

GOAL share



Newsletter of The Global Open Access Learning Centre

Universiti sains Islam Malaysia

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GOALS Active & Innovative User Award



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This bulletin is a monthly publication



Alhamdulillah, we receive an impressive reception with our maiden issue of GOALShare in January and we would love to continue this great strive in ensuring the widespread of knowledge in a global scale.

Measuring direct impact of laurels require detail study, as many factors are involved in the making of success. One thing for sure, *“the most motivated individuals are those that feel they are making adequate progress towards their own goals”*.

We certainly cannot measure individual adequacy, but to promote great achievement (or at least to provoke curiosity), GOAL Centre has continue its great tradition of celebrating the success of innovation through Active and Innovation GOALS User Award year 2014.

Understanding the needs of freedom in teaching and learning, we have revamp our previous Active GOALS User Awards, which now have include the uniqueness of GOALS content, creativity in the use and application of GOALS module and even diversity of online teaching and learning methods as the criteria of the selection of winner.

Congratulation to all winners, and also to all academics who has working hard in the advancement of online learning in USIM. We hope through variances, we could further enhance the innovation in online teaching and learning.

Thank you.

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

GOALS USER STATISTIC

GOALS traffic record – Data of 23 February 2015 to 25 March 2015

Mohamad Faiz Taip
Global Open Access Learning Centre

At the beginning of 2nd semester for session 2014/15, records show an increase in traffic of 60.81% for the period of 23rd February 2015 to 25th March 2015 compared with the period of 1st January 2015 to 22nd February 2015. (77,702 compared to 48,320 visits) (Refer to Figure 1). However, the rate of new visitors decreased by 15.3%. (29.9% versus 45.2%) for the same period (Refer to Figure 2), while the rate of returning visitors increased by 15.3% (70.1% versus 54.1%). These rates are due to the beginning of new semester and students and lecturers were actively using GOALS system for the purpose of learning and teaching.



Figure 1: Records of GOALS visits for the period of 23 February 2015 to 25 March 2015

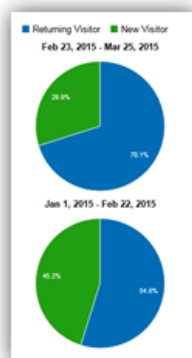


Figure 2: Record of new visitors and returning visitors for the period of 23 February 2015 to 25 March 2015

Figure 3 showing the resources (city) of GOALS visitors for the period of 23rd February 2015 to 25th March 2015. Nilai shows the highest visit at 53% rate. This rate shows that this area is the highest placement for USIM’s students.

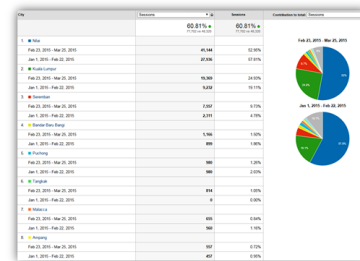


Figure 3: Site visitor resources record (domestic) for the period between 23 February 2015 to 25 March 2015

Figure 4 showing the resources (country) for the same period. Besides Malaysia, GOALS was visited by other countries such as USA, India, Pakistan, Nigeria, Indonesia, Singapore and UK.

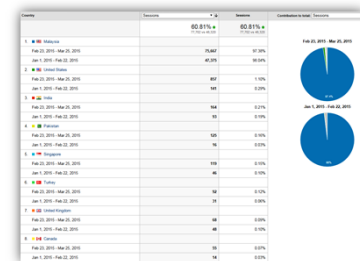


Figure 4: Site visitor resources record (country) for the period between 23 February 2015 to 25 March 2015

Visits from internal network increased by 2% while, external network such as service provider, broadband and cyber café decreased by 2% for the period between the 23rd February 2015 to 25th March 2015 compared with the period of 1st January 2015 to 22nd February 2015. This may due to student actively using GOALS to participate in quiz, assignment and also downloading lecture notes.

Facebook is still the largest link-source of social media traffic with 66.7% rate. This shows that lecturers are still using social media as an active medium for announcements by linking GOALS webpage / url to their Facebook page.

WHY SHOULD WE LEARN ONLINE (AND WHY WE SHOULDN'T?)



by *Dr Siti Suriani Othman*

Technological Inception

Many people would agree that teaching and learning becomes much easier with the help of technology. However, there is always a necessity for us to understand both sides of the coin when trying to evaluate something.

The inception of technology is agreeable to be one of the elements that make human life easier including in the education field. This is undeniable and range from various fields of studies including the social sciences.

However, we have to understand both; the advantages and the disadvantages of learning online. Upon evaluation, then only we can determine, not whether we should use it or not (because whether we like it or not, we should!) but the degree of being involved in online learning.

Why Technology in Education?

The main advantage of online learning is the teaching and learning process can take place anywhere and at any time. This allows students to participant in high quality learning situations when they are not bound by distance and schedule. Discussions can be done anytime and students can access their courses at day and night. This is especially important for those who need to reread a lecture or reflect some materials before moving on to the new topic of discussions.

Besides that, the online format also allows a dynamic interaction between the lecturer and students and among the students themselves. They may share various ideas and resources online, and contribute to various discussions including commenting other students' work and learning from others' mistakes. Such environment creates a great synergy between teachers and students, and among students themselves.

Online Learning Method

Through online learning, various student-centered learning methods can be applied. Commenting other students' work for example, is one of the venues provided through online learning. Conversations and discussions related to the course generally involve all students, and they may respond to topics of their interest that takes place simultaneously within the group.

This may, at the same time, resulting in creative way of teaching. Lecturers are aware that through online teaching, they may add various interesting forms of sources that may make the course more interesting.

What to Improve?

There are also disadvantages of online learning that we have to aware of. The main weakness is lack of face to face interaction between the lecturer and students such as in traditional classrooms. Although communication can take place online, but many things could be missed in the online way of communicating. Thus, online learning might not be so effective for slow learners.

What level of IT literate are you?

There is also an issue of equity and accessibility to technology. This can be taken from the economics and logistics reasons. There are some who are unable to get good access of the internet because they are unable to pay for the technology and some who just don't get access due to geographical problems and other technical-related matters. This gives them a difficult time to follow the online learning process.

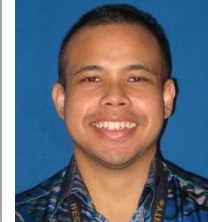
There is also other issue such as the lack of computer literacy among students and lecturers. Some students who have very limited skills of computer knowledge will find online learning a disaster to them; hence it may affect their examination results.

User friendly Technology

Another issue that might be faced by all is limitations of technology itself. The nature of technology that sometimes not user friendly turns the students' life miserable. For online learning to be effective, the technology used to support the learning process must be user friendly, with minimum risk of losing resources and works related to the course.



GOALshare acknowledges Nurkhamimi Zainuddin, Coordinator 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 Mohd Muzhafar Idrus

Introduction

One of the central concerns as outlined by UNESCO for university educators in the 21st century relate to innovation and knowledge. These guidelines associated with students' activities on reading, reflecting, writing, and analyzing issues continue to provide aspirations for educators to teach core skills, including thinking, presenting, and implementing projects.

My discussion takes into consideration of this agenda by having students work on research projects using GoAnimate, an online cloud-based program for creating and distributing videos. Specifically, students in my English for Science and Technology class (EST class) engage GoAnimate as an alternative form of presentation, moving away from the norms of Power Point slides. Although GoAnimate is relatively new, the use of GoAnimate may pose several advantages and disadvantages.

What is GoAnimate

Before we get into the discussion of GoAnimate, let us first visit GoAnimate's background. GoAnimate takes us back to the work of Alvin Hung, a graduate of Columbia University majoring in Economics and Computer Programming. As an Ivy League graduate, Alvin Hung firstly worked at Oracle before founding two companies. In 2007, however, Alvin Hung initiated the idea of creating an animated story for his companion that has led to an animated video production tool. In 2012, having known that videos would be the 'in-thing' for online users for its ability to tell stories, motivate actions, and spread core messages effectively, Alvin Hung launched GoAnimate.

Since then, work using GoAnimate has spanned across various businesses, economists, clinicians, and educators, just to name a few. With its motto, "Making a video shouldn't be a drag. It should be drag and drop," GoAnimate revamps itself with a new layout in 2015.

GoAnimate's: What and How

GoAnimate's characteristics are many, but users praise its three important qualities.

- **Individuals:** entertain viewers to sing, laugh, or extend greetings and wishes.
- **Business employees:** explain complex concepts, train and entertain staff for work-related get together.
- **Teachers and students:** to train higher-order learning skills, expand creativity and thinking skills.

GoAnimate furnishes users with two options: customized or do-it-yourself (DIY) platforms. Users can choose one from the many templates available and insert content simultaneously, while DIY platforms permit users to create videos from scratch, combining text, graphic, and audio.

GoAnimate's in Teaching and Learning

Looking ahead, its potentials in ESL classrooms are many.

- It accommodates visual-oriented learners as most students process and respond to visual information quickly.
- Since many students are now termed "Digital Natives," videos can arouse students' interests as many of them spend time on online sources with videos on them.
- For a classroom encompassing a large number of students, creating videos will cut down time for explaining relatively difficult concepts, terms, and processes.

- Fourthly, students use higher order thinking skills when they have to read, summarize, explain, and apply research question into practice.

It is this use that I have found encouraging among my students where they have to summarize and present their report in a digital content, where they consider viewers, readers, contexts, and most importantly language as important while dealing with videos.

GoAnimate's: limitation and perception

GoAnimate is not without its limitations.

- Many students feel discouraged to use this cloud-based application due to its high bandwidth requirement as different multimedia elements require different range of bandwidth. The use of GoAnimate can be frustrating if internet connection is slow.
- Students feel disconnected with the real world, where they only interact with computers and laptops in creating videos.
- GoAnimate's advanced functions need to be purchased.
- Many students in my class feel that GoAnimate can pose problems due to copyright issues.

GOALshare acknowledges Nurkhamimi Zainuddin, Coordinator 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\[dot\]edu\[dot\]com](mailto:muzhafaridrus[at]usim[dot]edu[dot]com)



by Zulfadhly Zakaria

Introduction

In light of IT the age, the comfort of fast-paced technology continues to serve us with massive achievements in form of growing numbers of innovations and it has changes our lifestyles without we realizes it . Undeniably, the impact of technology had changed the face of our education as well.

The 21st Century Classroom

In most of the schools nowadays, modern teaching equipment has been brought in to replace the conventional ones. For example, at opencolleges.com, 91% of teachers have computers in their classrooms, and the use of computer in classrooms has been growing from just being a tool to help teachers to teach to a device that are slowly taking over textbooks role in class.

E-Classroom is known as part of E-Learning application in education, and one of the most recent technology being advocated in schools and universities. It comprises more learning materials in electronic forms such as assignments, textbooks, lecture notes, quizzes, learning activities and tests.

E-Classroom in USIM

E-Classroom could come in two concepts;

- Online class: where students and teachers are distant
- Integration with conventional classes: where everyone is on a classroom but every communications and learning material are being transferred electronically.

In USIM, both of them are being used and applied as one of the E-Learning tools to aid students and promote the use of technology in education. In GOALS (system), the application of Big Blue Button is being promoted as a mean to provide an online class environment. With this it is possible to have a class regardless the whereabouts of the students and teachers, as long as Internet connection is available.



Figure 1 shows the application of Big Blue Button as an online class

The second concept of E-Classroom is a real physical class with everybody in it and is aided with the use of computers connecting to one central server. This defines what a 21st century classroom is like. The essential components of an E-Classroom are:

1. A computer workstation for the instructor.
2. A multimedia system capable of presenting a variety of types of information (e.g., text, graphics, animation, audio, and video).
3. A database of educational materials within the classroom.
4. A computer workstation for each student
5. A local area network that allows communication among all of the workstations, and the viewing and sharing of screen images.
6. A systems that provides storage, sharing, and transfer of documents.
7. A telecommunications system to link the classroom to external educational resources.

In point of fact, the concept of a physical E-Classroom is not much different than a traditional classroom. The only thing that sets them apart is the use of technology and less pen-and-paper based education system. Nevertheless it's the technology used in E-Classroom that makes a huge difference after all.

With the technology of E-Classroom, surely students can reap the maximum benefits that IT can offer in education world. Not only will the education system become more interesting and interactive, the efficiency as well as the effectiveness of the study will also improve greatly. In a world where application of technology is so vital and vastly used as today, even the use of traditional classrooms are becoming counter-productive and not anymore considered an option.



Figure 2 portrays a physical E-Classroom in a school

GOALshare acknowledges **Najwa Hayaati Mohd Alwi**, Coordinator of GOAL Centre for reviewing this contribution. **Zulfadhly Zakaria** is a final year student from the Faculty of Science and Technology at the Universiti Sains Islam Malaysia (USIM) and he can be contacted at [dely.fst\[at\]gmail\[dot\]com](mailto:dely.fst[at]gmail[dot]com)



by Dr. Adibah Sulaiman @ Mohamad

Introduction

Learning and teaching in Institutions of Higher Education (IHE) is a practice that runs for 14 weeks. Such a time period becomes a constraint to lecturers to get engaged in activities such as formal discussions, meetings, conferences, workshops and researches that go beyond their scheduled face-to-face lecture sessions.

Consequently, lecturers always make excuses not to involve in such activities as they hardly can make class replacement. Besides, lecturers also find difficulty to offer an alternative session if their lecture falls on either a public holiday or a state holiday. It is basically due to a considerably packed timetable among students of USIM.

In this regard, lecturers should then perceive the significance of e-learning as a support system to face-to-face learning-teaching process and an alternative method to implement online and blended learning and teaching.

What is Web 2.0

Web 2.0 is one of the instruments in learning and teaching which can diversify methods of teaching among academia and discloses various learning technology to students. Web 2.0 basically refers to the transformation of Web pages from the static to a dynamic one that uses technology based on serving Web applications. Having popularized in 2004, this application is regarded as more organized, dynamic, flexible, collaborative and interactive as it emphasizes the concept of two-way communication.

Web 2.0 in teaching and Learning at USIM

This article will look into the study result on the use of several Web 2.0 tools in the learning-teaching process for Creative Thinking and Problem Solving (CTPS) course UTK2012 at Universiti Sains Islam Malaysia (USIM). [CTPS is a university compulsory course which becomes a must-pass subject to graduate].

What to expect

The objectives of this study are:

1. To share the reality of using e-learning, especially the Web 2.0 tools, in learning and teaching.
2. To show students' perception towards the implementation of new methods in learning and teaching.
3. To highlight several improvements for e-learning as to create a more effective and conducive environment to users.

How it was done

The study used mixed method that involves relevant texts reading and online survey distribution.

Questionnaires were developed based on several Web 2.0 tools that were used during learning-teaching process. In the e-learning process, students were given tasks or questions such as forum, quizzes, assignment, chat and external links that mainly based on internal system in USIM. These modules were then made collaborative with selected Web 2.0 tools. Google Form was also used to vary learning-teaching techniques.

At the end of the semester, students were required to answer questionnaires to understand their perception towards new learning method. Result of the data was derived from the automated analysis system.

Finding

The result of the study shows that e-learning encourages students to explore the course using new learning tools and promotes more active students centered learning.

Majority of students indicated that academics should use online learning system such as GOALS and the Web 2.0 tools such as Prezi, Voki, GoAnimate, Wallwisher and Wordle in learning-teaching process.

According to these students, Web 2.0 made learning fun, encouraged students to explore the course, stimulated curiosity in them and prompted them to participate in idea sharing.

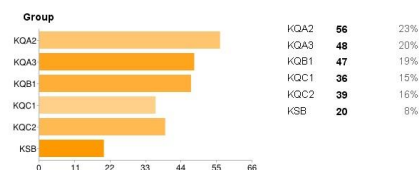


Figure 1 show the data of participant

Conclusion

The use of new learning-teaching methods improves their cognitive and psychomotor level as well. On the contrary, students contend that e-learning minimize verbal communication between lecturers and students and jeopardize their interpersonal skill. Meantime, students are prone to plagiarism and be inclined to class absence.

GOALshare acknowledges Nurkhamimi Zainuddin, Coordinator of GOAL Centre for reviewing this contribution. Adibah Sulaiman @ Mohamad is the Director of Centre for Core Study at the Universiti Sains Islam Malaysia (USIM) and she can be contacted at adibah[at]usim[dot]edu[dot]com

GOALS ACTIVE AND INNOVATIVE USER AWARDS

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre

5 February 2015 (Thursday)

8.30 am to 1.00 pm

Dewan Tunku Canselor USIM

Starting fr 2013, GOAL Centre has begun preparing initiatives in celebrating and appreciates GOALS (USIM LMS) users through Active GOALS Users Awards. This recognition is an annual program and continued again this year to honor the lecturers who are active and innovative in the use of GOALS throughout the year of 2014.

This year, Active GOALS User Award has been expended to three (3) categories, namely:

1. Active GOALS User Award
2. Innovative User Award
3. Special Director Award (Anugerah Inovasi Pengarah)

Winners were selected through:

1. The uniqueness of the content featured in GOALS
2. Creativity in the use and application of GOALS module
3. The diversity of online teaching and learning methods (verified via self-declare form)
4. The use of GOALS and other online medium that reaches the minimum requirement of 30% blended mode as outlined in the rubric of Ministry of Education (MOE)

List of Active GOALS User Award Winner

Nurul Izza Idaham

A. Hamid Bin Mohamad

Adibah Binti Sulaiman @ Mohamad

Anita Binti Ismail

Sumaiyah Binti Abd Aziz

Intan Fatimah Binti Anwar

Rosidayu Binti Sabran

Mikail Ibrahim

Mohd Muzhafar Bin Idrus

Dr Hilmi Bin Lockman

Ainoon Binti Othman

Adnan Bin Mohamed Yusoff

Mohd Zaini Bin Zakaria

Izawati Binti Wook

Maheran Binti Mohamed

Sakinah Binti Ali Pitchay

Shaharudin Bin Ismail

Halimatun Sa'adiah Binti Ariffin

List of Innovative User Award Winner

Adibah Binti Sulaiman @ Mohamad

Sumaiyah Binti Abd Aziz

List of Special Director Award Winner

Adibah Binti Sulaiman @ Mohamad



USIM MOOC DEVELOPMENT BRIEFING SESSION

Ahmad Farid Mohd Jamal

Global Open Access Learning Centre

18 February 2015 (Wednesday)

2.45 pm – 4.30 pm

Library Meeting Room, USIM

This session was held as the extension of the USIM Strategic Plan presentation during the USIM e-Learning Academic Committee Meeting (JAeP) Vol.2 / 2014.

The meeting has agreed to propose these courses to MEIPTA to be developed as USIM MOOC:

	Course	Language
1	Pengajian Halaqah	Malay
2	Bahasa Arab 1, 2 dan 3	Arab
3	English Language 3	English
4	Food Biotech	English
5	Fiqh Ibadah & Munakahat	Arab
6	Tafsir Ilmi	Arab
7	Kajian Quran dan Hadith di Era ICT	Arab
8	Qiraat	Arab

- Courses development will begin with the development of self-instructional module (SIM)
- The course will be 100% in MOOC.
- Development process will be coordinated by e-Content Development Unit (CDU) of GOAL Centre

COVER STORY

VISIT TO APPLE EDUCATION MALAYSIA

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

16 February 2015
Apple Sdn. Bhd
Menara CIMB, KL

A visit was led by the Director of GOAL Centre; Prof. Dr. Rozhan M. Idrus with the objective to gain a better understanding on how Apple apps and platform can be utilized in higher education, especially in the development and internationalization of Naqli and Aqli based education.

GOAL Centre was greeted by Apple Education (M) lead; Mr. Al-Zambri Ahmad Kabri. The visit begins with a simple tour around the office and continued by a presentation session from Apple Education Team.

USIM had agreed to join Apple iTunes U and GOAL Centre will be in charge of the account. Both parties had also agreed upon further discussion in the near future to discuss the possibility of USIM teaming up with Apple Education in developing USIM content in the form of Apple iBooks.



The visit was ended at 12.30 pm with a photo session.

INTERACTIVE WHITEBOARD DEMONSTRATION

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

16 February 2015
10.30 am to 1.00 pm
GOAL Centre, USIM

A session from ZHL Integrated Sdn. Bhd; an IT solution provider was led by its Technical Director; Mr. Azrai Saujana to demonstrate the capability and function of Promethean Interactive Whiteboard.

Promethean Interactive Whiteboard allows you to:

- Create an engaging and interactive learning experience in your lesson content.
- Choose from ActivPen, intuitive touch, or a combination of both types of interactivity.
- Create dynamic lessons with ActivInspire software, inject interactivity into Microsoft® PowerPoint® presentations with Promethean ActivOffice or use any program that runs on your PC or Mac on the ActivBoard for a rich and varied learning experience.
- Foster collaboration as up to six students working together simultaneously on a joint task.



MEIPTA MEETING

Ahmad Farid Mohd Jamal
Global Open Access Learning Centre

23-25 February 2015
Universiti Sains Malaysia, P.Pinang

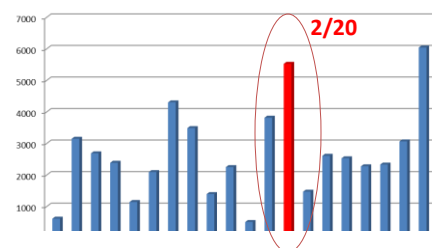
Three representative from GOAL Centre were invited to attend the MEIPTA (Majlis Penyelaras e-Pembelajaran IPTA Malaysia) hosted by USM.

The essence of the 23rd MEIPTA is to discuss on:

- The establishment of National e-Learning Centre (NeLC)
- The implementation of 4 Courses of MoE MOOC pilot project
- Effectiveness review on 4 Courses of MoE MOOC pilot project
- Coordination of 60 MOOC Courses from all IPTA
- Study Design and Control Model of Malaysian MOOC
- DePAN Version 2.0

Here is the overall statistic for USIM in the implementation of 4 Courses of MoE MOOC pilot project:

TITAS	2459
ICT	852
Ethnic Relation	2201
Entrepreneurship	16
Total	5528



NEARPOD



Nearpod is an application for an "all-in-one" presentation and polling application for classroom and other large iPad environments. The app provides the ability to upload existing presentations as well as create new ones from scratch. Adding interactive features such as question/answer polling, surveys, and drawings are easy and the entire pacing of the presentation is controlled from the teacher's iPad.

There are two parts of Nearpod. One is the free iPad app. This is where you will be running your presentations and where your students will access your presentations while you are running them. The other part is the content tool. This website is where you will create, upload, modify, and manage your presentations so that you can run them through the app.

Nearpod is used to create a creative presentation. You can download existing presentation format, while customizing your work using interactive features such as slides, slides show, pool, Q&A, Quiz, Video, Drawing and Internet link. All activities are to allow you to be fully engage with your classroom while controlling the activities and the direction of the lesson. After finishing your presentation, you will be able to analyze the data from your quiz, or any activities in your presentation. Responses will be displayed below in a table format, while you can also export data as a .CSV file.

Official site: <http://www.nearpod.com>

EVERNOTE



Evernote is closed source software and services, designed for note-taking and archiving.

Evernote supports image capture from cameras on supported devices, and the recording of voice notes. In some situations, text that appears in captured images can be recognized using OCR and annotated. Evernote also supports touch and tablet screens with handwriting recognition. Evernote web-clipping plugins are available for the most popular Internet browsers that allow marked sections of webpages to be captured and clipped to Evernote. If no section of a webpage has been highlighted, Evernote can clip the full page. Evernote also supports the ability to e-mail notes to the service, allowing for automated note entry via e-mail rules or filters.

Where suitable hardware is available, Evernote can automatically add geolocation tags to notes.

Evernote supports a number of operating system platforms (including OSX, iOS, Chrome OS, Android, Microsoft Windows, Windows Phone, BlackBerry, and webOS) and also offers online synchronisation and backup services.

Evernote is available in a paid version or a more restricted free version. Use of the online service is free up to a certain monthly usage limit, with additional monthly use reserved for paying subscribers.

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

MOOVLY



Moovly is a cloud-based digital media and content creation platform. The company was founded in 2013 but the idea to democratize animated videos originated earlier within Instruxion, a company specialized in custom high-impact digital content.

The Moovly founders realized that more and more people wanted to be able to create animated videos themselves or adapt existing animations to their current needs. That's why they set out to create a platform that allows everyone to create animated videos in just a few clicks.

Moovly used in lessons, tutorials or presentations to increase student creativity and involvement. Combine visuals, sounds, voice and video in clear explanations or engaging stories into your Moovly product. Have your students prove their multimedia skills and apply these to any educational topic. Moovly is browser-based and does not require any software installation. It is as easy as using Powerpoint, so no graphical or specialist multimedia skills required.

Moovly is available in a free version or paid version with the option of 9.95 USD and 24.95 USD.

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

APPLE TV FOR CLASSROOM

Apple TV is a device that can play content from your iOS mobile devices such as iPad or on your Mac to your High Definition (HD) television or projector by using the AirPlay feature.

On top of that, you can also watch movies, TV shows, news, music, photo, sports and more from your Apple TV. Some other applications that integrated-ready with Apple TV are Youtube, Vimeo, History Channel, Flickr, Podcast and more.



By using AirPlay, Apple TV let you stream what is on your devices and Mac wirelessly to your High Definition (HD) television or projector. You don't need to stand at one place at your class. You can move around and you or your students can teach / view / present from any place in the room. It will be a breeze for one student to project their content to the screen via iPad and explaining their thinking to the class from their own seat.

Apple TV will require following items:

- Apple TV
- Television / Projector that have HDMI port (If your projector only have VGA port, you need to purchase the HDMI to VGA cable)
- Network (Wifi / Cable)

Some example of the use of Apple TV in the classroom:

- Freedom to move around by using wireless stream technology
- Display student / teacher work (video / picture) at any point of classroom
- Online content display / demonstration of application or website
- Use content from iBooks / iTunes U for discussion and reviewing
- Usage of own iPad, iPhone or other Apple device to be screen on Apple TV



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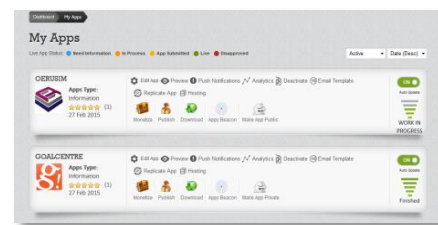
APPY PIE BUILDER FOR MOBILE APPS

Appy Pie is a cloud-based DIY mobile app creation tool that allows users without the programming skills to create an app for Windows, Android and iOS, and publish it to Google Play or iTunes. There's nothing to be install or download - just drag and drop pages to create your own mobile app online.

Once it is complete, you will receive an HTML5-based hybrid app that works with all platforms, including Blackberry. All revisions are in real time, with the ability to send push notifications, monetize with ads, see live analytics, and track location with GPS.

You can also integrate social media feeds, blogs, websites, audio, radio and more.

The appointment scheduler is especially useful for businesses such as Doctors, Salons or Spas with contact features such as one touch call, QR codes included. Using the code page you can embed custom code and embed iFrames.



Pros:

- Very easy to use for people without coding skills. Appy Pie has its own market place which gives more visibility to your app.
- Provides a simple, straightforward interface that makes app creation easy and fun.

Cons:

- New website is still in beta version.
- Publication on the app stores is not included.
- Appy Pie does not provide support for users to publish their apps on app store such as Google Play Store or Apple App Store. You would have to manually submit the apps once you have developed them using Appy Pie.

Official site: <https://apps.appypie.com>



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FORTHCOMING PROGRAMS

5th International Conference on e-Learning 2015



26 – 28 May, 2015
Kota Kinabalu, Sabah, Malaysia
Website: <http://icel.uitm.edu.my>
Deadline for abstracts/proposals: 16th March 2015

International Conference on Language, Literature, Culture, and Education (ICLLCE)



25 – 26 April, 2015
Kota Kinabalu, Sabah, Malaysia
Website: <http://icllce.com>
Deadline for abstracts/proposals: 10 March 2015

1st Global Conference on Technology in Language Learning 2015

8 – 9 June, 2015
Melia Hotel, Kuala Lumpur, Malaysia
Website: <http://worldconferences.net/glit>
Deadline for abstracts/proposals: 30th March 2015

Digital Bharat Summit Awards 2015



18 March, 2015
Kota Kinabalu, Sabah, Malaysia
Website: <http://digitalbharat.ictpost.com>

Digital Bharat Summit Award is a dedicated platform to explore the latent potential of innovation for the inclusive growth of India. It recognizes the BEST use of ICT and digital tools to create holistic and comprehensive impact on people.

Award Categories

- i. Government
- ii. Mobile
- iii. Financial Inclusion
- iv. eNGO
- v. Telecom
- vi. Social Media
- vii. Education
- viii. Helath Care
- ix. Energy

Payment

Registration Fees: INR 15,000/- or USD 350 per category (including 12.36% Tax)
ICT POST A/c no. 37080200000244
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Meet key decision makers, experts, leaders & stakeholders, professional service providers, IT vendors, Telecom vendors, Consulting firms, Government agencies and National-International development organizations. Great networking opportunity with high profile speakers, researchers and ICT entrepreneurs from India, Asia and beyond and updated on the latest developments in ICT initiatives from the industry's leading ICT infrastructure providers. High ROI for stakeholders from diverse fields: Government, Civil Society, Academia, Corporate through ample opportunities to nurture business skills, enhance citizen service delivery and deliver innovative solutions.

The 23rd International Conference on Computers in Education



30 Nov – 4 Dec 2015
Hangzhou, China
Website: <http://icce2015.zjut.edu.cn>
Deadline for abstracts/proposals: 12 May 2015

1st International Congress on Distance Education and Educational Technology



21 – 23 May 2015
Istanbul, Turkey
Website: <http://www.icdet.net>
Deadline for abstracts/proposals: 13 March 2015

22nd Annual Education Technology Conference 2015



27 – 30 July 2015
Boston, Massachusetts, USA
Website: <http://events.campustechnology.com>