



UNIVERSITI
TEKNOLOGI
MARA



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Tahniah! kepada En Abdul Jalil Lob atas perlantikan beliau sebagai Timb Pengarah HEP dan ribuan terima kasih kepada Prof Madya Dr Haji Abang Ahmad Ridzuan Abang Awit atas segala sumbangan beliau.



STestMAP Spreads Its Wings To Singapore

Foo Kien Kheng, Head of STestMAP Team

They say one good thing leads to another. And so it was with STestMAP. We had the good fortune of first meeting Professor Lee Peng Yee and Assoc. Prof. Dr Berinderjeet Kaur both from the Mathematics and Mathematics Education (MME) Academic Group of the National Institute of Education (NIE), National Technological University (NTU), Singapore during the MathTed Conference at D'Ateneo Manila University, Philippines held from 23-25 October 2006. During this informal discussion we briefed them on the essentials of our STestMAP. The next thing was, we received an invitation by NIE to make a presentation of STestMAP to their researchers and post-graduate students.

We regarded this as a good opportunity for us to share and promote our product to researchers outside of Malaysia and get the necessary feedback and assessment of our product's potential abroad. The presentation also served to help establish collaboration and academic networking between UiTM and NTU, Singapore.

The presentation was attended by a reasonably good crowd of 18 keen participants comprising MME lecturers, research associates from Learning Sciences Laboratory (LSL) and the Centre for Research in Pedagogy and Practice (CRPP) as well as some Ph.D students studying at NTU.

The response from the audience towards our new product was positive and encouraging.

- * There was a suggestion that we should make the sale of the product available online and that we follow up with upgrades made available in the same manner.

- * Some of the participants were interested to know the cost of installing the courseware for multiple users.
- * Some put forth the idea of including additional features like sample size determination and post hoc tests as they felt that these would enhance the value of the product. Many among the audience felt that there should be more roadmaps for multivariate analysis.
- * Right after the presentation, I received this message from one of the participants. She is a research associate with LSL, a research center in NIE.

"I have just attended a talk by Kien Kheng who introduced to us on how his software package can help researchers to identify the correct statistical methods to use for their studies (see description in the original message below). I found his session immensely useful to inexperienced researchers as there are so many methods available in SPSS and often time, we may unwittingly choose an inappropriate method." (CHUNG Tze Min, 2007 tzemin.chung@nie.edu.sg)

Conclusion

These constructive comments from the audience are very useful to the STestMAP team. We feel greatly encouraged by such feedback which we will use to keep improving our product. We also believe that this successful presentation at NIE will help to create a variety of opportunities for UiTM in terms of academic collaboration, networking and of course the promotion and sales of this product.

Finally the STestMAP team hopes to conduct some data analysis workshops for lecturers and students at NTU in the near future. This will surely serve to confirm that the STestMAP has matured into a useful and reliable statistical thinking tool for researchers.

Convergent and Divergent Questions

Ask divergent as well as convergent questions. The distinction between convergent and divergent questions is whether there is a single or accepted "correct" answer (to a convergent question) or are there a number of possible answers, many of which may be acceptable (to divergent questions). Convergent questions may expect the student to repeat some conventional wisdom. Divergent questions often require new, creative insights.

Example (Sociology):

Instructor: "According to our textbook, in what ways does the present welfare system solve the problems of poverty?" (Convergent question, the range of acceptable answers is determined by the textbook.)

Instructor: "What are some ways in which the country might solve the problems of poverty?" (Divergent question, a wide range of acceptable answers are possible.)

COMMENT: Notice that question 1 is an open-ended question even though a convergent one. Convergent questions are often closed-ended; divergent questions

must always be open-ended.

Some answers to divergent questions may be more acceptable than others in terms of logical consistency, synthesis of relevant data, solutions of major aspects of the problem, etc. The major advantage in asking divergent questions is that the task they set for the students is to think about an issue or problem, not to discover the "correct" answer or the answer the teacher is looking for. Usually students are more willing to attempt answering divergent. (Extract from an article by By William E. Cashin, Kansas State University.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/pskquest.htm>



Memetik dari Amanat Tahun Baru 2007: *Kemampuan Kepimpinan Strategik dalam Memperkasakan Kecemerlangan Akademik* (Ibrahim Abu Shah, 2007: 1-2), kita boleh mengetahui bahawa amanat Naib Canselor kita, Yang Bahagia Dato' Seri Dr. Ibrahim Abu Shah ini telah "... disampaikan dalam konteks imbasan pencapaian tahun lepas, cabaran semasa, dan fokus tahun baru." menerusi "... tema-tema terpilih". Tema Amanat pada kali

ini, *Kemampuan Kepimpinan Strategik dalam Memperkasakan Kecemerlangan Akademik* adalah bersesuaian dengan keperluan dan kehendak dalam kampus kita di Samarahan ini. Beliau juga ada menyebut bahawa satu faktor yang penting ialah kekuatan

Amanat Naib Canselor

minda kepimpinan sama ada di universiti mahupun negara. Tambah beliau lagi, untuk memastikan kecemerlangan universiti ini diperkasakan, "...kepimpinan peringkat dalaman tanpa mengira aras perlu bersifat strategik bukan sahaja dari aspek pemikirannya malah juga dari aspek amalan dan tingkahlakunya. Selain itu, beliau turut menegaskan bahawa keperluan untuk "...peka dengan keadaan persekitaran, cabaran dan peluang yang wujud".

Untuk tahun 2007 ini, beliau juga mengatakan bahawa "...kecemerlangan akan mengambilkira aspek kualiti hasil, baik graduat, penyelidikan, inovasi mahupun penerbitan, perundingan ataupun hasil aktiviti pelajar untuk penyediaan ke arah aspek penarafan dalam tempoh terdekat" (Ibrahim Abu Shah, 2007:2). Antara perkara-perkara utama yang menjadi intipati dalam Amanat Naib Canselor ialah:

1. Lima Puluh Tahun Pertama UiTM dan Pencapaiannya
2. Definisi Kepimpinan Strategik dan Kecemerlangan Akademik
3. Manifestasi Pencapaian UiTM dalam Tahun 2006

4. Pembangunan Program
5. Program yang mendapat Pengiktirafan Profesional (sehingga 2006)
6. Penyelidikan / Inovasi dan Penerbitan
7. Pemantapan Kualiti Pengurusan Universiti
8. Lulusan Mengikut Peringkat (2006)
9. Keboleherjaan Graduat
10. Kepuasan Hati Graduat terhadap Sistem UiTM Keseluruhan
11. Sasaran Enrolmen 200, 000 dan Pengambilan Pelajar Baru (2006)
12. Perhubungan Industri / Antarabangsa
13. Pencapaian Aktiviti Pelajar
14. Modal Insan Universiti
15. Governans Universiti
16. Saiz fizikal dan Enrolmen
17. Cabaran-Cabaran yang perlu ditangani:

Isu-isu Tertangguh yang perlu diselesaikan segera;

- i. Penterjemahan Shared Vision yang menyeluruh
- ii. Semakan Kurikulum
- iii. Pelaksanaan Konsep Gugusan
- iv. Pelaksanaan Program Double Major, Major Minor
- v. Pelaksanaan Bahasa Inggeris
- vi. Pelaksanaan Program Keusahawanan (Entrepreneurship)
- vii. Pelaksanaan Polisi Universiti seperti Polisi Akademik, ATA dan Dasar Pengurusan
- viii. Penyelidikan & Inovasi
- ix. Dasar penubuhan Pusat Kecemerlangan
- x. Profesor Kontrak
- xi. Pemantapan Sistem Pengurusan
- xii. Jaminan Kualiti Akademik menerusi MQF
- xiii. Pelaksanaan Latihan Praktikal
- xiv. Pelaksanaan E-Learning
- xv. Pelaksanaan Latihan Kepimpinan
- xvi. Perolehan dan Penggunaan Kemudahan ICT
- xvii. Penyampaian Perkhidmatan
- xviii. Sumber Manusia
- xix. Penghayatan dan Pelaksanaan Dasar Q-Q 5E dan Hadhari Scorecard

Isu-isu yang berpotensi menjadi halangan;

- i. Penarafan dalam Konteks Kedudukan Global
- ii. Pembangunan Bidang
- iii. Mengenalpasti konflik antara isu sebagai asas inovasi kepimpinan untuk kecemerlangan
- iv. Mekanisme Penyelesaian

Dalam amanat tersebut, Yang Bahagia Dato' Seri Dr Ibrahim Abu Shah juga berpesan kepada "...semua lapisan warga UiTM sama ada staf akademik dari professor hingga kepada pensyarah muda, staf pentadbiran dari golongan pengurusan/professional hingga kepada pembantu am serta tukang dan pelajar dari sarjana PhD hingga diploma haruslah menanam dalam diri kita semangat jati diri untuk terus membawa UiTM ke tahap yang lebih tinggi dengan kerjasama padu" (2007:39). Beliau juga turut menasihatkan kita agar lebih mengutamakan "...kesejahteraan dan kesederhanaan bersama dengan meninggalkan amalan-amalan buruk kepimpinan seperti merancang untuk gagal, menabur fitnah untuk kepentingan sendiri, mengenyapkan yang hak, dan mengaburi pihak yang lebih atas dengan maklumat-maklumat palsu" (2007: 39).