**GERAN INSENTIF PENYELIDIKAN DALAM PENGAJARAN DAN PEMBELAJARAN (GIPP)**

**BORANG PERMOHONAN**

**SENARAI SEMAK**

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| --- | --- | --- |
| **BIL.** | **DOKUMEN** | **Sila Tandakan √** |
| **Pemohon** | **Urusetia** |
| 1. | CV Ketua Penyelidik |  |  |
| 2. | CV Penyelidik Lain |  |  |

**MAKLUMAT GIPP**

| **BIL.** | **PERKARA** | **KETERANGAN** |
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| 1 | Kelayakan Asas Permohonan | Semua pegawai akademik UPM layak untuk memohon. Permohonan boleh dilakukan secara individu atau berkumpulan.  |
| 2 | Bidang Penyelidikan | Skop penyelidikan adalah seperti berikut:1. Rekabentuk pembelajaran (*Learning design*);
2. Heutogogi (*Heutagogy*);
3. Penaksiran autentik (*Authentic assessment*);
4. Pembelajaran fleksibel (*Flexible learning*).

Rujuk penerangan untuk skop penyelidikan |
| 3 | Jawatankuasa Penilai | Setiap permohonan akan dinilai oleh Jawatankuasa Penilai GIPP yang dilantik oleh Timbalan Naib Canselor (Akademik dan Antarabangsa), UPM.  |
| 4 | Kriteria Asas Kelulusan | Berikut merupakan kriteria asas bagi kelulusan permohonan GIPP:1. Penyelidikan yang dijalankan hendaklah boleh menghasilkan output dalam bentuk produk atau inovasi yang meningkatkan keberkesanan pengajaran dan pembelajaran
2. Hasil penyelidikan memberi impak/manfaat kepada pelajar/universiti/institusi pengajian tinggi.
3. Keutamaan adalah bagi projek yang mempunyai impak kepada pembelajaran pelajar.
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| 5 | Nilai dan Tempoh Geran | **Peruntukan geran tidak melebihi RM20,000.00 untuk tempoh tidak melebihi dua (2) tahun.** Bagaimanapun, keputusan tertakluk kepada penilaian Jawatankuasa Penilai GIPP. |
| 6 | Perbelanjaan Geran | Peruntukan geran adalah untuk membiayai perbelanjaan yang dibenarkan mengikut Pekeliling dan Peraturan yang berkuatkuasa. Pada asasnya, antara perbelanjaan geran yang dibenarkan adalah seperti berikut:1. Gaji dan upahan (Vot 11000)-Hanya enumarator
2. Perbelanjaan perjalanan dan pengangkutan (Vot 21000)
3. Sewaan (Vot 24000)
4. Bekalan bahan penyelidikan (penyediaan instrumen, soal selidik, kos pengumpulan dan analisis data serta kos lain yang berkaitan) (Vot 26000).
5. Penyelenggaraan dan pembaikan kecil (Vot 28000).
6. Perkhidmatan profesional, hospitaliti dan lain-lain (Vot 29000).
7. Peralatan khas dan aksesori (Vot 35000).

Nota: Pebelanjaan berikut adalah TIDAK dibenarkan:Alat tulis (pensil, pen, pemadam, pembaris, pensil warna, dll.), utiliti (data plan internet, dll.), yuran keahlian persatuan, laptop, telefon pintar, iPad, aksesori komputer, menaik taraf komputer, pencetak. |

**KETERANGAN SKOP PENYELIDIKAN**

| **Skop Penyelidikan** | **Keterangan** |
| --- | --- |
| Rekabentuk pembelajaran (*Learning design*) | 1. An application of a pedagogical model for a specific learning objective, target group, and a specific context or knowledge domain. The learning design specifies the teaching and learning process, along with the conditions under which it occurs and the activities performed by the teachers and learners in order to achieve the required learning objectives (Conole & Fill, 2005).
2. A description of a sequence of learning activities that learners undertake to attain some learning objectives, including the resources and support mechanisms required to help learners to complete these activities and their temporary relations.
3. Refers to the range of activities associated with creating a learning activity and crucially provides a means of describing learning activities.
4. A learning design is a formal description of the individuals who participate in a learning process, the resources and environments used to achieve certain learning objectives, and the sequence(s) of learning activities that should take place.
5. A learning design represents and documents teaching and learning practice using some notational form so that it can serve as a description, model or template that can be adaptable or reused by a teacher to suit his/her context
6. The use of learning design knowledge to design education.
7. Refers to a coordinated set of online tasks designed to support conceptual change among learners (Oliver, 2001). The framework of these online designs consists of a learning strategy, learning resources, and support mechanisms to provide guidance and feedback to learners (Oliver & Herrington, 2003).
8. The entirety of design that is invested to create a learning environment, including material design, media design, instructional design, and activity and assessment design.
9. A learning design is the application of a pedagogical model for a specific learning objective, target group, and a specific context or knowledge domain. The learning design specifies the teaching-learning process. More specifically, it specifies under which conditions what activities have to be performed by learners and teachers to enable learners to attain the desired learning objectives
10. Description of a method enabling learners to attain certain learning objectives by performing certain learning activities in a certain order in the context of a certain learning environment. A learning design is based on the pedagogical principles of the designer and on specific domain and contexts variables (e.g., designs for math be ematics teaching can differ from designs for language teaching).
11. A “learning design” is defined as the description of the teaching-learning process that takes place in the unit of learning. A “unit of learning” can be any instructional or learning event of any granularity, for example, a course, a workshop, a lesson, or an informal learning event. The key principle in learning design is that it represents the learning activities and the support activities that are performed by different persons (learners, teachers) in the context of a unit of learning. These activities can refer to different learning objects that are used during the performance of the activities (e.g., books, articles, software programmes, pictures), and it can refer to services (e.g., forums, chats, wiki’s) that are used to collaborate and to communicate in the teaching-learning process (Koper, 2006).
12. As an outcome of the activity of design for learning: a pedagogic plan plus (a) the artifacts necessary to realize the plan in a learning session with students and (b) information relating to the outcomes of that session that may aid other practitioners in determining the reusability of the learning design for their purposes.
13. A framework for designing student learning experiences that explains a sequence of activities, procedures, or interactions.
14. A description of a series of activities aiming at achieving learning objectives. In this chapter, the term learning design normally refers to the description of the learning process in IMS LD
15. A student-centered plan for implementation of learning tasks and use of learning objects with students.
16. A specification of the critical components of a general pedagogical approach. Critical components include pedagogical strategies, tasks students are required to perform, resources and supports to help students complete tasks, and expected cognitive outcomes for students. The learning design also describes the sequence of events and specifies at what stage particular resources and supports are available. It may also includes a time line.
17. Generalisable template for a learning activity describing the sequence, tasks, resources, and supports.
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| Heutogogi (*Heutagogy*) | “Heutagogy is the study of self-determined learning … It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher centred learning and the need for, as Bill Ford (1997) eloquently puts it ‘knowledge sharing’ rather than ‘knowledge hoarding’. In this respect heutagogy looks to the future in which knowing how to learn will be a fundamental skill given the pace of innovation and the changing structure of communities and workplaces.”Hase, S. and Kenyon, C. (2000). From andragogy to heutagogy. Ultibase, RMIT.  <http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm>In self-determined learning, it is important that learners acquire both competencies and capabilities (Stephenson, 1994 as cited in McAuliffe et al., 2008, p. 3; Hase & Kenyon, 2000, 2007). Competency can be understood as proven ability in acquiring knowledge and skills, while capability is characterized by learner confidence in his or her competency and, as a result, the ability “to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings” (Cairns, 2000, p. 1, as cited in Gardner, Hase, Gardner, Dunn, & Carryer, 2007, p. 252). Capable people exhibit the following traits:* self-efficacy, in knowing how to learn and continuously reflect on the learning process;
* communication and teamwork skills, working well with others and being openly communicative;
* creativity, particularly in applying competencies to new and unfamiliar situations and by being adaptable and flexible in approach;
* positive values (Hase & Kenyon, 2000; Kenyon & Hase, 2010; Gardner et al., 2007).

Blaschke, L.M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. International Review of Research in Open and Distance Learning, 13(1), 56-71. Retrieved from: <http://www.irrodl.org/index.php/irrodl/article/view/1076/2113> |
| Penaksiran autentik (*Authentic assessment*) | A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills -- Jon Mueller"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- ([Wiggins, 1993, p. 229](http://jfmueller.faculty.noctrl.edu/toolbox/references.htm#wiggins1993))."Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- ([Stiggins, 1987, p. 34](http://jfmueller.faculty.noctrl.edu/toolbox/references.htm%22%20%5Cl%20%22stiggins)). |
| Pembelajaran fleksibel (*Flexible learning*) | 1. Systems in which students may choose to complete some of their learning on-campus and some of their learning off-campus.
2. A broad term used to describe the design and delivery of programs, courses, and learning interventions in such a way as to cater for student demands for variety, access, recognition of diverse learning styles, and student control over and customizability of the learning experience. It is often incorrectly used in an interchangeable manner with other terms such as “open learning,” “distance learning,” “work-based learning,” as well as “e-learning,” which are all instances or forms of flexible learning in that they provide flexibility to the student in terms of time/pace, place, access, content, and/or delivery mode.
3. An approach to learning in which the time, place, and pace of learning may be determined by learners. In this chapter this term is used to include the approaches taken by distance learning and open learning.
4. A teaching strategy designed to empower students to learn, to learn fully, effectively, efficiently, and with rewarding satisfaction. It is the responsibility of our profession as teachers or faculty to study ways of maximizing the potential of our environments to support students’ learning and to minimize those elements in their environments that may impede it.
5. An approach to learning in which the time, place, and pace of learning may be determined by learners. In this chapter this term is used to include the approaches taken by distance learning and open learning.
6. This term describes a learning design perspective deeply rooted in the needs of students, with the main objective being to provide them with the most flexibility about the learning content, schedules, access, and learning styles as possible. A flexible learning design customizes learning environments to meet the needs of learners, using both technological and non-technological tools. Flexible Learning is closely related to Blended Learning and Distributed Learning.
7. Approaches to teaching and learning that are learner centred, free up the time, place and methods of learning and teaching and use appropriate technologies in a networked environment (Moran & Myringer, 1999, p. 60).
8. Accessing education in way that is more responsive and often supported by use of technology.
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**BORANG PERMOHONAN GERAN**

Dua (2) salinan borang ini mesti diserahkan kepada Pusat Pembangunan Akademik (CADe),

Tingkat 4, Bangunan Canselori Putra, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor

*Two (2) copies of this form must be submitted to the Centre for Academic Development (CADe),*

*4th Floor, Canselori Putra Building, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor*

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| 1. **MAKLUMAT PENYELIDIK** *DETAIL OF RESEARCHER*
 |
| Sila lampirkan C.V. ringkas ketua projek mengikut format yang disediakan*Please attach brief C.V. of project leader according to the following format* |
| 1. **Nama Ketua Projek:**

*Name of Project Leader:* |  |
| 1. **No. Staf:**

*Staff No.:* |  |
| 1. **Jawatan** (Sila Tandakan √):

*Designation (Please tick √):* |

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| --- | --- | --- | --- | --- | --- |
|  | Professor*Professor* |  | Professor Madya*Associate Professor* |  | Pensyarah Kanan*Senior Lecturer* |
|  | Pensyarah*Lecturer* |  | Lain-lain (Sila Nyatakan)*Others (Please State) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

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| 1. **PTJ** (Sila nyatakan alamat penuh):

*PTJ (Please provide full address):* |  |
| 1. **No. Telefon Pejabat:**

*Office Telephone No.:* |  | 1. **No. Telefon Bimbit:**

*Mobile Phone No.* |  |
| 1. **No. Faksimili Pejabat:**

*Office Facsimile No.* |  |
| 1. **Alamat e-mel:**

*E-mail Address:* |  |
| 1. **Status Perkhidmatan:**

*Status of Service:* |  | Tetap*Permanent* |
|  | Kontrak*Contract*Tarikh tamat kontrak:*Contract expiry date:*  |
| 1. **Penyelidik lain yang terlibat dalam projek:** \*(Sila Lampirkan C.V. ringkas setiap penyelidik mengikut format yang disediakan)

*Other researchers involved in the project: \*(Please attach brief CV of each researcher according to the following format provided)* |
| **Bil.***No.* | **Nama***Name* | **No. Staf** *Staff No.* | **PTJ** | **Kelayakan Akademik/ Pelantikan/ Bidang Pengajian***Academic Qualification/ Designation/ Field of Study* | **Tandatangan***Signature* |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |

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| 1. **MAKLUMAT PENYELIDIKAN** *RESEARCH INFORMATION*
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| 1. **Tajuk penyelidikan yang dicadangkan:**

*Title of proposed research:* |  |
| 1. **Bidang Penyelidikan (FOR):**

*Field of Research (FOR):* |

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|  | Rekabentuk pembelajaran (*Learning design*) |
|  | Heutogogi (*Heutagogy*) |
|  | Penaksiran autentik (*Authentic assessment*) |
|  | Pembelajaran fleksibel (*Flexible learning*) |

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| 1. **Tempoh Penyelidikan:**

*Duration of Research:* |  |
| 1. **Tarikh Mula:**

*Commencement Date:* |  |
| 1. **Tarikh Tamat:**

*End Date:* |  |
| 1. **Tempat penyelidikan dijalankan:**

*Location of Research:* |  |
| 1. **RINGKASAN CADANGAN EKSEKUTIF PENYELIDIKAN** *EXECUTIVE SUMMARY OF RESEARCH PROPOSAL*
 |
| Rumusan latar belakang penyelidikan, kajian literature, kaedah penyelidikan, objektif dan jangkaan hasil penyelidikan) – maksimum 300 patah perkataan*Summary of research background, literature reviews, objectives, research methodology and expected outcomes from the research project) – maximum 300 words* |

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| 1. **PERINCIAN CADANGAN MAKLUMAT PENYELIDIKAN** *DETAILED PROPOSAL OF RESEARCH PROJECT*
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| 1. **Latar belakang penyelidikan dan Kajian Literatur**

*Research background and Literature Reviews* |
| 1. **Objektif Penyelidikan/ Persoalan/ Hipotesis Penyelidikan**

*Research objective(s)/ Questions/ HypothesisResearch*  |
| 1. **Signifikan Penyelidikan** *Significance Research*

**Impak kepada pelajar****Impak kepada UPM** |
| 1. **Kaedah Penyelidikan**

*Research Methodology*Sila nyatakan dan huraikan; *Please state in the;*1. Huraian Kaedah *Desription of Methodology*
2. Milestones dan Tarikh *Milestones and Dates.*

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| **Milestones** | **Tarikh Mula** | **Tarikh Tamat** |
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1. Carta Aliran Aktiviti Penyelidikan (Sila sertakan di dalam Lampiran) *Flow Chart of Research Activities (Please attach in the Appendix)*
2. Carta Gantt Aktiviti Penyelidikan (Sila sertakan di dalam lampiran) *Gantt Chart of Research Activities (Please attach in the Appendix)*
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| 1. **JANGKAAN HASIL/ FAEDAH** *EXPECTED RESULTS/ BENEFIT*
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| 1. **Penerbitan Penyelidikan (Sila nyatakan jangkaan tarikh penerbitan dalam jurnal)**

*Research Publications (Please state expected date of publication in journals)* |
| 1. **Output penyelidikan yang meningkatkan keberkesanan pengajaran dan pembelajaran dan pembelajaran pelajar.**

*Research output that increase the effectiveness of teaching and learning and student learning.* **Teori baharu/Penemuan/Pengetahuan/Ciptaan/Inovasi*****New theories/New findings/Knowledge/Invention/Innovation*****Penggunaan khusus atau potensi*****Specific or potential applications*** |
| 1. **BELANJAWAN** *BUDGET*
 |
| **Sila anggarkan belanjawan untuk penyelidikan ini dan butiran perbelanjaan.***Please indicate your estimated budget for this research and details of expenditure.* |
| **Butiran Belanjawan***Budget datails* | **Jumlah yang diminta oleh pemohon***Amount requested by applicant* |
|  |
| 1. **Vote 11000**

Gaji dan upahan *Salary and wages*  | Hanya lantikan enumarator |
| 1. **Vote 21000**

Perbelanjaan perjalanan dan pengangkutan (dalam Negara sahaja)*Travelling expenses and transportation (local only)* |  |
| 1. **Vote 24000**

Sewaan *Rental* |  |
| 1. **Vote 26000** Bekalan bahan penyelidikan serta bekalan bahan mentah dan bahan-bahan untuk penyenggaraan dan pembaikan \*termasuk vot 27000.

*Research materials, supplies raw materials and materials for repair and maintenance \*including vote 27000* | Pembelian alat tulis (pensil, pen, pemadam, pembaris, pensil warna, dll.) dan utiliti (data plan internet, dll.) adalah tidak dibenarkan |
| 1. **Vote 28000**

Penyelenggaraan dan pembaikan kecil*Maintenance and Minor Repair Services* |  |
| 1. **Vote 29000**

Perkhidmatan profesional, hospitaliti dan lain-lain*Professional services, hospitality, and other services* | Yuran keahlian persatuan adalah tidak dibenarkan |
| 1. **Vote 35000** Peralatan khas dan aksesori

*Special equipment and accessories* **Nyatakan justifikasi keperluan membeli peralatan khas/perisian dan aksesori yang dimohon:**

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 | Pembelian laptop, telefon pintar, iPad, aksesori komputer, menaik taraf komputer, printer adalah tidak dibenarkan |
| **JUMLAH KESELURUHAN***TOTAL AMOUNT* |  |
| 1. **AKUAN PEMOHON** *DECLARATION BY APPLICANT*
 |
|  | **Saya dengan ini mengaku bahawa:***I hereby confess that:***Semua maklumat yang diisi adalah benar, Penaja berhak menolak permohonan atau membatalkan tawaran pada bila-bila masa sekiranya keterangan yang dikemukakan adalah tidak benar.***All information stated here are accurate, Funder has right to reject or to cancel the offer without prior notice if there is any inaccurate information given.*

|  |  |
| --- | --- |
| **Tarikh:***Date:* | **Tandatangan Pemohon:***Applicant’s Signature:*  |

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| **Nota** *Notes:*1. C.V. penyelidik-penyelidik hendaklah mengandungi maklumat berkaitan dengan penyelidikan contohnya senarai projek yang sedang dilaksanakan dan tamat, agensi-agensi yang membiayai, jumlah dana diterima, senarai penerbitan, senarai penuntut ijazah lanjutan yang telah menamatkan pengajian dan hasil-hasil penyelidikan lain.

*The C.V. of researchers should contain informations relevant to research e.g. list of completed and ongoing projects, funding agencies, amount of funding received, list of publications, list of post-graduate students graduated, and other research outputs.* |