

GOAL share



Newsletter of The Global Open Access Learning Centre

Universiti sains Islam Malaysia

Vol. 5, Issue May 2015

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USIM Blended Learning

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GOAL Share is published by Penerbit USIM
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 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

Global Open Learning Access Centre @
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UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

GOAL CENTRE
@ Universiti Sains Islam Malaysia



Executing the planning?

I believe we are on the right track when we introduce Malaysia Education Blueprint (Higher Education) 2015-2025, and as a proud member of Malaysian academics, I support all envision efforts enclosed in the document.

But, how good are we at putting ourselves in a constrain manner of educating? The dynamism of education is constantly changing, and are we fast enough in changing our solid rock form of teaching to a more liquid and flexible way?

I love the fact that more and more fresh perspective have been put into the planning of Malaysia education, including highlighting the important of creating an entrepreneur and taping into so called “unpopular” TVET. But, the question remain the same. “Are we ready to embrace the change?”

We have multiple way of learning and millions disciplines of research. Learning is changing at its microsomal level as the generation change. The alteration at every cellular level will definitely alter the whole structure of education.

So, are we ready to walk the talk?

Dr. Nurkhamimi Zainuddin
Coordinator of Programme
Management GOAL Centre

GOALS HELPDESK STATISTIC

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

Mohamad Faiz Taip
Global Open Access Learning Centre

At the middle of the 2nd semester of 2014/15 session, the record shows some decrease in traffic of -2.53% for the period between 25 April to 25 May 2015 compared with the period from February 25 to March 25, 2015 (73.275 visits) (Refer to Figure 1). However, the rate of new visitors also decreased by -2.0% (25.2% versus 27.2%) over the same period (Figure 2). On the other hand, the rate of returning visitors increased by 2.0% (74.8% versus 72.8%) for the same period.



Figure 1: Record of GOALS visit for the period of 25 April 2015 to 25 May 2015

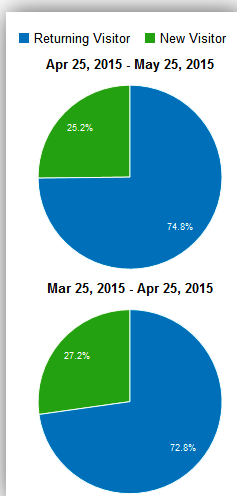


Figure 2: Record of new visitor and returning visitors of GOALS for the period of 25 April to 25 May 2015

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

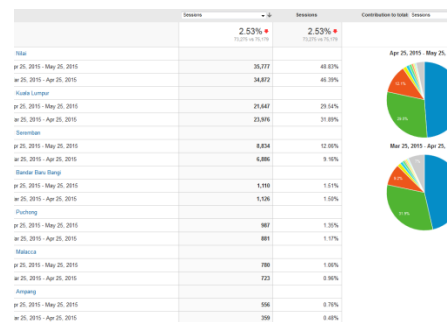


Figure 3: The source of visitors (domestic) for the period 25 April to 25 May 2015

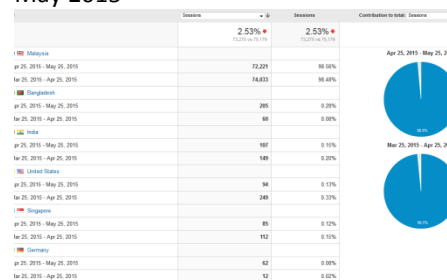


Figure 4: The source of visitors (international) for the same period. Besides Malaysia, GOALS also can be reached from outside, including the United States, India, Pakistan, Nigeria, Indonesia, Singapore and The UK

Facebook still had the largest traffic that cited GOALS with 87.50%. Record of visits from internal network increased by 1% while, visit using other internet provider's such as personal broadband, internet cafes and others decreased by 1% in the period of 25 April to 25 May 2015 compared with the period between March 25 to April 25, 2015 (42:58 compared to 43:57).



by Prof. Dr. Rozhan Mohammed Idrus

The networks of connections

cMOOC was coined in 2012 to distinct the original MOOC from a deviated version where students are introduced to core skills/concepts and can do light application. The essence of a MOOC is pivoting on the notion of connectivism where the emphasis is on the 'open' aspects of the concept and the ability to learn by creating networks of connections. Devoid of this learning communities where interaction occurs, including personal blogs or portfolios, websites and social network platforms that contain content, the MOOC that is merely emphasise content and the 'online' aspects of the concept is termed as xMOOC; really just a collection of shared digital resources and not a MOOC at all.

The slant of MOOC learning materials

With constituents such as pre-defined learning outcomes and learning paths, lectures, tutorials, webinars and the mantra of anytime and anywhere, the non-connectivist MOOCs or xMOOC is at best a good online course with online students. This is further interjected with the upload of lecture-equivalent videos to deliver content and the adherence to the so called 'quality assurance' to uphold an element of credibility to the course.

Lecture videos are a central feature in the student learning experience in nearly all MOOCs, but the overall emphasis is too much on the instruction, and too little on the student—which is where learning really happens. The problem with making videos "central" to the student experience is that it comes at the expense of higher-order learning activities. More worrying is that students will spend almost all their time watching videos, as if that could magically elicit learning, without the hard work. We need to acknowledge the limitations of video and place emphasis on authentic learning and not just "engagement" (time watching, number of clicks).

Intertangling web of MOOC

Noted too that MOOC developers and their team are unable to depart their design efforts beyond slavish replication of traditional classroom practices. As such the major pedagogical components of most MOOC are based upon common classroom practices in the form of lectures, discussions, quizzes, further concretising the triumph of new technology over innovative pedagogies, and only pay lip service to technology enhanced pedagogies. That being said the primary strategies employed to assess learning in MOOCs are similar to those found in other educational strategies as in face-to-face courses, a totally online course, or the activities in a learning management system.

To add to the bandwagon are the so called versions of MOOC that the author would address as pseudo-MOOC in the form of Synchronous Massive Online Courses (SMOC), Small Private Online Courses (SPOC), Big Open Online Courses (BOOC), Distributed Online Collaborative Courses (DOCC), and to add to the misnomers, a Corporate MOOCs. In the absence of the mainstay of a learning community, these are no more than online courses which may be open or not, as the case may be.

"MOOC developers and their team are unable to depart their design efforts beyond slavish replication of traditional classroom practices"

Is the uniqueness of the learning community a distinguishing feature? The point, obviously, is that a cMOOC is completed; the relationships of the learners with members of that course don't end. They don't keep in touch with all 10,000 people, of course, but people in a cMOOC often cite the valuable relationships they fostered in the cMOOC as one of the big takeaways. These people end up part of their permanent Personal Learning Network, as members of their twitter feed, as Tumblr or blogger friends, as email-able resources, etc. On the other hand, much xMOOC social connection seems to die at the end of the course, and not persist in any useful way.

Massive learning scrutiny

In the Malaysian context, the 'MOOC' endeavour amongst higher educational institutions has government support for reasons of global presence, visibility, positioning and branding, cost effectiveness, elevating the quality of teaching and learning and lifelong learning. It begs scrutiny to ascertain the mechanism of any meaningful achievement of learning outcomes that should be the bottom line of any educational endeavour.

In the event that the MOOC endeavours were to collapse or spectacularly crash and fade into oblivion, the underlying ideology, design and output of the pseudo-MOOCs will prevail in the form of online learning the plethora of new innovations and added services that are developed in the process.

Closing remark

Succinctly, cMOOCs focus on knowledge creation and generation whereas xMOOCs focus on knowledge duplication. In order for the MOOC, in its original form, to be transformative, the education system must in tandem revolutionize until there is a parallel system of free or low-fee credentials, not controlled by traditional colleges, that leads to jobs. Alas, their true impact won't be felt until students and learners of all kinds have access to digital credentials that are also built for the modern world.

So, where do we MOOC from here ...?

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by Dr. Sakinah Ali Pitchay

What is application?

The simplest way to describe application is a program or group of programs which is designed for the end user to perform specific tasks. Applications for desktop or laptop computers are known as desktop applications, and those for mobile devices are called mobile apps.

This article focuses on free mobile apps for Android and iOS specifically for Universiti Sains Islam (USIM) user.

1) Moodle Mobile

This app is available for Android and iOS device. It allows the user to access GOALS system without using the internet browser.

The advantages are that it stays connected using the same account and student or lecturer can access it instantly. By using this app, e-learning is accessible at any time even when offline. User will also receive instant notification of messages and can upload images, audio, videos and other files from our mobile device. The conventional interface of GOALS is still accessible by clicking the Website menu.

2) Dictionary.com

This is a leading free app for English dictionary available in Android and iOS. Very beneficial for learning that require dictionary without required bringing the heavy old fashioned dictionary.

It helps user to find the meaning instantly and learn the pronunciation of the word by clicking the audio symbol. It also works offline. The drawback is that it disables the synonym function. The user needs to pay in order to use other features.

3) Dropbox

It lets us expand the internal storage into a cloud based backup of everything that is significant. Documents, photos, files, audios can be saved, accessed on all devices that we have installed as long the user login using the same username.

The advantage is that we can restore any files if we lose our phone or tablet. Besides, the user can share any folder with other user and set the editing preferences.

Nevertheless, the user needs to pay if the storage is exceeding the 2GB of storage that makes it disadvantages. To gain extra space, the user is encouraged other members to sign up. The worse disadvantage is that it is not secure and the servers are US based. It does not have built-in password. Therefore, protecting files such as adding password before upload it is advisable for any confidential data.

4) Evernote

This app allows us to save notes, files, voice memos and access them on various devices or laptop at any time the user prefer. The user also can set reminder and take snapshots and even hand write of the user notes for that personal flair. 5 Evernote features are:

- Paperless; Find it all on the computer or any supported device.
- Use the desktop app to scan or save all the documents to Evernote. Check email for a download link.
- Jot down ideas on the go and edit them on the computer later on.
- Snap photos of receipts and business cards to make them searchable.
- Save ink; Send travel info, and messages with other Evernote email address.

5) iTunes U

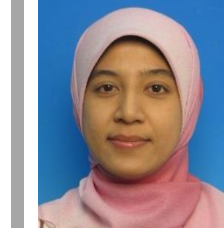
This app is designed specifically for Apple's user and the largest catalogue which offers free educational sources from over the world. It provides free and unlimited program or course registration. Participating institutions include UC Berkeley, Birmingham City University, MIT and many more.

On 3rd July 2015, Bernama.com reported that GOAL Centre successfully made USIM to be the first public university listed on the Apple iTunes U.

Among the ideas are to upload educational audio and video files that has element of the integration Naqli and Aqli knowledge.

As USIM is still new in this app, it is highly recommended for the academicians to contribute their useful sources and promote USIM in the international level.

GOALshare acknowledges Nurkhamimi Zainuddin, 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\[at\]usim\[dot\]jedu\[dot\]com](mailto:sakinah.ali[at]usim[dot]jedu[dot]com)



by Siti Salmiah Muhammad

Introduction

Preamble:

Myriad of educational innovations have increasingly changed learning culture worldwide. Gaining popularity, the flipped classroom is one of the latest pedagogical advancements available for educators.

Definition

In essence, flipped learning is a pedagogical approach that shift from group learning space to individual learning space by incorporating technology mostly but not limited to videos, prior to actual in-class learning sessions.

The Four Pillars

1. Flipped learning allows learners to learn in a **flexible environment** as they follow their own pace anytime anywhere.
2. It deliberately promotes learner-centered approach together with an active **learning culture**.
3. Flipped learning uses **intentional contents**, which align with the learning objectives, curriculum and assessments.
4. It encourages **professional educators** who continue to provide feedbacks to learners, monitor learning, collaborate, reflect and keep themselves abreast with innovations.

Advantages:

1. Allowing learners to tackle technical jargon or specific terminologies and comprehension parts prior to meeting.
2. Allowing more rooms for advance discussion, reinforcement and follow up activities.
3. Promoting learner autonomy in many ways.
4. Motivating learners as they feel empowered and gain more confidence.
5. Addressing all types of learners as multi sensory experiences are used as they engaged online.

Disadvantages

1. Preparing, developing or recording personal videos and curating materials can be technically taxing and time consuming.
2. Finding readily available videos that precisely match the learning objectives and the curriculum might not be easy.
3. Giving trainings including on time management, self-discipline and ethics to learners on how to effectively use digital medium as an educational platform remains important.
4. (Still) Requiring scaffolding activities in tutorial/lecture in order to help learners recap, reflect on and ultimately learn the content.
5. Requiring reliable Internet connectivity, because poor Internet coverage or any server failure not only dampen the learning process, but also frustrate and demotivate learners.
6. Making some learners at a disadvantage, as they may not have the devices such as laptop or tablet and access to the Internet.

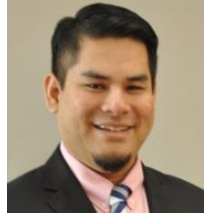
Suggestions

1. Providing human resource assistance such as technical staff to collaborate with educators.
2. Pooling, producing videos and curating materials together among educators.
3. Providing trainings and supports to those who intent to opt for flipped learning.
4. Upgrading the Internet connectivity and improving the speed of server.

Conclusion

Bringing technology into education is interesting and seems inevitable. **Perhaps the best part of flipped learning is it allows educators more time to concentrate on the development of higher order thinking skills, deemed crucial in the 21st century.** Integrating technology in learning is not without challenges and resistance though. Of equal importance too, technology and content must be leveraged in order to maximize learning. **To flip or not to flip is a matter of choice, but flipped learning is definitely an approach worth considered.**

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



بقلم: د. نورحميمي بن زين الدين

تعريف الحوسبة السحابية

قد عرفت الحوسبة السحابية بأنها تكنولوجيا تعتمد على نقل المعالجة ومساحة التخزين الخاصة بالحاسوب إلى ما يسمى السحابة وهي جهاز خادم يتم الوصول إليه عن طريق الإنترنت. وبذلك تساهم هذا التكنولوجيا في إبعاد مشاكل صيانة وتطوير برامج تقنية المعلومات عن الشركات المستخدمة لها، وبالتالي يتركز جهود الجهات المستفيدة على استخدام هذه الخدمات فقط. وتعتمد البنية التحتية للحوسبة السحابية على مراكز البيانات المتطورة والتي تقدم مساحات تخزين كبيرة للمستخدمين كما أنها توفر بعض البرامج كخدمات للمستخدمين، وتعتمد في ذلك على الإمكانيات التي وفرتها تقنيات ويب 2.0.

تطبيقات تربوية وتعليمية للحوسبة السحابية

إن ثمة إقبالاً متزايداً على منظومة الحوسبة السحابية في القطاعات التعليمية، وأن خدمة Google Apps التي أطلقتها الشركة، والتي تعوّل.



ثانياً: تقديم منصات عمل رخيصة ومضمونة عند الطلب مع إتاحة إمكانية الوصول إليها بطرق سهلة.

ثالثاً: ضمان الصيانة وتوافر التحديث بشكل دائم من خلال الطرف الثالث، والذي تُمنّله الشركات المستضيفة Hosting.

رابعاً: تُتيح المزيد من المرونة وتعدد الخيارات التي تُعزز الفاعلية، وترفع الكفاءة في المؤسسات من خلال زيادة الإنتاجية وتقليل تكلفة الملكية ومن أهم الحلول التي تُقدّمها الحوسبة السحابية، ما يُعرف بالتكنولوجيا التعاونية Online Meet التي تُركّز على قدرات التفاعل في الوقت الحقيقي.

خامساً: تتواءم مع التطورات الكبيرة التي طرأت في الآونة الأخيرة على صناعة الحواسيب، ليس فقط المكتبية أو المحمولة، بل وأيضاً الحواسيب الكفّية Book Net.

مستقبل الحوسبة السحابية

ستصبح الحوسبة السحابية عن قريب كل شيء بكل تأكيد وسنصل إلى النقطة التي ستتحول فيها جميع أنظمة التشغيل إلى أنظمة سحابية مشابهة لنظام Google Chrome. فشرية غوغل بدأت في هذا الخط مبكرة، وستبعتها بقية الشركات وسنصل إلى مرحلة تسمح للمستخدم بتشغيل جميع تطبيقاته عبر الويب.

بشكل رئيس على الحوسبة السحابية، يستخدمها حالياً أكثر من 8 ملايين مُستخدم حول العالم، من طلبة ومُدرسين ومؤسسات تعليمية. وغيّر خدمة Apps Google، فإن ثمة تطبيقات أخرى عديدة للحوسبة السحابية، يستفيد منها قطاع التعليم، منها مُحرر المستندات Google Docs وهو خدمة تقدّمها غوغل، لجميع مُشتركيها الذين لهم حساب لديها، وتتيح للمُشترك كتابة مُستنداته الخاصة ببرامج واحد يجمع مواصفات عدّة برامج مثل مُحرر النصوص المعروف Word وExcel والعروض التقديمية PowerPoint.



ومن التطبيقات أيضاً Office365 والذي يوفر محررات Office بشكل مباشر على الإنترنت، وكذلك ميّزات التواصل الفعال بين المستخدمين وخدمات أخرى عديدة.

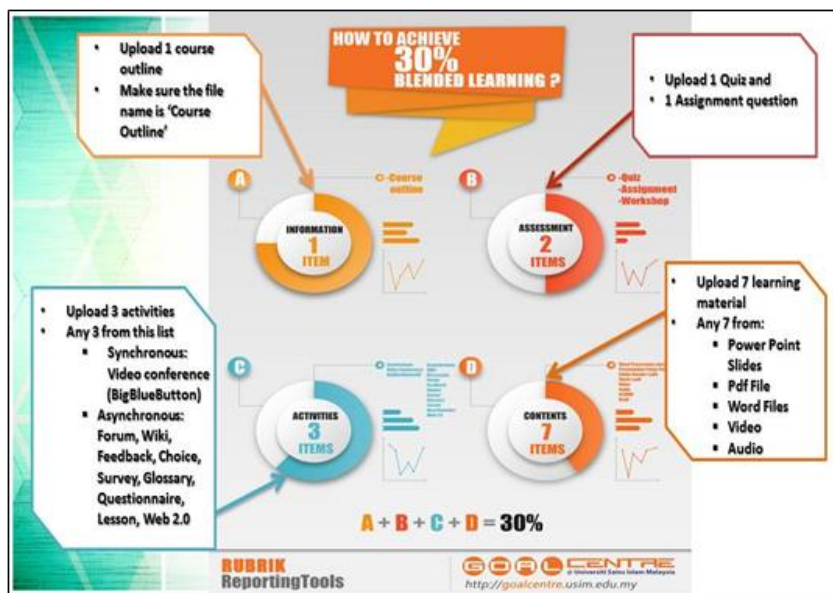


مزايا الحوسبة السحابية

أولاً: إمكانية الاستفادة منها في حفظ وتخزين معلومات دائمة في حاسبات خادمة مُتّصلة بالإنترنت.

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

HOW TO ACHIEVE 30% BLENDED MODE



Nurhuda Ruzlan

Global Open Access Learning Centre

5 May 2015 (Tuesday)

2.30 pm – 5.00 pm

Library Seminar Room, USIM

"Workshop on How to Achieve 30% Blended mode in one (1) hour" is another initiative taken by GOAL Centre to increase the use of GOALS systems and in addition to provide guidelines on how to achieve 30% blended learning among USIM lecturers.

Blended learning definition, according to the National Association of e-Learning is a course that has a blended approach to online learning mode with face to face learning mode of which 30%-79% of the course content delivered online.

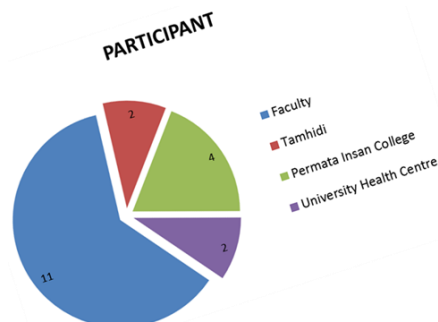


Figure shows numbers of workshop participants

Participant

A total of nineteen (19) participants attended the workshop, eleven (11) are from faculties, and two (2) persons from Tamhidi. The workshop was also attended by several lecturers from the College of Permata Insan of four (4) persons and two (2) persons from University Health Centre.



Achievement during workshop

A total of 8 participants have reached 30% during the workshop and 2 were more than 25% and 3 more than 20%. For participants who do not reach the 30% blended mode, they must complete a given substance according to the rubric and the percentage of use will be monitored from time to time.

VISIT FROM ILMU OF LTT GLOBAL

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre

6 May 2015 (Wednesday)

4.30 pm – 5:00 pm

GOAL Centre, USIM

A working visit from four (4) representatives of the Instilling Learning for Malaysian Unity (ILMU) lead by Ms. Rani Wemel was held on 6 May 2015.

This casual visit is aim to get more update from the Director of GOAL Centre; Prof. Dr. Rozhan M. Idrus on his current project and research. Ms. Rani and Prof. Rozhan have previously working on a few projects during his years at USM.

ILMU is a local education a free learning platform offering thousands of digital resources for all age initiated by LTT Global - founders of My Mobile University. This platform was launched back in the year 2013.

Both parties have agreed to work closely in the future to promote open learning throughout the nation for the benefits of Malaysia. The visit end with the presentation of token of appreciation from both parties.



COVER STORY

VISIT FROM UNIVERSITAS MATHLA'UL ANWAR BANTEN, INDONESIA

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

8 May 2015 (Friday)
10.00 am – 11.30 am
GOAL Centre, USIM

A working visit from two (2) representatives of the Universitas Mathla'ul Anwar from Banten, Indonesia was held on 8 May 2015.

This visit is aim to get more information on the setting of e-learning platform in USIM, and also on the process of developing content in a more creative and interactive way.

Universitas Mathla'ul Anwar or UNMA in short, is a private university and was setup back in 2001. It has 10 faculties comprising range of programs from education to health studies. UNMA house almost 6,000 students, and was endorsed by the National Education Department of Indonesia on the August 2001.

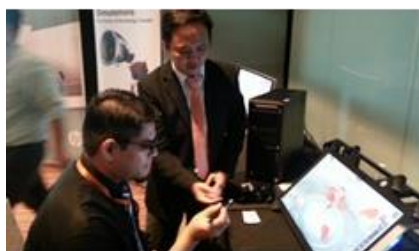
Both parties have agreed on future collaboration, mainly on the content development. The visit end with the presentation of token of appreciation.



HP WORKSTATION EDUCATION SOLUTION SHOWCASE

Nurhuda Ruzlan
Global Open Access Learning Centre

12 May 2015 (Tuesday)
8.30 am – 5.00 pm
Pullman Hotel, Putrajaya



"Create a unique education experience with new HP Workstation solutions"

The HP Workstation Education Solution Showcase sharing how HP can help in creating a unique education experience for students, and make students highly valued by their potential employers.

- Learn how technology and social trends are changing the way we work, and the tools we use
- Discover our industry-leading solutions and how they help you deliver value to your students
- Watch industry experts demonstrates solutions, including the latest in 3D technologies
- Get hands-on experience with the products

LIFESIZE PRODUCT DEMO

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

26 May 2015 (Tuesday)
11.30 am – 1.00 pm
GOAL Centre, USIM



A session from AudeoNet (M) Sdn. Bhd; distributor and wholesaler of video conferencing, audio conferencing and AV solutions was held on the 26 May 2015, led by its Senior Manager; Mr. Kenneth Teo to demonstrate the capability and function of LifeSize Video Conferencing Unit.

One unit of PTZ Camera and Echo Cancellation Desk Microphone was demonstrated during the session. GOAL Centre will discuss the requirement of video conferencing in USIM with Pusat Teknologi Maklumat (PTM) of USIM.



AUDACITY

Nur Syakira Redzuan

Global Open Access Learning Centre



Audacity was one of the useful tools that speed up the development of eLearning. It is free, open source and cross-platform software for recording computer software applications and editing sounds. Audacity suits for Windows, Linux and other operating system.

Audacity was popular in the education world because it's free and open source. Therefore, its developers are more encouraged to make an interface that easier for students and teachers.

To make an interesting audio to use in eLearning, it should combines multiple audio recording from multiple sources. Therefore, audacity helps in mixing and processing all types of audio, including podcasts by adding effects such as normalization, trimming, and fading in and out.

It has such as recording and playing back sounds, editing functionality; copy and paste and also noise reduction.

However, there were limitations of open-source software like the Audacity. Audacity does not support 64-bit audio effect plug-ins, lacks of dynamic equalizer controls, real time effects and support for scrubbing. Audio will be corrupted if someone runs out of disk space during editing, because there are no warnings when the disk space is low.

Official site: <http://audacityteam.org/>



Figure 1: Screenshot of an Audacity project

PIKTOCHART



Piktochart is web-based application software which allows non-designer users to create beautiful infographic in as little as 10 minutes by using over 400 fully customizable templates, icons and graphics.

Users can easily use this web-based application to make their information understandable and valuable by using because it is easy-to-use editor where users can feel the freedom to edit everything and anything.

The users have to choose over 100 categorized themes that suits well their information and then customize their infographic using Piktochart's intuitive editing tools. Besides, Piktochart was built in with 1000 images in its library to be chosen or users can upload their own images.

All infographics used in this application are readable by search engines and have clickable elements for its users because it's have HTML publishing capability. Besides that, users also can share their infographic online throughout the world by link, embed, email or share it on social media.

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

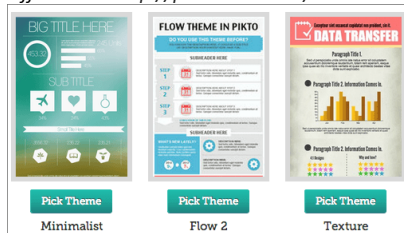


Figure 2: Screenshot Piktochart customizable themes

DIPITY



Dipity is a free digital timeline management website. It was used to create an interactive, free timelines online just a few minutes.

By using Dipity, users can create and share their own timelines to organize web's contents or useful information on the internet by date and time.

It was integrate with multimedia elements and social media such as video, audio, images, text, geolocation and timestamps.

All the photos, videos, news and blogs are displayed in chronological order via its dynamic visualization.

How can Dipity help? Dipity helps in creating multiple learning styles where text-heavy historical information was more visual that will be appealing to visual learners.

Besides, Dipity also applied anytime learning where users are given control on what they are focusing and they can learn anytime to create informational timelines.

Official site: <http://www.dipity.com/>



Figure 3: Screenshot of Dipity's timeline

RECOLIVE MULTICAM

Nur Syakira Redzuan

Global Open Access Learning Centre

RecoLive Multicam is multi-camera shooting application launched by RecoLive Sàrl, located in Yverdon-les-Bains, Switzerland. This app gives chances to amateur videographers to create a video such as professional.

This app runs on any iOS device that running with iOS8. To create a video that was similar with professional quality; users just have to use iPad or iPhone as a production switcher and additional iPhones or iPods as video cameras.

Each iPhone, iPad or iPod can be used as either a camera or the switcher that running with RecoLive Multicam. Then, with a Wi-Fi network, a list of all the other iPhones, iPods or iPads was shown on the device that use as a switcher.

All the cameras are view simultaneously for users to choose the selected camera's images or even can combine them from several cameras and add transitions from one camera to another.



Figure 1: RecoLive MultiCam – The Multi-Camera Shooting App for iOS

With the switcher, all the camera's images are displayed in live mode. It will view it on the preview panel on iPad and it will easier for users to select one. They just have to click on 'Live' button to include its video stream in their recording. A red light on the camera screen indicates when the camera is live.

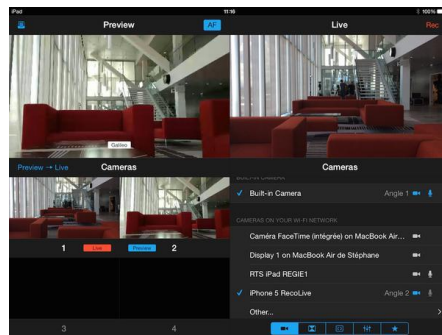


Figure 2: RecoLive Switcher in different angle's view

Every time the 'Live' button is pressed, the app switches to the selected camera. Several transition modes are available: cross fade, wipe, cube and more.

By using Apple's gadgets such as iPhone and iPad all the video is recorded with full HD. Therefore, each camera's recording output is sent to the switcher to make the final product.

Below are the requirements for this app:

- runs on any iOS device running iOS8
- A Wi-Fi network
- It can downloaded on the AppStore

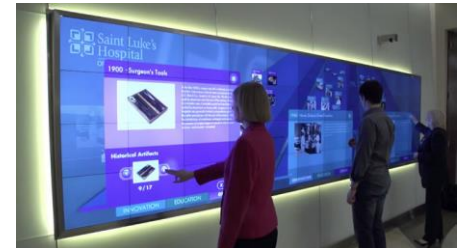
Official site: <http://recolive.com/en/>

Figure 3: RecoLive Multicam & Switcher



INTERACTIVE WALL

Interactive wall is digital-wall technology that can displayed visual content projected onto virtually any surface. Below is the picture of how's Interactive Wall look alike:



With this Interactive Wall, it gives exciting experience and body interaction where users can controls activities like advertisement, games and presentations along with the special effects and simple hand and body motions.

How does it work? It works with the sensor and built-in advanced gesture tracking software that make it compact and powerful application.

Interactive Wall can be built up from 3 meters up to 20 meters or more depending on the amount of data projectors and tracking cameras deployed.

Below is the list of applications that applied Interactive Wall:

- Product Presentation
- Advertisement
- Games
- Photorealistic Environments For Tourism Centres
- Timelines For Museums And Corporate Visitor Centres

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FORTHCOMING PROGRAMS

International Multi Conference on Education and Technology (IMCET 2015)



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

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

Deadline for paper submission:
3rd August 2015

Scope of conference:

Online learning

Distance education
Educational technology
Technogogy
Technology enhance learning
Online & distance learning management

Early childhood education

Gifted children
Special management
Child psychology

Islamic medical education

Issues in medical education
Fiqh issuein medicine

Fee Structure:

Malaysian	MYR 750.00
Other Countries	USD 250.00
Virtual Participant	USD 150.00
Workshop	USD 50.00
Exhibition	MYR 1,000.00

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

Registration:

<http://imcet.usim.edu.my/registration/f>
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2015 International Conference on Frontiers of Educational Technology (ICFET 2015)

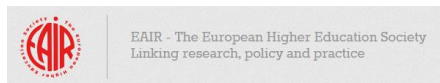


29 – 30 July 2015
Shanghai, China
Website:
<http://www.icfet.org>
Deadline for abstracts/proposals:
15 May 2015

2nd International Conference on Education & Training Technologies (ICETT 2015)

10 - 11 August 2015
Singapore
Website:
<http://www.icett.org>
Deadline for abstracts/proposals:
25 May 2015

37th Annual EAIR Forum Krem 2015



30 August – 2 September 2015
Krem, Austria
Website:
<http://www.eairweb.org/forum2015>
Deadline for abstracts/proposals:
Null

3rd International Conference on Language, Literature, Culture & Education



17 – 18 October 2015
Kuala Lumpur, Malaysia
Website: <http://icsai.org/icllce>
Deadline for abstracts/proposals:
4 September 2015

7th International Conference on Teaching, Education, and Learning (ICTEL)

10 – 11 October 2015
Port Louis, Mauritius
Website:
<http://www.ictelmauritius.com>
Deadline for abstracts/proposals:
1st October 2015

8th International Conference on Teaching, Education, and Learning (ICTEL)



29 – 30 December 2015
Kuala Lumpur, Malaysia
Website: <http://www.ictelmalaysia.com>
Deadline for abstracts/proposals:
19 December 2015