

GOAL share



Newsletter of The Global Open Access Learning Centre

Universiti Sains Islam Malaysia

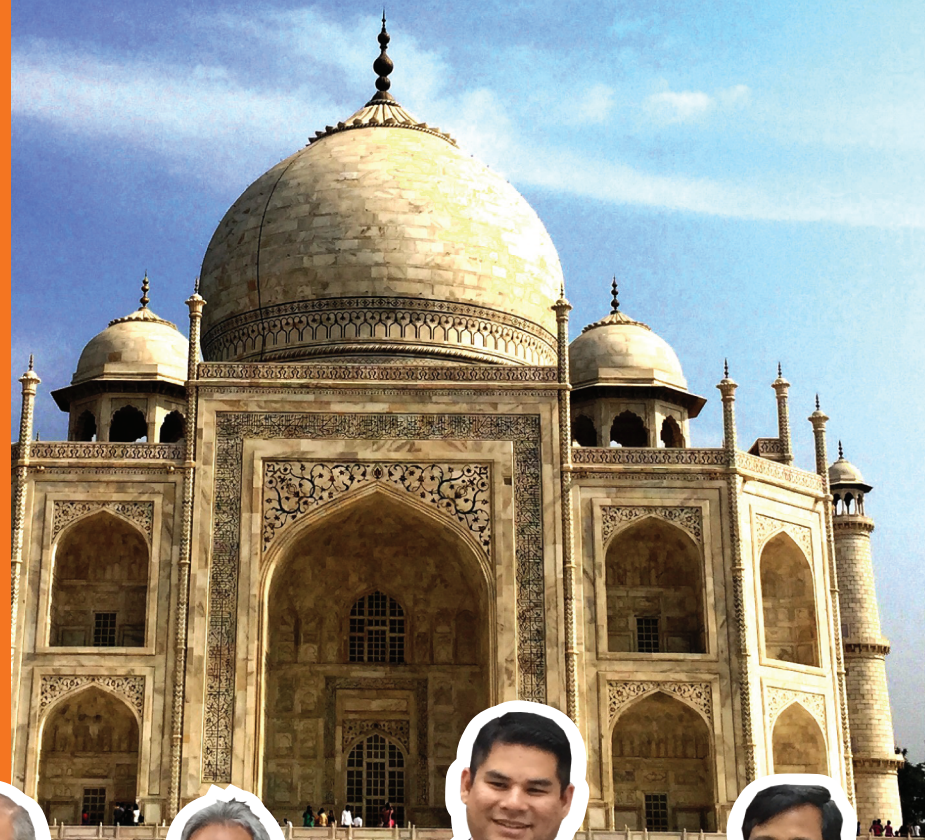
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GOAL Centre Global Outreach

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LET'S WRITE

Dear Sir / Madam,

OFFICIAL INVITATION TO WRITE AN ARTICLE / PAPER FOR UNIVERSITI SAINS ISLAM MALAYSIA (USIM) E-LEARNING BULETTIN; GOALSHARE

With due respect, the above mentioned matter is referred.

Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM) has prepared a series of free online e-learning bulletin named GOALshare (eISSN number 2289-8727) with the objective to nurture informed citizens, visionary leaders and life-long learners who are masters of today's information, educational tools and technologies, and also to disseminate related e-learning programs throughout the globe.

With respect, you are cordially invited to submit an article to the Short Communication Column without fee or honorarium. An article should compromise of maximum 700 words (not including reference) on a topic related to educational technology / educational updates. Longer texts will also be considered if they fit the theme. Font used should be Calibri size 10 with 1.0 spacing with no space before and after paragraph.

Herewith is the url for our previous publications at <http://goalcentre.usim.edu.my/oer-video/buletin-bulanan-goal-centre> for your kind reference. The deadline for the submission of articles is on the twentieth (20th) of each month to the e-mail address of goal-care@usim.edu.my or ahmadfarid@usim.edu.my.

I sincerely hope to hear from you again and would like to make this publication a global reference, and hopefully will inspire more individual and institution to enrich our free bulletin for the benefits of humanity.

Thank you.

KNOWLEDGEABLE • DISCIPLINED • DEVOUT

Sincerely,



(PROF. DR. ROZHAN M. IDRUS)
Director

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format

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

GOAL CENTRE
@ Universiti Sains Islam Malaysia



Interconnections is the gum that ties the ideas, fields, focuses, themes, and topics that fall within the web of global education.

Being an essential part of Malaysian educational focus, the idea of expanding the global web to as many education-focused institutions is always precedence. As connectivity stood as the main principles of online learning; this theme pervade in the every-day exercise of GOAL Centre.

The idea of tying the knot with CEMCA will definitely goes a long way. The direct connection of CEMCA with various worldly-body (especially COL), will flourish wads of inter-disciplinary channels to high impact educational activities, revolutionary research findings and even improvisations of nations' economic conditions!.

We are hoping to ink a productive MoA with CEMCA by February 2016 and bring home a series of global-local projects that can benefits not only USIM, but also the rest of Malaysian education community.

Preparing for even challenging 2016, we are really glad to initiate this connection, and pretty excited to be part of our local educational melioration.

Dr. Nurkhamimi Zainudin
Coordinator of Programme Management GOAL Centre

GOALS USER STATISTIC

GOALS traffic record – Data of 26 October 2015 to 25 December 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 increased in traffic by 7.77% for the period between 26 November to 25 December 2015 compared with the period from October 26 to 25 November, 2015 (81,690 compared to 75,800 visits) (Refer to Figure 1). This trend also complimented by the decrease rate of new visitors by 3% (24.7% versus 27.7%) over the same period (Figure 2). On the other hand, the rate of returning visitors increased by 3% (75.3% versus 72.3%) for the same period.

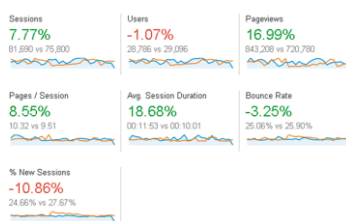


Figure 1: Records of GOALS visit for the period 26 June to 25 August 2015

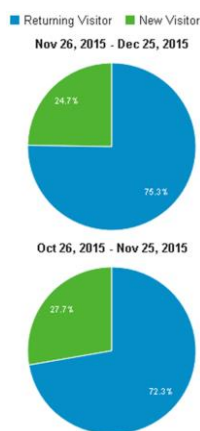


Figure 2: Record of new visitor and returning visitors of GOALS for the period 26 August to 25 October 2015

Figure 3 and 4 below shows the resources (region and country) of GOALS visits in the period 26 November to 25 December 2015 compared with the period from October 26 to 25 November, 2015. The highest visit is 51.81%, and 58.77% visits from Nilai, Malaysia. This rate is due to the high placement of USIM student is in Nilai, Malaysia.

| City | Sessions | % Sessions |
|-----------------------------|---------------|----------------|
| 1. Nilai | | |
| Nov 26, 2015 - Dec 25, 2015 | 47,229 | 57.81% |
| Oct 26, 2015 - Nov 25, 2015 | 44,544 | 58.77% |
| % Change | 6.03% | -1.62% |
| 2. Kuala Lumpur | | |
| Nov 26, 2015 - Dec 25, 2015 | 14,581 | 17.85% |
| Oct 26, 2015 - Nov 25, 2015 | 13,684 | 17.92% |
| % Change | 7.34% | -0.40% |
| 3. Seremban | | |
| Nov 26, 2015 - Dec 25, 2015 | 9,939 | 12.17% |
| Oct 26, 2015 - Nov 25, 2015 | 5,921 | 7.81% |
| % Change | 67.86% | 55.76% |
| 4. Puchong | | |
| Nov 26, 2015 - Dec 25, 2015 | 1,062 | 1.30% |
| Oct 26, 2015 - Nov 25, 2015 | 1,098 | 1.45% |
| % Change | -3.28% | -10.25% |

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

| Country | Sessions | % Sessions |
|-----------------------------|----------------|----------------|
| 1. Malaysia | | |
| Nov 26, 2015 - Dec 25, 2015 | 79,954 | 97.30% |
| Oct 26, 2015 - Nov 25, 2015 | 74,354 | 98.09% |
| % Change | 6.99% | -0.72% |
| 2. United States | | |
| Nov 26, 2015 - Dec 25, 2015 | 609 | 0.75% |
| Oct 26, 2015 - Nov 25, 2015 | 377 | 0.60% |
| % Change | 61.54% | 49.89% |
| 3. Israel | | |
| Nov 26, 2015 - Dec 25, 2015 | 303 | 0.37% |
| Oct 26, 2015 - Nov 25, 2015 | 292 | 0.39% |
| % Change | 3.77% | -3.21% |
| 4. United Kingdom | | |
| Nov 26, 2015 - Dec 25, 2015 | 148 | 0.18% |
| Oct 26, 2015 - Nov 25, 2015 | 124 | 0.16% |
| % Change | 19.35% | -10.75% |
| 5. Philippines | | |
| Nov 26, 2015 - Dec 25, 2015 | 117 | 0.14% |
| Oct 26, 2015 - Nov 25, 2015 | 43 | 0.06% |
| % Change | 172.80% | 152.41% |

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

Facebook still had the largest traffic that cited GOALS with 100%. Record of visits from internal network decreased by 57.2% while, visit using other internet provider's such as personal broadband, internet cafes and others increased by 5.8% in the period 26 November to 25 December 2015 compared with the period from October 26 to 25 November 2015.



by Prof. Dr. Rozhan M. Idrus

BLENDED LEARNING; IS IT NEW?

Strange as it may seem, my recent encounters with academics in conferences in Riyadh and Istanbul (in 2015) proclaimed the use of blended learning as their educational strategy. What is rather perplexing is the proclamation was as though blended learning was a new revelation (for the lack of a better word). In truth, there has always been a blend in our teaching and learning practices.

To cut a long story short, blended learning can be referred to as a mixture of a range of technologies, pedagogies or learning through the blending of a range of contexts (Whitelock & Jeffs, 2003).



In truth, **blended learning has existed long before the advent of computers and social networks**. The combination of multiple learning environments and activities is a given and teachers used simple technologies like paper, pencil and the chalkboard (not to mention colored chalks as well). Ironically, Josiah F. Bumstead first declared in his 1841 essay, *The Blackboard in the Primary Schools*, that the chalkboard is a groundbreaking technological invention (Krause, 2000).

TECHNOLOGY IN BLENDED LEARNING

Contemporary definitions of blended learning take into account the role that technology can play to the point that from 2006 to the present, blended learning has been understood as a combination of face-to-face and technology-mediated instructional forms and practices. This article is not going to argue about the definitions but focuses on the overall instructional design of the learning experience where the learner is offered more choice in how the learning experience unfolds.

“While thoughtful planning is essential, blended learning is a fluid process whereby learning needs, moments of insight, and unique pathways evolve.”

As such, blended learning is not limited to e-Learning and classroom, as more popularly constructed, but is a blend that can constitute any mixture of the face to face classroom, the virtual classroom and a stand-alone e-Learning format. As a consequence, a blend may be a mixture of books, CDs, web sites, video and audio broadcast, email exchanges and forum, all of which can occur in a mixture of strategies, viz, formal, informal, behavioral, cognitive and constructivist.

In essence, **emerging technology enhanced pedagogies** and the Internet has made it possible to:

- Create new environments for learning
- New opportunities for synchronous and asynchronous collaboration

- New modes of delivery for learning materials, self-directed guides, and tutorials.

As a natural progression, the theory of connectivism and the concept of the learning community and participatory knowledge construction in the teaching and learning process will add to the tapestry of the blend.

HOW WELL IS YOUR BLENDING?

As we delve into the interplay of learners and the content to be delivered, we can envisage levels of blending that is in the form of a;

- Personal blend where detailed learning experiences are provided to the needs of the individual learner
- Tactical blend where there are the mixing methodologies, design approaches and media for each individual topic
- Strategic blend where there exist the mixing classroom and e-learning events based on subject matter and goals
- Mechanical blend with a sandwiching of existing e-learning content and classroom content

After all the deliberations on the blended learning approach, it was observed that in a simplistic manner, **institutions defined a course as blended if more than a certain percent of the course is online.**

*“There was the **absence of a fundamental redesign of the instructional model** that should approach the combination of the interactive and socialization opportunities of the classroom with the technologically enhanced active learning possibilities.”*

STRUCTURING YOUR BLEND

Too, the **blended approach should be viewed as a pedagogically articulated** teaching and learning transaction that is custom tailored to an individual learning objective – tailored to the individual learner or a configuration of student-centered learning. In view of this, the design characteristics should be;

- a **learner centered instruction** where learners become active and interactive learners (applied to the entire course, including the f2f sessions)
- **increased in interaction** between learner-instructor, learner-learner, learner-content, as well as learner-outside resources; and
- in an **integrated formative and summative assessment** mechanisms for learners and instructor

BLENDING BY DESIGN

As in any educational strategy, **the blend is by design**, and in support of this, should have a built-in mechanism of planning and development in order to maximize blended learning, via,

- Planned & well supported approaches
- Theory-based instructional model
- Faculty development
- Course development team
- Learner support
- Ongoing formative and summative assessment

BLENDING OPPUGN

Finally, the following questions offer additional insight into the creation of a blended experience (Hobgood, undated);

- What are the **learning outcomes of this experience**? I.e., what skills, knowledge, and dispositions should students develop as a result of the experience?
- What **topics and subtopics must be addressed** by the entire learning experience in order to achieve the learning outcomes?
- What are the **learning events (activities) chosen** to address the learning outcomes?
- What portion of **content is accessed during each learning event**?
- What is the most appropriate **mode for delivering** that content?
- In what **setting does the learning event occur**?
- What **supports and teacher input** are needed for that learning event?

- **Where should formative assessment appear** relative to each learning event?
- How does the **learning event relate to previous learning** events and those that follow?
- How will **learners transfer their change in understanding** from one learning event to another?

As we are in the 21st century, new buzz words has appeared in an innovative blend in the form of the flipped classroom model, flex model, self-blend model and the enriched virtual model, all supplemented by technology. We shall blend further...

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by Nurhuda binti Ruzlan

WHAT IS SIMPLE?

SIMPLE (*Self Instructional Module Template*) is a step by step guideline template designed by GOAL Centre to assist USIM lecturers to develop a comprehensive and structured learning module. The objective of SIMPLE is to increase the number of USIM blended learning courses in a more systematic way.

SIMPLE consists of two main elements, which are:

1. SIMPLE's folder
2. SIMPLE's template in GOALS

SIMPLE have 4 main categories that in line with 30% blended mode rubrics from MOE's KPI. Each category represent different needs and used of LMS in teaching & learning. The categories are:

1. Information
2. Content
3. Activities
4. Assessments

SIMPLE's CRITERIA:



A. HOW TO USED SIMPLE'S FOLDER?

1. Lecturers will be provided with SIMPLE folder by GOAL Centre.
2. Differentiate and save all teaching materials in every category accordingly.
3. For Quiz, Assignment and Forum, lecturers need to save the entire question in Words and categorized them based on topic in the folder.

B. HOW TO USED SIMPLE'S TEMPLATE?

1. Upload each folder item into the GOALS topic block (with same name) using drags and drop function.
2. Use any web 2.0 applications to converts any teaching materials to be more interactive.
3. Embed converted materials into GOALS
4. Import Quiz question into question banks
5. Create assignment
6. Create forum
7. Check statistic of 30% blended learning

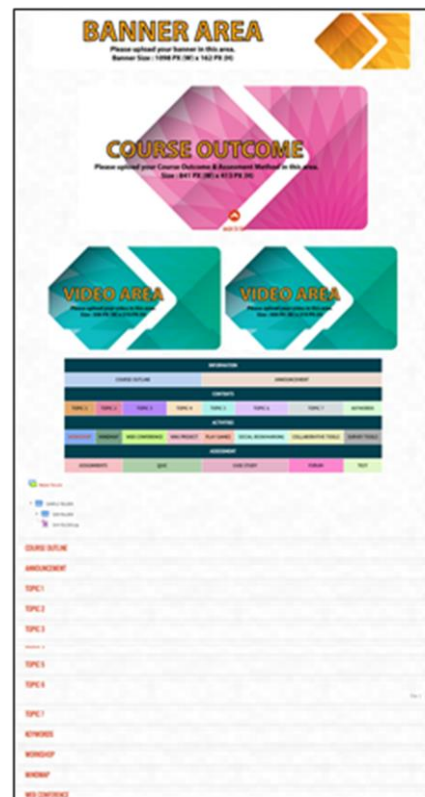
C. HOW TO SIM?

This is the important part of SIMPLE. Lecturers need to put a step-by-step guideline or instruction in their course to help their students on how to study their course throughout the semester.

SIM must be written in a communicative way to ensure the interactivity of the content. Your instruction must be synchronized with your teaching material.

* Optional:

Lecturers need to test their completed-SIMPLE-course with student and get students' feedback on the effectiveness of the course in teaching and learning.



Nurhuda binti Ruzlan is the IT Assistant Officer of Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM). She can be contacted at nurhuda@usim.edu.my





by Habibah Ismail and Fatin Munirah

WHAT IS MYCYBERLAW

MyCyberLaw is an innovative secured mobile learning application for learning Cyber Law course. MyCyberLaw used to help lecturers to deliver learning module and students for online learning in a secured environment. This development focus on security as it implement Two-Way Authentication and Role-Based Access Control security model.

This application was built for university students and lecturers. People who are interested to learn can use this application as Guest user. There are sections for lecturer sharing notes, assignments, send messages and upload student's grade. Student can view all content that have been shared by lecturer. Furthermore, this application supports the concept of anywhere and anytime learning.

MOBILE APPLICATION DEVELOPMENT LIFECYCLE

In order to build a mobile application, there are some basic steps that every developer should follow. There are many type of lifecycle models has been proposed before. The most famous models are waterfall model, spiral model and prototyping model.

STRUCTURE OF MYCYBERLAW MOBILE APPLICATION

The structure of MyCyberLaw mobile application is derived from several design phase. In general, it contains 3 phases;

- Interface layer
- Abstract layer
- Physical storage layer

Interface layer represents the user interface designs, the process of the application and storage are defined in abstract and physical storage layer. Interface layer contain the layout of user interfaces from login page which is the first page until each layout of every user's role.

Abstract layer contain the abstract process such as acquiring user data input and file uploaded and retrieval data.

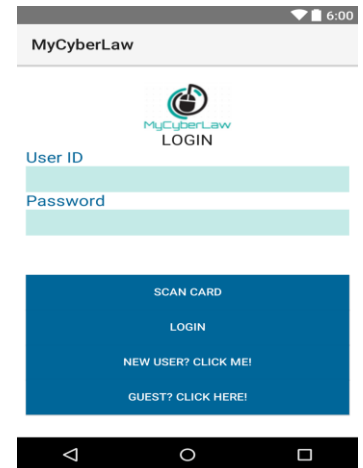
Last layer is the physical data storage which is the database for MyCyberLaw application.

APPLICATION FRAMEWORK OF MYCYBERLAW MOBILE APPLICATION

The application use mobile application framework to ensure the application is ready and easily accessed by user. The architecture of MyCyberLaw consists of presentation layer (User Interface), business layer (Java EE Server) and data layer (Database Server).

In the design, it consists of one database with three different modules, the admin module, lecturer module and student module.

The admin module was designed to manage the users of the application. The lecturer module is designed to manage the learning course material contain in the application and the student module is designed to view the learning course material. The database of the application is used to store user information and learning course material.



REMARKS

This application was built by two USIM students; Habibah Ismail and Fatin Munirah. It was built to support the development of MLearning in this country. The application focused on security element implement which is Two-way Authentication and Role-Based Access Control. The security implement is to preserve the integrity and confidentiality of shared data in the application. ***This apps is ready to be downloaded for free at Google Store***

GOALshare acknowledges Najwa Hayaati Mohd Alwi, Coordinator of GOAL Centre, and supervisor for this project for reviewing this contribution. Both authors are the ISA students at the Faculty of Science & Technology of Universiti Sains Islam Malaysia (USIM) and can be contacted at [ftnmunirah\[at\]gmail\[dot\]com](mailto:ftnmunirah[at]gmail[dot]com)





بقلم: د. نورحميمي بن زين الدين

- رسم واقع افتراضي يجعل الطالب يوسع مدارك الآفاق لديه خصوصاً فيزيائياً.
- وفي دراسة لإحدى الجامعات الأمريكية ان ألعاب الفيديو يمكن أن تحسن الرؤية لدى لاعبيها ومن تزيد من الانتباه
- والمهارات المعرفية ويكون أداءهم أكثر السرعة ودقة وتعددية مهام من غيرهم.
- تساعد على تحسين مهارات الطلاب في حل المشكلات وكذلك تحليل المواقف



- في نهاية الستينات ابتكر المخترع الأمريكي ذو الأصول الألمانية رالف ه. باير أول جهاز ألعاب فيديو ماغنافوكس أوديسي الذي أطلق في سنة 1972، وكان أول جهاز ألعاب فيديو يتصل بالتلفزيون لعرض الصور.

على مدى السنوات العشر الماضية، بدأت ألعاب الفيديو حتى تنضج كشكل من ترفيه. فأصبحت أكثر وضوحاً ومحاكاة للواقع، ولفتت انتباه الكبار قبل الصغار، وأصبحت من أكثر من موارد التجارة ربحاً.



تعريف ألعاب الفيديو

ألعاب الفيديو ألعاب مبرمجة بواسطة الحاسوب وتلعب عادة في أنظمة ألعاب الفيديو حيث تعرض في التلفزيون أو على الأجهزة المحمولة وغيرها.

تاريخ ألعاب الفيديو

- يعود تاريخ ألعاب الفيديو إلى سنة 1947 حينما اخترع البروفسور الأمريكي توماس جولد سميت الابن لعبة أطلق عليها "أداة أنبوب الأشعة المهبطية المسلية".
- أول لعبة اخترعت لغرض تجاري هي لعبة الأركيد كمبيوتر سبيس سنة 1971، وقد كانت تعمل عن طريق وضع القطعة النقدية كما في بعض أجهزة الأركيد الحالية. احتوت على شاشة تلفزيون بدون ألوان.

مميزات ألعاب الفيديو

- أحد أهم وسائل التعلم
- تحسين تفكير لدى الأطفال
- توسيع مخيلة الأطفال وتزيد من مستوى التركيز

عيوب ألعاب الفيديو

- التأثير الصحي وقضاء الأوقات في ما لا ينفع
- تجلب كثير من العادات السيئة
- ضعف التحصيل الدراسي والعزلة الاجتماعية

التعليم في عصر ألعاب الفيديو

- أفضل وسيلة لجعل الطلاب متفاعلين ومشاركين.
- محاكاة الواقع العملي في التعليم من خلال الترفيه.
- تدريب الطلاب على المتابعة والتركيز بشكل غير مباشر.



استخدام ألعاب الفيديو في المدارس

- ألعاب تعليم العمليات الحسابية والمنطقية.
- كألعاب تعليم محاكاة الواقع الافتراضي في المواد الفيزيائية
- تعليم الأطفال مهارات صحية للرعاية الذاتية مثل الاسعافات الأولية لمرضى الربو أو السكري
- تعليم الأطفال مهارات المحاولة والخطأ
- تعليم التجارب الكيميائية ووضع الخطط والأهداف المستقبلية بطريقة مسلية

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GOAL Centre Official Visit to India

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre



23 – 27 November 2015 (Mon - Fri)

New Delhi, India

GOAL Centre has strengthened their cooperation with global institution by the visit to the Commonwealth Educational Media Centre for Asia (CEMCA) on November 2015. The objective of this visit is to finalize the Memorandum of Agreement (MoA) which was expected to be sealed in March 2016, after the approval from the University Board of Director. USIM delegates were also visit the National Institute of Open Schooling, India with the objective to learn on how open schooling concept can be implemented in Malaysia.

Major projects that will be carried out as a result of this visit are as follows:

- i. Program staff attaché.
 - Coordination of existing USIM attachment model USIM with available attaché programs in NIOS.
 - Provide a special MoU to officialize the propose attachment program between USIM and NIOS.
 - Send at least one staff of GOAL Centre to NIOS in 2016 to study the NIOS online learning management system, as well as expendability and scalability model.
- ii. TVSD / TVET course development in the Malaysian education system / development of new skills-based courses those are appropriate in Malaysia and India.

- Conduct series of discussions with the Malaysian Department of Community College and Vocational (MOE) to offer consultative services in the development of TVET syllabus.
- Develop TVET courses with the integration of Naqli & Aqli syllabus with the help of CEMCA expertise.

iii. Appropriate sharing OER courses to be offered in Malaysia / Southeast Asia.

- Identifying CEMCA existing OER that can be matched with USIM courses and be used as learning aids.
- Sharing of expertise between CEMCA and USIM for the development of new OER materials.

iv. Sharing the writing of articles and latest news on technology education.

- Preparation of suitable article to be published in CEMCA newsletter and offer several columns for CEMCA articles in GOALShare starting in the year 2016.

v. CEMCA Best Female Achiever Award (Varsity).

- CEMCA will donate USD600 as an awarded for the winner of Best Female Achiever from Malaysia.
- GOAL Centre will coordinate the organizing of the Award Conferment Ceremony.
- GOAL Centre will be responsible in the preparation of the selection criteria, the selecting committee and the awards ceremony.



Visit to the Office of the Director General of Ministry of Higher

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre

11 December 2015 (Friday)

Meeting Room Al-Khwarizmi JPT
Ministry of Higher Education 9th Floor
Tower 2, Jalan P5 / 6, Precinct 5, Putrajaya

The objective of the visit is to inform the Director General on the development of e-learning in the USIM, especially on the utilization of e-learning related hardware and also the result of GOAL Centre official visit to CEMCA, India.

The resolutions of this visit are as follows:

- 1) The Director General interested in the use of Swivl in recording activities of her Department, particularly in the presentation and sharing activities.
- 2) She is also interested in the CEMCA Best Female Achiever Award which will be awarded a result of cooperation between CEMCA and USIM.
- 3) She is also very delighted with the sharing of facilities offered by CEMCA and COL in the development of OER and MOOC content.
- 4) She also took note on USIM proposal for the development of TVSD / TVET program in Malaysia especially the courses that will benefit USIM adopted school / vocational colleges and community colleges.

GOAL Centre will be a driving force in CEMCA and COL-related activities in Malaysia, especially in the dissemination and sharing of information. The collaboration is expected to deliver milestone on USIM achievement, and will also provide global exposure to USIM capabilities in addressing the needs of society, in particular the global Muslim community.



National University Carnival on e-Learning (NUCEL) 2015

14 - 15 December 2015 (Mon - Tue)

Dewan Besar UPSI
Tanjung Malim, Perak

GOAL Centre has participated in NUCEL 2015 hosted by UPSI. GOAL Centre holds 3 entries in the categories of Innovation, Invention and Design in e-Learning (IIDEL) and managed to bring home three silver medals and 1 bronze medal.

List of entries for silver medal are:

- i. Apple iTunes U Integration in Teaching and Learning
- ii. Self-Instructional Template Module (SIMPLE)
- iii. Mobile Learning Flipped Classroom

Bronze medal winner is MyCyberlaw.

Visit to Bahagian Akademik & Pengajian Berterusan

16 December 2015 (Wednesday)

Level 6, Galeria PjH, P4W Street, Persiaran Perdana,
Precinct 4, Putrajaya

The visit aims to discuss bilateral cooperation between USIM and Community College in the field of lifelong learning, MOOC and methods of learning and teaching.

The proposed collaboration is expected to increase GOAL Centre networking as well as to explore new chances for income generation through the offering of relevant courses / workshops / clinics specializing in teaching and learning. This cooperation is also expected to be able to provide a space for the offering of more Lifelong Learning (LLL) courses.

Members of both parties took note and agreed in general about GOAL Centre's involvement in the Community College teaching & learning improvement program, and also agreed for a memorandum of cooperation in the organizing of teaching and learning workshop by 2016.



CLOUDCONVERT

Intan Ros Safina Binti Safri
Global Open Access Learning Centre



CloudConvert is a web app that can convert 140 different file types.

You do not need to install any software on your computer, just need to upload the file you want to convert and CloudConvert gives you a list of file format that you can convert to. Then the file will be sent directly to your Dropbox or Google Drive account.

The service also integrates with multiple cloud storage services so that you can automatically save the converted files in the cloud.

Users can simply upload files from Dropbox and Google Drive as well. Simply authorize CloudConvert to access your account and it will automatically import the file.

CloudConvert can surely convert anything to anything whether it's audio, e-books, videos, images, archive or anything as long as it is not Apple pages.

The CloudConvert API offers the full functionality of CloudConvert and makes it possible to use the conversion services in your own applications.

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

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



BOOKTRACK CLASSROOM

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Global Open Access Learning Centre



Booktrack Classroom is a free web app that enables students to read and create like in movie style soundtrack for their book.

This technology synchronizes audio with text to give immersive experience to its users.

Booktrack Classroom lets comprehension increase where contextual soundtracks help students to a better process on what they are reading also make a deeper connection to the text.

Booktrack Classroom has the capacity to sense the speed at which the reader is reading the story by identifying when the reader turns the page. The technology makes the sound at the right time reader turns the page.

This app makes better understanding for those who are weak in comprehension.



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

EDPUZZLE

Intan Ros Safina Binti Safri
Global Open Access Learning Centre



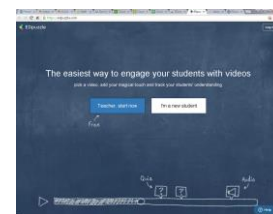
EDPuzzle empowers teachers to make any video to be a lesson for students.

Lecturer just need to crop a video, any video such as from YouTube then to make it perfect for your classroom lecturer can input their voice explanation and also the quizzes into the video.

With this app, lecturer can monitor their student and check their understanding and identify where they may be struggling.

This apps can be apply to device such as iPad, iPhone, PC/Mac or Windows tablet.

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



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

MOVERIO BT-200

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Global Open Access Learning Centre

The **MOVERIO BT-200** smart glasses are designed to change how you experience the world around you. With new and improved features and a more compact size, these innovative smart glasses are setting the new standard in Augmented Reality.

These binocular is the new standard in Augmented Reality. Transparent smart glasses open up a whole new world in entertainment, manufacturing, medical science and more. Unlike competitive models, each lens has its own display, right in your field of vision, projected into your surroundings.

In addition, the BT-200 boasts 2x the virtual screen size, at a remarkably affordable price.



Figure 1: MOVERIO BT-200

These lightweight glasses work out-of-the-box with Bluetooth and other technology, plus most Android™ apps.

It is portable and its rechargeable battery offers nearly six hours of battery life.

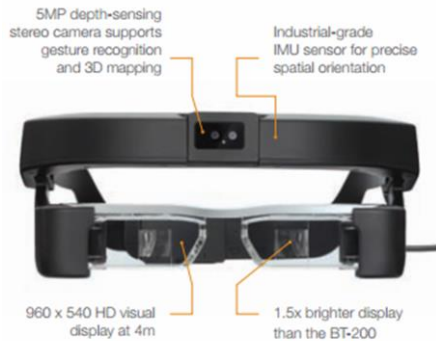


Figure 2: MOVERIO BT-200 review

With a front-facing camera and motion tracker, the BT-200 is a premier development platform for apps of the future and hands-free scenarios, delivering large, 2D or 3D images, front and center, it is virtually anywhere.

It comes together with the control unit which is using OCR technology.



Picture 3: OCR technology

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

Samsung Gear VR

Intan Ros Safina Binti Safri
Global Open Access Learning Centre

Samsung Gear VR is virtual reality headset designed for consumers.



Figure 4: Samsung Gear VR

It is compatible with Samsung Phone, lightweight and its cost \$99. With this, you can watch 360-degree movies and playing super immersive games.

This Samsung Gear VR has the Gear VR has a focus wheel at the top so you can easily adjust the focus to match your eyesight.



Picture 5: compatible with new Samsung phone

Source:
www.wearable.com/samsung/samsung-gear-vr-review

Intan Ros Safina Binti Safri is the IT Assistant Officer of Global Open Access Learning (GOAL) Centre of Universiti Sains Islam Malaysia (USIM) She can be contacted at [intanrossafri\[at\]usim\[dot\]edu\[dot\]my](mailto:intanrossafri[at]usim[dot]edu[dot]my)

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>

Istanbul 2nd International Conference on “Business, economics, Social Science & Humanities – BESHH-2016” January 5-6, 2016 Istanbul, Turkey

Istanbul 2nd International Conference on “Business, Economics, Social Science & Humanities- BESHH-2016” January 5-6, 2016 Istanbul, Turkey

5th – 6th January 2016
Istanbul, Turkey

Website:

<http://academicfora.com/beshh-istanbul-turkey-january-5-6-2016/>

Deadline for abstracts/proposals:
31st December 2015

IICTC2016 – Hawaii : The IAFOR International Conference on Technology in the Classroom

The IAFOR International Conference on Technology in the Classroom 2016 – Hawaii

IICTCHAWAII2016

The Hawai'i Convention Center, Honolulu, Hawaii, U.S.A.
Friday, January 8 - Monday, January 11, 2016

8th – 11th January 2016
Honolulu, Hawaii, United States of America

Website:

<http://iafor.org/conferences/iictc2016hawaii/>

Deadline for abstracts/proposals:
1st November 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

International Conference on Arts, Social, Business and Education

IASBE 2016
International Conference on Arts, Social Science, Business and Education
University of Central Florida - Orlando
United States of America
18th - 19th January 2016

18th – 19th January 2016
Orlando, Florida, United States of America

Website:

<http://americanhealthcare.wix.com/soc-orlando>

Deadline for abstracts/proposals:
10th January 2016