

TEACHING & LEARNING COLLOQUIUM

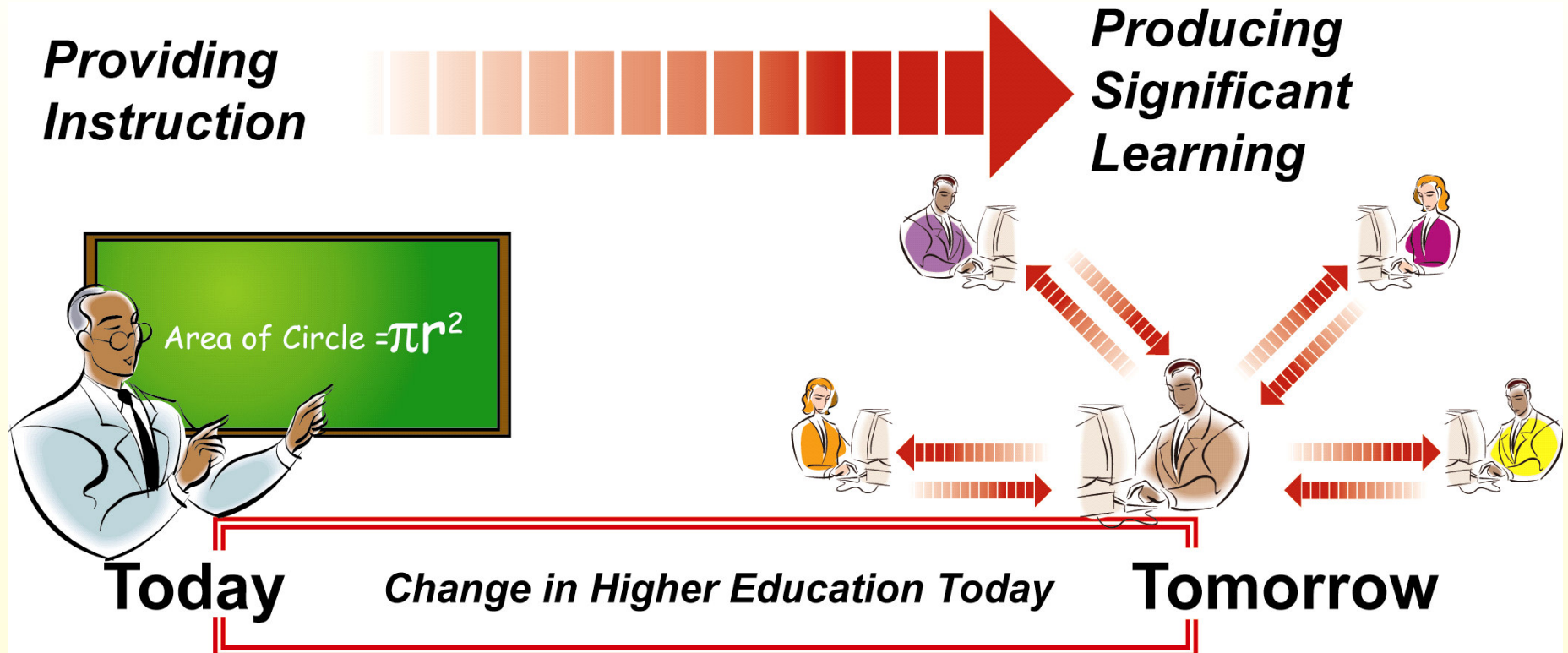
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Learning Resources for an Enriching Tomorrow

by **Prof. Dr. Zoraini Wati Abas**



To meet Learning Outcomes suitable for the K-based society, we need to change:



OUM's Mission

**To be the leading
contributor in
democratising education**

**To develop quality
education through
multimode learning
technologies**

**To develop and enhance learning
experiences towards
the development
of a knowledge-based society**

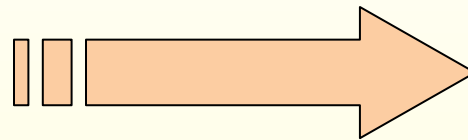
An OUM Print Module...

*is the **core** learning material
that **drives** all other learning activities
(variety of mode/media
that are blended well from the beginning).*

A Paradigm Shift

Print Module

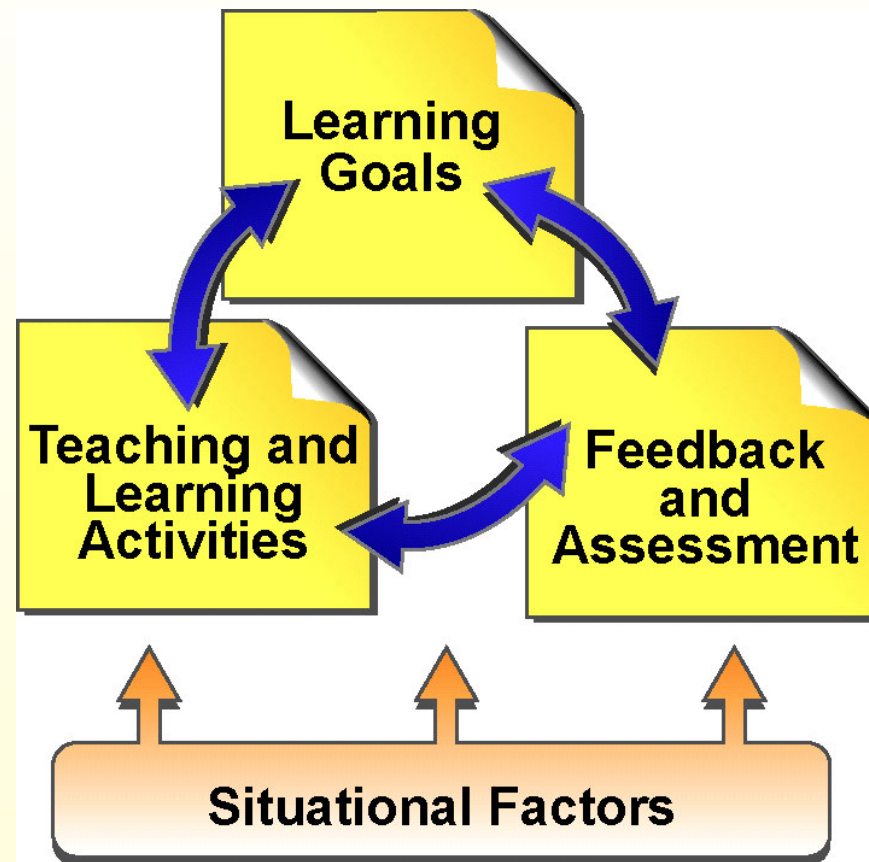
Generation I



**Interactive
Learning
Package**

Generation II

Creating an interactive learning package
(activities + materials)
through an integrated course design



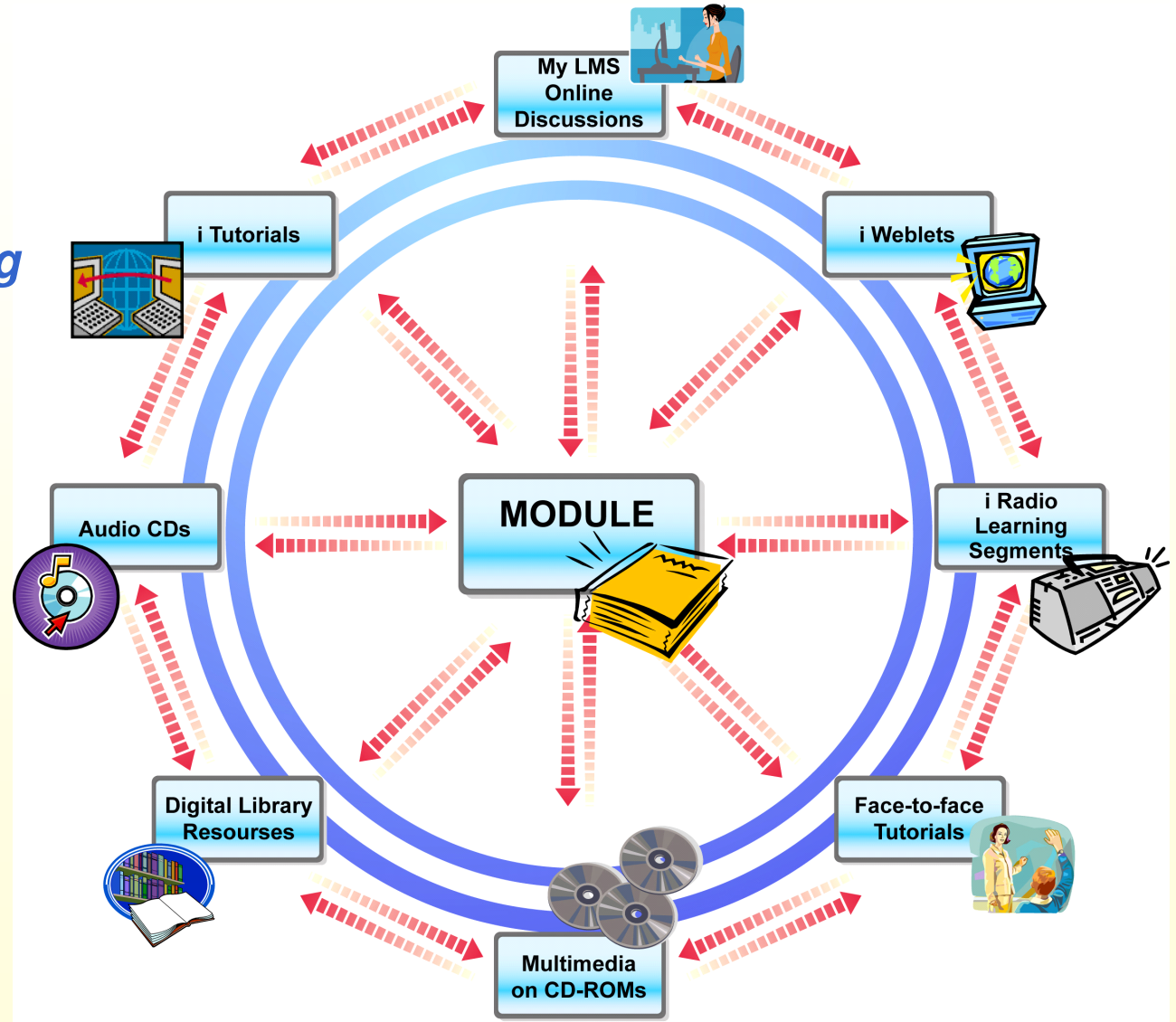
Fink's (2003) Integrated Course Design Module

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Generation II Learning
via the OUM Learning
Package:

Designed at the
Course Level



Creating a Rich Learning Environment at OUM to Produce Significant Learning

Examples

iRadio1

iWeblet

iRadio2

iTutorial

iSeminar

[iTutorial2](#)

Planning and Design of Learning Activities for a Learning Centred Environment

FINK'S MODEL FOR PASSIVE AND ACTIVE LEARNING

PASSIVE LEARNING

RECEIVING INFORMATION AND IDEAS

- Primary/Secondary
- Accessing them in-class, out-of-class, online

(print modules, f2f tutorials, multimedia materials)

ACTIVE LEARNING

EXPERIENCES

- Doing, observing
- Actual, simulated
- "Rich learning experiences"

(onsite, multimedia materials)

REFLECTION

- On what one is learning and how one is learning (term papers, self-reflection, journals, learning portfolio)
- Alone, with others (online discussions)

EFFECTIVE LEARNING THROUGH INTERACTIVITY VIA VARIOUS LEARNING ACTIVITIES

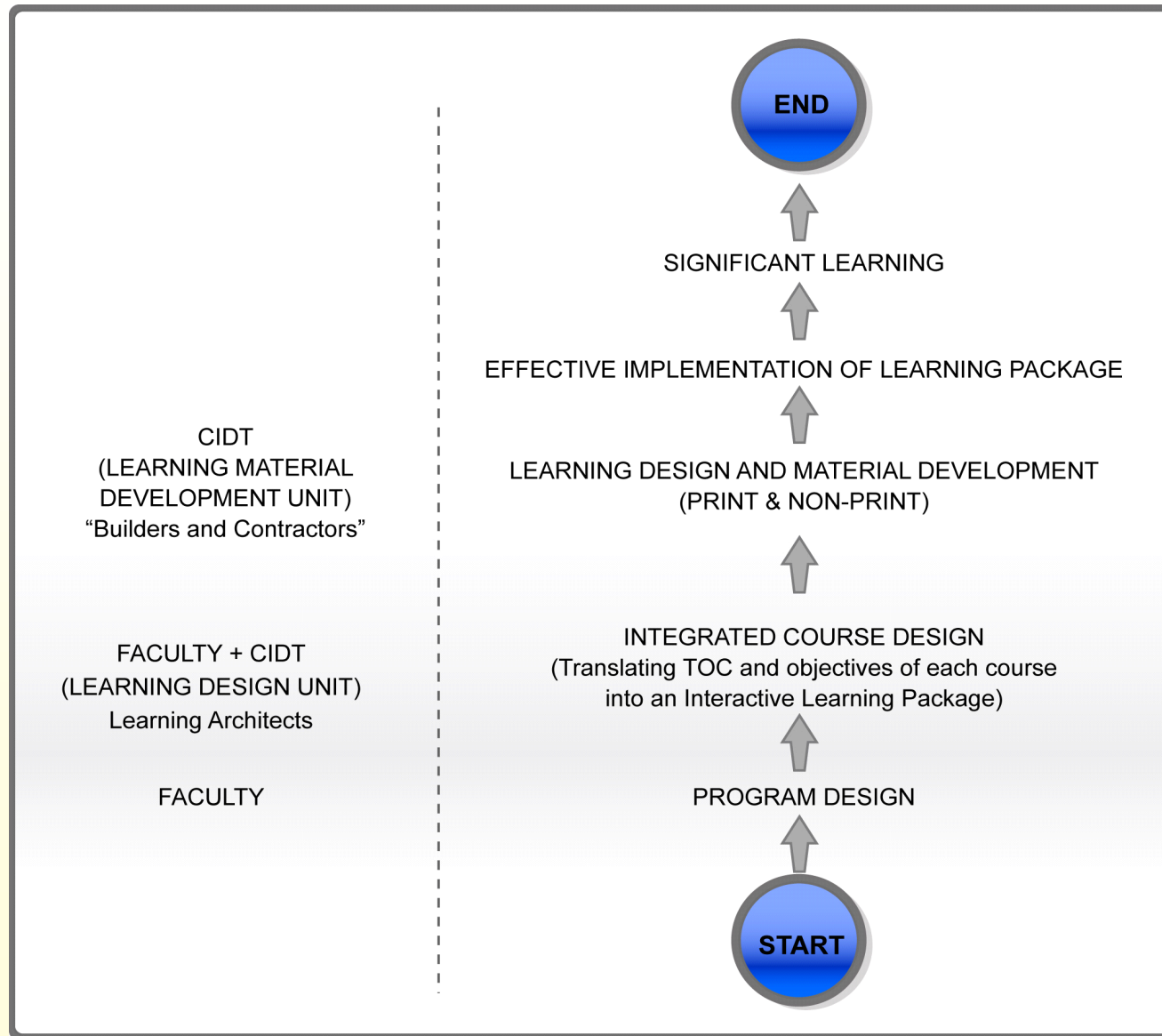
Interactive Learning Package

- should help the student *easily understand* the subject-matter (through print and non-print learning materials)
- should provide an *enjoyable learning experience*
- produce *significant learning*

- produce quality students
- faculty to be primarily designers of learning methods and environments
- provide the *differentiating factor* for OUM in view of increasing competition from other distance learning providers

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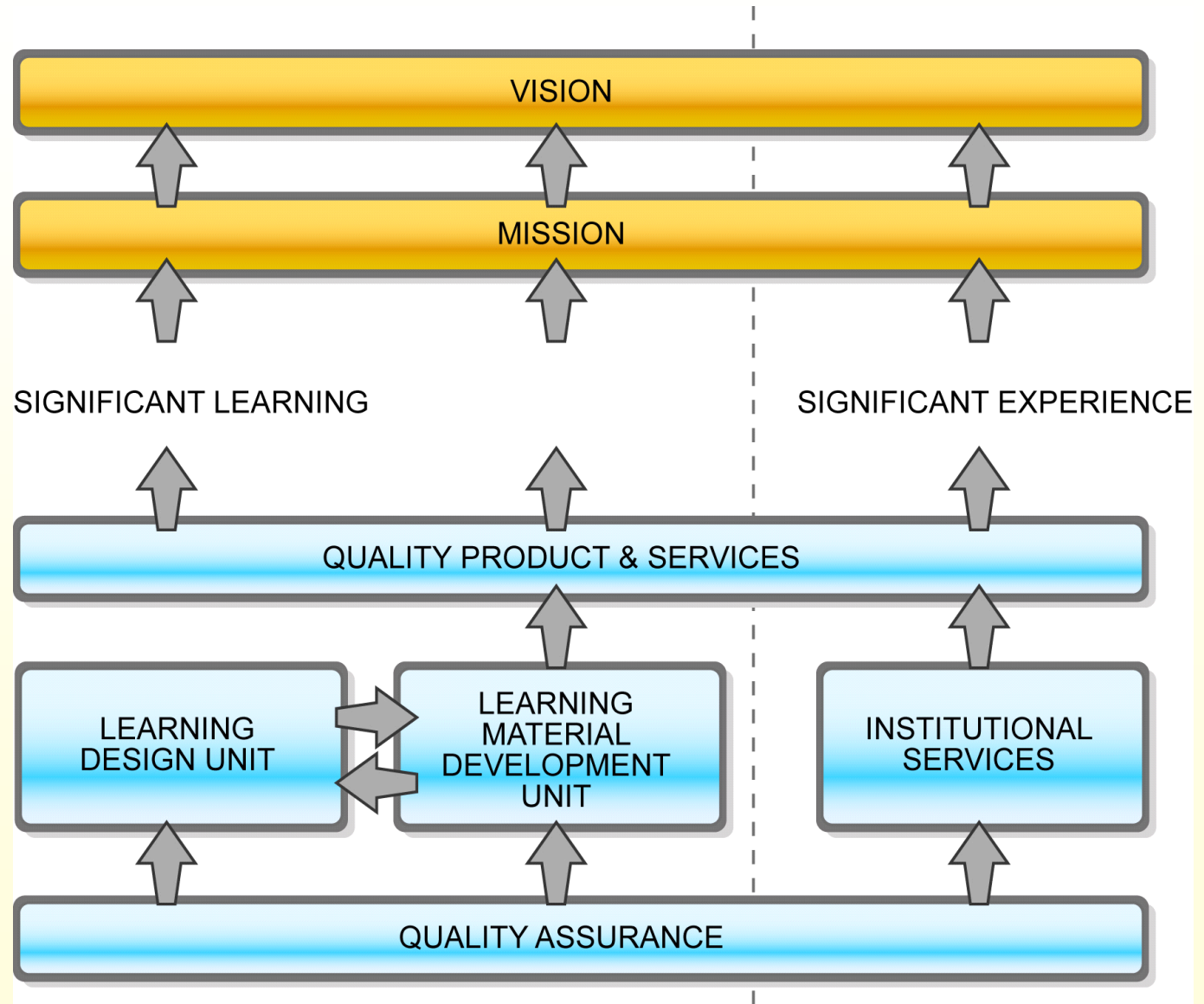
STEPS IN PRODUCING SIGNIFICANT LEARNING

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Towards Generation II Learning



The Way Forward for an Enriching Tomorrow

Design the learning for all courses using an integrated course approach

- Develop a course design matrix to plan for an effective learning environment
- Print is CORE
- Identify suitable modes/media and create the learning environment to produce learning
- Ensure effective implementation to produce significant learning
- Re-training and re-acculturation
- Underlying all this, overcoming current shortcomings in modules through changes in processes and approaches.

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Interview with

Dr Fred LOCKWOOD

Emeritus Professor of Learning and Teaching
Manchester Metropolitan University, UK

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Questions?
Comments?
Other ideas?

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THANK YOU