

**2nd SHBIE ANNUAL NATIONAL SEMINAR AND WORKSHOP
IN EDUCATION**

WORKSHOP

TITLE:

HOW TO BE A SUCCESSFUL ONLINE LEARNER

by

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Organised by
Sultan Hassanal Bolkiah Institute of Education
Universiti Brunei Darussalam
20-22 November 2006

Abstract

The impact of internet in education has changed the way learners learn. The nature of internet in terms of its openness and wideness of information sometimes gave teachers and students a challenge in retrieving relevant information related to their learning activities. This workshop intent to provide strategies of acquiring common skills in using internet as part of the teaching and learning activities among teachers. Findings by Abdullah Mohd Noor (2006) showed that teachers, new and experienced, viewed common skills as listening, reading, speaking, writing, communication and cognition but not as skills in analysis, synthesis, creative thinking and problem solving which are useful in online activities. Watkins and Cory (2004) stated, in *Online Success Skills and Learner Success Skills* that in successful E-learning relevant common skills are necessary in this modern world. By comparing these two ideas we develop a practical module on how to use internet in teaching and learning effectively and at the same time teachers can gain most of the common skills in ICT.

Keyword: Common Skills, Online teachers, Online Learners, Virtual Learning

Introduction

Common Skill for Online Learner

Due to wide access to information, learners are exposed to information that is sometime irrelevant to their needs. The importance of delivery system to make learning effective cannot be denied. Pallot and Pratt (2001a:152) stated that the key to success in an online class rests not with the content that is being presented but with the method by which the course is delivered. Interaction is about encouraging communication in the teaching and learning process. A variety of ways or methods in delivery can be applied in communicating the content knowledge to the learners. Pallot and Pratt (2001b:153) added that the well-delivered course provides multiple means by which students and instructor can interact, including e-mail, discussion board and careful use of synchronous discussion.

Zahari Hamidon, Abdullah Mohd Noor and Raja Maznah Raja Hussain (2005) in their study on virtual communication concluded that the types of information revealed by the student in the message board are erudite and likely to be constructive, inspiring and creative. The students also seem to have a strong liking in delivering their knowledge of the content areas to their peers. They were also able to apply their ideas by giving examples in their responses. The advantage that has been found through message board is that the responses were expanded due to different views from other students.

To fulfill the above needs, perhaps we can consider Watkins and Cory (2004) as quoted by Watkins (2005:2) who had outlined practical ideas on successful skills in e-learning is shown in Figure 1 below:

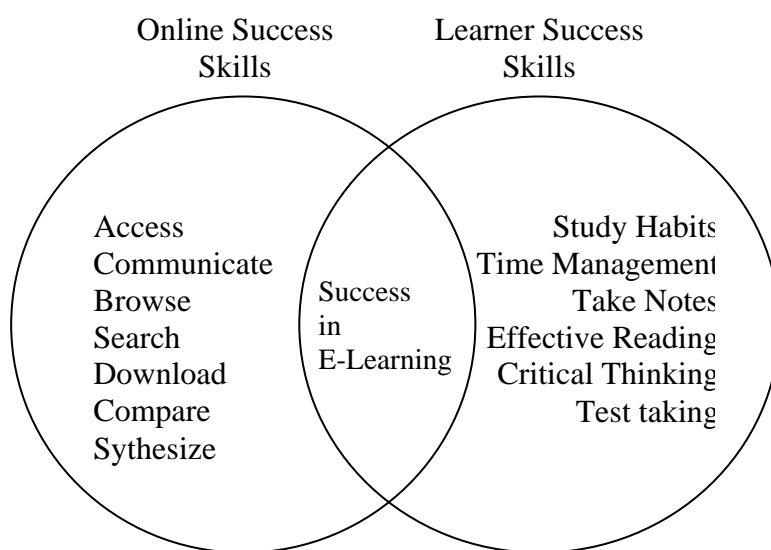


Figure 1: Relating Online Success with Traditional Students Success Skills

Figure 1 above can be considered as essential skills that every learner should have and owned. Should we call these as common skills? If we can, perhaps we can consider Abdullah Mohd Noor (2006) who referred common skills as core skills, generic skills, basic skills and literacy skills. He made an interesting study on common skills in mathematics and science as perceived by experienced and new teachers. His findings showed that both experienced and new teachers are lacking on the knowledge in analysis, synthesis, creative thinking and problem solving as common and necessary skills in learning.

Abdullah Mohd Noor (2006b:13) concluded in his writing that the emphasis on infusion of common skills and thinking abilities among students in learning mathematics and science is crucial at the primary school level. Communication and pedagogical gap should be critically considered for future teaching and learning process. In comparison, Watkins (2005), also showed some similarities in terms of common skills.

Based on the above reviews, we concluded our writing with one good solution that is ideal to us and might not fit your needs until we conduct a usability study to gain feedback from the real users.

Our Strategies

Basically, our solutions are based on so many variables and part of it is as discussed above. To overcome the constraints faced by most of our learners, we provide an online learning facility that we called as Virtual Learning System (VLS). This system is compiled from the *Sharable Content Object Reference Model* (SCORM) sequencing technique. Most of the interaction between user (whom we refer as a learner) provided has considered most of the common skills highlighted by Abdullah Mohd Noor (2006) and Watkins (2005).

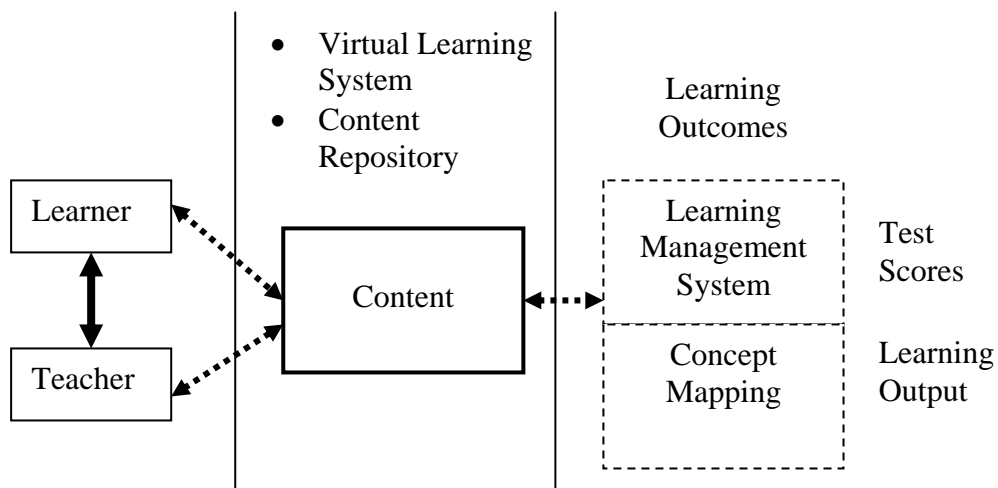


Figure 2: Learning Application in Virtual Learning System

Figure 2 shows the interactions between Teachers, Learners, Content and Learning Outcomes. The interactions have created three different environments in order to integrate most of the common skills.

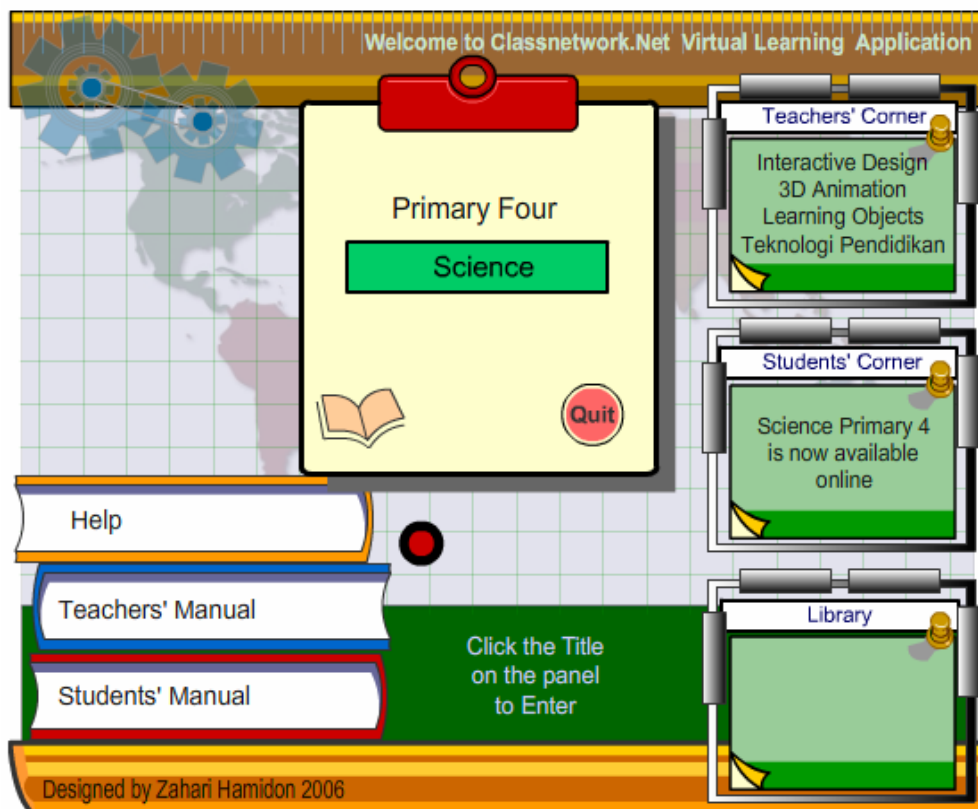
MODULE ONE – FAMILIARIZING THE LEARNING ENVIRONMENT

Objective

After this unit you should be able to familiarize the learning environment provided in Classnetwork.net


Step 1

- a. Go to <http://www.classnetwork.net/>
- b. Click on *Students' Corner* (Title)
- c. In the sub-menu, click the *Science* button



Step 2

- a. Click the Select hypertext on Objective 1.1.1(b)



This page will guide you on how to use the SPVLS:
 Step 1: Preview the catalog below
 Step 2: Make sure you are ready with all the stationaries needed in your learning
 Step 3: In order to learn efficiently, follow the instruction by viewing the number provided.
 Step 4: Decide on your choice of topic before you start
 Step 5: Click any of the SELECT in description column below
 Step 6: Enjoy your learning

List of contents MyLibrary

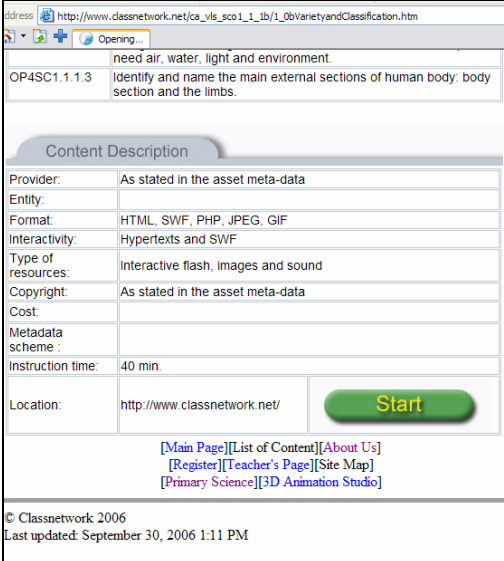
Kod Metadata.	Topics	Date	Status	Description
UP1.0 UP1.1 P4SC1.1.1	P4SC1.1.1- Variety and Classification			
	Objective 1.1.1(a)		Active	Select
	Objective 1.1.1(b)		Active	Select
UP1.0 UP1.2 P4SC1.1.2	P4SC1.1.2 - Variety of living Things		In progress	Select
UP1.0 UP1.1 P4SC1.1.3	P4SC1.1.3 - Classification of Living Things		In progress	Select

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Step 3

Click the *START* button



need air, water, light and environment.

OP4SC1.1.1.3 Identify and name the main external sections of human body: body section and the limbs.

Content Description

Provider: As stated in the asset meta-data

Entity:

Format: HTML, SWF, PHP, JPEG, GIF

Interactivity: Hypertexts and SWF

Type of resources: Interactive flash, images and sound

Copyright: As stated in the asset meta-data

Cost:

Metadata scheme :

Instruction time: 40 min.

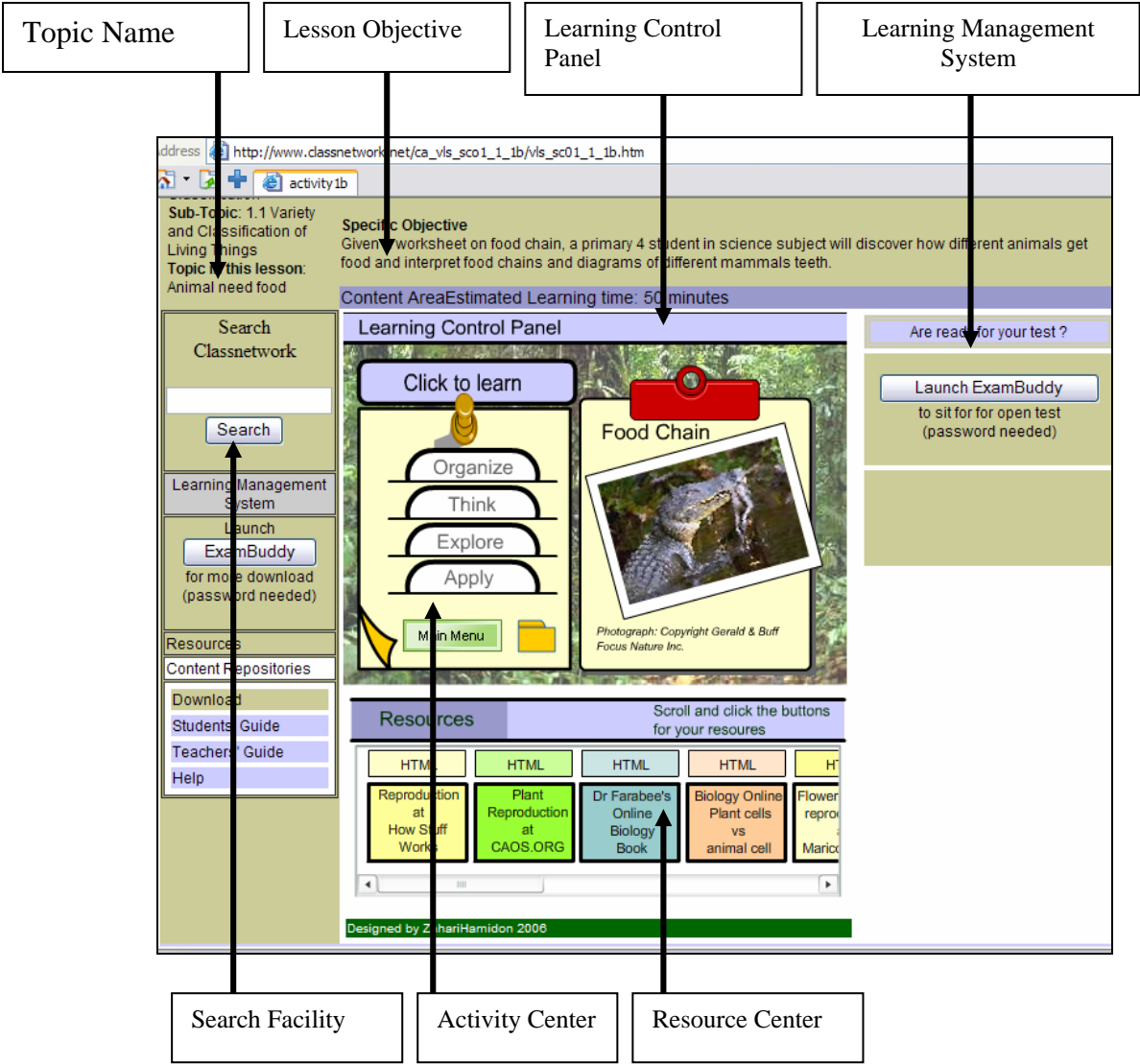
Location: <http://www.classnetwork.net/> **Start**

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MODULE TWO – LET’S LEARN

Classnetwork Learning Control Panel



LEARNING GUIDE

As overall, the virtual learning environment comprises of 4 main activities:

1. Organize
2. Think
3. Explore and
4. Apply

Instead of undergoing the 4 activities, you are given opportunities to sit for the test in ExamBuddy (Username and password provided in the printed module) as a part of the learning process.



Description

Activity 1. Organize

The purpose of this activity is for you to get ready for your entire learning processes. In this activity, you have to download all materials required in the next step (THINK). You need to save the file in your system to be used in every step in your learning process. It also gives you a chance to play simple games related to the topic.

Activity 2. Think

This activity contains task that you have to follow. The task is closely related to the first activity (ORGANIZE). You need to use the document downloaded to write a report on what ever you have done in Activity 1. (Organize)

Activity 3. Explore

This activity contains information such as facts file that is related to the topics learned.

Activity 4. Apply.

This activity contains task for you to summarize the topic learned.

Step 1: READ lesson objectives

Step 2: ORGANIZE

- a. Click the ORGANIZE tab
- b. View the task and download or save any required document by clicking the links provided.
- c. Download Comparison Chart 1 and 2
- d. Play Games and Wicked Science and Eco Kids
While playing games don't forget to collect important information on food chain.

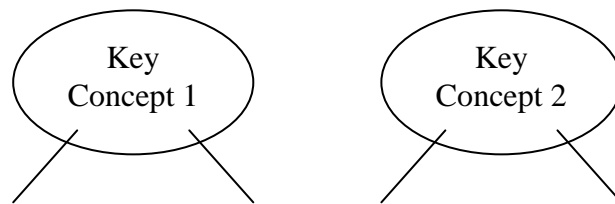
Step 3: THINK

- a. Click the THINK tab.
- b. Read the task and answer the questions provided in the screen

Learning Outcome 1.

Based on the activities, identify several key concepts and draw a concept map.

Eg.

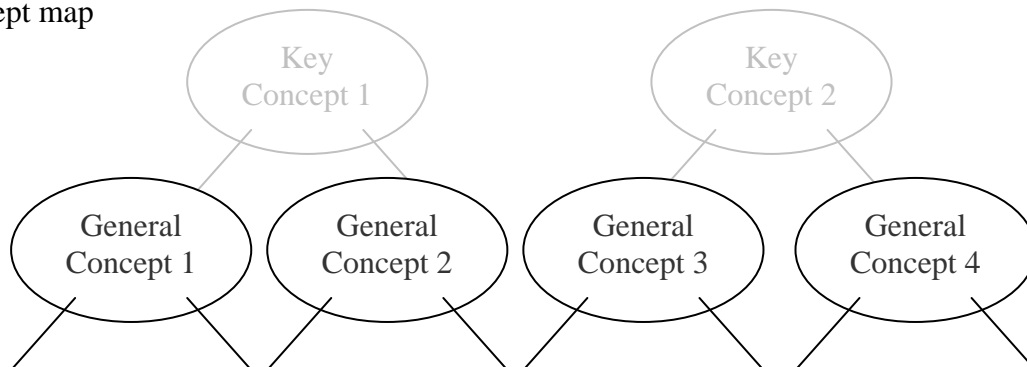


Step 4: EXPLORE

- a. Click the EXPLORE tab
- b. Go to the websites provided in the screen.

Learning Outcome 2.

In reference to Learning Outcome 1, identify the general concept and expand your concept map

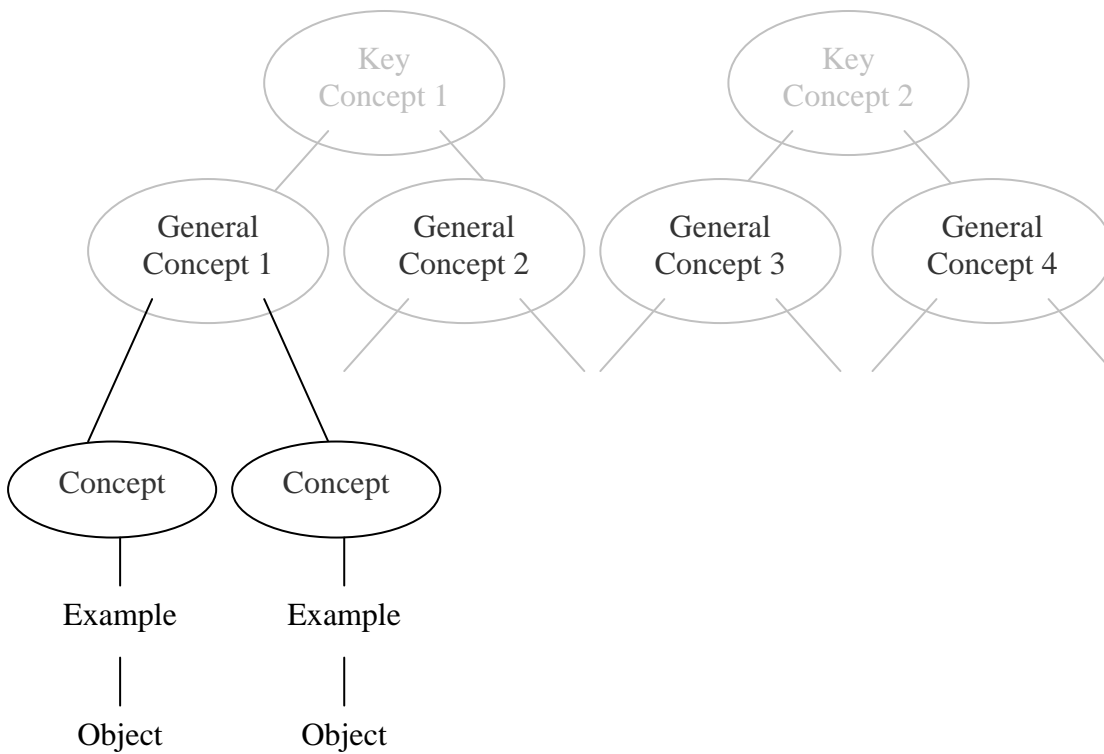


Step 5 - APPLY

- Click the APPLY tab to open the activity screen
- Follow the instruction, Go to BBC Revise Wise Website by clicking the URL provided and enjoy your learning session.

Learning outcome 3

Identify the concept and provide examples and object for each concept.



Finally, draw lines to show relationships between general concept and concept and so forth.

Final Outcome

Explain about the whole concept map.

Step 6. Sit for the test in ExamBuddy

- a. In Classnetwork Learning Panel, click the *Launch ExamBuddy* button.
- b. Login (the username and password is provided in your printed module)
- c. Sit for the test
- d. LOGOUT and LOGIN again to view the test result.



The screenshot displays the ExamBuddy.com website interface. At the top left is the logo for ExamBuddy.com, which includes a stylized green figure and the text "ExamBuddy.com" and "TEACHNOLOGY'S SILVER MEMBERSHIP". To the right of the logo is a photograph of a man in a suit. Below the logo and photo is a navigation menu with buttons for "Become A Member", "About", "Contact", and "Help". Below this menu is an orange banner that reads "Student Log-in". Underneath the banner is a login section with a "Login" heading, a "Username" label followed by an input field, a "Password" label followed by an input field, and a "Login" button. At the bottom of the page is a green footer bar containing links for "Privacy Policy", "Samples", "Renew", "Site Licensing", and "Member Testimonials".

Step 7: Usability Study

Fill in our feedback form. Thank you.

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