

eISSN 2289-8727



9 772289 872005 >



WELCOMING 21ST CENTURY EDUCATION

Page 2

JAN & FEB 2016
HIGHLIGHT

RELEVANCY OF COPYRIGHT IN E-LEARNING

Page 5

Chief Editor Dr. Najwa Hayaati Mohd Alwi
Editor Ahmad Farid Mohd Jamal
Designer Ahmad Farid Mohd Jamal
Publisher Bahagian Penerbitan, Universiti Sains Islam Malaysia



WATCH LIST USIM 2ND E-LEARNING COLLOQUIUM

Page 12

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

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

format

eISSN 2289-8727



9 772289 872005 >

Global Open Learning Access Centre @
Global Open Access Learning (GOAL) Centre
Level 1, Library Building
Universiti Sains Islam Malaysia (USIM)
71800, Bandar Baru Nilai
Negeri Sembilan
MALAYSIA

Tel: +6 06 798 6270
Fax: +6 06 798 6250

<http://goalcentre.usim.edu.my>

First issue
January, 2015
Global Open Learning Access Centres, USIM

GOAL Share is published by Penerbit USIM
for GOAL Centre of Universiti Sains Islam Malaysia



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

GOAL CENTRE
@ Universiti Sains Islam Malaysia



Today, there are voluminous technology and tools for the learning and teaching approach. The idea is not to replace the educator but to enrich content and support the teaching and learning process. With the new criteria of 21st learner, education delivery should be revamped and face-lift, so that the right content attained at the right time.

Students nowadays are very curious, eager to learn, and willing to do whatever it takes to learn. Furthermore they are prepared to learn across the globe and with the e-learning concept this geographical barrier can be overcome. Now the concept of global classroom has allowed learner to receive the knowledge beyond the physical classroom. The approach by Open Educational Resources (OER), Open Courseware (OCW) and – now prominent - The Massive Open Online Courses (MOOC) has opened the learning up to global audiences. Are we ready to transform for the landscape of 21st century learners with 4 c: Critical thinking, communication, collaboration and creativity?

Possibly we have to move from online sessions for collaborative work, and discussion, use of many free tools in the market to capture and organize ideas. Develop our own content with Naqli and Aqli integration philosophy. What is important now is the concept of learning is happening everywhere not limited to the brick and mortar classroom.

Najwa Hayaati Mohd Alwi (PhD)

GOALS USER STATISTIC

GOALS traffic record – Data of 23 January – 26 February 2016

Intan Ros Safina Binti Safri
Global Open Access Learning Centre

Record shows the decreased in traffic by 48.90% for the period between 23 January to 22 February 2016 compared with the period from 23 December 2015 to 22 January, 2016 (21,588 compared to 42,245 visits) (Refer to Figure 1). This trend also complimented by the decrease rate of new visitors by 22.4% (56.8% versus 33.4%) over the same period (Figure 2). On the other hand, the rate of returning visitors increased by 22.4% (44.2% versus 66.6%) for the same period.

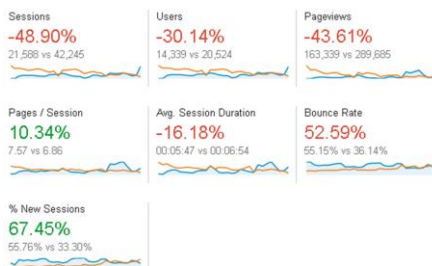


Figure 1: Records of GOALS visit for the period 23 Jan to 22 February 2016

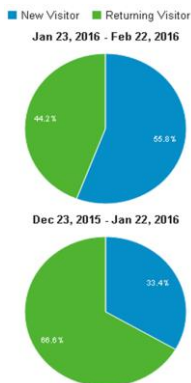


Figure 2: Record of new visitor and returning visitors of GOALS for the period 23 Jan to 22 February 2016

Figure 3 and 4 below shows the resources (region and country) of GOALS visits in the period 23 January to 22 February 2016 compared with the period from 23 December 2015 to 22 January, 2016. The highest visit is 63.58%, and 52.29% from Nilai and Malaysia respectively. This rate is due to the high placement of USIM student is in Nilai, Malaysia.

City	Sessions	% Sessions
1. Nilai		
Jan 23, 2016 - Feb 22, 2016	13,725	63.58%
Dec 23, 2015 - Jan 22, 2016	22,092	52.29%
% Change	-37.87%	21.57%
2. Kuala Lumpur		
Jan 23, 2016 - Feb 22, 2016	3,808	17.64%
Dec 23, 2015 - Jan 22, 2016	8,706	20.61%
% Change	-56.26%	-14.41%
3. Ampang		
Jan 23, 2016 - Feb 22, 2016	726	3.36%
Dec 23, 2015 - Jan 22, 2016	614	1.45%
% Change	18.24%	131.38%
4. Seremban		
Jan 23, 2016 - Feb 22, 2016	373	1.73%
Dec 23, 2015 - Jan 22, 2016	5,511	13.05%
% Change	-93.23%	-86.76%

Figure 3: The source of visitors (domestic) for the period 23 January to 22 February 2016 compared with the period from 23 December 2015 to 22 January, 2016

Country	Sessions	% Sessions
1. Malaysia		
Jan 23, 2016 - Feb 22, 2016	20,968	97.13%
Dec 23, 2015 - Jan 22, 2016	41,262	97.67%
% Change	-49.18%	-0.56%
2. United States		
Jan 23, 2016 - Feb 22, 2016	188	0.87%
Dec 23, 2015 - Jan 22, 2016	235	0.56%
% Change	-20.00%	56.55%
3. United Kingdom		
Jan 23, 2016 - Feb 22, 2016	50	0.23%
Dec 23, 2015 - Jan 22, 2016	186	0.44%
% Change	-73.12%	-47.40%
4. Indonesia		
Jan 23, 2016 - Feb 22, 2016	40	0.19%
Dec 23, 2015 - Jan 22, 2016	35	0.08%
% Change	14.29%	123.64%

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

Facebook still had the largest traffic that cited GOALS with 95.65%. Record of visits from internal network decreased by 36.41% while, visit using other internet provider's such as personal broadband, internet cafes and others increased by 5.8% in the period 23 January to 22 February 2016 compared with the period from 23 December 2015 to 22 January, 2016

Open & Distance Learning (ODL) welcomes 21st Century Education – Part I: The Structure



By: Prof. Dr. Rozhan M. Idrus

REMINISCING THE BEGINNING

In 1986, I returned to Malaysia with a PhD in Physics and was thrust into the world of distance education in the Universiti Sains Malaysia (USM) on the island of Penang in Malaysia. Distance education .. ? teaching undergraduate Physics .. ? adult students .. ? 28 years on, it has been an immensely rewarding and enriching experience. Straggly enough, it felt like events are coming round full circle .. allow me to elucidate.

In the current digital educational landscape, conventional institutions of higher learning are in 'awe' at the 'paradigm' and so-called 'major shift' in teaching programmes and 'new' styles of teaching. Lo and behold, practitioners of open and distance learning did not even bat an eyelid .. In fact, we are in awe and the aweness being experienced by our 'conventional' colleagues.

Lectures are obsolete, says University of Adelaide vice-chancellor Warren Bebbington. "My view is they're gone; they're never coming back," he said as he described his university's experience in replacing lectures with online learning. Small-group experiences known as "blended learning" or "flip the classroom" – a new style of teaching that many universities worldwide are being experimenting with. Professor Bebbington said it does cost money to set up. Lecturers have to create online courses, which means adopting online pedagogy methods and working with the university's new learning innovation centre to shoot videos. "I think it is superior," he said (Dodd, 2015).

ODL IN THE EARLY DAYS

Historically, the Universiti Sains Malaysia (USM), the pioneers of distance education in Malaysia in 1969, was established on the philosophy to;

- help adults who had earlier missed the opportunity for a higher education to qualify for a degree,
- narrow the gap of educational opportunities amongst the various ethnic groups in the country,
- take education to economically deprived and geographically isolated areas,
- increase the availability of skilled manpower, and
- improve the performance of those already in employment by updating their knowledge and skills

Even then, there were variations of the concept worldwide and goes by different names such as;

- The Open University (UK)
- Correspondence study
- Off-campus studies
- Home study
- Distance learning studies
- Postal study
- Study by distance
- Gaya Pos Adabi (Malaysia)

Nowadays, the advances and capabilities of telecommunications have given the strategy a new spin and sophisticated labels in the forms of;

- E-Learning study
- OER University
- iTunes U
- virtual universities
- online courses

- mymobileuniversity
- online distance learning
- university of the air

Basically, a distance learning system rests on three pillars of the teaching & learning, the delivery mechanism and the support system. This was translated into action in that

- the teacher and learner being separated in space and time during the main teaching activities;
- the teaching and learning activities are conducted via educational media, and
- there exist a pro-active teaching and learning support mechanism that is provided by the institution or organisation.

In essence, these pillars are applicable across all known educational settings, and only differ in institutional definition. For example, we say students are in full-time study in a conventional study. In fact, they are only in full-time residence, and for a particular course would only attend a two-hour lecture in a week. Then on, they study via their own learning strategies and various educational media and utilises the support systems provided such as the library and telecommunications capabilities.

Due to the separation of the teacher and learner which is more akin to a pedagogical separation than a separation of physical presence, the educational transaction adopts a modular approach whose learning package characteristics being ;

• Individualised	- may be used by individual learner or provide uniform instruction for a large number of learners
	- can present different content or different approaches to the same content
• Flexible	- can be arranged in a variety of sequences. One module might meet the requirement of parts of several courses or training programmes
• Freedom	- provides maximum freedom for individual study - the learner studies at the pace most suitable to them - teacher is freed from repetitiously presenting the content and can serve the learner in a more meaningful manner
• Media Variety	- can incorporate a wide variety of media - students are free to use any or all of the media, materials and activities
• Active participation	- materials are interaction centred and allow students to learn by doing - questions and responses replaces passive experiences
• Motivation	- written to get the learner interested and involved and cultivate and develop self esteem

WHY ODL?

The instructional and delivery medium and learning package in open an distance learning is a rich blend of presentation and interaction mechanism that facilitates for self-learning by the working adult, the mobile employee and house bound learners (for example); people who not able to be in full-residence in an institution and not bound in space and time. As such, the printed text, film strips, slides, audio and video cassettes, laser disks, CDs, audio-graphics, radio and TV broadcast are channelled via course media in the form of teleconferencing (audio, audio-graphics, full 2-way video), mobile devices, the Internet (including computer conference and computer mediated communications) which are supported by trainers, tutors, facilitators, counsellors and academics. Blended learning ..? ODL have been in a blended format since its inception. Conventional institutions don't even come close to the variety of blend that exists in ODL.

Hence the concept of blended learning will, in its capacity of utilisation and application be the use of small media, big media, low cost, high cost, low tech, high tech - hence the appropriate use if assistive technology to facilitate for the educational transaction.

The mode/ technology used to address different cohort of learners and how each category want to learn will differ. Therefore educational delivery cannot be a one size fits all. Eventually, all learners in every academic setting must learn to undergo critical thinking and learn to adapt to changes in the future - this boils down to the design of instruction, pedagogically articulated educational resources, and not just the uploading PowerPoint presentations or video lectures.

The development of interactive and collaborative technologies has paved the way for innovations in the teaching an e-learning in ODL, much to the benefit and richness in delivery and pedagogy for the learners. Institutions or organisations with a significant commitment to distance learning and open education have been at the forefront of adopting new technologies to increase access to education and training opportunities. Thus, distance education operations have evolved through the following six generations, viz,

Generation	Model	Description
First	<ul style="list-style-type: none"> • Correspondence 	- based on print technology
Second	<ul style="list-style-type: none"> • Multimedia 	- based on print, audio and video technologies
Third	<ul style="list-style-type: none"> • Tele-learning 	- based on applications of telecommunications technologies to provide opportunities for synchronous communication
Fourth	<ul style="list-style-type: none"> • Flexible learning 	- based on online delivery via the Internet
Fifth	<ul style="list-style-type: none"> • Auto Response 	- based on the further exploitation of new technologies and Artificial Intelligence
Sixth	<ul style="list-style-type: none"> • Synchronous • Community Oriented • Reflective and • Experiential 	- based on interactive and collaborative technologies – fuses the activity-based online synchronous classroom and read/write web tools

SUSTAINING INNOVATIONS

It has to be pointed out that the ensuing generations and models established as an outcome of the emergence of new technologies does not nullify the functionality of the previous generations. As such, it would be more akin to a customisation or appropriation based on features of the previous generations that are deemed relevant to the quality of teaching and learning. It is to no surprise that different countries may have their own definition of e-Learning, say. In Malaysia, the National Information Technology Council (NITC, 1999) Working Group on Electronic Learning initially defined eLearning as learning environments consisting of hardware, software and personnel; multi-facet learning programmes that utilises distance learning, interactive cable TV, and the Internet to connect learning environments to homes, place of work, and the community at large.

If we scrutinise the basic structure of open and distance learning, it can be seen that the digital learning landscape of the 21st century is heading towards the assimilation of open and distance learning including the flexibility, versatility and universality of its characteristics. Practitioners of ODL should be consultants to conventional institutions as they grapple in awe at the so-called new styles of teaching and innovative pedagogies, all of which are the norms in ODL.

PART II TO COME:

The Educational Transaction

REFERENCES

- Dodd, T. (2015). University of Adelaide is phasing out lectures - <http://www.afr.com/technology/apps/education/university-of-adelaide-is-phasing-out-lectures-20150625-ghxgoz>
- O'Donoghue, J. (2009). Technology-Supported Environments for Personalized Learning: Methods and Case Studies, IGI Global
- NITC (1999). National Information Technology Council Working Group on Electronic Learning

*Rozhan M. Idrus is the e-Learning expert and GOAL Centre Director at the **Universiti Sains Islam Malaysia**. He can be contacted at rozhan@usim.edu.my.*



By: *Haliza Abd Shukor*

INTRODUCTION

The advancement of technology in this century has successfully brought rapid change in the way conventional teaching used to take place. Prior to the existence of electronic media and the internet, teaching would mean giving lectures to the students in a classroom. However, with the current development in technological area, teaching is no longer confined to the classroom. Teaching can take place anywhere, via internet using skype or recorded video. Hence, the law also continues to play its role in giving protection to works being published online. Generally, the relevant law associated with the contribution of creative ideas and effort by human is the intellectual property law. Intellectual property law is a general law consisting of laws relating to patents, copyright, designs, trademarks as well as host of related rights. In relation to e-learning, the relevant branch of intellectual property law is the copyright law.

COPYRIGHT LAW AND E-LEARNING

Copyright law commonly relates to protection of literary works, embodied for example in books, novels, dramas, broadcasting scripts, treaties, written articles, letters, newspapers, lectures and computer programs. In fact, the protection given by the copyright law is not limited to literary works but also extended to musical works, artistic works, films, sound recordings and broadcasting.

The relevant statute dealing with copyright law in Malaysia is known as the Copyright Act 1987. The Copyright Act 1987 provides various provisions relating to works eligible for protection under the copyright law, provisions relating to works eligible for protection under the copyright law, rights given to authors, infringement of works by infringers as well as various ways in which such rights may be exploited by the authors.

On the other hand, electronic learning or in short, e-learning enables learning via internet using electronic media. E-learning may be in various forms such as using power point during lectures, using skype to interact with students especially for distance lecturing or virtual classroom. In the event e-learning takes place, various materials, in the form of written texts or live lectures are available via the internet in order to be accessible by the students. Positively, this would mean that learning material is accessible without any limitation. On the other side, since the materials are available online, it may be copied by others, which would otherwise reduce the incentives to perform online learning on the part of the teachers. Hence, it is important that the material submitted for online learning is protected by the copyright law.

The Copyright Act 1987 in its Section 36(1) provides that infringement takes place a person “does, or causes any other person to do, without the licence of the owner of the copyright, an act the doing of which is controlled by copyright under this Act.”



Some of the acts which may constitute infringement are importing an article into Malaysia, for the purpose of selling, letting for hire, or by way of trade, offering or exposing for sale or hire, the article, or distributing the article without obtaining the consent or license from the copyright owner. This is provided under Section 36(2) of the Copyright Act 1987.

Hence, any person guilty of performing such acts will be penalized by the copyright law. Under Section 43 of the Copyright Act 1987, the law imposes “a fine of not less than ten thousand ringgit and not more than fifty thousand ringgit or to imprisonment for a term not exceeding five years or to both.” Thus, it is well established that performing acts controlled by the copyright without the consent of the copyright owner amounts to an infringement and may be subject to penalty imposed by the Copyright Act 1987.

GENERATING INCOME VIA E-LEARNING

As a result of legal protection given to the works produced by the authors, the possibility of generating income out of the copyrighted works seems probable.

An example would be when a teacher who successfully introduces a pedagogy method, in the form of live lecture or if he reduces it into writing, in the form of an article.

Interested parties who found it useful may license the copyrighted material from the teacher who is the author. Licensing is simply a permission given by the author (the Licensor) to the other party (the Licensee) to perform acts controlled by copyright. In consideration of the permission given by the author to the Licensee to perform acts controlled by the copyright law, the author will receive royalties from the Licensee. This is one of the various ways in which an author may reap profits as a result of exploiting his rights under the copyright law apart from assignment.

CONCLUSION

The practice of e-learning is beneficial and should be encouraged since it offers flexibilities in teaching and learning. On top of that, e-learning may be used to generate income if adequate legal protection has been made to protect the material submitted online. Worries among authors in relation to materials being copied if being exposed online should not exist especially when necessary protection have been taken to protect the works via the copyright law.

Haliza A. Shukor is the lecturer of Faculty of Syariah and Law at the Universiti Sains Islam Malaysia. She can be contacted at hliza@usim.edu.my.





بقلم: د. نورحيمي بن زين الدين

وتحفيزاً، ومن بين هذه العناصر التي نعرفها جيداً أثناء استخدامنا للعبة ما:

فوائد التلعيب في التعليم، ودوره في دفع العملية التعليمية إلى الأمام وتحقيق نتائج إيجابية، فمن فوائد هذا المنحى التعليمي الجديد ومن الأسس والمفاتيح التي تجعل مبادرات تطبيقه الفصول الدراسية ناجحة، ما يلي

- 1- النقاط التي نجتمعها
- 2- المستوى الذي نصل إليه
- 3- ترتيبنا وسط اللاعبين الآخرين
- 4- التحديات التي تقابلها في اللعبة
- 5- الجوائز والهدايا التي تكسبها
- 6- الأوسمة أو النياشين التي تكسبها كلما حققت إنجازاً (Badges)



التلعيب Gamification هو مصطلح جديد مشتق من كلمة Game أي اللعب أو اللعبة، ويترجم عربياً بكلمة التلعيب أو اللوعبة. ظهر بداية في مجال التسويق التجاري للترويج للعلامات التجارية، ثم انتقل إلى ميادين أخرى بما فيها التعليم والتدريب والإعلام والصحة.

إن التلعيب كممارسة كان موجوداً في فترات سابقة، ومنذ عقود من الزمن، وشهد حضوراً وتطبيقاً في كثير من مجالات حياتنا، من خلال المسابقات والاختبارات، ولكن الجديد في التعامل معه هذه المرة هو ما يتصل بعلاقته بالتكنولوجيا، إلى جانب أنه كمفهوم ومصطلح علمي هو جديد بدرجة كبيرة، لأنه لم يعد مجرد آلية عملية ارتجالية، وإنما أصبح مفهوماً علمياً يمثل استراتيجية جديدة لصيقة بعالم التكنولوجيا.

الألعاب كأداة تعليمية

مهما اختلفت الألعاب في نوعياتها وأهدافها وتقنيات صناعتها، فإنها تشترك في مجموعة من العناصر الثابتة التي تجعلها أكثر تشويقاً

- 1- منح الطلاب كامل الحرية في امتلاك آلية التعلم التي يجوبونها ويستوعبونها.
- 2- التحفيز على التعلم الذاتي المستمر.
- 3- منح فرصة التعلم باستخدام الشخصيات الافتراضية.
- 4- توسيع هامش الحرية في الخطأ والمحاولة دون أية انعكاسات سلبية.
- 5- مضاعفة الفرص لزيادة التمتع والفرح في الفصول الدراسية.
- 7- إتاحة التعلم بواسطة وسائل تعليمية مختلفة.
- 8- محاولة ربط التعليم بالحياة الواقعية والتطبيق العملي.
- 8- إعداد مجموعة مناسبة وغير محدودة من المهام للطلاب.
- 9- اكتشاف دوافع الطلاب الذاتية نحو التعلم.



ماذا نعني بالتلعيب في التعليم؟

التلعيب في التعليم هو اتجاه تعليمي ومنحى تطبيقي جديد، يهتمّ بتحفيز الطلاب على التعلم باستخدام عناصر الألعاب في بيئات التعلم، وذلك بهدف تحقيق أقصى قدر من المتعة والمشاركة، من خلال جذب اهتمام المتعلمين لمواصلة التعلم، ويمكن للتلعيب أن يؤثر على سلوك الطالب من خلال تحفيزه على حضور الفصل برغبة وشوق أكبر، والتركيز على المهام التعليمية والمعرفية المفيدة، وأخذ المبادرة في عملية التعلم.

ما فوائد التلعيب في التعليم؟

بعيداً عن صبغة المصطلح وحدوده الدلالية والمعرفية، فإذا تحدّثنا عن

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

VISITS

Tashkent Islamic University, Uzbekistan

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

06 January 2016 (Wednesday)
GOAL Centre



A working visit from the Pro Rector of the Tashkent Islamic University Uzbekistan, accompanied by the VC of USIM and officers of USIM 'Alamiyyah. This visit aims to obtain structural information on USIM e-learning, GOALS platform, as well as the processes and methods of online learning development in USIM.

Tashkent Islamic University is also using Moodle as their Learning Management System (LMS) and they were interested to know more about the development process of GOALS and the best practices of e-content development.

Embassy of the Republic of Gambia

07 January 2016 (Thursday)
GOAL Centre



A working visit from the Embassy of the Republic of Gambia in Malaysia headed by Gambian Ambassador to Malaysia; His Excellency Abubaccar Jah, accompanied by The Vice Chancellor of USIM and Director of the USIM 'Alamiyyah. Also present was the Liaison Officer for the Office of the Embassy of the Republic of Gambia, Muhammed Aboob.

This visit aims to gain more information on e-learning structure, GOALS platform, processes and methods of online content enrichment and also how Islamic content can be enrich and disseminated by online medium.

The delegates would like to collaborate on the development of Islamic content and would like to discuss further on how Gambian Universities can benefits from e-learning.

Malaysian Qualifications Agency (MQA)

12 January 2016 (Tuesday)
GOAL Centre



Jamahiriya University of Science & Technology

21 January 2016 (Thursday)
GOAL Centre



Prefectural University of Hiroshima

18 February 2016 (Thursday)
GOAL Centre



ACTIVITIES

Workshop to Review Video e-KAFA

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

19 January 2016 (Tuesday)
GOAL Centre



A total of 10 people consisting of 7 Subject Matter Expert (SME) and 3 officers from JAKIM has come to GOAL Centre for the review process the e-KAFA video. The project, which started around October 2015, has reached the end of the first phase of the development of Years 5 and 6 modules. The objective of this workshop is to get feedback, should the video need any amendments and improvements to meet JAKIM e-KAFA's quality and standard.

At the end of this session, all video were reviewed and JAKIM announce that further discussions will be held in an indoor session, before all feedbacks were officially released on January 26, 2016 for further action by GOAL Centre Content Development Unit.

Cooperation between the USIM and JAKIM is one of the revenue generating efforts for the year 2015.

MOOC Kick-Off Workshop Series 1/2016

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

26 January 2016 (Tuesday)
GOAL Centre



A total of 19 lecturers have been involved in this workshop where the objectives are to rate & review the ready-materials of USIM MOOC 2015.

Here are the results of this workshop:

- Review for MOOC Halaqah has been completed.
- MOOC Arabic 1 will be redesigned due to the revamp of course outline at the university level.
- MOOC Fiqh Ibadah pending the review, due to only one representative present. The representative gave the translation for topic Zakat 1 & 2.
- 4 groups for MOOC 2016 are:
 - MUET Oasis - FPBU
 - Obstetrics Care - FPSK
 - Counselling - FKP
 - Arabic Professional & Technology - FPBU

Hi-Tea Session with Apple Edu (M)

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

16 February 2016 (Tuesday)
GOAL Centre



Two representatives of Apple Edu (M) were invited to USIM with the objective of discussing the latest development of Apple iTunes University, and discussed the need for the development of appropriate learning materials for Pusat Permata Insan to be used in the USIM iTunes U for teaching & learning. The session was also attended by representatives of the Pusat Permata Insan, and members of GOAL Centre.

Apple iTunes U has been improved to the latest version of Version 3.0 and is able to support learning activities, or more specifically the bilateral evaluation activities. Online assignment, online quizzes and direct grading / marking have been added to ensure that the iTunes U platform is more appropriate to the needs of online education. However, this function can only be used via iPad devices, and in the private course setting.

SCOOP.IT!



Scoop.it is a curation tool that allows you to create boards of curated content based on topics you choose, share your thoughts on that content, and connect with others who have similar interests.

Therefore, Scoop.it helps a lot a growing number of people and businesses that have to publish content in an efficient and impactful way, by combining a big data semantic technology that helps them quickly find relevant content with an easy-to-use social publishing platform.

How is it used?

Users have to create a name for their topic and add some related keywords then Scoop.it will curate content for that user.

There are 3 different ways for users to add contents in their boards:

- 1) Via suggestions provided by Scoop.it
- 2) By “re-scooping” content from others
- 3) Directly “scooping” a link by entering its URL or using the Scoop.it bookmarklet

Source: <http://www.scoop.it/>

CANVA



Canva is a web application tool loaded with enough easy-to-use features and functionality that anyone can create a variety of engaging content that gets shared.

By using Canva, it can create many types of content such as social media image, header templates, marketing materials, documents, presentations, invitations as well as ads.

The easy-to-use feature, Canva offers drag-and-drop functionality where it makes easier to discover image elements and to include them in their designs.

Features:

- Tons of images and fonts to use
- Collaboration: collaborate on designs in two ways: ask for comments and open to edit.
- iPad app: Canva offers an iPad app that's as full-featured and easy-to-use as the online version:
- Price: users can use every Canva template for free



Different types of Canva templates

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

SKYPE FOR BUSINESS



Skype for Business formerly Lync, is a unified communications platform that enables instant messaging, audio and video conferencing, online meetings and sharing.

By using Skype for Business, users can connect with anyone up to 250 people for video conference from your favorite device or web browser where they just have to equip or connect with internet connection.

The best features of this app is it was integrated with Office 365, this means you'll be able to use Outlook directly with Skype for Business's IM, voice, and video features, clicking directly on a contact to initiate a conversation with them or schedule a meeting for later

Furthermore, Skype for Business has strong authentication methods whereas the administrator has stronger control over accounts and access users what they can do with the tool.

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

WEPRESENT

WePresent is a professional wireless presentation system that allows up to 64 users to collaborate and give a wireless interactive presentation from their Windows/Mac computer, Smart-phone or tablet.

By using wePresent it will solve the problem of presenter to search cables, tripping or wires to start their presentation where wePresent is a simple-to-use wireless presentation sharing solution.



wePresent allows user to connect to any display by HDMI or VGA and creates a wireless projection in full 1080p resolution.

Furthermore, for more ease of use of this gadget, it allows presentations from computers when it was connected to a local area network and support a pass-through internet connection.

The list of features of this wireless presentation system:

- Cross platform – compatible with Windows, Macbooks, iOS, and Android
- 1080 resolution
- Allows up to 64 users connected
- Quadrant display
- Wireless access point

Is WePresent Cross Platform?

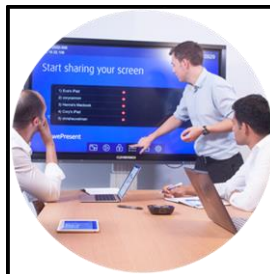
By using wePresent it meets the concept of BYOD (Bring Your Own Devices) where it was smart technology that compatible with any type of platform like Windows, Macbooks, iOS as well as Android.

How does wePresent work?

wePresent allows wireless presentations over any existing network (LAN). It easily integrates into any network environment ensuring user's presentation in full 1080HD resolution.

Where is wePresent used?

wePresent was broadly used as an education technology tools to make teaching and learning more attractive to the students as well as used by corporate or government to present their planning and budgeting in the meeting room.



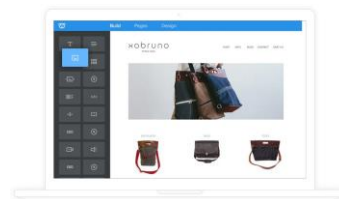
Source:
<http://www.wepresentwifi.com/index.html>

WEEBLY

Weebly is the easiest application to create your websites, blog or online store. Weebly suits many users' vision where it gives many themes that are perfect for them.

Furthermore, it help users who doesn't have IT skills to develop their own website where Weebly have the drag and drop functionality images and text and publish when they are ready.

Whether they are a beginner or professional, the interface is easy to use and there is no coding required.



Weebly is compatible with any type of platform such as iPhone, iPad and Android apps make users easily create, manage and edit their website.

Below is the more features of Weebly:

- Popular apps and services to market your website and grow your business with simple, one-click integrations.
- Fully customizable themes and templates with HTML/CSS control.
- Personalized domain and email address
- Reliable and free hosting

Source:
<http://www.weebly.com/?lang=en>

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

FORTHCOMING PROGRAM

USIM 2nd e-Learning Colloquium

1st June 2016

Universiti Sains Islam Malaysia (USIM)

Website: <http://conference-goalcentre.usim.edu.my>

Deadline for paper submission:
1st April 2016

Scope of conference:

- Gamification
- MOOC
- 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:

Free Admission

Keynote:

Prof. Dr. Rozhan M. Idrus (USIM)

AP. Dr. Supyan Hussin (UKM)

Dr. Noraida Hj. Ali (UMT)

Mr. Vincent Stocker (Pukunui (M))



2nd colloquium e-learning

CALL FOR PAPERS FREE ADMISSION

KEYNOTE PRESENTATION DISCUSSION EXHIBITION

UNIVERSITI SAINS ISLAM MALAYSIA 1st JUNE 2016 (WED)

WE BRING YOU AWARD WINNING & WORLD RENOWN PRESENTERS FROM THE ACADEMIA & INDUSTRY

PROF. DR. ROZHAN IDRUS (USIM MALAYSIA)
AP. DR. SUPYAN HUSSIN (UKM MALAYSIA)
DR. NORAIIDA HJ. ALI (UMT MALAYSIA)
MR. VINCENT STOCKER (PUKUNUI)

THEME GAMIFICATION/MOOC

CONFERENCE-GOALCENTRE.USIM.EDU.MY // GOALCARE@USIM.EDU.MY // +6067366270 @ 6272

International Conference on Social Science, Language and Education

ICSLE 2016
International Conference on Social Science, Language and Education
1st-2nd March 2016
San Francisco
A Joie de Vivre Hotel
Free Journal Publication

1st – 2nd March 2016

San Francisco, United States of America

Website: <http://www.ocrd-ontario.org/#lsan-francisco/cde2>

Deadline for paper submission:
12th November 2015

2016 IEEE International Conference on Teaching and Learning in Education (ICTLE'16)



1st – 2nd March 2016

Kuala Lumpur, Malaysia

Website:
<http://www.uniten.edu.my/ictle2016>

Deadline for paper submission:
30th September 2015

EDC 2016 - 11th Annual Education and Development Conference

Education and Development Conference 2016

March 5th - 7th 2016, Bangkok, Thailand

05th – 07th March 2016
Bangkok, Thailand

Website: <http://www.ed-conference.org>

Deadline for paper submission:
10 February 2016

Seoul 3rd International Conference on “Business, Economics, Social Science & Humanities- BESSH- 2016” 5-6 March, 2016 Seoul, South Korea

Seoul 3rd International Conference on “Business, Economics, Social Science & Humanities- BESSH- 2016” 5-6 March, 2016 Seoul, South Korea

05th – 06th March 2016
Seoul, Korea (South)

Website:
<http://academicfora.com/bessh-seoul-south-korea-5-6-march-2016/>

Deadline for paper submission:
29th February 2016