

# GOAL share



Newsletter of The Global Open Access Learning Centre

Universiti sains Islam Malaysia

Vol. 4, Issue April 2015

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# USIM Massive Open Online Course Development

e-ISSN 2289-8727



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# LET'S WRITE

Dear Sir / Madam,

## OFFICIAL INVITATION TO WRITE AN ARTICLE / PAPER FOR UNIVERSITI SAINS ISLAM MALAYSIA (USIM) E-LEARNING BULETTIN; GOALSHARE

With due respect, the above mentioned matter is referred.

Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM) has prepared a series of free online e-learning bulletin named GOALshare (eISSN number 2289-8727) with the objective to nurture informed citizens, visionary leaders and life-long learners who are masters of today's information, educational tools and technologies, and also to disseminate related e-learning programs throughout the globe.

**With respect, you are cordially invited to submit an article to the Short Communication Column without fee or honorarium. An article should compromise of maximum 700 words (not including reference) on a topic related to educational technology / educational updates. Longer texts will also be considered if they fit the theme. Font used should be Calibri size 10 with 1.0 spacing with no space before and after paragraph.**

Herewith is the url for our previous publications at <http://goalcentre.usim.edu.my/oer-video/buletin-bulanan-goal-centre> for your kind reference. The deadline for the submission of articles is on the twentieth (20th) of each month to the e-mail address of [goal-care@usim.edu.my](mailto:goal-care@usim.edu.my) or [ahmadfarid@usim.edu.my](mailto:ahmadfarid@usim.edu.my).

I sincerely hope to hear from you again and would like to make this publication a global reference, and hopefully will inspire more individual and institution to enrich our free bulletin for the benefits of humanity.

Thank you.

**KNOWLEDGEABLE • DISCIPLINED • DEVOUT**

Sincerely,



(PROF. DR. ROZHAN M. IDRUS)  
Director

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"An article should compromise of maximum 700 words (not including reference) on a topic related to educational technology / educational updates. Font used should be Calibri size 10 with 1.0 spacing with no space before and after paragraph"

**format**

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UNIVERSITI SAINS ISLAM MALAYSIA  
جامعة العلوم الإسلامية Malaysia  
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

**GOAL CENTRE**  
@ Universiti Sains Islam Malaysia



The effort to internationalize and globalize Malaysian academic subject is realized by the launching of Malaysia's very own Massive Open Online Course (MOOC) via Open Learning platform. MOOC represent a recent trend in online education, which many universities offering quality courses through online platform such as Coursera, edX, Udemy, Udacity and many more. MOOC offer student opportunities to learn from the best educators in some of world's top universities with no cost. According to Melanie Ciussi in her book; Leading Issues in e-Learning Research (2015), over 200 universities worldwide have created MOOCs and more than 1,200 courses are on offer.

Malaysian Ministry of Education (MOE) embarked the MOOC with 4 courses on online learning platform last year. All public Universities (UA) are encouraged to developed MOOC courses with the target of 60 MOOC by September 2015.

As for USIM, we are currently developing 3 MOOC and not only that, we should bring forward a good quality Arabic language MOOC product with integrated Naqli and Aqli knowledge to support the aspiration of USIM'16 and USIM'25.

As the world become smaller via the internet, there is no other forward except to popularize your niche to the global market, and MOOC is one of the current prominent channels.

**Dr. Najwa Hayaati Mohd Alwi**  
Coordinator of Content Development  
GOAL Centre

## GOALS HELPDESK STATISTIC

### GOALS helpdesk record – Data of January to December 2014

Total numbers of 934 enquires & complaints were recorded on the whole year of 2014. All 934 were resolved. All enquires were recorded using USIM Helpdesk system and also GOAL Centre Helpdesk.

	Source	Number
1	USIM Helpdesk	225
2	GOAL Centre Helpdesk	709
<b>Total</b>		<b>934</b>

**Table 1:** Source of enquires the whole year of 2014

The faculty that shows most complaints is the Faculty of Science and Technology (FST) with total of 56 complaints. This figure is ONLY shows the complaints obtain by GOAL Centre helpdesk.

Faculty / Center	Total
Darul Quran (DQ)	2
FEM	36
FKP	12
FPBU	51
FPQS	10
FPG	13
FPSK	50
<b>FST</b>	<b>56</b>
FSU	31
PPG	41
PPKI	3
PPS	10
PPT	26
Pusat Tamhidi	21
Unknown	347
<b>Grand Total</b>	<b>709</b>

**Table 2:** Source of complaints according to the faculty or center in USIM (only shows the enquires obtain by GOAL Centre helpdesk)

September 2014 shows the highest records of enquires. This is due to the intake of new student and the students are still trying to familiarize themselves with new online learning system.

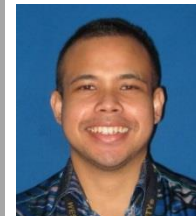
Month	Total
January	25
February	66
March	65
April	22
May	16
June	19
July	10
August	27
<b>September</b>	<b>394</b>
October	34
November	24
December	7
<b>Total</b>	<b>709</b>

**Table 3:** Numbers of enquires according to the month of 2014 (only shows the enquires obtain by GOAL Centre helpdesk)

Login related problem shows the highest type of enquires received. This may happens due to the lack of knowledge on how to properly login to GOALS or due to unregistered data of new students. This can be prevented if USIM students' registration data can be integrated directly to GOALS.

Type of complaints	Total
Course related (Add / Drop)	128
<b>Login</b>	<b>443</b>
General helpdesk	48
Turnitin related	27
Password related	6
Enrolment key	21
Others	36
<b>Total</b>	<b>709</b>

**Table 4:** Numbers of enquires according to the type of enquires (only shows the complaints obtain by GOAL Centre helpdesk)



by Mohd Muzhafar Idrus

### Vocabulary teaching tools?

Many English as a Second Language (ESL) instructors have somewhat different strategies for teaching vocabulary in classrooms. Despite many strategies that are available to use, some teachers find it difficult to adopt these strategies to help learners identify high-and low-frequency, as well as content vocabulary. One of the ways to help teach and learn vocabulary to ESL learners is to integrate technology into classrooms. My discussion centers on this agenda by having students learn vocabulary using *Quizlet*, an online cloud-based program for study tools. Specifically, students in my English for Communicative Purposes engage *Quizlet* as an alternative form of learning content keywords as appeared in the chapter, *Women and Society*. Although *Quizlet* is relatively new, the use of *Quizlet* in an ESL classroom can help learners with the vocabulary needed.

### What is Quizlet?

Quizlet is an online learning tool that providing learning tools for students, including flashcards, study and game modes. It was created by the (then) 15-year-old Andrew Sutherland for his French class

*Quizlet's* code and language, subsequently, have also been written by students, including undergraduates and university interns. Since then, tasks and activities that use *Quizlet* have spanned various educational institutions and curriculum, helping learners from diverse disciplines, from music, geography, mathematics, and physics to language, biology, and chemistry; just to name a few. With its mission, "Every person on earth deserves access to free, powerful, and inspiring learning tools," *Quizlet* has now over 40 million study sets.

### Quizlet in teaching

In my class, I have used *Quizlet* using three simple but meaningful strategies.

1. After they read the text, *Women and Destiny*, I had my students highlight high frequency and content vocabulary. Once they eliminated high frequency vocabulary, I had them focus on content vocabulary. As homework, they found out the meaning of these words and built sentences.
2. While following through with the project the week after; I had them unscramble the words to help learners with spelling and morphology and had them write a story using these words.
3. As a reinforcement activity, I asked students to sign up for *Quizlet* and meshed the vocabulary, having them quiz one another on the meaning of the vocabulary covered in the chapter.

### Why it's awesome

*Quizlet's* characteristics are many, but a lot of feedback center on three qualities of universal functionality.

1. **Diversity:** While *Quizlet* has helped with learning the keywords from the chapter, some of my students have also used it for remembering concepts in their other class, *Ethnic Relations (Hubungan Etnik)* where they need to conceptualize these words [universal use].
2. **Recency:** Some students go extra miles by using *Quizlet* to create a dialogue for the class's presentation because *Quizlet* is enabled with text-to-speech audio across 18 different languages. This powerful combo of *Quizlet* is coupled with dictionary and references where my students can create stories by inserting references.

3. **Free:** *Quizlet* allows stories to be written using students' very own images. These images can be downloaded for free or for a fee.

### Limitations

1. Many students feel discouraged to use this cloud-based application due to its high bandwidth requirement as different multimedia elements require different range of bandwidth. Putting it differently, students feel the use of *Quizlet* can be frustrating if internet connection is slow.
2. Many students feel disconnected with the real world, where they only interact with computers and laptops in creating videos.
3. Some *Quizlet's* advanced functions need to be purchased.

### Conclusion

"My students especially love *Quizlet's* diverse forms, with flashcards, matching games, multiple choice questions, and worksheets, just to name a few. Training of *Quizlet*, nevertheless, continued for the subsequent two weeks"



GOALshare acknowledges Najwa Hayaati Mohd Alwi, Coordinator of GOAL Centre for reviewing this contribution. Mohd Muzhafar Idrus is an ESL Instructor from the Faculty of Major Languages Studies at the Universiti Sains Islam Malaysia (USIM) and he can be contacted at muzhafaridrus[at]usim[dot]edu[dot]com



by Dr Sakinah Ali Pitchay

### ICT as compulsory subject in USIM

Information Communication and Technology or known as ICT is a compulsory subject to all faculties in USIM except Faculty of Science and Technology. This course aims to assist learners in learning and familiarize them with the latest Microsoft Office Application.

Learners need to undergo training for Microsoft Office software as follows:

1. Microsoft Word
2. Microsoft Excel
3. Microsoft PowerPoint
4. Microsoft Access

However, there are some challenges faced by the instructor during the teaching process of ICT subject.

### Tasks

Each learner is free to choose their own topic (any subject that has integration of Naqli and Aqli) during the first week of the semester.

- Using a particular topic, the learner will **create any pamphlets, poster or postcard** using **Microsoft Word**.
- Again using the same topic, the learner will need to **design their own table and generate a graph**, based on that table which contains basic mathematic functions such as sum, multiply, division and minus using **Microsoft Excel**.
- The same thing goes to **Microsoft PowerPoint** application where the learner will **design their own slides presentation** using the similar topic which includes many interesting features.
- For the final application, the learners will **create their own mini database (using the same topic) which consists of tables, queries, forms and reports**.

### Observation

For the second (2<sup>nd</sup>) semester of 2014/2015 session, five ICT labs were allocated for this subject. All the learners are the first year students of the Faculty of Leadership and Management / Fakulti Kepimpinan dan Pengurusan (FKP). A few observations on the teaching of ICT subject have been made in general by randomly asking questions to the learners.

### Main Challenges

The main challenges in teaching the ICT subject are the **language barrier**.

“Majority of the learners found it difficult to understand the English language even though basic terms are used”

Instead of focusing on explaining and demonstrating the application of Microsoft software, the instructor also had to translate the meaning of certain words into Malay language (native language of most students).

As an alternative, the instructor has also suggests the installation of vocabulary apps in learners' smartphone or simply by internet search.

By doing so, it will enhance their ICT skills and also promoting the use of beneficial apps. This will also ensure continuous efforts from the learners; it will convince the learners on the significant of English language in ICT applications and software.

### Facility challenges

1. **Computer quality:** There were two computer labs provided for ICT subject in FKP. However, the condition of the equipment is not in a good quality especially the screen projector. The remote control is not working and the learner will need to risk themselves by trying to turn it on manually.

2. **Display quality:** The projection light is dim and reduces the visibility of subject thought. This condition will leads to an uncomfortable learning. As an alternative, learners are required to open the slides from GOALS (provided by the instructor).

### Conclusion

ICT lab is useful for the novice computer especially in learning the basic Microsoft Office applications. It also injects the creativity of the learners in producing their own portfolio using a similar topic but for variety of application.

“It is essential to improve the English language among the learners and at the same time, we still uphold the proper use of the national language. This article is also written to highlight the important of having the sufficient / proper ICT facility in order to promote the use of ICT in teaching and learning.”

In conclusion, creating a good condition of the computer lab is vital as it plays as the main attraction to build an effective and conducive learning environment.

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by Siti Salmiah Muhammad

### Introduction

As more educators are integrating Web 2.0 technology in teaching-learning, technology and interconnectivity are now bringing learners of the world in ever closer contact. When technology and knowledge are shared with those on the other side of the digital divide, what is learned by us as educators? This essay intends to **explore how this increasingly important technology can intersect with the issue of ethics of learners.**

In our enthusiasm to integrate Web 2.0 technology, it must be reminded that this technology should serve as a valuable tool not only in learning, but also in **educating learners about responsibilities and accountabilities**, both to themselves and the global society too.

### Rationale

**The ethical aspects that will shape the type of learners we will produce** as the future work force must be determined from the onset. In line with the Islamic philosophy of education as posited by scholars such as Ibnu Sina, education must aim to produce individuals who possess not only knowledge, but also strong spiritual and moral aspects, so they would serve the greater good of the communities. This realization toward greater student responsibility in community issues, also rooted in the theory of engaged learning developed by Dewey and Freire, must be embraced.

This is because, the aim to produce well-balanced characters who would be able to contribute to the society at large, is also enshrined in our national philosophy of education and echoed in the quest to integrate Aqli (human) and Naqli (revealed) knowledge in USIM.

Like it or not, for many of our learners now the use of Web 2.0 for social networking like Facebook for instance, has already surpassed email or direct phone call as their primary mode of electronic communication. It is quite common too now to find learners who develop their own blogs or YouTube videos.

While their technological savvy could be a positive indicator of greater learners' autonomy, **there are instances where technology has been misused** either as a platform to gain attention on certain issues, or to share information, feedbacks, feelings or opinions, which are rather inappropriate and unacceptable.

Done intentionally or unintentionally. Web 2.0 technology however is all value-neutral. They are merely tools that allow learners and educators to connect instantly with one another anytime, anywhere even over vast distances. Thus, it is crucial that learners are taught to observe their ethics as they are online.

### Recommendations

1. Learners must always **respect the dignity of the individuals** with whom they are communicating or collaborating with. The use of derogatory words, lies or rumour should be avoided at all cost. Bear in mind, whatever posted though deleted can be potentially viral and the impact can be permanent.
2. Learners should **keep personal information out of their postings**, never reveal their passwords, log in to the network using other learners' password and use other learners' accounts.

3. Learners must **abide by university policies and procedures**. This includes the policy regarding plagiarism. It is very important for learners to understand what plagiarism is.
4. Learners should **be honest, fair and free from partisan** when gathering, interpreting and sharing information. They should identify the sources of information and verify their accuracy.
5. Learners must **be accountable of what they do** online. If they fail to observe codes of ethics and datelines, they must be aware of possible repercussions.

### Conclusion

We should not implement and integrate Web 2.0 in education without careful design and execution in deliberate and ethically sensitive ways. We also must not underrate the ethical aspects of learners while they are deeply engaged in their online learning.

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*GOALshare acknowledges **Najwa Hayaati Mohd Alwi**, Coordinator of GOAL Centre for reviewing this contribution. **Siti salmiah Muhammad** is the language lecturer from the Faculty of Major Languages Studies at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at [msalmiah\[at\]usim\[dot\]jedu\[dot\]com](mailto:msalmiah[at]usim[dot]jedu[dot]com)*



### منصة Tahir Academy



#### دور MOOC ووظيفته

فالوصول إلى مصدر المعلومة كان من العقبات التي تواجه طالبي العلم في الأجيال السابقة، حيث كانت عوامل البعد المكاني والتكاليف الباهظة وارتباطات العمل والأسرة جميعها عوامل تقف في طريق العديد من الطلاب ومن الموهوبين لكي يتابعوا طموحاتهم واهتماماتهم وتعليمهم، إلا أنه من خلال الأنظمة والمنصات مفتوحة المصادر واسعة الالتحاق MOOC أصبحت المعلومات ومصادرها متوفرة إلى حد كبير لكل من يرغب بذلك بغض النظر عن العوامل السابقة، وبما أن الموهوب يكون لديه في الغالب شغف ودافعية ذاتية، فإنه من الممكن الاعتماد على توجيه المعلمين وأولياء الأمور لمساعدة الطالب في الوصول إلى ما يريد من خلال الأنظمة والمنصات مفتوحة المصادر واسعة الالتحاق MOOC.

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مؤسسات تعليمية عالمية مرموقة، حيث يتم توفير مساقات دراسية عبر الإنترنت وبشكل مجاني لأعداد ضخمة من المهتمين بموضوع المساق من حول العالم، ويلتحق بهذه المساقات كل شخص يرغب بذلك بغض النظر عن العمر أو الموقع الجغرافي أو المؤهل العلمي أو غيرها من المحددات.

#### أشهر المنصات العالمية

### منصة Khan Academy



### منصة Coursera



### منصة Rwaq



### منصة Edraak



بقلم: د. نورحميمي بن زين الدين

#### كلية دراسات اللغات الرئيسية

توفر الإنترنت فرصًا للتعليم لم يكن أحد ليحلم بالحصول عليها بسهولة قبل سنوات قليلة، فقد شهدت السنوات القليلة الماضية تحولًا كبيرًا في توفير المعلومة لمن يريد الحصول عليها من أماكن لم تكن متاحة إلا للنخبة، والذين كانوا قادرين على دفع مبالغ طائلة مقابل ذلك.

فالكثير من المصادر المتوفرة الآن توفر إمكانيات كبيرة لتوسيع المدارك والتخصص وإثراء المعرفة في المجالات المختلفة، وفي هذا المجال يجد الموهوبون والمتفوقون فرصًا قيمة للتبحر في الموضوعات التي يرغبونها ويجدون أنفسهم مهتمون بها، حيث يشعرون أن المنهج المدرسي لا يلي طموحاتهم وشغفهم للحصول على أكثر بكثير من مما تركز عليه المناهج المدرسية بشكلها الحالي.

#### المصادر المفتوحة على الإنترنت

فمهما كانت اهتمامات الموهوب فإنه يجد ما يلي ذلك من خلال الكم الهائل من المصادر المفتوحة على الإنترنت، فعلى سبيل المثال، توفر المساقات MOOC المفتوحة على الإنترنت والمشهورة بفرصًا للتعليم في كافة المجالات من

## USIM MOOC COURSES

**Nurhuda Ruzlan**

Global Open Access Learning Centre

17 April 2015 (Friday)  
2.30 pm – 5.00 pm  
GOAL Centre Meeting Room

A few group of lecturer has gather in GOAL Centre for a presentation of USIM MOOC Progress and also to discuss the suitability of multimedia in the content.

In general, all participants agreed with the proposed implementation plan. The basic structure of the content will be shape by the subject matter expert and the detail multimedia will be admitted with the help of Content Development Unit GOAL Centre. This progress will be extended to MEIPTA for the application of development budget. Developed courses will be developed in full (100%) MOOC, which is different as the implementation of 2014 in which only 30% of the course content was developed for MOOC.

### The Purposes Of Implementing USIM's MOOC:

- Globalizing USIM's courses
- Visibility, Positioning and Branding USIM.
- Lifelong Learning
- Increased the quality of teaching and learning in USIM

### Three groups/courses have been selected to be part of first USIM's MOOC:

1. Halaqah (PPT)
2. Fiqh Ibadah and Munakahat (FSU)
3. Arabic Language 1. (FPBU)



Figure shows a few presentation sessions and also the process of recording USIM MOOC introduction video

## SAMSUNG IoT ACADEMY LAUNCHING

**Ahmad Farid Mohd Jamal**

Global Open Access Learning Centre

1 April 2015 (Wednesday)  
2.30 pm – 4.30 pm  
Universiti Teknikal Malaysia, Melaka

USIM was invited to the launching ceremony of Samsung IoT Academy hosted by UTeM in Melaka. USIM was represented by Deputy Vice Chancellor (Academic & Innovation); Prof. Dr. Zulkiple Abd Ghani and The Director of GOAL Centre; Prof. Dr. Rozhan Idrus. This event was officiated by The Minister of Education II, YB Dato' Seri Idris bin Jusoh. Also present at the launch was UTeM vice chancellor; YBhg Prof Datuk Dr Shahrin bin Sahib, Chief Minister of Melaka, Chairman, Board of Directors of UTeM, President of Samsung Malaysia Electronics and Samsung Malaysia Electronics' director of corporate affairs.

IoT Academy's training modules included sessions on the latest operating and hardware systems such as Magic Info and Knox that run on Smart Signage and mobile devices respectively. The latest Samsung devices will also be available for use in teaching these modules that are customised and co-developed by UTeM and Samsung Malaysia. There will also be workshops and seminars involving established entrepreneurs who will share their knowledge and experience to inspire the future generation of innovators.

## ROBOTEL & EP-TEC PRODUCT DEMO

**Ahmad Farid Mohd Jamal**

*Global Open Access Learning Centre*

3 April 2015 (Friday)  
10.00 am – 11.30 am  
PTM Seminar Room, USIM

Pusat Teknologi Maklumat (PTM) USIM has invited a few members of GOAL Centre to a demo session by an IT solution company named EP-TEC Solution Sdn Bhd. This company was presented by two (2) representatives. Highlighted product is Robo Swivl SW2782, a product of Swivl Company.

Robo Swivl is a multipurpose robotic platform that can be used to place your iOS and Android devices plus DSLRs to record and store your lecture. It comes with remote that will allow the platform to move according to the direction of the remote, making it easy for teachers to record their teaching on a natural environment where involve a lot of movement. It can be used to create and share content with students, increase productivity and quality and also can be used for self-reflection (to improve learning skills and methods).



## VISIT FROM UNIVERSITAS ISLAM INDONESIA

**Ahmad Farid Mohd Jamal**

*Global Open Access Learning Centre*

9 April 2015 (Thursday)  
10.00 am – 11.30 am  
GOAL Centre, USIM

A working visit from four (4) representatives of the Universitas Islam Indonesia was held on 9 April 2015 coordinated by the Centre for Learning and Teaching Innovation (PIPP) USIM.

This visit aims to get more information about online learning methods in USIM, in addition to obtaining a clearer picture about the learning management system adopted in the USIM. Universitas Islam Indonesia plan to adopt the online learning system and trying to push for a better infrastructure to support online learning in Indonesia by mirroring USIM capability and capacity.

All representatives were invited to a briefing session and were presented with token of appreciation.



## USIM E-LEARNING TECHNICAL COMMITTEE MEETING

**Nur Syakira Redzuan**

*Global Open Access Learning Centre*

22 April 2015 (Wednesday)  
2.00 pm to 5.00 pm  
Library Main Meeting Room, USIM

The 4<sup>th</sup> meeting of USIM e-Learning Technical Committee (Vol.1 / 2015) that was chaired by En.Idris Takyen (Director of Information Technology Center) discussed the following matters:

- i. Discussion on adding members of USIM e-learning technical committee
- ii. The placement of server & storage for e-learning
- iii. The structure of USIM e-learning in term of network and server
- iv. The proposed structure of USIM e-learning space
- v. The feedback of access to the Wifi (uWISH) in USIM by using online quiz
- vi. The statistical report of social media usage using USIM internet network

The meeting took note of the presentation by Pusat Teknologi Maklumat about the proposed of USIM e-learning space by seeing the report of lab usage in each faculties and the picture of e-learning space from other countries.

## KAHOOT



**Kahoot** Is a game-based platform where students in a classroom are encouraged to be leaders by researching, creating and presenting quizzes.

Kahoot was launched in 2013 and it is free to use. Kahoot makes learning process more effective as it is approach like a game and then students can get fully participate in classes by asking questions, discussing topics, and participating in quizzes in real time. It also can be used in different levels of education such as elementary schools, middle schools, high school, universities and even in business purposes.

Kahoot is an extremely helpful system that benefits a wide variety of people. The first groups of people that derive benefits from Kahoot are instructors in the various stages of education. They have the capability to create unique presentations for each class and obtain real time feedback from the students

The use of quizzes in Kahoot will also improve social skills as students can collaborate with other learners.

The score result for each lesson can also be downloaded by the instructor in a variety of formats for platforms such as PCs, Mac OS, smart phones, and others.

It can be used in any device such as Windows Phone, iPad and Chromebook.

**Official site:** <https://getkahoot.com/>

### Create new Kahoot!



## THINGLINK



**Thinglink** is an educational technology as it is the leading provider of image and video interaction tools.

It is web 2.0, it was launched in 2010. It can be use on education and also for business purposes.

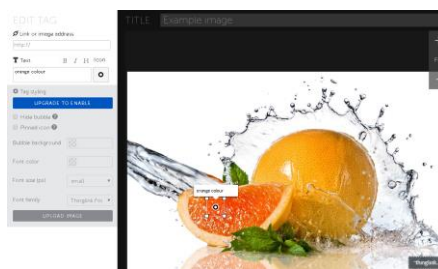
Thinglink is an easy and interactive platform that can make the image and video turn to be more interactive. Users can use tagging platform in thinglink to layer images and videos with web links, photos, texts, videos, polls, maps, social media and other great content.

Other users can be added by invitation from the instructor.

ThingLink can be runs on all modern web browsers as well as iPad, iPhone and Android.

It is available in free and in a paid version of more additional features in it.

**Official site:** <https://www.thinglink.com>



## EDMODO



**Edmodo** is an educational technology offering communication, collaboration, among schools and teachers.

Edmodo is a free web2.0, it was created in 2008. As of April 2015 Edmodo claimed to have more than 50,000,000 users worldwide. In March 2015, Edmodo was named as one of "The 32 Most Innovative Online Educational Tools"

The Edmodo act as a classroom whereas it enables teachers to share contents, distribute quizzes assignments, and manage communication with students, colleagues, and parents.

The classroom is managed by teacher, student have to get the permission from lecturer to get into the contents in Edmodo.

Users are also able to keep connected to the Edmodo classroom from mobile devices using iPhone, iPad and Android.

**Official site:** <https://www.edmodo.com>



*GOALshare acknowledges **Intan Ros Safina**, Programmer of GOAL Centre for her contribution on this month E-Learning Buzz. She can be contacted at [intanrossafri\[at\]usim\[dot\]edu\[dot\]com](mailto:intanrossafri[at]usim[dot]edu[dot]com)*

## SWIVL

**Mohd Faizal Mohd Fuaad**

*Global Open Access Learning Centre*

What is Swivl? Swivl is a device that turns your mobile device (smartphone / tablet) into a smart recording device. Swivl itself provide complete solution for recording and it includes a motion tracking robot, marker, cloud hosting service and mobile app for your mobile device (iOS and Android compatible)

The device itself follows you when you interact and move around your class or in your meeting room. The device can follow you 360 degrees with 25 degree tilt and 30ft range.



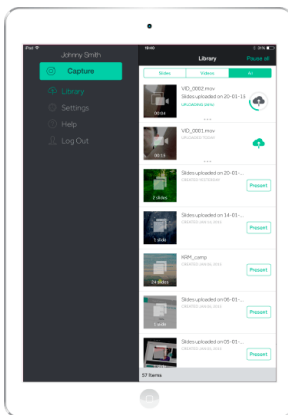
Figure 1: Swivl with Apple iPad

The Swivl marker itself integrate with presentation controller and built-in wireless microphone. It can be worn or held and the motion tracking robot will follow you accordingly to the marker location.



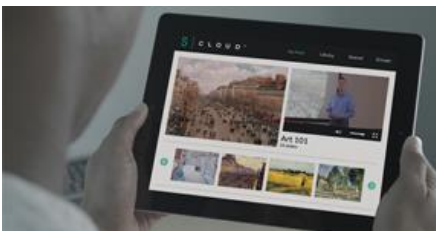
Picture 2: Swivl Marker

Users need to install the Swivl Capture App into their mobile devices before to precede the recording. The app is iOS and Android compatible and can be downloaded via Apple Aps Store or Google Play Store. From the app you can control, review and edit your content that has been recorded easily and convenient.



Picture 3: Swivl Capture App

Swivl Cloud is a secure cloud hosting service. You can create, share and manage your video content. From here also you can review analytics data such as how much view, invited, feedback and more.



Picture 4: Swivl Cloud

For further info you can visit [www.swivl.com](http://www.swivl.com)

Source : [www.swivl.com](http://www.swivl.com)

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## LIVESCRIBE

**Nur Syakira Binti Redzuan**

*Global Open Access Learning Centre*

**Livescribe** is a paper-based computing platform includes a smartpen, dot paper and software applications that changes the way people capture, use and share notes. How it's work? Its work by using digital papers that records user's writing and then later it will uploading to a computer and synchronizes those notes with any audio it has recorded.

This platform assists a lot of people especially to student which nowadays they are in e-learning evolution where this platform helps them in making notes and transferred them to a word processor.

The advantage of using this platform is the student can focus to their lesson, where its allow users to replay portions of a recording by tapping on the notes they were taking at the time the recording was made at home.



Picture 5: Livescribe platform includes Smartpen and work with smartphone and tablet.

Source: <http://www.livescribe.com/uk/>

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# FORTHCOMING PROGRAMS

## International Multi Conference on Education and Technology (IMCET 2015)



7 – 9 October, 2015  
Universiti Sains Islam Malaysia (USIM)

Website: <http://imcet.usim.edu.my>

Deadline for paper submission:  
16th March 2015

### Scope of conference:

#### Online learning

Distance education  
Educational technology  
Technogogy

Technology enhance learning

Online & distance learning management

#### Fatwa education

Fatwa management  
Quran and Sunnah

#### Early childhood education

Gifted children  
Special management  
Child psychology

#### Islamic medical

Medical technology  
Medical education

### Fee Structure:

Malaysian	USD 200.00
Other Countries	USD 250.00
Virtual Participant	USD 150.00
Workshop	USD 50.00

\* These fees do not include fees charged for flights, accommodation and transport.

### Registration:

<http://imcet.usim.edu.my/registration/f>  
low

## Third 21st Century Academic Forum Conference at Harvard



20 – 22 September, 2015  
Boston, Massachussets, USA

### Website:

<http://www.21caf.org/3rd-conference-at-harvard.html>

### Deadline for abstracts/proposals:

24 July 2015

## International Conference on Language Learning and Teaching (ICoLLT) 2015



1 – 3 October 2015  
Kuantan, Pahang, Malaysia

### Website:

<http://icollt2015.ump.edu.my/index.php/en>

### Deadline for abstracts/proposals:

10 June 2015

## 2015 5th International Conference on Education, Research and Innovation (ICERI 2015)

# ICERI 2015

24 – 25, September 2015  
Rio de Janeiro, Brazil

### Website:

<http://www.iceri.org>

### Deadline for abstracts/proposals:

10 June 2015

## 4th Annual Belgrade International Conference on Education (BICE 2015)

23 – 25 October 2015

Belgrade, Serbia

Website: <http://www.biceducation.org>

### Deadline for abstracts/proposals:

1 October 2015

## 1st Global Conference on Technology in Language Learning 2015



8 – 9 June 2015

Kuala Lumpur, Malaysia

### Website:

<http://worldconferences.net/glit>

### Deadline for abstracts/proposals:

30 April 2015

## The Seventh Asian Conference on Education (ACE2015)



21 – 25 October 2015

Kobe, Japan

### Website:

<http://iafor.org/conferences/ace2015>

### Deadline for abstracts/proposals:

20 June 2015