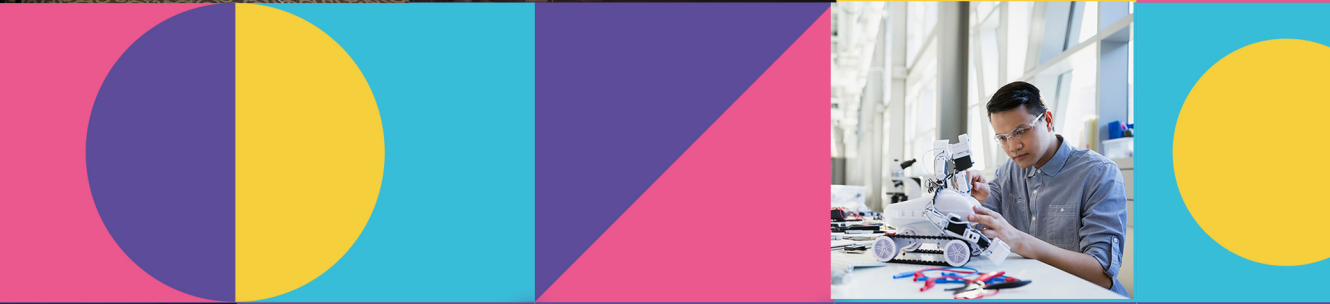


SoTL *bulletin*

Fostering Advancement and Innovation
in Teaching and Learning

Vol. 2
2020



Enhancing Teaching & Learning

Editorial Info



Patron :

Professor Datuk Dr Mohamad Kadim bin Suaidi

Advisor :

Professor Dr Ahmad Hata bin Rasit

Chief Editor :

Professor Dr Chen Chwen Jen

Editors

Dr Kartini Abd Ghani
Chuah Kee Man

Design and Layout :

Chuah Kee Man

Views expressed by the author(s) in the article do(es) not necessarily reflect the views of the Editorial Committee. Images are taken from open sources databases namely unplash.com and freepick.com.



All articles published in this bulletin are licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License

FREE DIGITAL COPY



Download the digital copy by scanning the QR code or go directly to bit.do/soflbulletin

Follow us on:



fb.com/UNIMASCalm

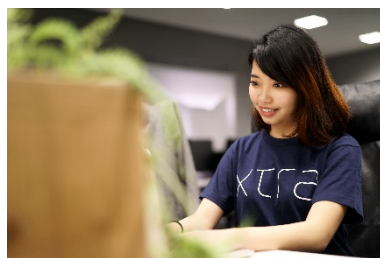


twitter.com/unimascalm

SoTL Bulletin Vol2.0/2020

/////// Content in this Volume

- 01** Integrating Blockchain In Business Curriculum: Lessons Learned for The Faculty of Economics and Business
- 03** Learning 3D Computer Animation Via the Modified Team-Based Learning (mTBL) Approach
- 04** Reflective Writing as a Tool to Assess Affective Domain: A Case Study of Educational Field Trip in a Linguistic Anthropology Course
- 07** Reflective Practice, Active Thinking and Academic Performance
- 08** Students' Awareness of Ethics in Information Technology
- 09** Developing Rubrics for Performance-Based Alternative Assessments Through Collaborative Efforts
- 12** The Development and Evaluation of a Simulated Web Application for Electronic Health Documentation: Nursing Students' Experience, Perceptions, Attitude and Intention to Use
- 14** The Effects of Mathematics Anxiety Towards Students' Behaviour and Performance in Pre-University Studies
- 18** Collaborative Learning Among Students from Different Faculties: A Case Study of UI/UX Design and Multimedia Technology Courses



- 
- 19** The GIS and Social Science: Integrating GIS for the Development Studies' Programme
 - 23** Self-Directed Question Formation: Enhancing Students' Meaningful Learning and Performance
 - 27** Board Game in The Learning of Academic English Writing
 - 30** The Effects of Design-Based Learning in Teaching Augmented Reality for Pre-University Students
 - 31** Authentic Assessment: Using 21st Century Skills in Engaging Students' Participation
 - 32** Guided Learning to Improve Self-Directed Learning: A Study Among First Year Psychology Students in UNIMAS
 - 35** Cultivating Research Skills among Undergraduates: A Research Methodology Toolkit
 - 38** Knowledge, Awareness and Practice of Self-Directed Learning Among Year 3 Medical Students
 - 40** Assessing Student Knowledge Level Using Fuzzy Modelling Approach and Visual Analytics
 - 44** An Effective Delivery Mode of Labour Negotiations and Conflict Management Course (Classroom Vs Tribunal Settings)
- 

GUIDED LEARNING TO IMPROVE SELF-DIRECTED LEARNING: A STUDY AMONG FIRST YEAR PSYCHOLOGY STUDENTS

By Ida Juliana Hutasuhut, Mohamad Azhari Abu Bakar and Kartini Abdul Ghani

Introduction

Many studies agreed that students in higher education institution, particularly in year one, still rely on teacher-centred learning (Du Toit-Brits, 2019). This phenomenon was also found, particularly among first year UNIMAS students. They tend to wait for lecturers to spoon-feed them as what they had experienced during their secondary education. In industrial revolution 4.0 where knowledge is everywhere, learning is much easier. However, learning depends on the students themselves. University students should sufficiently equip themselves with the learning skills which prepared them to be more independent and self-directed in their learning.

Objective of Study

General Objective:

To improve self-directed learning among first year students by providing guided learning.

Specific Objectives:

- to identify students' level of self-directed learning;
- to improve student's ability in understanding what to learn and how to learn; and
- to guide students on how to identify their preferred learning method.

Literature

Knowles definition of Self-Directed Learning (SDL) is "a process in which individuals take the initiative, with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18). Knowles (1975) urged that students should be active in their learning, able to adapt and learn how to learn in a new and fast-changing environment. However, according to Jossberger, Brand-Gruwel, Boshuizen and Van de Wiel (2010), students are not characteristically self-directed, and SDL is a

method that drives students to take initiative and think about the purpose of learning. There are some elements that need to be fostered to improve self-directedness among students, such as guiding them to identify what need to learn, set learning objectives, resolve problems and take responsibility for their own learning (Knowles, Holton & Swanson, 2012). In order to achieve self-directedness in learning, lecturers as learning facilitators need to function as scaffold for the students to have learning skills, know how to learn so that initiative to learn will improve. Furthermore, a conducive self-directed teaching environment fosters positive learning experience among students (Du Toit-Brits, 2015; Knowles et al., 2012) that can be created when the lecturer facilitates student's initiative for SDL, empowering students toward SDL, and create a cooperative learning environment (Du Toit-Brits, 2019).

Methodology

This study examines the self-directed learning skills among first year students of Psychology Programme UNIMAS, particularly the KMY1013 (Introduction to Psychology) class. This study was based on Constructivism as paradigm in teaching and learning which believes that students build their own understanding through experiencing things and reflecting on that experience.

This study created intervention in class with a number of different teaching practices to guide students to be active in class and being active in creating and reflecting knowledge and talk/show about what they do and how their new understanding was built. These different teaching practices function as scaffolding in improving students' self-directedness in learning.

The step-by-step procedures conducted are:

Pre-Test; Measuring the level of student's self-directed learning at the beginning of the semester by using Self-Directed Learning