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IUCEL 2019

INTERNATIONAL UNIVERSITY CARNIVAL ON E-LEARNING

“Inspiring Innovations for Sustainable Futures”

22-22 August 2019 | DeTAR PUTRA, UNIMAS

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ABOUT IUCEL 2019

The 2019 edition of International University Carnival on E-Learning (IUCEL) will be held for the first time in the island of Borneo on 21 and 22 August 2019. Universiti Malaysia Sarawak (UNIMAS) is proud to be hosting the event. IUCEL acts as a platform to promote, explore, and share best practices and global expertise in e-Learning applications at all levels of learning institutions from all over the world. This year's theme "*Inspiring Innovations for Sustainable Futures*" signifies the call for future-proof practices and innovations that are impactful to the community at large.

Proceedings of International University Carnival on E-Learning (IUCEL) 2019

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ENHANCING ARTS TEACHING AND LEARNING THROUGH MOOC

Mohd Fahmi Bin Yahaya, Ang Tse Chwan, Syaryfah Fazidawaty Binti Wan Busrah, Yow Chong Lee, Mohd Sharizam Bin Hamzah, Mohd Affendi Bin Azizan, Rahah Bin Hassan, Muhyiddin bin Mohammed, Noorhaslina Binti Senin.

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Highlights

This project is a collaborative effort by a group of Faculty of Applied and Creative Arts lecturers whom were involved in a MOOC project titled Application of ICT in Applied and Creative Arts. The objectives of this present project are twofold. First, it strives to identify problems rendered by using MOOC in the process of teaching and learning arts courses. Secondly, to enhance the use of MOOC by proposing solutions to the problems. Throughout the implementation of our MOOC project, it was found that while we were able to assess students' understanding of the theoretical part of the project through quizzes, essays and polls, it was rather difficult to observe their overall process of completion such as drawing techniques, lighting set-ups for video production, reading notes and playing musical instruments, character design and other crucial elements that needs to be assessed.

Context of Innovation

It was also found that there is a high dropout rate in using MOOC, which is often associated with lack of engagement and low motivation among students to finish the course. This is due to the fact that the students are overwhelmed with information they need to grasp in order to understand the course's content. By utilizing motion graphics, it helps the transfer of information with a compilation of important points in the form of text with icons. For instance, in teaching the setting up of three point lighting in film, icons could be used to represent "key, fill and back light" while showing how they are placed. By doing so, it helps learners in easily remembering both the function and placement of the light. Their motivation is then increased to finish the course.

In order to increase the motivation among students, there is a need to maintain high interactivity between the instructors and students as well as between the students themselves. Through MOOC, live feedback can be embedded therefore conversation between instructors and students can happen in real time. As such, students' engagement with instructors can be conducted seamlessly. This however, is only ideal for classes with a small number of learners.

The Novelty

In light of this, to enhance the overall experience of teaching and learning in the Arts through MOOC, a comprehensive discussions between instructors was conducted. Using David Kolb's theory of experiential learning as a reference, the result of the discussion was broken down into 3 categories; 1) Live content 2) Live feedback and 3) Live assessment. While live content was hypothesized to help students achieve concrete experience and abstract conceptualization, live feedback and assessment was expected to result in reflective observation as well as active experimentation.

The idea of online experiential learning is difficult to grasp. Some argue that it is impossible to embed online learning in real world example. This is somewhat true, especially in the context of Applied and Creative Arts. However, there are instances in which online learning platform such as MOOC can support experiential learning. For example, it is possible to use online multimedia resources (blended or flipped learning) to create reports and presentation of arts critique whereas for painting or performance technique may be delivered through combinations of tools such as web conference or live social media streaming.

Theoretically, the application of MOOC as proposed above can enhance teaching and learning experience of the students. Several variables play vital roles in ensuring success implementation of MOOC. Among them, the instructor's roles in MOOC are providing good content presented in an engaging manner while assessing the practical based courses through live assessment. Students should also play their role by participating in MOOC. Enhancing teaching and learning activity using MOOC requires careful thought especially on synchronizing the learning outcome with the online learning activities.



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