



Lampiran A:
The TVET eCONVERGENCE2016:
Concept, Rules and Regulation for the
Malaysian Polytechnics

Instructional and Digital Learning Division,
Department of Polytechnic Education



THE TVET Teaching & Learning eCONVERGENCE 2016



The TVET eConvergence2016 is an online aggregation of ideas via talks presented by both educators and students in the TVET education stream. The Department of Polytechnic Education (Instructional and Digital Learning Division) invites all visionary, enthusiastic, and passionate TVET learners and educators, within the Malaysian Polytechnics, to speak up their thoughts and propose ideas on how to enhance and inspire TVET teaching & learning practices at their institution.

The eConvergence is a celebration of ideas and best practices. It encourages the spirit of sharing and the importance of appreciating new viewpoints. Its tagline is PERSPECTIVES WORTH EXPLORING.

(1) OBJECTIVES

There are five main objectives of the TVET eCONVERGENCE:

A 'TVET Education' Consciousness

This objective is in tandem with the Teaching & Learning Excellence/ Employability agenda.

It stresses on the importance of having a sense of purpose reflected in a positive learning attitude and cognition towards TVET Education. It also stresses on the needs for present learners to be aware of their learning situation and its importance in the future roles they will play as part of the TVET workforce. The willingness and readiness of graduates to join the workforce must be inculcated during their TVET education.

An English Language Proficiency

This objective is in tandem with the English Language Proficiency agenda.

It stresses on the importance of having an appropriate English Language level (communicative and presentation skills) needed to survive and sustain themselves in all future work roles, rendered by an ever competitive and globalized working conditions.



The Formation of a TVET Learning Community

This objective is in tandem with the requirements of the 21th Century Education.

It stresses on the importance of sharing expertise and working collaboratively for the benefit of a community especially a learning community consisting of learners and educators.

A Promotion for TVET Education

This objective is in tandem with the Promoting of TVET Education (Polytechnic) agenda.

It stresses on the importance of introducing and promoting TVET Education among future learners. It stresses on personifying TVET Education as a worthy, essential and even as a “cool” educational stream to consider.

Content Creation and Digital Skills for the 21th Century

This objective is in tandem with the Digital Learning agenda.

It stresses on the importance of having the right digital skills required by educators and students to produce and manage digital contents for the purpose of learning and teaching.

(2) TOPICS

There are four (4) choices of topics to choose from:

- **A TVET Learning & Teaching/Managing Experience**
- **A TVET Student/Educator**
- **A TVET Field of Interest**
- **TVET and the World of Work**

- a) A TVET Learning & Teaching/Managing Experience** will focus on how any lesson, practical sessions, labs or tutorials experienced by students be transformed/or taught by lecturers to promote and inspire learning. It also allows managers to share their experiences and perspectives of managing TVET institutions.

Questions to ponder -e.g.,

In your opinion what is the purpose of learning TVET in the 21th Century?

How should the process of TVET teaching/learning/managing be changed/or have been changed to promote and inspire learning?

What methods of TVET teaching and learning would students prefer to be exposed to?

What methods of innovative TVET Teaching/Learning/Managing are being practiced?

What insights can be learnt from managing a TVET institution?



- b) **A TVET Student/Educator** will focus on redefining the role of the students and educators in ensuring a positive environment for learning and teaching.

Questions to ponder - e.g.,

In your opinion, what are the roles of TVET educators and students within the 21st Century?
What is expected in a TVET Educator/Student?

- c) **A TVET Field of Interest** will focus on best topic learnt/taught or experimented by either a student or educator.

Questions to ponder – e.g.,

In your opinion, what is the best subject within your TVET education that you have learnt, why?

What is the best subject within your TVET education that you have taught, why?

What experimental projects within the TVET Curriculum/Co-Curriculum (Clubs) are you and your team investigating?

What makes learning a TVET programme interesting?

- d) **TVET and the World of Work** will focus on any topic that relates TVET to the actual world of work. This topic allows any person from students, lecturers, institution management or alumni to speak out their point of view.

Questions to ponder – e.g.,

In your opinion, What are the prospect of TVET in the current economy?

My TVET Journey - What were my experiences from TVET Institution to Work? (Alumni)
What do you expect from TVET?

Important:

*All ideas must suggest a minimal use of technology and funding but show a maximum use of raw creativity and innovation. Each talk **MUST** be accompanied with a digital presentation (Minimal research may be required).*

(3) RULES AND REGULATIONS

- 3.1) **The eConvergence2015** is opened only to the Malaysian Polytechnic Students and Lecturers (preferably a Non English Language Lecturer). Each polytechnic is required to submit a MINIMUM of TWO (2) VIDEOS PER POLYTECHNIC. There should be a well balanced ratio of Students to Lecturers from each institution. Each video must be within 7 to 12 minutes in duration and all talks are to be in English*

*These talks are very much interdisciplinary in nature. It can be part of a presentation-based assignment from any current polytechnic course, e.g. a English Language project (for students).



3.2) Each talk must contain the following contents;

- A Topic Title,
- An Introduction,
- The Contents,
- finally,
A summary of their point or an idea/practice to share.

3.3) Mode of Participation:

This is not a COMPETITION but rather an act of idea sharing for the common good of the community. However a Certificate of Participation/ Best Idea/ Best Talk/ Best Practice will be awarded.

The ideas are to be recorded as a video and uploaded onto your ****Institutional YouTube channel** and *their links submitted* to the secretariat for evaluation and later online publication. The secretariat will aggregate selected video links within a website for **worldwide** viewing.

Please refer to TED Talks (online) as content and presenting examples. The presentation techniques used for the production of the video can be in any approach.

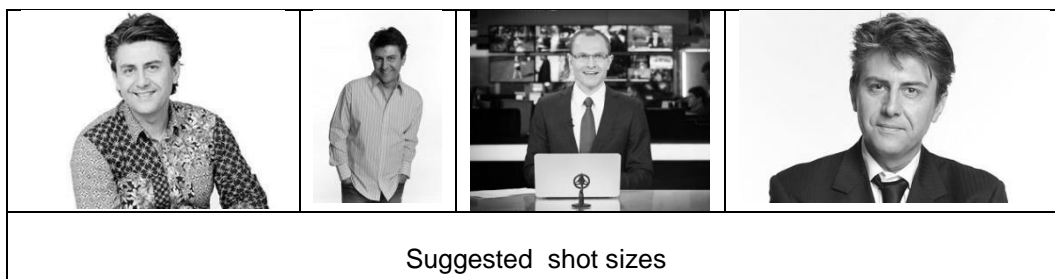
3.4) Video Production:

All videos are to be made by the institutions with the assistance of the **Instructional Development & Multimedia Unit** and under the purview of the institution's **eLearning Committee**.

All videos **MUST** possess an acceptable level of technical quality (visual and audio) to **ensure effective playback and pleasant viewing** via YouTube. For further information, please refer to http://www.youtube.com/watch?v=PLbBm_Q0gLo.

3.5) Mode of Presentation:

All presentations are to consist of mainly a presenter talking (50% of the total video) and rest of the video may show images with narration. No avatars allowed.



3.6) Secretariat:

Center for eLearning and Teaching (CeLT),
Instructional and Digital Learning Division,
Department of Polytechnic Education
(Attention: Zainal Azhar ZA, PhD)

EMAIL CONFIRMATION** AND LINKS TO: econvergenceone@gmail.com

** Confirmation to include the following:

Name of Presenter; Name of Group Members (if present);
IC Numbers; Title of Talk; Institution; Abstract (50 – 100 words)

3.7) Important Dates:

eConvergence Commencement Date :	15th Dec 2015
eConvergence Confirmation Date:	1st – 22nd Feb 2016
Initial e Convergence Video Submission Date:	15th April 2016
Final eConvergence Video Submission Date :	15th May 2016
Proposed date of Online Evaluation:	1st - 15th July 2016
Tentative Date for Awards (eDOLA2016)	September - October 2016

MARKING CRITERIA

MANDATORY SPECIFICATION													
	<p>A) To the eConvergence concept – THIS MUST NOT BE A TEACHING AND LEARNING VIDEO. This is a sharing of ideas video.</p> <p>B) As a Video production - visual and audio clarity for pleasant viewing (At least 80%)</p> <p>C) Focusing on TVET</p> <p>D) Language : English</p> <p>E) Video Flow : Teaser+Title+Video+(CeLT)</p>	REJECT/ACCEPT											
TOPICS		10%	NOTES										
A1	<p>eConvergence topic focus :</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> <input type="checkbox"/> A TVET Learning Environment</td> <td style="background-color: #d9ead3;"></td> </tr> <tr> <td><input type="checkbox"/> <input type="checkbox"/> A TVET Learning/Teaching Experience</td> <td style="background-color: #d9ead3;"></td> </tr> <tr> <td><input type="checkbox"/> <input type="checkbox"/> A TVET Student/Educator</td> <td style="background-color: #d9ead3;"></td> </tr> <tr> <td><input type="checkbox"/> <input type="checkbox"/> A TVET Field of Interest</td> <td style="background-color: #d9ead3;"></td> </tr> </table> <p><i>Each talk SHOULD be based within these four topics. Please provide marks ranging from 1 – 10% for accuracy of topic delivered. Please refer to the eConvergence Rules and Regulation for definitions.</i></p>		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> A TVET Learning Environment		<input type="checkbox"/> <input type="checkbox"/> A TVET Learning/Teaching Experience		<input type="checkbox"/> <input type="checkbox"/> A TVET Student/Educator		<input type="checkbox"/> <input type="checkbox"/> A TVET Field of Interest			
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DELIVERY		30%	NOTES										
B1	<p>Delivery: The PRESENTER</p> <p><i>The presenter should appear to be convincing and be able to portray a sense of confidence and sincerity through the use of facial expressions and body gestures.</i></p>												
B2	<p>Delivery: The NARRATIVE FLOW</p> <p><i>The narrative flow should be well constructed to carry the message clearly, sequentially, and compellingly from the beginning to its conclusion.</i></p>												
B3	<p>Delivery: The VISUAL AIDS</p> <p><i>The visual aids such as background, graphic images, animation or the</i></p>												

	<i>in-between video images should be used to enhanced the talk and not in any way compete with or confuse the delivery of the message.</i>		
	CONTENT	30%	NOTES
C1	<p>THE CONTENT: ORIGINALITY</p> <p><i>The content should be as original as possible in its essence; it should portray the thoughts of a personal perspective (idea) or practice.</i></p>		
C1	<p>THE CONTENT: DEPTH</p> <p><i>The content should be reflective in nature. Cognitively, It should be of a certain depth and portray a thoughtful discussion.</i></p>		
C1	<p>THE CONTENT: CREATIVITY/INNOVATION</p> <p><i>The content can be based on any research or publication; however a fair amount of creativity/innovation in the writing of the content must be felt from the chosen Title of the Talk to its Conclusion. (e.g. Usage of Metaphors, etc)</i></p>		
	APTNESS	10%	NOTES
D1	<p>THE APTNESS OF THE TALK: LOCAL</p> <p><i>The talk has an impact that would potentially resonate well <u>ONLY</u> within the Malaysian context. The talk does not clarify meanings and definitions and assumes that the audience is familiar with them.</i></p>		
D1	<p>THE APTNESS OF THE TALK: INTERNATIONAL</p> <p><i>The talk has an impact that would <u>ALSO</u> resonate well among the international community. The talk clarifies meanings and definitions and prepares the audience for a clear and precise comprehension.</i></p>		
	PROMOTIONAL	10%	NOTES
E1	<p>EFFECTIVENESS AS AN INSTITUTIONAL (MALAYSIAN POLYTECHNIC) PROMOTIONAL TOOL</p> <p><i>The talk is seen as an effective promotional tool for the Institution.</i></p>		
	LANGUAGE USE	10%	NOTES
E2	<p>APPROPRIATE LEVEL OF LANGUAGE USED</p> <p><i>The talk exhibits a Moderate to High level English Language proficiency.</i></p>		
	TOTAL (100%)		

