PROCEEDINGS OF
THE INTERNATIONAL UNIVERSITY CARNIVAL
ON e-LEARNING (IUCEL) 2016

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IUCEL2016
International University Carnival on e-Learning

Implementation of Authentic Learning Strategy For Web-Based Development Course Through MOOCs

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Highlights: This project implemented authentic learning strategy onto the Web Based Multimedia Development course for UTM-MOOCs. The design is based on elements that involve student engagement in authentic learning that will allow them to create a meaningful, useful shared outcome. The structure of the UTM-MOOC begins with the course's introduction video that is about three minutes of length. The development process for a UTM-MOOC module is shown in diagrammatic steps. There are five steps namely: course setup, course design, course development & implementation, and maintenance & benchmark. Benefits of the implementation are also presented.

Key words: Massive Open Online Courses, Authentic Learning, UTM-MOOC Development Process

Introduction

The number of people who seek for a university degree, skill enhancement or lifelong learning has increased tremendously. Universities and tertiary learning institutions are urged to discover new ways to provide education to the growing number of learners. Current developments in digital technology, and Internet have enabled universities to cater to the demands by the delivery of web-based courses via open course Massive Open Online Courses (MOOCs) (Koutropoulos, et al., 2013). Many institutions have initiated projects to employ MOOCs, with the goal to provide free learning accessible at anytime and any place (Roth, 2013).

MOOCs is an online learning systems which provide a complete learning environment including various features of course materials such as video learning, online reading, online activities, evaluation instruments as well as communication and collaboration tools (Kirschner, 2012). The mentioned features allow MOOCs to be considered as a new form of providing education. The features also provide different experience from what can be obtained in the traditional classroom. Furthermore, MOOCs offers many additional opportunities for achieving enhanced and enriched learning outcomes through the use of the web for effective instruction and can be a promising alternative to traditional settings (Conole, 2013). Therefore, Universiti Teknologi Malaysia (UTM) had took the initiative to develop UTM-MOOCs as a platform for the university to become a globally connected higher education player that is renowned for its academic and research expertise.

As part of the New Academia initiatives, UTM-MOOCs incorporated Blended Learning as an approach to complement the traditional teaching and learning methods in higher learning institution. It is an innovative and competitive effort to increase institutional visibility within the global higher education. In this regard, the Web-Based Multimedia Development course was designed and developed for UTM-MOOCs based on Authentic Learning Strategy to allow students to create a meaningful and useful shared outcome. The course yields real scenario tasks that present the learner with opportunities to connect directly with real world situations.

The benefits of the UTM-MOOC based on authentic learning strategy are as follows:

- Students are more motivated and more likely to be interested in what they are learning.
- Students learn to assimilate and connect to new knowledge.
- Students are exposed to different settings, activities, and perspectives.
- Transfer and application of theoretical knowledge to real world situations.
- Students get the opportunity to collaborate, produce products, and to practice problem solving.
- Students are able to practice higher-order thinking skills.

As a guideline, the UTM-MOOC development process for each course should follow diagrammatic steps as shown in Figure 1 below:
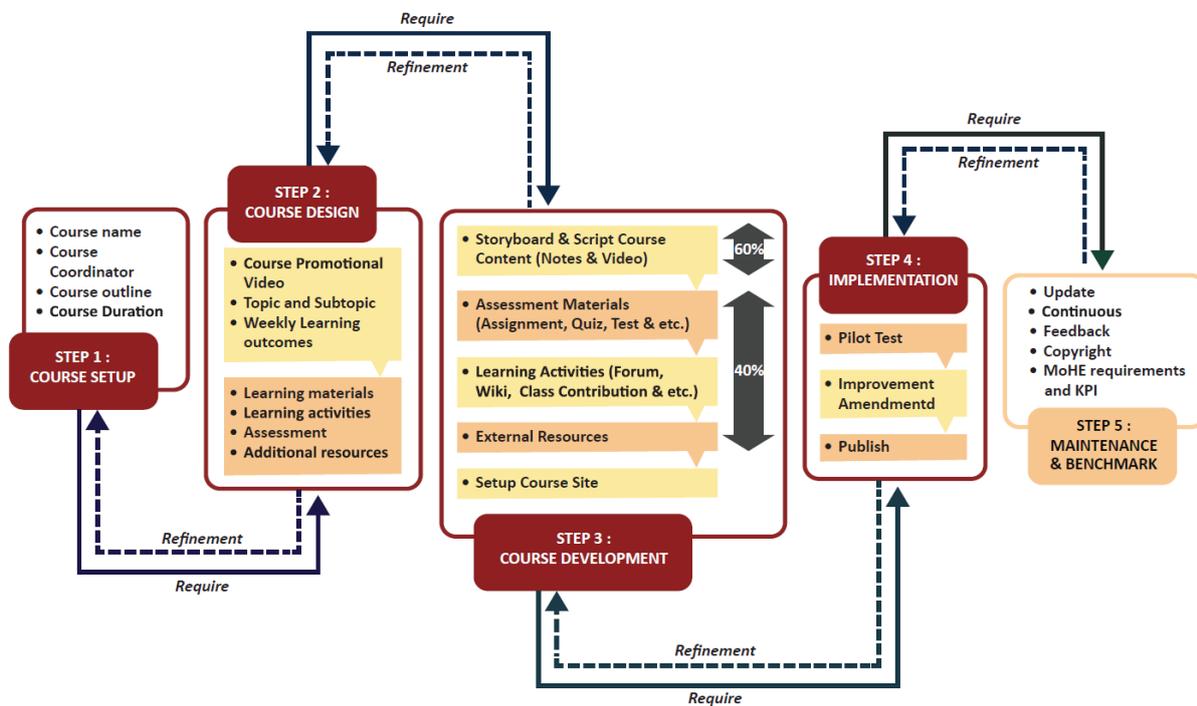

Figure 2: UTM-MOOC Development process

Acknowledgement

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