

High Impact Educational Practices (HIEPs)



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SEPERTI SENARAI EDARAN

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PELAKSANAAN AMALAN PEMBELAJARAN BERIMPAK TINGGI (*HIGHER IMPACT PRACTICES*) DALAM KURIKULUM DI INSTITUT PENGAJIAN TINGGI AWAM (AWAM)

Dengan segala hormatnya saya merujuk kepada perkara di atas.

2. Adalah dimaklumkan bahawa Kementerian Pendidikan Malaysia (KPM) sentiasa berusaha meningkatkan mutu dan kualiti sektor pendidikan tinggi di Malaysia. Pelbagai usaha telah dilaksanakan dalam meningkatkan kualiti pembelajaran dan pengajaran (P&P). Bagi melahirkan modal insan kelas pertama, kurikulum di IPTA perlu sentiasa ditambah baik agar lebih berinovatif, dinamik, terkini dan sentiasa relevan dengan keperluan pasaran dan perkembangan ilmu semasa. Dalam pada itu, kemudahan sokongan dan komponen ekosistem lain seperti infrastruktur pembelajaran dan pengajaran, kaedah pembelajaran dan pengajaran serta tenaga pengajar yang berilmu tinggi dan profesional juga perlu diberi perhatian bagi memastikan proses pembelajaran dan pengajaran dapat dilaksanakan dengan cara lebih berkesan.

3. Bagi mencapai matlamat ini, KPM telah menjadikan *Higher Impact Practices* (HIPs) dalam pembelajaran dan pengajaran sebagai petunjuk prestasi utama (KPI) bagi Pelan Pembangunan Pendidikan Malaysia iaitu memperkasakan pencapaian atribut holistik dan seimbang melalui pelaksanaan *Service/Community Based Learning* (SL) serta empat (4) amalan pembelajaran berimpak tinggi.

4. Pelaksanaan KPI ini juga telah dibentangkan dan dipersetujui di dalam Mesyuarat Khas Jawatankuasa Timbalan Naib Canselor/Rektor Akademik dan Antarabangsa (JKTNCRAA) pada 25 November 2014. Sehubungan itu, pihak IPTA melalui Ketua-Ketua Pusat Pengajaran Dan Pembelajaran IPTA Malaysia (MAGNETIC) dan kerjasama ahli *Critical Agenda Project* Pengajaran dan Pembelajaran (CAP P&P) adalah dimohon untuk melaksanakan matlamat tersebut dan menyediakan laporan secara berkala mengikut sukuan tahunan berkenaan pelaksanaan *Service/Community Based Learning* (SL) serta empat (4) amalan pembelajaran berimpak tinggi dalam pembelajaran dan pengajaran di setiap IPTA masing-masing.

Setiap program pengajian perlu mempunyai sekurang-kurangnya 5 daripada 9 elemen HIEPs, ***Service/Community Based Learning (SL/CBL) adalah diwajibkan*** seperti di dalam Pelan Pembangunan Pendidikan Malaysia (Pengajian Tinggi) (2015 – 2025)

- JPT-BPPA 14 Januari 2015
- Amalan PnP yang mempunyai impak ke atas keterlibatan siswa/student engagement dan pembelajaran jaya

HIEPs: “An investment of time and energy over an extended period that has unusually **positive effects on student engagement** in educationally purposeful behavior.”

Malaysian Education Blueprint: Higher Education 2015 - 2025

Holistic, Entrepreneurial and Balanced Graduates

High Impact Educational Practices (HIEP)¹² such as experiential learning and service learning are particularly appropriate for developing national unity and 21st century competencies.

A

Strategy A

Developing holistic and integrated curriculum

Wave 1 (2015)

- Introduce High Impact Educational Practices (HIEPs) and lessons on experiential learning and entrepreneurial immersion to public and private HLIs
- Initiate development of integrated assessment methodology led by pilot HLIs

Box 1-3

Existing entities in the Ministry and HLIs which support student development

- Entrepreneurial Unit and Centres;
- Graduate Employability Unit;
- Sports Division and Centres;
- Academic Development Management Division;
- Student Development Division;
- Industry Relation Division;
- Centre for Academic Development;
- Centre for Co-curriculum;
- Centre for Job Placement;
- University Community Transformation Centre; and

Sukarelawan Siswa (YSS).

Entrepreneurial community

A Global Entrepreneurship Monitor (GEM)⁹ report shows that only 41.8% of Malaysians view entrepreneurship as a good career choice, as shown in Exhibit 1-1. Compared with 11 Asia Pacific and South Asian countries, Malaysia ranked lowest in ascribing high social status to successful entrepreneurship, and highest in fear of failure. This explains why Malaysia is lagging in entrepreneurship, particularly nascent¹⁰ and early stage entrepreneurship. The GEM report indicates that Malaysia's nascent entrepreneurship rate is the lowest among the 11 Asia Pacific and South Asia countries surveyed, and that its Total Early-stage Entrepreneurial Activity (TEA)¹¹ is the second lowest among the countries surveyed.

EXHIBIT 1-1

Entrepreneurial attitudes and perceptions for Malaysians compared to other countries

Entrepreneurial attitudes and perceptions in Malaysia

2013, % of respondents who demonstrated the following attitudes and perceptions about entrepreneurship

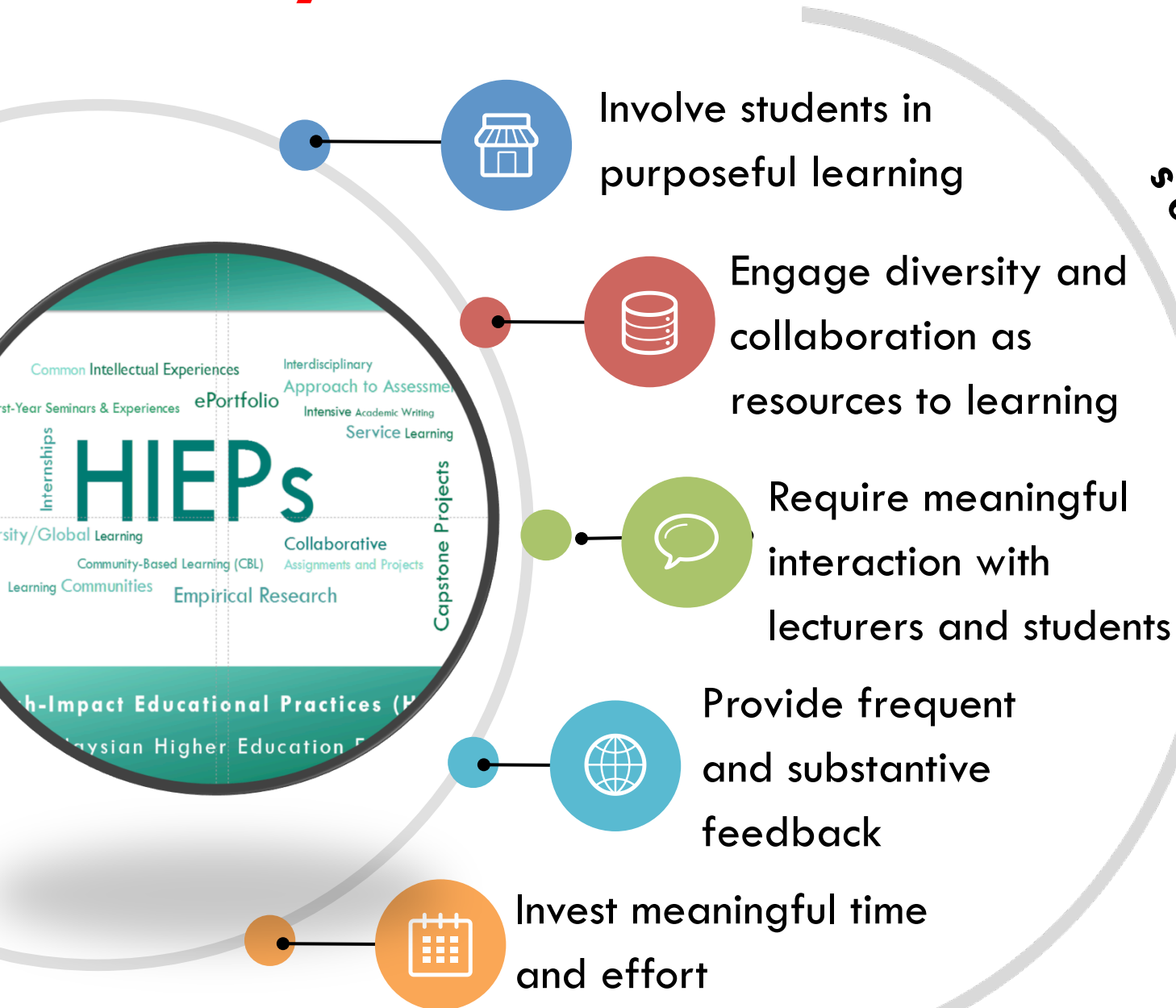
2013, rank among 11 Asia Pacific and South Asia countries¹

High status to successful entrepreneurs	44.9	11 th
Entrepreneurship as a good career choice	41.8	10 th
Perceived opportunities	40.7	6 th
Fear of failure	33.3	11 th
Perceived capabilities	27.9	8 th
Entrepreneurial intentions	11.8	10 th

Patriotism and unity in diversity

The Ministry also aspires to develop the spirit of patriotism and genuine love for Malaysia, an understanding of national aspirations, strong proficiency in the national language, *Bahasa Melayu*, as well as a sense of unity in diversity. Currently, there are efforts to promote patriotism and unity through MPU and co-curricular programmes focused on sports, community engagement and service learning. Nonetheless, more concerted efforts are needed at HLIs, especially in the delivery of such courses. HLIs need to use research-validated, learner-centered, instructional approaches that utilises Information Communication Technology as learning enablers. High Impact Educational Practices (HIEP)¹² such as experiential learning and service learning are particularly appropriate for developing national unity and 21st century competencies.

Why HIEPs?



HIEPs: “An investment of time and energy over an extended period that has unusually **positive effects on student engagement** in educationally purposeful behavior.”

- **Holistic**
- **Entrepreneurial**
- **Balance**

George D. Kuh, “Foreward,” *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality* by Jayne E. Brownell and Lynn E. Swaner, AAC&U, 2010

High-Impact Educational Practices (HIEPs)

HIEPs are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning for students from various backgrounds.

1. **First-Year Seminars & Experiences**
2. **Service Learning (SL/SULAM)**
3. **Community-Based Learning (CBL)**
4. **Learning Communities (LC)**
5. **Diversity/Global Learning**
6. **Interdisciplinary Approach to Assessment (ID)**
7. **Collaborative Assignments and Projects (CAS)**

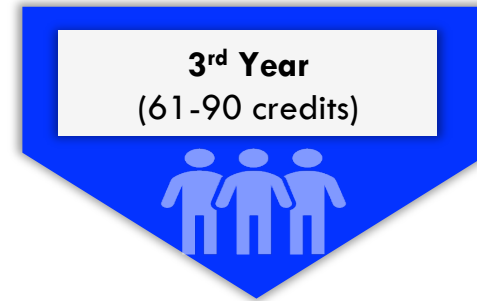
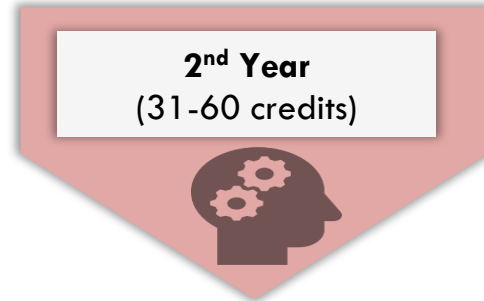
8. **Intensive Academic Writing (IAW)**
9. **Empirical research/Undergraduate Research (ER)**
10. **Internships (IN)**
11. **Capstone Project (CAP)**
12. **ePortfolio**
13. **Common Intellectual Experiences (CIE)**

HIEPs Implementation: Suggestion & Recommendation

HIEPs Implementation

The key towards implementation of embedded curriculum is to address three key questions:

“What to teach”
 “When to teach”
 “How to teach”



EXAMPLES

1st Year Seminars and Experiences (FYS)

Interdisciplinary Approach to Assessment (ID)

#Service-Learning (SL)/SULAM

Empirical Research (ER)

*Community-Based Learning (CBL)

*Diversity/Global Learning (DGL)

*Intensive Academic Writing (IAW)

Capstone Project (CAP)

*Common Intellectual Experiences (CIE)

*Learning Communities (LC)

Internship (IN)

Collaborative Assignments and Projects (CAS)

*ePortfolio

* These selected HIEPs can be implemented throughout the academic programme

Can be implemented in second, third and final years of the academic programme.

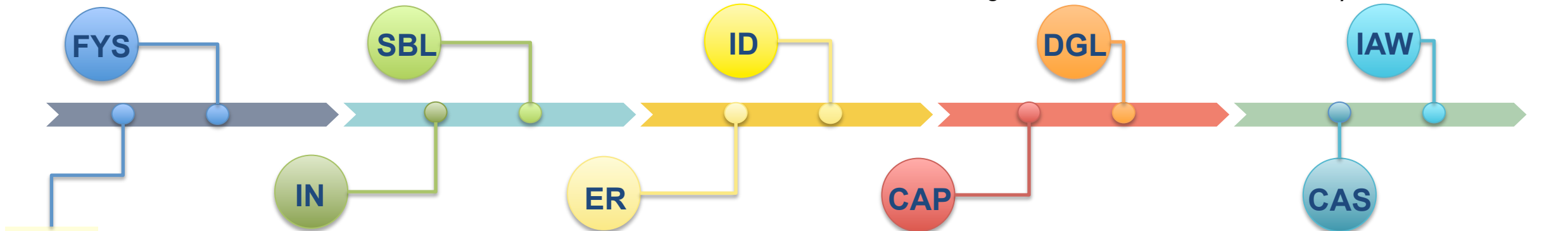
First year seminars and experience (FYS) is courses that help new students increase their academic readiness for higher education and create opportunities for *meaningful* connections/interactions with faculty and peers

Service or Community Based Learning (SBL) is a field-based “experiential learning” with community partners; is an instructional strategy and often a required part of a course. A key element in these programmes is the opportunity that students have: they apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.

Interdisciplinary approaches (ID): an approach that takes into consideration the element of integrative learning where components from two or more courses or fields are combined to create a task. Learners are required to examine and synthesise an issue from multiple perspectives and disciplines to acquire a deep and thorough understanding of more complex issues.

Diversity and global learning (DGL) is learning that concentrates on connections and interdependence that can help students develop awareness of others out of their realm, share and gain perspectives with diverse people outside their community and from other parts of Malaysia and around the globe.

Intensive Academic Writing (IAW): Writing is the centre of students’ academic experience and at the same time becomes the responsibility of the entire academic community. Students have to engage in the production and interrogation of a discipline’s discourse and this may be achieved through their writing where ideas are expressed intensively.



HEIPS definition

Internships (IN) is highly correlated with student academic engagement, desired learning outcomes and persistence towards an academic degree. In Malaysia, it is normally referred to as industrial training or attachment and for teacher education programmes, it is equivalent to the teaching and practical training in schools.

Empirical research (ER): A scholarly project in which both academic staff and students are collaborative partners in examining, creating, and sharing new knowledge or works in ways consistent with practices in the discipline.

Capstone project (CAP) is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of study. A project that integrates all knowledge and skills acquired throughout an entire study programme in an authentic workplace environment. (AAC&U, 2008). Capstone may be project based or research based.

Collaborative assignment and project (CAS): Collaborative learning combines two key goals: learning to work and solving problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research

HEIPs definition

Learning Communities (LC)

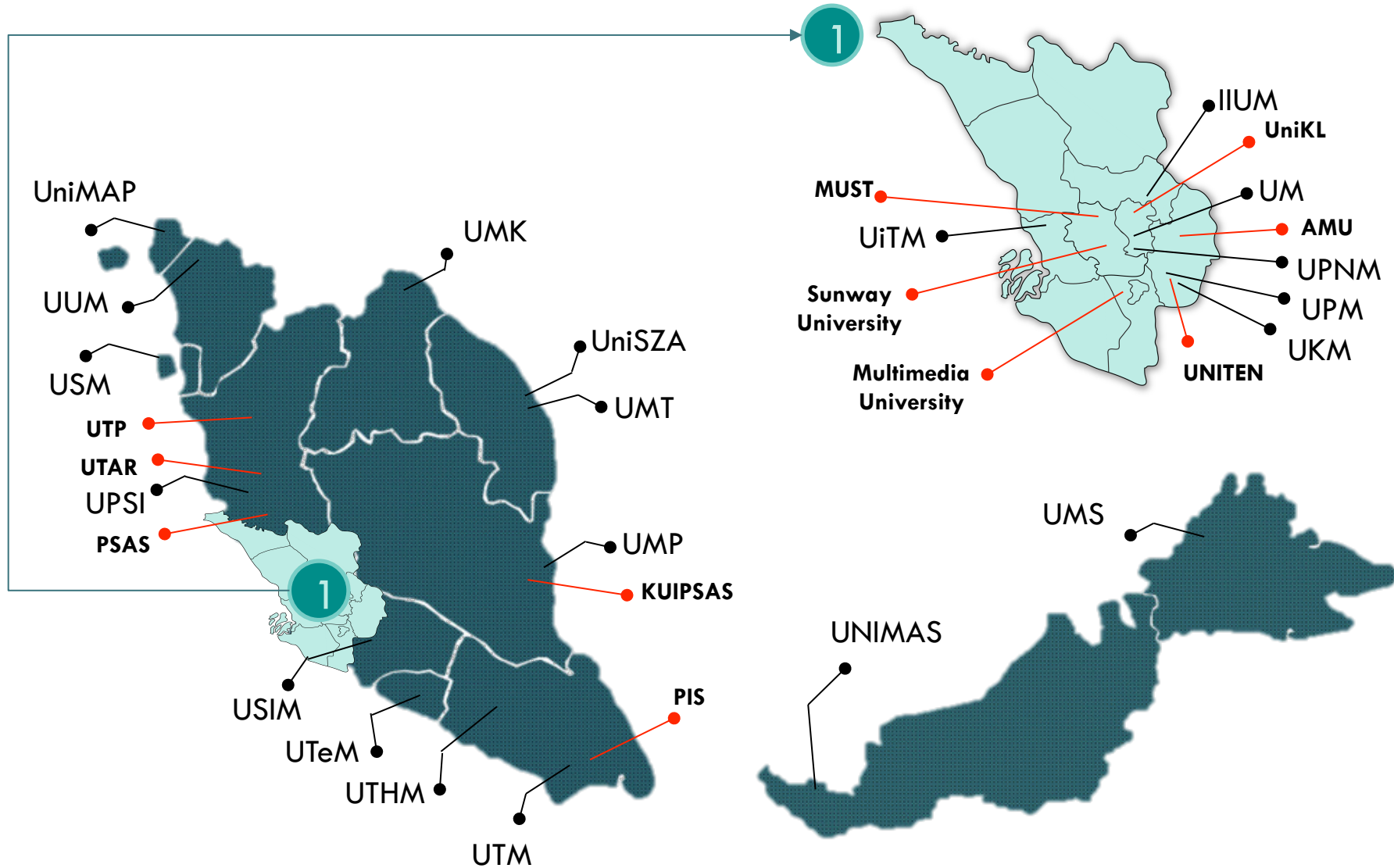
LC is key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines

Common Intellectual Experience (CIE)

Congenial with in term of a ‘core’ curriculum, examples of contemporary efforts to being a measure of intellectual coherence to the undergraduate experience include a set of required common courses or a vertical integrated general education program that may feature a learning community experience often organized around broad themes such as technology and society, or global interdependence enriched with out-of-class activities.

ePortfolio

ePortfolio is a portable, expandable, updatable vehicle for accumulating and presenting evidence of authentic student accomplishment including the curation of specific proficiencies and dispositions at given points in time. ePortfolio is a powerful pedagogical approach that requires meaningful student reflection and deepens learning while making achievement visible - to students themselves, to their peers and faculty and to external audience.



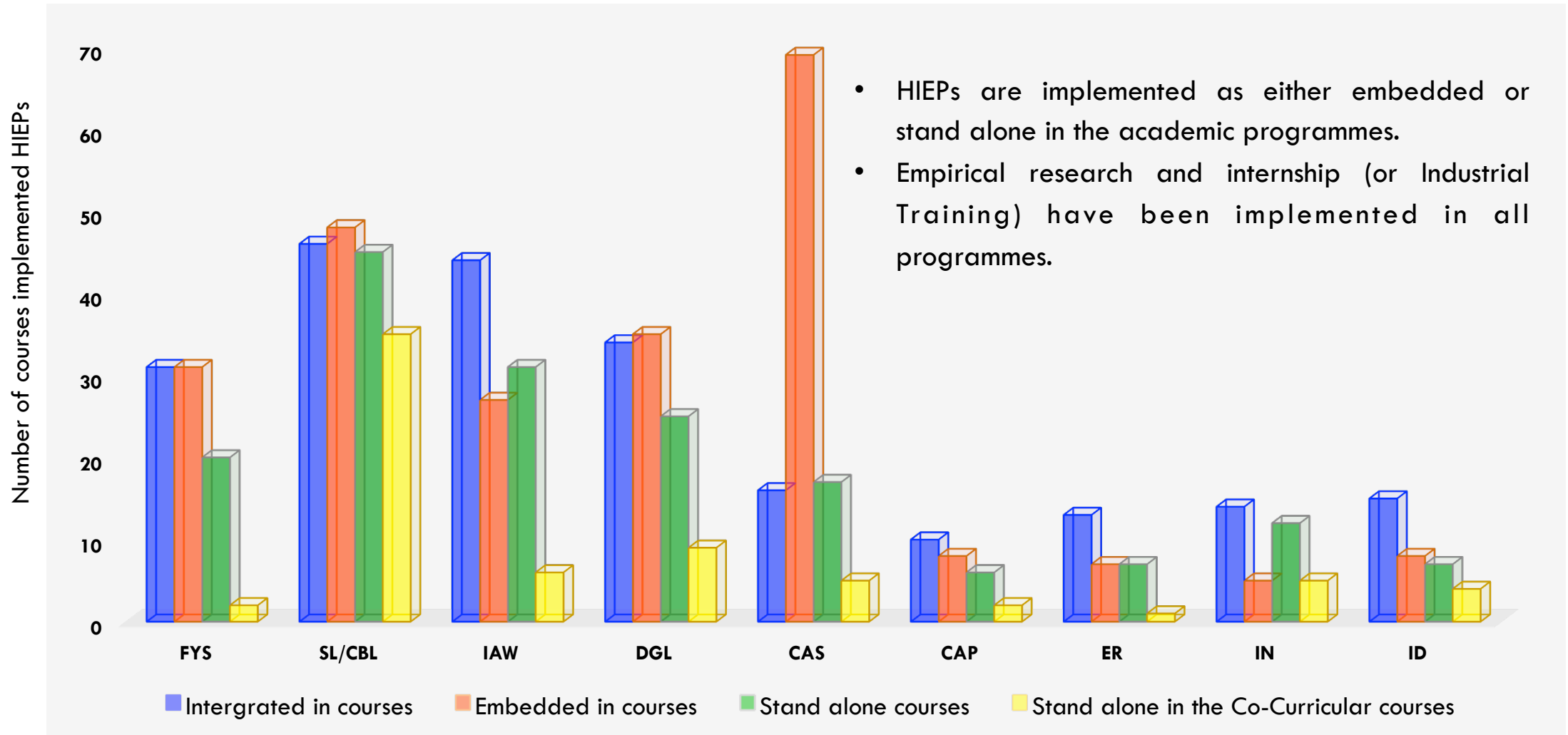
Implementation of HIEPs in Malaysia Higher Educational Institution

Public and Private Universities are implementing HIEPs

Public University
 Private University

(Data collected between March - September 2019)

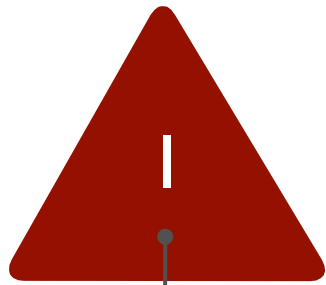
Types of HIEPs Implemented in Malaysian Universities



(Data collected between March - September 2019)

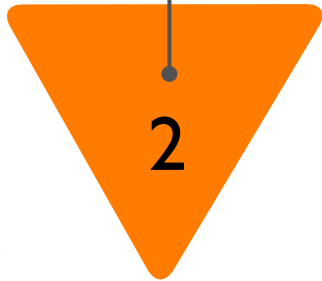
First Year Seminars and Experiences

give students opportunities to work closely with **lecturer who are experts** in their own disciplines

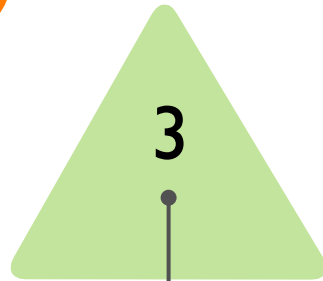


small, discussion-based courses

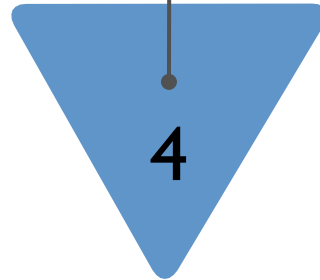
designed to introduce first year students to the excitement of intellectual discovery



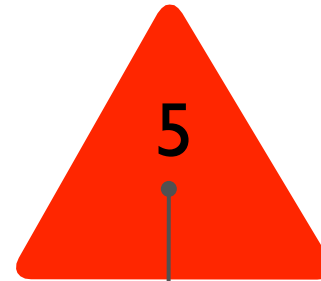
each class focuses on an **exciting and important topic** that capitalizes on the lecturer's expertise



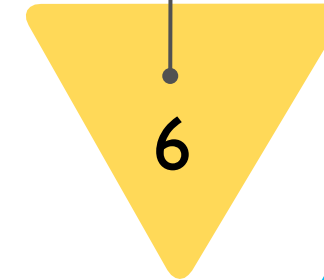
develops and inspires students' own intellectual curiosity and fosters the skills that will help them find, evaluate, and articulate answers to their questions



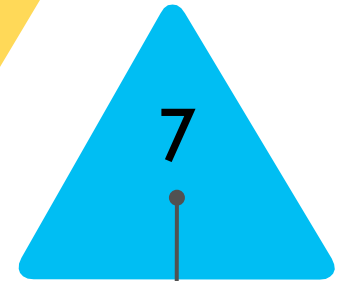
goal is to lay a strong foundation for **lifelong learning and inquiry** to serve our students in their academic and professional careers and as contributors to their own communities



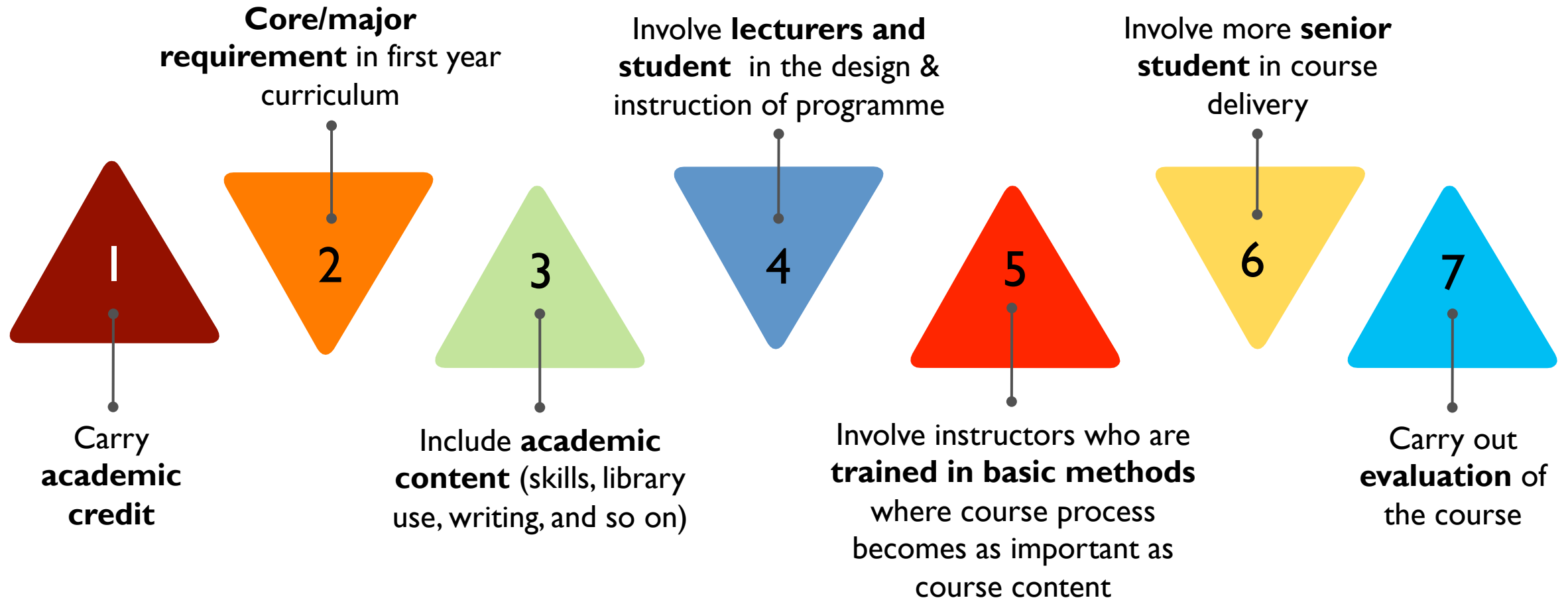
course requires students to **analyze, synthesize, evaluate and communicate**



active listening, active learning and active engagement will be crucial to the success in the course



Characteristic FYS



First Year Seminars and Experiences (FYS)



Forest for Future: Tree planting activity



Forest Survival : Hands-on practice with bamboo-cutting



Forest Survival : Hands-on practice cooking in the wild using bamboo



Forest for Future: Briefing for lecturers before handling field activities



Forest Survival: Briefing by instructor at one of the stations

First-year students from varied academic backgrounds are given exposure to Forestry knowledge, skills and experiences through a series of five structured modules, offered by three different departments within the Faculty of Forestry. Each module allows students to gain hands-on experience with close monitoring by faculty members.

*“I hear and I forget.
I see and I remember.
I do and I understand.”
-Confucius-*

Forestry Camp Activities

Differences between Community-Based Learning (CBL) and Service-Learning (SL)

Community-Based Learning (CBL) 3

- Community or community institution is a space for learning.

Learning cycle

The assignments may not fulfil community's expectations or needs, but students learn from the experience.

Learning time

Less than 20 hours. Students may carry out less than 20 hours of activities.

Learning outcomes

The primary objective of LO is the application of theory.

CBL- Primarily, only students obtain benefit from activities with the community

SL- Is impactful for all parties involved; (a) students, (b) community and (c) university/industry. SL-must contribute to solutions for problems or improvement to life in the community

Service-Learning (SL) 2

- Learning through community service
- Students apply theoretical knowledge learnt in the classroom to serve the community.

Learning cycle

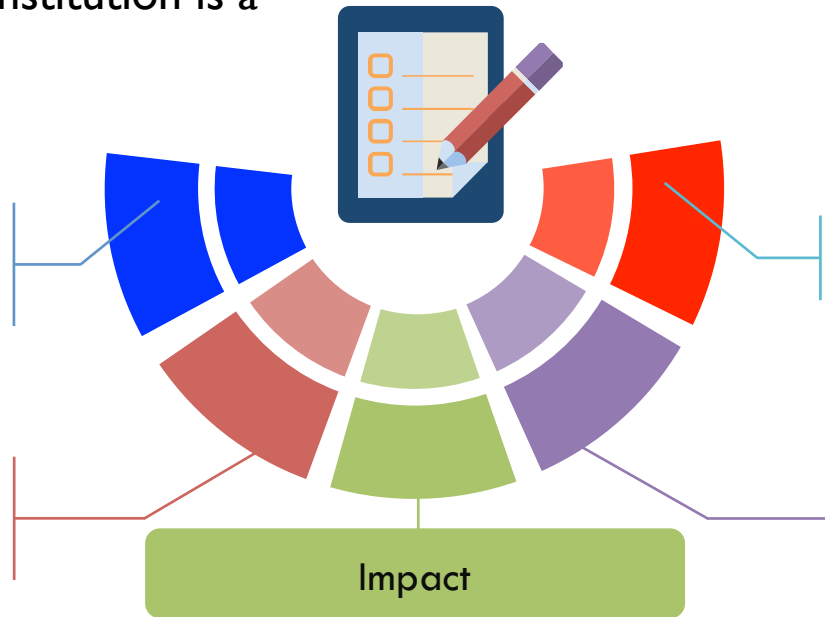
The S-L learning cycle starts with theory, followed by structured activities/ tasks aimed at meeting the needs of the community. The final cycle involves reflective components including application of theory and experience during and after completing assignments.

Learning time

More than 20 hours. Students are required to be with the community or travel back and forth to the location over a specified time period.

Learning outcomes

Learning outcomes must include; (a) students' application of theory, (b) skills and (c) direct impacts to the community and other participating parties.



Bridging Two Universities in a Collaborative Mandarin Language Learning Community

SHARED KNOWLEDGE

promote higher levels of cognitive complexity

✓ Can make me better in Mandarin

✓ We can communicate with people from other University

SHARED KNOWING

construct knowledge together

✓ Skill
✓ Learn Independently
✓ Express myself

✓ Challenging, happy, interesting

SHARED RESPONSIBILITY

participate in collaborative groups

✓ I can bravely talk or answer the question with another student

✓ Cooperation
✓ How to pronounce words

Learning Community

4

- ✓ Enables shared learning
- ✓ Collaborative Problem Solving
- ✓ Provides many experiences/activities
- ✓ Dialogue with other student
- ✓ Validation of learning
- ✓ Improves involvement and connectedness within universities students
- ✓ Provides opportunities to practice and develop presentation and communication skill in learning the second language

Concentrates on connections and interdependence that can help students develop an awareness of others out of their realm, sharing and gathering perspectives with diverse people outside their community and from other parts of Malaysia and around the globe

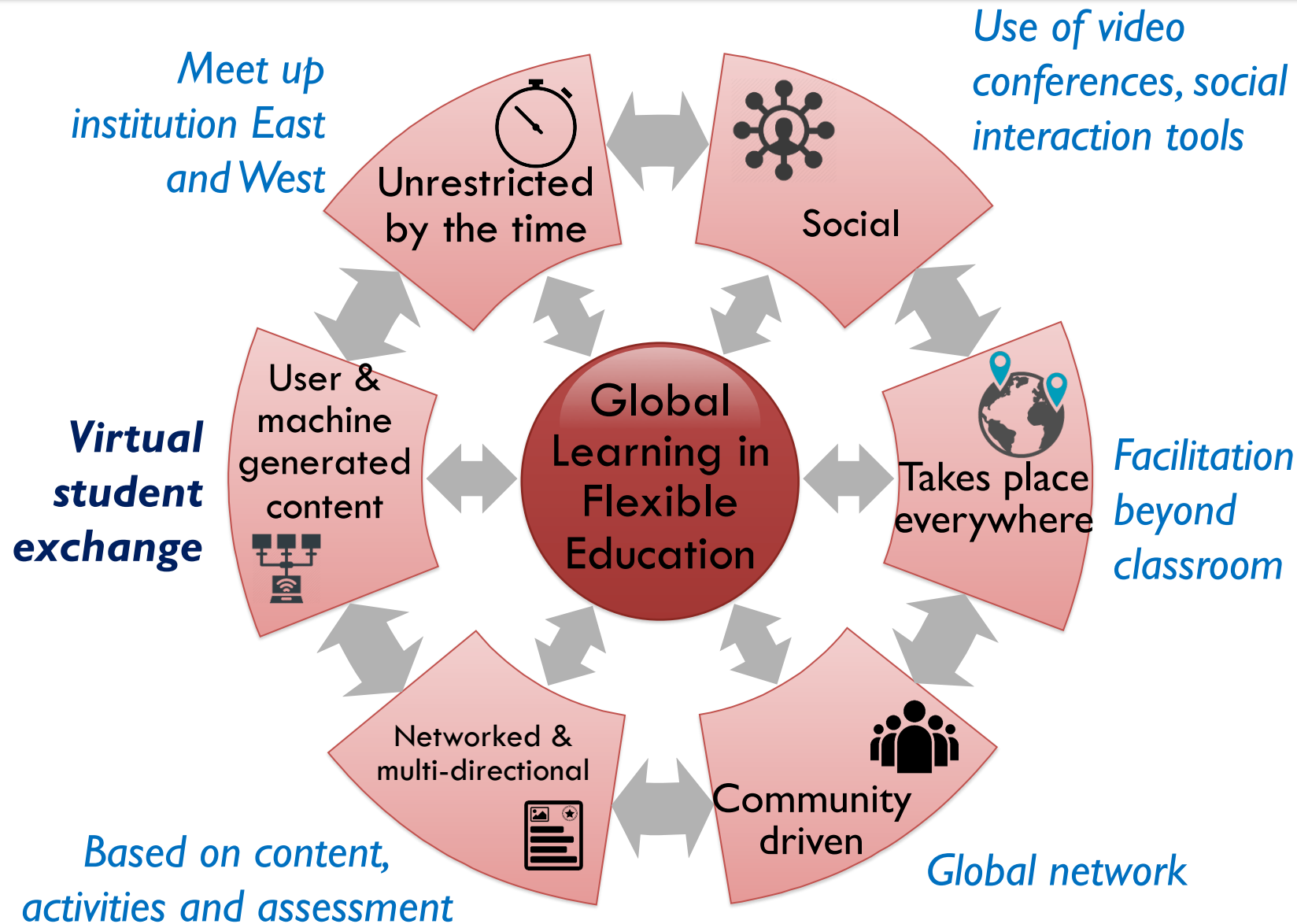
Suggested mode: communicating with students from other countries (online forum eg skype, emails), with international community in own institutions or visits



help students explore cultures, life experiences, and worldviews different from their own

may explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power

Global Classroom : Promoting Flexible Education



Global Learning (GL) is a contemporary teaching practice which is beyond classroom boundary (regardless of geographical, time zone, languages and cultural barriers) as students **collaborate virtually** while being facilitated by both **LOCAL** and **INTERNATIONAL** partner (not limited to learning Institution or industry) through **technology integrated Collaborative Learning**.

Diversity/Global Learning (DGL)

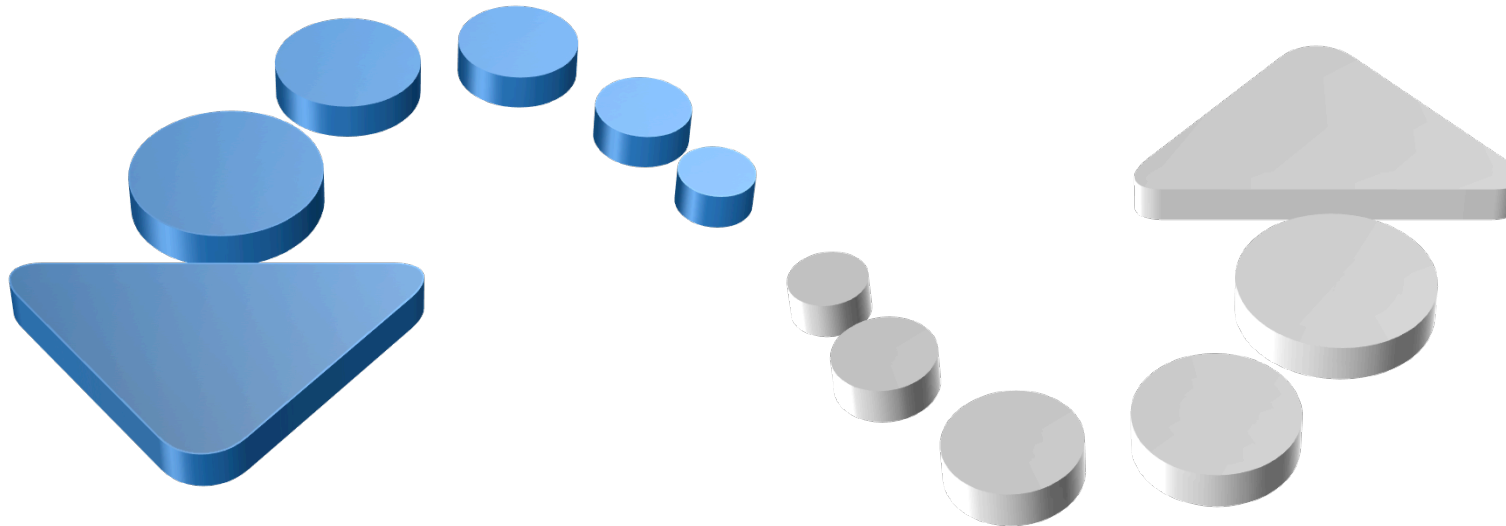
Help students explore cultures, life experiences, and worldviews different from their own. Examples **of global/international learning courses, programs, and/or co-curricular projects**



If there are not many international students in class, collaborate with other international students on campus

Interdisciplinary Approach to Assessment (ID)

a) Integrate components from two or more courses or fields combined to create a task



Examine & synthesize an issue from multiple perspectives and disciplines to acquire a deep and thorough understanding of more complex issues

Fiqh Muamalat



Identify main theories and contracts in Muamalat (commercial transaction) that are related to Fiqh (Islamic jurisprudence)



Demonstrate the applications of Fiqh Muamalat contracts in various industries/companies



Present solutions based on Fiqh and Muamalat perspectives

Delivery Methods

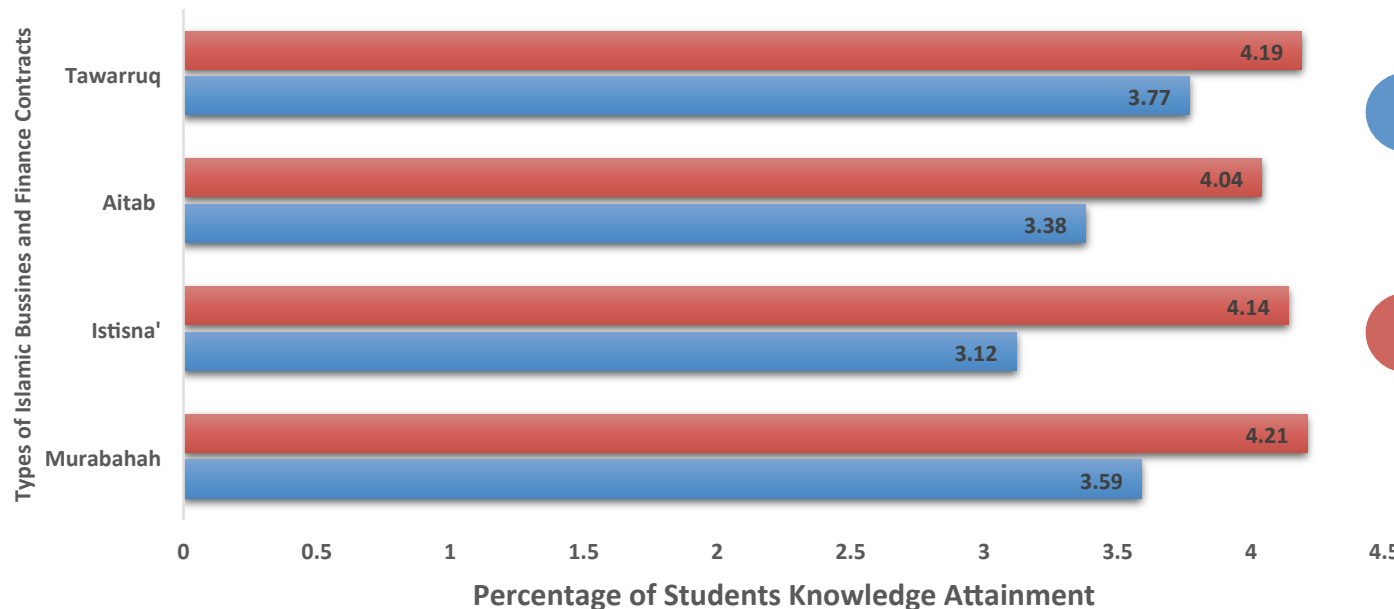
Lecture, discussion, interactive gamification (Muamalat Interactive Game), study trips, Muzakarah Muamalat.



Student Activities

Muamalat Interactive Game© used as a tool in the delivery of Fiqh Muamalat course

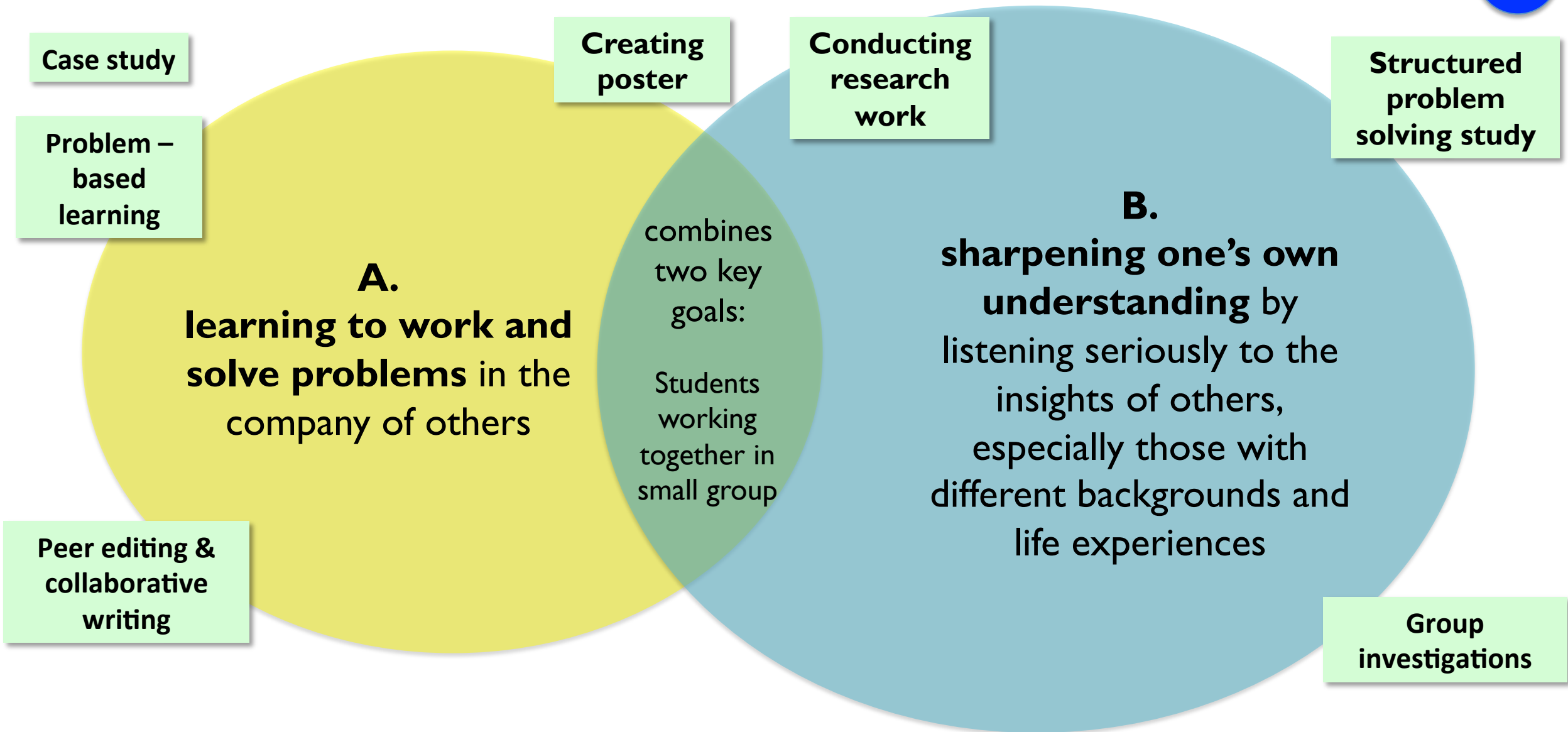
Impact of Interdisciplinary Approach on Students Knowledge Attainment



● Student knowledge attainment before playing MIG©
● Student knowledge attainment after playing MIG©



Collaborative Assignments and Projects (CAS)



Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



Site preparation



Crop maintenance



Evaluation Session



Project Farm to Table

Company Profile, Business Plan, Budget and
Consultant Appointment

Presentation

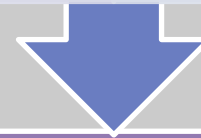
Approval



Business execution with close monitoring by the
project Consultant

Business Progress

Check and balance



Business and product evaluation

Presentation

Exhibition

This course exposes students to real-life job experience in the agricultural sector. They are fully involved in planning and managing a viable enterprise under the supervision of a lecturer.

Multiplying effects of the knowledge transfer programme: Lecturer to Students to Farmers

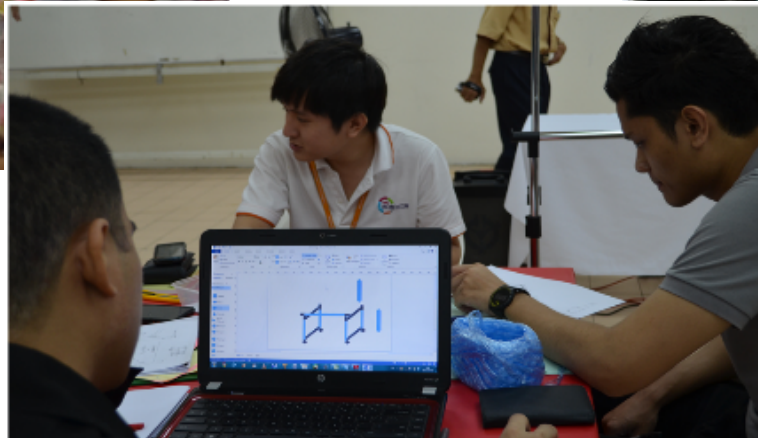


To conclude, collaborative assignment and project element is a good practice as an eye-opener for students' to real-life experience.

03



Implementation of the solution.



Discussion at designing phase.



Operating the working prototype.

04

- SKEM3722 Capstone Project is offered to final year students
- Students are required to solve a complex engineering problem (industry or community based project) in this 2-credit course (80 hours SLT).
- Conceive-Design-Implement-Operate (CDIO) approach is adapted in solving the project.



Actual site visit and survey during conceiving phase



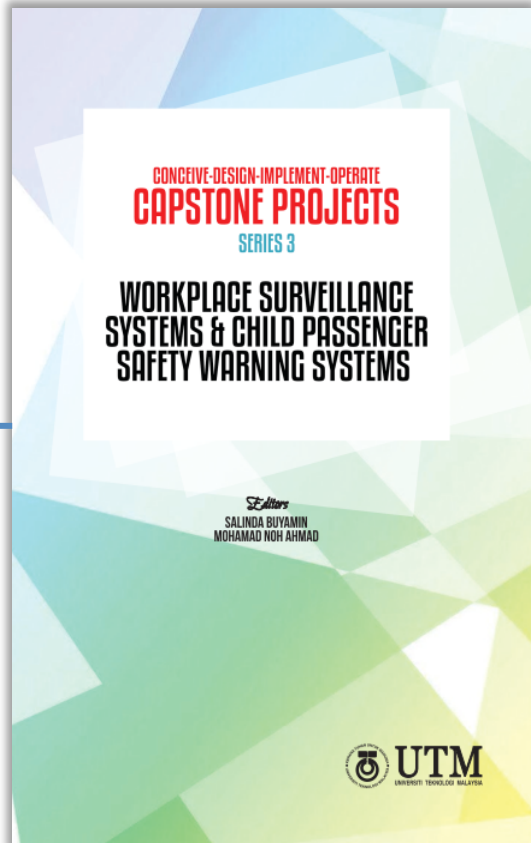
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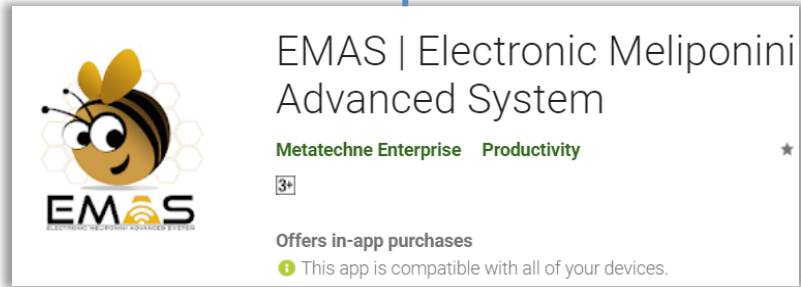
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Impact on Students and Academicians

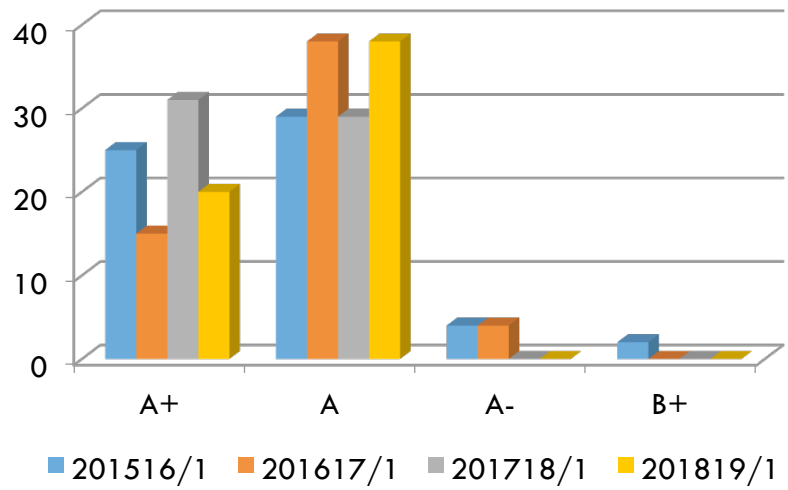
Commercialized app developed with funding awarded by the CREST R&D Grant



Published book



In 2018, CREST R&D Grant was offered to projects selected for commercialization.



Improvement in student results



National runner-up in The James Dyson Award

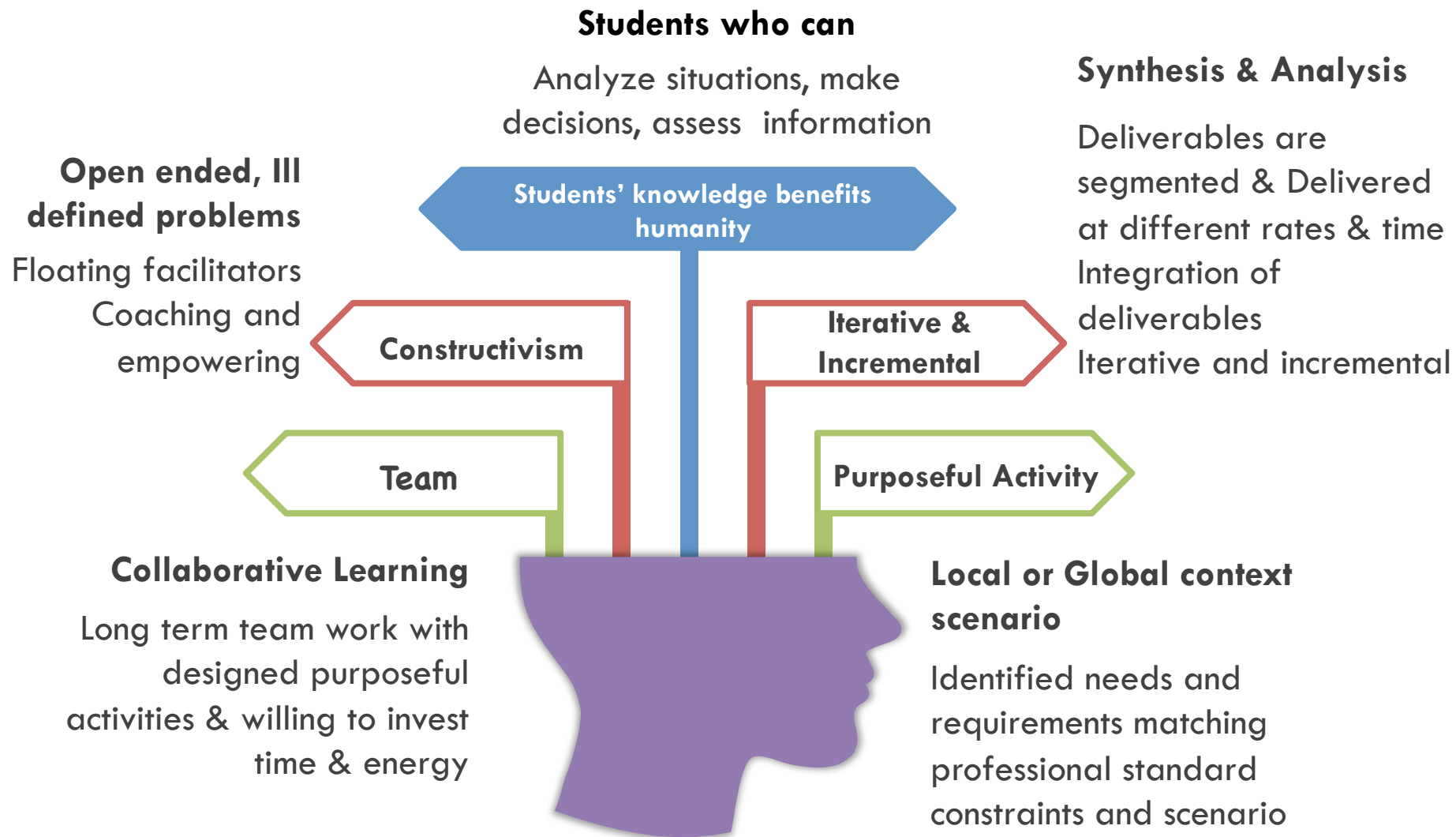
The capstone project strengthens the integrated learning experience, wherein students can apply multidisciplinary knowledge and skills attained in their earlier years of study.

Using Systematic Integrated Design to Scaffold Capstone Project in Chemical Engineering

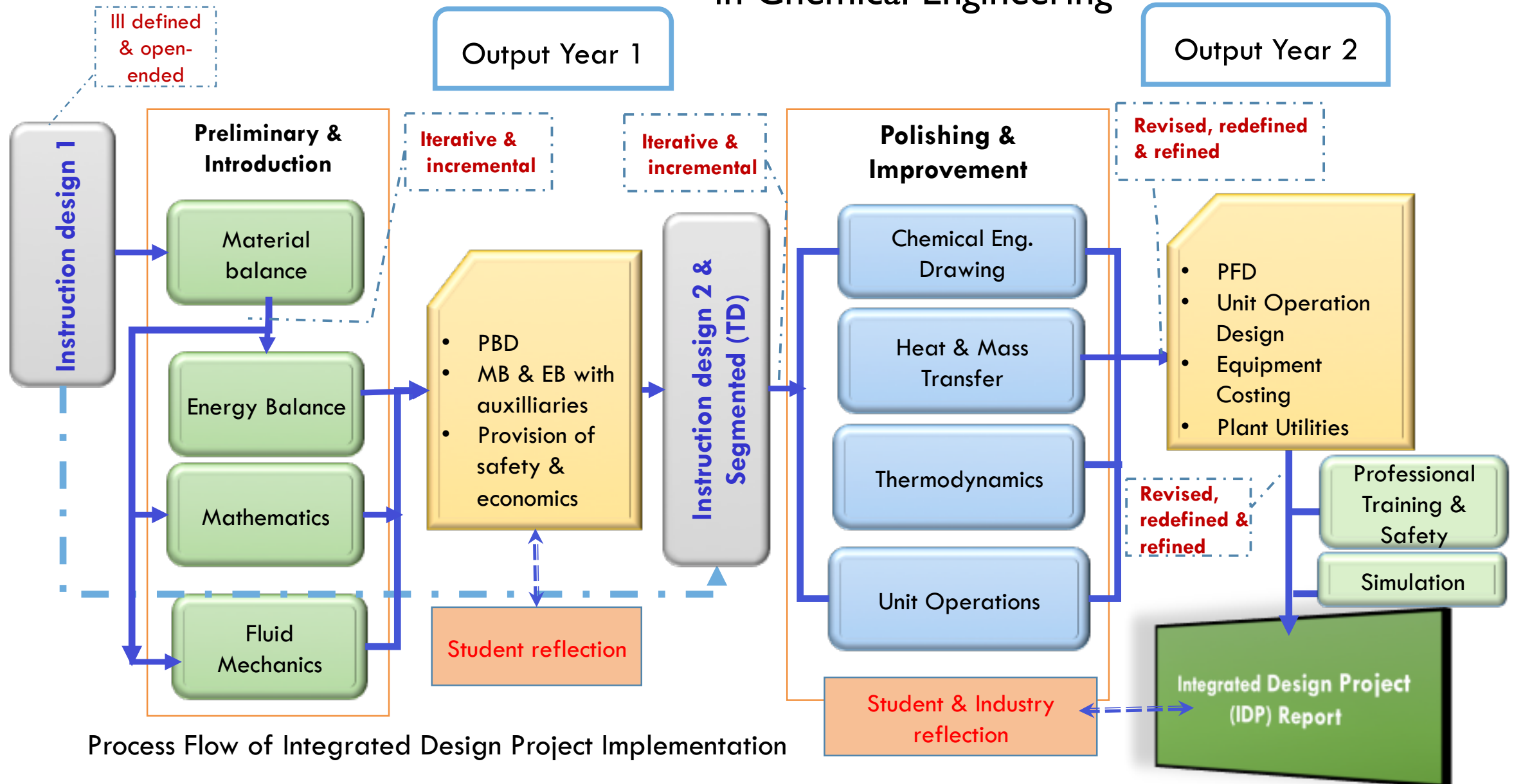
Students at UPM's Department of Chemical & Environmental Engineering work collaboratively over the course of four semesters to complete a group capstone project.

Philosophy

Collaborative purposeful activities via a constructive, iterative and incremental approach to knowledge for the benefit of humanity



Using Systematic Integrated Design to Scaffold Capstone Project in Chemical Engineering



Process Flow of Integrated Design Project Implementation

Student perspectives on the impact of the capstone project

"We have a bird's eye view and prior knowledge, thus we can engage in new problems faster"

"We are able to apply theoretical knowledge directly (in situ) and this lead to deep learning"

"We are able to critically reflect and rectify as the project progresses"

"We can refine our professional recording and documenting practices"

"We observed that working together on similar projects and at times taking a leading role had instilled team spirit and commitment among us"

"We are able to see how our work grows and see improvements that we had done"

Lecturers provided minimal but more focused instructions

Prior learning of all of the different subjects helps in the execution of Final Year Design Project. Especially that we had done design project in first year and IDP in second year, I am able to see that our understanding on the fundamentals of chemical engineering knowledge had improved compared to the design project done during the first and second year. CAD helps give us a clear idea on how the drawing is normally done in the industry while Unit Operation knowledge helps us in the execution of ASPEN simulation which is widely used in the industry. Thermodynamics gives us a sense of reality in designing the process which makes the design feasible and not overly ambitious. as for example, we know that it is almost impossible to cool a stream from 450 degrees Celcius to 40 degrees Celcius using just one heat exchanger due to application of thermodynamics and heat transfer knowledge.

In my opinion, the time spent on the final year design project is shorten as we were trained throughout the 3 years about the procedure of doing design project. This is because we have applied the theories that we learned and experienced doing design project in Integrated design project (IDP). Therefore, we got exposed to the design project work flow and learnt to manage well for final year design project.

All those courses really help is to find a way to solve problem final year design project and guided the right path. We were able to conduct the feasibility study and front end engineering design with the help of those courses.

It is a platform where we learn about the design project and get to experience by doing it. We get to know all the pathways, proper process of feasibility study and front end engineering design. This enable us to do the Final year design project in much greater momentum and without getting lost in the middle of the project. It also makes us more independent for the final year design project.

Interdisciplinary Approach to Assessment (ID)

Integrate components from two or more courses or fields combined to create a task.

Work either individually/ collaboratively with others.

Assessment by means interdisciplinary approach can be applied throughout the duration of study

Collaborative Assignments and Projects (CAS)

Combines two key goals:

- learning to work and solve problems in the company of others
- sharpening one's own understanding by listening seriously to the insights of others, especially those with different background

Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research

Capstone Courses & Projects (CAP)

Students nearing the end of their degree may engage in a capstone project (e.g. research papers, performances, field work, productions, a portfolio of best work) or a capstone course.

Involve final year student

Intensive Academic Writing in the Discipline

Example of learning outcomes: To develop the skills and abilities to thoughtfully seek information, critically analyze sources, and clearly formulate complex ideas (C5, CS)

Requirements

Writing is Comprehensively Integrated into the Course

Writing is a Significant Part of the Course Work

Writing is a Significant Part of the Course Grade

Writing is Learned Through Revision

Writing is Explained and Practiced in the Course

Suggestions:

100-200 level, students must complete a total of 12-15 pages of formal writing. At the 300-400 level, 15-20 pages of formal writing

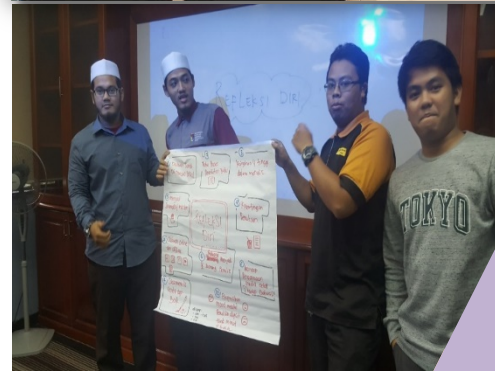
Can be done over multiple assignments (may comprise of few papers of varying lengths)

Project: **NUKILAN DAI'E**

The project's learning goals are closely related to the course learning objectives.

The aims of **Nukilan Da'ie** Project are;

- To orientate students to the practice of disciplinary writing
- To enhance students' writing ability in the propagation of Islamic teachings
- To produce amateur and professional da'wah writers for print and social media



Interactive Teaching and Learning Strategies



Assessment: (a) Presentation, (b) Drafts Writing and (c) Final Examination

Impacts of Intensive Writing Course to Students



Students show their
ability to
'create'



Communication
skills



Students
can write



“writer-preneur”
Write & Gain



Future-Ready
Graduates



Publication
In print and online



Enrich
Knowledge



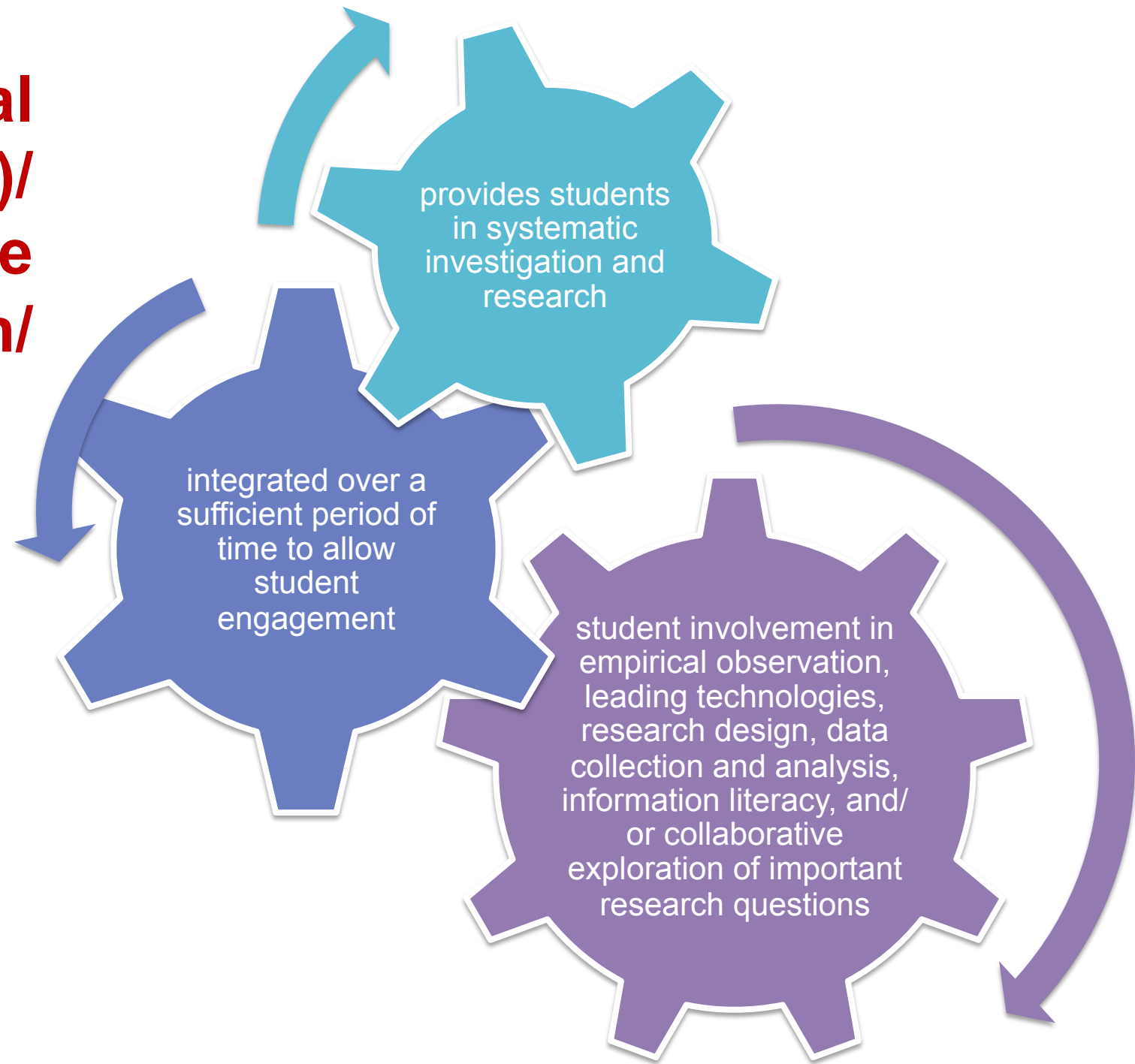
Internship
Opportunity
at “Galeri
Ilmu”

Enhance writer-
entrepreneur skills



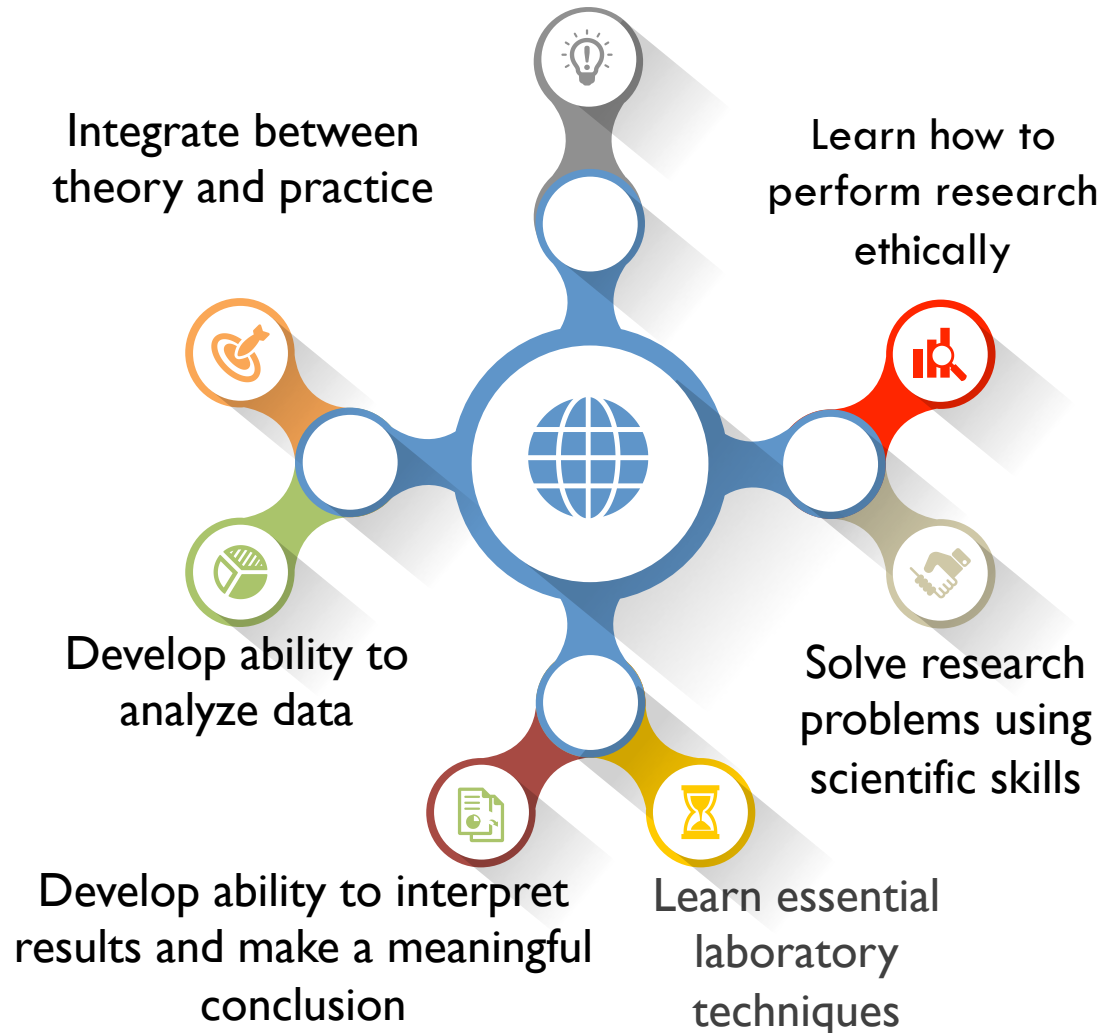
Boost
motivation

Empirical Research (ER)/ Undergraduate Research/



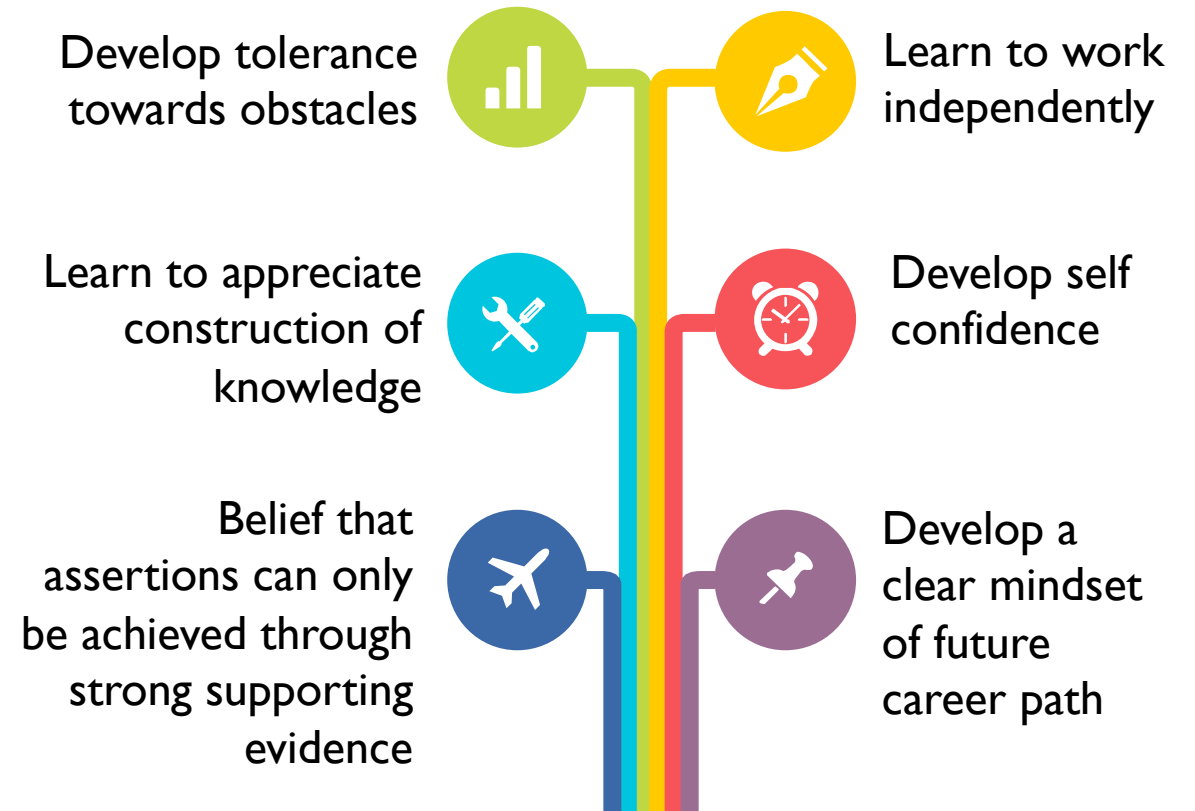
Impacts on Students Research Abilities

Develop skills useful for the conduct of research



Student Research Day

Impacts on Students Attributes



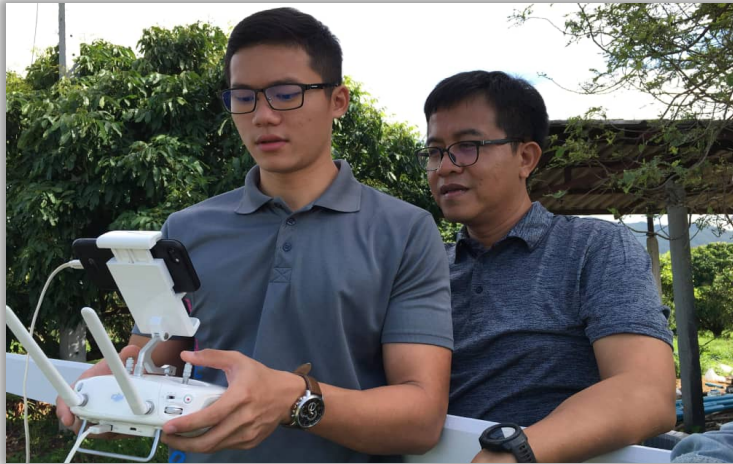


INDUSTRIAL TRAINING CIT2901

A GATEWAY TO JOB PLACEMENT



networking
engagement independence stepping stone
exceptionally useful personal development decision making
interpersonal skills communicating initiative cv bo
internships project man: C
liaising employability skills great opportunity tear
responsibility inspiring experience career plan interview



Student trained to do mapping using drone at Maejo University, Thailand

SPECIAL ACTIVITY IN DAGAM FARM

EFFECTIVE PRUNING TECHNIQUE DURING SUMMER

SWEET PERSIMMON FARM, WPL (WORK PLACE LEARNING)
DAGAM FARM, SOUTH KOREA

OBJECTIVE
To make sure there is only premium and great A fruit left during harvest session.

PROCEDURE



RESULT FOR THE SHAPE OF TREE (VASE SHAPE)



RESULT FOR FRUITS



Students' special project conducted on harvesting techniques of Persimmon fruit at Dagam Farm, South Korea.



Students trained to plant paddy in Thailand

(Shiamala, 2020, HIEPs: MHEE)



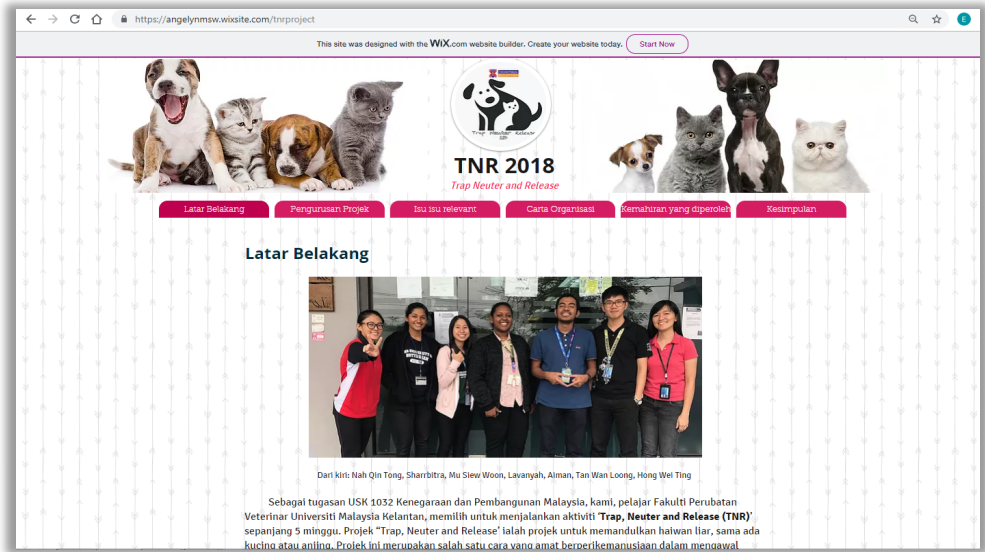
Student checking the survivability of grafted durian seedlings at DOA Pahang



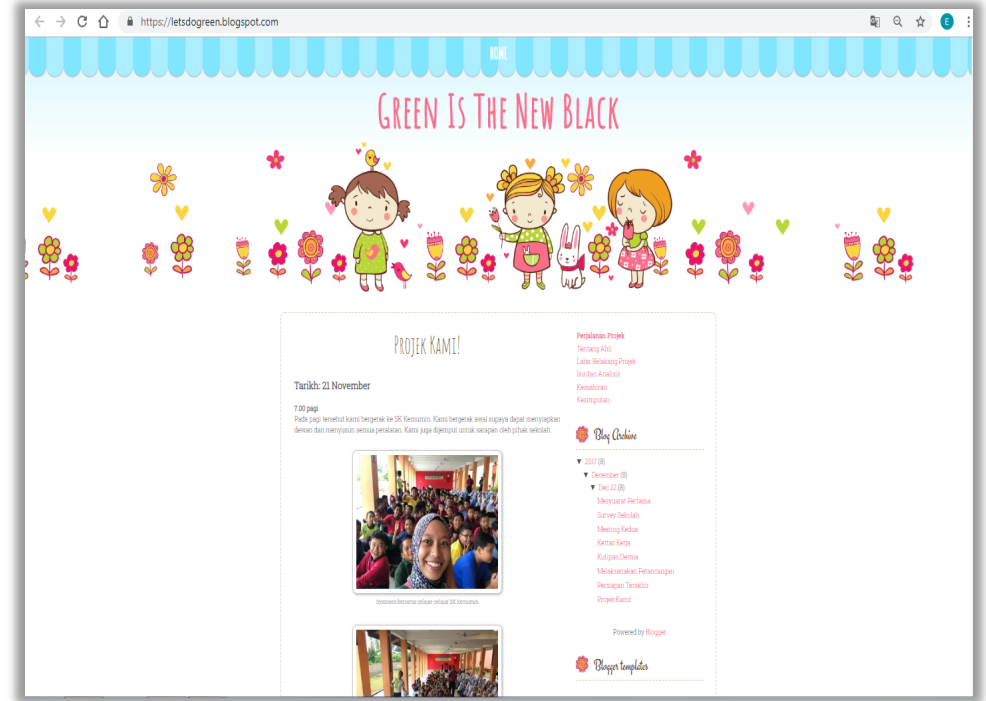
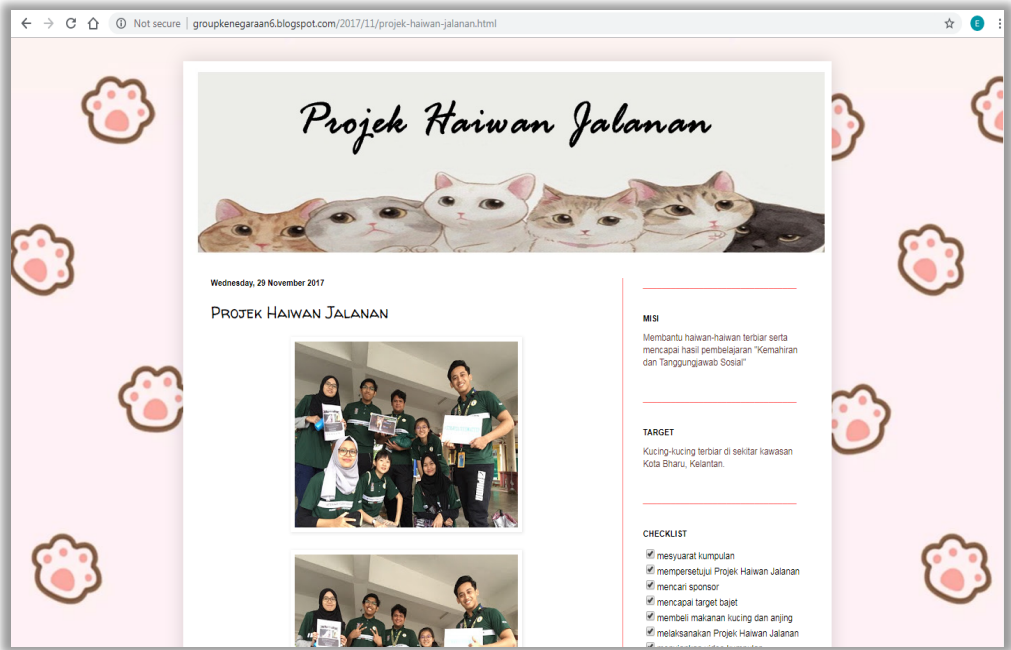
Student practising marcotting technique at fruit farm

Nationhood Project ePortfolio

Sample 1 Trap, Neuter and Release Project



Sample 2 Projek Haiwan Jalanan



Sample 3 Projek Kelestarian Alam Sekitar

Nationhood Project ePortfolio

Human-animal relationship awareness: Pupils of SK Kemumin looking at python, gecko, hamster and hedgehog.



'Feeding the needy' at Pasar Siti Khadijah, Kota Bharu.



'Strays lives matter'



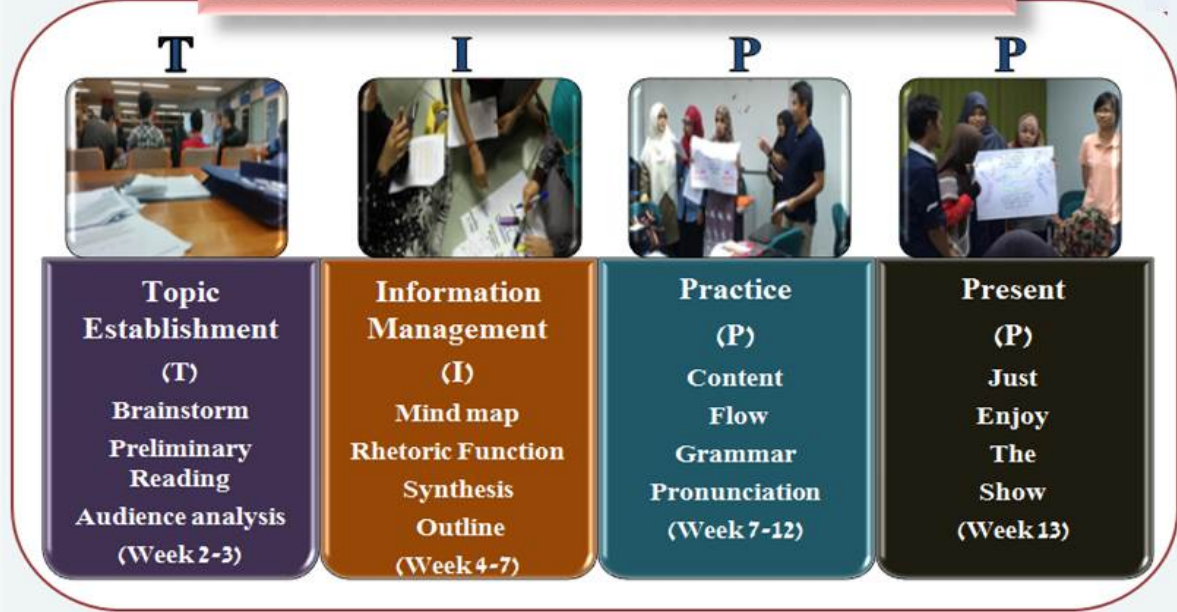
Plant-for-the-Planet: Planting trees for a better world at Sekolah Kebangsaan Kemumin, Kota Bharu, Kelantan

'Let's have some milk and friskies'

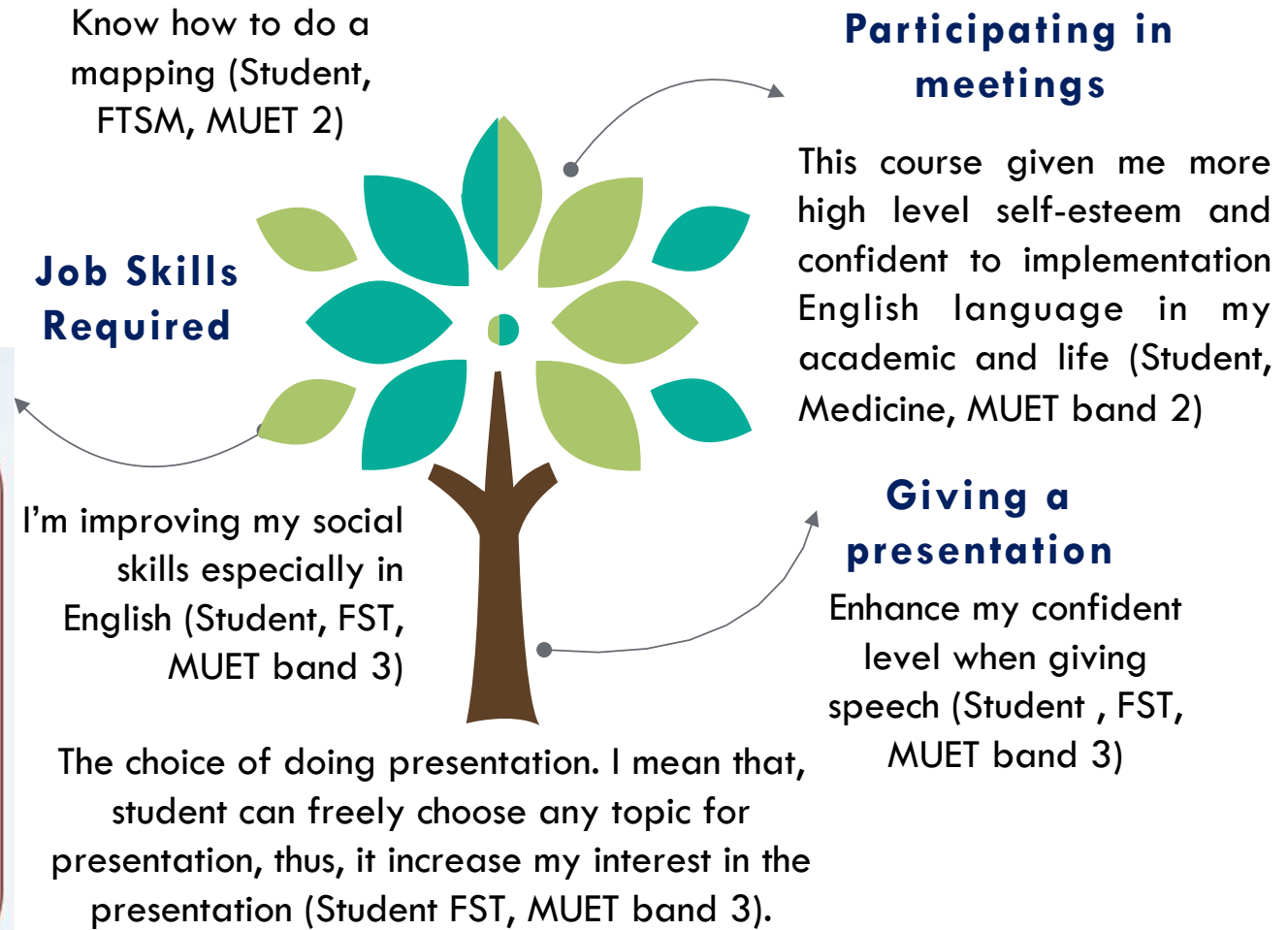
T.I.P.P. in Promoting Transdisciplinary Learning

T.I.P.P. is an approach of teaching and learning to help students with low English proficiency to gain confidence to give a speech in English Language in front of an audience.

TIPP: STAGES AND PROCEDURES

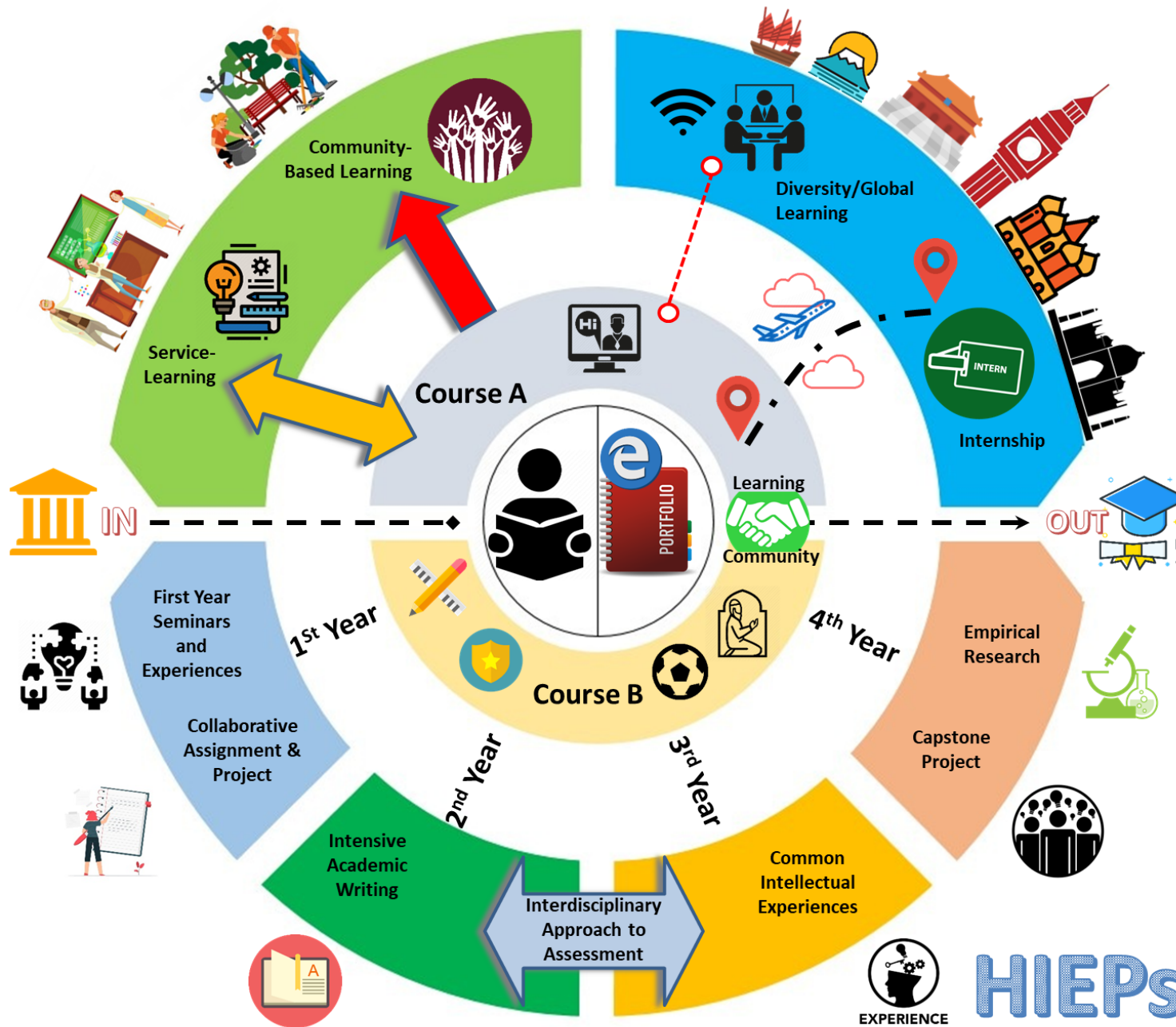


Impact of T.I.P.P Approach



HIEPs Ecosystem

Interconnected infrastructure, integrated flexible curricula, and interactive engagement with community and industry stakeholders are vital elements of the HIEPs ecosystem. A HIEPs ecosystem inspires, scaffolds, and expands student learning through learning spaces, networked digital technologies, experiential learning opportunities, and global mobility.



Penerapan 5 HIEPs ditekankan bagi setiap program pengajaran dimana **Service Learning (SULAM)** adalah wajib serta 4 amalan HIEPs yang lain

Acknowledgement



Wan Zuhainis Saad



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Amira Sariyati Firdaus



Lutfiah Nariah bt Abbas



Gan Leong Ming



Lim Cheng Siong



Siti Salhah Othman



Mai Shihah Abdullah



Thank You

CADe
 Aida Suraya Md. Yunus

