

# GOAL share



Newsletter of The Global Open Access Learning Centre

Universiti Sains Islam Malaysia

Vol. 1, Issue January 2015

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## Editorial Team

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Universiti Sains Islam Malaysia

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# USIM First E-Learning Colloquium

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This bulletin is a monthly publication



Alhamdulillah, we launch our maiden bulletin with the objective of promoting and pushing the development, enhancement, innovation and achievement in technology enhanced teaching and learning, as well as to disseminate related e-learning programs throughout the globe.

USIM is committed to be an advanced knowledge institution based on Islamic Studies, and to spearhead new knowledge using cutting edge technologies to produce innovations, for the benefits of ummah and humanity.

With technology, we can increase equity and access, and empowers educators to personalize learning and engages learners according to their own learning modalities in a ubiquitous manner.

Our mission is to manage technology and to raise responsible, creative and resourceful thinkers. We want to nurture informed citizens, effective problem-solvers, ground breaking pioneers and visionary leaders and life-long learners who are masters of today's information, tools and technologies. Let us all work hand in hand towards this aim.

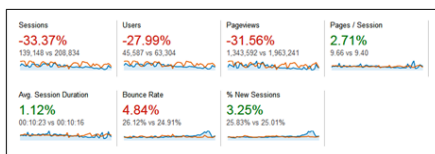
One of the way to you can do so is by sharing your ideas and thought through our *guest column*. Let us spread the goodness of technology for the betterment of education. Hope to see you in our next bulletin!

**Prof. Dr. Rozhan M. Idrus**  
Director of GOAL Centre

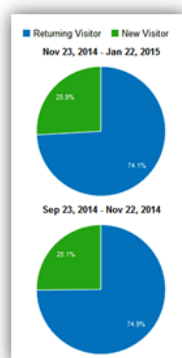
## STATISTICAL REPORT

### GOALS traffic record – Data of 23 November 2014 to 22 January 2015

In mid of the 1<sup>st</sup> semester for session 2014/15, records show a decrease in traffic of 33.37% for the period between 23 November 2014 to 22 January 2015 compared with the period between 23 September 2014 to 22 November 2014 (139.148 compared to 208.834 visits) (Refer to Figure 1). However, the rate of new visitors increased by 0.8% (25.9% versus 25.1%) for the same period (Figure 2), while the rate of returning visitors decreased by 0.8% (74.1% versus 74.9%). These rates are due to the final exam sessions due followed by semester break. Students and lecturers are not actively using the GOALS system.

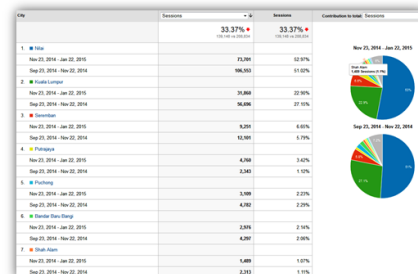


**Figure 1:** Records of GOALS visits for the period of 23 November 2014 to 22 January 2015

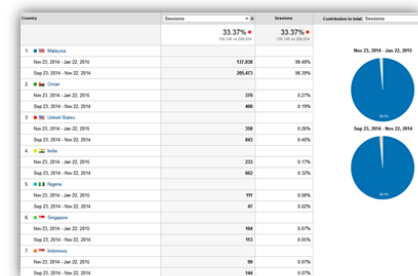


**Figure 2:** Record of new visitors and returning visitors for the period of 23 November 2014 to 22 Januari 2015

Figures 3 and 4 below are showing the resources (region and country) of GOALS visitors. Nilai show the highest visit at 53% rate, and Malaysia shows highest visit from country at 28.5% rate.



**Figure 3**



**Figure 4**

Visits from the internal network (USIM) increased by 7%, while, external network such as broadband, internet cafes and other decreased by 7% in the period from 23 November 2014 until January 22, 2015 when compared with the the period between 23 September 2014 to 22 November 2014 (48:52 compared to 55:45). This may due to the session end and causing students to be active via network from Residential College, Library and other student focus area students in USIM.

Facebook is still the largest link-source of social media traffic with 100% rate. This shows lecturers are still using social media as an active medium for making announcements to their students by linking GOALS to their Facebook page.



by *Dr Siti Suriani Othman*

### The love of writing

For those who love to write, some might still be unable to choose whether they like pen and paper, or whether they prefer computer to write and produce a writing piece. But for the younger generation, definitely they would answer – computer. For the older generation, although they might find computers a bit strange, but they would easily understand how easy it is to write using computer once they try it.

Writing a feature story is never easier with the introduction of Microsoft Word. It is the most widely used word processing program and assists a lot to feature writers. A feature story is a form of essay that discusses about current issues in-depth. Usually, it is published either in newspapers and magazine (print and online).

I started to write and publish in the local newspaper and magazine at the age of 15. At that time, there are already computers around, but I do not own one. So I have had the experience typing using the manual typewriter. It is so true that only those who have had experienced this would know the difference. It is definitely much harder to produce a clean work using the manual typewriter as compared to the current soft wares we have.

### The art of writing

When teaching the Feature Writing Course, I realize that many students have problems in determining what to write. After knowing the subject, the next issue is to produce a coherent work—a feature that is written with an understandable flow.

Believe me or not, using computers and the advancement of the internet should help to reduce the stress on these matters. Besides getting the idea for feature writing based on what has been published in the local media, another way is to write based on topics of your interest. Here, the process of brainstorming is an integral part of the whole process of writing, editing and ensuring its publication.

### From paper to computer

Brainstorming can be done on screen. Write whatever comes to our mind on screen and later it can be edited, deleted, added and reorganized. This is able to be done once we have the computers around. Brainstorming on the screen (particularly online) is impossible using the typewriter.

Outlining is another early step that needs to be done by all writers. Outlining is actually very much easier on computer. For example, write the initial ideas in a new blank document and develop the point from there. Many word-processing programs include built-in outliners (use Help or your manual to find out). Even a simple list of points to cover helps get you started. Then you can fill in as much as you want in each draft.

### Use your communication

Besides the issue of ‘getting to know the issue to be discussed in the feature’ computers can help writers to develop the topic of discussion. Everybody writes many emails per day, but how many of us use this tool to assist the process of writing a feature? Good writers always write, in various forms. One of the ways is to produce discussions in email or online forums to understand more about the topic of interest. This is generally easy to be done, especially among students, as they already have the space to do so. GOALS for example, is one of the many avenues.

Due to mobility issue, some students even discuss via WhatsApp. This is also possible, as long as it can help writers to understand more about the topic. Many writers believe that ‘writing is a way of clarifying our thoughts’, so the more we write, the sharper our thoughts would be pertaining to the topic.

So write emails, discuss online and engage with various online discussions to enhance knowledge about the topic to be written.

### Final touch up

When a feature is completed, a writer can easily use Microsoft Word to assist the editing process. Online tools such as spell checkers, grammar checkers and style analyzers are among tools that can be used even in the process of writing. Others include Autocorrect, Custom Dictionaries, and Thesaurus. All these help a lot for a writer to ensure good quality of language being used in the feature.

### Conclusion

As we can see, the usage of computer helps not only in terms of language, but the overall process of producing a feature story.

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*GOALshare acknowledges Rozhan M. Idrus, Director of GOAL Centre for reviewing this contribution. Siti Suriani Othman is a Journalism Lecturer from the Faculty of Leadership and Management at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at [suriani\[at\]usim\[dot\]edu\[dot\]com](mailto:suriani[at]usim[dot]edu[dot]com)*



by Dr Sakinah Ali Pitchay

### Introduction

C-learning is known as a conventional learning where it refers to the traditional method of teaching and learning within a class. On the other hand, e-learning stands for electronic learning. Any kind of e-learning that most often thought via the internet and also including any learning that involves technology application.

These two learning methods are still significant on obtaining any knowledge. However in the universities environment, e-learning method is still evolving in Malaysia particularly in USIM. Each of the university has their own requirements to be fulfilled. For example, USIM requires each lecturer to obtain at least 30% of the e-learning usage through Global Open Access Learning System (GOALS).

### The nonuser

Nevertheless the ratio of lecturers on utilizing this system is still facing a big gap between the conventional teaching and the e-learning method. Some of the lecturers find difficulties in using GOALS. Therefore, they prefer teaching using the conventional method. Despite using this method, it stills a preferable learning choice by some students who are reluctant to discover the online information.

Some of the reasons for the use of conventional method are:

- Fear of exploring technology
- Insufficient time to explore, learn and get used of it
- The attitude of that person itself no matter at what age

In this technology era with rapidly increasing gadget, for a student perspective, e-learning will be the majority choice.

### Why e-learning?

First, the student could understand better with a combination of audio, video and text. By watching online video with creative animation, the knowledge can be transferred easily without required the lecturer to explain verbally and repeatedly.

However, this could be a challenging issue for a student who is lack in English language and computer proficiency. Some learners may not be comfortable using computer and this also could be among the lecturers itself. They feel more confident to deliver their subject content via face-to-face.

Secondly, the student prefers e-learning if they have access to the gadget and high bandwidth of the internet connection. They can study anywhere and it also benefits to the instructor in some situations by replacing the face-to-face class with any e-learning method.

This pro could turn into a challenging issue if the university unable to provide an effective connectivity free Wifi since the interactive content such as Youtube, Prezi and Powtoon video require higher bandwidth due to the combination of multimedia elements. Slow bandwidth creates frustration and boredom among learners and discourages them from exploring the e-learning application.

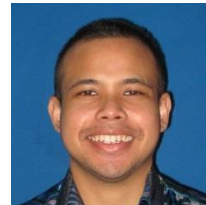
Thirdly, e-learning helps to reduce travel time and travel costs for off-campus students. Online distance learning could be implemented if the e-learning is utilised in a variety application.

Otherwise, the learners with low motivation or bad study habits may fall behind. Without the routine structures of a traditional class, students may get lost or confused about course activities and deadlines.

### Conclusion

Ultimately, the implementation of e-learning is beneficial compared to the c-learning if the instructor has high computer skills and creative in producing different learning styles and facilitate learning through a variety of activities. However, hands-on or lab work especially the scientific course is difficult to simulate in a virtual classroom and c-learning is preferable by the student. Both learning methods have pros and cons. It depends how effective each learning method is being delivered.

*GOALshare acknowledges Rozhan M. Idrus, Director 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\[dot\]edu\[dot\]com](mailto:sakinah.ali[at]usim[dot]edu[dot]com)*



by Mohd Muzhafar Idrus

### Introduction

Innovative and knowledgeable graduates are important to meet the standards and challenges of the 21<sup>st</sup> century. From reading, reflecting, and analyzing issues to thinking, presenting, and implementing projects, students are exposed to multi-faceted and pressing questions both at collective and individual levels. What follows then, is a discussion on how students enrolled in an English for Communicative Purposes (ECP) use forums on a self-accessed platform as an innovative practice to raise awareness on gender using online “texts” as opposed to using paper-based books. By working on expressing themselves while simultaneously thinking specific issues can help disrupt normal ways in which cyberspace informs certain aspects of gendered identity.

### Global Open Access Learning System

Online forum, through the Global Open Access Learning System (GOALS), is a place to reflect on communication in the contemporary world. While one opinion references online forum to self-access learning, another viewpoint considers online forum as democratic, allowing users to remain anonymous. By supporting the course through posting various perspectives on online forum, students can compare gender constructions they understand in books, class discussions, and online forum. This innovation in the online form in the course means a lot.

### Initial Experience

Having taught the course for the first time, my initial thoughts on the discussions on gender in a classroom is too stilted, as if gender politics remain the same in every context when the fact of the matter is that it is not.

Secondly, since students have been taught some vocabulary, phrases, and expressions to study gender through stories in *Women and Society* in their textbook, *English for You*, I felt that these issues can be explained into the current contexts of virtual construction of gender.

I began my exploration of using online forums with my students with a preliminary understanding on my students’ views on gender as explained in their handwritten portfolio before they use online forums. In the portfolio, they write a one paragraph narrative defining their own personal interpretation on gender. In my initial reading, the students considered appearance and manner of doing things as relevant to discussing gender. However, one certainty is that their writing remains at basic level and lacks sophistication.

### Observations

In the weeks that follow, I gathered some topics on gender and posted these on a weekly basis, closing each entry at the weekend to allow time to go over each response. While reading their paragraphs, I noted some issues worth probing. It was noted that; while they were able to write issues on gender, they have not made any connection between what they read in the chapter (*Women and Society*) and what they wrote. That being said, I further read their extensive responses in GOALS and immediately responded to them. Thrilled, nervous, and overwhelmed, it was later found that at the end of the semester, the students are now familiar with the three types of texts they encountered: the book chapter, their own paragraph writing and online forum posting. Some of these issues related to privacy of ‘selfies’ and ‘wall posts’, friend counts, emotion, and challenges encountered while presenting themselves both in public and online.

So what does this story tell us about using online forums to study gender?

### Discussion

From the online forum, the students were able to;

- expand on issues of gender by integrating various aspects on gender that are mostly present in domestic and personal relationship contexts,
- ascertain the various ways of revealing oneself to teachers, parents, lovers, and friends, which are not always easy,
- show complexities in their writing using gender-related vocabulary.

Looking ahead, my class has now harnessed an informal, innovative method of teaching and learning, moving away from the concentrations of ‘dry’ materials in textbooks.

### Concluding Remarks

The integration of the virtual forum, has presented an opportunity to students to use their writing skills and at the same time, help them transition into a higher level, more complex English language classrooms where they are expected to use higher order thinking, skills, and creativity. The online forum is a useful mechanism to reveal to students the complexities and fluidity of gender issues; relevant within any text and context.

*GOALshare acknowledges Rozhan M. Idrus, Director of GOAL Centre for reviewing this contribution. Mohd Muzhafar Idrus is an ESL Instructor from the Faculty of Major Languages Studies at the Universiti Sains Islam Malaysia (USIM) and he can be contacted at muzhafaridrus[at]usim[dot]jedu[dot]com*

## Copyright of E-Learning Module and Material of USIM (Intellectual Property)



by Ahmad Farid Mohd Jamal

### Introduction

Course materials in USIM are included in the category of intellectual property as stated in The Intellectual Property Policy of USIM. However, the guidelines on copyright and module development and also the online teaching and learning materials (p&p) is still not clear. GOAL Centre is responsible in setting the guidelines should the implementation and monitoring of the e-content copyright can be implemented better.

### Purpose

Guideline for The Copyright of E-Learning Module and Materials of Universiti Sains Islam Malaysia (intellectual Property) is provided to clarify the role and responsibilities of all parties involved in the use and copyright management of e-learning module and materials.

### Guideline structure

The guidelines are denoted to two parts, namely:

- GOAL Centre and Universiti Sains Islam Malaysia for the purpose of managing and publishing modules and e-learning materials.
- Providers of modules and providers of e-learning materials.

### Scope of Guidelines

Type of publication / development is as follows:

- Course / digital teaching materials including ODL, OER and G-ACE
- SIM (Self Instructional Module Instructed)

All works are to be published for the:

- Needs of teaching and learning
- Beneficial to society
- Reflects the expertise of staff
- Reflects excellence and niche of the university.

### A. Guidelines for The Purpose of Management and the Publishing of E-Learning Materials and Module

- [1] As a course is accepted to be published as an e-learning module, all related affairs on the e-learning module will be managed by the GOAL Centre.
- [2] GOAL Centre has the exclusive right in the publishing of this module and other e-learning materials that have been approved by the USIM e-Learning Committee for Academic (JAeP).
- [3] A sum of royalties / honorarium will be paid to the materials provider based on rates approved by the University.
- [4] For modules or e-learning material which the materials providers were paid (royalties / honoraria) by GOAL Centre or has use part or full facilities of USIM for the development of this module; the copyright of the work in terms of printing, publishing and marketing is held by USIM
- [5] E-learning modules developed and published using USIM facility will have the imprinted (notes) logo of USIM and GOAL center.
- [6] Modules or e-learning material provided will be published in LMS platform and / or any appropriate USIM platform.

### Notes on Copyright of Modules and e-Learning Materials

1. Material provider may at any time use the modules and e-learning material in any academic activity. It however cannot be used by another party either in the USIM or in another institution **without** prior permission of the USIM.
2. Providers can use the module material and e-learning materials for other uses such as teaching in the classroom, research, publications and presentations in the seminar.
3. Preparation and use of modules and e-learning materials is subject to the purposes permitted by applicable

### B. Guidelines for the Implementation of Copyright Material Used In the Development of E-Learning Module

#### Responsibilities of Materials Provider

- Fully responsible for the materials donated, taking into account the moral and economic rights of the materials.
- Encouraged to use the materials of self-developed / personal works.
- Minimize the use of external media.
- Responsible for ensuring the consent of the original author and clearly state the media sources.
- Noted on Public Policy (review) Information & Communication Technology (ICT) as prescribed by the USIM.
- Comply with the Copyright Act 1987 (Act 332) (and any amendments) and IP policy set by USIM.

#### Notes on Copyright

- Format for video, slide presentation, PDF or modules will be issued by GOAL Centre.
- Media materials available in the internet are subject to the contributors copyright. The best method to use media from the internet is to use media from creativecommons.org website, where media will be labeled as an ingredient Creative Commons.

*GOALshare acknowledges Rozhan M. Idrus, Director of GOAL Centre for reviewing this contribution. Ahmad Farid Mohd Jamal is the Assistant Registrar of Global Open Access Learning Centre (GOAL Centre) of USIM and can be contacted at [ahmadfarid\[at\]usim\[dot\]edu\[dot\]com](mailto:ahmadfarid[at]usim[dot]edu[dot]com).*

*The reviewed guideline was written by Najwa Hayaati Mohd Alwi (PhD) and GOAL Centre. It can be downloaded via USIM MyDocs (USIM intranet only).*

## USIM FIRST E-LEARNING COLLOQUIUM

**Ahmad Farid Mohd Jamal**

Global Open Access Learning Centre

21st January 2015 (Wednesday)

8.30 am to 1.00 pm

Dewan Kuliah Sederhana 1.3 & 1.4.

Faculty of Economic & Muamalat, USIM

The opening ceremony was presided by The Deputy Vice-Chancellor for Research and Innovation of USIM. Oral presentation sessions involving twelve speakers while poster presenters consist of three participants. Key speaker for this program is Dr. Othman Talib from Universiti Putra Malaysia (UPM) with the presentation on E-Learning: from CD to Apps.

Nearly sixty participants were present including media representative from BH. This colloquium was also being broadcasted through video live streaming via YouTube (USIM Tv).

### WINNER OF BEST PAPER AWARD:

(Akhdiaat Abd Malek, Mohd Ridwan Mohd Lau and Kartini Mohamad Amin)

: Online Language Learning Component In The English Language Support Program: Perceptions of Universiti Sains Islam Malaysia's First Year Undergraduates

Live streaming statistic:

			Overall
Country code	MY	US	
Country	Malaysia	United State	
View	140	3	143
Maximum concurrent view	13	1	14
Total viewing hour	33.99166667	0.325	34.31666667
Average viewing hour per session	14.56785714	6.5	14.3986014

## FLIPPED LEARNING WORKSHOP IN UKM

**Prof. Dr. Rozhan M. Idrus**

Global Open Access Learning Centre

28th January 2015 (Wednesday)

8.30 am to 1.00 pm

Universiti Kebangsaan Malaysia (UKM)

Prof. Rozhan conducted a Workshop on Flipped Learning in the Universiti Kebangsaan Malaysia (UKM) on the 28<sup>th</sup> January 2015. The workshop was organized by the Centre for Teaching and Learning Technologies (CTLT) and was attended by 45 participants from UKM and 9 participants from various institutions including USM, IIUM, KUIS, IPG and USIM. In the workshop, Prof. Rozhan shared his own version of the flipping the classroom concept by flipping the teaching of the whole course for the semester. Basing on student-centered learning (SCL), the teaching was translated (or rather flipped) into

- a study visit to a research lab,
- students' participation in a real Seminar
- the use of sms linking to various educational resources such as videos, journal papers and web links

- the writing of self-instructional texts based on the topics to be learned
- the preparation of FAQs and MCQs for the topics

The students' course assignment of incorporating the concept of Naqli & Aqli in their subject was conducted in the form of a poster competition among the students (working in groups). The posters were eventually presented to the Dean and Deputy Deans and students in the lobby of their faculty. The workshop concluded at 12.45 pm.



## COPYRIGHT & CREATIVE COMMON SEMINAR

**Dr. Najwa Hayaati Mohd Alwi**  
Global Open Access Learning Centre

12th January 2015  
Universiti Putra Malaysia (UPM)

Two staffs of GOAL Centre had attended this half-day seminar which intended to expose and build the understanding on the guideline and implementation of IP protection in an academic institution. Prof. Dr. Ida Madieha Abdul Ghani Azmi, from UIAM, had delivered the session with a talk entitled Creative Common And 2D Reproduction of 2D Designs. In academic and research field, issue on protect, publish, perish (3P) have always been debatable. Nowadays we are introduced to another protection known as Creative Common (CC). Further information on CC please visit: <http://creativecommons.org>.

Copyright protection is automatic and in Malaysia, it is governed by the Copyright Act 1987. Copyright is a life time legal right created by the law of a country, It grants the creator of an original work exclusive right to copy, alter, distribute, or perform/display the work, or authorize others to do so. While, CC is the authorization. CC is much more similar to a license you might receive from a copyright holder than it is to copyright law itself. CC emphasized the concept of sharing work with protection. This is aligned with Islamic view and practice as well. The works belongs to the author but sharing earns barakah (blessings) with adhering certain values.

The seminar had ended at 12.30 pm.

## PUKUNUI TRAINING

**Mohamad Faiz Taip**  
Global Open Access Learning Centre

27-28th January 2015  
8.30 am to 5.00 pm  
Pukunui Sdn Bhd, Mont Kiara

Three staffs from Technical Team of GOAL Centre had attended two-day courses aimed at those technical and administrative staffs that has previous experience using Moodle, and are looking at how Moodle can support them in extending their online learning experiences. The Masterclass is not for beginners, and it will be assumed that everyone who has registered knows the basics about Moodle.

The Masterclass covers little known tips and tricks for both administrative staff and teachers to get the most out of their Moodle sites and course pages. From this training our Technical Team learns new tools and activities like:

- Create a customised grade scale
- Build an Assignment with a marking Rubric
- Use a Google drive folder on your course for file storage
- Create "live" graphs using Google spreadsheets
- And many more.

The benefits from this training is we will now be able to develop a tools to calculate the innovative and creative (the unconventional) ways of using our LMS (GOALS) to achieve minimum 30% blended mode requirement. We also welcome any thought from lecturer to help us improve GOALS reporting tools.

## VISIT FROM THE MINISTRY OF HEALTH SUDAN



**28th January 2015 (Wednesday)**

Working visit from two representatives of The Ministry of Health Sudan headed by Associate Prof. Dr. Mohd Rushdan Mohd Jailani of USIM seeks to obtain clearer information about programs offered by GOAL Centre, and the overview of online learning process.

## VISIT FROM THE ZANZIBAR UNIVERSITY



**29th January 2015 (Thursday)**

Working visit from five representatives of The Zanzibar University headed by the Vice Chancellor, Prof. Dr. Mustafa A. A. Roshash seeks to obtain detail information on USIM online learning management system (GOALS).

## BOOKBOON.COM

**bookboon.com**

Download free books

**Bookboon** is an online book publishing company based in London, United Kingdom. Bookboon was founded in 1988 in Denmark. Bookboon is largest publisher of eBooks in the world, thanks to 42 million downloaded eBooks in 2012, and 56 million in 2013. The publisher's mission is to provide free textbooks to students all around the world. Indeed, they believe that students should be able to go through university without having to pay for their textbooks. All academic e-textbooks are available completely for free for the students, thanks to the support of a low number of ads in the books. Furthermore, Bookboon also publishes professional development books for business people. These eBooks are available through Bookboon Premium. All books are exclusively written for Bookboon by professors and experts within their fields of expertise. The topics covered by the textbooks go from economics to engineering and IT, while the professional books cover personal development, marketing, HR, management and many more professional topics. Bookboon are publishing new exciting titles every week and are working towards their goal to be indispensable for students and professionals worldwide.

**Official site:** <http://bookboon.com>



## EDRAAK



**Queen Rania Foundation Launches Edraak, a MOOC Portal for the Arab World - <https://www.edraak.org>**

Her Majesty Queen Rania al Abdullah of Jordan and the Queen Rania Foundation launched **Edraak, the first not-for-profit Arab platform for MOOCs aimed at bringing world-class education to millions of Arab-speaking learners around the globe.**

Powered by the Open edX platform, Edraak will deliver high quality online education from the best Arab instructors, regional academic institutions as well as Arabic-translated courses from prestigious university from around the world.

Queen Rania said “the world around us is speeding toward a future where ideas, knowledge and skills are the founding blocks of prosperity, while we drift at the bottom of global rankings in terms of knowledge, and in terms of how and what we produce. Transformative shifts usually happen when need and opportunity meets. We desperately need quality education, and online learning is our opportunity.” USIM can be part of Edraak and that will open up a world of possibility for intellectually hungry Arab youth and Arab-speaking students worldwide. GOAL Centre is in the process of establishing links with the Queen Rania Foundation and Edraak. This is an opportunity for USIM.

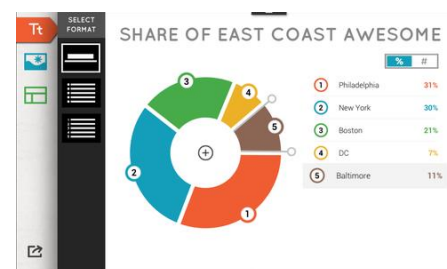
## HAIKU DECK



**Haiku Deck** is a free app offering from Giant Thinkwell that makes presentations simple, beautiful, and fun. It is available for Apple PC, Apple phone and iPad use. It includes access to over 35 million free images and six free themes; additional themes as well as premium images from Getty Images are available for purchase on the iPad.

You can choose from one of five themes with its own font that are free to the public; 11 more themes are available to buy, either at \$2 apiece, or \$15 for an entire “theme pack.” One of the free offerings should do, at least when making your first presentation. Once you’ve picked a theme, choose a title for your presentation, and the process is pretty straightforward after that. Choose one of three options for each new slide after the title page: an animated graph (pie, bar, and stat), text on a solid-colored slide, or text overlaid on a picture. For the picture option, you can pick your own photos from Facebook, Instagram, Flickr, or from the camera roll on your iPad—that is, if you don’t like one of the 35 million stock images available.

**Official site:** <https://haikudeck.com>  
**Words:** Joel Mathis @ Macworld Review

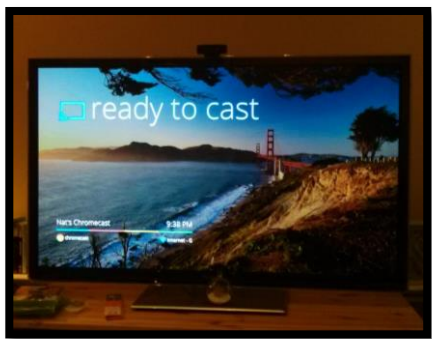


## GOOGLE CHROMECAST

Google Chromecast is one of the gadgets produced by Google. Its size is equal to a pendrive size thus making it easy to be brought anywhere. The device only needs to be installed on the HDMI port (TV/Projector) and powered by the power adapter (provided) or you can power up from any USB port that is available.



Google Chromecast allows you to cast content, favorite entertainment and Apps (from Android phone, tablet, iPhone, iPad, Mac, Windows laptop or Chromebook). Contents that can be cast from the device are content from YouTube, Google Play, Ted, Coursera and many more (You can refer <https://www.google.com/chromecast>, for the full list of Apps / content that can be cast). You can also mirror your device (phone/tablet) and cast it to your television or projector.



To use Chromecast, you need the following item:

- Chromecast Dongle
- Television / Projector with HDMI port
- Wi-Fi Connection
- Smartphone / Tablet / Laptop

Here are some of the activities that you can conduct using Chromecast in the classroom:

- Watch educational videos from YouTube
- Surfing and reading web content together (news, stories, etc.)
- Make presentation using Google Slides and cast it for class discussion
- Share your image to your classroom

Use Chromecast allows you to perform these activities without the use of a laptop / computer and can be done wirelessly (without cable). It is more interesting where students can also make a presentation without using a laptop / computer instructor and only use their own gadgets.

Here are the pros and cons for those who want to use Chromecast in teaching & learning.

Pros:

- Affordable prices
- Easy to install
- Small in size and easy to carry
- Good for the purpose of collaboration between the teacher & student
- Potential improvement that can be accomplished through software updates

Cons:

- Most classes are still using VGA port rather than HDMI
- Lack of privacy, which anyone can display their content without permission
- The number of applications that support Chromecast still slightly (number of apps increasing from time to time).



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# FORTHCOMING PROGRAMS

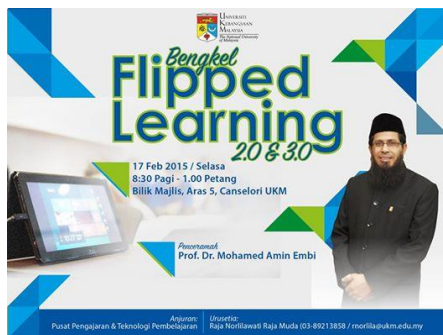
## K-NOVASI P&P UKM



Dewan Canselor Tun Abdul Razak (DECTAR), UKM  
11 - 12 Februari, 2015

Website: <http://www.ukm.my/knovasi>

## FLIPPED LEARNING



Contact: [rnorlila@ukm.edu.my](mailto:rnorlila@ukm.edu.my)

## ARAB MASTERY CAMP



13-15 Februari 2015, 9am-10pm,  
Haniez Academy, Shah Alam

**Harga Promo**  
(hingga 31 Jan 2015)

1 orang RM897 2 orang RM1557 3 orang RM2100

Harga "Istimewa" untuk Ahli BNI

\*Makan & minum diutamakan  
\*\* Peserta di rasmihatkan membuat persembahan pengiraan sendiri

Tempat terhad, Daftar Sekarang:  
HJ Amir: 019-219 5284 HJ Harudin: 013-6906759  
Email: [haniezacademy@gmail.com](mailto:haniezacademy@gmail.com) [www.haniezacademy.blogspot.com](http://www.haniezacademy.blogspot.com)

Website: [haniezacademy.blogspot.com](http://haniezacademy.blogspot.com)

## TEACHING WITH TECHNOLOGY: Webinar session with Scott Jaschik and Carl Straumsheim

17 February 2015 (Tuesday)  
2.00 pm Eastern  
[www.insidehighered.com](http://www.insidehighered.com)

The use of technology to deliver instruction is an idea whose time has come through the extent of use varies greatly. At the some institutions, professor does little more than use learning management system to record attendance and grades and to communicate with students. At the other end of the scale, millions of students study entirely online.

For the great middle, though, professors are increasingly using their LMS and other technology tools to do things that don't simply replace paperwork. They are bringing together students from across the country or around the world. They are flipping the classroom and using class time for group work or student presentation, rather than for lecture. They are using simulations, videos, and ever-growing list of tools. And they are doing so in courses that is entirely in person and in hybrid formats.

On February 17 at 2 p.m Eastern, join *Inside Higher Ed* editor, Scott Jaschik and technology reporter Carl Straumsheim for a lively discussion on these issues in a free webinar session. For more info on this session please write to [info@insidehighered.com](mailto:info@insidehighered.com).

**INSIDE HIGHER ED**

## ACTC 2015 - The Fifth Asian Conference on Technology In The Classroom



30th April to 3rd May 2015  
Kobe, Japan

Website: [iafor.org/conferences/actc2015](http://iafor.org/conferences/actc2015)  
Deadline for abstracts/proposals: 1st March 2015

## ECE 2015 - The European Conference on Education



1st to 5th July 2015  
Brighton, United Kingdom

Website: [iafor.org/conferences/ece2015](http://iafor.org/conferences/ece2015)  
Deadline for abstracts/proposals: 1st March 2015

## EDULEARN15 - 7th annual International Conference on Education and New Learning Technologies



6th to 8th July 2015  
Barcelona, Spain

Website: [iated.org/edulearn](http://iated.org/edulearn)  
Deadline for abstracts/proposals: 26th March 2015