General Education (GE) for Higher Education: A Life of Purpose

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Aims

- To highlight the importance of General Education (GE) component in higher education for *total student development and empowerment* throughout their enrolment and beyond the graduation.

- To share on the process, experience and knowledge on how GE at UKM has been *developed* and *continuously evolved* to ensure the *broad* and *balanced learning* for student.

In so doing..

- Introduction
- GE defined & underlying philosophy of GE
- Why GE matters?
- Educational goals of GE
- How did we develop and restructure GE
- Challenges and way forward
- Conclusion

GE defined

- General Education refers to the education program offered at the undergraduate level with the aim of providing students *living skills* in modern society. This includes an understanding of *noble values*, an appreciation of *history* and *responsibilities in society*, knowledge of *quantitative analysis* and *communication* techniques; art appreciation, and the capacity to use leisure time productively"

(Prof Anuwar Ali, 1998, UKM Ex-Vice Chancellor)

Why GE matters?

GE defined

- **General Education**: The **part** of a liberal education curriculum shared by all students. It provides **broad learning in liberal arts and science disciplines**, and forms the basis for developing important intellectual, civic, and practical capacities.

- General education can take **many forms**, and increasingly includes introductory, advanced, and integrative forms of learning.

What's the underlying philosophy of GE?

- GE is concerned with the *breadth* and *balance* of learning
- GE offers *learning across curriculum*
- GE extends the undergraduate learning *experience beyond major academic concentrations.*
- GE helps develop *total students development* throughout the studies and beyond
- GE shapes the *mind* and *thoughts* students will lead after they leave the university

GE Educational Goals

Educational Goals

1. To produce students graduated with good character, ethical, creative, innovative, professional and rational from multi and cross discipline and cross-cultural perspectives.

Educational Goals

2. To produce graduates with wholistic thought by integrating and balancing the general knowledge and core discipline.

Educational Goals

3. To help students improve their English and Malay languages for the purpose of group working in academic and non-academic environment.

Educational Goals

4. To produce graduates having generic skills needed employment and as well as for upholding the function effectively in community and society.

GE for GE

General Education for *Graduate Employablity*

Life is with a purpose

Transformation phases: General Education at UKM

NATIONAL UNIVERSITY
Universiti Watan

Broadness and Balanced

2014 – present

1995-2013

1984-1994

1970-1983

PHASE 1

Original curriculum

PHASE 2

Additional of new courses in the model

PHASE 3

Restructured into the GE model based on U1, U2, U3 and U4 classification

PHASE 4

Restructured to the model of Pendidikan CITRA (Liberal Education) – more holistic and comprehensive

How did we develop and restructure the GE?

1st phase (1970-1983)

- GE (as perceived) was introduced in 1970 (since early years of UKM)
- GE courses were offered by individual faculty, separately
  - ZI (by Faculty of Islamic Studies)
  - ZE (by Faculty of Economics)
  - ZM (by Faculty of Social Sciences)
  - ZS (by Faculty of Science)
- No specific center was set up to manage the offerings.

2nd Phase
(1984-1994)

- In 1983, PPU (Center for General Studies) was established to manage the GE courses.

- During 1983/84 session, two core university courses were offered (as GE):
  - ZT1012 – Islamic Civilization & Malaysian Nationhood (A)
  - ZT1022 – Islamic Civilization & Malaysian Nationhood (B)

Activities prior GE re-structuring

- Series of discussions (1995-1997)
  - Concern of GE – need some changes
- Benchmark of GE-LE world wide (1997-1998)
- International Seminar on General Studies: The Education of Man, 1-3 July 1998, UKM
  - New GE vision, mission and goals were formulated

3rd Phase
(1995-2013)

- Extensive review by the GE Task Force in early 1990s

- Courses restructuring – new cluster of GE courses
  - U1 – Appreciation of Noble Values & History
  - U2 – Organizational Skills
  - U3 - Breadth of knowledge
  - U4 - Language Proficiency

PPU Academic Admin Staff

U1 courses

- ZT1033 Islamic & Asian Civilizations (TITAS)
- ZT1043 Ethnic Relations

U2 & U3 courses

U2	U3
ZT2213 Forms of Writing **ZT2223 Human Relation** **ZT2233 Innovative Thinking** **ZT2243 Writing Skills** **ZT2253 Management of Emotion** **ZT2263 Decision Making Skills** **ZT2353 Regional Issues** **ZT2413 Leadership and Interpersonal Skills** **ZT2423 Thinking Skills** **ZT2393 Time Management** **ZT3213 Scientific Thinking**	**ZT2113 History of Thought** **ZT2123 Comparative Ethics** **ZT2133 Scientific Development & Human Civilization** **ZT2143 Personal Hygiene** **ZT2153 Human Rights** **ZT2313 Basic Quality Management** **ZT2323 The Environment and Health** **ZT2333 Global Ecology and Sustainable Development** **ZT2343 Family Issues** **ZT2363 Philosophy of Thinking** **ZT2373 Economic Issues** **ZT2383 Philosophy of Science** **ZT3113 History of Thought II** **ZT3123 Philosophy of Development** **ZT3133 Environment Philosophy** **ZT3333 Ethics and Moral** **ZT3343 Critiques of Visual Arts**

U4 courses

English Language Courses	Malay Language courses
ZE1002 Foundation English ZE1012 Academic Communication I ZE1022 Academic Communication II ZE3012 Workplace Communications I ZE3022 Workplace Communications II ZE1162 English for Law ZH2112 Speech Communication (for Diploma students only)	ZM1013 Malay language as Foreign Language I ZM1023 Malay Language as Foreign Language II ZM1053 Malay Language for Academic Needs I ZM1063 Malay Language for Academic Needs II ZM1073 Academic Writing in Malay Language

4th Phase

(2014- current)

Amanat Menteri Pengajian Tinggi 2012

- Salah satu bentuk tuntutan masa hadapan ialah **sumber manusia berilmu** yang **berketrampilan tinggi**, **luwes** dan mempunyai **daya fikiran yang bersifat syumul (holistik).**

- Untuk memenuhi keperluan baharu ini, saya berpendapat semua IPTA memberi perhatian kepada konsep **PENDIDIKAN LIBERAL DAN MULTI-DISIPLIN (*liberal and multi-disipline education*)** dalam semua program pendidikan pra- dan pasca-siswazah

Expansion and **diversification** have been two primary social forces conducive to change in General Education

Liberal education

- It does not mean to liberalize from religious creed and teaching

- It means liberating the knowledge wall, that different knowledge meet each other

- Liberal education/studies = multi-disciplines, trans-disciplines and cross-disciplines

- It's a reaction towards the emerging, diversified and complex world transformation

- Although education or field of studies are liberalized, the core of belief and values remain intact and unchanged.

Publication

General Education Transformed: How We Can, Why We Must

By Paul L. Gaston

GE core nature

- "Re-envisioning general education with clear, purposeful pathways that allow all students to demonstrate their learning through **high-impact practices** and teaching strategies that are transferable across disciplines, departments, institutions, and even state systems".

4 models of GE

Brint et. al (2009), General Education Models: Continuity and Change in the U.S. Undergraduate Curriculum, 1975–2000. *The Journal of Higher Education, Vol. 80*, No. 6 (November/December 2009)

- **The core distribution areas model**
- The traditional liberal arts model
- Cultures and ethics model
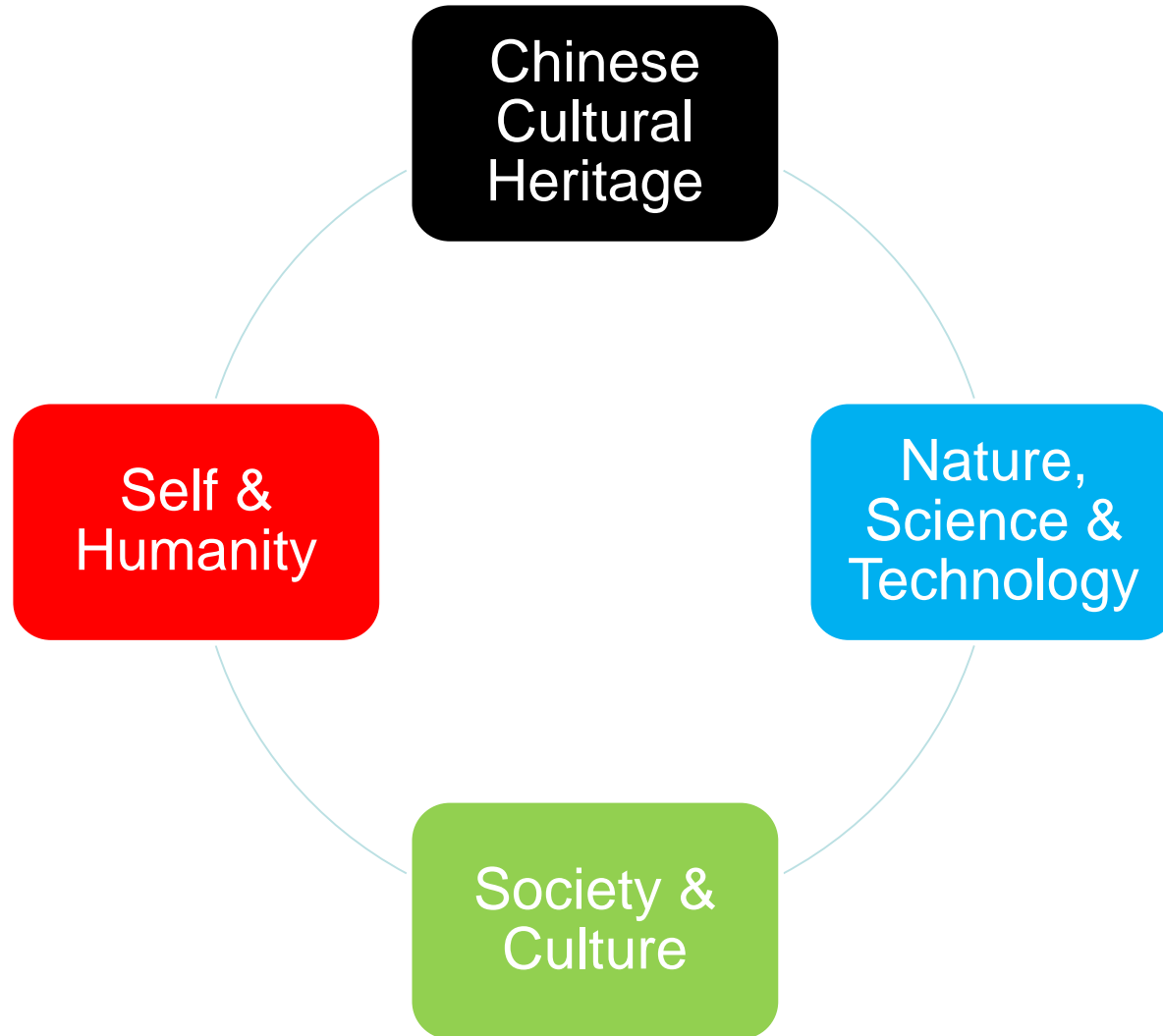- The civic/utilitarian model

Benchmarking 25 universities

- Hong Kong 2
   China – 1
- Afrika Selatan
- Research Univ in Malaysia 5
- Singapore NUS – 1
- Filipina 2
- Jordan 1

- Amerika Syarikat 6
- Australia 2
- New Zealand 2
- Germany - 2

CUHK General Education Philosophy

- CUHK believes that a world-class university education has to include training in specialized subjects and inculcation of critical powers and cultural sensitivity, qualities that define an educated world citizen of today and tomorrow.

- General education, a key component of undergraduate studies at CUHK, is built upon a **balanced approach to whole-person education** that combines **Chinese humanistic ideals** and **western liberal arts contents.**

4 domains of GE
(**Chinese University of Hong Kong**)

8 domains of GE
(Harvard University)

- Aesthetic and Interpretive Understanding
- Nature, Culture and Belief
- Ethical Reasoning
- Science of Living Systems
- Science of the Physical Universe
- Societies of the World
- United States in the World
- Empirical & Mathematical Reasoning
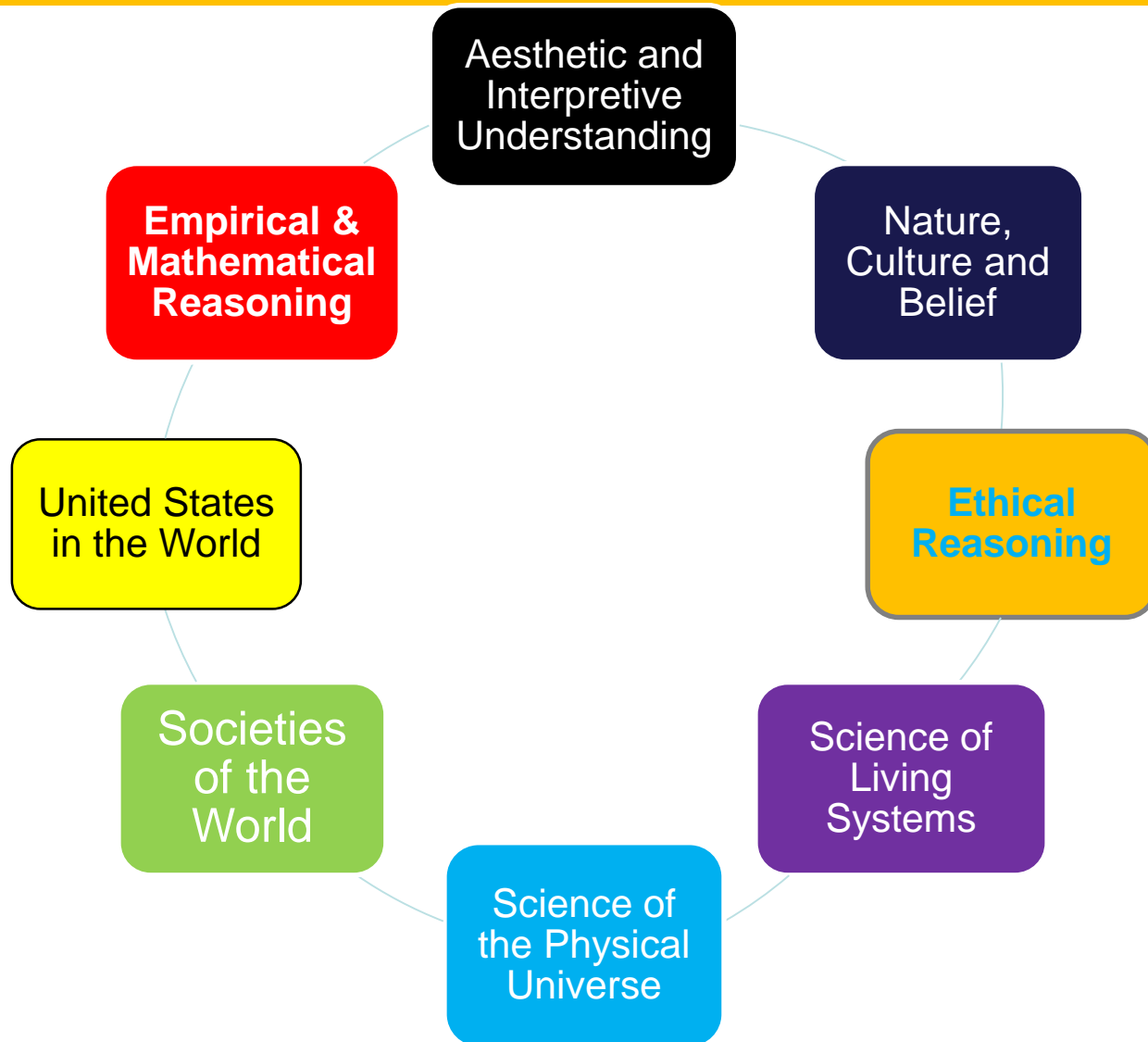
Our challenge..

- What is (are) the best, most critical GE learning domains representable, wide enough and useful for the Malaysian students?

- These domains should represent the **ATTITUDE**, **CHARACTER**, **ATTRIBUTES**, **BRAND** and **IDENTITY** of UKM students.

Engaging the stakeholders
(through indepth interview/workshop sessions)

- Students themselves
- University lecturers (of all ranks)
- Governments, public servants
- Private sectors
- Industries
- Non-governmental organizations
- Parents

Domain Citra (LE) UKM
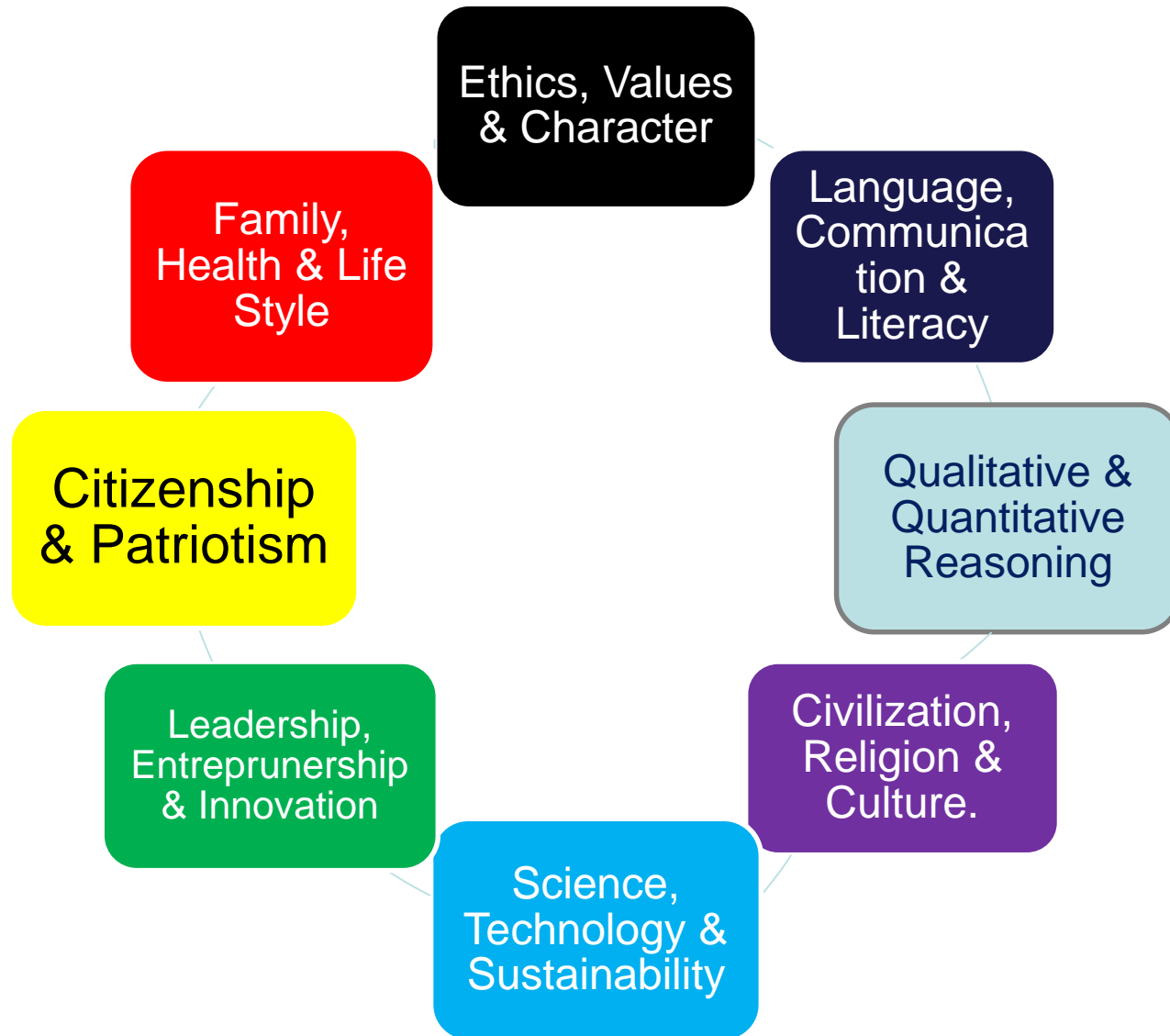
Revised 6 domains

Series of GE revision at UKM
(1971-2014)

1971
GE exists but without any specific structure& not institutionalized

1983
Center for General Education established

1998
1st GE revision – 4 basic components of GE – more GE courses offered

2010
2nd revision – reduction to only 3 courses!

2014
3rd revision – GE transformed into fully LE – UKM 6 domains of learning
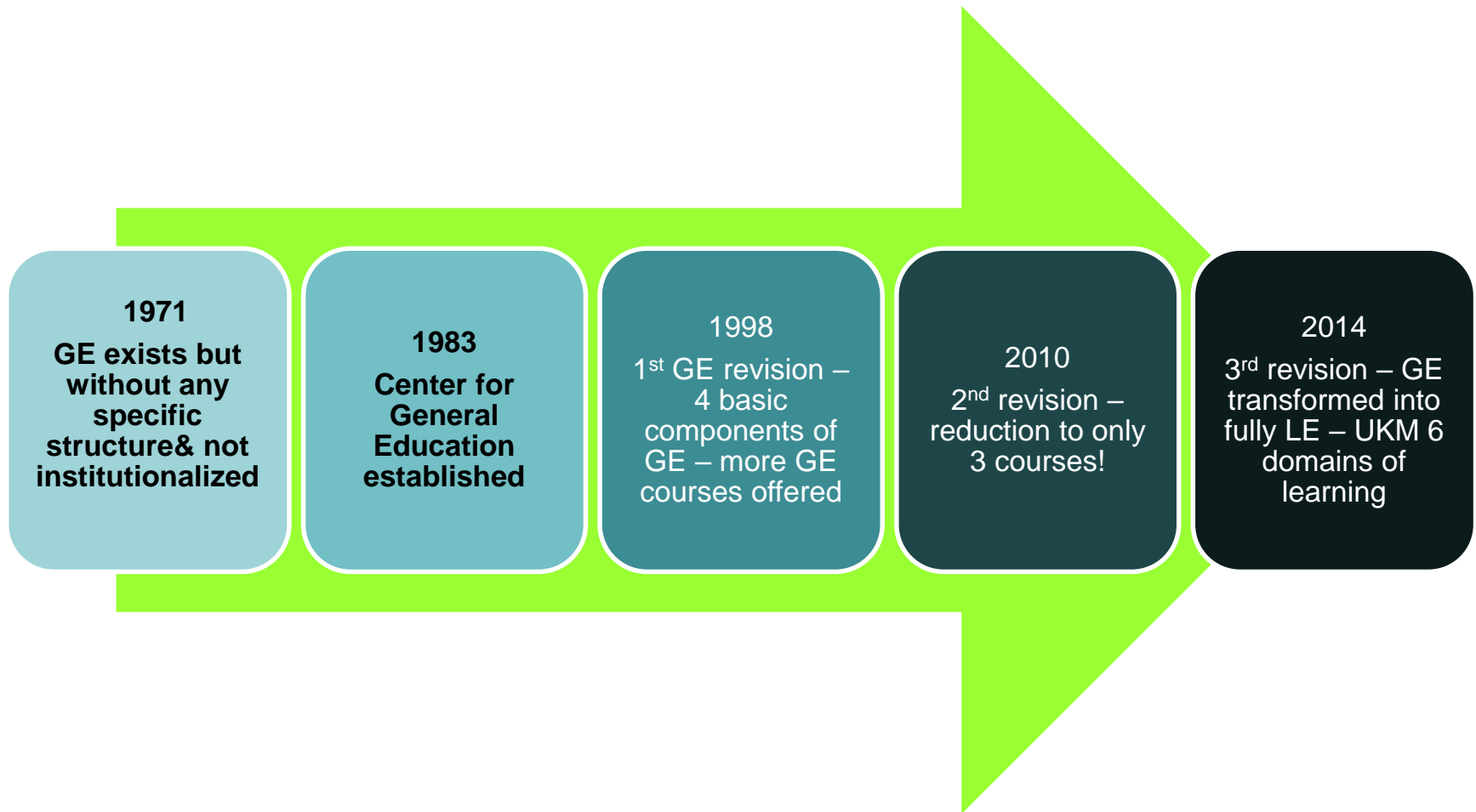
GE evaluation survey

ANALISA ITEM TERHADAP DOMAIN CITRA

No	1. Etika, Kewarganegaraan dan Ketamadunan	2. Bahasa, Komunikasi dan Literasi	3. Penaakulan, Kuantitatif dan Kualitatif	4. Kepimpinan, Keusahawanan dan Inovasi	5. Sains, Teknologi dan Kelestarian	6. Kekeluargaan, Kesihatan dan Gaya Hidup	Item	Nilai
1	1.4						Berasa bangga sebagai warganegara Malaysia.	-0.78
2	1.2						Menghormati perbezaan agama masyarakat Malaysia.	-0.50
3				4.4			Memiliki sifat bertanggung jawab	-0.46
4	1.5						Tidak berprasangka buruk terhadap etnik lain	-0.41
5	1.3						Peka terhadap isu nilai, etika dan sahsiah yang terdapat dalam masyarakat	-0.33
6						6.1	Lebih bersikap bertolak ansur sebagai pengamalan utama dalam keluarga.	-0.29
7						6.4	Peka tentang hak dan tanggung jawab setiap ahli keluarga.	-0.29
8					5.5		Menyedari kepentingan sains dan teknologi kepada masyarakat	-0.26
9					5.2		Yakin bahawa sains dan teknologi amat penting dalam pembangunan lestari	-0.19
10				4.5			Mampu merancang dan mengurus masa dengan baik	-0.17
11				4.2			Menzahirkan perasaan empati terhadap orang lain.	-0.15
12						6.5	Bijaksana menggunakan gajet seperti telefon pintar, komputer dan tablet.	-0.14
13				4.1			Berupaya mengamalkan sikap tolak ansur sewaktu memimpin	-0.10
14						6.3	Mengamalkan gaya hidup sihat.	-0.05
15		2.4					Boleh menggunakan bahasa yang bersesuaian dengan khalayak semasa menyampaikan maklumat.	-0.04
16					5.1		Menghargai peranan aplikasi sains dan teknologi dalam meningkatkan kualiti hidup manusia	0.10
17			3.4				Saya memikirkan sebanyak mungkin alternatif sebelum membuat pilihan yang tepat.	0.12
18				4.3			Berupaya mengetuai kerja secara berpasukan	0.15
19						6.2	Mengamalkan strategi pengurusan stres yang berkesan.	0.16
20			3.3				Saya berfikir lebih teliti sebelum membuat tanggapan.	0.22
21		2.3					Berupaya menyampaikan maklumat secara ringkas dan padat.	0.25
22			3.5				Saya sentiasa menilai dan membuat refleksi semula setiap keputusan yang telah saya ambil.	0.25
23			3.2				Memahami masalah sebelum cuba menyelesaikan.	0.27
24					5.4		Menilai risiko penggunaan sesuatu produk sains dan teknologi	0.27
25		2.5					Berupaya menghuraikan maklumat dengan jelas.	0.28
26		2.2					Boleh berinteraksi secara bertulis dengan individu dari pelbagai budaya.	0.30
27					5.3		Mengamalkan aktiviti kitar semula	0.31
28		2.1					Boleh berkomunikasi secara lisan dalam konteks profesional.	0.33
29	1.1						Berinteraksi lebih baik lagi dengan rakan-rakan daripada etnik yang berbeza.	0.33
30			3.1				Memiliki kreativiti menjana idea baru	0.80

Mean = 0.00 (antara baris 15 dan 16)

CONCLUSION

- A general education curriculum needs to take changes in society and demand of the market into account.

- General education helps develop students' total and balanced development.

- The role of general education is to connect in an explicit way what students learn at the university to life beyond it, and to help them understand that life is with purpose.

Terima kasih,
Thank you, *Syukran*