High-Impact Educational Practices (HIEPs): The Malaysian Higher Education Experience

Volume 2

Editors

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The HIEPs implementation is showcased in two volumes. Volume 1 focuses on involvement of students and their engagement with the communities.

Volume 2 focuses on the teaching and learning involving interdisciplinary approaches recommended for the later years upon graduation.

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ePortfolio

Nationhood Project ePortfolio

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Universiti Malaysia KELANTAN

The course exposes students to the reality of a unique multiracial, multicultural and multi-religious society in Malaysia within its sociopolitical, socioeconomic and sociocultural settings.

Students are required to embark upon selected community engagement projects which they PLAN, PREPARE, PERFORM, PONDER and PUBLISH in their ePortfolios.

The ultimate aim of the project is to enhance leadership skills, autonomy and responsibility (PO8) as well as to enliven the spirit of patriotism and nationalism among the students.

Webinar
'Using ePortfolio for Assessment'

Mapping of CLO, PLO, Delivery and Assessment

COURSE MAPPING

CLO	PLO	Delivery Method	Assessment
Demonstrate characteristics of patriotism and nationalism towards inculcating the spirit of nationality and loyalty to the country.	PO8 – Leadership, Autonomy and Responsibility	Group fieldwork	Project ePortfolio

Step by Step Instruction

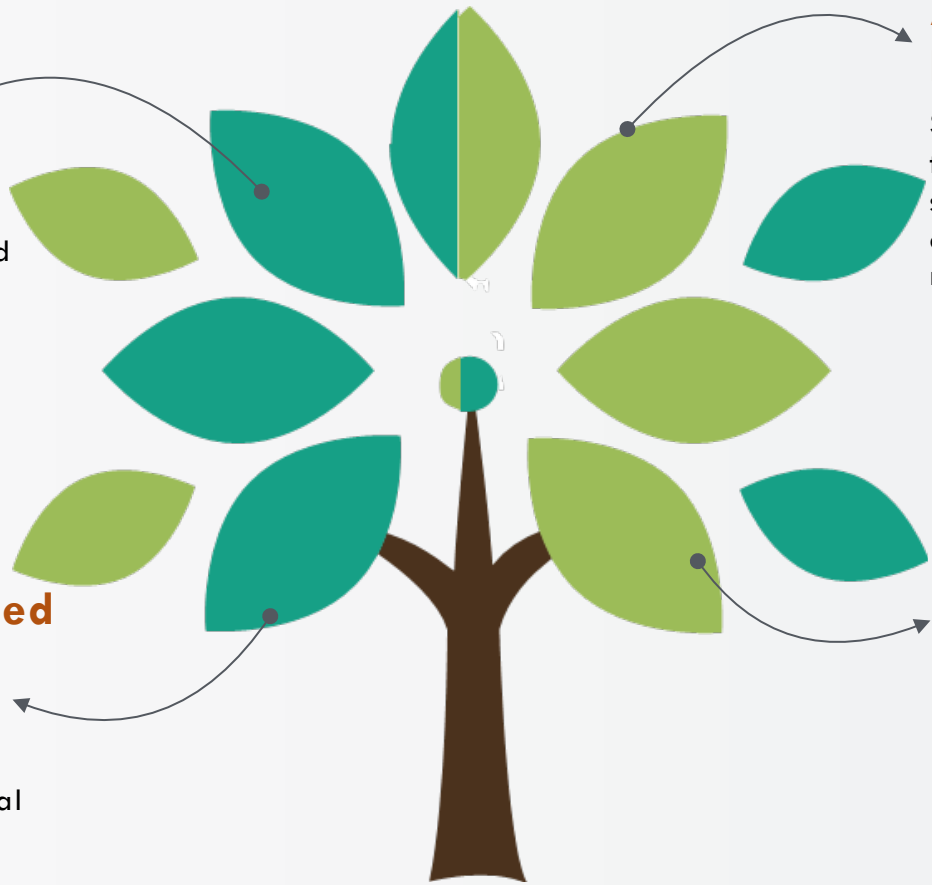
PROJECT GUIDELINE

Assessment	Guideline
Project ePortfolio (Group work)	In order to complete the task, students need to: 1. Form a group comprising of 7 to 8 members. Choose your group leader, group secretary and a suitable name for your group. 2. Discuss and choose a workable project in order to achieve PO8 (Leadership, Autonomy and Responsibility). 3. Create an ePortfolio to document all activities executed for the project using Web 2.0 platform (wix.com/blogspot.com/wordpress.com etc.). 4. Record management of the project from the beginning (planning stage) until the end (execution stage) in the ePortfolio. 5. Prepare and complete the ePortfolio based on the format and assessment rubric provided. 6. Submit the completed ePortfolio for evaluation.

Assessment Rubric

Item/Marks	0-1	2-3	4	Marks
a. Background of Project	Student describes a very brief background of the project.	Student describes an adequate background of the project.	Student put forward a well-written and detailed description of project background.	/ 4
Item/Marks	0-2	3-4	5-6	
b. Management of Project	Student documented 30% of the project management and execution.	Student documented 60% of the project management and execution.	Student documented a complete documentation of the project management and execution.	/ 6
c. Main Issues	Student analyses ONE relevant issue.	Student analyses TWO relevant issues.	Student analyses THREE relevant issues.	/ 6
d. Set of Skills Acquired	Student analyses ONE to TWO skills acquired.	Student analyses THREE to FOUR skills acquired.	Student analyses FIVE to SIX skills acquired.	/ 6
Item/Marks	1	2	3	
e. Conclusion	Student put forward ONE relevant conclusion.	Student put forward TWO relevant conclusion.	Student put forward THREE relevant conclusion.	/ 3
Total marks				/ 25

Impact of the Project



Experiential Learning

Students gain first-hand experience through engagement and exposure.

Leadership, Autonomy and Responsibility

Students plan and execute the project with minimal supervision towards enhancing social skills and responsibility.

Service/ Community-based Learning

Students serve the community through PBL approach based on real situation.

Volunteerism

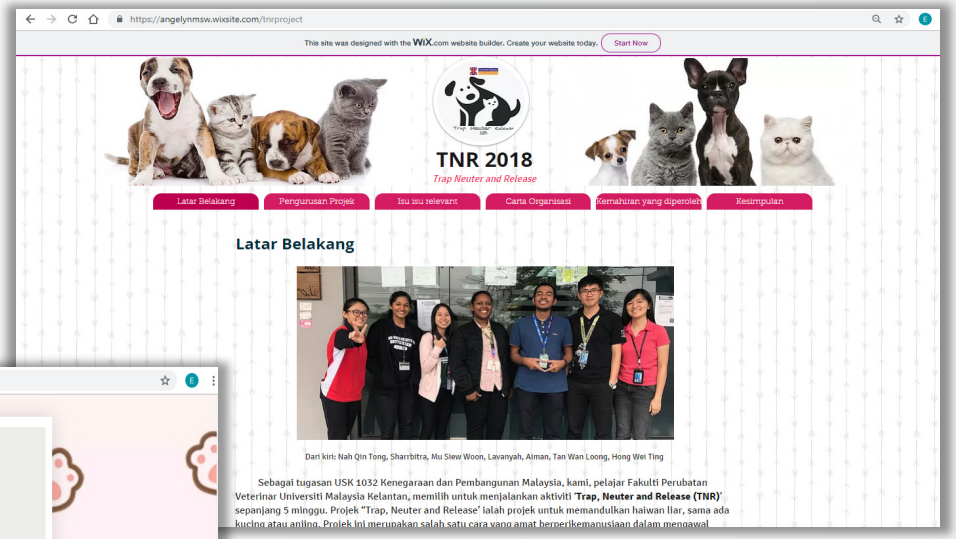
Students develop spirit of volunteerism and awareness to contribute effectively to the community.

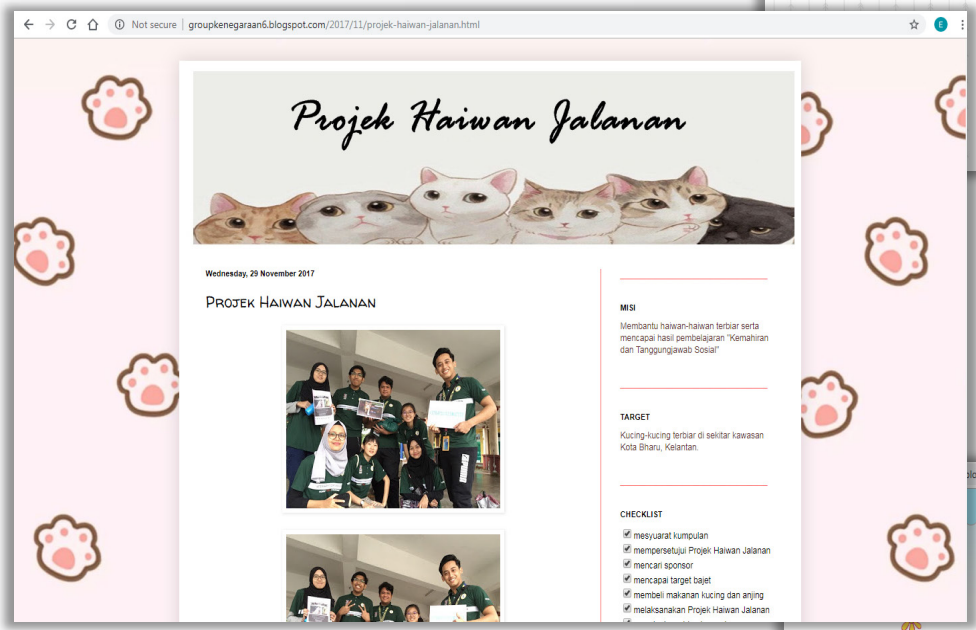
List of Projects

Group	Project Title	E-Portfolio Platform	QR Code
1	End The Poverty	https://taufiq710.wixsite.com/endthepoverty	
2	Projek Haiwan Jalanan	http://groupkenegaraan6.blogspot.my	
3	Projek Kelestarian Alam Sekitar	https://letsdogreen.blogspot.my/	
4	Kebajikan Haiwan	https://aravinrez7.wixsite.com/kebajikanhaiwan	
5	Trap, Neuter and Release Project	https://angelynmsw.wixsite.com/tnrproject	
6	Trouvaille	https://fatehmie.wixsite.com/mysite	
7	Rintangan Antibiotik	https://kirthekkad18a0012.wixsite.com/mysite	
8	Selamatkan Pantai Senok	https://projekkenegaraan.wixsite.com/dvm2-201819	
9	Vet Prihatin	http://veterinarprihatin.blogspot.com/	

Sample 1

Trap, Neuter and Release Project



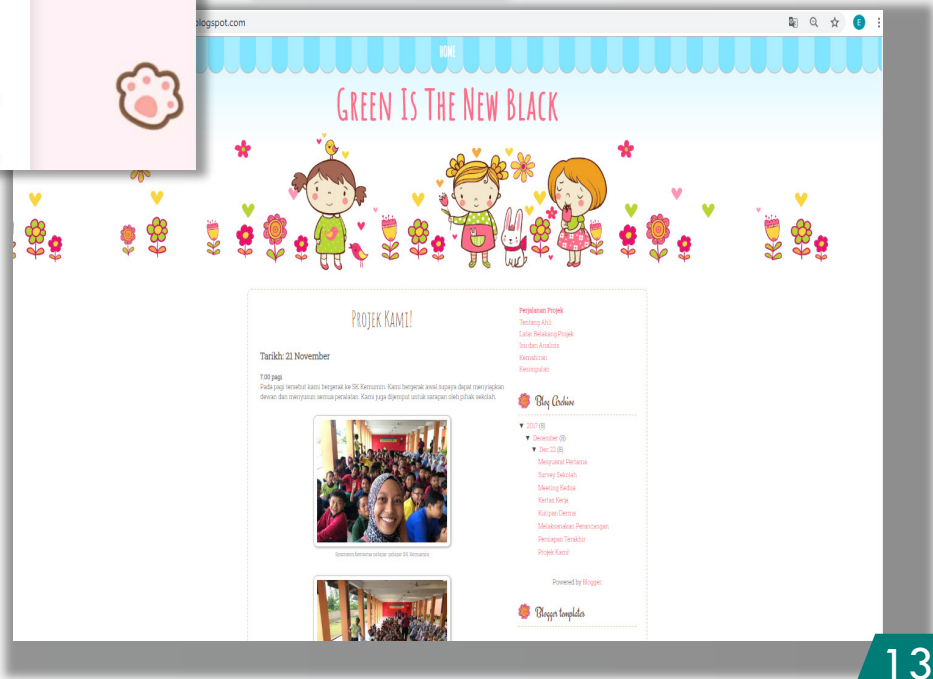


Sample 2

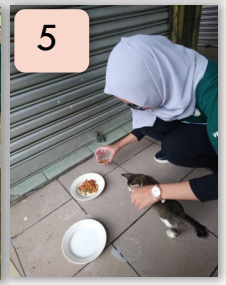
Projek Haiwan Jalanan

Sample 3

Projek Kelestarian Alam Sekitar



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



1 Sekolah Kebangsaan Kemumin, Kota Bharu, Kelantan

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

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

4 'Strays lives matter'

5 'Let's have some milk and Friskies®'

Conclusion

- Students acquire a set of skills at the end of the course related to leadership, autonomy and responsibility linked to the students' field of study.
- Students have opportunity to showcase their work to their peers, lecturer and the public.
- The community benefits abundantly from active engagement and exposure through project based learning initiatives.
- Lecturers able to easily provide immediate and real time feedback to the students' work-in-progress as their milestone progress.
- Enhancing student-academia-community active participation and dynamic networking.

Future Directions

Preparing a dynamic database of ePortfolio (individual or group) that can be easily accessed by the public.

Screening potential projects that could bring about high impact values to the students, academia and community.

Establishing personalised individual and group ePortfolio linked to industries and agencies' databases.

Engagement with related industries and agencies to providing students with practical insights of community development processes.

Linking nationhood project ePortfolio to other HIEPs so as to optimize materials produced by students in different ways such as Intensive Academic Writing.