

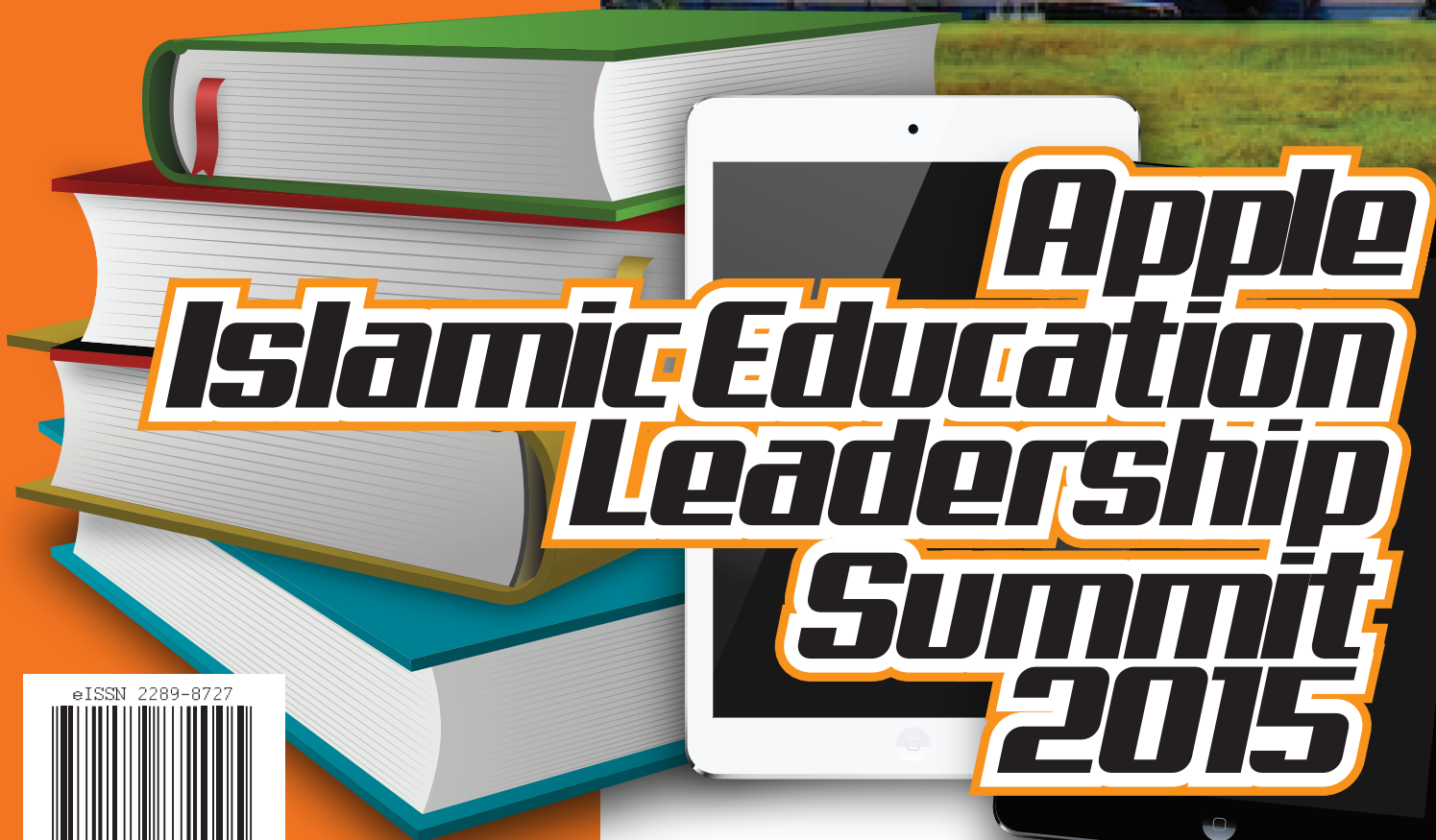
Table of Content

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

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for GOAL Centre of Universiti Sains Islam Malaysia



eISSN 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 or 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



Globalizing Malaysia Education;

Apple iTunes U is a section of Apple's iTunes music store devoted to host and deliver higher educational contents, which focused on multimedia-rich digital substance. With higher receptivity for open educational resources and with the increase of accessibility for information, Universiti Sains Islam Malaysia (USIM) has play its part in ensuring the dissemination of its academic content is done in a credential manner.

USIM is taking the lead in repositioning its academic content, including publications and conferences. GOAL Centre was responsible in the listing of USIM in Apple iTunes U on the April 2015. The optimization of Apple iTunes U is complimentary with the integration of Naqli and Aqli based knowledge in USIM, and its aspiration to be a global referral by the year 2025.

We would like to welcome all USIM members to contribute, taking the significance of global recognition and enhancement of international competitiveness that we can gain from this platform.

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

GOALS USER STATISTIC

GOALS traffic record – Data of 25 May 2015 to 25 June 2015

Mohamad Faiz Taip
Global Open Access Learning Centre

At the end of the 2nd semester of 2014/15 session, the record shows an decrease in traffic of -2.06% for the period between 25 May to 25 June 2015 compared with the period from April 25 to May 25, 2015 (71.768 compared to 73.275 visits) (Refer to Figure 1). This trend also complimented by the decrease rate of new visitors by -0.3% (24.9% versus 25.2%) over the same period (Figure 2). On the other hand, the rate of returning visitors increased by 0.3% (75.1% versus 74.8%) for the same period.



Figure 1: Records of GOALS visit for the period 25 May 2015 to 25 June 2015

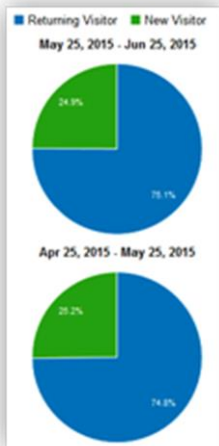


Figure 2: Record of new visitor and returning visitors of GOALS for the period 25 May to 25 June 2015

Figure 3 and 4 below shows the resources (region and country) of GOALS visits in the period between May 25 and June 25, 2015. The highest visit is 49%, visits from Nilai, Malaysia. This rate is due to the high placement of USIM student is in Nilai, Malaysia.

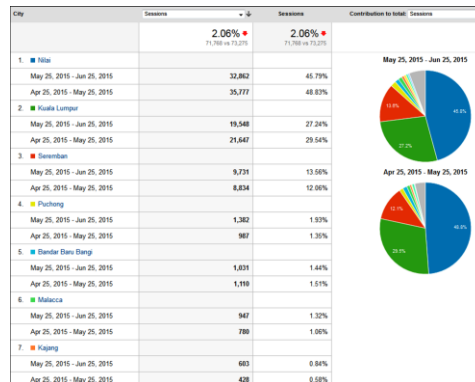


Figure 3: The source of visitors (domestic) for the period 25 April to 25 May 2015

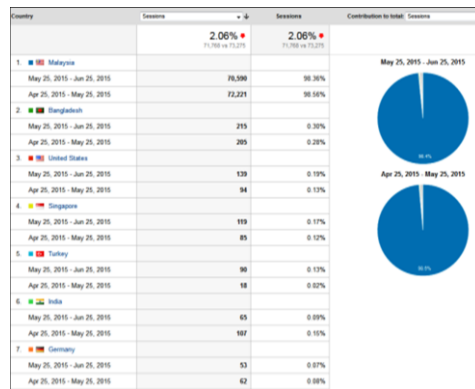


Figure 4: The source of visitors (international) for the same period. Besides Malaysia, GOALS also reached from outside, from the United States, India, Pakistan, Nigeria, Indonesia, Singapore and The UK

Facebook still had the largest traffic that cited GOALS with 90.5%. Record of visits from internal network decreased by -7% while, visit using other internet provider's such as personal broadband, internet cafes and others increased by 7% in the period of 25 May to 25 June 2015 compared with the period between April 25 to May 25, 2015 (49:51 compared to 42:58).



by Nursyuhada' Ab Wahab

Introduction

Teaching speaking skills to low proficiency students is quite challenging. In most cases, the students were lack of confidence and hardly speak up their ideas. In both individual and group discussion, their performances are slightly same. Adapting to the current changes on the students' interest where they are more into technology, the use of chatroom to conduct speaking activities is one of the interesting ways to boost their speaking interest.

The immediacy of the technology gives students a direct connection with the instructor as well as classmates. Web chats promote real-time discussion that can lead to a collaborative learning environment in class. Integrating this technology does, however, require intentional planning on the part of the teacher. Preparation should include establishing rules of online etiquette or netiquette and a process for orderly turn-taking, so that everyone gets a chance to participate.

What is chatroom?

A chatroom is an online area where students can talk in real-time.

It is a real-time written message exchanges in computer cyberspaces and very highly interactive. Instructing students to speak virtually may help them dealing with their communication anxieties, addressing inflammatory language use and reducing frustration.

Chatroom in Language Teaching and Learning

Here are some benefits on the usage of chatroom in language teaching and learning;

- Chatrooms immerse students in the act of writing to real audiences, raising their awareness of audience issues they exchange messages.
- Chatroom allows instructors to engage the greatest number of students in discussion at the same time.
- Computer chat is an effective way to involve students in collaborative work. For example, students can chat to form groups around common interests, exchange ideas for developing collaborative projects, and share course information.
- Chatroom exchanges easily enable the instructor to challenge students to a deeper understanding of their responses by asking students to elaborate on a previous message.
- Computer chatrooms are well suited for developing spaces for cooperative learning.

What come into practices?

Implementing online chatroom for my General English Proficiency (GEP) and English For Communicative Purposes classes is one of the interesting activities. The students were divided into groups of four and were assigned one chatroom namely Chatroom A, B, C, D, E & F respectively.

The chat sessions were created in two phases where the first one, the topic is very close to them and of their interest (like favorite movie, the thing that they really want to have it now, favorite food, etc). This is to make them familiar with the chat environment and encourage them to speak up their idea with the group members.

From my observation, I can see that the students really enjoy that session as some of them were smiling in front of their monitor and some were even giggling while reading to their screen. While for the second phase, the topic is more academic where they are required to discuss on the current issues. As for the follow up activity, I have asked them to have another chat session with all the classmates outside the class hour in which they are required to discuss on the given topic.



Issues

The use of informal language and short forms (more casual)

As active users of social media such as Facebook, Twitter and Instagram, quite many abbreviations were used such as FYI (for your Information), LOL (laugh out loud), BBN (bye bye now), and CYAL8R (see you later) in chat sessions. The students who use chat language tend to produce ungrammatical sentences. It is almost entirely written in non-standard english; there is a lack of capital letters and punctuation, making the text appear more informal.

Off-topic Discussion

The discussion could be sometimes out of topic as the students tend to share something that should not be discussed. It is even worst happened where the students misunderstood the topic given and discuss the wrong topic from the beginning of the discussion.

Strategies

1. Clear instructions

The instructors need to provide clear, concise and straightforward instruction which is vital in order to help students understand the task given.

2. Monitoring

The instructors might monitor chats, not to interfere in meaning-making aspects of the chat, but to provide feedback on more efficient use of statements leading to shared meaning.

3. Exposure

The students should be exposed with the chat discussion guidelines, including written guidance on how to use triggering, exploratory, integrative, and resolving statements in order to maximize learning in a chat environment.

4. Appoint a leader who will brings back the discussion to the topic

Appointing a leader in each chat session will avoid the members to discuss something that is not relevant to the assigned task.

Conclusion

According to Hrastinski 2006, the instructors can promote using chats as a way to provide a space for all learners to express their ideas, and to make the space an authentic place for building group cohesion. Chats are also useful for providing a sense of being in a class and having a shared learning experience, thus perhaps helping students feel more confident in their class performance

It is believed that if the learners are taught effectively and skillfully at the initial stages of their learning, the outcomes would be more effective and fruitful undoubtedly. To enable students communicate effectively, they need to be given more fluency based activities. Using chatroom is an alternative way to help them build their self-confidence and motivate them to throw out their idea.

*GOALshare acknowledges **Najwa Hayaati Mohd Alwi**, Coordinator of GOAL Centre for reviewing this contribution. **Nursyuhada' Ab Wahab** is the language lecturer from the Faculty of Major Languages Studies at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at syuhada@usim.edu.my*



by Dr Sakinah Ali Pitchay

What is e-Learning?

It can be described as learning via any electronic media. It occurs in or out of the classroom in order for the learners to access educational curriculum and its content. In USIM, e-learning is conducted using Global Open Access Learning System (GOALS).

What is e-Learning strategy?

As mentioned earlier is the meaning of e-learning. Everything that we want to accomplish, we need to set our target or goal. This goal is referring to plan or action designed that we called as strategy. Hence, strategy is required to create effective e-learning using features that have been embedded in GOALS where it is specifically for USIM user.

1-Create an online forum using Forum feature.

There are 2 types of forum which are Announcement and Forum. Announcement is commonly used by the instructor of the course to post updates or made announcements without getting any feedback and the learners as the viewer. Forum acts as a two way platform for open discussion where the instructor posting a question or opinion. The purpose is to enhance interactivity and also encourage collaboration among the learners and instructor.

2-Set expectations and learning objectives using File feature.

This feature is generated by the instructor of each course. They will upload a course outline content which could be a PDF or Word file.

As the learner, they are allowed to view and download it to understand the expectation of the course attended. It usually contents the credit hours, learning outcome, assessment method and the syllabus of the course topics.

3-Be alert and consistent with messages and email communications.

As the instructor, it is important to check the personal inbox messages in GOALS and also the working's email regularly. Reading alone is not enough. An effective learning should have a two way rapid communication to get student's attention. Thus, the instructor needs to be alert and consistent using online communication.

4-Include resource links and reference sites using File, Book and URL.

There are several ways to help the learners to better understand the subject matter. For example, the conventional way by providing all the reference sites into a list of file document. Using the book feature in GOALS, it enables the instructor to create a multi-page resource in a book-like format. To make it instantly online viewable, the hyperlink of valuable resources can be included by using the URL feature. This will create a more immersive and engaging strategy.

5-Offer interactive elements to make the eLearning more engaging.

By using URL and external tool feature in GOALS, interactive elements can be embedded such as audio and video presentations from Youtube, Prezi, GoAnimate, emaze, SlideRocket and Slidesnack. New and variety of teaching tools usually attract the learners compared to text-based materials.

Other than that, live chats or online classroom can be developed using the BigBlueButton feature. It is an open source web conferencing system that works like Skype for more than one person. However to ensure the real-time chat works smoothly, the instructor is encouraged to inform GOAL administrator in advance to allow high bandwidth for the allocated time.

6-Assess the effectiveness of the teaching delivery.

Variety of assessment method can be made online using GOALS. For example, using Choice, Feedback or Survey feature which is already embedded in GOALS to ask some question or getting any response for a particular topic. The instructor also can use Google Form to create and analyst survey which later can be embedded in GOALS.

The assessment method can be conducted during the early stage to guide the instructor on which part can be improved. It is a good indicator for creating an effective e-learning and also the conventional teaching.

GOALshare acknowledges Najwa Hayaati Mohd Alwi, Coordinator of GOAL Centre for reviewing this contribution. Sakinah Ali Pitchay is an ICT Lecturer from the Faculty of Science and Technology at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at sakinah.ali@usim.edu.com



by Dr Haliza Harun

The advent of computer assisted instruction (CAI henceforth) has subsequently led to the explosion in the use of multimedia in the learning and teaching context. Due to its' capability to offer learners an interactive learning environment as well as freedom to explore and manipulate their knowledge, the use of multimedia has also been extended as a language learning tool to support more meaningful language learning experiences outside the classroom contexts. In the context of language learning, the use of multimedia in language instruction have been much discussed, as it offers learners with an environment for stimulation and construction of knowledge to resolve any language problems and self enhancement (Donaldson and Haggstrom 2006).

While it is clear that multimedia learning environment can compensate for some disadvantages in the traditional language learning environment, there is an essential need to identify some of the effective ways in designing multimedia instructions to maximize learners' language learning experience. In light of this view, consideration is on exploring how Paivio's Dual Coding Model (DCM) can enhance second language (i.e. L2 henceforth) learning to effectively construct meaningful connections within the texts. Paivio's DCM (1971) is a theory that presumes information processing systems that exist in humans constitutes two distinct systems –

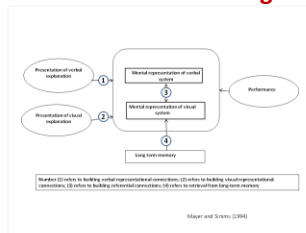
- i) visual representation system.
- ii) verbal representation system.

The theory posits that effective language learning will occur when the design of the multimedia presentation is informed through the construction of representational connections between these two distinct systems inherent in our cognitive processes. In other words, although the systems can each operate independently,

they can also operate in parallel or through the interconnections created (Sadoski and Paivio 2001). Learning can be constructed through using separate sense modalities (i.e. vision or hearing) or as inter-connected multi-modals that combine the different senses (i.e. vision, hearing, touch) to promote deeper sense of meaning, using the following principles (see diagram 1):

- Building representational connection between verbal information presented and that of learner's verbal representation of that information (number 1).
- Building representational connection between pictorial information that is presented and the learner's visual representation of that information (number 2)
- Building representational connection between corresponding elements in the learner's verbal and visual representations (number 3).

Diagram 1. A dual-coding model of multimedia learning



Zhaohui-Chen (2006) asserts that the design of CAI should take advantage of the inherent cognitive process of the human mind as posited by Paivio (1971, 1986, 1990). This is due to the capability of multimedia learning environment to offer the same target concept to be learnt, in two different modes to the learners. Additionally, as picture and texts are complementary, the combination of the dual annotations can further enhance the human mental representations of the visual and verbal information found in the human mind (Mayer 2001).

In L2 learning context, these three basic connections facilitate learners' performances in finding solutions to L2 problems encountered through the connections formed from the annotations presented. Annotations presented not only provide learners with immediate access to the information, but also allow them to become actively involved - to confirm or reject their guesses made from the text read (Hsieh n.d.).

With respect to the use of multimedia in L2 learning, visual modes like a picture or video attached to the annotated word help to increase learners understanding due to its availability for immediate target L2 vocabulary assistance. It is noteworthy to highlight that empirical investigations conducted regarding the implementation of dual annotations (e.g. the use of text and video) have also shown positive findings in learner's vocabulary learning and retention as well as enhancement in L2 reading comprehension (Yoshii, 2000; Yeh and Wang, 2003). However, it is noteworthy to point out that there is an essential need to identify some of the effective ways in designing multimedia instructions, (in this case the screen layout), that can enrich learners learning experience. In light of this view, considerations on how instructional design can be presented such as that posited by Paivio in the Dual coding model, should be considered in the attempt to maximise learners' meaningful connections within the target text and L2 language learning.

GOALshare acknowledges Najwa Hayaati Mohd Alwi, Coordinator of GOAL Centre for reviewing this contribution. Haliza Harun is the language lecturer from the Faculty of Major Languages Studies at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at haliza@usim.edu.com



بقلم: د. نورحيمي بن زين الدين

كلية دراسات اللغات الرئيسية

ماهية أنظمة FLOOC

يشير العديد من التربويين على أن الانفتاح والمشاركة هما السمتان الأبرز للتعليم في العصر الحديث. فالتعليم هو عملية مشاركة للمعرفة وليس استحواداً لها أو التكتّم عليها، كما أن كل طالب مجتهد ومتحمل للمسئولية يجب أن تتاح له فرصة للحصول على تعليم جيد. ومن هنا تنطلق فلسفة الدورات المفتوحة واسعة النطاق على الإنترنت .MOOC.

لذلك منذ عام 2011، ثمة عدة البحوث والدراسات تتحدث عن تنمية الدورات الدراسية المفتوحة على الانترنت مثل Distributed Online Collaborative Courses (DOCC), Big Open Online Courses (BOOC), Synchronous Massive Online Courses



(SMOC), Small Private Online Courses (SPOC)

ومع ذلك حسب معرفة المؤلف، لا توجد الأنظمة التعليمية الخاصة التي تراعي وتلبي احتياجات متعلمي اللغة الأجنبية من جوانب تربوية وفنية وبيداغوجي (Pedagogy). ومن هذا المنطلق يأتي المؤلف بالأنظمة الجديدة تسمى FLOOC

أي (Foreign Language Open Online Course). فيرجى هذه الأنظمة تراعي احتياجات متعلمي اللغة الأجنبية سواء أكانت العربية، الإنجليزية، اليابانية، الصينية وما إلى ذلك.



مميزات أنظمة FLOOC

لقد تمّ تنفيذ FLOOC على المحاور الرئيسية التالية:

مفتوح للجميع

- تقدم هذه الدورات فرصة ذهبية للطلاب عبر العالم بغض النظر عن كمية الطلاب (عدد كبير أو صغير) وخلفياتهم اللغوية لمتابعة الدروس المقترحة من كبرى الجامعات العالمية مجاًناً.

نظريات التعلّم الخاصة

- تطبّق أنظمة FLOOC نظريات التعليم الخاصة التي قد اقترحها الخبراء في مجال تعليم اللغة الثانية واللغة الأجنبية وتكنولوجيا التعليم، كالآتي:

- النظرية الترابطية Connectivism اقترحها Stephen Downes & George Siemens في عام 2005م.
- نظرية تعلم اللغة الثانية اقترحها Stephen Krashen في عام 1984م.
- أحداث التعلم التسعة اقترحها Robert Gagne في عام 1985م.

- نظرية مبادئ الوسائط المتعددة اقترحها Richard Mayer في عام 2001م.
- بيداغوجي (طرق التدريس)

- تطبّق أنظمة FLOOC أحدث الطرق في عملية التدريس أي الصف المقلوب Flipped Classroom



- يسمح الفصل المقلوب للمعلم بإعداد الدرس عن طريق مقاطع فيديو أو غيره من الوسائط، ليطلع عليها الطلاب في منازلهم أو في أي مكان آخر باستعمال حواسيبهم أو هواتفهم قبل حضور الدرس.

صدق محتويات وثباتها

- ينبغي لمجموعة الخبراء في الموضوع Subject Matter Expert المعين التأكد

من صحة المحتويات التعليمية التي كانت موجودة في أنظمة.

- لا بدّ أن يكون ناطق باللغة Native speaker من ضمن هذه المجموعة.

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

Apple Islamic Education Leadership Summit 2015

Dr. Nurkhamimi Zainuddin

Global Open Access Learning Centre



3 June 2015 (Wednesday)

08.00 am – 5.00 pm

Pullman Hotel, Putrajaya

Six (6) representatives from the Global Open Access Learning Centre of USIM were invited by Apple Malaysia to the Islamic Education Leadership Summit 2015 hosted at the Pullman Hotel, Putrajaya in Kuala Lumpur on June 3.

This visit is aim to get more information on learning impact of iPad implementations in schools across the world. Participants can learn from the real stories and speak to leaders of Islamic Schools who have transformed their classrooms with Apple technology. Buying a product from Apple allows you to develop educational content in a more creative and interactive way.

USIM and Apple Malaysia have agreed on future collaboration, mainly on the iTunes U content development. USIM has become the first public university to be listed in the Apple iTunes U platform. The collaboration between USIM and Apple Education (M) began at the end of 2014, while early efforts to register USIM on the Apple iTunes platform were made in February 2015. The event ended with the presentation of token of appreciation.



GOAL Centre Department Meeting

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre

17 Jun 2015 (Wednesday)

9.00 am – 12.00 pm

GOAL Centre Meeting Room, USIM

Meeting was chaired by Prof. Dr. Rozhan Mohammed Idrus as the Director of GOAL Centre.

This meeting focuses on the Progress of GOAL Centre activities and the development of USIM e-learning as a whole. The statistics and ODL students (Research Methodology and Data Analysis courses), was also being discussed.

This meeting highlighted the structure of ODL for undergraduate students which later will be discussed with the dean of faculties.

System development unit present the helpdesk data and the improvement process taking place throughout the 6 months of 2015.

Content development unit present the recording progress and the selection process of MOOC courses for the National MOOC Initiative.

This meeting was ceased at 12.00 pm with the notes of appreciation to all GOAL Centre members.

COVER STORY

QUIZIZZ

Intan Ros Safina Binti Safri
Global Open Access Learning Centre



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

Quizizz would be a great tool to use for an entire class, or as a center since it is student driven.

In the Quizizz, the teacher creates a series of questions to be answered by the students. Each question can have a time limit before the students must select a response. The quicker the student's response, the more points they earn providing their choice was correct.

The teacher starts the activity at which time students are given questions in a random order. The students read the questions on their device and answer them at their own pace. Once all students complete the activity, students with the highest points will be displayed.

When finished with the activity or quizzes, the teacher can save the data describing how students answered each question. Teachers can explore through the many public assessments created and shared by others.

It is free online resource and it is sure to bring high engagement and active participation into any classroom.

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

Official site: <http://quizizz.com/>

POCKET

Intan Ros Safina Binti Safri
Global Open Access Learning Centre

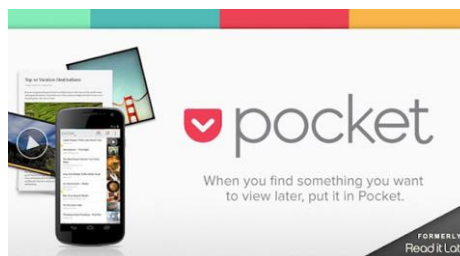


Pocket is a short-term bookmarking app that syncs across all devices. With it, teacher can put lengthy articles or videos away and queue them up for reading and watching later, no matter where they are. With Pocket, teacher can access most of the saved items without an Internet connection.

The teacher can just hit menu and use Android's share function to save the page to Pocket. Once items are saved, teacher can access them at any time from your Pocket list. They are even automatically cached for offline access (videos excluded). This is useful for teacher who wants to show the article or YouTube content in front of students when there is no internet connection.

Installing the Pocket apps, Pocket browser extension installs buttons and then teacher can save items with one click. It is available on iPhone, iPad, Android, and Kindle Fire.

Official site: <https://getpocket.com/>



SLIDESHARK

Intan Ros Safina Binti Safri
Global Open Access Learning Centre



SlideShark is a presentation application that can make everyone engaging with the slide everywhere.

The slides are then automatically converted to a mobile-optimized format. Then simply use the SlideShark app to download and teacher can show their presentation on your mobile device or through a projector, or broadcast it over the web.

Teacher can also share an online version of their presentation for others to view on-demand, anytime from any device, and at the same time, teacher can then track the viewing results.

It can be used in any device such as iPad, iPhone, PC/Mac or Windows 8 tablet.

Official site:
<https://www.slideshark.com>



Intan Ros Safina Binti Safri is the IT Assistant Officer of Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM). She can be contacted at intanrossafri@usim.edu.com

LEAP MOTION

Intan Ros Safina Binti Safri

Global Open Access Learning Centre

LEAP Motion is a hardware that allows anyone to write, draw, zoom, play, and interact with their computer screen using a finger, fingers, or entire hand. By moving your hand over the device, the mouse follows your movements.

This is technology behind **LEAP Motion**, a company intent on giving people a more natural way to interact with the computer.

Leap works using infrared optics and cameras instead of depth sensors, and does not cover as large an area as Microsoft's gestured controller. Leap does its motion sensing at fidelity unmatched by any depth camera currently available. It can track all 10 of your fingers simultaneously.



Figure 1: LEAP Motion Controller

Setting up the Leap is a straightforward affair. Simply plug one end into the laptop, the other into the controller and position it in a location where it can see your hands; in front of a laptop or between a desktop keyboard and screen generally works.



Picture 2: LEAP Motion



Picture 3: LEAP Motion – 3D Motion

Of course, the tracking ability of LEAP Motion isn't just about the hardware, and the capabilities of the Leap are only realized by the software built to work with it which is called Airspace.

Source : <https://www.leapmotion.com/>

PAPERTAB

Intan Ros Safina Binti Safri

Global Open Access Learning Centre

PaperTab is a mobile technology and it is developed by Plastic Logic. It is act as Tablet as Thin and Flexible as Paper.



Picture 4: PaperTab

PaperTab has a flexible touchscreen that allow users send files and emails and navigate through pages of documents using hand gestures. One can also combine several PaperTabs into one larger surface by placing them side by side, or share files by touching one tablet to another.

PaperTab is powered by an Intel i5 processor, which seems to be separate from the actual display and connected to the PaperTab with a thin data cable.

Plastic Logic's flexible plastic displays are completely transformational in terms of product interaction. They allow a natural human interaction with electronic paper, being lighter, thinner and more robust compared with today's standard glass-based displays



Picture 5: PaperTab

Source:

<http://www.hml.queensu.ca/blog/papertab>

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FORTHCOMING PROGRAM

The 11th 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:
12th 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 Academic Conference on Theoretical and Applied Aspects of Computational Science, E-Learning, Information & Communication Engineering (IAC-2015)



29 November, 2015
New Delhi, Delhi, India

Website:
<http://www.krishisanskriti.org/iac.html>

Deadline for abstracts/proposals:
20th November 2015

1st Regional Conference on Problem Based Learning (PBL) and E-Learning



30-2 December, 2015
Kumasi, Ghana

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

Deadline for abstracts/proposals:
13th November 2015

1st International Conference on E-Learning and E-Technologies in Music Education (ICeEME 2015)

1st International Conference on e-Learning and e-Technologies in Music Education (ICeEME 2015)
November 26-27, 2015 Treviso - Italy

26-27 November, 2015
Treviso, Italy

Website:
<http://www.studiomusicatreviso.it/iceeme/iceeme.php#art0>

Deadline for abstracts/proposals:
4th October 2015

Tenth International Conference New Information Technologies in Education for All (ITEA-2015)

26-27 November, 2015
Kyiv, Ukraine

Website:
<http://itea-conf.org.ua/2015/>

Deadline for abstracts/proposals:
15th November 2015