

# GOAL share



Newsletter of The Global Open Access Learning Centre

Universiti sains Islam Malaysia

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# e-Learning Resource Sharing

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for GOAL Centre of Universiti Sains Islam Malaysia  
This bulletin is a monthly publication

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

**GOAL CENTRE**  
@ Universiti Sains Islam Malaysia



As the educational resources becoming more open and massive, the requirement for better facilities and infrastructure in the development of e-content and the scalability and expendability of learning management system will always be the main concern.

As what will be done and recommended by all institution, a common use facility will be much favorable. It was decided during one MEIPTA meeting that one national centre for e-learning will be established in this conscious, and I was informed that this centre will be hosted by a public university.

Thus, the visit to UiTM (iLearn to be exact) was one of the initiatives by GOAL Centre in establishing a good relation with other institutions of e-learning. This visit was intended to acquire any new technologies and with much amaze the concept of sponsorship is fully adopted by iLearn. The studio facilities, the display system and even the public notification system were sponsored by a private ICT giant.

This is an amazing concept and definitely will suit the efforts of establishing greater facilities and online educational infra / infrastructure with a minimal cost.

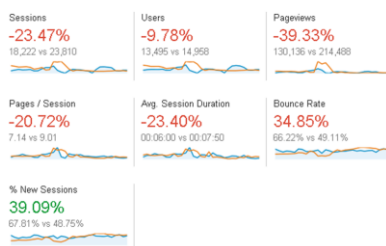
**Dr. Nurkhamimi Zainuddin**  
Coordinator of Programme Management GOAL Centre

## GOALS USER STATISTIC

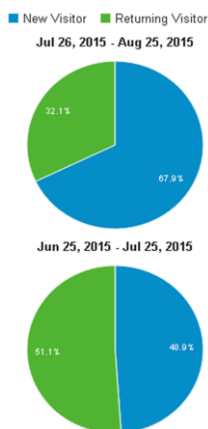
### GOALS traffic record – Data of 26 June 2015 to 25 August 2015

*Intan Ros Safina Binti Safri*  
Global Open Access Learning Centre

At the end of the 1st semester of 2015/16 session, the record shows decrease in traffic by 23.47% for the period between 26 July to 25 August 2015 compared with the period from June 25 to July 25, 2015 (18,222 compared to 23,810 visits) (Refer to Figure 1). This trend also complimented by the decrease rate of new visitors by 18% (67.9% versus 49.9%) over the same period (Figure 2). On the other hand, the rate of returning visitors increased by 29% (32.1% versus 61.1%) for the same period.



**Figure 1:** Records of GOALS visit for the period 26 June to 25 August 2015



**Figure 2:** Record of new visitor and returning visitors of GOALS for the period 25 May to 25 June 2015

Figure 3 and 4 below shows the resources (region and country) of GOALS visits in the period July 26 to August 25 2015 compared with the period from June 25 to July 25, 2015. The highest visit is 80.52%, and 29.92% visits from Nilai, Malaysia. This rate is due to the high placement of USIM student is in Nilai, Malaysia.

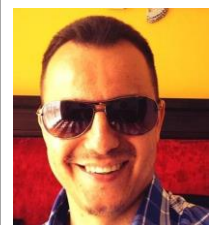
City	Sessions	% Sessions
1. Nilai	14,672	80.52%
Jul 26, 2015 - Aug 25, 2015	7,130	29.92%
Jun 25, 2015 - Jul 25, 2015		
% Change	105.78%	168.80%
2. Kuala Lumpur	1,509	8.20%
Jul 26, 2015 - Aug 25, 2015	9,766	41.01%
Jun 25, 2015 - Jul 25, 2015		
% Change	84.55%	-79.81%
3. Ampang	381	2.09%
Jul 26, 2015 - Aug 25, 2015	142	0.60%
Jun 25, 2015 - Jul 25, 2015		
% Change	168.31%	258.59%
4. Bandar Baru Bangi	261	1.43%
Jul 26, 2015 - Aug 25, 2015	713	2.99%
Jun 25, 2015 - Jul 25, 2015		
% Change	63.39%	52.17%
5. Kajang	162	0.83%
Jul 26, 2015 - Aug 25, 2015	148	0.62%
Jun 25, 2015 - Jul 25, 2015		
% Change	2.78%	34.20%
6. Seremban	126	0.70%
Jul 26, 2015 - Aug 25, 2015	1,466	6.16%
Jun 25, 2015 - Jul 25, 2015		
% Change	91.26%	88.58%
7. Kuala Terengganu	102	0.56%
Jul 26, 2015 - Aug 25, 2015		
Jun 25, 2015 - Jul 25, 2015		
% Change		

**Figure 3:** The source of visitors (domestic) for the period June 25 to August 25 2015 compared with the period from June 25 to July 25, 2015

Country	Sessions	% Sessions
1. Malaysia	17,304	98.96%
Jul 26, 2015 - Aug 25, 2015	23,392	98.24%
Jun 25, 2015 - Jul 25, 2015		
% Change	-23.38%	0.12%
2. Bangladesh	49	0.27%
Jul 26, 2015 - Aug 25, 2015	91	0.38%
Jun 25, 2015 - Jul 25, 2015		
% Change	-46.15%	-29.64%
3. India	36	0.19%
Jul 26, 2015 - Aug 25, 2015	37	0.16%
Jun 25, 2015 - Jul 25, 2015		
% Change	5.41%	23.68%
4. United States	31	0.17%
Jul 26, 2015 - Aug 25, 2015	42	0.18%
Jun 25, 2015 - Jul 25, 2015		
% Change	-26.19%	-3.56%
5. Australia	19	0.10%
Jul 26, 2015 - Aug 25, 2015	5	0.02%
Jun 25, 2015 - Jul 25, 2015		
% Change	280.00%	396.53%
6. Jordan	18	0.10%
Jul 26, 2015 - Aug 25, 2015	3	0.01%
Jun 25, 2015 - Jul 25, 2015		
% Change	500.00%	684.00%
7. Philippines		
Jul 26, 2015 - Aug 25, 2015		
Jun 25, 2015 - Jul 25, 2015		
% Change		

**Figure 4:** The source of visitors (international) for the same period. Besides Malaysia, GOALS also reached from outside, from the United States, India, Pakistan, Nigeria, Indonesia, Singapore and The UK.

Facebook still had the largest traffic that cited GOALS with 100%. Record of visits from internal network increased by 37.92% while, visit using other internet provider's such as personal broadband, internet cafes and others increased by 13.08% in the period of July 26 to August 25 2015 compared with the period from June 25 to July 25, 2015.



by Zaid Ali Alsagoff

**Nano Open Online Courses (NOOCs)**

NOOCs mission is to empower learners to explore, learn and be assessed (certified) on the essentials of one competency, skill or area of knowledge at a time within 20 learning hours or less. Each NOOC can be facilitated by one or more facilitators, depending upon one’s preferences and ability.

**WHY NOOCs?**

Based on the ‘MOOC Completion Rates’ project (2015), the current average completion rate for MOOCs is approximately 15%. Another study (Jordan, 2014) found that the average MOOC completion rate to be as low as 6.5%. The latest analysis based upon enrolment and completion data collected for a total of 221 Massive Open Online Courses (MOOCs), shows that MOOC completion rates vary from 0.7% to 52.1%, with a median value of 12.6% (Jordan, 2015). Interestingly, it was found (Reich, 2014) that 22 percent of students who intended to complete a course earned a certificate (from HarvardX courses), compared with 6 percent of students who intended to browse a course.

Although, there are many reasons for not completing a MOOC, these statistics do reveal that the current MOOC learning formats do not appeal, or is appropriate for all kinds of learners.

Reasons for why NOOCs could be more appealing than MOOCs, include:

• **Learners**

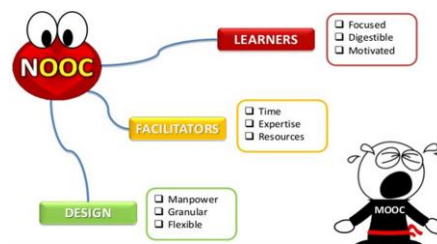
Instead of having to do the whole course, I can now focus on the juice (I want), get assessed, and be certified (or Badged) on it. Yes, a NOOC is more granular, chunked, digestible, meaningful (evidence) and juicy! Awesome!

• **Facilitators**

I want to facilitate a MOOC, but where I am going to find the time, manpower or resources to do it? NOOCit instead! You only need to sacrifice one week for NOOCing, and perhaps 1-2 weeks preparing for it (as you should already be an expert in what you want to NOOC). Also, since ‘M’ for Massive is deleted, you don’t have the pressure for it to achieve ‘Massiveness’! Massive or Small, I am cool. Say no more!

• **Learning Design**

The NOOC way to design learning experiences provide a more flexible course design model (can range within 20 learning hours or less) compared to the credit hour system. Think of designing a NOOC, like building something with LEGO. Better yet, one can always combine the LEGO pieces to fulfill 1, 2, 3 or 4 Credit Hours.

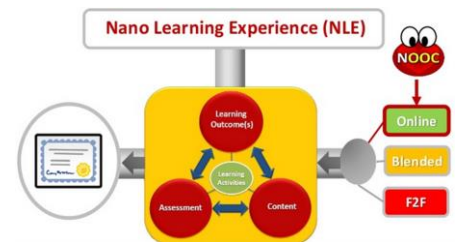


**DEFINING A NOOC**



NOOC is a format for experiencing learning online. The essence or nucleus of a NOOC is a Nano Learning Experience

(NLE). A NLE can be experienced online (e.g. in a NOOC), or in a face-to-face (F2F) learning environment. For it to be a NLE, the learning experience must include learning content, activities, assessment and a completion-point (certification or badge).



**NANO**

In the Malaysian Qualifications Framework (MQF) for Higher Education, student’s academic efforts are measured by using the credit system based on the total number of student’s hours that are required to achieve the learning outcomes. 40 hours of notional Student Learning Time (SLT) is valued as one credit.

Meaning, in a typical three credit (hour) course, students are required to spend on at least 120 hours (40 x 3 credit) SLT, which include attending lectures, tutorials, seminars, research, laboratory/field works, doing assignments/projects and quizzes, and exploring assigned learning resources.

As the NOOC idea is envisioned to transform all types of education, including corporate learning, SLT will be referred to from now onwards as (Learner’s) *Learning Hour/s (LH)*. A LH is equivalent to one hour on the average a learner is expected to spend on an area of learning, which could be anything from reading an article, watching a video to doing an assignment, or practicing a particular skill.

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A NLE is at least 6 times shorter than a 3 credit (hour) course (120 LH / 6) = 20 LH. A learning experience that is 20 hours or less is defined as a NLE.



**OPEN**  
NOOCs should obviously be open and FREE OF CHARGE for anyone interested taking them. NOOC was originally named N-MOOC, but the 'M' for Massive was removed to take away the unnecessary pressure on the facilitator(s) and developers to achieve thousands of registered learners. Though, when designing a NOOC it is critical to build it so it is SCALABLE to accommodate the possibility of 'Massiveness' (1000+ user registrations).

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**ONLINE**  
The first time a NOOC is launched, it should be cohort based (fixed time). It should also empower the learners to experience engaging with or listening to the facilitator (expert) online live at least once during a webinar (real-time online interaction). However, once the first round has been completed, it can automatically become a self-paced NOOC (if wanted).

**COURSES**  
The NOOC way to design learning experiences provide a more flexible course design model (can range within 20 learning hours or less). Think of designing a NOOC, like building something with LEGO. Better yet, one can always combine the LEGO pieces to fulfil 1, 2, 3 or 4 Credit Hours (if that is still the future standard).

*"Everything should be made as simple as possible, but not simpler."  
- Albert Einstein*

Also, corporate and higher education could be unified with a *common learning measurement system* in the form of Learning Hours (LH) rather than Credit Hours (40 LH), which is too long-winded to appeal to more granular and focused training offered by corporations. Learners could for example take a number of LH doing corporate NOOCs, which could be added to their other LH done through the University courses. Once the learner has achieved a certain number of LH, s/he can be awarded with a badge, certificate, diploma, under/post graduate degree, or the right to sit for a major exam.

To sum up, the current MOOC and Credit Hour systems are too bulky and outdated for the present and future learners. The new formula combining LH, NLE and NOOCs is the future of online, blended and F2F learning. Imagine having the freedom and flexibility to customize your own 4,800 LH (40 x 120 Credit hours) degree programme, rather than today's outdated 120-credit hour undergraduate program.

From 28 September (2015), the International Medical University (IMU) with a growing list of partners will be launching NOOCs on a regular basis.

To discover more about NOOCs, please visit to the organically evolving NOOC blueprint: <https://goo.gl/AR2S78>

*GOALshare acknowledges Nurkhamimi Zainuddin, Coordinator of GOAL Centre for reviewing this contribution. Zaid Ali Alsagoff is the e-Learning Manger at the International Medical University's. He can be contacted at [zaid.alsagoff@gmail.com](mailto:zaid.alsagoff@gmail.com).*



by Dr. Najwa Hayaati Mohd Alwi

Internet gave us the opportunity to connect beyond geographical and in time.

Internet of Things (IoT) or sometimes also known as Internet of Everything (IoE) is the ability to interact with more and more objects around us. Objects here would refer to connected and active devices (machine to machine). Tasks can be managed autonomously once devices are active and connected.



A machine to machine system is comprised of :

- connectivity enabled devices to capture events and collect the data
- a cellular/hybrid network to communicate with the server
- a software application that allows the data to be analyzed, reported, and acted upon

IoT leverages advances in electronics, enabling the development of smaller, reduced power, and most importantly offering less expensive wireless systems that can be integrated in almost any type of device. Although Wi-Fi is the most recognized form of wireless technology, IoT leverages other connectivity technologies including Zigbee, NFC, RFID and Bluetooth.

IoT's impact was initially seen in logistics and inventory management, then surveillance and tracking. Many different sectors such as health, smart cities, transportation, agriculture as well as education has embarked on IoT for many reasons.



In education, some of the ways the IoT are beneficial may be clear, while others are not as obvious. Obvious implications for connected devices in education institutions and how they could shape the learning for the next generation are explained below:

### MOBILE LEARNING

Until recently, if a student needed help with homework, his/her options were either to figure it out, call a friend or ask a parent for help. With the IoT, however, students have the full-time access to educational tools. The ability to share content digitally with both teachers and peers encourages collaboration and engagement. Nowadays, most learners have mobile phone or tablet as the device to connect to teaching and learning applications provided



### HELP FOR SPECIAL NEEDS STUDENTS

Connected devices can help make life easier for students with special needs. For instance, a visually impaired student who is given a special card that when registered by a computer, automatically enlarges font size. Rather than having to call a teacher over for help—

costing both the student and the teacher time they could be using more productively—the student can take care of the issue, which also builds self-confidence and promotes independence.

Other than the use of teaching and learning purpose, IoT is useful in managing class. Time-consuming activities like manually taking attendance and bringing the information to a central office can be eliminated with the connected devices that send the data where it needs to go instantly. The use of machine and matric card in USIM to collect attendance especially for massive class are really convenient for the lecturers and students.

In conclusion, IoT can simplify and automate access to information. This saves educators and learners time and effort. But it is ultimately the educator who needs to be able to identify the right technology and integrate it properly in the classroom for education to evolve.

*Najwa Hayaati Mohd Alwi is the Content Development Coordinator at the Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM) and he can be contacted at najwa[at]usim[dot]jedu[dot]my*



by Ahmad Farid Mohd Jamal

### INTRODUCTION

In recent study by Oleksandra *et al.* (2015), it was stated that *'the results of the week-by-week analysis of the network of interactions suggest that the teaching function becomes distributed among influential actors in the network. As the course progressed, both human and technological actors comprising the network subsumed the teaching functions, and exerted influence over the network formation.'*

*'Regardless, the official course facilitators preserved a high level of influence over the flow of information in the investigated cMOOC.'*

The role of course facilitator in this context is mostly academics, with the use of Twitter hashtags in ensuring the flow of resources and activities suits the level of student academics development in such way depending verily on the high *'authority weights, and high betweenness and closeness centralities.'*

### SELF-MOTIVATING

The scope of self-motivation among online students are becoming more and more popular in research especially involving Massive Open Online Courses (MOOC).

In a study conducted by D.F.O. Onah *et al.* (2014), it was posited that *'the completion rate for most MOOC courses is below 13%' and it was related to the behavioural perspective of the participants.'*

This study also discovered that *'many participants, who may be classed as dropouts, are still participating in the course in their own preferred way (either at a slower pace or with selective engagement).'*

### THE PRINCIPLES OF ONLINE LEARNING

As stated by Downes and Siemens (2008); *'the key principles for learning in network were distributed platforms, autonomy, diversity, openness, and connectivity.'*

The idea of connectivity must always accompany by the constant and continues involvement of the authorities (not only academics, but also administrative bodies).

### WHY ADMINISTRATIVE ROLE?

Linking the connectivity degree and the selective engagement among MOOC students (assuming that it represent the whole spectrum of online learners), in the persuasion of an administration, the propensity of students self-motivations are most likely to be influence by the authority of the subjects.

Although the *'complex effects of academic discipline, institution, and personal and professional values'* (Ross *et al.* 2014) and even the *'esteem of learning innovations among learner is determined by social, political and cultural factors'* (Haggard *et al.* 2013), I believe the solid purpose of the authority of the academic institution will remain as the component of the students motivation.

### CONCLUSION

Conclusive studies are necessary to specifically investigate the effects of course administrator in students' motivations, and also weighing the facilitating effects once can instilled as part of students' learning experience.

The element of demographical and the psychological aspect of any learner must also be taken into account in determining any dominant factors of self-motivation.



GOALshare acknowledges **Nurkhamimi Zainuddin**, Coordinator of GOAL Centre for reviewing this contribution. **Ahmad Farid Mohd Jamal** is the administrative officer from the Global open Access Learning Centre at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at [ahmadfarid@usim.edu.com](mailto:ahmadfarid@usim.edu.com)



بقلم: د. نورحيمي بن زين الدين  
كلية دراسات اللغات الرئيسة



### الجامعة الافتراضية الدولية في المملكة المتحدة

وفي إطار هذا التفاعل، وأخذاً بعين الاعتبار القاسم المشترك بين جامعات العالم الإسلامي فيما يخص العقيدة والثقافة والفكر، وكذا إمكانية إرساء روابط وثيقة بين بعضها البعض من خلال توحيدها داخل اتحاد جامعات العالم الإسلامي، أو أي تجمعات فرعية إقليمية أو علمية مماثلة، فإن بإمكان الجامعات الأعضاء أن تساهم في وضع أساس التعاون في مجال تبادل المعلومات والتعرف على مواطن الفرص وعلى المفكرين والمنشآت التعليمية الموجودة في البلدان الأعضاء.

وينبغي هذا المشروع على فكرة استخدام التقدم التقني الراهن ولاسيما في تقنية الإعلام والاتصال المعتمدة على الإنترنت ووسائل الربط الشبكي الأخرى من أجل توسيع مجال التعاون التربوي والعلمي والثقافي بين جامعات العالم الإسلامي.

وعلى سبيل المثال، الجامعة الافتراضية الدولية في المملكة المتحدة والجامعة الافتراضية السورية، هما مؤسستان تعليميتان خاصتان في

بدأت النظم التعليمية في مختلف بقاع العالم تعمل على مسايرة ما تمنحه هذه الفرص الجديدة على صعيد المنشآت التعليمية حيث دعت هذه التطورات إلى الإعجاب والتقدير في هذا المجال.

فقد ساهمت علوم الحاسب الآلي والإنترنت في حل المشاكل التي يطرحها التباعد الجغرافي عند نشر البيانات وتبادل المعلومات في العالم. وأدت هذه التطورات إلى تسريع وتيرة الاتجاه نحو التنافس في التأثير على العولمة. ولا تمثل الجامعات والمؤسسات التربوية والبحثية، وكذا البنى التعليمية الأخرى، استثناءً عن هذا التوجه، كما أنها لن تبقى بمعزل عن تأثير هذه التطورات التقانة إذ أن العديد منها يعمل الآن على توسيع أنشطته عبر بلدان العالم.

ويمثل إنتاج أنواع مختلفة من البرمجيات التعليمية والجامعات الافتراضية والمكتبات الرقمية والعديد من البحوث والمحتويات العلمية والتربوية، الموجودة على الشبكة العالمية، أبرز الدلائل على هذا التوجه الكبير نحو اختزال المسافات الجغرافية في المجال المعاون.

كما يمكن الرفع من سرعة التواصل وتلاشي المسافات بين الطلبة وأساتذة الجامعات والباحثين عبر العالم من تبادل الآراء حول القضايا التعليمية والعلمية.

العالم لتقدم كافة البرامج التعليمية بطريقة التعلم عن بعد ومسجلتان كمؤسسة تعليمية جامعية خاصة ومعتمدة منها بشكل كامل لكافة النشاطات العلمية والتعليمية التي تقدمها على المستوى العالمي.



### الجامعة الافتراضية السورية

فاعلم أن كافة الشهادات التي تمنحها الجامعة معترف بها داخليا وخارجياً، وما يحتل مرتبة الأولوية لدى الطلاب من حيث اهتماماتهم هو الالتحاق بعمل مناسب بعد تخرجهم. ولسنا بحاجة للتذكير أن المنافسة تشتد يوماً بعد يوم، وأن النجاح يبقى من نصيب الأفضل.

وتأتي هنا أهمية المصادقية. فإذا لم تكن الجامعة أو البرنامج معترفاً رسمياً من قبل الهيئات المختصة، فلن ينال أي اهتمام. ولهذا فإن كافة الشهادات التي تقدمها الجامعة الافتراضية معتمدة بشكل كامل ومصادق عليها من قبل وزارة التعليم العالي، والهيئات العالمية الرسمية المعنية بالمصادقة.

*Nurkhamimi Zainuddin is the Programme Coordinator at the Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM) and he can be contacted at khamimi[at]usim[dot]edu[dot]my*

## Visit to i-Learn UiTM

**Ahmad Farid Mohd Jamal**

*Global Open Access Learning Centre*



28 August 2015 (Friday)  
10.00 am – 11.00 am  
iLearn Office,  
UiTM Shah Alam, Selangor

A working visit from four (4) representatives of GOAL Centre was held at Universiti Teknologi MARA (UiTM) Shah Alam. This visit, headed by Prof. Dr. Rozhan was to gain insight on the methods of e-content development adopted by UiTM and also the scalability of its learning system management tools in a large-scale utilization. GOAL Centre also took this opportunity to share its best practice in the management of Apple's iTunes U. The session ended with a visit to the multimedia studio sponsored by a giant ICT provider.



## Teaching & Learning Expert Clinic

**Ahmad Farid Mohd Jamal**

*Global Open Access Learning Centre*

21 August 2015 (Friday)  
9.00 am – 10.00 pm  
GOAL Centre Meeting Room, USIM

A meeting chaired by Prof. Dr. Rozhan Mohammed Idrus was held at GOAL Centre to discuss the possibility of forming an expert group for teaching and learning.

The participants of this group are as follows:

- 1) Prof. Dr. Rozhan M. Idrus (lead expert)
- 2) Dr. Najwa Hayaati Mohd Alwi
- 3) Dr. Nurkhamimi Zainuddin
- 4) Dr. Adibah Sulaiman @ Mohamad
- 5) Halimaton Sa'adiah Ariffin
- 6) Dr. Mohd Zalisham Jali

This project was planned to be launch by the Vice Chancellor and will be promoted starting 2016.



## PEARLTREES

*Nur Syakira Binti Redzuan*  
Global Open Access Learning Centre



**Pearltrees** is a place to organize all your interests. It lets you save bookmarks, documents, files, ebooks, PDF, photos, notes and more. Other than that, you can organize, explore and share all your interests at anywhere and anytime.

### Features:

- Have everything you like with you all the time
- Access all your collections from anywhere: computers, iPads and iPhones
- Keep everything you like: web pages, files, photos, notes and more.
- Browse your favorite things blazingly fast
- Discover interesting stuff in your areas of interests
- Collaborate on your favorite topics

Pearltrees can be useful in many situations:

### 1) Personal life

Users can create beautiful trend books, select the best pieces of architecture, photos and graphic design and organize them in collections that you can reorganize as they like

### 2) Work

It's easy to create presentations using web content and share documents and files with your audience.

## PRESENTATION TUBE



PresentationTube offers free presentation recording software & online platform to help presenters record, upload & share quality video presentations.

The software allows presenters to narrate and annotate PowerPoint slides and synchronize a variety of visuals. The online platform combines video with slide navigator, allowing the user to control the progress of video.

PresentationTube is an application for educations where it's free tool to use to create short video lessons. Students can use PresentationTube to practice speaking on camera about a topic that they're going to present to their classmates.

### Features:

1. No need to learn how to design new multimedia content since the recorder uses your existing PowerPoint slides.
2. Open and display real PowerPoint slides within the recorder window.
3. Extract and display slide note in a small text box beside the slide for easy narration while presenting.
4. Navigate through slides the same as they move in PowerPoint full screen mode, or using the simple control panel (next, previous, first and last slide).
5. Display current slide number, title and total number of slides in the status bar.

## TODAYSMEET



Todays Meet is a microblogging backchannel that empowers computer classroom teachers to generate a discussion, without the interference of raised hands or student disruption. It is similar to Twitter or Edmodo, as it gets students chatting, using a 140-character limit and an easy-to-use interface

Todays Meet helps teachers conduct online discussions, while channeling the results onto one web page or an Interactive White Board.

Students can join from home or even from other schools to make the classroom community even bigger.

### Major Benefits:

- 1) It's a backchannel, which helps teachers conduct online discussions while channeling the results onto one web page and displaying it on the SMART Board.
- 2) No accounts or passwords are needed for students to use Todays Meet.
- 3) Students can participate using any device with internet access including: computers; smartphones; iPad; iPod and tablets.

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*Nur Syakira Binti Redzuan is the IT Assistant Officer of Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM). She can be contacted at [nursyakira@usim.edu.my](mailto:nursyakira@usim.edu.my)*

## MICROSOFT HOLOLENS

**Nur Syakira Binti Redzuan**

Global Open Access Learning Centre



Microsoft HoloLens is the first fully untethered, holographic computer, enabling high-definition holograms to integrate with the real world.

By using HoloLens learning comes alive when flat illustrations become 3D images students explore, alter, and examine from every angle where it become a more natural way to interact.

### Features:

- 1) Head-mounted augmented-reality device
- 2) Runs on a version of Windows 10
- 3) Will be shipping in the first quarter Of 2016

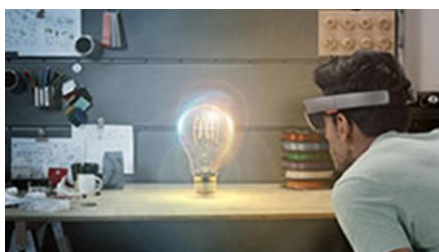
### Design:

- A visor glasses unit connected to an adjustable padded inner headband. The unit can be tilted up and down, as well as adjusted forward and backward in relation to the headband
- There are no wires, external cameras, or phone or PC connection required, that users can move freely and untethered.

- Has advanced sensors to capture information about what you're doing and the environment you're in.
- Built-in speakers

There are numbers of applications that have used the Microsoft HoloLens. This includes:

- HoloStudio, a 3D modelling application that produces output for 3D printers
- An implementation of the Skype telecommunications application
- An augmented-reality first-person shooter game code-named "Project X-Ray"
- A version of the video game *Minecraft*



Source:

<https://www.microsoft.com/microsoft-hololens/en-us>

## MICROSOFT SURFACE PRO 3

Microsoft Surface Pro 3 The tablet that can replace your laptop. With a 12" display, Surface Pro 3 has the power of a laptop in a lightweight, versatile form.



### Specifications:

- 1) Screen size: 12 inches
- 2) Resolution: 2160 x 1440
- 3) Dimension: 11.5" x 7.93" x 0.36"
- 4) Battery Life: Up to 9 hours of web browsing
- 5) Processor: 4<sup>th</sup> generation Intel Core processor

### Characteristics:

1) Revolutionary laptop:  
With the Kickstand, optional click-in keyboard, and multiple ports (including full-size USB 3.0, Mini DisplayPort and microSD card reader), Surface Pro 3 delivers the power, portability and productivity that users need.

2) Multi-position Kickstand  
The integrated Kickstand now features multiple positions so users can work comfortably whether they are on the plane, at their desk or in front of the television.

Source:

<https://www.microsoft.com/surface/en-ie/devices/surface-pro-3>

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# FORTHCOMING PROGRAM

## The 11<sup>th</sup> International Conference on e-learning (ICEL)



2 – 3 June 2016  
Universiti Sains Islam Malaysia (USIM)

**Website:** <http://academic-conferences.org/icel/icel2016/icel16-home.htm>

**Deadline for paper submission:**  
12<sup>th</sup> November 2015

### Scope of conference:

- Integrated learning and educational environments
- Web 2.0 technologies and classroom
- e-Learning to support communities and individuals
- Knowledge management
- Adaptive e-Learning and intelligent apps & tools
- Life long e-Learning

### Fee Structure:

	Earlybird	Standard
Academics	£365	£420
PhD Students	£210	£315
Combined Supervisor and Student	£525	£650
Government and Public Sector	£440	£540
Professionals and Consultants	£550	£690
Conference proceedings	£40	£40
Dinner	£50	£50

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

### Registration:

<http://academic-conferences.org/icel/icel2016/icel16-registration.htm>

## International Conference and Workshop on New Modes in Teaching and Management Technology in Higher Education



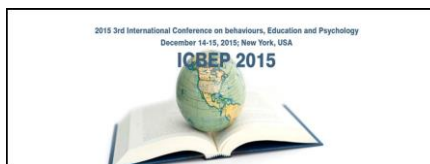
7th to 10th December 2015  
Toronto, ON, Canada

### Website:

<http://americanhealthcare.wix.com/ontario#!education-workshop/c250h>

**Deadline for abstracts/proposals:**  
25<sup>th</sup> November 2015

## 2015 3rd International Conference on Behaviours, Education and Psychology (ICBEP 2015)



14th to 15th December 2015  
New York, United States of America

### Website:

<http://bsu.knust.edu.gh>

**Deadline for abstracts/proposals:**  
30<sup>th</sup> September 2015

## International Conference on Innovation in Arts, Social Science, and Education



21st to 23rd December 2015  
New York, NY, United States of America

### Website:

<http://www.ocrd-ontario.org/#!/new-york-conference/c250h>

**Deadline for abstracts/proposals:**  
10<sup>th</sup> December 2015

## 8th International Conference on Teaching, Education and Learning (ICTEL), 29-30, December 2015, Kuala Lumpur



29th to 30th December 2015  
Kuala Lumpur, Malaysia

### Website:

<http://www.ictelmalaysia.com/>

**Deadline for abstracts/proposals:**  
26<sup>th</sup> December 2015