Organizational E-Learning Strategies

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Session V

e-Learning for Everyone
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Organisational Elearning Strategies – UNITAR Case Study

9 April 2014

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**Milestone**

### Historical Facts

**21 DEC 1998**
Establishment of RAZAK Campus in Kuala Lumpur. PINTAR Campus in Kelana Jaya remains as Main Campus for UNIRAZAK.

PINTAR Campus provides education for the masses.

RAZAK Campus provides boutique courses.

**22 DEC 2008**
Universiti Tun Abdul Razak (UNITAR) officially launched by YB. Dato' Seri Najib Tun Abdul Razak

The objectives of UNITAR:
1. Education for all
2. 1st virtual university
3. Value for money

**4 JULY 2011**
PINTAR Campus was licensed to operate as an independent private higher learning institution and is officially known as the University of Management and Technology.

**13 AUG 2010**
Relocation of PINTAR Campus from Kelana Jaya to Leisure Commerce Square, Petaling Jaya, Selangor.

**13 AUG 2012**
Change of name to UNITAR International University and logo to facilitate the next phase of growth and opportunity.

Going back to the roots of UNITAR
1. Name of university
2. New Campus in Kelana Jaya
3. Virtual University

**14 MAY 2012**
Ekuiti Nasional Berhad buys 90% stake in University of Management and Technology.
Wisdom of the past, inspires our future ……

01. Online learning had issues due to internet connection and access to internet
02. Malaysian mindset of online learning
03. The cost to build coursewares
04. Local technical and pedagogical expertise
05. Administration for 24-hour service
06. Credential from employers and authority

Syed Othman Alhabshi & Hasnan Hakim (2006)
RETHINK THE HIGHER EDUCATION MODEL

Current scenarios:
• Changing landscape of new knowledge; acceleration of technologies at a tremendous rate, changing discipline content
• Democratic changes of students (traditional-aged students)
• Industry & market changes; prerequisites of graduates for work

- Declining by degrees: Higher Education at Risk (Hersh & Merrow, 2005)
- Education Engineers for the 21st Century: The Industry View (Spinks, Silburn & Birchill, 2006)
- Malaysian Education Blueprint 2013 (Ministry of Education Malaysia)

Harris & Cullen (2010): The future of education depends on innovative measures; realignment of practices & comprehensive change

Christensen & Eyring (2011) The Innovative University:
• Need to focus on core
• The student is primary focus
• Disruptive technology is making its way
• Relook at learning innovation
Relook at current HE learners

- 90.1% agreed internet is useful for their studies
- 81% ICT skills are self-taught
- 88.6% effectively research online

National Union of Students (UK) Students perspective on Technology (2010)
Relook at current HE learners

DIGITAL LEARNERS
- Millennials (Strauss & Howe, 1991)
- Digital natives (Prensky, 2001)
- Net generation (Oblinger & Oblinger, 2005)
- Google generation (Tapscott & Williams, 2008)
- i-generation (Rosen, 2010)

Synonymous with digital technology & the use of these tools ubiquitously in their lives

Relook at current HE learners Digital learners traits

Baharom (2013)
Relook at current HE learners
Malaysian HE Students

• No homogenous use of certain technology but a variation of use
  ✓ Selwyn (2009) : varied in terms of used and tool choice
  ✓ Sancjez et al. (2010) : use of technology at different degree & wide-range of tools
  ✓ Shao (2010) : use of different types of technology

• The need to link usage of digital tools to learning
• Familiarity is key to the take up of digital tool usage
• Learning opportunities provide the use of technology enrich technical skills

Baharom (2013)
Conventional Learning & Distance Learning

CONVENTIONAL LEARNING & DISTANCE LEARNING

Conventional Learning

• UNITAR offers full-time on-campus programmes at Foundation, Diploma, Undergraduate and Postgraduate.

• Students benefit beyond the classroom through multi-cultural mix of both Malaysian and International students, creating great diversity.

Distance Learning

• UNITAR is a leading university in Malaysia offering flexible distance learning study options. Adult learners, from young workers to retirees will discover valuable lifelong learning opportunities at UNITAR.

“Leading Innovative Social Science University”
Our Network
- 10 Independent Regional Centres across Malaysia including Sabah & Sarawak.
RE-ARCHITECTING UNITAR

Widen Access to Learning
1. University, Multiple Locations

REDESIGNING OFFERINGS
• Access of Learning
• Places of Learning
• Modes of Learning

ACADEMIC RE-ENGINEERING
• Learning Outcomes
• Learning Context
• Learning Ecosystem

ORGANISATION RECONSTRUCTION
• Operational Transformation
• Process Optimisation
• Growth Models

Led by SACO Office
Led by VC/DVC Office
Led by CEO/COO Office
What we know about learning?
(from the students' perspective)

• Learning is dynamic (Cross, 1991)
• Students learn in different ways (Briggs-Myers, 1980; Kolb, 1984)
• Students construct their own meaning by talking, listening, writing, reading & reflecting on content, ideas, issues and concerns (Vygotsky, 1978; Meyers & Jones, 1993)
Learner-centred paradigm:

- Introduced by Barr & Tagg (1995), Change
- Learner centeredness “Will challenge traditional Curriculum” (Brown, 2003, p. 49)
- Defined as:
  “ways of thinking and learning that emphasize student responsibility and activity in learning rather than what the teachers are doing. Essentially SCL has student responsibility and activity at its heart, in contrast to a strong emphasis on teacher control and coverage of academic content in much conventional, didactic teaching” (Cannon and Newble (2000, p. 16)

“...does not fit our changing needs. It's a fundamentally passive way of learning, while the world requires more active processing of information.”
- Salman Khan
UNITAR EDUCATION CORE

Driven by

UNIEC

UNIEC is when learners are central to the process of learning which is supported by a holistic environment: management, faculty, curriculum, facilities and other support services.
LEARNING ENVIRONMENT

- Oliver et al. (2002) learning environments as “learning settings that support knowledge construction, the emphasis is placed on learning as a process of personal understanding and the development of meaning in ways which are active and interpretative” (p.497)
- Hannafin & Land (1997), a learning environment is “ultimately shaped by its foundations and assumptions about learning, pedagogy, and the learner” (p.197)

UNIEC BLENDED LEARNING APPROACH
UNIEC FACE: A HOLISTIC APPROACH

- Relook at Syllabus to match learning outcome
- Design Learning Activities (e.g., flipped classroom; collaborative learning; case-based learning)
- Tools to support learning activities design
- Match of learning evaluation to the learning outcome

Industry-relevance
New pedagogical learner
Quality interaction & engagement centred

VIRTUAL LEARNING ENVIRONMENT

UNIEC VIRTUAL: http://uniec.unitar.my/

Learners can login any time, anywhere to interact with the lecturers and peers. They can access their coursework or learning materials 24/7/365 Anywhere

Interactive activities.....eg:
- Discussion Forum: asynchronous online discussion
- Assignments – for online submission of work includes ability to give feedback – Turnitin report
- Database – build, display and search a bank of record entries about a topic
- Online Quiz & poll
PERSONAL LEARNING ENVIRONMENT (PLE)  
MYUNIEC

UNITAR’s PLE Concept:  
> set students’ own learning goals  
> manage their learning; managing both content and process  
> communicate with others in the process of learning

OUTCOME:  
• Self-directed learning  
• eCertification for LLL

Learning Worldwide:  
- Connecting UNITAR students to peers from other universities  
  Eg: collaborative projects, webinars

UNIEC TAB - STUDENTS

Hardware: Tablet

Learning Enabler:  
- Virtual Learning Environment System – UNIEC Virtual  
- Microsoft 0365 & Lync  
- Ebook/Emag/Ecases  
- Campus Management System  
- Mobile App
**UNIEC TAB - ACADEMICIANS**

**Hardware:** Tablet & Laptop

**Learning Enabler:**
- Windows 8
- Microsoft 0365 & Lync
- UNIEC Virtual
- Pearson Resources
- Campus Management System

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**REVISION & DEVELOPMENT OF SYSTEMS**

- **CMS**
  - Student Details
  - Programmes & Courses
  - Academic Calendar
  - Examinations

- **UNIEC VIRTUAL**
  - Student Details
  - Programmes & Courses
  - Staff Details (Inc. Part Timers)
  - Learning Contents
  - Assignment Results

- **HRMS**
  - Staff Details
  - Knowledge Repository
  - Learning Contents
Library as Learner-Centred Learning Environment

Library must rethink the way they work and the way that they support learning, teaching and research (JISC, Libraries of the Future, 2002)
LEARNING SPACES

Place for free & shared exploration and learning via different types of media

Democratic space wherein to free the mind (21st century libraries, 2002)

A Library That Supports Learner-Centred Learning Environment

- Library must provide a range of different services, using multitude of media
- Re-arranging access to knowledge and other resources
- Today’s libraries incorporate computer training suites, advice centres, editing & proof reading support
- Staff > Knowledge Navigators
A Library That Supports Learner-Centred Learning Environment

- Providing a more welcoming & open plan
- Ensuring social programme
- Ensuring the needs of different group of users

PHASES FOR UNIEC IMPLEMENTATION

- To redefine learning through thought leadership HEI institution
- To develop talents to support 21st century educators
- To redefine students learning process in order to become wholesome graduates

**2013/14**

**FOUNDATION**

**FOCUS:**
- Deployment of systems & hardware
- Training for skills & UNIEC topics
- Identification of roles & streamline of SOPs
- Communication strategies (MC & IC)

**OUTCOME:**
- Access to systems & basic skills for operation
- Operation stability
- Effective communication between administrators & faculties for T&L

**2015**

**STABILITY**

**FOCUS:**
- Development of systems enhancements (academician systems)
- Continuous training for skills & UNIEC pedagogical skills
- Curriculum & Industry integration programmes
- Development of digital study skills programmes

**OUTCOME:**
- Familiarity with systems & hardware
- Demonstration on learning outcomes & Industry integration
- Demonstration of soft skills

**2016**

**INNOVATION**

**FOCUS:**
- Deployment of systems enhancements
- Review of evaluation process for each subjects
- Development of initiatives for improvement
- Continuous training for academicians & students

**OUTCOME:**
- Learning outcome enhanced with UNIEC Values
- Learning analytics for improvement
- Process & evaluation stability

**2017**

**MATURE**

**FOCUS:**
- Research activities
- Thought leadership

**OUTCOME:**
- Industry recognition
- International recognition
- Ministry recognition

PARADIGM SHIFT
Academic provision and accreditation are unbundling – online accreditation in the form of badges/short courses.

http://www.lfhe.ac.uk/en/research-resources/publications/index.cfm/OT-Ext-02


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