

الجامعة الإسلامية العالمية ماليزيا  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
يُونِيسَيْتِي إِسْلَامِيَّةٌ إِنْتَارْا بِنْسِيَا مَلِيسِيَا  
*Garden of Knowledge and Virtue*

**BASIC TEACHING METHODOLOGY COURSE  
(BTMC)**

# **TEACHING PRACTICUM GUIDE**

**CENTRE FOR PROFESSIONAL DEVELOPMENT (CPD)  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**

## **1. INTRODUCTION**

Successful participants of Basic Teaching Methodology Course (BTMC) - f2f/online session (Mentee) are required to pass Teaching Practicum Training in order to fulfil the BTMC requirements. Mentees are expected to integrate their teaching practicum based on BTMC Practicum Rubric.

## **2. OBJECTIVES**

The objectives are to ensure that every mentee would be able to:

- i. Apply every skill and knowledge which have been obtained from the training attended.
- ii. Identify own strengths and weaknesses while handling teaching-learning activities.
- iii. Practise diversified strategies in due respect of producing effective teaching-learning processes.
- iv. Develop self-confidence in handling the teaching-learning process.
- v. Assess the effectiveness of knowledge, skills, and attitude while handling the Teaching Practicum session.

## **3. RULES AND REGULATIONS**

All mentees are required to adhere to the following rules and regulations:

- i. To conduct teaching-learning activities seriously, creatively, and innovatively.
- ii. To display high interest and will always try to improve oneself consistently.
- iii. To discuss constantly with mentor on matters related to the enhancement of quality teaching-learning processes.
- iv. Teaching practicum session must be conducted in the same semester.
- v. Interval gap between teaching practicum 1 and teaching practicum 2 is minimum 2 weeks and maximum 1 month.
- vi. For online delivery mode, mentor must attend the synchronous session.
- vii. The teaching practicum must be conducted for a class with a minimum of ten (10) students. The mentee must seek an approval letter from the Head of Department if he/she is teaching a class with less than ten (10) students.

#### 4. MENTEES, MENTORS AND K/C/I ROLES

##### MENTEES' ROLES:

- i. To communicate closely with the mentor regarding practicum sessions and improvements to be taken.
- ii. To frequently meet and discuss with his/her own mentor throughout the Teaching Practicum period in order to get feedback to improve his/her performances.
- iii. To practise self-evaluation in the teaching-learning process.
- iv. To hold peer observation at LEAST twice among the mentees themselves. Information obtained from the supervision needs to be scrutinized in order to improve their performances. Self-evaluation activities do not involve any grades except for the provision of recommendations for further improvement.
- v. To update the status of Teaching Practicum with CPD.

##### MENTOR'S ROLE:

- i. To observe and assess **twice for each mentee**.
- ii. To conduct pre-discussion with mentee and to come up with an observation schedule.
- iii. To guide, facilitate, and supervise mentee on Teaching Practicum.
- iv. To advise mentee in deliverance of teaching-learning after the teaching practicum 1 and teaching practicum 2.
- v. To guide mentee in building up appropriate personality attributes and professionalisme.
- vi. To assess mentee's performances based on the provided assessment form.
- vii. To submit mentee's assessment results using online form to CPD within **two days** after each practicum observation.
- viii. Mentee **WILL** receive a copy of the assessment which is automatically generated from the system.

##### K/C/I'S ROLE:

- i. To provide cooperation and extend maximum support in ensuring that Teaching Practicum achieved its goals.

- ii. To appoint mentors among lecturers in similar areas.
- iii. To provide necessary teaching-learning resources for mentees.
- iv. To monitor Teaching Practicum exercise at K/C/I.
- v. To communicate directly and closely with CPD, that is responsible for handling the Teaching-Learning programme for mentoring purposes.

## 5. ASSESSMENT

The assessment procedures are as followed:

- i. Mentors of K/C/I will observe and assess Teaching Practicum that carry – 100% weightage.
- ii. BTMC teaching practicum will be evaluated based on the grading system - PASS or FAIL as shown in Table 5.1.
- iii. The assessment details as shown in Table 5.2

Table 5.1: BTMC Grading System

GRADING	PERCENTAGE SCORE (%)
PASS	60 - 100
FAIL	< 60

Table 5.2: Assessment Details

INSTRUCTIONAL COMPONENT		WEIGHTAGE (MARKS)	CONVERSION TO (100%)
A	LESSON DESIGN	28	30%
B	DELIVERY IMPLEMENTATION	36	40%
C	COMMUNICATION	8	5%
D	LEARNING ASSESSMENT	12	10%
E	CONSTRUCTIVE ALIGNMENT	8	5%
F	PROFESSIONALISME	12	10%
<b>TOTAL MARKS</b>		<b>104</b>	<b>100%</b>

## 6. ADDITIONAL INFORMATION

Kulliyah will nominate a senior lecturer or professor to conduct these observations on the new lecturer. Letter of appointment will be issued by CPD to the appropriate senior lecturer/ professor appointed by Kulliyah. Mentor (senior lecturer/prof) is to be paid **RM 75.00 per practicum** (this includes pre, during and post discussions).

Assessment will be done online using the following link [TEACHING OBSERVATION ONLINE FORM](#). Each evaluation report (sample is shown in Appendix A) will be automatically generated and emailed to mentor and cc-ed to mentee for reference. CPD will only respond to the final practicum which carries the final pass or fail marks

## APPENDIX A: TEACHING OBSERVATION EVALUATION FORM



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**CENTRE FOR PROFESSIONAL  
DEVELOPMENT**  
<https://iiu.edu.my/centre/cpd>

### TEACHING OBSERVATION REPORT FOR BASIC TEACHING METHODOLOGY COURSE (BTMC)

Date of Online Observation: <<Date of Observation>> for <<I confirm that I have evaluate the following mentee for his/her BTMC requirement>>

Name	Staff No.
Kulliyyah	Department
Course Title	Course Code
Semester	No. of students
BTMC Cohort	Online Platform Used

#### OBSERVATION EVALUATION FORM (Instructional Components)

A. LESSON DESIGN (28 marks)	MENTOR'S RATING
1) Learning Outcomes <i>(i.e., explicit, measurable, aligned to the relevant CLOs &amp; SAF)</i>	
2) Content <i>(i.e., chunked &amp; contextualized)</i>	
3) Approach and Methods <i>(i.e., appropriate, innovative, &amp; well-balanced between TCI &amp; SCL)</i>	
4) Materials & Activities <i>(i.e., varied, appropriate, interesting relevant to the LOs)</i>	
5) Sequencing <i>(i.e., lesson steps &amp; activities are logically &amp; coherently ordered)</i>	
6) Selection of Technology & Resources <i>(i.e., choice is suitable &amp; able to achieve the LOs)</i>	
7) Alignment to SAF <i>(i.e., evidence of value integration &amp; alignment to SAF)</i>	
B. DELIVERY   IMPLEMENTATION (36 marks)	MENTOR'S RATING
1) Learning Direction <i>(i.e., clearly established/ communicated to students)</i>	
2) Content Development <i>(i.e., from simple to complex, concrete to abstract, logical, coherent, well-connected)</i>	
3) Explanation Quality <i>(i.e., systematic, coherent, good use of examples, non-examples &amp; analogies)</i>	
4) Alignment to SAF <i>(i.e., clear, natural &amp; appropriate connection to IOHK &amp; values)</i>	
5) Management of Students' Input <i>(i.e., proper treatment of students' questions, answers &amp; responses; quality feedback)</i>	
6) Management of Students' Online Behaviour <i>(i.e., clear statement of &amp; adherence to rules; observance of ethics &amp; adab)</i>	

7) Classroom Atmosphere <i>(i.e., positive, encouraging &amp; comfortable)</i>	
8) Technological Competency <i>(i.e., skillful at using &amp; manipulating selected apps &amp; platforms)</i>	
9) Closure <i>(i.e., lesson is properly closed; content is well-synthesized)</i>	
<b>C. COMMUNICATION (8 marks)</b>	<b>MENTOR'S RATING</b>
1) Communication <i>(i.e., good language use, clear expectations &amp; instructions; good rapport; positive vibes)</i>	
2) Discourse <i>(i.e., clear guidance &amp; appropriate amount of "teacher talk" on the learning progression)</i>	
<b>D. LEARNING ASSESSMENT (12 marks)</b>	<b>MENTOR'S RATING</b>
1) Achievement of LOs <i>(i.e., activities indicate clear achievement of the intended outcomes)</i>	
2) Active Engagement <i>(i.e., students are actively engaged in the activities)</i>	
3) Impact <i>(i.e., activities increase student motivation &amp; encourage collaboration, interaction and dialogue)</i>	
<b>E. CONSTRUCTIVE ALIGNMENT (8 marks)</b>	<b>MENTOR'S RATING</b>
1) Well-aligned Components <i>(i.e., lesson components support each other)</i>	
2) Instructional Coherence <i>(i.e., the content unfolds logically &amp; coherently)</i>	
<b>F. PROFESSIONALISME (12 marks)</b>	<b>MENTOR'S RATING</b>
1) Positivity <i>(i.e., welcomes constructive critique &amp; expert appraisal of work; willing to adapt to change &amp; improve instructional quality; is responsible &amp; trustworthy)</i>	
2) Objectivity <i>(i.e., able to appraise aspects of the preparation and lesson implementation in an objective manner)</i>	
3) Demeanour <i>(i.e., well-mannered, good adab; a good role model as a murabbi)</i>	
<b>TOTAL PERCENTAGE OF PRACTICUM (%) =</b>	

<b>MENTOR'S OVERALL REMARK ON EVALUATION</b>
<b>PHOTO/SCREENSHOT PICTURE OF THE SESSION</b>

Mentor Name :  
Email (verification) :

## APPENDIX B: DEFINITIONS

INDICATOR	MEANING
<b>NO EVIDENCE</b>	The aspect is missing or not written in the lesson plan, or not demonstrated in the teaching and implementation process.
<b>NOVICE</b>	<ul style="list-style-type: none"> <li>■ Shows a <b>basic</b> knowledge &amp; understanding of or <b>low-level</b> competency in the aspect or domain.</li> <li>■ Makes some fundamental errors; and</li> <li>■ Requires considerable coaching to address flaws and weaknesses.</li> </ul>
<b>EMERGING</b>	<ul style="list-style-type: none"> <li>■ Shows a reasonable degree of knowledge &amp; understanding of or <b>moderate</b> competency in the aspect or domain.</li> <li>■ Makes a few fundamental errors that can be easily rectified.</li> <li>■ Requires very little coaching to address flaws and weaknesses.</li> </ul>
<b>PROFICIENT</b>	<ul style="list-style-type: none"> <li>■ Shows a good degree of knowledge &amp; understanding of or <b>high-level</b> competency in the aspect or domain.</li> <li>■ Makes a few minor errors that can be easily rectified via a discussion.</li> <li>■ Requires no coaching.</li> <li>■ Flaws and weaknesses may be just be addressed in a discussion.</li> </ul>
<b>EXPERT</b>	<ul style="list-style-type: none"> <li>■ Shows highly sophisticated knowledge &amp; understanding of or very high-level competency in the aspect or domain.</li> <li>■ Makes almost no errors</li> <li>■ Can serve as a role model in teaching and learning.</li> </ul>

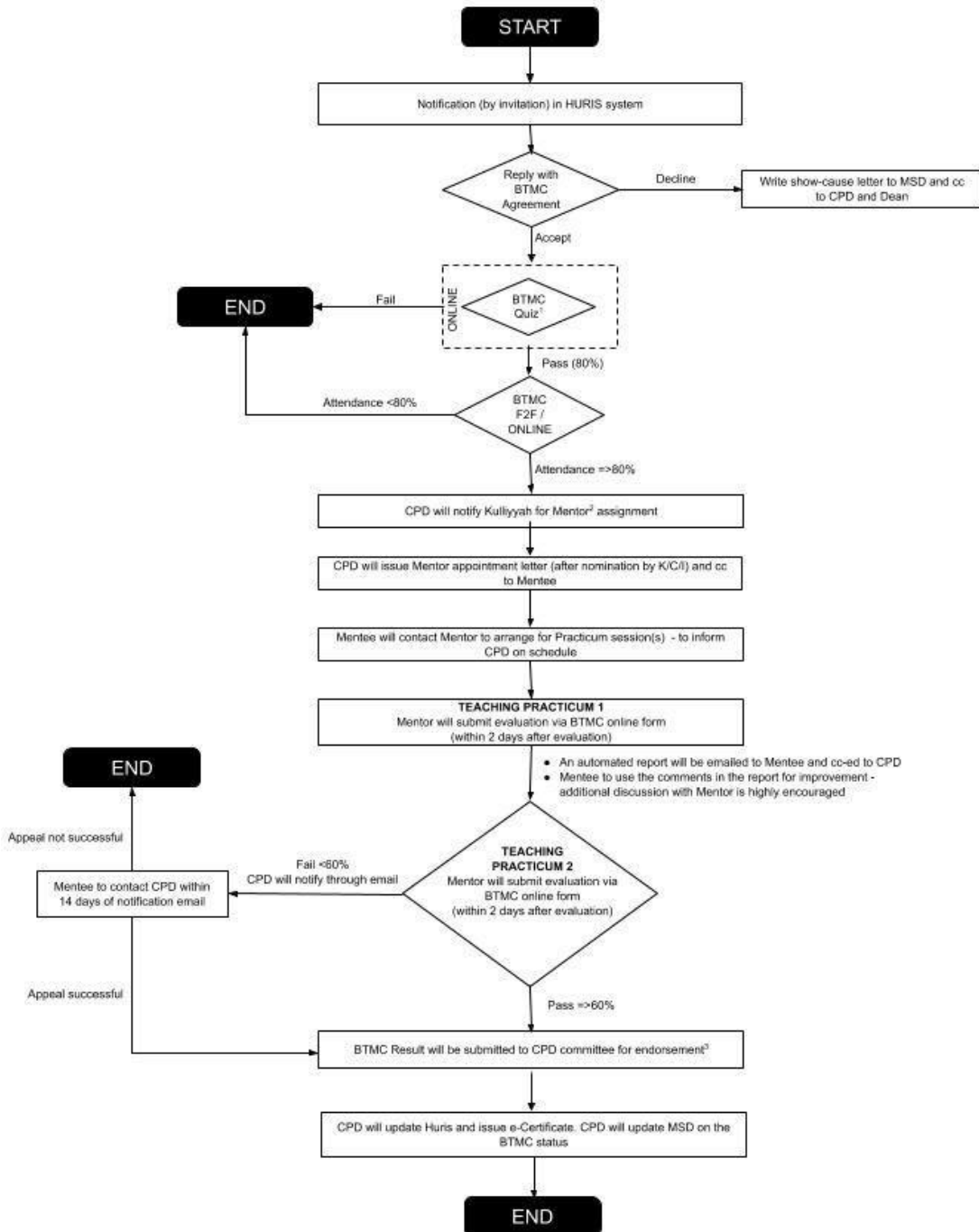


# APPENDIX C: BTMC PROCESS FLOW

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## BASIC TEACHING METHODOLOGY COURSE (BTMC) 2020

This flowchart is applicable for BTMC 2020 onwards only



Legend: Mentee=Academic Staff

1. Staff can repeat the quiz until the deadline
2. Mentor is assigned by Kulliyah.
3. BTMC endorsement schedule is usually at the end of every month