behavior analysis: Principles and procedures in behavior modification*: Wiley Global Education.

PIA2005 – PERSONALITI (3 Kredit)
PERSONALITY (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini akan memperkenalkan kajian-kajian psikologi personaliti dan bagaimana teori-teori boleh berperanan dalam memahami individu. Kursus ini akan membuat tinjauan secara umum tentang perkembangan personaliti dan proses yang berlaku dalam pembentukan personaliti. Dalam setiap teori, pelajar akan didedahkan tentang perkembangan personaliti, dinamik personaliti, dan struktur personaliti.

This course introduces studies on personality psychology and the role of theories in understanding an individual. This course will undertake a general survey and the processes in personality development. In each theory, students will be exposed to development, dynamics, and structure of personality.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan - 60%**
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Burger, J. M. (2010). *Personality*. (8th ed.). Belmont, CA: Wadsworth Publishing.
 Chamorro – Premuzic, T. (2011). *Personality & Individual Differences*. NY : Blackwell.
 Larsen, R., Buss, D. (2013). *Personality Psychology: Domains of Knowledge About Human Nature*. NY: Mc Graw – Hill.

PIA3008 – PENTAKSIRAN INDIVIDU (3 Kredit)
INDIVIDUAL ASSESSMENT (3 CREDIT)

Sinopsis/Synopsis:

Proses penilaian individu membolehkan kaunselor memilih rawatan dan intervensi yang tepat untuk klienya. Tujuan kursus ini adalah untuk mendedahkan pelajar dengan prinsip dan jenis pentaksiran dan penggunaannya dalam mengdiagnosis dan merawat klien. Melalui kursus ini juga, pelajar akan dilatih untuk memahami pentaksiran terhadap populasi khusus, pengaplikasian teknologi dan tren masa hadapan kaedah pentaksiran individu.

Individual assessment process allows the counselor to choose the appropriate treatment and interventions for clients. The course is designed to familiarize students with the principles and types of assessment and their use in diagnosis the assessment for specific populations, applications of technology in assessment and future trends in individual assessment.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan - 60%**
Assessment Method : Continuous Assessment **Examination**

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Erford, B. (2012). *Assessment for counselors*. (2nd ed.). Brooks/Cole: Cengage Learning.
 Schmitt, N. (2013). *The Oxford Handbook of Personnel Assessment and Selection*. Online Version,
 DOI:10.1093/oxfordhb/9780199732579.013.0018 Oxford Library of Psychology.
 Sidek Mohd Noah (2010). *Pengujian dan Penilaian Dalam Kaunseling: Teori dan Aplikasi*. Selangor: Penerbit Universiti Putra Malaysia.

PIA4001 – KAUNSELING KETAGIHAN DAN PEMULIHAN (3 Kredit)
ADDICTION AND REHABILITATION COUNSELING (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini direkabentuk bagi membolehkan pelajar memahami, mengaplikasi, dan merancang program kaunseling dan pemulihan dadah. Aspek sejarah, falsafah, peranan, fungsi, organisasi, dan perkembangan model-model perkhidmatan kaunseling dan pemulihan dadah akan diteliti. Prinsip asas intervensi dan amalan kaunseling akan dibincang untuk memahami pendekatan kebergantungan fisiologikal dan psikologikal penagihan. Perhatian akan diberi kepada memahami pendekatan terapi masakini serta isu-isu lain yang berkaitan dengan aktiviti pencengahan dan pemulihan dadah.

This course is designed to enable students to understand, apply and plan drug addiction and rehabilitation counseling programs. Aspects covered include history, philosophy, role, function, organization and development of models of drug addiction and rehabilitation counseling services. Basic principles of intervention and counseling practice will be discussed in order to understand the physiological and psychological bases of addiction. Attention will be given to current approaches in therapy as well as other relevant issues in drug addiction prevention and rehabilitation.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Abdul Halim Mohd Hussin & Muzaffar Shah (2012). *Pencegahan Penyalahgunaan Dadah*. Malaysia, Penerbit USIM.
Capuzzi, D. & Stauffer, M. D. (2014). *Foundations of Addiction Counseling*. Pearson.
Sales, A. (2004). *Preventing substance abuse: A guide for school counselors*. New York: Longmann.
Schuckit, M. A. (2010). *Drug and alcohol abuse: A clinical guide to diagnosis and treatment*. US: Kluwer.

PIA4004 – PSIKOLOGI ORGANISASI (3 Kredit)
ORGANIZATIONAL PSYCHOLOGY (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membolehkan pelajar memahami tingkahlaku manusia dalam organisasi daripada perspektif psikologi tingkahlaku. Tekanan akan diberi kepada perkembangan semasa yang meliputi soal kelainan tenaga kerja, etika dan multiculturalism dan prestasi individu dalam organisasi. Topik yang diliputi termasuk pengurusan kelainan tenaga kerja, prestasi dan penilaian prestasi individu, teori pengurusan organisasi, proses organisasi seperti komunikasi, kepimpinan serta ciri-ciri asas organisasi termasuk pengurusan perubahan organisasi.

This course is designed to enable students to understand human behavior in organizations from the perspective of behavioral psychology. Emphasis will be placed on current developments encompassing issues of diversity, ethics, multiculturalism and individual performance in organizations. Topics covered include diversity management, performance and performance evaluation of the individual, organizational management theory, organizational processes such as communication, leadership as well as principles of organization including organizational change management.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Ashleigh, M. & Mansi, A. (2012). *The Psychology of people in Organisations*.
Greenberg, J. (2012). *Managing behavior in organization*. Upper Sadle River, NJ: Prentice Hall.
Kinicki, A., & Kreitner, R. (2011). *Organizational behavior: Key concepts, skills, and best practices*. NY: McGraw Hill.
Schermerhorn, J. R. , Hunt, J. G. & Osborn, R. N. (2010). *Organizational behavior*. NY: John Wiley and Sons.

PIA4005 – PSIKOLOGI BILAZIM (3 Kredit)
ABNORMAL PSYCHOLOGY (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini bertujuan mendedahkan pelajar kepada jenis-jenis kecelaruan psikologikal (psikopatologi) yang sering dialami oleh manusia. Pendekatan integratif pelbagai dimensi digunakan dalam membincangkan faktor penyebab kepada setiap kecelaruan. Pelajar juga didedahkan kepada teknik teknik rawatan yang terkini dan berkesan dalam mengaplikasi setiap jenis kecelaruan.

This course is aimed at exposing students to various types of psychopathological disorders often suffered by humans. Multidimensional integrative approaches will be used to discuss the causative factors for such disorders. Students will also be introduced to the latest techniques found to be effective in managing these disorders and how to apply them in practice.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Barlow, D. H., & Durand, V. M. (2013). *Abnormal psychology: An integrative approach*. Belmont, CA: Wadsworth
Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2013). *Abnormal Psychology*. (16th ed).
Davidson, G. C., & Neale, J. M. (2014). *Abnormal psychology*. New York: John Wiley.
Nevid, J. S., Rathus, S. A., & Greene, B. (2013). *Abnormal psychology in a changing world*. Upper Sadle River, NJ: Prentice Hall.

PIA4006 – KAUNSELING DI INSTITUSI PENGAJIAN TINGGI (3 Kredit)
COUNSELING IN HIGHER EDUCATION INSTITUTIONS (3 CREDIT)

Sinopsis/Synopsis:

Kursus ini akan membolehkan pelajar untuk memahami keperluan program bimbingan dan kaunseling di IPT. Pelajar akan didedahkan dengan teori-teori perkembangan pelajar di peringkat kolej. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling individu, akademik dan kerjaya. Kursus ini juga memperkenalkan kepada pelajar untuk membuat perancangan program bimbingan dan kaunseling, merancang program yang berkesan serta melaksanakan kajian kes di peringkat kaunseling pengajian tinggi.

The course exposes the students to understand the need for guidance and counselling programs in higher education. They will be exposed to college student development theories. Some of the issues that will be discussed are the need for individual, academic, and group career counselling. The course will also teach the students to plan effective guidance and counselling programs at the higher education institutions.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Forney, D. S., Evans, N. J., Patton, L. D., Renn, K. A., Guido, F. M. (2013). *Student development in college : theory, research, and practice*. San Francisco, CA: Jossey-Bass.
Schuh, J. H., Jones, S. R., Harper, S. R., & Komives, S. R. (2011). *Student services: A handbook for the profession*. San Francisco: Jossey-Bass.
Sharkin, B. S. (2011). *Being a College Counselor on Today's Campus: Roles, Contributions, and Special Challenges*. NY: Routledge

PIA4008 – PENGENALAN KEPADA PSIKOLOGI KLINIKAL (3 Kredit)
INTRODUCTION TO CLINICAL PSYCHOLOGY (3 CREDIT)

Pra Syarat/Pre-requisite requirements:

Lulus PIA1006 dan PIA1003/ Passed PIA1006 and PIA1003

Sinopsis/Synopsis:

Kursus ini bertujuan memberikan overview dan penerangan mengenai psikologi klinikal sebagai profesion menolong individu, kelompok, dan keluarga menangani masalah kesihatan mental yang timbul dari konflik semasa dalam kehidupan seharian. Tajuk perbincangan meliputi sejarah perkembangan profesion, peranan dan fungsi ahli psikologi klinikal, teori dan teknik berhubung diagnosis dan proses rawatan, penggunaan ujian dan alat pentaksiran dalam membuat diagnosis keceluaran mental, tempat ahli psikologi klinikal bekerja, dan juga isu etika dalam psikologi klinikal.

This course is designed to give an overview and explanation regarding clinical psychology as a helping profession to aid individuals, groups, and families in resolving mental health problems arising from situational conflicts and daily life. Topics of discussion encompass the history and development of the profession, the role and function of clinical psychologists, theories and techniques related to diagnoses and treatment processes, use of testing and assessment tools in screening and diagnosing mental disorders, setting of the clinical psychologist workplace, as well issues and ethics in clinical psychology.

Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia / Bahasa Inggeris
Medium of Instruction : Malay Language / English Language

Rujukan Utama/Main References:

- Diener, E., Oishi, S., & Lucas, R. (2013). *Subjective well-being: The science of happiness and life satisfaction*. Oxford: Oxford Univ Press.
Hunsley, J., & Lee, C. M. (2013). *Introduction to Clinical Psychology: An Evidence-Based Approach*. (2nd ed). Wiley.
Kramer, G. P., Bernstein, D. A., Phares, V. (2013). *Introduction to Clinical Psychology*. (8th ed). Pearson.

PIA4009 – PEMBANGUNAN MANUSIA DARI PERSPEKTIF ISLAM (3 Kredit)
HUMAN DEVELOPMENT FROM THE ISLAMIC PERSPECTIVE (3 CREDIT)

Sinopsis/Synopsis:

Memperkenalkan kepada para pelajar tentang pandangan Islam terhadap perkembangan manusia dari awal kejadian sehingga ke akhir hayat. Di dalam proses perkembangan ini manusia berhadapan dengan pelbagai cabaran dan dugaan yang menguji kekuatan ilmu, akal dan jiwa manusia sehingga meletakkan manusia menjadi makhluk yang paling tinggi di sisi Allah.

Introduce students to the Islamic view of human development from creation to the end of life. In this process of development humankind faces various challenges and obstacles that test humankind's strength of knowledge, wisdom and soul until humankind is placed at the peak of creation in the estimation of Allah The Almighty.

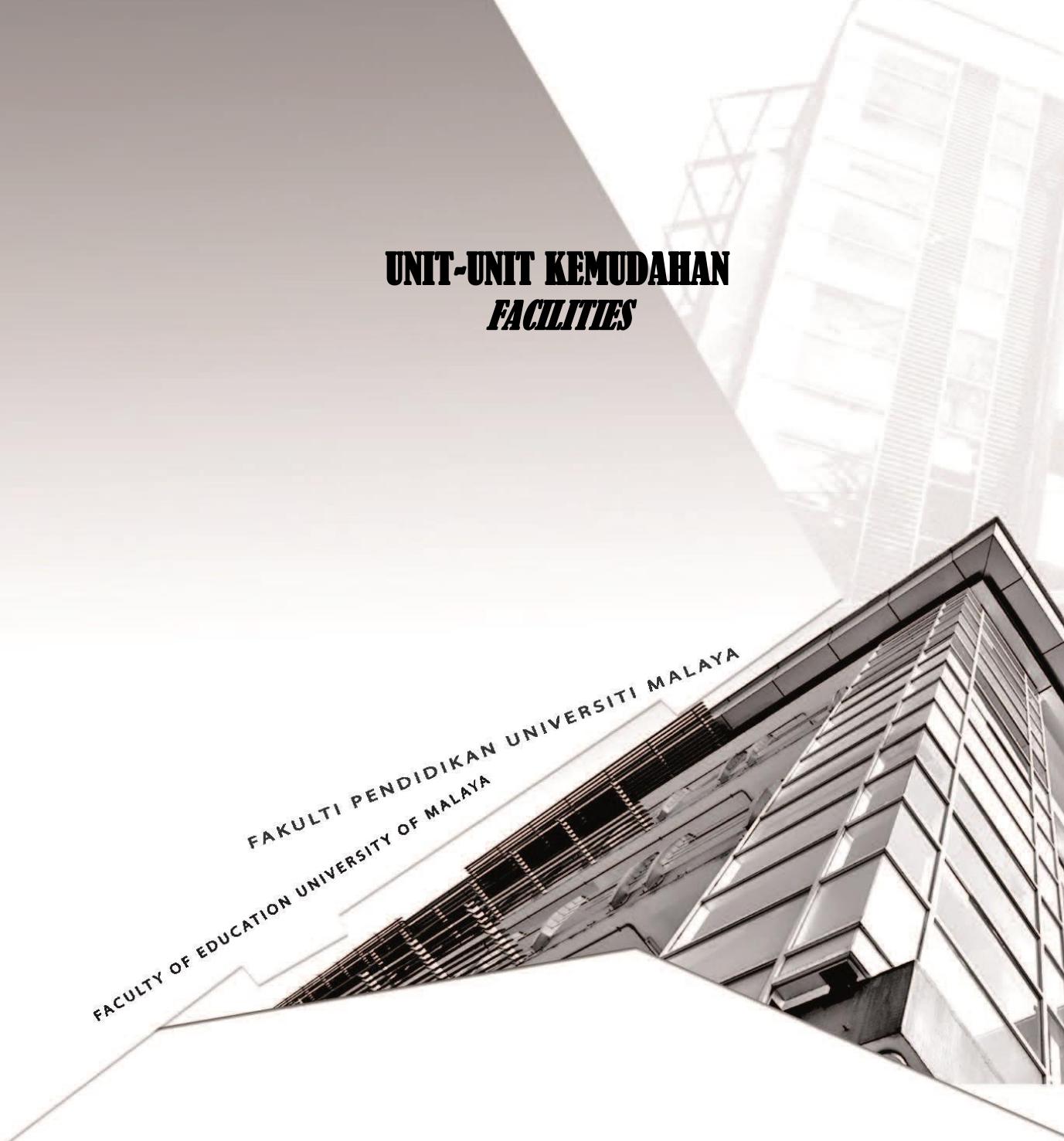
Kaedah Penilaian : Penilaian Berterusan - 40% **Peperiksaan** - 60%
Assessment Method : Continuous Assessment Examination

Bahasa Pengantar : Bahasa Malaysia
Medium of Instruction : Malay Language

Rujukan Utama/Main References:

- Abdullah Nasih Ulwan. (2010). *Pendidikan Anak-Anak Menurut Islam*. Kuala Lumpur: Pustaka Nasional.
Allamah Sayyid Muhammad Husain Thobathabai. (2012). *Pemahaman Dasar konsep Islam*. Sadra Press. Indonesia.
Sheikh Abdul Qadir Bin Abdul Mutalib. (2015). *Penawar Bagi Hati*. PTS Media Group. Batu Cave. Selangor.

UNIT-UNIT KEMUDAHAN FACILITIES



FAKULTI PENDIDIKAN UNIVERSITI MALAYA
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

**PROGRAM IJAZAH DASAR
UNDERGRADUATE PROGRAMMES**

SESI/SESSION 2020/2021

UNIT - UNIT KEMUDAHAN FACILITIES

MAKMAL KOMPUTER / COMPUTER LABS

- (a) Makmal Komputer 1 dan 2 / Computer Labs 1 & 2

Kemudahan makmal komputer yang terletak di Aras 2, Blok Menara, Fakulti Pendidikan ini menyediakan kemudahan pengajaran serta pembelajaran bagi pelajar-pelajar fakulti. Kemudahan makmal yang lengkap dengan perisian terkini antaranya perisian SPSS, AMOS, NVIVO, MATLAB dan sebagainya bukan hanya boleh digunakan bagi tujuan pengajaran dan pembelajaran, bahkan digunakan bagi tujuan penganjuran seminar dan bengkel.

The Computer laboratories located at Level 2, Tower Block, Faculty of Education provide teaching and learning facilities for students. The labs equipped with the latest software such as SPSS, AMOS, NVivo, MATLAB, etc. are utilized not only for the purpose of teaching and learning; but also for the purpose of organizing seminars and workshops.

- (b) Makmal Komputer 3 / Computer Lab 3

Dengan kemudahan perisian SPSS dan AMOS, makmal komputer yang terletak di Tingkat 1, Blok A ini mampu menampung seramai 30 orang pelajar pada satu-satu masa penggunaan. Dengan kemudahan internet yang berkelajuan tinggi serta makmal komputer yang lengkap, proses pengajaran dan pembelajaran dapat dijalankan dengan lancar.

Computer Lab 3, which is located on the 1st Floor, A Block is equipped with SPSS and AMOS software are able to accommodate 30 students at a time. With high-speed internet access and a fully equipped computer laboratories, teaching and learning process can be carried out smoothly.

- (c) Makmal Komputer 4 / Computer Lab 4

Makmal Komputer 4 terletak di Tingkat 2, Blok C ini dilengkapi dengan kemudahan projektor dan 16 unit Komputer untuk tujuan proses pengajaran dan pembelajaran. Perisian asas seperti Microsoft Office dan SPSS boleh didapati di makmal ini. Bagi memudahkan proses perbincangan antara pensyarah dan pelajar, sebuah meja bulat juga disediakan di makmal ini.

Computer Lab 4 is located at 2nd Floor, C Block and equipped with a projector and 16 computers for the purpose of teaching and learning process. Basic software such as Microsoft Office and SPSS can be found in this laboratory. For the purpose of discussion between lecturers and students, a round table is also available at this lab.

MAKMAL MATEMATIK / MATHEMATICS LAB

Makmal Matematik, Fakulti Pendidikan, di Tingkat 2, Blok B ini dilengkapi dengan kemudahan projektor dan 10 unit komputer yang terkini untuk tujuan proses pengajaran dan pembelajaran. Ianya menyediakan kemudahan perisian komputer seperti SPSS, SAS, AMOS, G Power, Geogebra, Geometer Sketchpad, Tinkerplots, Scratch dan R studio untuk kegunaan pelajar dalam bidang Pendidikan Matematik.

The Mathematics Laboratory, Faculty of Education located at 2nd Floor, Block B is equipped with 10 computers and a projector to date for the purpose of teaching and learning. It provides computer software such as SPSS, SAS, AMOS, G Power, GeoGebra, Geometer Sketchpad, Tinkerplots, Scratch and R studio for student use in the field of Mathematics Education.

MAKMAL KAUNSELING / COUNSELING LAB

Makmal Kaunseling Fakulti Pendidikan, Universiti Malaya yang terletak di Tingkat 3, Menara Pendidikan menyediakan prasarana yang teraputik dan sesuai untuk tujuan pengajaran dan pembelajaran bagi Program Kaunseling. Ia terdiri daripada 5 Bilik Kaunseling Individu, 2 Bilik Kaunseling Kelompok dan 1 Bilik Sumber. Makmal Kaunseling ini dilengkapi dengan kemudahan rakaman dengan sistem yang terkini bagi memudahkan proses pengajaran dan pembelajaran. Penyediaan makmal kaunseling yang lengkap dan teraputik ini selaras dengan keperluan penawaran program Kaunseling yang berkualiti dan diiktiraf oleh Lembaga Kaunselor Malaysia.

The Counseling Lab at the Faculty of Education, University of Malaya, located on the 3rd Floor, Education Tower provides therapeutic and appropriate infrastructure for teaching and learning for Counseling Programs. It consists of 5 Individual Counseling Rooms, 2 Group Counseling Rooms and 1 Resource Centre. Counseling lab is equipped with recording facilities with the latest systems to facilitate the teaching and learning process. A complete laboratory consistent with the requirements counseling programs recognized by the Counselling Board of Malaysia.

BILIK CUBE / CUBE ROOM

Bilik Cube menyediakan kemudahan untuk pelajar-pelajar beristirehat serta mengulangkaji pelajaran. Dengan kemudahan yang serba lengkap dan boleh memuatkan 40 orang dalam sesuatu masa, bilik ini amat sesuai bagi pelajar dan kakitangan untuk menganjurkan seminar, program, mesyuarat dan pelbagai aktiviti. Bilik ini boleh diakses setiap hari pada 8:00 pagi – 5:00 petang.

The Cube Room provides facilities for students to relax and study. With well-equipped facilities and space to accommodate 40 people at a time, this room is ideal for students and staff to organize seminars, courses, meetings and various activities. Access to the room is from 8:00 am – 5:00 pm daily.

MAKMAL PENGAJARAN MIKRO / MICRO TEACHING LAB

Makmal Pengajaran Mikro ini terletak di Tingkat 3, Blok C. Makmal ini dilengkapsan dengan kemudahan projektor serta 10 unit komputer yang terkini bagi tujuan pengajaran dan pembelajaran. Makmal yang boleh memuatkan sehingga 10 orang ini dilengkapi dengan perisian asas komputer serta perisian SPSS.

The Micro Teaching Laboratory is located on the 3rd Floor, C Block. This lab is equipped with 10 computers and a projector for the purpose of teaching and learning. This Lab can accommodate up to 10 people and is equipped with basic software and SPSS.

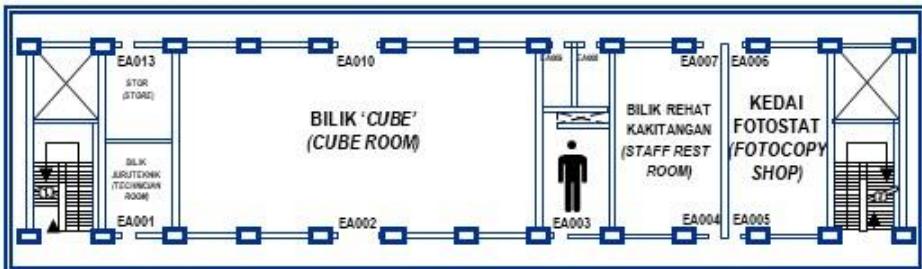
PERPUSTAKAAN / LIBRARY

Perpustakaan Fakulti Pendidikan diwujudkan adalah bertujuan untuk menyediakan perkhidmatan sumber rujukan yang diperlukan oleh pelajar dan pensyarah bagi tujuan pembelajaran serta rujukan dalam bidang pendidikan. Antaranya bahan penerbitan yang terdapat di Perpustakaan ini ialah buku-buku rujukan, penyelidikan, tesis, jurnal pendidikan tempatan dan antarabangsa, laporan, prosiding persidangan, keratan akbar, sukan pelajaran dan sebagainya.

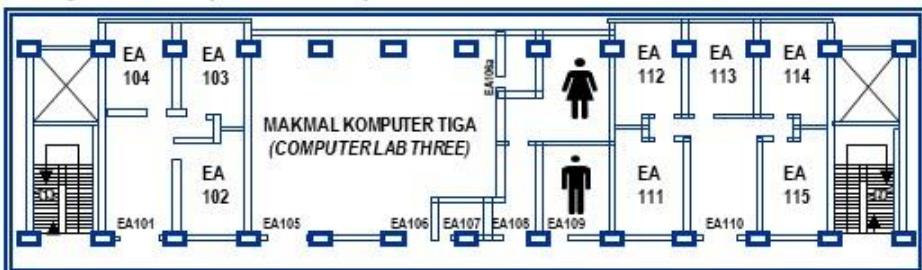
The Faculty of Education Library is aimed to provide the necessary resources for students and lecturers for teaching purposes as well as the reference in the field of education. Among them are school text books, research proposals, theses, local and international education journals, reports, conference proceedings, newspaper cuttings, syllabuses and so on.

BLOK A (*Block A*)

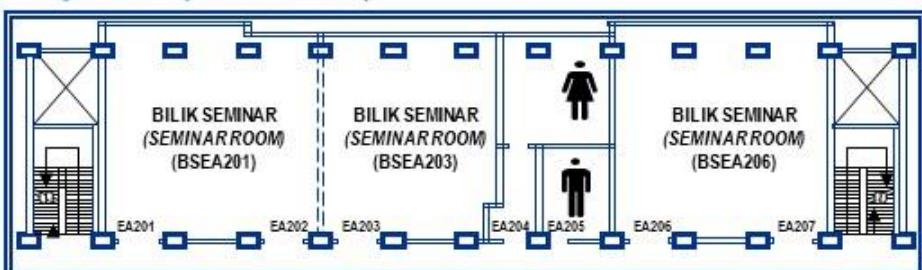
Tingkat Bawah (*Ground Floor*)



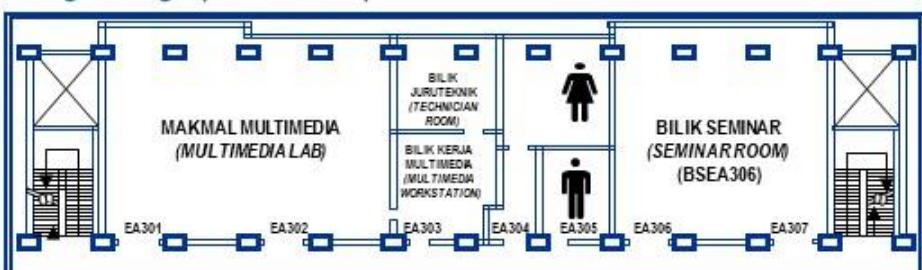
Tingkat Satu (*First Floor*)



Tingkat Dua (*Second Floor*)

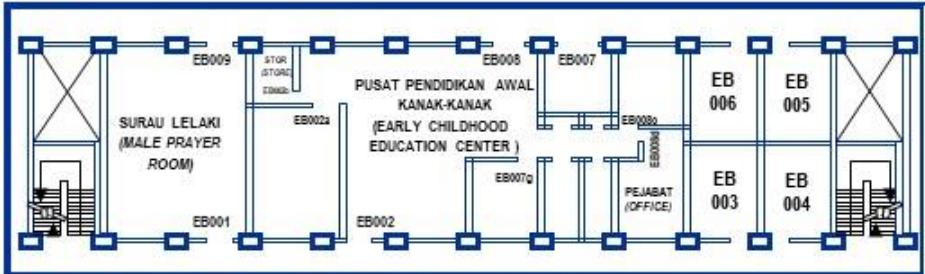


Tingkat Tiga (*Third Floor*)

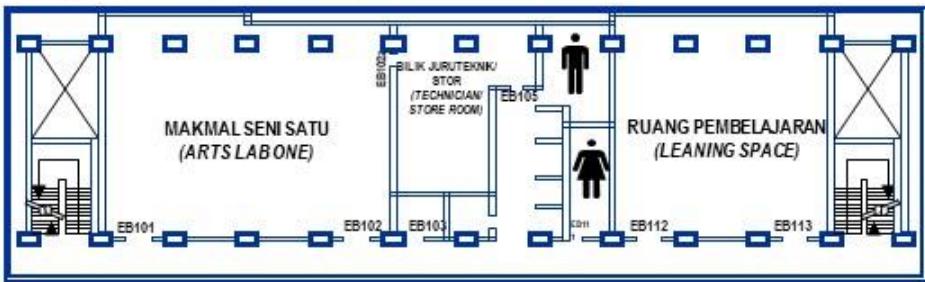


BLOK B (BLOCK B)

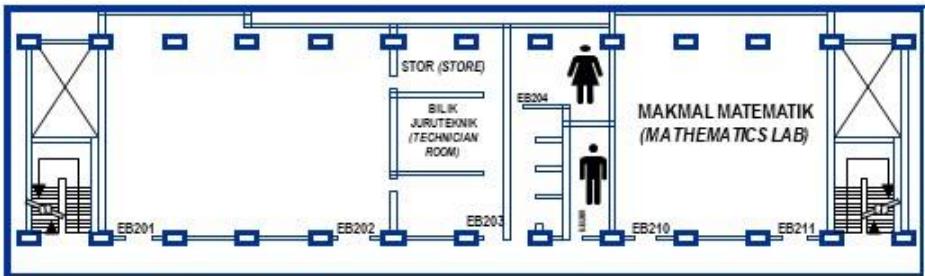
Tingkat Bawah (Ground Floor)



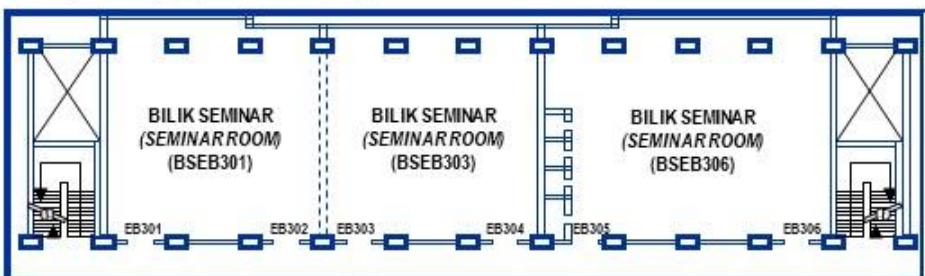
Tingkat Satu (First Floor)



Tingkat dua (Second Floor)

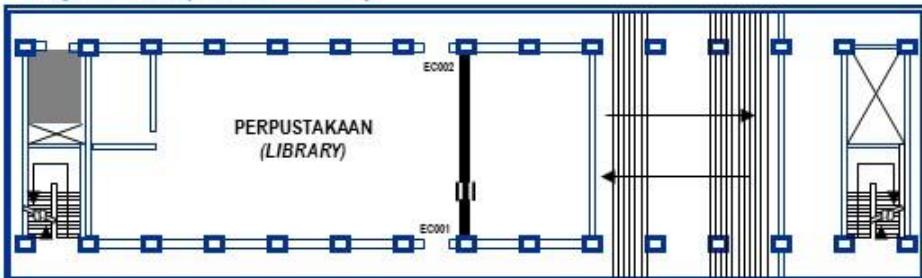


Tingkat Tiga (Third Floor)

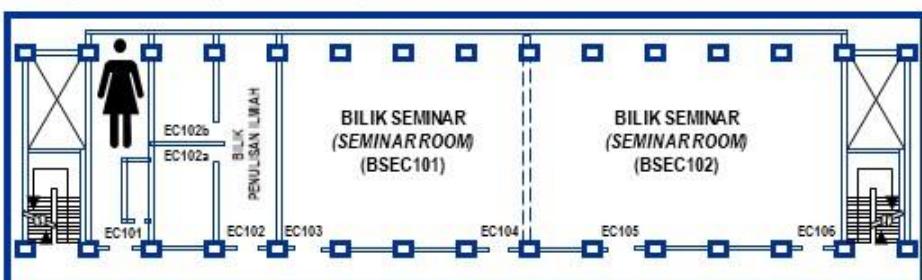


BLOK C (BLOCK C)

Tingkat satu (Ground Floor)



Tingkat Satu (First Floor)



Tingkat Dua (Second Floor)

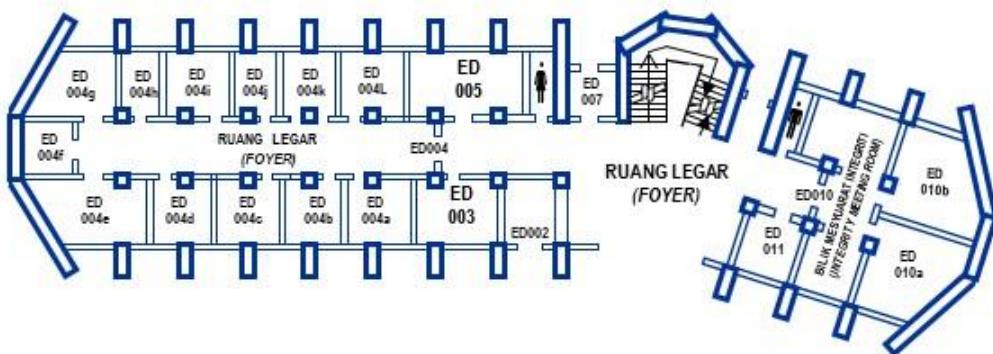


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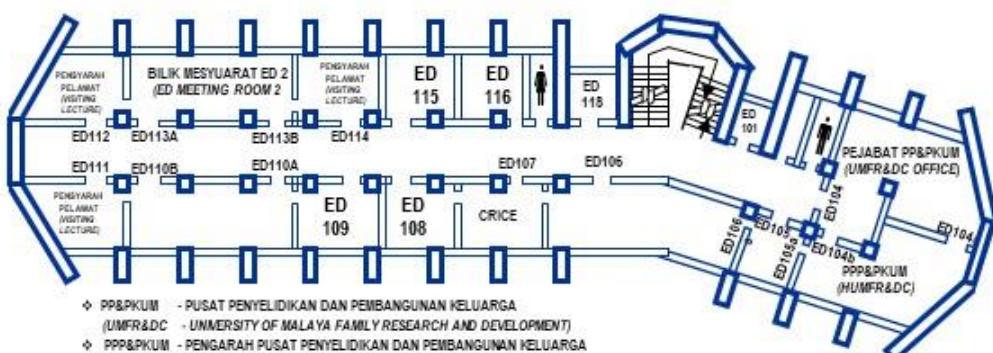


BLOK D (BLOCK D)

Tingkat Bawah (Ground Floor)

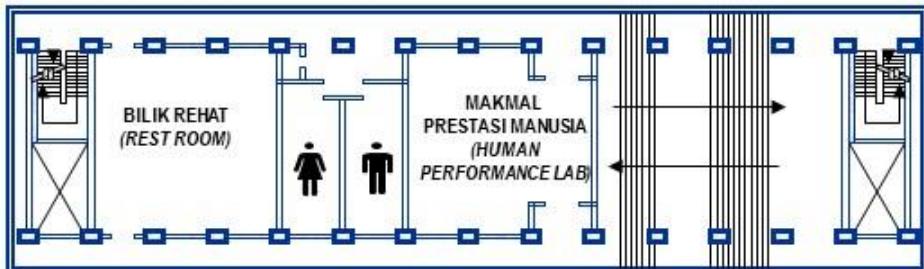


Tingkat Satu (First Floor)

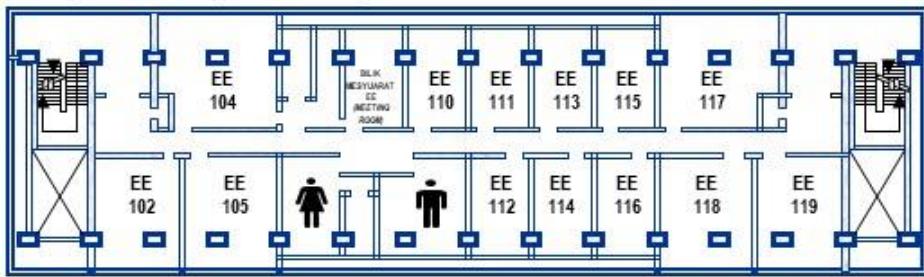


BLOK E (BLOCK E)

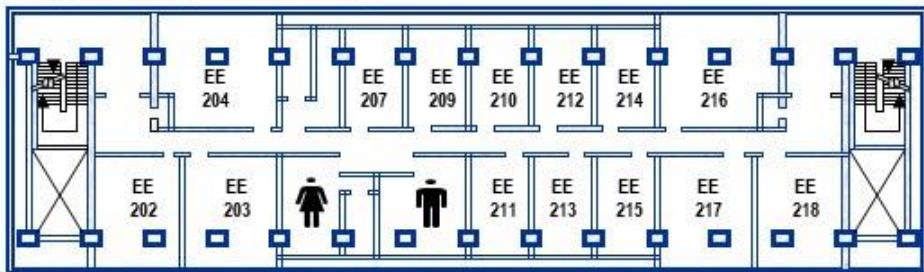
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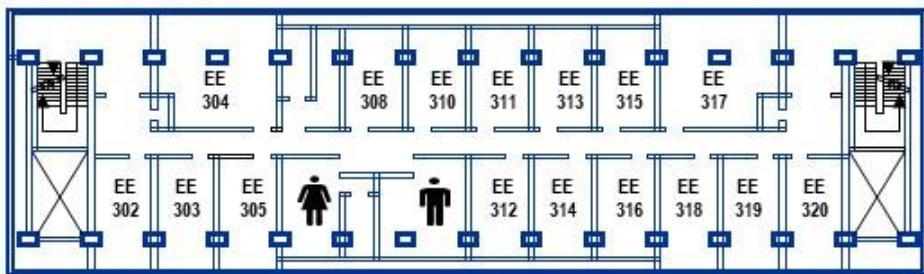
Tingkat Satu (First Floor)



Tingkat Dua (Second Floor)

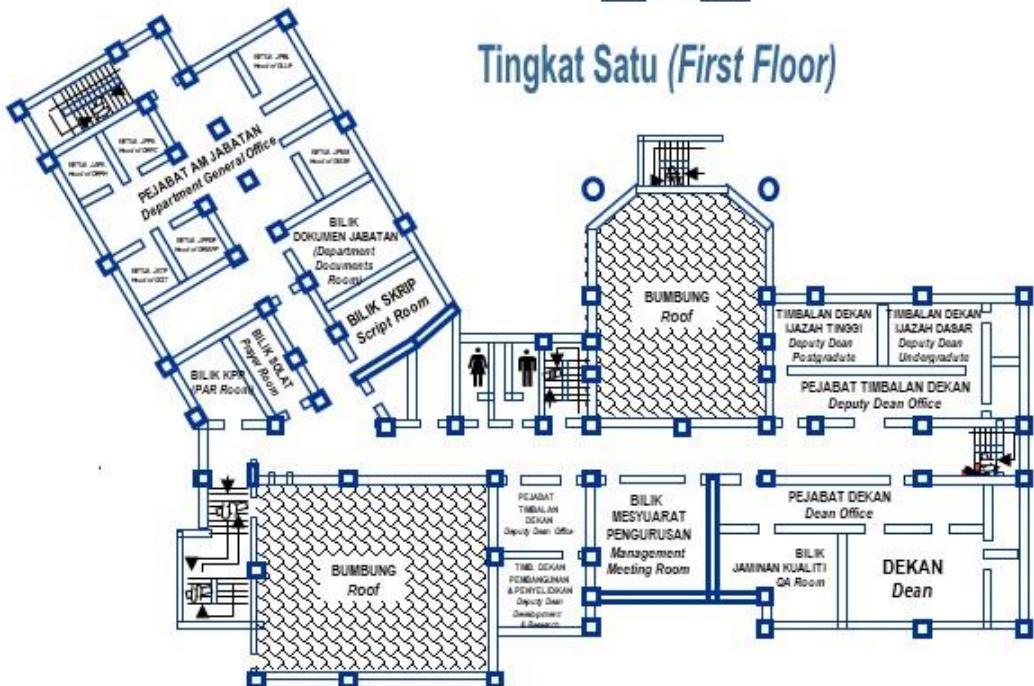
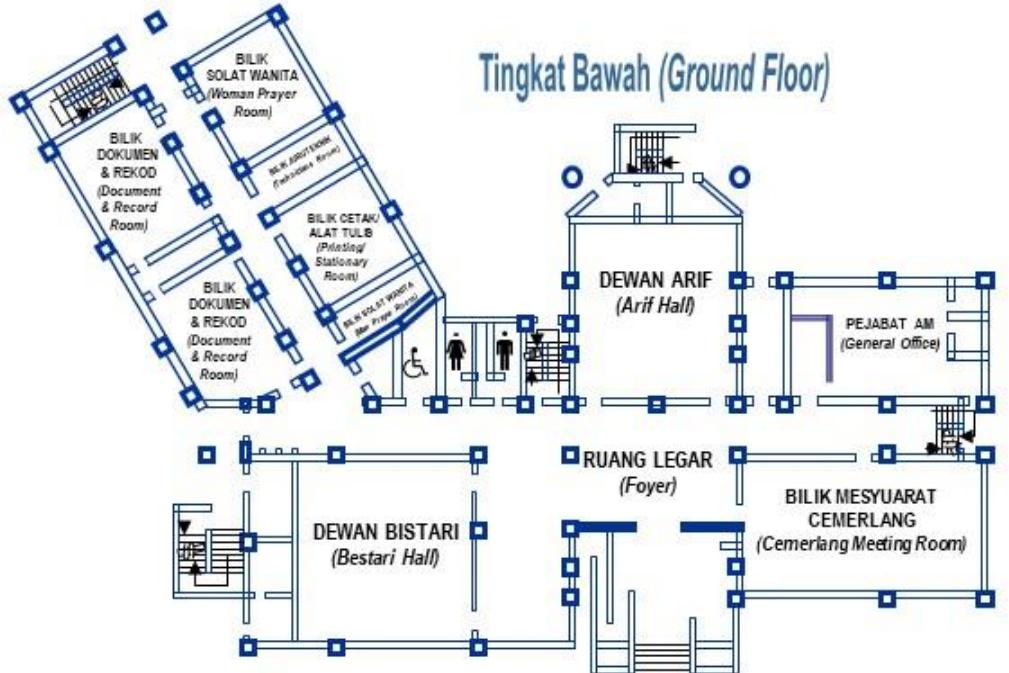


Tingkat Tiga (Third Floor)



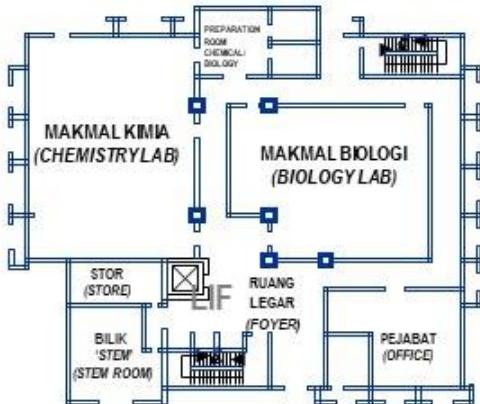
BANGUNAN PENTADBIRAN (Blok F)

ADMINISTRATION BUILDING (Block F)

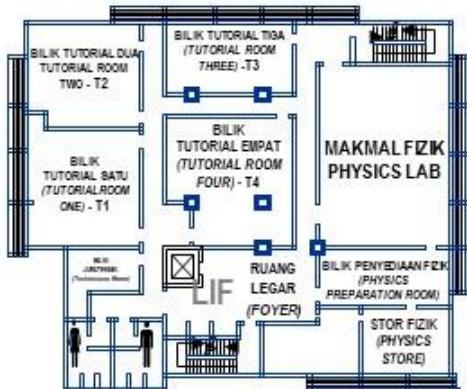


MENARA PENDIDIKAN (Blok G) EDUCATION TOWER(Block G)

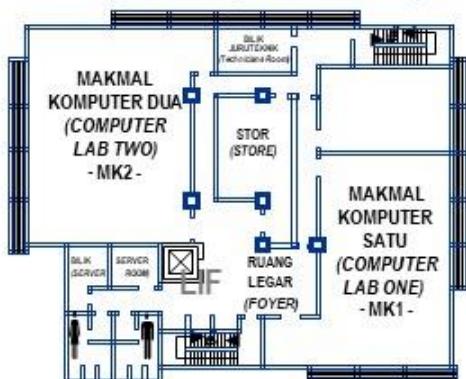
Tingkat Bawah (Ground Floor)



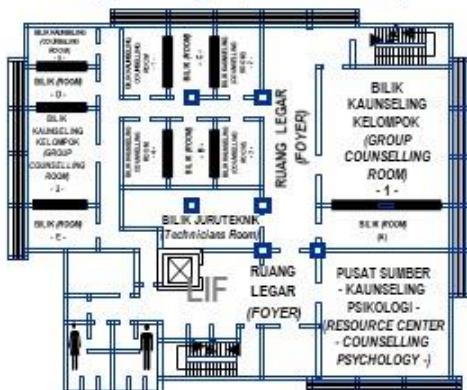
Tingkat Satu (First Floor)



Tingkat Dua (Second Floor)



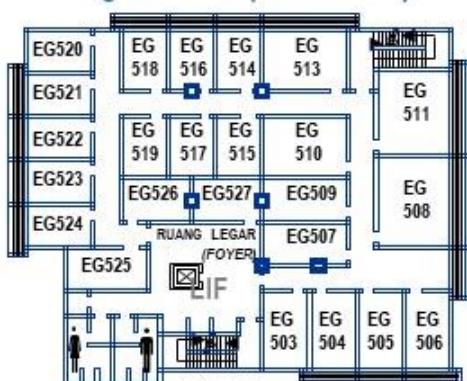
Tingkat Tiga (Third Floor)

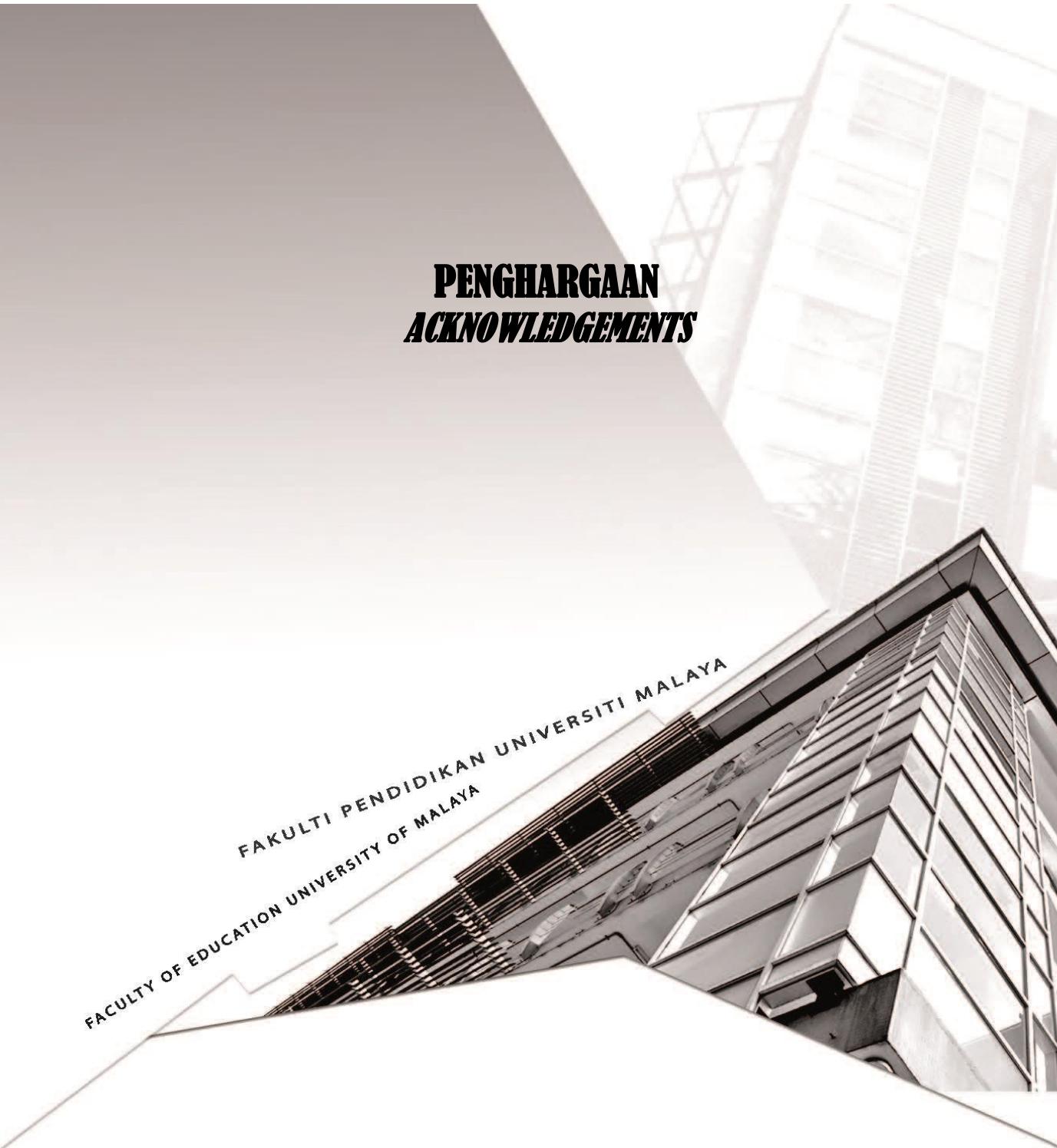


Tingkat Empat (Fourth Floor)



Tingkat Lima (Fifth Floor)





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UNDERGRADUATE PROGRAMMES
SESI / SESSION 2020/2021**

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Kepada
To

Profesor Dr. Rohaida Mohd Saat
Dekan
Dean

Prof. Madya Dr. Norlidah Alias
Timbalan Dekan (Ijazah Tinggi)
Deputy Dean (Higher Degree)

Ketua-Ketua Jabatan
Heads of Departments

Prof. Madya Dr. Zawawi Ismail
Timbalan Dekan (Ijazah Dasar)
Deputy Dean (Basic Degree)

Pn. Nor Aizan Zainuddin
Penolong Pendaftar (Ijazah Tinggi)
Assistant Registrar (Higher Degree)

En. Shahrul Nizam Mahfudz
Penolong Pendaftar Kanan
Senior Assistant Registrar

Cik Madiah Mohamad Idris
Pegawai Projek (Ijazah Dasar)
Project Officer (Basic Degree)

Jawatankuasa Buku Panduan Ijazah Tinggi 2020/2021
The Higher Degree Handbook Committee 2020/2021

Prof. Madya Dr. Leong Kwan Eu
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Department of Mathematics and Science Education

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Department of Language and Literacy Education

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Department of Curriculum and Instructional Technology

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Department of Educational Foundation and Humanities

Jawatankuasa Buku Panduan Ijazah Dasar 2020/2021
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Dr. Che Aleha Ladin
Jabatan Asas Pendidikan dan Kemanusiaan
Department of Educational Foundation and Humanities

Dr. Chua Kah Heng
Jabatan Pendidikan Matematik & Sains
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Department of Language and Literacy Education

Dr. Mohd Shahril Nizam Shahrom
Jabatan Kurikulum dan Teknologi Pengajaran
Department of Curriculum and Instructional Technology

Kakitangan Sokongan
Support Staff

Mr. / En. Muhamat Yufpri Mat Inun

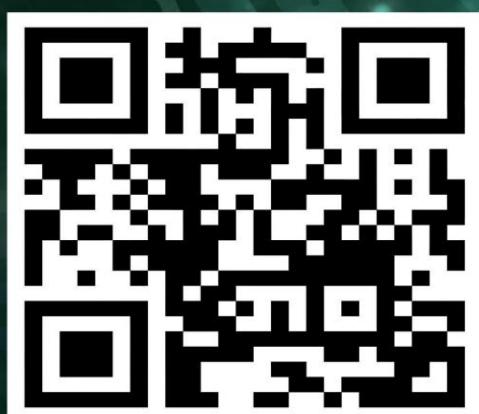
Kakitangan Sokongan
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Miss / Cik Helwa Rahiza Ahmad Saldi

dan
and

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Other individuals involved either directly or indirectly in the publication of this Handbook.

Terima Kasih
Thank you.



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