GOALshare

Newsletter of The Global Open Access Learning Centre | Universiti sains Islam Malaysia | Vol. 3, Issue Mac 2015

Table of Content

1 Editorial Column
1 GOALS Statistic
2 Guest Column
3 Short Communication
6 GOAL Centre News
8 E-Learning Buzz
9 Technology Snippet
10 Forthcoming Programs

The Team

Cheif Editor Dr. Najwa Hayaati Mohd Alwi
Editor Dr. Nurkhamimi Zainuddin
Designer Ahmad Farid Mohd Jamal
Publisher Mohd Faizal Mohd Fuaad

GOAL Share is published by Penerbit USIM for GOAL Centre of Universiti Sains Islam Malaysia
This bulletin is a monthly publication





USIM Self Instructional Module (SIM) Development

Page 6

Éf ppk=OOUVJ UTOT
9 772289 872005 >

EDITORIAL COLUMN



Creative teaching and learning?

The educational landscape is transforming in accordance with the current demand, factored directly with global competition, the astonishing growth of the digital era, as well as the uncertainty of the global economy.

To keep pace with the 21st century challenges, the roadmap for learning and teaching in Universiti Sains Islam Malaysia need to be leverage, as well as to move align with the initiative of USIM'16 and USIM'25.

The idea here is to stimulate higher educational institution to be more responsive to the global trends and to be more susceptible to the latest methods of teaching and learning.

We need to instil the idea of critical thinking, the hard and soft skills of learning, to explore the possibilities and to seek for answers beyond the horizon. But, how can you hum the idea across the board?

Celebrating the freedom of teaching and learning methods in USIM, GOAL Centre invites all academics to explore the unimaginable in delivering knowledge. Let us help you in giving a new depiction to our educational system, and let us integrate the benefits of 21st century in our teaching and learning.

Thank you.

Najwa Hayaati Mohd Alwi
Coordinator of GOAL Centre

GOALS USER STATISTIC

GOALS traffic record – Data of 25 March 2015 to 25 April 2015

Mohamad Faiz Taip
Global Open Access Learning Centre

At the start of the 2nd semester of 2014/15 session, the record shows an increase in traffic of 0.1% for the period between 25 March to 25 April 2015 compared with the period from February 25 to March 25, 2015 (75.179 compared to 75.103 visits) (Refer to Figure 1). However, the rate of new visitors decreased by 2.3% (27.2% versus 29.5%) over the same period (Figure 2). On the other hand, the rate of returning visitors increased by 2.3% (72.8% versus 70.5%) for the same period.

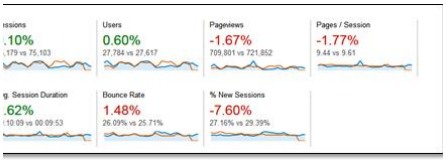


Figure 1: *Records of GOALS visit for the period 25 March 2015 to 25 April 2015*

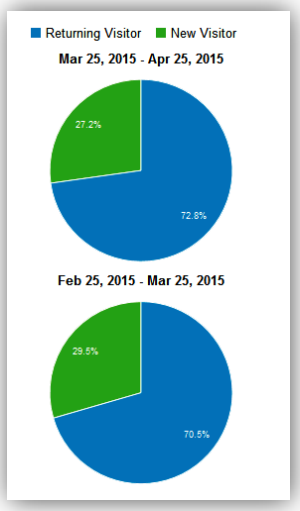


Figure 2:
Record of new visitor and returning visitors of GOALS for the period 25 March to 25 April 2015

Figure 3 and 4 below shows the resources (region and country) of GOALS visits in the period between March 25 and April 25, 2015. The highest visit is 47%, visits from Nilai, Malaysia. This rate is due to the high placement of USIM student is in Nilai, Malaysia.

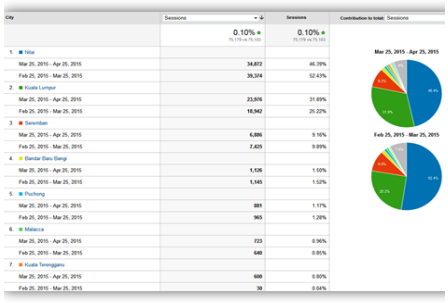


Figure 3: The source of visitors (domestic) for the period 25 March to 25 April 2015

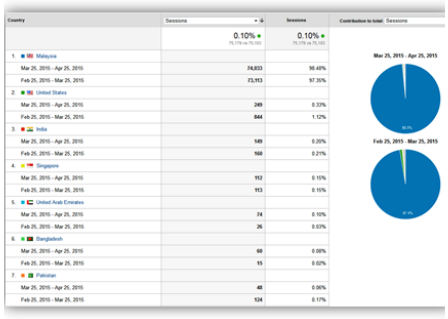


Figure 4: The source of visitors (international) for the same period. Besides Malaysia, GOALS also reached from outside, from the United States, India, Pakistan, Nigeria, Indonesia, Singapore and The UK

Facebook still had the largest traffic that cited GOALS with 66.67%. Record of visits from internal network increased by 2% while, visit using other internet provider's such as personal broadband, internet cafes and others decreased by 2% in the period of 25 March to 25 April 2015 compared with the period between February 25 to March 25, 2015 (43:57 compared to 41:59).

GUEST COLUMN

Providing Feedback Online: Issues and Possibilities



by Mohd Muzhafar Idrus

Learning Feedback

One of the many ways English as a Second Language (ESL) students improve their writing is through learning from feedback provided by their instructors. In ESL writing, two types of feedback are important, namely:

- **Explicit feedback**
- **Inexplicit feedback**

Explicit feedback deals with highlighting and correcting errors

Inexplicit feedback revolves around highlighting errors without correcting the forms.

Many instructors have somewhat different approaches to giving feedback to students' writing, nevertheless, providing feedback to students is demanding, if not crucial.

Online Feedback in USIM

In USIM, giving feedback is made easy with the inclusion of Global Open Access Learning System (GOALS) where instructors make use of the many available tools and applications. In GOALS, many aspects of writing can be corrected. Two aspects of writing that can be highlighted in GOALS involve micro and macro elements.

Micro elements deal with intricate issues of writing that include, but are not limited to, spelling, vocabulary, punctuation, capitalization, and sentence structure.

Macro elements however, help learners understand rhetoric, audience, content, coherence, and cohesion, just to name a few.

Project

My discussion takes into consideration of using GOALS as a platform for giving feedback to students. Specifically, students in my English for Communicative Purposes (ECP) class, engage GOALS as an alternative form of turning in their assignments. Although giving feedback to writing in GOALS is relatively new, the use of GOALS in providing feedback can pose several issues and possibilities.

Possibilities

GOALS' characteristics of giving online feedback are many, but three qualities are central.

i. Audiovisual repertoires available on GOALS are rich.
   - Many emoticons, symbols, audio and video files.
   - Instructors can record their audio comments.

ii. Sending feedback via email or post them on GOALS.
   - Student can interact with their peers on improving their writing at their own pace.

iii. Students get to communicate reasons why incorrect forms are used in their writing
   - Opposed to discussing in classrooms, this can take up space and time.

Issues

i. Constraints to using all integral skills (reading, writing, speaking, and listening) instantaneously.
   - High usage of bandwidth while downloading files can be an issue.

ii. Some students are still apprehensive to using online repertoires.
   - Basic computer literacy that includes (but are not limited to) getting familiar with symbols, typing pad, and bandwidth instructions.

iii. GOALS interface.
   - Intricate symbols and movement of the interface, reading movement, visual and print culture, and cognitive styles may influence reading feedback on GOALS.

As instructors, what do these accounts tell us about giving feedback online?

Although its use can benefit instructors and students, its limitations should always be improved from time to time.

However, one thing is certain; providing feedback may encourage students to participate in a novel experience of presentations that on the one hand, allows them to report the subject matter and on the other hand, transitions them into thinking about their audience while writing their projects.

---

*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*

Edraak: The first MOOC portal in the Arab world



by Ahmad AL Zuraiqi

Introduction

We are dwelling in a massive growing open source world, the term of open source does not refer to software or hardware platforms, but it goes beyond to an open education system that shares knowledge with anyone anywhere any time. Anyone can enrol in a course or multiple courses with no commitment in any kind. From there came the term of Massive Open Online Course (MOOC), it was derived from Open Educational Resources (OER), where open licensed teaching materials were freely available for educational purposes.

The growth of internet users around in the globe makes the internet a new world of openness and sharing that anyone can contribute. Arab world right now is having a fast growth of internet usage. In 2012, there were 90 million internet users in the Middle East, and to date 413 million internet users reported[1]. With such growth and the current circumstances that Arab countries going through (war), people are preferably looking for an online educational material rather than formal teaching methods for many reasons mostly reasons lack of time and financial limitation.

As a leader in global education, her majesty Queen Rania of Jordan had a vision to provide a high quality of education in the Arab world; **Edraak**. Built over the Open edX platform, Edraak provides online education from the best Arab instructors, regional academic institutions as well as Arabic-translated courses from a prestigious university from around the universe, like Harvard and MIT [2].

MOOC Growth

MOOC were derived from Open Educational Resources (OER), in May 2012 edX's first MOOC class was "Circuits and Electronics" (6.002x). Over 15,500 students registered for (6.002x), from 162 countries, 7,157 successfully completed the course. In 2014, Coursera offered nearly third of all MOOCs[3,4]. It has 2.9 million users registered from 220 countries. There was a 328 different courses from 62 universities in 17 countries, and there were a wide variety of courses that registered users can choose any from[5] (Figure 1). Since then MOOC has connected hundreds to thousands of students simultaneously that share same knowledge interests.

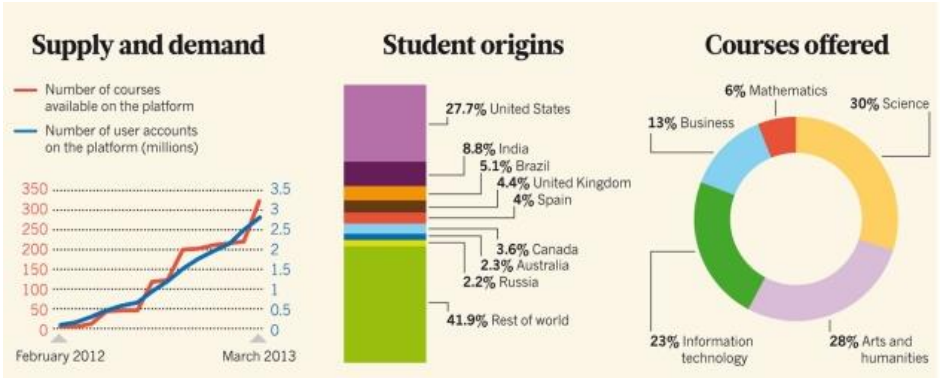


Figure 1: MOOCs growth rate[4].

Education today is too important, but too heavy to draw because of circumstances, it's hard for most to enrol in a formal institute, because of space, living expenses, the need for a prior certification and the main issue is high tuition fees to enrol in higher educational institutes.

The success factor for MOOC comes from ease of use, especially nowadays with the growth of internet penetration, and mobile technology. And the high quality free courses that Non-Profit MOOC platforms offer (Table 1-page 4).

For that some higher education ministries like France and China are adopting MOOC platforms.

Edraak Success

Built over the Open edX platform, Edraak is the first Arab MOOC non-profit platform. Queen Rania aims to bring free quality education to Arab students. It's not just an Arabic version of MOOCs from foreign universities but also locally produced courses by leading Arab faculty members and well-known professionals in a variety of fields. Starting with 10 courses, in 2 weeks, more than 35,000 users were registered, in less than one month; more than 82,000 users have registered with Edraak.

Edraak Now

Since launched in May 2014, Edraak now reached more than 140,000 registered users, and it has 20 subjects to teach, most are in Arabic, while the ones that are not in Arabic are translated into Arabic. Edraak has received the award for Excellence in Education from the Global Thinkers Forum in recognition of Queen Rania Foundation (QRF) efforts in improving the quality of education in the Arab world.

Provider	Type	Example institutional participants	Headquarters
Stanford Online	Non-Profit	Stanford University	USA
Khan Academy	Non-profit	n/a	USA
Peer to Peer University	Non-profit	n/a	USA
Academic Earth	Non-profit	UC Berkeley, UCLA, University of Michigan, Oxford University	USA
edX	Non-profit	MIT, Harvard University, UC Berkeley, Kyoto University, Australian National University, University of Queensland, IIT Bombay, Dartmouth College, Universidad Autonoma de Madrid	USA
MOOEC	Non-profit	University of Queensland, Griffith University, Queensland University of Technology	Australia
Université Numérique France Université Numérique	Non-profit	Institut Mines-Télécom, Conservatoire National des Arts et Métiers, École normale supérieure de Cachan, University of Paris-Sud	France
miriadax.net	Non-profit	48 universities from Spain and Latin America	Spain
edraak.org	Non-profit	American University of Beirut, American University of Cairo	Jordan

Table 1: Non-Profit MOOC Platforms

Edraak serves Arab students all around the Middle East, there are students from Egypt, Jordan, Algeria and more, and 35% of the registered students are females. The average registered students for each course is 10,000 students, in some cases it reached 30, 000 student, and 7,000 who earned certifications.

Reference

[1] Internet Usage in The Middle East – Statistics and Trends [Infographic]. (2013, August 2). Retrieved May 16, 2015, from http://www.go-gulf.ae/blog/internet-usage-middle-east/

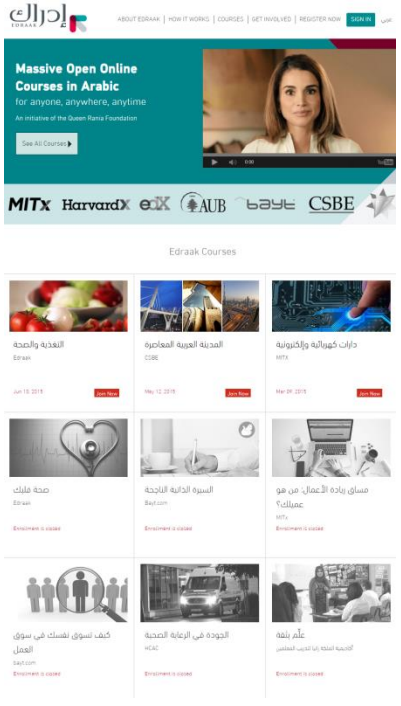
[2]Agarwal, A. (2014, May 19). Queen Rania Foundation Launches Edraak, a MOOC Portal for the Arab World. Retrieved May 16, 2015, from https://www.edx.org/blog/queen-rania-foundation-launches-edraak

[3] Waldrop, M., & Magazine, N. (2013, March 13). Massive Open Online Courses, aka MOOCs, Transform Higher Education and Science. Retrieved May 16, 2015, from http://www.scientificamerican.com/article/massive-open-online-courses-transform-higher-education-and-science/

[4] Shah, D. (2014, December 27). Online Courses Raise Their Game: A Review of MOOC Stats and Trends in 2014 - MOOC Report. Retrieved May 16, 2015, from https://www.class-central.com/report/moocs-stats-and-trends-2014/

[5] Xinying, Z. (n.d.). Popularity of MOOC platforms continues to grow. Retrieved April 28, 2015, from http://www.chinadaily.com.cn/china/2015-04/28/content_20569387.htm

*GOALshare acknowledges **Najwa Hayaati Mohd Alwi**, Coordinator of GOAL Centre for reviewing this contribution. **Ahmad Al Zuraiqi** is a MSc Student of Faculty of Science and Technology at the Universiti Sains Islam Malaysia (USIM) and he can be contacted at zuraiqi [at]raudah[dot]usim[dot]edu[dot]com*



البرامج الحاسوبية المستخدمة في تنفيذ تدريبات مهارات الكلام والخطابة



بقلم: د. نورحميمي بن زين الدين

كلية دراسات اللغات الرئيسة

سيتمّ في هذه المقالة ذكر البرامج الحاسوبية التي تمّ اختيارها للدراسة، وذلك وفقا لمنظور الكاتب من خلال الخبرات السابقة في مجال تعليم اللغة العربية بمساعدة الحاسوب، وهي على النحو التالي:

البطاطا الحار Hot Potatoes



وهو برنامج يهتم بتصميم البرامج والاختبارات التفاعلية المعتمدة على الإنترنت أو ما يسمى بـWeb Quest وتقوم عليها الكثير من المواقع التعليمية الترفيهية. وهي مجموعة مكوّنة من خمسة برامج خاصة رررلتصميم تمارين تفاعلية للدّارسين، وهي بحق برامج مفيدة جدا للمحاضرين خاصة في زمن تسيطر فيه التقنية وأصبحت استثارة الدافعية لدى الدّارسين وهي هدف أساسي لدى كلّ محاضر ناجح.

إنّ الغرض من برامج البطاطا الحار هو تمكين المستخدم من تصميم تمارين التعليم والتعلّم عن طريق الإنترنت التّفاعلية التي يمكن أن تسلّم أو تنزل إلى أيّ حاسوب مرتبط بالإنترنت أو مجهّز بمتصفّح للإنترنت حيث ليس شرطا أن يكون الشخص متّصلا بالإنترنت طالما أن الصفحات تمّ إنزالها على جهاز الحاسوب لديه. يمكن للمحاضر أن يعطي الطلاب هذه التمارين داخل أقراص أو أن يستخدمها داخل قاعة المحاضرة كأداة تقويم تكويني أو ختامي. تستعمل التمارين لغة الإتش تي عيم إيل HTML و Java Script لتنفيذ تفاعليتهم. والبرامج الستة هي:

برنامج JQuiz

وهو خاص بتصميم اختبارات الاختيار من متعدّد والإكمال ونوع ثالث وهي الأسئلة المهجنة التي تكون في بادئ الأمر أسئلة إكمالية ثمّ تتحول فيما بعد إلى أسئلة اختيارية من متعدّد لمساعدة الطالب بعد إخفاقه في الحلّ بعدد من المحاولات تحدّدها أنت، فيتحوّل السؤال إلى اختيار من متعدّد وطبعا يتمّ احتساب المحاولة الأولى أي لا يأخذ الطالب الدرجة الكاملة لأنه لم يحلّ السؤال من أول محاولة.

برنامج JCloze

وهو خاص بتصميم اختبارات ملء الفراغات المناسبة.

برنامج JMatch

وهو خاص بإعداد اختبارات المزاوجة، وربط القائمة أ بالقائمة ب.

برنامج JMix

وهو خاص باختبارات تكوين الجمل في مساحات محدّدة.

برنامج JCross

وهو برنامج تكوين الكلمات المتقاطعة، ويعين الطلبة على تكوين الكلمات والأبجديات اللغوية.

رابتفيتي Raptivity

وهو برنامج يتكون من عدة تطبيقات سهلة تساعد في تعليم اللغة العربية مثل "ربط القائمة الأولى بالثانية" وصور توضيحية كمذكرة وغيرها من تطبيقات. حيث يتم تحويلها واستعمالها على نظام الفلاشات. وهي مكلفة بعض الشيء لأن البرنامج يتطلب شراء رخصة خاصة به قد يصل تقريبًا 6000 رم.

***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*

SELF INSTRUCTED MODULE (SIM)

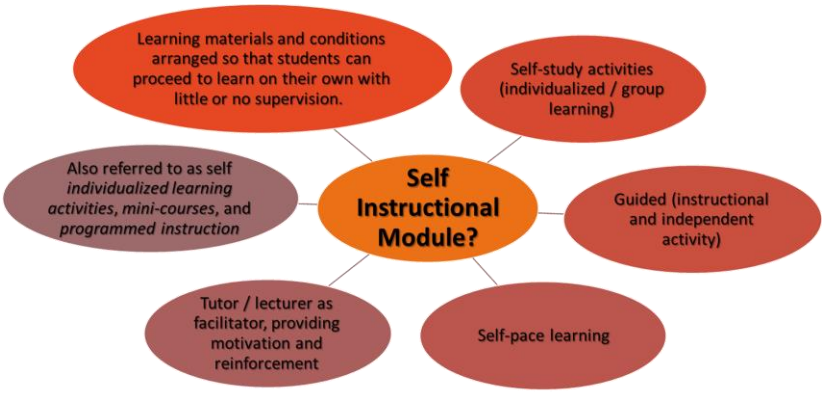


Figure1: SIM explanation

Nurhuda binti Ruzlan
Global Open Access Learning Centre

March 12, 2015 | 9.00 am-12.00 pm | Library Main Meeting Room, USIM

GOAL Center has taken the initiative to increase the production of digital content for e-learning. Based on past experience in developing e-content, due to the absence of a complete module developed under USIM's copyright, Goal Centre has introduce self-learning module which is known as self-Instructed Module (SIM) as a solution.

A briefing on Developing Digital Content in SIM (Self Instructed Module) was given by the GOAL Centre Content Coordinator, Dr. Najwa Hayaati Binti Mohd Alwi. Talk about the description of the SIM, SIM development phase, elements that should be included in the SIM and also the advantage of using the SIM module.

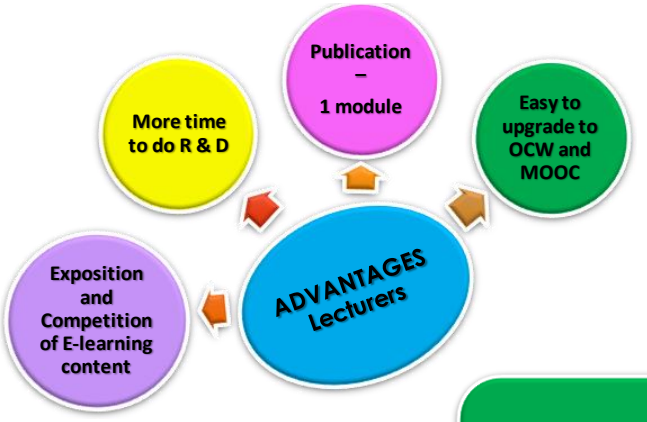


Figure 2: Advantages to lecturers

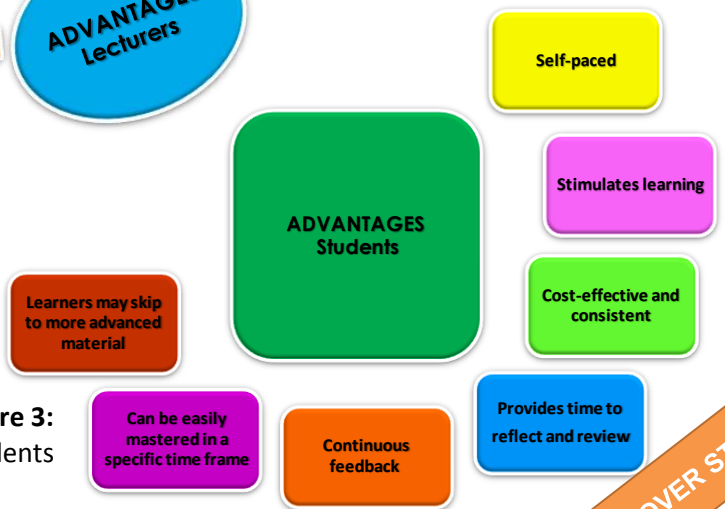


Figure 3: Advantages to students

COVER STORY

BRIEFING SESSION FOR ODL STUDENTS AND TUTOR (SEM 2, 2014/2015)

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

March 20, 2015 (Friday)
GOAL Centre Meeting Room,
Level 1, Building Library, USIM

Briefing sessions with all three (3) lecturers and Online Distance Learning (ODL) students for the session of February 2015 was held intended to provide an understanding and to clarify the work processes of online teaching and learning, including learning management systems (LMS) and teaching and learning activities, assessment, grading, communications and support services that are provided by GOAL Centre.

The objective of this briefing is to ensure the implementation of the online program (entering its second implementation of the program (first semester is a pilot project)) will be more structured and organized. This briefing also aims to provide a platform to ODL tutor and students to converse their questions or opinions for the improvement of USIM ODL program.

ACADEMIC SEMINAR - GLOBALIZING MALAYSIA'S HIGHER EDUCATION: A VAST TRANSFORMATION

Nurhuda Ruzlan
Global Open Access Learning Centre

10-11th March 2015
PPP Convention Hall, Malacca City Campus, UTeM

6 Participant from USIM namely Prof. Dr. Rozhan Mohammed Idrus, Dr. Najwa Hayaati Mohd Alwi, Halimaton Sa'adiah Ariffin, Mohd Muzhafar Idrus, Mohd Faizal Mohd Fuaad and Nurhuda Ruzlan has join a 2 days event organize by UTeM with the objectives as follows:

1. To create awareness on how and why higher education institutions (HIE) are engaged in the globalization.
2. To share best practices on implementing online learning.
3. To examine issues related to globalization of learning and teaching among HIE.

Among the speakers were University of Southampton's Prof Dame Wendy Hall; Prof Dr Richard Buckland from New South Wales university and Prof Dr Rozhan Md Idrus from Universiti Sains Islam Malaysia.



Emphasising the importance of adopting e-learning and ICT in the teaching and learning environment, the Universiti Teknikal Malaysia Melaka (UTeM) vice-chancellor Prof Dr Shahrin Sahib suggested the application of Massive Open Online Courses (MOOC) that will provide an interactive learning experience for students globally

NATIONAL E-LEARNING & DISTANCE LEARNING CONFERENCE

Prof. Rozhan M. Idrus
Global Open Access Learning Centre

27 March 2015 – 6 April 2015
Riyadh, Saudi Arabia

Prof. Rozhan was invited to The Forth International Conference of e-Learning and Distance Learning (eLI 2015) that was held in Riyadh, Saudi Arabia.

He was invited as a keynote speaker and also to give a half day workshop session. His keynote address was entitled The Kinematics of Technology Enhanced Pedagogies, while his workshop focuses on Technogogy: Lesson Analysis and both was held on the first day of event.

This conference was attended by more than 100 participants from across the globe.

USIM E-LEARNING ACADEMIC COMMITTEE (JAeP) MEETING

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

23 March 2015
4.00 – 5.30 pm
Library Main Meeting Room
USIM

The 4th Meeting of USIM Academic e-Learning Committee of the e-Learning (vol.1 / 2015) that was chaired by Prof. Dr. Zulkiplie Abd Ghani (Deputy Vice Chancellor USIM) discussed the following matters:

i. USIM e-Learning progress
ii. GOALS Active and Innovative User Award
iii. USIM ODL programs
iv. LLL (G-ACE) program
v. OER program
vi. MOOC program
vii. Collaboration between institutions
viii. The proposed structure of undergraduate on-line programmes
ix. The organizing of conference in collaboration with UoM
x. The organizing of USIM 2nd and 3rd e-Learning Colloquium

The meeting took note of the presentation by GOAL Centre. The meeting requested a comprehensive proposal plan for ODL undergraduate studies and to be aligned with the demand of 21st century teaching and learning.

SLIDEBOOM

Slideboom is an online tool for sharing presentations including animations, transitions, audio, video, and flash.

Users can upload their PowerPoint Presentation to the SlideBoom for free then; it will be converted into a Flash presentation.

Users who use Slideboom can share their presentation to friends and anybody because it provided a unique page URL. Therefore, it also can be used as online discussion about a presentation and gather feedback from anyone on the web.

SlideBoom is very easy to publish where the presentation lives on the web which allows for reliable viewing, for example users can present their slides directly from SlideBoom without their laptop when going for a meeting or conference.

SlideBoom supports all versions of PowerPoint including 2000, XP, 2003, 2007, and 2010 including the Mac program which users have to export into PowerPoint format as well.

Official site:
https://www.slideboom.com



FLIPQUIZ

FlipQuiz is an application for education where teachers can create and display gameshow-style games for test reviews in the classroom. FlipQuiz is free to use for text-based questions.

With FlipQuiz, questions are displayed on-screen (with answers if desired) and all the boards you create can be saved in your account for future use. Therefore, whenever you want to use the quiz you'll still have access to your own boards.

FlipQuiz allows access from anywhere since it is an online application where a teacher doesn't have to worry about their teaching materials being locked into a place that is controlled by a school or school system. It is helps a lot in student learning and engagement.

Besides that, by using FlipQuiz students are more excited to be part of the game with a beautifully designed board that will grasp the attention of all students to learn, review and retain information at the same time.

FlipQuiz can be used as an exercise for students even they are at home where teachers can add answers to each questions in the game boards.

Official site: http://flipquiz.me



JING

Jing is an application to capture screenshots and screencasts launched in 2007 by TechSmith Corporation.

Jing is one component of Web 2.0 technology. This tool is simple and easy to use to create an interesting tutorial or introduction to a lesson (screencasts) by capturing everything that what they see and do such as computer screen, basic video, animation and still images.

Quick and easy sharing is its feature where the program automatically generated a URL to the image when uploaded it to the web through Screencast.com, Instant Messenger, email and social media.

Jing is free download application for the beginner level. However, it can be purchased for any services that suitable for your needs or give benefit to an organization.

Official site:
https://www.techsmith.com/jing.html

*GOALshare acknowledges **Nursyakira Rezduan**, Programmer of GOAL Centre for her contribution on this month E-Learning Buzz. She can be contacted at nursyakira[at]usim[dot]edu[dot]com*

SMARTBOARD FOR CLASSROOM

Mohd Faizal Mohd Fuaad
Global Open Access Learning Centre

A Smartboard is an interactive whiteboard that being designed to delivered unique way of learning and teaching.



Picture 1 : An example of Smartboard in a classroom.

Source:
https://www.flickr.com/photos/kjarrett/8124461279/

There's a lot of brand that you can choose nowdays such as Activboard, Smart Board, Promethean and much more.



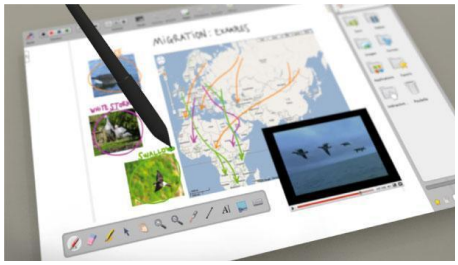
Picture 2 : An example of smartboard - Smart Board 600 Series by Smart

Source:
http://et.wikipedia.org/wiki/SMART_Board

Just walk to the board and touch the screen using your finger or the pens that being provided, and it will act as your mouse, allowing to control your Power Point presentation slides, scroll your website, control the video / interactive apps and much more.

To use the Smartboard you need to connect the Smartboard to your computer / laptop to make use of it. So any interaction that you make at the Smartboard will occur on the computer also.

There's a lot of software that available for free / paid on the internet. It can be easily integrated with the Smartboard. Educators also can reach out the Smartboard community via website or forum to help them in getting tips, ideas and many more.



Picture 3 : Open Sankore – Free Open Source interactive digital teaching software

Source :
http://open-sankore.org/en

VIRTUAL REALITY DISPLAY

Nur Syakira Binti Redzuan
Global Open Access Learning Centre

HP introducing new digital experiences that reducing the barriers between digital and physical world.



Picture 4: HP Zvr Virtual Reality Display

Picture 4 above show HP Zvr Virtual Reality Display where it is a Computer Monitor Portfolio with Ultra High-Definition and Curved Displays.

With the improvement in monitor technology like HP Zvr Virtual Reality Display give users an immersive, real-time exploration and manipulation of 3D content that shown in the Picture 5 below.



Picture 5: 3D content in HP Zvr Virtual Reality Display

To feel the real-time display, this technology works well with 3D glasses and four internal IR cameras that track the movement of your head.

Source:
http://www.digitaltrends.com/computing/hps-zvr-virtual-reality-display-puts-you-in-the-picture/

FORTHCOMING PROGRAMS

International Language and Education Conference (iLEC 2015)



7th – 8th October 2015
Palm Hotel, Seremban, Negeri Sembilan

Website:
https://www.facebook.com/iLEC2015
Deadline for abstracts/proposals:
31st May 2015

The Faculty of Major Language Studies, Universiti Sains Islam Malaysia, will hold the biennial International Language and Education Conference (iLEC 2015) from 7th – 8th October 2015 at the Palm Hotel, Seremban, Negeri Sembilan. The theme of the conference is "Language, Education and Research: Upholding the Fundamentals, Embracing the Cutting Edge".

iLEC 2015 will bring together experts, researchers, scholars, teachers and educators from various levels of education; primary, secondary, or tertiary level, to share thoughts and insights on some of the challenging issues in the fields of language and education today.

It is with great pleasure we welcome members of universities; home grown and international, representatives from organizations concerned in research, academic institutions whether public or private as well as other government agencies to this two-day academic discourse.

Kongres Pendidikan Integrasi Ilmu Naqli & Aqli (ECNA 2015)



11th June 2015
USIM, Nilai, Malaysia
Website:
http://www.usim.edu.my/files/ECNA2015.pdf

The Faculty of Major Language Studies and PIPP, USIM will hold the Kongres Pendidikan Integrasi Ilmu Naqli & Aqli (ECNA 2015) on 11th June 2015 at USIM. ECNA 2015 will bring together experts and researchers from various fields in USIM to share thoughts and insights regarding the best models and practices related to the integration of Naqli and Aqli knowledge. It is hope that this congress can produce a resolution which can help in acculturating the integration of Naqli and Aqli knowledge combined with honorable qualities as the thrust in nurturing a noble generation and a knowledgeable society.

The 2015 International Education and Teaching Research Conference



15th to 18th September 2015
Las Vegas, United States of America
Website:
http://www.icbtsinstitute.com/15067596/las-vegas-education-teaching-conference
Deadline for abstracts/proposals:
30th June 2015

USIM Postgraduate Colloquium 2015



10th June 2015
DKF1.2, Faculty of Economics & Muamalat (FEM), USIM, Malaysia
Website:
http://gccolloquium.usim.edu.my/ms
Deadline for abstracts/proposals:
22nd May 2015

A FREE & SPECIAL COLLOQUIUM FOR ALL POSTGRADUATE STUDENTS -

- We are in the effort of innovating the assistive role of technology in education
- We bring forward multidisciplinary perspective in educational technology to further enhance the technology enhanced environment
- This is an opportunity for you (all postgraduate) to present your research findings
- A great platform to acquire beneficial feedback
- Don't miss our special interactive workshop on Preparing for your viva; let us test your readiness in facing your examiners