



**LEADING THE WAY**  
KHALIFAH • AMĀNAH • IQRA' • RAHMATAN LIL-ĀLAMĪN  
**LEADING THE WORLD**



AN INTERNATIONAL AWARD-WINNING INSTITUTION FOR SUSTAINABILITY

# BEST TEACHING INNOVATION AWARD (INSERT CATEGORY)

<INSERT PICTURE>

NAME, DEPARTMENT, KULLIYYAH  
CONTACT DETAILS

## CURRICULUM VITAE/BIOGRAPHY

### EXAMPLE:

Putih bin/binti Kelabu is an Assistant/Associate Professor in the department of xxxxx

He/She holds a PhD in xxxxx from xxxxxxxx . He/She also possesses B.Sc.

(Computer Science) and M.Sc. (Computer Science) from the same university.

His/Her current research interests are Big Data Analytic, Data Quality, Knowledge and Information Management Systems, Data and Knowledge Engineering, Database and Data Warehouse. He/She is currently pursuing several research projects funded by the University and the Ministry of Higher Education.

Putih bin/binti Kelabu has supervised several Bachelor, Masters, and PhD students. Supervisory responsibilities cover the internship programs from computer science students in Malaysia. His/Her primary teaching interest is database and computer programming where the lecture materials and video are available at iTa'leem. Courses that he/she teaches are Computer Programming, Data Structures, Database Application Development, Database System, Database Administration, and Information Systems.

He/She has taught and conducted classes for workshops organized by the department and is able to teach subjects in the following areas of Management Information Systems, Strategic Information System Planning, Software Project Management, Knowledge Management, Productivity Tools, Systems Analysis and Design, and Database Management.

His/Her other strengths include hands on management style with expertise in client needs, efficiency, cutting-edge technology, training, and complying with policies and procedures. He/She is a highly motivated, team-oriented management professional with more than fifteen years of experience in managing system development projects. He/She possesses strong analytical skill, and able to quickly identify problems and implement solution.

Putih bin/binti Kelabu is associated with several professional bodies in the area of Computing Science and is also actively involved in student development/involvement skills and community services

# **TEACHING PORTFOLIO**

## Category A - Introduction of theory and philosophy in teaching and learning

### a. Philosophy of teaching.

For example: can be a quotation from someone that resonates with you and you can work out the teaching portfolio from there

### b. Integration of values elucidated in one of the elements listed below:

#### 1. **Maqāṣid Ash-Sharī'ah**

The concept of Maqāṣid Ash-Sharī'ah does not just inform the decisions made with regards to the administration of the academic programmes and University affairs, but it also underlies the values to be embedded in both the formal and informal academic curricula. It is the *raison d'être* of the University. *Hifz al-dīn, an-nafs, al-'aql, al-mal* and *an-nasl* is loosely translated as preservation and promotion of faith, life, intellect, wealth, and lineage. They are also the five essentials of human existence.

#### 2. **Vision and Mission**

The Vision and the 7 mission statements of IIUM as preserved in the IIUM Constitution provide another layer of inspiration for creating the IIUM transformative educational experience. Academic activities - be them curriculum development and implementation, research, publication, or consultation - should endeavour to embrace the vision and mission.

#### 3. **Formal Academic Structure**

This element constitutes the formal academic structures, forming a major, if not the most important, part in a student's educational experience while in IIUM. Students come to IIUM in pursuit of a formal academic qualification, and the University is accountable to offer them high quality education, evidenced via accredited academic programmes. The structure of the programmes will differ for the different levels of studies, but the educational goals remain the same.

#### 4. **Non-formal student life**

The non-credited student activities also shape students. The formal academic load should not consume the entire time of the students' tenure in IIUM. Cognizant of this, there should be structured or semi-structured activities or programmes that are non-credited and voluntary, yet will contribute to the students' educational experience beyond the classrooms and the campus. This may be in the form of (but not limited to) student clubs, organised sports, cultural activities, community engagement projects, etc.

#### 5. **Bī'ah (ecosystem)**

Classes do not exist in a vacuum. The *bī'ah* is the ecosystem that does not simply support, but may at times, be drivers towards realising the transformative education process.

#### 6. **Graduate attributes**

When all is said and done, at the end of their academic journey, students will leave the university. As IIUM alumni, it is expected that they will embody these graduate attributes exemplified under the core elements of *Khalīfah, Amānah, Iqra'* and *Raḥmatan lil-'Ālamīn*. How this is manifested will differ depending on the level of study. Regardless of whether they are

pre-degree or postgraduate students, they are nurtured to become balanced individuals who uphold the tawhīd principle and contribute towards the community, making IIUM a beacon in manifesting the Falsafah Pendidikan Kebangsaan (FPK, National Philosophy of Education).

## Category B - Statement of overall planning and implementation strategy about teaching, supervision, and assessment methods

- a. Write-up on the planning and implementation strategies on the following:
  - i. teaching and supervision  
For example: How you set your lesson plan based on LOs and objectives of your project
  - ii. students' assessment  
For example: perhaps assessments based on each Los
- b. Evidence of implementation strategies in teaching, supervision, and assessment:
  - i. List of courses that have been taught
  - ii. Course framework and the number of students
  - iii. Samples of teaching and learning materials (such as notes, teaching modules, digital learning materials, CDs, teaching aids, blogs, e-learning, etc).
  - iv. Implementation of innovation and creativity in teaching and learning.
  - v. List of students' supervisions (bachelor/master/PhD)

## Category C - Evidence of the implementation of innovation and creativity in learning evaluation. (Please provide supporting evidence)

- a. Criteria:
  - i. originality
  - ii. significance
  - iii. relevance
- b. Methods of teaching and learning or assessment that stimulate and cultivate high-level thinking skills
- c. The improvement of teaching and learning through reflective practices and research.
- d. The **impact** of the teaching innovation and method on:
  - i. Student's achievement
  - ii. The quality of student work
  - iii. How it can be used in different domain/field
  - iv. How it can be used inside/ outside IIUM
- e. Include testimonials of effective teaching/supervision from various sources include:
  - i. Students
  - ii. Colleagues
  - iii. Department/Kulliyah
  - iv. University
  - v. Community/Industry
- f. Improvisation in teaching/supervision and assessment as well professional development
  - i. Maybe can list down the list of trainings that you have attended
- g. Improvement of teaching/supervision and assessment methods through reflective practices that include:
  - i. reflection documentation
  - ii. implementation and knowledge sharing
  - iii. Inclusivity in teaching and learning delivery
    - For students with disability such as learning disabilities, visually impaired, hearing disability

## OPTIONAL: Scholarship in Teaching/Supervision and Assessment

- a. Knowledge sharing and practice of teaching/supervision and assessment in various levels (university/national/international) through any of the following:
  - i. social media (YouTube Channel, Blog, Facebook, etc)
  - ii. workshop and seminar
  - iii. special interest group
  - iv. Learning Module / Textbook
  - v. periodical publication
  - vi. digital publication
  - vii. online courses (ex. MOOC, micro-credential)
  - viii. others
- b. Recognition (award/keynote invitation/seminar/invited speaker, head coaches/mentors) obtained.
- c. Leadership (chairman/committee) in the academic community (faculty/university/national/international academic association) which is related to teaching and learning.
  - membership in professional bodies/committee members for conferences