THE APPLICATION OF HybCoMet STRATEGY: IMPROVING TEACHING WITH THE MEANS TO IMPROVE STUDENTS’ ACADEMIC PERFORMANCE AND GENERIC COMPETENCIES

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1. SUMMARY

- This study presents the development of a new alternative approach to teaching, to meet the challenges and academic needs of students learning technical subjects in Malaysian Polytechnics.
- It is intended to help students improve their learning and deepen their understanding in learning the subject matters. It is also to help students to emphasize positive attitudes in a wide range of skills that are critically needed in a workplace such as communication, thinking and interpersonal skills (Yusof, 2003).
- This study describes a “hybrid” educational system which integrates collaborative learning and metacognitive strategies, involving the development, design and implementation of an instructional module which is entitled “A Hybrid Approach Using Collaborative and Metacognitive (HybCoMet) Strategy”.
- The strategy is intendeds to help students to learn in a meaningful way, by facilitating the assimilation of their knowledge prior to transfer it into real world situation.
- It is also will act as a comprehensive academic references and guidelines to encourage teachers to move away from the more ‘traditional teaching approach’ by which students are ‘fed’ facts and information (Wee, 2004).
- It was hoped this approaches would help prepare students for real-life situations and provide opportunities for the optimal intellectual as well as their generic skill.

2. INTRODUCTION

The current teaching mode is more on “feed” fact & information – students fail to see such meaning in what they are asked to learn (Khair, 2004).

Therefore

The need for a change in a way to approach to teaching to help increase students’ learning performance & attitude

3. The Hybrid System

Collaboration + metacognition

- encourage active and student-centred learning (Walker, 1997)
- effective interpersonal communication and peer relationships (Simoff, S. J (2001)
- professional & personal growth, improve academic performance and behaviour management (Beverton, S et al. (2005).

- problem solving skills (Kapa, 2001)
- creative thinking skills (Maler & Warren, 2000)
- more self directed and independent (Gokhale, 1995)
- wider application of specific competences (Mazzoni, G and Nelson, T.O (2000).)

- decrease the variability in finding relevant resources, providing a more consistent and predictable user experience. (Denman, 2003)
- learning of new concepts and the application of already-known concepts
- Learning meaningful, authentic context and is a social, collaborative activity.

4. The Body Structure of

PART 1
INTRODUCTION

Traditional Approach

Collaborative Learning

PART 2
Introduction to subject contents TSL strategies and activities

Metacognitive strategy

PART 3
Implement HybCoMet Strategies

1. TASK 1
2. TASK 2
3. TASK 3
4. TASK 4
5. TASK 5

5. RESEARCH DESIGN

A. SCOPES (SAMPLES)

- First Semester Civil Engineering students
- 3 polytechnics
- Course subject – Concrete Technology
- 2 lecturers from each polytechnic, who has been taught the subject

B. METHODS

1. Qualitative

2. Quantitative

A) Interview
B) Classroom Observation
C) Students’ Diary
A) Survey using questionnaire
B) Pre-test & Post-test

6. CONTRIBUTION

Contribute as a new pedagogical approach to the representation of hybrid system for technical education needs at the polytechnic level and supply as a comprehensive academic references and guidelines to the academican and to those who are interested.
7. CONCLUSIONS

• The new approach had strengths in that it gave students the opportunity to contribute in solving problems.
• It also provided a meaningful context for learning fundamental concepts.
• Above all, it helps students to think critically; solve complex problems; write and speak effectively; have respect for others; be able to adapt to change and be ready to engage in lifelong learning.
• It is hoped the HybCoMet Strategy can challenge students in their learning so that they will be able to manage a similar situation that may occur in their personal lives and in the workplace.

8. REFERENCES