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Chief Editor Prof. Dr. Rozhan M. Idrus
Editor Ahmad Farid Mohd Jamal
Designer Ahmad Farid Mohd Jamal
Publisher Bahagian Penerbitan,
Universiti Sains Islam Malaysia

LET'S WRITE

Dear Sir / Madam,

OFFICIAL INVITATION TO WRITE AN ARTICLE / PAPER FOR GOALSHARE BULETTIN OF THE UNIVERSITI SAINS ISLAM MALAYSIA

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 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, accreditation, and ICT related 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 Arial size 10 with maximum 1.5 spacing with no space before and after paragraph.

Herewith is the url for our previous publications at <http://goal-itqan.usim.edu.my/publication/bulletin2015> 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 goalcare@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 of GOAL-ITQAN

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

format

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



During my last visit to Dhaka, I was indulged with a wonderful hospitality. At the heart of my great experiences, there was a 26 years old young lad who really making me grounded; *Tapos Baroi*. In the heart of Bangladesh, live a man who making his ends meet working at the university café while pursuing his Master in Business Admin at a nearby institution.

A Story of Tapos Baroi

Tapos may be able to survive by working alone, but no. He choose to continue his education with the money he earn. I know many has done that, and in fact I can be one example, but what really interesting about this story is how he only attend minimal number of classes, yet still be allowed to seat for exams. Thanks to the flexible education system there, he managed to continue his formal education while still maintaining his job.

A real life example where flexible, and personalise education is sort after. Taking a glance at GOAL-ITQAN initiative in setting up Malaysian Public Open University (OPUM), the idea to transform our education delivery system come to mind. Witnessing the need for operationalising the modular system is really revealing, and hopefully one day, with the realisation of OPUM, this new system perhaps may be beneficial.

Ahmad Farid Mohd Jamal

GOALS USER STATISTIC

GOALS TRAFFIC RECORD – DATA OF 28 FEB 2017 TO 29 MAC 2017

By: *Intan Ros Safina Binti Safri*

At the beginning of the Second semester of 2016/17 session, the record shows increased in traffic by 25.11% compared with the period of Jan 29 to 27 Feb, 2017 (578 compared to 462 visits) (Refer to Figure 1). This trend also complimented by the increased rate of new visitors by 3.7% (73% versus 69.3%) over the same period of time (Figure 2). On the other hand, the rate of returning visitors decreased by 3.7% (27% versus 30.7%) for the same period.



Figure 1: Records of GOALS visit for the period of 28 Feb to 29 Mac 2017

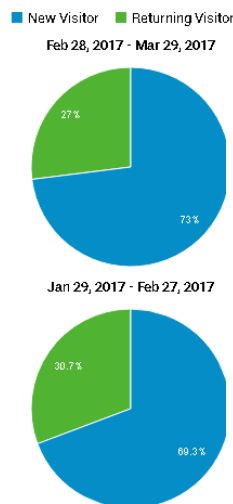


Figure 2:

Record of new visitor and returning visitors of GOALS for the period 28 Feb to 29 Mac 2017

Figure 3 and 4 below shows the origin of traffic (region and country) of GOALS visitors in the period 28 Feb to 29 Mac 2017 compared with the period from Jan 29 to 27 Feb, 2017. The highest visit is 32.01%, and 33.12% visits from Kuala Lumpur, Malaysia.

City	Visitors	% Visitors
Kuala Lumpur	105	32.01%
Selangor	95	31.12%
Johor Bahru	30	9.38%

Figure 3: The source of visitors (domestic) for the period 28 Feb to 29 Mac 2017 compared with the period from Jan 29 to 27 Feb, 2017.

Country	Visitors	% Visitors
Malaysia	481	90.8%
Indonesia	4	0.8%
United States	1	0.2%

Figure 4: The source of visitors (International) for the same period. Besides Malaysia, GOALS also reached from outside, from the United States, Singapore, Israel, United Arab Emirates, and UK.

Facebook still channel the largest traffic for GOALS with 50% of traffic source point back to Facebook. Record of visits from internal network increased by 61.46% while, visit using other internet provider's such as personal broadband, internet cafes and others decreased by 4.17% in the period 28 Feb to 29 Mac 2017 compared to the period from Jan 29 to 27 Feb, 2017.



Rozhan Mohammed Idrus, PhD
 Professor of ODL
 CIO & Director at the Universiti
 Sains Islam Malaysia (USIM)
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In the current digital educational landscape, conventional institutions of higher learning are in 'awe' at the 'paradigm' and so-called 'major shift' in teaching programmes and 'new' styles of teaching.

Lo and behold, practitioners of open and distance learning did not even bat an eyelid. In fact, we were in awe at the 'aweness' being experienced by our 'conventional' colleagues.

Lectures are obsolete, says University of Adelaide Vice-Chancellor Warren Bebbington. "My view is they're gone; they're never coming back," he said as he described his university's experience in replacing lectures with online learning. Small-group experiences known as "blended learning" or "flip the classroom" – a new style of teaching that many universities worldwide are being experimenting with.

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

- Online Courses
- OER University
- Virtual University
- University in the Air
- Online Distance Learning

Distance Learning System

The instructional and delivery medium and learning package in open a distance learning is a rich blend of presentation and interaction mechanism that facilitates for self-learning by the working adult, the mobile employee and house bound learners

Therefore, educational delivery cannot be a one size fits all. All learners in every academic setting must learn to undergo critical thinking and learn to adapt to changes in the future - this boils down to the design of instruction, pedagogically articulated educational resources.

Strategising Competency via Digital Learning

Here are some thoughts on how educational can be re-strategies:

1) Realignment of Learning Technologies

We can begin with the re-conceptualising or realignment of learning technologies. Educators are no longer handcuffed to building a 'course'. Learning can occur in various ways and creativity and innovation is starting to show. If you used micro-learning, gamification, web-based tools, informal learning, cloud-based networks, and social media, you've entered the "reinvention of learning" era.

2) Redesign of the Curriculum

Higher education, however, is amid dramatic, disruptive change. It is, to use the language of innovation theorists and practitioners, being unbundled. The curriculum structure however, can only be unbundled in open and distance learning, although ODL has its own 'packaged' structure, learner autonomy and the flexibility of learning.

3) Emergence of Innovative Pedagogies

Traditional approach to learning should now be developed to incorporate the different pedagogical approaches in this digital era. The learning environment need to be diversified into other formats and should include self-study, online learning, synchronous and asynchronous forms as well as distance and open learning

4) Establishment of Smart Partnerships

The concept of smart partnership will create a global and comprehensive learning community comprising of governmental bodies, educational institutions (public & private) as well as the multinationals and international agencies. The concept of sharing and networking will be the catch phrase here and we are really looking at the pooling of educational resources and expertise.

5) Construction of Certification Pathways

This pathway is a mapping of certification such that an individual will be able to navigate through a lifelong learning process based on their own proficiencies and then decide on the route to embark upon for further learning.

6) Enculturation of Lifelong Learning

The notion of lifelong learning must have a mechanism to reach 'backwards', reaching out to those who know not to hold out their hand, the 'less' educated, the disabled, the home-based or home-bound, the retarded, visually impaired, those who are geographically isolated, the ethnic minority, the homeless and the single parent.

What now?

Taking the cue from the Fourth Industrial Revolution that is characterised by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres. The construct and the deconstruction of the structured educational programmes can now be offered in piecemeal approaches to address timely needs and contextual applications for a higher opportunity for employability.



By

*Nursyuhada' Abd Wahab,
Haliza Harun, Norhana Abdullah,
NurKhamimi Zainuddin*



Teaching grammar in this era is no longer chalk and talk. Rather, various approaches have been introduced to help language learners acquire the target language.

One of the latest pedagogical approaches of grammar teaching that have been receiving attention by those in the language teaching field is known as Concept Based Instruction (CBI).

This approach focuses in teaching the target language to learners through the use of grammar concepts in enhancing learners 'second language (L2).

However, as learning grammar concepts of the L2 involves the structural, semantic and functional meaning of the target language system, this task can be difficult for learners to comprehend. Subsequently, through the use of technology, such as Moodle, may assist them to understand better the language use, due to its' visual enhancement and other features that allows the information to be effectively and accurately presented.

Moreover, it can also be a source for learners' motivation as it caters to their needs and interests, who are said to be the 'net generation'.



Moodle (GOALS) as platform

Due to its various features, Moodle, has now become one of the most widely used learning management system around the world. In the case of language learning in USIM, the different features available in Moodle, i.e. GOALS, allows it to become an effective tool in the learners' English language learning process. Specifically, the activities introduced in GOALS to the first-year undergraduate students of USIM in their English language grammar classes include:

- *Notes* – To help the learners understand the grammar concept of tense.
- *Quiz* – To check learners' understanding of the grammar concepts taught, as they were required to apply the learnt concepts in specific language contexts.
- *File upload (Video)* – To strengthen the learners' understanding on the grammar concepts by using interactive videos.

- *Forum* - To let the learners share their views and experiences on the lessons for the improvement (reflection)

These features allow the learners to be actively engaged in their L2 learning process, and hence supports their learning experiences by providing them with a meaningful language learning contexts. Importantly the use of such online language learning platform also enables learners to enhance their critical thinking as well as their creative thinking skills that are much demanded as the 21st learning skills, in their pursuit to become effective English language users.

***This work was supported by USIM
[Grant: PPP/GP/PPKPK/FPBU/30/13515]***

Nursyuhada' Abd Wahab is a Lecturer of Language at the Universiti Sains Islam Malaysia (USIM). She can be contacted at syuhada@usim.edu.my



by :
Dr Haliza Harun

One of the central tenets of Socio-Cultural Theory (SCT), developed by Lev S. Vygotsky, a leading Russian psychologist, maintains that an individual's growth and development is fundamentally a mediated process.

Accordingly, human activity is always mediated by physical tools (e.g. maps, diagrams) that assist us to make sense, and hence adapt the physical world around us to serve our specific circumstances and needs.

Known also as cultural artefacts, these tools reside in their potential functionalities to assist us to achieve a particular goal, or perform a specific task that would be impossible to attain otherwise. In the case of English as second language-learning (ESL) context, much evidence of the positive role of computer that facilitate and enhance learners' ESL development in the 21st century have been documented in the field of Computer-Assisted Language-Learning (CALL).

However, as a language learning tool, the use of computer can only be effective when it acts as a medium (i.e. mediate) for learners to engage in various learning activities and experiences that meet their individual needs, and to practice their language skills by interacting with various sources such as authentic materials, peers and teachers, in the attempt to achieve the desired communicative competence of the target language.

Accordingly, computers (i.e. CALL) can be an effective mediational tool in ESL learning when it is used as:

1) **A tool to promote language - learning experience**

The use of internet or the World Wide Web is known to be able to offer ESL learners with a rich source of authentic texts, sound, images and videos. Learners can access various related websites that provide them with learning experiences regarding not only the language use, but also insights on the culture or even historical events and places of the target language.

Websites such as 'Learn English British Council' and 'Learn English Online Network (LEOnetwork)' offer ESL learners information regarding the target language as well as information regarding British popular culture regarding local food, celebrations and festivals as well as politics and historical events.



Figure 1: The front page of Learn English British Council page

Accordingly, learners not only have the opportunity to learn about the target language – use of idioms, slangs or daily greetings, but they get to virtually savour the common food, interests as well as immerse in the rich historical background of the country.

Accordingly, as a learning activity, learners can be asked to create their own websites or videos regarding their virtual language-learning experience that can further enhance their practise in their ESL language use.

2) **A tool to promote interaction**

The use of Moodle as a language learning platform also can not only facilitate but also enhance learners' ESL language development. Language teachers can use asynchronous and synchronous communication to create language learning opportunities.

Online bulletin boards on Moodle for instance, allow language teachers and students to post messages and subsequent comments for the messages to be shared within their ESL community.

ESL learners are provided with the appropriate language practice in their attempts to convey their messages. Additionally, synchronous chat-rooms for instance, allow learners to interact with their teachers or classmates, hence learn to negotiate meanings within the appropriate contexts. Subsequently, ESL learners develop their language ability not only through the input they receive, but also from the interactional modification that may arise in their interaction in the attempt to reach a common understanding of the specified discourse.

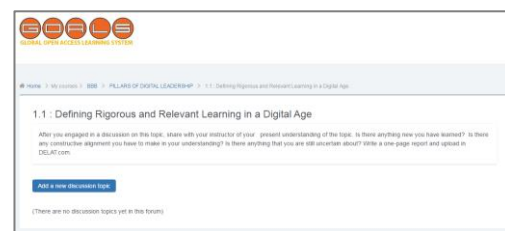


Figure 2: An example of Forum session in USIM Moodle (GOALS)



3) *A tool accommodating individual language-learning needs*

Shy or inhibited ESL learners can benefit from CALL activities as the learning environment offered can be done to meet individualised technology-learning environment.

For instance, interactive visual media used in lessons can provide unique learning experience at their own pace.

Discussion via online using chat-rooms or bulletin boards also can create stress free environment for shy or non-confident learners to participate freely as they would have ample time to compose their messages and respond appropriately.

ESL learners can use spell-checkers or even multimedia-links or glossaries and interactive dictionaries available online to produce a less grammar-error and quality composition.

Conclusion

It is noteworthy to highlight that, whilst computer-technology via CALL can help ESL learners strengthen and develop their linguistic skills, the computer itself is merely a neutral device. Hence, for learning opportunities to be created, its roles depend on how the methodology embraced by the teachers.

Haliza Harun, PhD is a Senior Lecturer of Language at the Universiti Sains Islam Malaysia (USIM). She can be contacted at haliza@usim.edu.my

BRIEF OVERVIEW OF THE OPEN EDUCATIONAL RESOURCES

by :
Ahmad Farid Mohd Jamal

OER idea was originally introduced during the UNESCO Forum on Open Courseware in 2002. Specific definition stated in 2012 Paris OER Declaration; as *“teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work”*.

OER in Education

OER is beneficial for its openness; the educational resources and materials can be shared globally and exchanged from all over the globe. In addition, OER also support equity and flexibility through it's flexible to be shared, redistributed, update and modified. Open resources are flexible because they can be shape as to keep in line with the new technologies and changes of teaching method as well as changes in academic disciplines. It is important to note here that OER should be published for public along with open licensing to protect the original contents.

OER in Malaysia

The growths of OER in Malaysia tertiary education were mostly pioneered by private university. Wawasan Open University (WOU) has initiated OER under the Institute of Research and Innovation (IRI) in mid-2010. WOU has created OER website namely OER Asia, as a forum to share information, opinions, and research studies regarding OER.

In response to this, a discussion paper titled 'OER Integration in WOU-Policy Directions, Strategic Outputs and Action Plan' was prepared and discussed extensively within the University. This led to the formulation and adoption of a WOU-OER Policy followed by the acceptance of a WOU-Open Licence.

Why now?

Based on the 70% rate of embracement on mobile apps as researched by Azman *et al*, 2014, we can assume that most of Malaysian are ready to embrace the principle of open and digital education. However, it is important to validate these figures to ensure that the satisfactory level of digital maturity in Malaysia were collected among students as well as the educators prior to any conclusion on the readiness of Malaysian education practitioners to fully implement the OER in teaching and learning.

As for the implementation of OER in education, as mentioned throughout this short introductory articles, it was already started long ago, the real question now are we ready to up the race a notch by embracing the innovative pedagogical advancement. Are we ready to change the paradigm of teaching, by allowing the freedom of learning, freedom of contents, and the democratisation of education?

Ahmad Farid Mohd Jamal is an e-Learning and Lifelong Learning Manager at the Universiti Sains Islam Malaysia (USIM). He can be contacted at ahmadfarid@usim.edu.my



بقلم: د. نورحميمي بن زين الدين

- أحداث التعلم التسعة اقترحها Robert Gagne في عام 1985م.

- نظرية مبادئ الوسائط المتعددة اقترحها Richard Mayer في عام 2001م.

بيداجوجي (طرق التدريس)

- تطبق أنظمة FLOOC أحدث الطرق في عملية التدريس أي الصف المقلوب Flipped Classroom.



- يسمح الفصل المقلوب للمعلم بإعداد الدرس عن طريق مقاطع فيديو أو غيره من الوسائط، ليطلع عليها الطلاب في منازلهم أو في أي مكان آخر باستعمال حواسيبهم أو هواتفهم قبل حضور الدرس.

صدق محتويات وثباتها

- ينبغي لمجموعة الخبراء في الموضوع Subject Matter Expert المعين التأكد من صحة المحتويات التعليمية التي كانت موجودة في أنظمة.

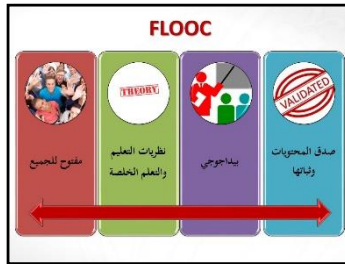
- لا بدّ أن يكون ناطق باللغة Native speaker من ضمن هذه المجموعة.

أي (Foreign Language Open) (Online Course)

. فيرجى هذه الأنظمة تراعي احتياجات متعلمي اللغة الأجنبية سواء أكانت العربية، الإنجليزية، اليابانية، الصينية وما إلى ذلك.

مميزات أنظمة FLOOC

لقد تمّ تنفيذ FLOOC على المحاور الرئيسية التالية:



مفتوح للجميع

- تقدم هذه الدورات فرصة ذهبية للطلاب عبر العالم بغض النظر عن كمية الطلاب (عدد كبير أو صغير) وخلفياتهم اللغوية لمتابعة الدروس المقترحة من كبرى الجامعات العالمية مجاناً.

نظريات التعلّم الخاصة

- تطبق أنظمة FLOOC نظريات التعليم الخاصة التي قد اقترحها الخبراء في مجال تعليم اللغة الثانية واللغة الأجنبية وتكنولوجيا التعليم، كالاتي:

- النظرية الترابطية Connectivism اقترحها Stephen Downes & George Siemens في عام 2005م.

- نظرية تعلم اللغة الثانية اقترحها Stephen Krashen في عام 1984م

يشير العديد من التربويين على أن الانفتاح والمشاركة هما السمتان الأبرز للتعليم في العصر الحديث. فالتعليم هو عملية مشاركة للمعرفة وليس استحواداً لها أو التكتّم عليها، كما أن كل طالب مجتهد ومتحمل للمسئولية يجب أن نتاح له فرصة للحصول على تعليم جيد. ومن هنا تنطلق فلسفة الدورات المفتوحة واسعة النطاق على الإنترنت MOOC.

لذلك منذ عام 2011، ثمة عدة البحوث والدراسات تتحدث عن تنمية الدورات الدراسية المفتوحة على الانترنت مثل Distributed Online Collaborative Courses (DOCC), Big Open Online Courses (BOOC), Synchronous Massive Online Courses



(SMOC), Small Private Online Courses (SPOC)

ومع ذلك حسب معرفة المؤلف، لا توجد الأنظمة التعليمية الخاصة التي تراعي وتلبي احتياجات متعلمي اللغة الأجنبية من جوانب تربوية وفنية وبيداجوجي (Pedagogy). ومن هذا المنطلق يأتي المؤلف بالأنظمة الجديدة تسمى بـFLOOC

Nurkhamimi Zainuddin, PhD is a Senior Lecturer of Language at the Universiti Sains Islam Malaysia (USIM). He can be contacted at khamimi@usim.edu.my

International Congress of Muslims in Educational Technology

By: Ahmad Farid Mohd Jamal

Taking the initiative and in expressing serious sensitivity to the needs of development and advancement of the global education technology, Prof. Dr. Rozhan M. Idrus and Prof. Dr. Badrul Huda Khan has inspired the establishment of the International Congress of Muslims in Educational Technology (ICMET).

ICMET is an international congress administrated by the Universiti Sains Islam Malaysia (USIM) with members among experts from all over the world, regardless of race and religion. Membership of this congress is open to students, academics, researchers, and investors. ICMET move without membership fees, where the main source of finance is from members' contributions, endowments or sponsorship. ICMET official website is <http://icmet.usim.edu.my>, and Facebook page is <https://www.facebook.com/icm.edtech>. Among others, the objectives of ICMET are to serve as the umbrella for experts in the field of education technology, to enhance and strengthen the network of expertise, and to innovate the world of education.

Rozhan as the founder of the congress said, "public are urged to participate and to contribute to this congress either financially, via ideas, network, or other appropriate form. It is hoped that this congress will become the main driver in the development of innovative pedagogy, improvement of delivery methods, expanding access, and improving equity in education".

He added that this congress will be organising academic activities in the context of educational technology through conferences, forums and exhibitions. The main activity that will be organised by ICMET is its annual congress, with the nearest date set to be around March 2018 and expected to be held in Kuala Lumpur. Other activity with the engagement of ICMET is the International University Carnival on E-Learning (IUCEL) which will be held on 25 to 26 September 2017 in USIM. IUCEL 2017 was jointly organized by the Council of e-Learning, Malaysia (MEIPTA), and the Ministry of Higher Education Malaysia (MoHE).



USIM E-Learning Tour 2016

By: Mohamad Faiz Taip

The Department of Teaching & Learning Innovation (BIPP) has intensified their efforts to enhance the understanding of e-learning among lecturers and students in USIM. Among the efforts was through USIM e-Learning Roadshow 2016. This effort has received a good response from the academics and students in this institution.

A total of 10 faculties were involved in this programme with time allocated for each faculty is around 4 hours. Full tour schedule is as listed below:

Faculty / Department	Details
FPQS & FPBU	8/11/2016 9.00 am - 1.00 pm Main Lecture Hall, FPQS
FEM & PPT	9/11/2016 9.00 am - 1.00 pm Exhibition Lobby FEM
FKP	10/11/2016 9.00 am - 1.00 pm One Stop Centre FKP



POWTOON



We can create animated videos and presentations where it's free and awesome by using Powtoon!

Powtoon allows users to use images and text to explain their materials or products in just 1 – 2 minutes. It was very simple tool, by using ready-made templates and just drag and drop different kind of features in the library. Then, the result as same as professional video maker.

There are many testimonials said that by using Powtoon, it was proven to be more effective than any other form of video or text communications to grab attention in the workplace and even in school or institutions. They are more attracted with the characters, sound and graphic that Powtoon have.

Furthermore, anyone can use Powtoon by signing up for free using Google, Facebook or LinkedIn account. It was very simple, in order to captivate their audience and increase their viewer engagement.



Source:
<https://www.powtoon.com/index>

SCREENCAST-O-MATIC



Screencast-O-Matic is a handy tool recommended as a screen recording tool to improve the eLearning process.

By using, Screencast-O-Matic teacher, lecturer or academician can take immediate screen-capture videos making it easier to demonstrate tricks, tips, and lessons on the screen.

Screencast-O-Matic is free to use not just for lecturer or academician, even businesses, gamers, and anyone needing a fast recording app to create a video file with this features:

- 15-minute recordings
- Screen & webcam recording
- Publish to YouTube
- Save as video file

It was very easy to use where users can download the software to their computer or simply use it straight from the website by hitting the button.

Then, the recorder will appear just like in the Figure below.



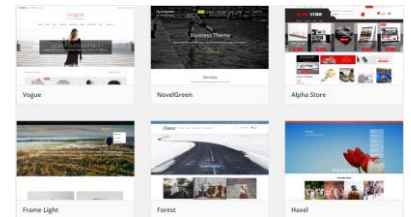
Source:
<https://screencast-o-matic.com/home>

WORDPRESS



Wordpress.com enable businesses, professionals, and bloggers easily create a free website or build a blog with hundreds of free, customizable, mobile-ready designs and themes.

Wordpress.com is easy to use with the drag-and-drop functionality. It makes easier for those who doesn't have IT skills. It has a lot of outstanding templates design to choose according to the users' area or interest like in the figure below:



- Simplicity – the free web hosting makes it easy to publish users' website and content
- Flexibility - With WordPress users can create any type of website using beautiful themes and plugin
- Multilingual - WordPress is available in more than 70 languages
- Extend with Plugins – Wordpress packed with a lot of plugin to make user's website more interactive such as galleries, social networking, forums and social media widgets

Source:
<https://wordpress.com/create>



Articles were prepared and provide by Nur Syakira Redzuan. She is the IT Assistant Officer at GOAL-ITQAN of Universiti Sains Islam Malaysia (USIM). She can be contacted at nursyakira@usim.edu.my

APPLE WATCH

Apple Watch 2 will be launched in September alongside with iPhone 7. This smartwatch was upgraded with waterproof design and new sensors that track health in exciting ways.



The size of Apple Watch is more like iPod where it has the functionality just like an iPhone or iPad. With the same features like iPod, Apple Watch is a delightful smartwatch and it was fun to use. The features of Apple watch were listed below:

1. Pebble steel
2. Non-touch display
3. primitive processing power

The Apple Watch isn't look like a regular watch, but its small size makes it was difference from other watch.

Besides that, Apple Watch make its users less reliant with their phone where Apple Watch 2 allow to connect with cellular network. Therefore, users still can make the activities listed below even they leave their phone at home.

- Send messages
- Get notifications
- Make and receive calls
- Make Apple payments



Apple Watch 2 contains the most complex wearable OS which is watchOS 3 it doesn't rely solely on a touchscreen and a button. It has the touchscreen and two physical buttons.



The list below shows the different ways you can interact with the Apple Watch

- regular touchscreen input (swipes like use on any smartphone or tablet)
- pressing down on the touchscreen activates a "Force Click" (a secondary touch that often brings up menus or other options)
- pressing the Digital Crown (the winder on the watch's top right side) serves as a back button and shortcut to your apps screen
- single-pressing the lower right side button jumps to a list of your favorite contacts for easy messaging

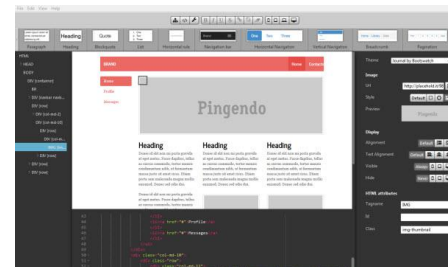
PINGENDO



Pingendo is the simplest app for Bootstrap prototyping. Bootstrap is a free front-end framework for faster and easier web development. Bootstrap includes HTML and CSS based design templates for typography, forms, buttons, tables, navigation, modals, image carousels and many other, as well as optional JavaScript plugins.

Pingendo is an installable application where users can have free download and have choices to start with free starter template. Then, it was very to use where users just have drag and drop Bootstrap 3 components from the bar at the top. It also contains code editor who those have a knowledge about html coding.

Besides that, also provides the Bootswatch themes to style your page and also the DOM-tree panel that you can use to specify where you want to insert a new component just like shows in the figure below:



Source:
<http://pingendo.com/>



Articles were prepared and provide by Nur Syakira Redzuan. She is the IT Assistant Officer at GOAL-ITQAN of Universiti Sains Islam Malaysia (USIM). She can be contacted at nursyakira@usim.edu.my

FORTHCOMING PROGRAMMES

International University Carnival on e-Learning (IUCEL) 2017



26 – 27 September 2017
Negeri Sembilan, Malaysia

Website:
<http://iucel2017.usim.edu.my>

Deadline for registration:
25th June 2017

Activities:

- Competition
- Awards
- Exhibition

IUCEL 2017
INTERNATIONAL UNIVERSITY CARNIVAL ON E-LEARNING

26 - 27 September 2017
USIM, Nilai, Malaysia

OPEN TO ALL

☎ +6 06-798 5276 / 6482
✉ iucel2017@usim.edu.my
🌐 <http://iucel2017.usim.edu.my>

IUCEL 2017 is organized by USIM, in collaboration with MEBTA, and Ministry of Higher Education. IUCEL acts as a platform to promote, explore, and share best practices and global expertise in e-Learning applications at any level of learning institutions from around the world. There will be many activities waiting for innovators like you at IUCEL 2017. Exhibition on e-Learning technology, best practices and product updates including software, courseware, e-Learning management system (LMS) and systems supporting e-Learning will be presented and contacted. Exhibition from industries will also be held at the carnival.

ADDITIONAL ACTIVITIES:
• e-Learning Technology
• LMS & Platforms
• Products & Services

AWARDS

EXHIBITIONS

FORUMS

IMPORTANT DATES

Activity	Date
Submission of abstracts	26 June 2017
Notification of acceptance	9 July 2017
Duration of registration & payment	9 August 2017
IUCEL 2017	18 & 19 September 2017

AWARDS

Activity	Date
Duration of abstracts	26 June - 1 August 2017
IUCEL 2017	18 & 19 September 2017

EXHIBITION

Activity	Date
Duration of registration	8 August 2017
IUCEL 2017	18 & 19 September 2017

AWARDS

*Nominations are free of charge

ADDITIONAL AWARDS:
• Best e-Learning Application Award
• Best Travel-Lateral Award
• Most Creative e-Learning Module Award
• Best e-Learning Management System Award
• Outstanding e-Learning Product / Project Award
• Outstanding OER Award
• Outstanding e-Learning Mobile Apps Award
• Most Innovative e-Learning Award
• Primary School e-Learning Award
• Secondary School e-Learning Award

ADDITIONAL AWARDS:
• Best e-Learning Application Award
• Best Travel-Lateral Award
• Most Creative e-Learning Module Award
• Best e-Learning Management System Award
• Outstanding e-Learning Product / Project Award
• Outstanding OER Award
• Outstanding e-Learning Mobile Apps Award
• Most Innovative e-Learning Award
• Primary School e-Learning Award
• Secondary School e-Learning Award

ADDITIONAL AWARDS:
• Best e-Learning Application Award
• Best Travel-Lateral Award
• Most Creative e-Learning Module Award
• Best e-Learning Management System Award
• Outstanding e-Learning Product / Project Award
• Outstanding OER Award
• Outstanding e-Learning Mobile Apps Award
• Most Innovative e-Learning Award
• Primary School e-Learning Award
• Secondary School e-Learning Award

International Conference on Teaching, Education & Learning (ICTEL)



Association For Development of Teaching Education and Learning

14 – 15 December 2017
Mauritius

Website: <https://adtelweb.org/2017-31st-international-conference-on-teaching-education-and-learning-ictel-dec-14-15-mauritius-about-48>

Deadline for paper submission:
15 June 2017

International Conference on Research and Innovation in Computer Engineering and Computer Sciences (RICCES 2017)



15 - 17 August 2017
Langkawi Island, Kedah, Malaysia

Website: <https://ricces.org>

Deadline for paper submission:
31 March 2017

International Conference on Library and Information Science (LIS 2017)



23 - 25th August 2017
Sapporo, Japan

Website: <http://soci-science.org/LIS/>

Deadline for paper submission:
15 April 2017

International Conference on Technology, Knowledge and Society



1 – 2 March 2018
New York, USA

Website:
<http://techandsoc.com/2018-conference/call-for-papers>

Deadline for paper submission:
1 February 2018





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