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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

Global Open Learning Access Centre @
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format

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

GOAL CENTRE
@ Universiti Sains Islam Malaysia



On 2014, GOAL Centre has coin the term GOALshare; a program with the objective to spread related information and to create an informed USIM society, especially in the field of e-learning.

Alhamdulillah, we have managed to organize 4 GOALshare sessions in 2014. 2015 is an innovative year for us and we have decided to convert our sharing session to a publication form. Alhamdulillah with the support of all USIM members, we are now on our 8th edition.

The idea here is to encourage academics from all range of discipline to utilize technology in their teaching and share their finding, thoughts, and even research or theories through writing.

The same notion goes a long way and GOAL Centre has initiate the organizing of IMCET 2015, which bring along exactly the same objectives as what we have intended with GOALshare.

Continuing this captivation, I urge for a collective effort to inseminate and enrich a holistic movement in forming a multidisciplinary-research friendly-environment in all academic setup through-out the globe, especially in USIM.

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

GOALS USER STATISTIC

GOALS traffic record – Data of 26 August 2015 to 25 October 2015

Intan Ros Safina Binti Safri
Global Open Access Learning Centre

At the end of the 1st semester of 2015/16 session, the record shows decrease in traffic by 23.47% for the period between 26 September to 25 October 2015 compared with the period from August 26 to September 25, 2015 (84,880 compared to 34,958 visits) (Refer to Figure 1). This trend also complimented by the increased rate of new visitors by 16.2% (27.8% versus 44%) over the same period (Figure 2). On the other hand, the rate of returning visitors decreased by 16.2% (72.2% versus 56%) for the same period.

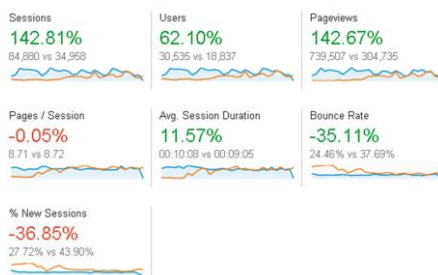


Figure 1: Records of GOALS visit for the period 26 August 2015 to 25 October 2015

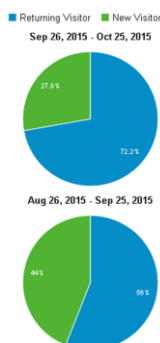


Figure 2: Record of new visitor and returning visitors of GOALS for the period 26 August to 25 October 2015

Figure 3 and 4 below shows the resources (region and country) of GOALS visits in the period 26 September to 25 October 2015 compared with the period from August 26 to September 25, 2015. The highest visit is 64.03%, and 60.70% visits from Nilai, Malaysia. This rate is due to the high placement of USIM student is in Nilai, Malaysia.

City	Sessions	% Sessions
1. Nilai		
Sep 26, 2015 - Oct 25, 2015	54,352	64.03%
Aug 26, 2015 - Sep 25, 2015	21,221	60.70%
% Change	156.12%	5.49%
2. Kuala Lumpur		
Sep 26, 2015 - Oct 25, 2015	13,638	16.07%
Aug 26, 2015 - Sep 25, 2015	6,101	17.45%
% Change	123.54%	-7.94%
3. Seremban		
Sep 26, 2015 - Oct 25, 2015	6,458	7.61%
Aug 26, 2015 - Sep 25, 2015	2,077	5.94%
% Change	210.93%	28.86%
4. Bandar Baru Bangi		
Sep 26, 2015 - Oct 25, 2015	3,327	3.92%
Aug 26, 2015 - Sep 25, 2015	1,086	3.11%
% Change	206.35%	26.17%

Figure 3: The source of visitors (domestic) for the period 26 September to 25 October 2015 compared with the period from August 26 to September 25

Country	Sessions	% Sessions
1. Malaysia		
Sep 26, 2015 - Oct 25, 2015	83,502	98.38%
Aug 26, 2015 - Sep 25, 2015	34,193	97.81%
% Change	144.21%	0.58%
2. Israel		
Sep 26, 2015 - Oct 25, 2015	366	0.43%
Aug 26, 2015 - Sep 25, 2015	156	0.45%
% Change	134.62%	-3.37%
3. United States		
Sep 26, 2015 - Oct 25, 2015	290	0.34%
Aug 26, 2015 - Sep 25, 2015	175	0.50%
% Change	65.71%	-31.75%
4. United Kingdom		
Sep 26, 2015 - Oct 25, 2015	103	0.12%
Aug 26, 2015 - Sep 25, 2015	12	0.03%
% Change	758.33%	253.51%

Figure 4: The source of visitors (international) for the same period. Besides Malaysia, GOALS also accessed from other country such as The United States, Israel and UK.

Facebook still had the largest traffic that cited GOALS with 100%. Record of visits from internal network increased by 64.01%, while visit using other internet provider's such as personal broadband, internet cafes and others decreased by 8.97% in the period of 26 September to 25 October 2015 compared with the period from August 26 to September 25, 2015



by Prof. Dr. Rozhan M. Idrus

What is Social Media?

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration.

Social media also refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks.

Social Media is the current trend of communication, presenting a countless array of internet based tools and platforms that increase and enhance the sharing of information.

This idea and form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among internet users. Websites and applications dedicated to forums, micro-blogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. This is all well and good... but how does this play role in the educational landscape?

Social Media in Teaching and Learning

Social media and Internet-based tools that promote collaboration and information sharing can be used in academic settings to promote student engagement and facilitate student learning.

The Internet can provide a rich environment for hosting the educational and learning activities for students.

Because *student engagement represents the time and effort* that students invest in collaborative and educational activities, it is often *linked with the achievement of positive student learning outcomes*, such as critical thinking and individual student development.

As such, learners need to develop skills to share knowledge and to learn with others, both in face-to-face situations and through technology including social media.

Social Media Utilization

Educators can use social media to develop creativity in their students by encouraging them to *explore the content material in new ways*. Educators must not only promote creativity and assess student activities but also inform and clarify misunderstandings that occur involving the content area and subsequent knowledge creation in order to maintain the integrity of the learning environment. The many ways that can be facilitated in the educational setting are to;

- **motivate individual innovations and contributions**
- **coordinate group members' collaborative efforts**
- **promote group members' positive interdependence**
- **monitor group members' individual contributions**
- **promote and support peer evaluation**

- **facilitate the assessment of students' contributions and learning outcomes**
- **support group collaboration**
- **support and assess collaborative learning**

Technology Enhanced Learning

Social media aside, the whole endeavor falls under the caveat of technology enhanced learning which aims to *improve the quality* of formal and informal learning, and to make *accessible forms of knowledge* that were simply inaccessible before via the transformative use of technology. Too, in the context of the social media, it can be geared and designed to conform to the many *assistive roles of technology to foster learning* in the forms of;

- **learning tasks** that are authentic, challenging, and multidisciplinary
- **assessments** that are performance-based, generative, seamless and ongoing, and equitable
- **instructional models** that are interactive and generative
- **learning contexts** that are collaborative, knowledge building, and empathetic
- **grouping strategies** that are flexible, equitable, and heterogeneous
- **teacher roles** as facilitators, guides, co-learners, and co-investigator
- **student roles** as explorers, cognitive apprentices, teachers, and producers

Even though teaching & learning using social media is a design construct rather than one proper to students or learners, in any determination of a course and learning as a social process means we have to take into account the role of communication and conversation in the learning process, the design of the learning environment, and the ways in which teachers' and students' interactions can facilitate learning; *the benefits accruing to students should be of principle concern.*

So, in the use of the social media, has the teaching and learning been enhanced, facilitated, made captivating, motivating, stimulating, interactive, collaborative, engaging, and prepared in multiple perspectives, to name a few.

Is it really effective?

Consideration of the learning environment prompts the following learner focused questions;

- how authentic, purposeful, and active are the activities?
- What role do collaboration and community play in accomplishing tasks?
- What are the mechanisms for feedback and critique?

As the social media are mere vehicles, it is the pedagogy that provides the driving mechanisms in the teaching and learning endeavours.

How then?

Subsequently, the nature of teacher and student interactions can be assessed by asking; Who is valued as an expert and source of knowledge?

How does the teacher's role change as students develop expertise? How does the teacher facilitate this growing expertise?

In its finality, the lens of learning in a social context helps us to think about how, through engagement in purposeful tasks, with expert assistance, and by collaboration with others, the learner is encouraged to operate "as though he were a head taller than himself" (Vygotsky, 1978, p. 102).

Consequently, it is imperative for learning designers to resolve questions regarding *what students expect from the technologies of social media*, as an extension of their interest in other technologies.

This will lead to the changing roles of the teacher to accompany these wonderful teaching and learning facilitation; otherwise, nothing will change either insofar as addressing the 21 century learners and their learning experiences. The teacher must now;

- **shift from being a lecturer to consultant, mentor and resource provider** – leading towards learning facilitation rather than knowledge transmission;
- **A become an expert questioner rather than provider of answers (but you better know the answers too)** – a question bank and a variety of activities and quizzes and responses will have to be prepared;
- **becomes the designer** of learning experiences of students rather than just content providers
- **provide the initial structure** (only) to the students work, thus encouraging self-direction and subsequent learning strategies developed by the students themselves;

- **provide multiple perspectives on topics**, emphasizing the salient points and the principles for better understanding rather than to regurgitate the readily available content;
- **shift from a solitary unit to form learning team** in this endeavor, leading to the demise of total autonomy of the lecturer towards activities that can be broadly assessed;
- **shift from total control of the environment by the lecturer to sharing with the students** as fellow learners and knowledge builders;
- **provide more emphasize to the learning preferences** of the students (within limits of course).

Since social media is the order of the day, a technological focus on what students really want should be addressed in the context of teaching and learning. Nonetheless, the role of the teacher should now **design the digital learning environment with the capability of multimedia computing and the connectedness of the learners** in the current educational landscape.

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by Dr. Nurkhamimi Zainuddin

Introduction

Nowadays more and more institutions and individuals are sharing digital learning resources over the internet openly and without cost, as open educational resources (OER). We might ask why this is happening and what the most important implications are.

OER itself is one of these challenges, but may also be a sound strategy for individual institutions to meet them. The trend towards sharing software programs and research outcomes are already so strong that it is generally thought of as a movement. But bear in mind that OER is not only a fascinating technological development and potentially a major educational tool. It also accelerates the blurring of formal and informal learning, and of educational and broader cultural activities.

OER Scenarios around the Globe

Based on Wiley (2006) the following brief overview can be given over the OER movement in post-secondary education:

- **Over 150 universities in China** participate in the China Open Resources for Education initiative, with over 450 courses online.
- **11 top universities in France** have formed the ParisTech OCW project, which currently offers 150 courses.
- **9 of the most prestigious universities in Japan** are engaged in the Japanese OCW Alliance that offers over 250 courses in Japanese and an additional 100 in English.

- **7 universities in the United States** have large scale OER programs (MIT, Rice, Johns Hopkins, Tufts, Carnegie Mellon, and Utah State University).

OER Quality assurance

*We are all aware that teachers, students and self-learners looking for resources should not have difficulties finding resources, but still might have problems of judging their **quality and relevance**.*

The issue of the quality of resources is fundamental and cannot be dealt with at depth in this article.

Some institution-based providers use the brand or reputation of the institution to persuade the user that the materials on the website are of good quality.

If not, the prestige of the institution is at risk. Most probably they use internal quality checks before the release of the courses, but these processes are not open in the sense that the user of the resource can follow them.

Another approach is to have the resources reviewed by peers.

As described in the section on OA, the peer review process is one of the most used quality assurance processes in academia. As well as being a well-known and well understood routine, there are other arguments for using peer review schemes to guarantee the quality of resources in a repository.

Taylor (2002) argues the process can be used to come to terms with the lack of a reward system by giving recognition and reward to the creator of a learning resource, as well as a dissemination method.

Furthermore, there is a need for making the review decisions credible, and for that purpose an open peer review according to agreed criteria is well suited.

A third quality management approach is not to have a centrally designed process, but rather let individual users decide on whatever ground they like whether a learning resource is of high quality, useful, or good in any other respect.

This can be done by letting users rate or comment on the resource or describe how they have used it, or by showing the number of downloads for each resource on the website. This is a kind of low level or bottom-up approach often used on Internet based market places, music sites, etc.

The argument for such an approach would be that quality is not an inherent part of a learning resource, but rather a contextual phenomenon. It is only in the specific learning situation that it can be decided whether a resource is useful or not, and therefore it is the user who should be the judge. To sum up there are several alternative ways of approaching the quality management issues.



بقلم: د. نورحميمي بن زين الدين



1- تستيقظ صباحًا وتفرش أسنانك باستخدام فرشاة الأسنان الذكية التي تحرك كم من الوقت استخدمتها وهل قمت بتغطية جميع أنحاء فمك ونظفته بطريقة سليمة أم لا!



6- بعد عودتك للمنزل، يعطيك جهاز "الأم الحنون" ملخص عن عائلتك، متى عاد أولادك من المدرسة، من منهم قام بتنظيف أسنانه، هل تناولت والدتك أدوية في الموعد بل وتحضر لك كوب من القهوة أو الشاي

7- لتناوله بعد القيولة!



لاحظ أن السيناريو السابق ليس مستقبلي أو خيالي، جميع ما تم ذكره من منتجات تستطيع شراءها اليوم عن طريق الروابط التي تم وضعها هذا السيناريو الافتراضي، هذا ما يمكن لإنترنت الأشياء فعله اليوم لتغيير نمط حياتنا، تخيل ما يمكن لهذا المفهوم أن يغير في حياتنا بعد 10 سنوات من الآن!



2- تلبس ملابسك وتستعد للخروج من المنزل ولكنك تفق للحظات أمام المرآة الذكية التي تطلعك على حال الطقس وآخر الأخبار ومعلومات عن حال الطريق، قد يمتد وقوفك لدقائق إذا قررت قراءة ملخص الأخبار أو متابعة تغريدات من تتابعهم على تويتر!

3- في الطريق لعملك تفق عند مقهى "ستاركس" لشترتي "قراندي لاتييه" وتطلب من البائع تعبئته في كوبك "الذكي" الذي كلفك شراءه 200 دولار وذلك ليخبرك الكوب بأن ما سكب البائع لك هو فعلاً لاتييه!

4- قبل مغادرتك العمل عائداً للمنزل بعد يوم متعب وحار، تقوم بتشغيل المكيف في غرفة المعيشة من خلال تطبيق جهاز التكييف المرتبط بالإنترنت في منزلك.

5- أنت في الطريق للمنزل تتوقف عند السوبر ماركت لشراء بعض الحاجيات، ولكنك لست متأكد مما إذا كان هناك ما يكفي من البيض في ثلاجة المنزل، فتفتح تطبيق "طبق البيض الذكي" الذي يرتبط بالإنترنت ليخبرك كم بيضة متبقية وفيما إذا كان بعضها سيفسد قريباً!

ما لا شك فيه أننا سنعيش في عصر الأجهزة المحمولة لعدة سنوات قادمة، ولكن هناك موجة ضخمة قادمة وبدأت تصلنا بعض من ملاحظاتها منذ سنوات قليلة. نحن على وشك أن نعيش ما بات يعرف بعصر "إنترنت الأشياء" Internet Of Things أو ما يعرف اختصاراً بـ IoT.



سيناريو في عالم إنترنت الأشياء إذا كانت الأرقام السابقة مخيفة ولكنها لم توصل لك كيف ستكون حياتنا اليومية في هذا العالم. فإليك هذا السيناريو المصور من منتجات "إنترنت الأشياء" موجودة حالياً في الأسواق:

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

International Multi Conference on Education (IMCET) 2015

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre



5 – 7 October 2015 (Mon - Wed)

Dewan Tuanku Canselor
Universiti Sains Islam Malaysia

Global Open Access Learning Centre (GOAL Centre) has taken the initiative of organizing a conference called International Multi-Conference on Education and Technology (IMCET) 2015 in conjunction with the 15th anniversary of USIM establishment. This conference was also organized as part of the Global Islamic Festival (GIF) 2015. This maiden event was co-host by the Faculty of Medicine and Health Sciences (FPSK) and Puast Permata Insan (PPI).

A total of sixty-one (61) participants have signed up as presenters, and participants, including two (2) invited speakers. The attendees comprised of foreign participants, academics, USIM administrative staff, students, and guest speakers.

The opening ceremony was officiated by Prof. Dato' Dr. Musa Ahmad, Vice Chancellor of USIM on the first day of the program. Pivotal points of the opening speech are the importance of cooperation in various research fields and also the movement of educational innovation, as well as the need to ensure the educational pedagogy in USIM in accordance with current technology. Concluding his speech, he stressed that the development of education in USIM require a collective effort involving the commitment of all parties, especially the lecturer or subject matter expert in USIM.

The opening ceremony then continued with keynote session by Prof. Dato' Dr. Ansary Ahmed, President and Chief Executive Officer of Asia e University (AeU) with a presentation entitled "Cultivating a Technology Rich 21st Century Education Experience".

REMARKS

- The importance of interdisciplinary research in USIM is very important and should be implemented more efficiently and in more structured manner.
- Research papers presented in this conference will be published in book within 6 months' time. This proposal was approved by all members of the main committee IMCET 2015.
- The Organizing Committee of IMCET 2015 would like to express our gratitude to all presenters, participants, special guests and speakers. Our wishes also extended to all other relevant parties involved in the success of this program. The committees include FPSK, Pusat Permata Insan, GOAL Centre, Vice-Chancellor, the Deputy Vice-Chancellor, StraComm, JPPF, and PTM.



An Evening with USIM Vice Chancellor

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

22 October 2015 (Thursday)

Dewan Tuanku Canselor
Universiti Sains Islam Malaysia

As part of the initiatives to ensure that the strategic planning of GOAL Centre is made-known to all USIM members, GOAL Centre has organized an event in the form of open forum session with the main objective of disseminating related information on the future of teaching and learning.

Objectives

- Introducing new program offered by GOAL Centre
- Communicate the department's achievements throughout 2015
- Discussing the strategic planning of GOAL Centre (2015 onward)
- Provide space for active GOALS users and all invitee to express their opinions and concern related to e-learning straight to the top management-USIM (Vice-Chancellor and Deputy Vice-Chancellor)

Most invitees were involved in the two ways discussion held during the presentation of GOAL Centre strategic planning, with the main concern are linked to the ICT facility in USIM. This matter was taken into account by the CIO, which is also the participant of the program.

This program was ended by the signing ceremony of several new programmed offered by GOAL Centre.



Visit from The Prefectural University of Hiroshima (PHU), Japan

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

20 October 2015 (Tuesday)

GOAL Centre

A working visit from two (2) representatives of PHU, Japan, headed by Ms. Mariko Nishizawa (Section Manager) and Ms. Ayako Inada (International Centre). The delegations specifically discuss the development of e-learning in USIM and any possible of e-learning utilization in the cooperation between FPBU and PHU, particularly through Apple's iTunes U platform (student affairs).



Visit from Universiti Teknologi Petronas (UTP)

15 October 2015 (Thursday)

GOAL Centre

A working visit from three (3) UTP delegation headed by Dr. Mohammad Bazli Azizan (Head of CETaL). Delegations specifically discuss the Apple iTunes application, and also the overview of online program development in USIM.



AURASMA AUGMENTED REALITY

Intan Ros Safina Binti Safri
Global Open Access Learning Centre



Aurasma is the industry-leading augmented reality app that's changing the way millions of people see and interact with the world. In fact, it's the only mobile app that lets you create and share your own augmented reality experiences!

This Aurasma app is very popular among lecturers that have already embraced it within their classrooms.

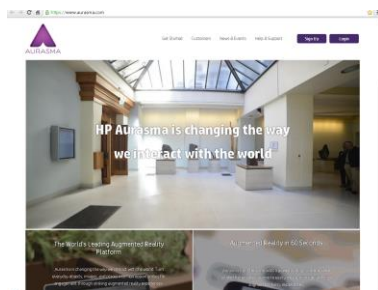
This app allows users to create and publish their own lesson in augmented reality where the lesson will come alive.

With this app, learning will be fun and effective as we can see the objects moving in 2D and 3D.

Aurasma allows user to share their content to other users.

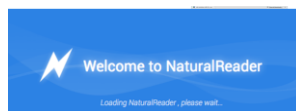
It can be used in any device such as Windows Phone, iPad and Android.

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



NATURALREADER

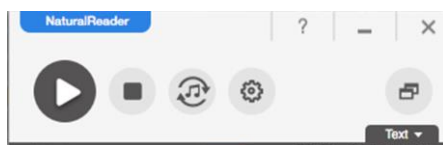
Intan Ros Safina Binti Safri
Global Open Access Learning Centre



NaturalReader is text to speech software with natural sounding voices. This easy to use software can convert any written text such as MS Word, Webpages, PDF files, and eBook into spoken words.

NaturalReader can also convert any written text into audio files such as MP3 or WAV. NaturalReader has many other functions, such as OCR. OCR function can convert printed characters into digital text and it is up to 99% accurate. This allows you to listen to your printed files or edit it in a word-processing program.

NaturalReader is compatible with Mac and Window and it is free to download. Besides, it can also be use in online. NaturalReader can be view in floating bar if you were downloading it.



With NaturalReader students can listen to textbook and class note that lecturer had provided. Lecturer can also check their student's text, assignment or notes.

With NaturalReader student and lecturer can choose the speaker and also the speed of reading.

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

REMIND

Intan Ros Safina Binti Safri
Global Open Access Learning Centre



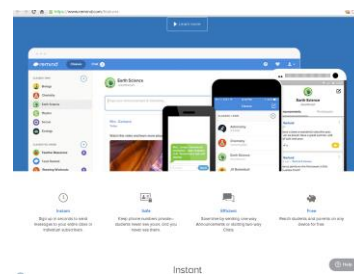
Remind is a communication tool that helps teachers connect instantly with students and parents. Send quick, simple messages to any device.

Remind lets our phone numbers stay private, so information is safe and secure. Teachers, students, and parents have easy access to reporting tools and all message logs.

This app is efficient, save time: Send messages directly to mobile devices, schedule Announcements for later, or get instant feedback with Stamps (real time responds).

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

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



GOALshare acknowledges Intan Ros Safina Binti Safri, the IT Assistant Officer of GOAL Centre for her contribution on this month E-Learning Buzz. She can be contacted at [intanrossafri\[at\]usim\[dot\]edu\[dot\]my](mailto:intanrossafri[at]usim[dot]edu[dot]my)

IRISCAN MOUSE EXECUTIVE

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Global Open Access Learning Centre

IRIScan Mouse is a hardware that functioned as a mouse and can be like scanners that can scan anything up to A3 size. IRIScan is All-in-one full-featured scanner and mouse!

Just press the scan button, swipe in any direction on a paper document and watch text and images appear instantaneously on computer screen.

IRIScan Mouse can scan all over the document, no matter the size, format or content. Your documents are ready to be shared, archived or even edited. After scanning the document, simply drag and drop it into Word, Excel, Outlook or any text editing application.



Figure 1: IRIScan Mouse



Picture 2: Scan up to A4

IRIScan Mouse using OCR technology that supported over 130 languages including Asian languages and Arabic!



Picture 3: OCR technology

IRIScan™ Mouse lets you quickly upload your scans to the Cloud (Evernote) so you can access them anytime, anywhere and on any portable device. It also lets you share your files on Facebook, Twitter or Flickr.

It can also scan through QR code and can be instantly redirected to the online content they are linked to (websites, videos, files, etc.).

This IRIScan Mouse is compatible with Mac and Window.

Source : <http://www.irislink.com>

IPAD PRO 12.9 INCH

Intan Ros Safina Binti Safri

Global Open Access Learning Centre



Picture 4: iPad Pro

The iPad Pro is Apple's largest iPad with a 12.9-inch 2732 x 2048, resolution display, a powerful A9X processor, a super slim design, and a four-speaker audio system.

The iPad Pro offers 78 percent more screen real estate than the 9.7-inch iPad Air 2.

The iPad Pro has four speaker audio system that automatically balances left and right depending on how it held.



Picture 5: Apple Pencil

It is more complete and stylus if it comes with Apple Pencil and Smart Keyboard. But this is just optional, depend on users whether they want these two additional tools or not.



Picture 6: Smart Keyboard

Source: <http://www.apple.com>

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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>

Kuala Lumpur International Conference on “Business, Economics, Social Science & Humanities- BESSH-2016” January 1-2, 2016 Kuala Lumpur, Malaysia

Kuala Lumpur 4th International Conference on “Business, Economics, Social Science & Humanities- BESSH-2016” January 1-2, 2016 Kuala Lumpur, Malaysia

1st - 2nd January 2016
Kuala Lumpur, Malaysia

Website:
<http://academicfora.com/bessh-kuala-lumpur-malaysia-january-2016/>

Deadline for abstracts/proposals:
27th December 2015

2016 7th International Conference on E-Education, E-Business, E-Management and E-Learning- IC4E2016



9th - 10th January 2016
Penang, Malaysia

Website:
<http://www.ic4e.net/>

Deadline for abstracts/proposals:
20th October 2015

Fourth International Conference on Language, Literature, Culture and Education 2016



30th - 31st January 2016
Kuala Lumpur, Malaysia

Website:
<http://icsai.org/4icllce/>

Deadline for abstracts/proposals:
18th December 2015

Singapore 5th International Conference on “Business, Economics, Social Science & Humanities- BESSH-2016” January 25-26, 2016 Singapore

Singapore 5th International Conference on “Business, Economics, Social Science & Humanities- BESSH-2016” January 25-26, 2016 Singapore

25th - 26th January 2016
Singapore

Website:
<http://academicfora.com/bessh-singaporejanuary-25-262016/>

Deadline for abstracts/proposals:
20th January 2016