REGISTRATION FORM

EFFECTIVE TEACHING FOR OUTCOMES-BASED HIGHER EDUCATION

For further information, please contact:

PROFESSIONAL DEVELOPMENT UNIT
School of Professional and Continuing Education
(***UTMSPACE***) Universiti Teknologi Malaysia
No. 34-50, Jalan Kebudayaan 1, Taman Universiti
81300 Skudai, Johor Bahru, Johor

☎ : 07-5218159 / 8170
🖷 : 07-5211355
🖱 : http://seminar.spaceutm.edu.my/obe
✉ : nurulain@utmspace.edu.my
Contact Person : Nurul Ain

To confirm your registration, please complete this form including payment.

☐ YES! Please register the following participant(s) for this course

☐ I am interested but unable to attend. Please put me on your mailing list

FEE

Please tick (/) where applicable

PROGRAM	FEES	
	EARLY BIRD Payment Made before 15th April 2014	**NORMAL**
☐ ***A 2-DAY WORKSHOP ON EFFECTIVE TEACHING FOR OUTCOMES-BASED HIGHER EDUCATION*** 20th – 21st May 2014 The Puteri Pacific Johor Bahru	**RM 1800** (Malaysian) **USD 600** (International)	**RM 2200** (Malaysian) **USD 750** (International)
☐ ***INNOVATIVE PRACTICES IN HIGHER EDUCATION EXPO 2014 (I-PHEX 2014)*** 22nd May 2014 Universiti Teknologi Malaysia Johor Bahru		**RM400** (Malaysian) **USD 200** (International)
☐ ***A HALF-DAY WORKSHOP ON HOW (AND HOW NOT) TO EVALUATE TEACHING*** 23rd May 2014 (9.00am – 12.00pm) Universiti Teknologi Malaysia Johor Bahru	**RM 300** (Malaysian) **USD 150** (International)	**RM 400** (Malaysian) **USD 200** (International)
☐ ***A HALF-DAY WORKSHOP ON DESIGNING AND PRESENTING EFFECTIVE TEACHING WORKSHOPS FOR ACADEMIC STAFF IN HIGHER EDUCATION*** 23rd May 2014 (2.30pm – 5.30pm) Universiti Teknologi Malaysia Johor Bahru	**RM 300** (Malaysian) **USD 150** (International)	**RM 400** (Malaysian) **USD 200** (International)

INDIVIDUAL / COMPANY DETAILS

Organisation : _____

Co. Reg. No.* : _____ **if applicable*

Address : _____

_____

Contact Person : _____

Tel. No : _____ Designation : _____

Fax No. : _____ E-mail : _____

Authorised Signature* : _____ Date : _____

Name : _____ Designation : _____

**Head of Department / Approving Manager*

Company's Stamp

MODE OF PAYMENT

A. Cheque or Bank Draft

Cheque No. / Bank Draft No. : _____ Bank / Branch : _____

All crossed cheque / bank draft should be made payable to **Account Name : UTMSPACE**
Account Number : 0116-0000426-10-7 | Bank Name : CIMB Bank Berhad | Branch : UTM Skudai, Johor

B. Telegraphic Transfer / Local Order

Transaction Date : _____ Reference No. : _____

Cancellations received in writing 30 days prior to the programme are eligible for a refund, subject to a 15% cancellation fee. Cancellations received less than 14 days from the date of the programme are not eligible for a refund. However, substitute attendees are welcome.
Please note that the speakers and topics are confirmed at the time of printing. However, circumstances beyond the control of organisers may necessitate substitutions or cancellations of speakers and/or topics. As such UTMSPACE reserves the right to alter or modify the advertised speakers and/or topics.

| Terms & Conditions Apply |

ORGANISED BY:
UTM UNIVERSITI TEKNOLOGI MALAYSIA

IN COLLABORATION WITH :
AKEPT HIGHER EDUCATION LEADERSHIP ACADEMY | KEMENTERIAN PENDIDIKAN MALAYSIA

Presenting in Malaysia : World-renowned Speakers on Outcome-Based Education

FELDER & BRENT

WORKSHOPS AND EXPO WITH COMPETITION ON INNOVATIVE PRACTICES IN HIGHER EDUCATION

20th – 23rd May 2014 | Johor Bahru

SPEAKERS

RICHARD M. FELDER

Hoechst Celanese Professor Emeritus of Chemical Engineering
North Carolina State University Raleigh, North Carolina, USA

Richard M. Felder, Ph.D., is Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University. He received the B.Ch.E. degree from the City College of New York and the Ph.D. in chemical engineering from Princeton University, and worked for the Atomic Energy Research Establishment (Harwell, England) and Brookhaven National Laboratory before joining the North Carolina State faculty. He is the coauthor of Elementary Principles of Chemical Processes (3rd Edition, John Wiley & Sons, 2005), which has been used as the text for the introductory chemical engineering course by roughly 90% of American chemical engineering departments and at many international institutions for over three decades, and has authored or coauthored over 300 papers on chemical process engineering and engineering education. His honors include the R.J. Reynolds Industries Award for Excellence in Teaching, Research, and Extension, the Chemical Manufacturers Association National Catalyst Award, the ASEE Chester F. Carlson Award for innovation in engineering education, the AIChE Warren K. Lewis Award for contributions to Chemical Engineering Education, the ASEE Chemical Engineering Division Lifetime Achievement Award for Pedagogical Scholarship, the International Federation of Engineering Education Societies Global Award for Excellence in Engineering Education (2010, first recipient), the ASEE Lifetime Achievement Award in Engineering Education (2012, first recipient), honorary doctorates from the State University of New York and the University of Illinois, and a number of national and regional awards for his publications on engineering education. Many of those publications can be found at <http://www.ncsu.edu/effective_teaching>.

REBECCA BRENT

President, Education Designs, Inc. Cary, North Carolina, USA

Rebecca Brent, Ed.D., is President of Education Designs, Inc., a consulting firm in Cary, North Carolina. Her academic degrees are from Millsaps College (B.A. in Education), Mississippi State University (M.Ed.), and Auburn University (Ed.D.), and she holds a Certificate in Evaluation Practice from the Evaluators' Institute at George Washington University. Her areas of expertise include staff development in engineering and the sciences, teacher preparation, evaluation of educational programs at both precollege and college levels, and classroom uses of instructional technology. She has published roughly 100 articles on those topics. Prior to undertaking full-time consulting, she was an Associate Professor of Education at East Carolina University in Greenville, North Carolina.

Separately and together, Drs. Felder and Brent have presented over 700 workshops and seminars on effective teaching, course design, mentoring and supporting new faculty members, and faculty development in science and technology on campuses throughout the United States and in Canada, Europe, Asia, Latin America, South Africa, and Australia. They co-direct and facilitate the annual National Effective Teaching Institute under the auspices of the American Society for Engineering Education.

Prof. Richard Felder & Dr. Rebecca Brent will be conducting their world-renowned

2-day workshop on
EFFECTIVE TEACHING FOR OUTCOME-BASED HIGHER EDUCATION

20th – 21st May 2014 | The Puteri Pacific Johor Bahru

Early Bird	Normal Fee
RM 1800 (USD 600)	**RM 2200 (USD 750)**

This workshop provides tools and strategies for engineering and science instructors to make their classes more effective. Topics addressed include the following:

- How do students learn? How do teachers teach? What goes wrong in the process? (Learning and teaching styles)
- How do I plan a course? How do I identify learning objectives and use them to make sure that my lessons, activities, assignments, and exams are aligned?
- How do I assess learning and skill development? How do I design instruction and assessment for learning outcomes specified in the ABET Engineering Criteria and the Washington Accord? How do I design tests that are both rigorous and fair?
- What can I do in the first week to get my course off to a good start?
- What do I need to do to be an effective lecturer?
- How can I get students actively involved in learning, even if there are 200 in the class?
- How can new staff members become fully effective in teaching and productive in research in 1–2 years instead of the usual 4–5 years?

The workshop has been given on campuses throughout the world. It has been exceptionally well received by the participants. Of the 4896 participants who submitted evaluations since 1996, 81% gave the workshop the top rating of "Excellent," 19% rated it "Good," less than 1% rated it "Average," and none rated it "Fair" or "Poor." The presenters received "Excellent" ratings from 89% of the participants, "Good" from 11%, and "Average" from less than 1%.

Call for Participation

INNOVATIVE PRACTICES IN HIGHER EDUCATION EXPO 2014 (I-PHEX 2014)

Jointly organised by : **CEE, UTMLead, AKEPT & SEEM**

22nd May 2014 | Universiti Teknologi Malaysia Johor Bahru

Normal Fee : **RM 400 (USD 200)**

Innovative Practices in Higher Education Expo 2014 (I-PHEX 2014) is a platform to showcase innovative practices that can be shared and emulated among academics in higher education worldwide. The purpose of the exhibition is also to recognise and award efforts to improve higher education. I-PHEX 2014 is jointly organised by the UTM Centre for Engineering Education (CEE), UTM Academic Leadership (UTMLead), Higher Education Leadership Academy (AKEPT) under the Ministry of Education Malaysia, the International Federation of Engineering Education Societies (IFEES) and the Society for Engineering Education (SEEM). This prestiguos and pioneering award will be given by AKEPT. Academics from all over the world are invited to submit a 300 word abstract together with the registration form from the website tree.utm.my/i-phex2014.

Due date for submission is April 1, 2014.
For more information, visit tree.utm.my/i-phex2014

OBJECTIVES OF I-PHEX 2014

- Showcase innovative practices in Higher Education to generate ideas and share experience in improving the quality of graduates
- Encourage and recognize innovative practices among educators in institute of higher learning
- Identify and strengthen leadership among academic staff in disseminating good innovative practices in Higher Education
- To promote networking and strategic cooperation related to innovative Practices between institute of higher learning.

CATEGORIES

Participants may choose only one category.

A. Innovative Teaching & Learning Practice
B. Curriculum Innovation
C. Innovative Assessment
D. Teaching and Learning Resources (with or without Technology)
E. Innovative Student Supervision (Undergraduate or Postgraduate)
F. Multidisciplinary Learning (e.g.: co-curriculum, service learning, etc.)
G. Special Academic Support Programs
H. Education for Sustainable Development
I. Others

JUDGING CRITERIA

1. Novelty and inventiveness
2. Practicality
3. Continuous Quality Improvement Efforts
4. Presentation
5. Academic Recognition
6. Commercial Potentialities
7. Source of Reference

AWARDS

There will be a gold, silver and bronze medals for each category provided the total score exceeds 50%. Special awards will be given based on the judges recommendations. The International Federation of Engineering Education Societies and the Society for Engineering Education Malaysia will be giving a special award for the best innovation in Engineering Education.

REGISTRATION

Each entry is subjected to a registration fee of RM400 for Malaysian or USD200 for international participants. A 300 word abstract together with the registration form that can be downloaded from the website tree.utm.my/i-phex2014 should be submitted to:

Faizah Jaffri (faizah-sps@utm.my) or Amirah Dayana Azlan (mira.azlan@gmail.com)
Centre for Engineering Education, Universiti Teknologi Malaysia
81310 Skudai, Johor, Malaysia
+607-5537843

A half-day workshop on

HOW (AND HOW NOT) TO EVALUATE TEACHING

23rd May 2014 (9.00am – 12.00pm) | Universiti Teknologi Malaysia Johor Bahru

Early Bird	Normal Fee
RM 300 (USD 150)	**RM 400 (USD 200)**

The usual way to evaluate how well a course was taught is to survey the students at the end of the course and compile and average the ratings. If the rating form was carefully designed and validated, this procedure provides unique and important information, but by itself it is not adequate to provide a good comprehensive evaluation of teaching quality. Students are not in a position to judge certain aspects of instruction, such as whether the course learning objectives were appropriate, the content was up-to-date, the instruction followed well-established pedagogical principles, and the instructor had an adequate mastery of the subject. Only peers can do that.

Recognizing this situation, a growing number of institutions have begun to include peer review of teaching in faculty performance evaluations, but here too there are problems. In most peer reviews a faculty member observes a single lecture, notes whatever catches his or her attention, draws conclusions that may reflect questionable preconceptions of what constitutes good teaching, and files a report. This procedure does not provide a reliable assessment of teaching quality: an observation conducted by a different observer or by the same observer on another day could lead to completely different conclusions.

There are better ways to evaluate teaching. The goals of this workshop are to present methods that have been proved effective and to equip participants to design an evaluation process that meets the needs of their department. The workshop addresses the following questions :

1. How can I get reliable and valid student evaluations of teaching?
2. How can I get reliable and valid peer ratings of teaching?
3. How can I evaluate teaching performance comprehensively and effectively?
4. How can I use evaluations to improve teaching quality (formative evaluation)?

A half-day workshop on

DESIGNING AND PRESENTING EFFECTIVE TEACHING WORKSHOPS FOR ACADEMIC STAFF IN HIGHER EDUCATION

23rd May 2014 (2.30 pm – 5.30 pm) | Universiti Teknologi Malaysia Johor Bahru

Early Bird	Normal Fee
RM 300 (USD 150)	**RM 400 (USD 200)**

As anyone who has attempted to present a seminar or workshop on teaching to faculty members in science, mathematics, or engineering knows, the participants at such programs may not all be warmly receptive. Many may believe that subject knowledge is all that is needed to teach effectively, and they are quick to dismiss as irrelevant any material on pedagogy that they cannot immediately connect to their disciplines.

Presenting an effective teaching workshop to academic staff in technical fields requires answering these questions:

- How can I design and promote a workshop that will attract substantial numbers of participants?
- How can I select content that is relevant to the learning interests and needs of the participants, especially when those interests and needs may vary and I cannot be sure in advance what they are?
- What can I do to make the workshop instructive and enjoyable? How can I get the participants actively involved? What mistakes should I avoid?
- What problems might arise before and during the workshop (logistical problems associated with scheduling and registration, time management, difficult participants, equipment failure, etc.)? How should I deal with them?

This workshop provides answers to all of these questions.