info kampus

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Ke arah Mahasiswa Bebas Dadah (m.s. 16)

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Mesej Timb. Pengarah (HEP)
Hanshi Prof Tatsuo Suzuki melawat UiTMCS
Power Memory Workshop
News from Mukah
'Kapkhonka Thailand'
Seminar Pemantapan Minda Pelajar
Malam Pra-Graduan UiTMCS
Active Learning

Khidmat Negara (more on page 3)

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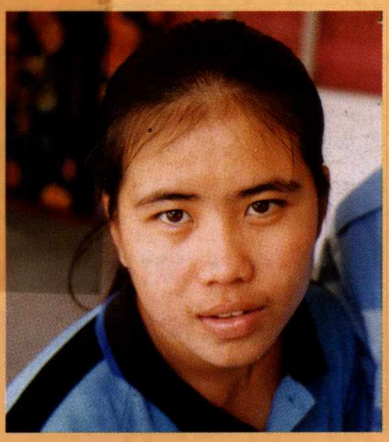
"Saya rasa program ini adalah [illegible] mengeratkan hubungan di antara [illegible] dipupuk di kalangan anak-anak [illegible] belum lagi matang. Contohnya anak muda yang berumur 18 tahun ke bawah. Program ini memang patut disokong oleh semua pihak kerana program ini boleh menjadikan seseorang anak muda yang tidak yakin dengan diri mengatasi masalahnya. Contohnya diri saya sendiri. Dulu sebelum menyertai PKN saya seorang yang pemalu, kurang berkeyakinan terhadap diri sendiri malah suka bersendirian. Tetapi sekarang apabila menyertai PKN saya menjadi lebih berani dan mempunyai lebih ramai kawan dari pelbagai bangsa. Saya berasa bertuah kerana dipilih menyertai PKN." **- Cynthia Ak. Lawrance (Betong)**

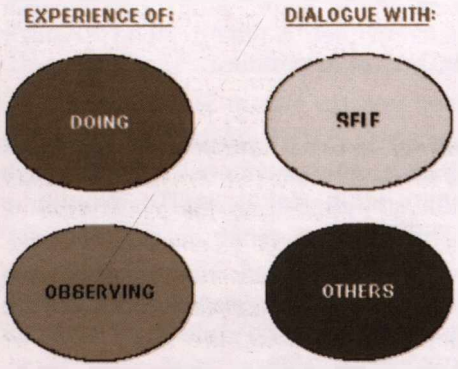


ideas in education

Active Learning

By L. Dee Fink

Many college teachers today want to move past passive learning to active learning, to find better ways of engaging students in the learning process. But many teachers feel a need for help in imagining what to do, in or out of class, that would constitute a meaningful set of active learning activities. The model below offers a way of conceptualizing the learning process in a way that may assist teachers in identifying meaningful forms of active learning.



Explanation of the Components

This model suggests that all learning activities involve some kind of experience or some kind of dialogue. The two main kinds of dialogue are "Dialogue with Self" and "Dialogue with Others." The two main kinds of experience are "Observing" and "Doing."

Dialogue with Self

This is what happens when a learner thinks reflectively about a topic, i.e., they ask themselves what they think or should think, what they feel about the topic, etc. This is "thinking about my own thinking," but it addresses a broader array of questions than just cognitive concerns. A teacher can ask students, on a small scale, to keep a journal for a course, or, on a larger scale, to develop a learning portfolio. In either case, students could write about what they are learning, how they are learning, what role this knowledge or learning plays in their own life, how this makes them feel, etc.

Dialogue with Others

This can and does come in many forms. In traditional teaching, when students read a textbook or listen to a lecture, they are "listening to" another person (teacher, book author). This can perhaps be viewed as "partial dialogue" but it is limited because there is no back-and-forth exchange. A much more dynamic and active form of dialogue occurs when a teacher creates an intense small group discussion on a topic. Sometimes teachers can also find creative ways to involve students in dialogue situations with people other than students (e.g., practitioners, experts), either in class or outside of class. Whoever the dialogue is with, it might be done live, in writing, or by email.

Observing

This occurs whenever a learner watches or listens to someone else "Doing" something that is related to what they are learning about. This might be such things as observing one's teacher do something (e.g., "This is how I critique a novel."), listening to other professionals perform (e.g., musicians), or observing the phenomena being studied (natural, social, or cultural). The act of observing may be "direct" or "vicarious." A direct observation means the learner is observing the real action, directly; a vicarious observation is observing a simulation of the real action. For example, a direct observation of poverty might be for the learner to actually go to where low income people are living and working, and spend some time observing life there. A vicarious or indirect observation of the same topic might be to watch a movie involving poor people or to read stories written by or about them.

Doing

This refers to any learning activity where the learner actually does something: design a reservoir dam (engineering), conduct a high school band (music education), design and/or conduct an experiment (natural and social sciences), critique an argument or piece of writing (the humanities), investigate local historical resources(history), make an oral presentation (communication), etc.

Again, "Doing" may be direct or vicarious. Case studies, role-playing and simulation activities offer ways of vicariously engaging students in the "Doing" process. To take one example mentioned above, if one is trying to learn how to conduct a high school band, direct "Doing" would be to actually go to a high school and direct the students there. A vicarious "Doing" for the same purpose would be to simulate this by having the student conduct a band composed of fellow college students who were acting like (i.e., role playing) high school students. Or, in business courses, doing case studies is, in essence, a simulation of the decision making process that many courses are aimed at teaching.

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/active.htm

MYUiTM/Q02/UITMQ/75321-63831

Kolokium PEMADAM IPT Sarawak 2004

Khalid Hj. Ibrahim

UiTM Cawangan Sarawak telah diberi kepercayaan oleh PEMADAM Kebangsaan dan PEMADAM Negeri Sarawak untuk menganjurkan Kolokium PEMADAM IPT Sarawak 2004 pada 15 Mac 2004 bertempat di Dewan Jubli, UiTM Cawangan Sarawak.

Kolokium ini telah berjaya menghimpun lebih daripada 1,000 orang mahasiswa dan mahasiswi semua IPTA dan IPTS yang ada di bumi kenyalang ini.

Tujuan kolokium ini adalah untuk memberi kesedaran tentang bahaya penggunaan dadah dikalangan mahasiswa/wi IPT disamping melahirkan kesedaran pencegahan dadah yang komprehensif di kalangan mahasiswa/wi IPT dan juga untuk menggembling tenaga mahasiswa/si IPT agar terus bergiat secara aktif sebagai agen, pembimbing dan aktivis bagi menjalankan kerja-kerja pencegahan. Di samping itu juga untuk menyokong dan mendukung dasar-dasar kerajaan dalam gerakan pencegahan dadah khusus sekali tahun 2004 sebagai Tahun Memerangi Dadah Habis-Habisan dan seterusnya Negara Bebas Dadah 2015.

Kolokium satu hari telah dirasmikan oleh Yang Berhormat Datuk Hajah Sharifah Mordiah Tuanku Haji Fauzi, Menteri Muda Kebajikan dan Hal Ehwal Wanita Sarawak merangkap Pengerusi PEMADAM Negeri Sarawak. Yang Berhormat Datuk dalam ucapan beliau menyarankan agar Kolokium seumpama ini akan terus menjadi agenda pencegahan dadah yang terancang dan mempunyai tindakan susulan yang berterusan agar dapat mewujudkan Negara Malaysia yang kita cintai sebagai sebuah Negara yang bebas dari najis dadah menjelang 2015.

Majlis perasmian diserikan juga dengan kehadiran Yang Berbahagia Prof. Madya Dr. Abdul Rahman Deen, Pengarah Kampus. Dalam ucapan aluan, beliau melahirkan keyakinan bahawa usaha memerangi najis dadah ini adalah selaras dengan matlamat UiTM untuk melahirkan graduan yang berakauntabiliti, berintegriti dan berkualiti.

(*disambung dalam m.s. 6*)

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