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Motivational Quote

*The Prophet Muhammad (peace be upon him) said,
"Honesty leads to righteousness, and righteousness leads to paradise. While lying leads to
wickedness, and wickedness leads to the hellfire."*

(Sahih Muslim)

Article of the Month



Nurazlin Zainal Azmi
Department of Information Systems
nurazlinazmi@iium.edu.my

OUTCOME-BASED EDUCATION SERIES #2 – REVISED BLOOM'S COGNITIVE DOMAIN

In education, the revised Bloom's cognitive domain is used as a framework for designing curriculum, developing assessments, and nurturing student-centered learning environments where students can develop a certain set of skills as required in their line of study.

There are six levels in this revised Bloom's cognitive domain, which are arranged hierarchically from lower-order thinking skills to higher-order thinking skills. The description of each level is as follows:

1. Remembering

• The lowest level of this domain, Remembering is about recalling or recognizing information such as facts, definitions or concepts, and can also be used to identify key elements or details from memory. An example statement based on this level: Recall the syntax and usage of common programming language constructs, such as variables, loops and conditionals, in Java.

2. Understanding

• A step higher than Remembering, this level requires the students to grasp the meaning or significance of information such as explaining ideas or concepts based on one's understanding. An example statement based on this level: Explain the concepts of encapsulation, inheritance, and polymorphism using examples in Java.

3. Applying

• In Applying, students are required to use knowledge or understanding in other situations and may include applying principles or procedures to solve problems, as well as implementing strategies or techniques. An example statement based on this level: Apply knowledge of front-end development principles and techniques to develop a basic web application using HTML, CSS, and Javascript.

4. Analyzing

• To Analyze means to break down information into its component parts and then examine the relationships and connections, such as identifying patterns, organizing information or distinguishing details. An example statement based on this level: Analyze the performance of sorting algorithms by comparing their time complexity and space complexity.

5. Evaluating

• At this level, Evaluating expects the students to be able to make judgments or assessments based on criteria or standards such as critiquing arguments or ideas, or assessing the validity of claims. An example statement based on this level: Evaluate the security vulnerabilities of a web application by conducting penetration testing, identifying potential attack vectors, and proposing recommendations for mitigating risks.

6. Creating

• At the highest of the hierarchy, Creating promotes the generation of new ideas, products or solutions such as designing, constructing, or inventing something new, as well as synthesizing information or concepts to form new perspectives. An example statement based on this level: Design and implement a database management system using SQL by demonstrating creativity in designing database schemes, optimizing queries and ensuring data integrity and security.