SEMINAR PRAGMATIS
Perkongsian Amalan Terbaik

21 Januari 2016 (Khamis)
8.00 pagi – 5.00 petang
Dewan Senat, Aras 3 Canselor
The Influence of Course Administrative Role in The Self Learning Persistence Among Massive Open Online Course Participant in USIM

Ahmad Farid Mohd Jamal
**WHAT?**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>MOOC MOOC</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Connectivist branch of MOOCs</strong> (Siemens, Downes, et al.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CS221</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Stanford branch of MOOCs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CCK08</strong></td>
<td><strong>DS106</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Udacity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Coursera</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>edX (Harvard and MIT)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Emerging International Platforms</strong> (Future Learn, et al.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Massive Open Online Course
30% of learning in IPTAs will be conducted through MOOCs by the year 2020. 

Datuk Seri Idris Jusoh (2014) 
Putra MOOC launching; Universiti Putra Malaysia (UPM)
- 60 kursus MOOC dibangunkan oleh IPTA bagi tahun 2015.
- Setiap IPTA perlu memilih tiga (3) kursus, sama ada kursus niche atau kursus sepunya.

Dato’ Prof. Asma Ismail (2015)
JK Pelaksana MOOC Kebangsaan;
JPT(A)1000/016/018/63 Jld.4 (15)
MOOC providers are currently lack of sophisticated learning architecture that adapts to individuals needs of each learners.

Idrus, R. M. (2007) Technology: A Convergence of Pedagogy, Technology and Content in Distance Education


HOW IT WORKS?

MOOC key principles

1. Autonomy
2. Platforms
3. Diversity
4. Openness
5. Connectivity

- Course design
- Pedagogy
- Administrative
  - legal issues
  - technical production
  - platform
  - documentation
  - marketing

Downes, S. (2009)
Access2OER: The CCK08 solution

MOOC design processes; experiences from a Chalmers MOOC
Factors Associated With Student Persistence in an Online Program of Study: A Review of the Literature

USIM ONLINE ADMINISTRATION

SYSTEMATIC MONITORING

ADMINISTRATION

- Course administration
  - Turn editing on
  - Edit settings
  - Course settings
- Users
- Filters
- Reports
  - Logs
  - Live logs
  - Activity report
  - Course participation
  - Activity completion
- Grades
INTERCONNECTIVITY

COURSE ADMINISTRATOR

Self Learning Persistence

SATISFACTION

Massive Open Online Course Participant

ICT Support

Provide Feedback

Quality Interaction

LMS

CONNECT

Image: onlinelearninginsights.wordpress.com
Course facilitators preserved a high level of influence over the flow of information.

Skrypnk et al., (2014)
Roles of Course Facilitators, Learners, and Technology in the Flow of Information of a cMOOC

Stöhr et al., (2015)
MOOC design processes
REMARKS

• EDUCATIONAL LANDSCAPE IS DYNAMIC

The key will be in leveraging the technology to support the pedagogy & the learning process.

• CONCLUSIVE RESEARCH IS NECESSARY

Developing effective online instructional module, conclusive of student experiences, motivations, and perceptions of relative strengths and weaknesses of various aspects of online education.
THANK YOU

Global Open Access Learning Centre (GOAL Centre), Universiti Sains Islam Malaysia (USIM) 71800 Nilai, Negeri Sembilan Malaysia

+6 06-798 6278 / 6270
+6 06-798 6250
goalcare@usim.edu.my

http://goalcentre.usim.edu.my