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ENGAGING THE WORLD



UiTM Networking

Visit & Collaboration Meeting
in Australia.

International Collaborative Teaching *between* Faculty of Business and Management UiTM Negeri Sembilan, Kampus Rembau and Universitas Hasyim Asy'ari

As we know collaborative teaching brings about a wide range of social skills that traditional methods do not offer. Collaborative teaching provides opportunities for holistic education and assesses students in various methods. Collaborative teaching, sometimes called cooperative teaching or team teaching, involves educators working in tandem to lead, instruct and mentor groups of students. Collaboration most often occurs among professionals from various disciplines including core subjects

With the return to classrooms, the coming years provide an opportunity to reshape education in a more collaborative and technologically driven way, a special interest group, EMLD (Entrepreneurship Management and Leadership Development) within the Faculty of Business and Management UiTM Cawangan Negeri Sembilan, Kampus Rembau took an initiative to conduct a collaborative teaching programmed among our partner universities.

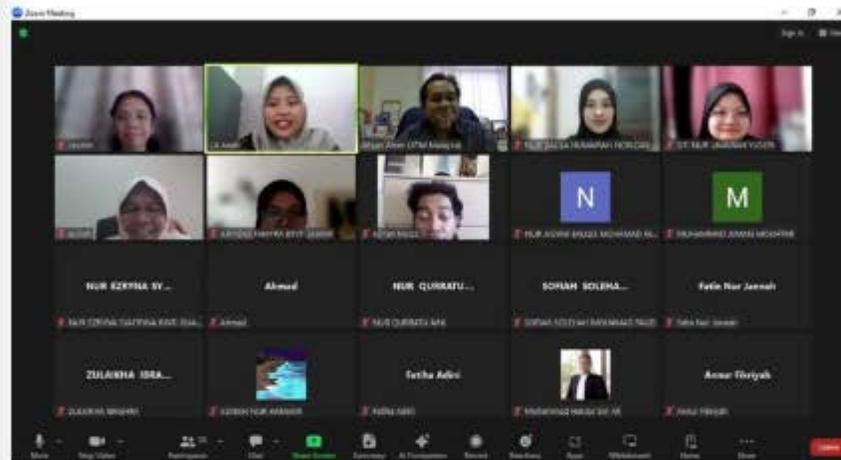


Poster For International CGCT Principles of Entrepreneurship

To be effective, the art of collaboration requires thoughtful consideration on the part of educators. Time must be set aside for developing lessons and deciding on appropriate learning approaches to use with specific students or groups.

These effort which in some ways signify a break with internalization strategy as we know it, underscore the need for a renewed discussion on the fundamental values of international academic cooperation and for charting a path in the international context of university diversity. These programmed involve there different subject that is Principle of Entrepreneurship, Fundamental of Marketing and Creative Thinking Skill.

The era of task-based learning is slowly being replaced. Task-based learning allows students to complete a task after a unit. The basis of how much the student has understood is assessed from the task or project. This encourages a 'learn and move on' mentality.



Audience For International CGCT Principles of Entrepreneurship

In this era, we notice that students need to be assign as much as holistic driven education. Understanding a topic doesn't stop at a project. It continues further as they delve into real-life situations. This helps students understand their text-based solutions apply in real life. More than 400 student participate in these online programmed.

By encouraging active participation in scholarly activities like this, beyond the traditional coursework, we can developed an initiative that aims to foster a culture of quality learning at the grassroots level with a minimum cost.

In collaborative teaching, the development of

interpersonal skills is just as important as the learning part itself. Students reflect on "why" they're doing the work that they do, allowing more clarity and insight. Cooperative teaching experiences also provide mutual support and assistance for planning and implementing lessons, assessing students' progress, sharing professional concerns, and addressing students' learning needs.

These very approaches develop problem-solving abilities. The collaborative teaching programmed was conduct with our international university partners from Indonesia, Universitas Hasyim Asy'ari and also involving our multi-national corporation partners from Indonesia Bank Syariah Indonesia.



Content For International CGCT Principles of Entrepreneurship

In Faculty of Business and Management we realize that collaborative teaching does raise radical questions. It raises questions against the long followed traditional based system. Collaborative teaching involves role changes, a closer-knit communication between the lecturer and student. This is a factor that is rarely seen in traditional cases.

Collaborating to improve learner outcomes

For us this programmed is a process of working together to achieve a common goal with our international universities and industrial partners. In teaching, the common goal is always improved learner outcomes.

Teaching collaboration involves:

- debating, planning, and problem-solving together
- inquiring together, using evidence and research to guide decision-making
- capitalising on each other's strengths and working with each other's weaknesses
- actively contributing to a respectful and supportive learning environment.

Shifting from "my learners" to "our learners"

Active collaboration requires a shift from managing the learning of a single group of learners to taking collective responsibility for the success and wellbeing of all learners. We and our partners seeing that innovative learning environments are changing the ways that lecturers teach, plan, and inquire into teaching together, but regardless of the teaching environment, effective collaboration requires a shift of thinking from "me" to "we" and from "my learners" to "our learners". By conducting this kind of programmed lecturers discuss the mentoring, support, dialogue, and questioning that come from teaching in a shared space.

Poster For International CGCT Fundamentals of Marketing

Collaboration and inquiry

Collective inquiry is at the heart of teacher collaboration because it brings teachers together as learners, with a shared goal of improving learner outcomes. In professional learning communities, all teachers contribute as equals, seeking to understand and respond to what is happening for their learners. The focus is on problem-solving together, drawing on both research and student evidence to inform and evaluate changes to practice.

They comment on the importance of taking ownership over your teaching practice, examining its impact, and being open to making changes.

Key benefits include:

- a sense of "all being in it together"
- having a critical friend to support you
- trying new things and getting feedback from students and colleagues on their impact
- being part of an ongoing process on reflection.

Benefits of active teacher collaboration



Content For International CGCT Principles of Entrepreneurship

All members of learning communities benefit from effective collaboration.

- Learners benefit from collaborative teaching because lecturers take collective responsibility for the progress of all learners. Lecturers who know how to collaborate effectively model skills of collaboration to their learners.
- Collaborative teaching environments provide opportunities for our lectures to learn from and with each other on an ongoing basis. They can observe other lectures in action, engage in professional conversations about the impact of different approaches, and get feedback on their own teaching.
- Collaborative teaching teams capitalize on each other's strengths, support each other's professional growth, debate ideas, and problem solve together. This creates synergy, allowing teams to achieve more than they would if they work independently.



Poster For International CGCT Creative Thinking Skill

Educators and students at the faculty share the impacts of collaborative teaching and learning. They are seeing higher levels of student engagement and improvements in achievement. Students comment on the benefits of working collaboratively and having agency over their learning. Our students is being able to observe lecturers collaborating, a skill that has many real-world applications. Effective collaboration may involve working constructively and professionally with people you don't really naturally get on with.



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