



CERTIFICATE

This is to certify that:

Edalmen, S.E., M.M.

Has participated as:

Participant

The 3rd Cyber Education Forum (CEF) ICE Institute - Universitas Terbuka

Theme:

“Learning Engagement Model in Virtual Environment”

On Monday, 28 June 2021 which was held online

Tangerang Selatan, 28 June 2021

Head of ICE Institute,



Prof. Paulina Pannen, M.LS.



Indonesia Cyber Education Institute

Unit Pengembangan Pembelajaran Dalam Jaringan Indonesia-UPPDJI
Universitas Terbuka
2021

Indonesia Cyber Education Institute

*Online Courses **Marketplace** in Indonesia*

A **gallery** of all online courses being offered in Indonesia (national e-learning registry) through a process of verification and curation.

Flexible learning – freedom of learning – anytime, anywhere, anybody – access, equity, and quality across time and space



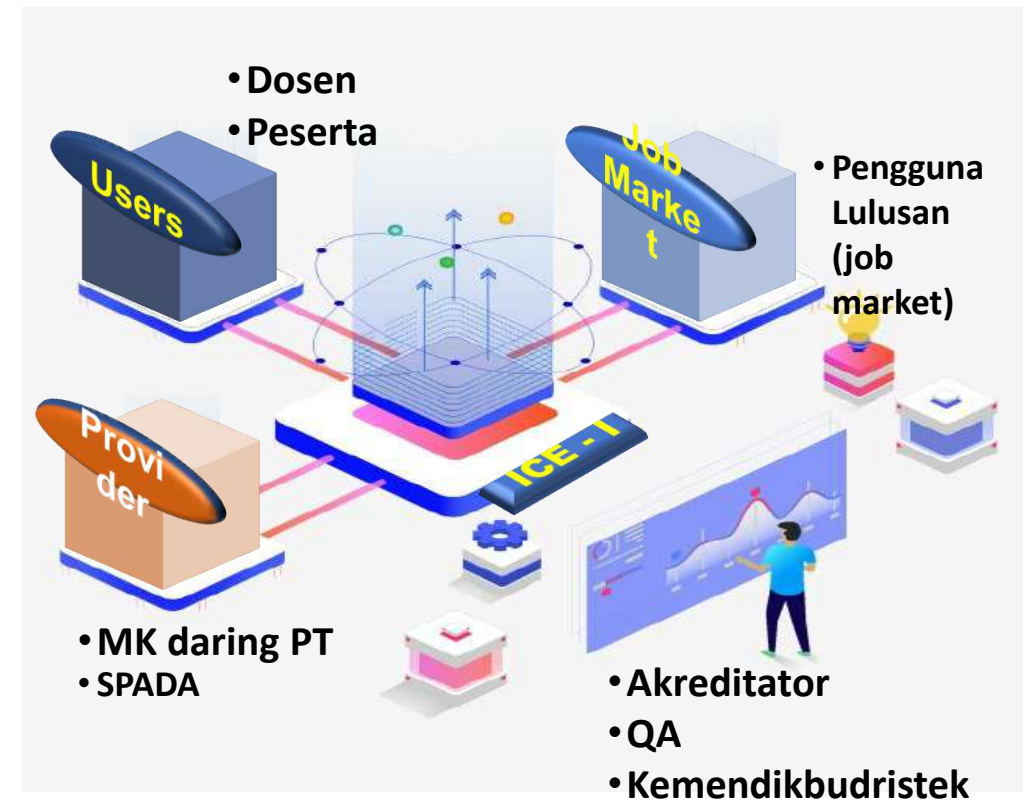
Microcredentialing/digital badges → certificate of accomplishment per online course

Transferrable for credit earning/transfer scheme



for **Kampus
Merdeka**
INDONESIA JAYA

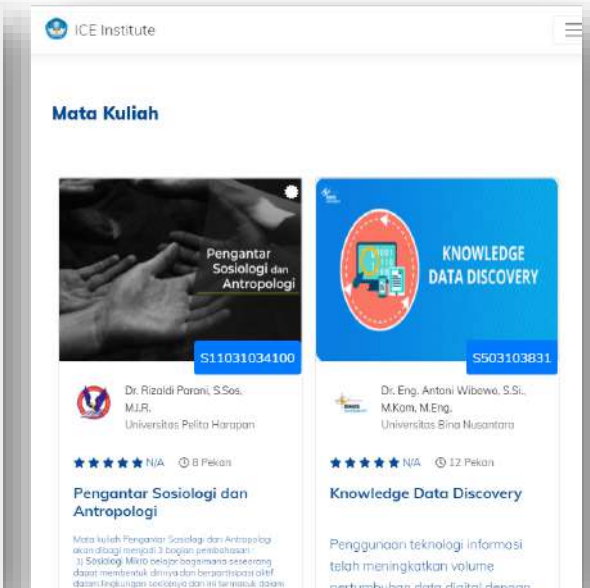
- **Kampus Merdeka** provides opportunity for students to:
 - take 20 sks courses from different study program within the same HEI,
 - take up to 40 SKS courses from different HEI.
- **ICE-Institute** bridges *digital credentialing* for MBKM scheme through blockchain technology.

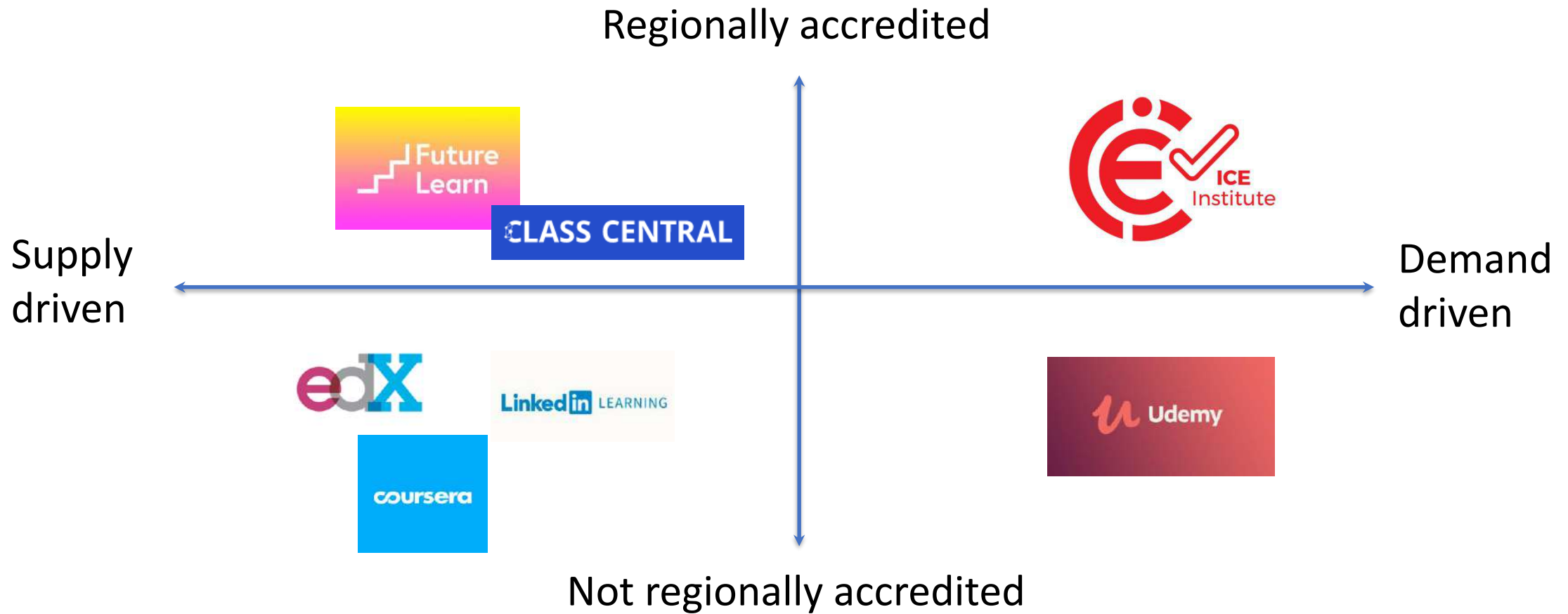




<https://ice.ut.ac.id>

Official Online Learning Course - ICE Institute







1

1.Low cost digital education

2

Courses in Bahasa Indonesia and English

3

Curated and verified courses

4

Courses from top Indonesian and international universities

5

Demand-driven course offerings

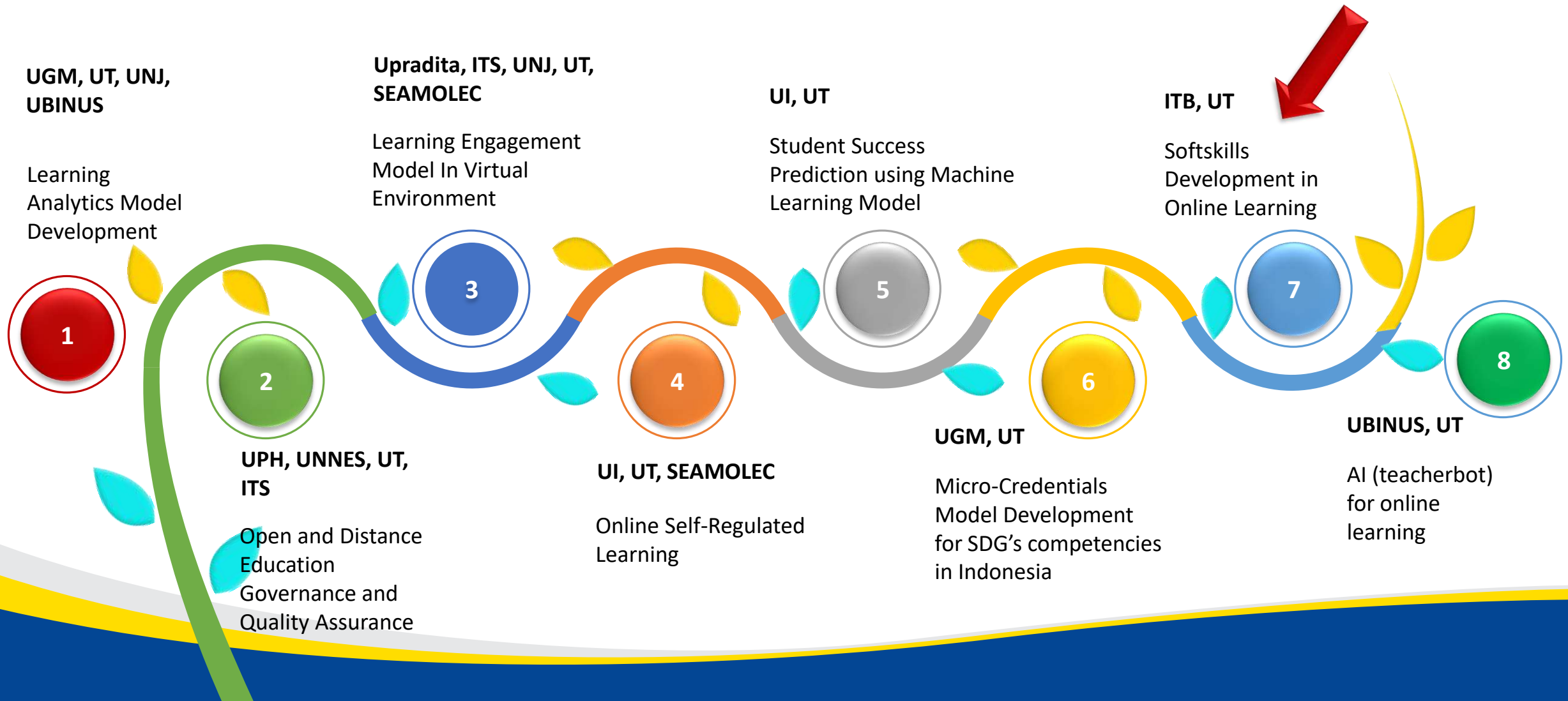
6

microcredentials (certificate, records, transferrable)

7

dynamics user experience

Cyber Education Forum – Webinar Series 2021





Making a difference through **COLLABORATION**





THANK YOU

THE SPEAKERS: WESLEY TETER AND MERVIN HUTABARAT

MODERATOR: FAUZY RAHMAN

ICE TEAM, SUPPORT FROM UNIVERSITAS TERBUKA

Enjoy the Webinar



The 3rd Cyber Education Forum

Learning Engagement Model in Virtual Environment

A Research Proposal presented by
Prof. Richardus Eko Indrajit and Team



Background

- COVID-19 Pandemic situation has accelerated the use of ICT in the education sector massively without a proper preparation
- For more than one year (started March 16th, 2020), schools and campuses in Indonesia have embarked on a new virtual learning environment - using technologies as means, instruments, tools, and place of interaction
- After "a long and winding road", several evaluations reported the existence of serious issues faced by students and teachers during the journey that make the effort far from being effective
- One of the most challenge faced by teachers is to create a learning process that full with student's engagement within a virtual environment - using various types of communication and interaction technologies

Learning in Virtual World

Making IT work for
Indonesia Teachers
and **Students**



LEARNING ENVIRONMENT

- 2D VIRTUAL MEETING: Zoom, Webex, MS Meet, Google Meeting, Streamyard, Whatsapp, etc.
 - 3D VIRTUAL MEETING: Virtual Reality, Augmented Reality, Mixed Reality, etc.
-



MODE OF INTERACTION

- SYNCHRONUS: planned and adhoc sessions
 - ASYNCHRONUS: structured and unstructured learning
-

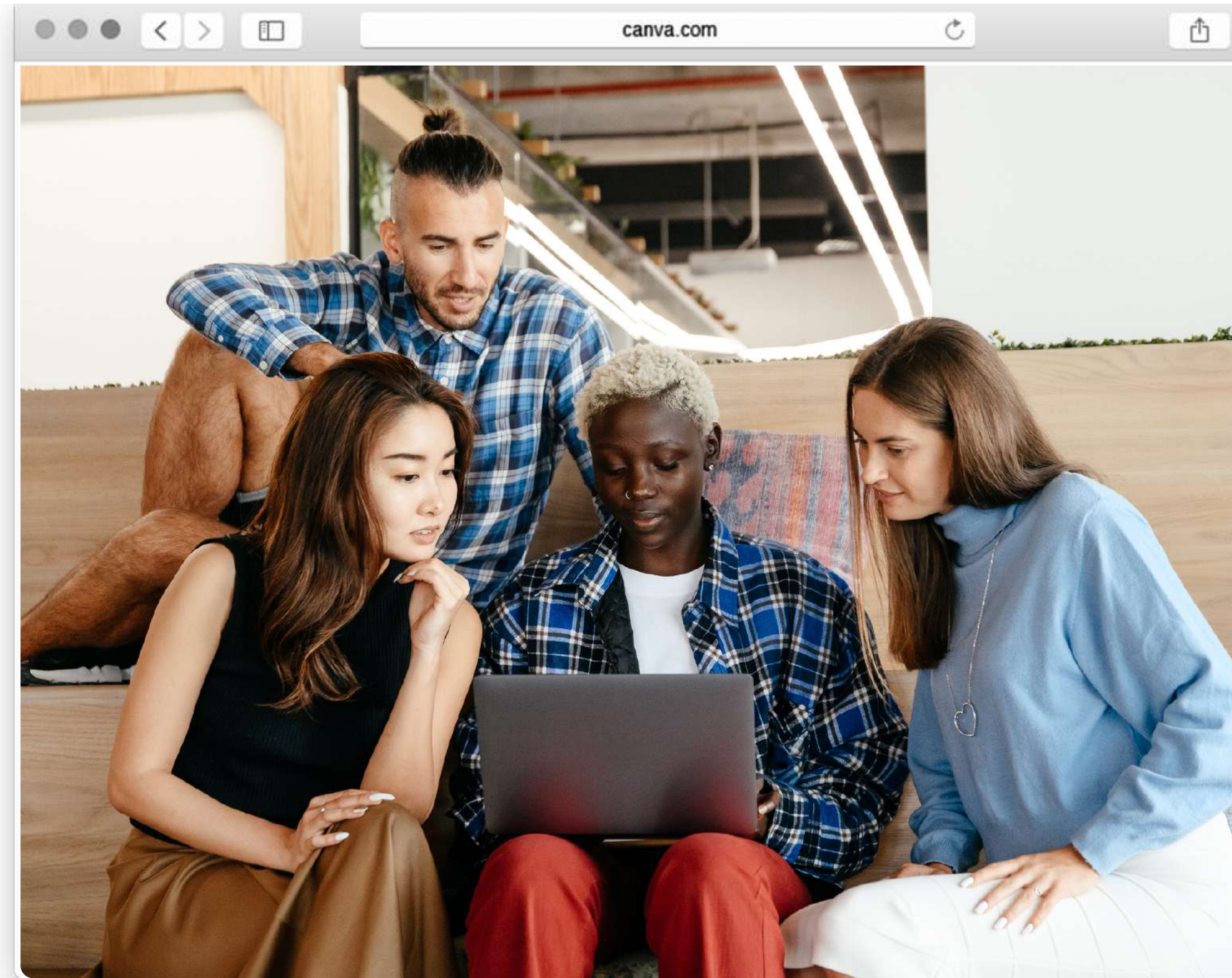


VIRTUAL CLASS SESSIONS

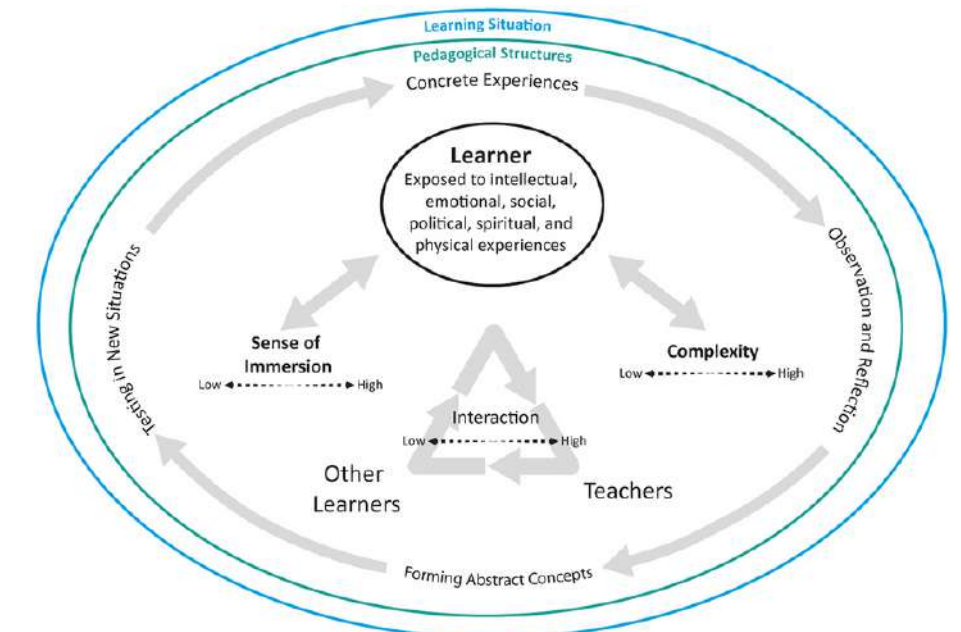
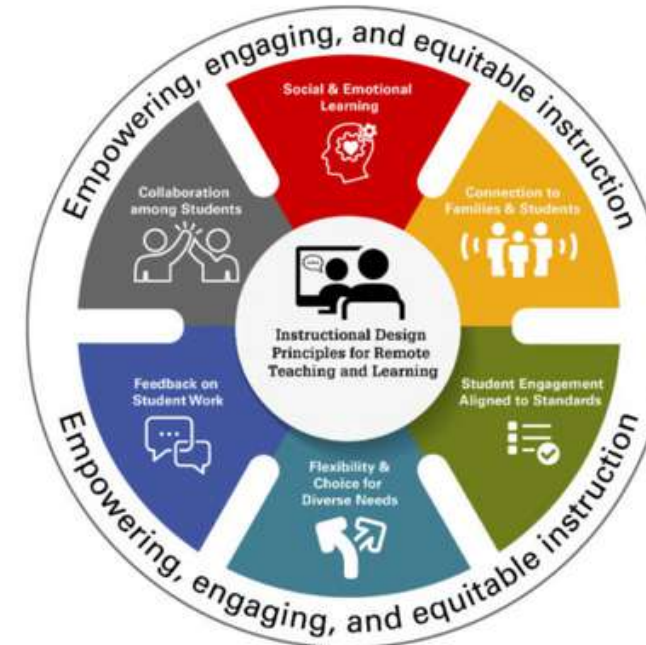
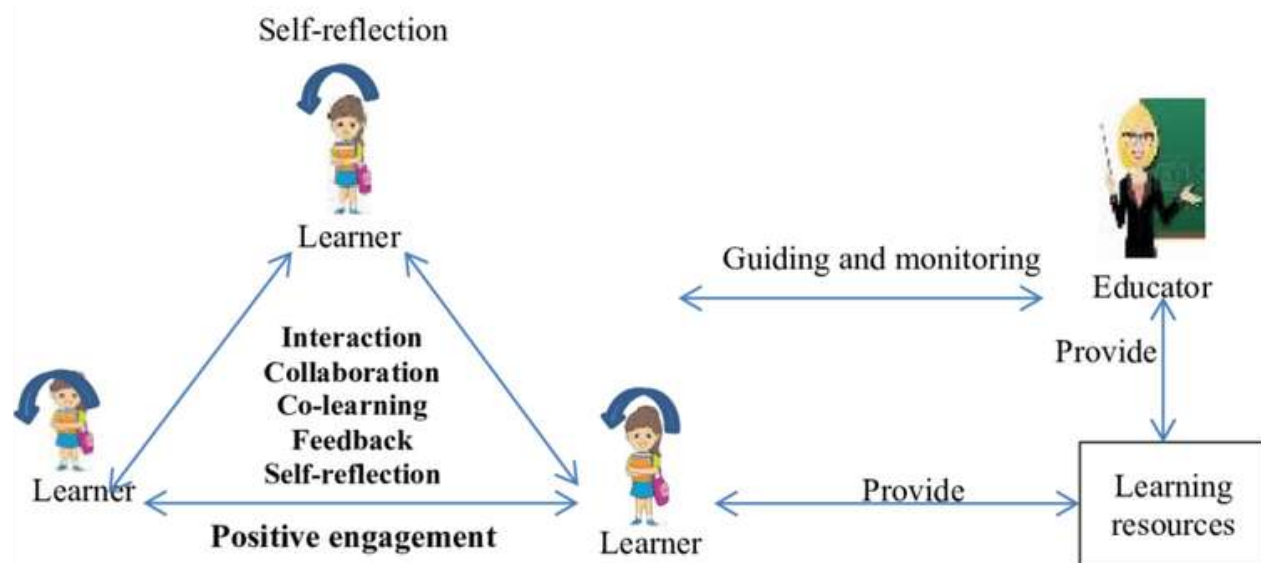
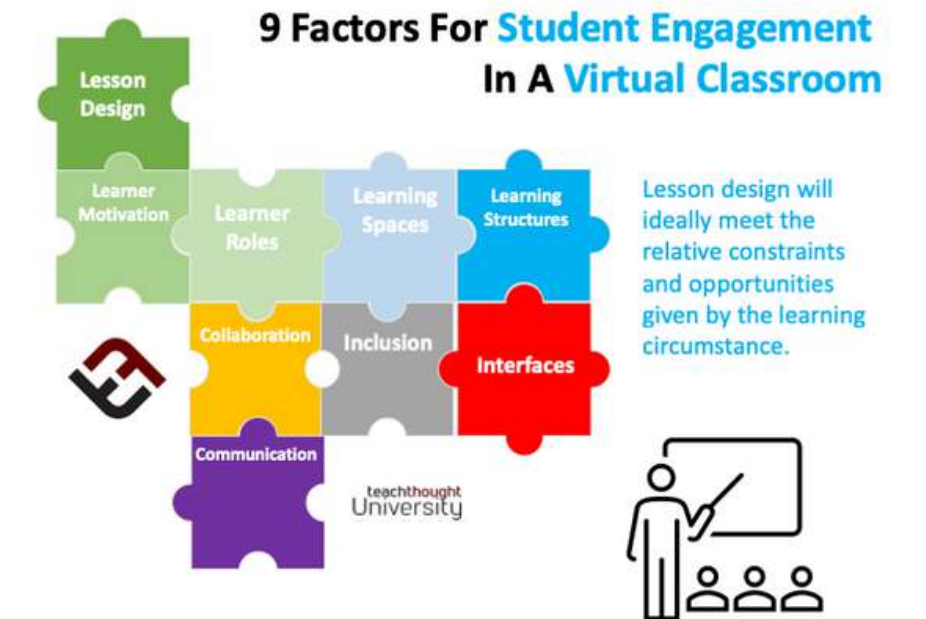
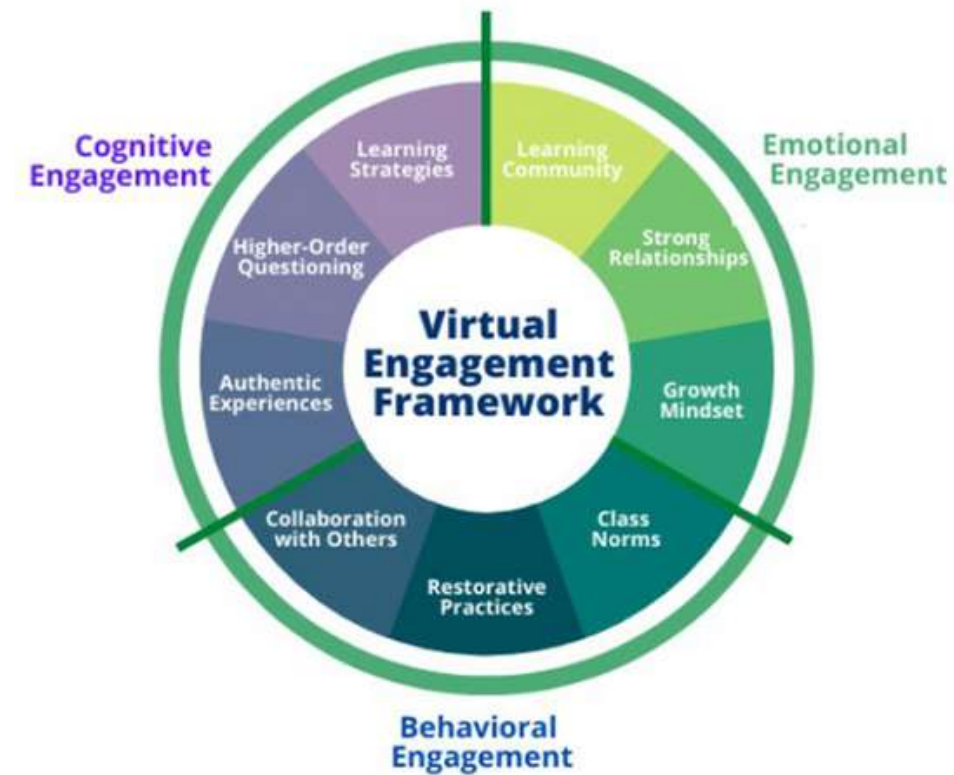
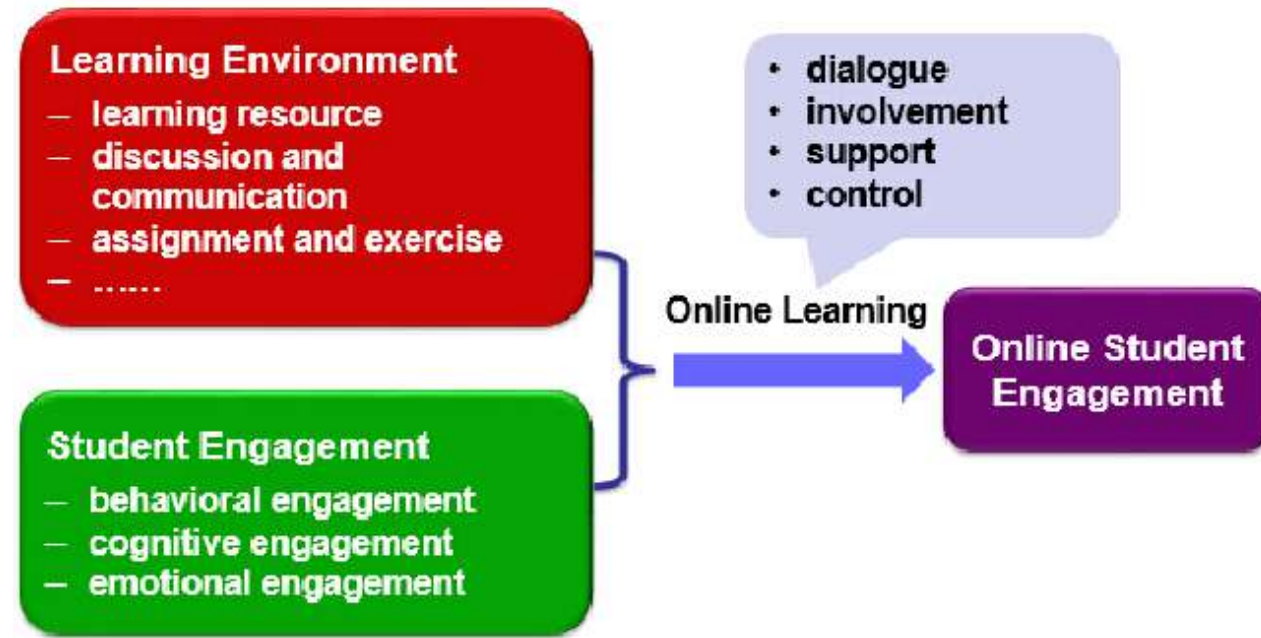
- DAILY: lecturing, discussion, group work, evaluation
- SPECIAL: presentation, examination

Research Questions

- How effective are the learning processes using a virtual environment in terms of engagement?
- What needs to be done to ensure effective engagement within virtual learning environment?



Conceptual Framework



Research Environment

	CLASSICAL TEACHER-STUDENTS LEARNING SITUATION	STUDENTS GROUP DISCUSSION	PANEL EXAMINATION OF FINAL PROJECT
2D SYNCHRONUS VIRTUAL MEETING INTERACTION	1	2	3
3D SYNCHRONUS VIRTUAL REALITY INTERACTION	4	5	6



Learning engagement is the ability to motivationally and behaviorally engage in an effective learning process.

What does an engaged learner look like?

An engaged learner looks:

- Active in their learning
- Eager to participate
- Willing to expend effort
- Motivated
- Inspired

The Three Dimensions of Engagement

01

COGNITIVE LEVEL

Cognitive engagement means taking an active, committed approach to coming up with learning strategies.

02

EMOTIONAL LEVEL

It's when, during training, someone feels connected to others (as well as the training context itself), feels committed to training, and experiences low levels of anxiety.

03

BEHAVIORAL LEVEL

Behaviorally engaged learners always complete their tasks and show up to their sessions.

How to Measure the Engagement?



Questionnaires/Survey

Brain Signal Sensor



Happily surprised Happily disgusted Sadly fearful Sadly angry Sadly surprised Sadly disgusted



Fearfully angry Fearfully surprised Fearfully disgusted Angrily surprised Angrily disgusted Disgustedly surprised

Micro Expression Based
Face Recognition












The Samples

1. Kindergarten
2. Primary School
3. Junior High School
4. Senior High School
5. Undergraduate Program
6. Graduate Program

The Stages

-  **1** Analysing virtual learning engagement characteristics
-  **2** Developing observable learning engagement indicators
-  **3** Designing virtual environment for various learning sessions
-  **4** Preparing the virtual environment for experiment
-  **5** Conducting series of learning activities as planned
-  **6** Collecting and analysing research data
-  **7** Deciding success factors for virtual learning engagement

The Researchers

#1

Fauzy Rahman



Universitas
Terbuka

#2

R. Eko Indrajit



Universitas
Pradita

#3

Uwes A.C.



Universitas
Negeri Jakarta

#4

D. Octanary



SEAMEO
SEAMOLEC

#5

Ika Tri Y.



Universitas
Terbuka

#6

A. Affandi



ITS Surabaya



Thank You

Discussion | Q&A



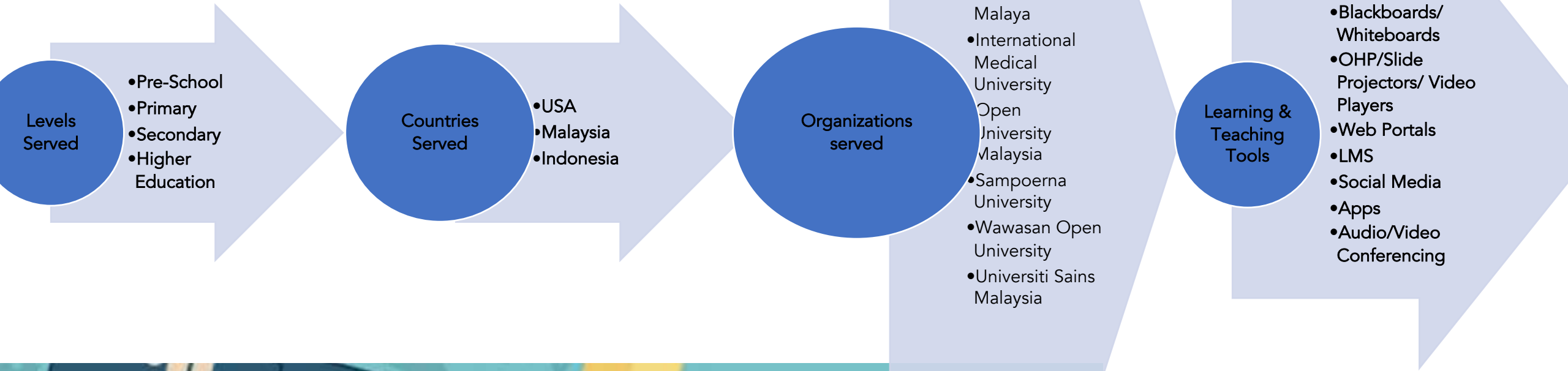
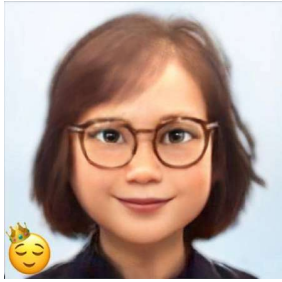
TM

50 YEARS OF
LEADING
KNOWLEDGE FOR
CHANGE



Student Engagement in Online Learning: Connecting the Dots

Zoraini Wati Abas
School of Distance Education
Universiti Sains Malaysia, Penang

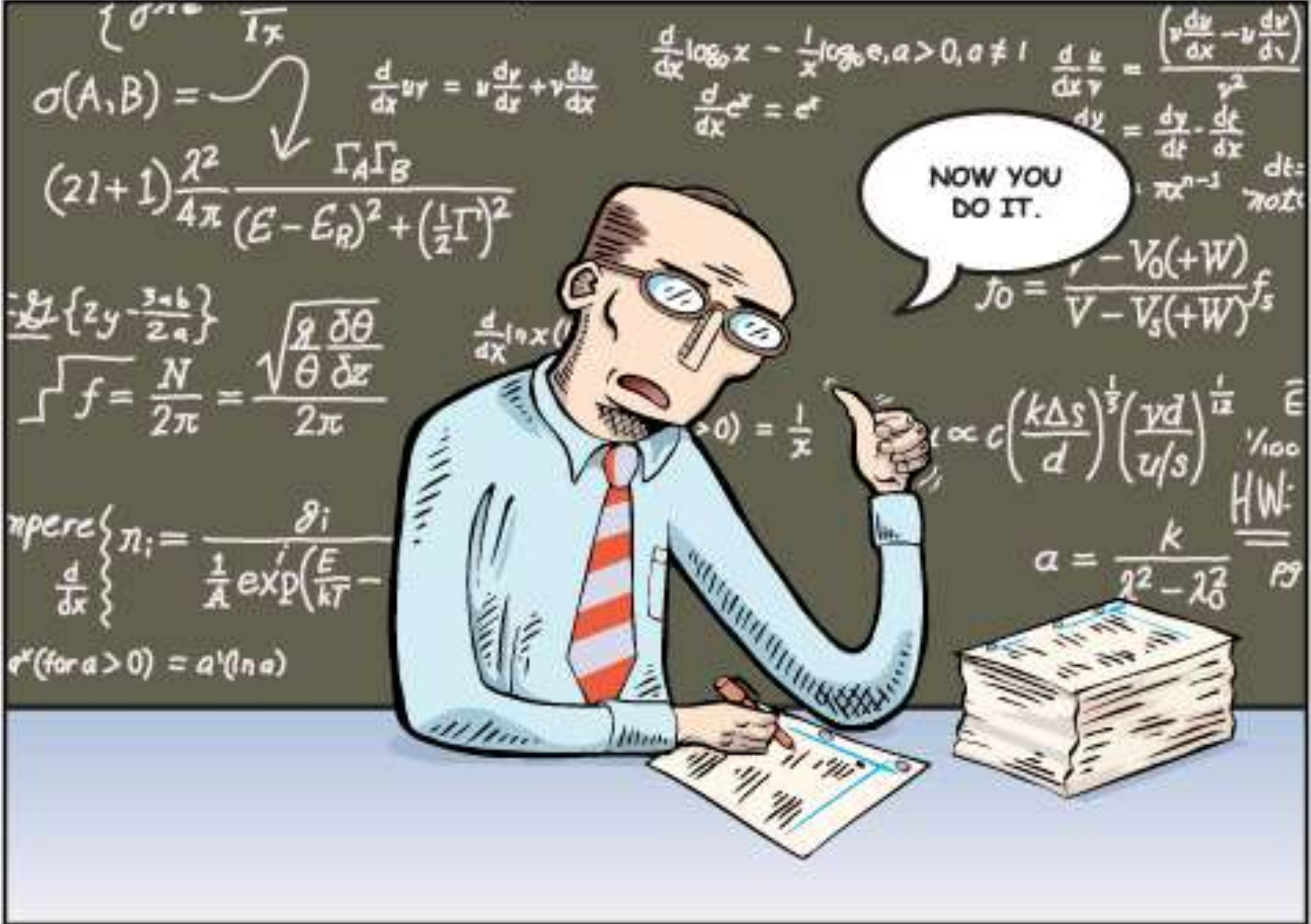


“

Online learning can be an enabler but at the same time it can also be an obstacle

“

**Student engagement is key to
successful online learning**





AT THE HEART OF THE
HIGHER EDUCATION DEBATE

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Student engagement, the latest buzzword

1 MAY 2014 | BY GRAHAM GIBBS

Graham Gibbs asks what the term really means, and whether it is likely to help improve learning

Article

The value of
student
engagement for
higher education
quality assurance >

HAMISH COATES

Quality in Higher Education

Published online: 16 Aug 2006

Article

Students'
engagement in
first-year
university >

Kerri-Lee Krause et al.

Assessment & Evaluation in
Higher Education

Published online: 12 Sep 2008

Article

What We're
Learning About
Student
Engagement From
NSSE: Benchmarks
for Effective
Educational
Practices >

George D. Kuh

Change: The Magazine of Higher
Learning

Published online: 25 Mar 2010

Article

What We're Learning About
Student Engagement From
NSSE: Benchmarks for
Effective Educational
Practices >

George D. Kuh

Change: The Magazine of Higher Learning

Published online: 25 Mar 2010

Article

Defining Student Engagement >

Rick D. Axelson et al.

Change: The Magazine of Higher Learning

Published online: 13 Jan 2011

Article

Framing student engagement in higher education >

Ella R. Kahu

Studies in Higher Education

Published online: 24 May 2013

Article

First- and Second-Generation College Students: A Comparison of Their Engagement and Intellectual Development >

Gary R. Pike et al.

The Journal of Higher Education

Published online: 21 Oct 2016

Article

Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence >

George D. Kuh et al.

The Journal of Higher Education

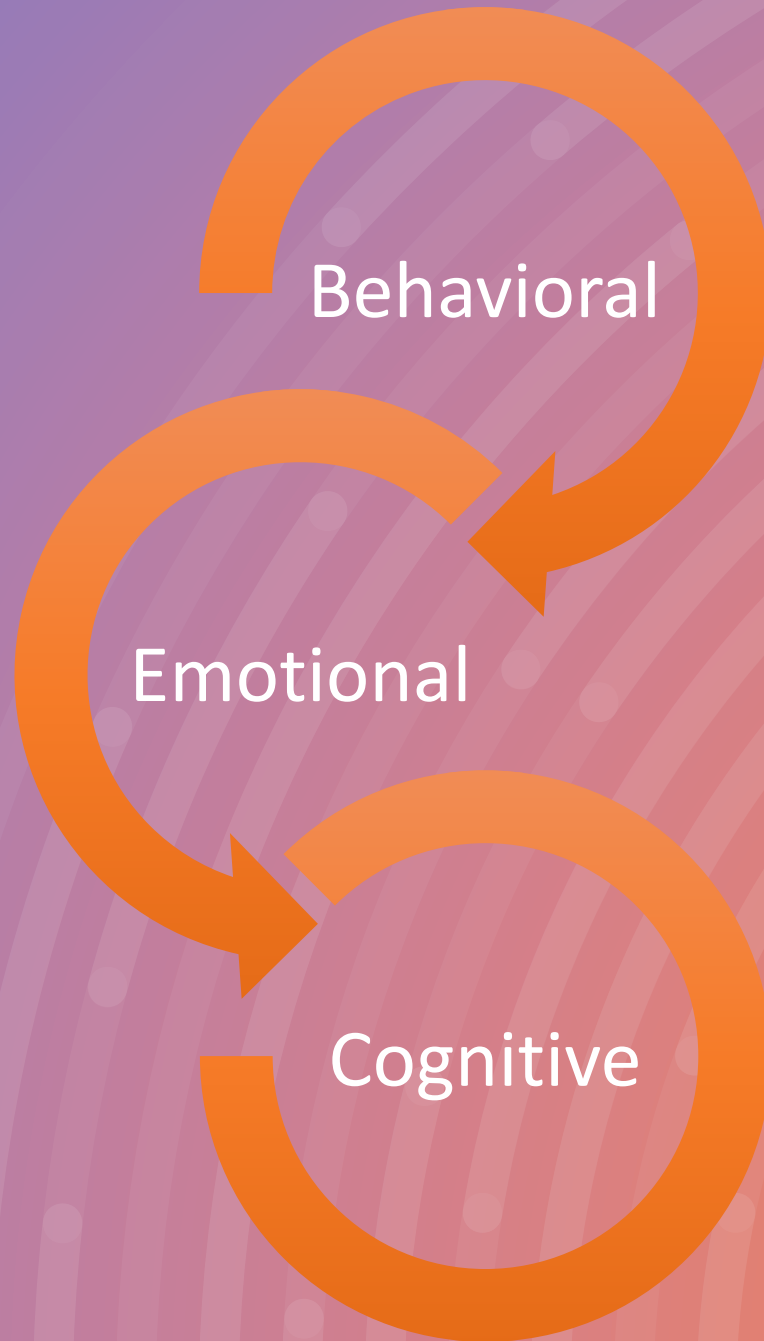
Published online: 21 Oct 2016



1.

What is Student Engagement?

Common Types of Student Engagement



	Positive Engagement	Non-engagement	Negative engagement
Behavioural	Attends lectures, participates with enthusiasm	Skips lectures with no excuse	Boycotts, pickets or disrupts lectures
Emotional	Interest	Boredom	Rejection
Cognitive	Meets or exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

Source: V. Trowler (2010) Student engagement literature review, *The Higher Education Academy*, York, UK




2.

Why is Student Engagement
important?

Student Engagement is about

Student Success
Student Development
Student Satisfaction
Student Persistence
Academic Achievement &
Social Engagement

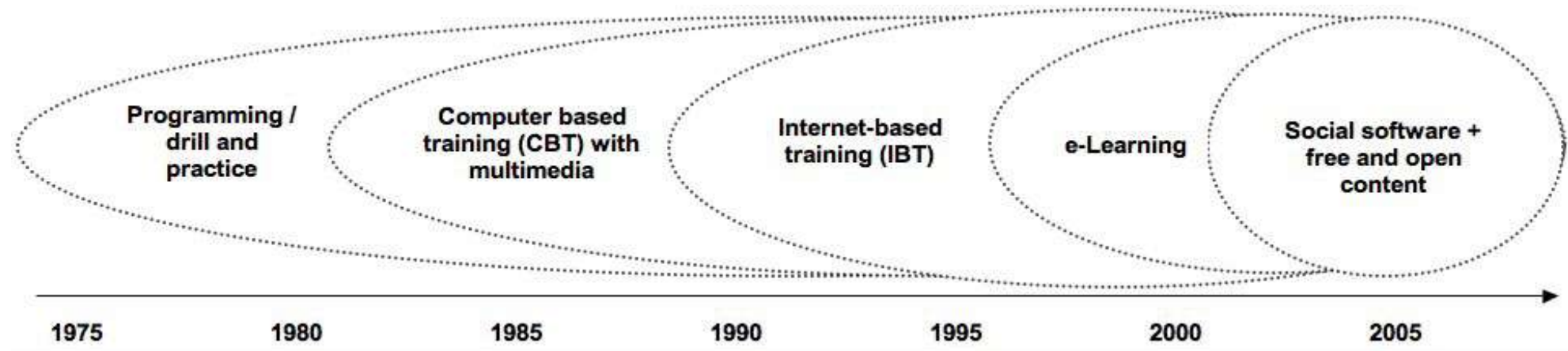
(Astin, 1984, 1993; Berger and Milem, 1999; Chickering and Gamson, 1987; Goodsell, Maher and Tinto, 1992; Kuh, 1995; Kuh et al., 2005; Kuh and Vesper, 1997; Pace, 1995; Pascarella and Terenzini, 1991, 2005).



3.

How to Achieve Student Engagement?

Learning Theories & Learning Technologies



Behaviorism

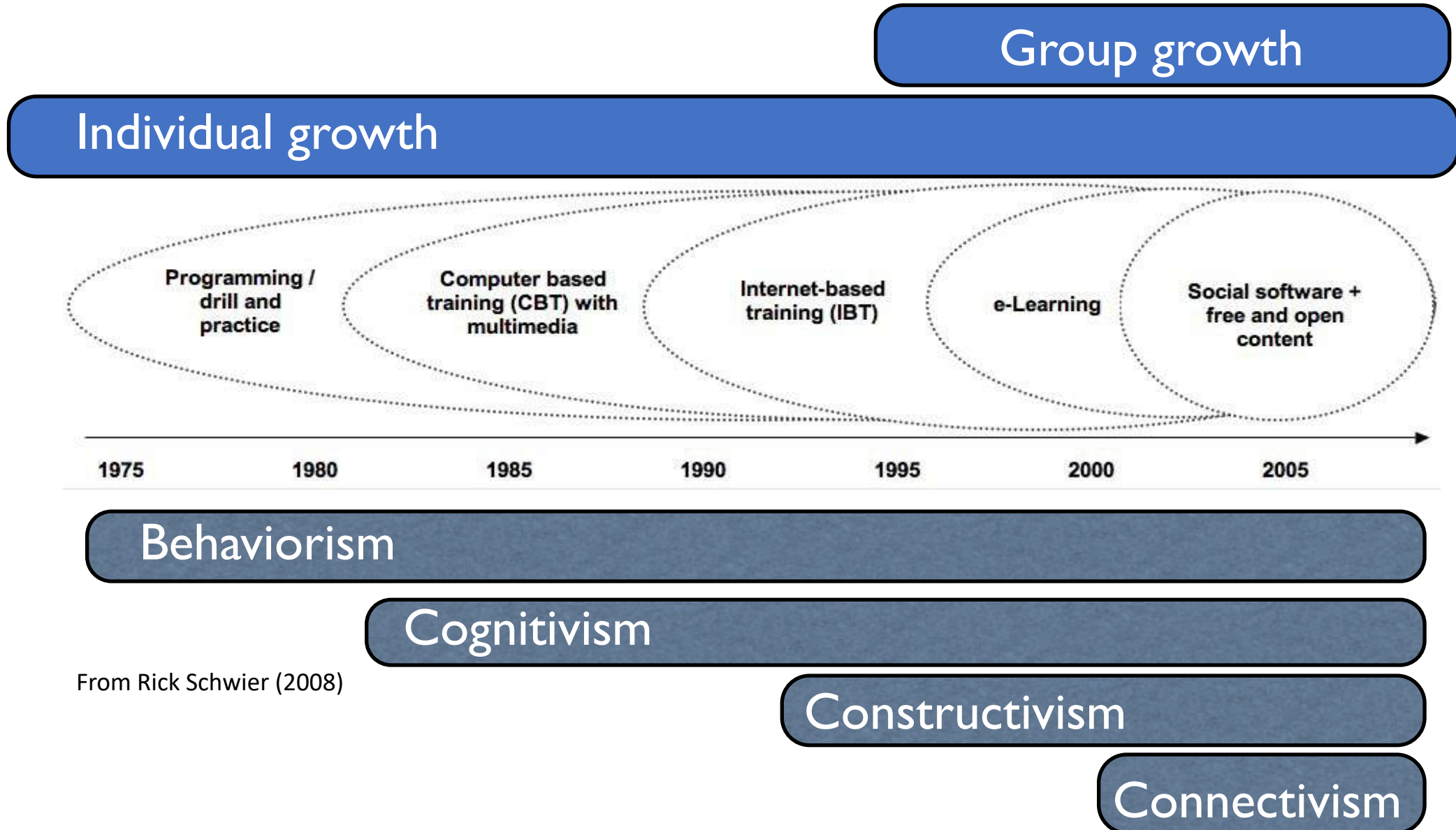
Cognitivism

Constructivism

Connectivism

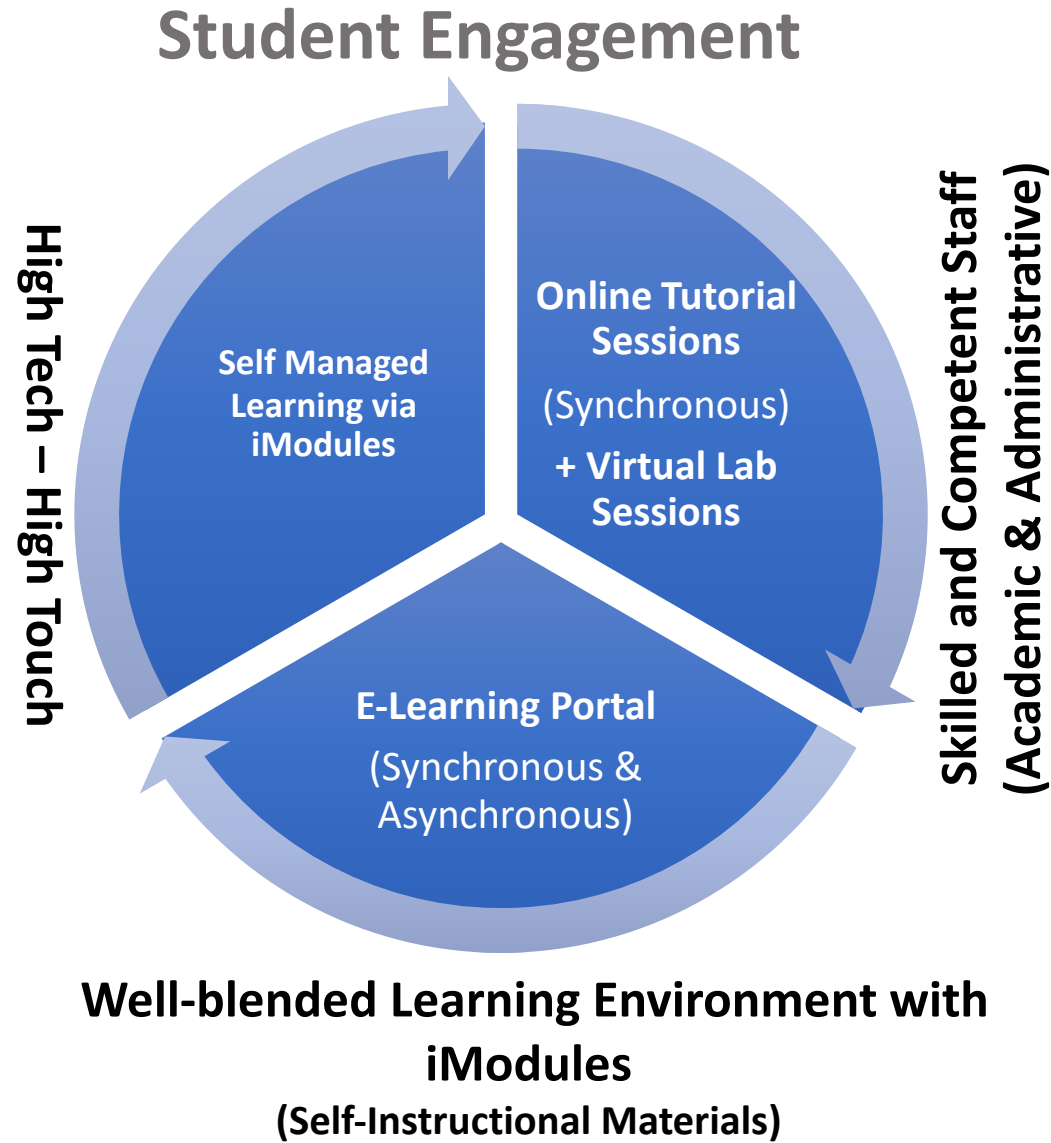
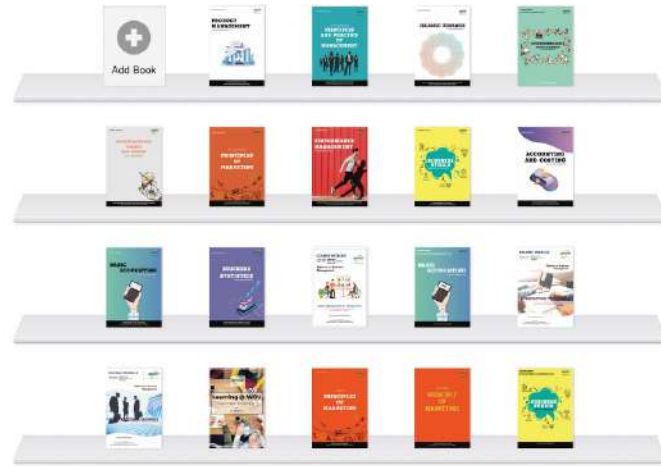
From Rick Schwier (2008)

Learning Theories & Learning Technologies



From Rick Schwier (2008)

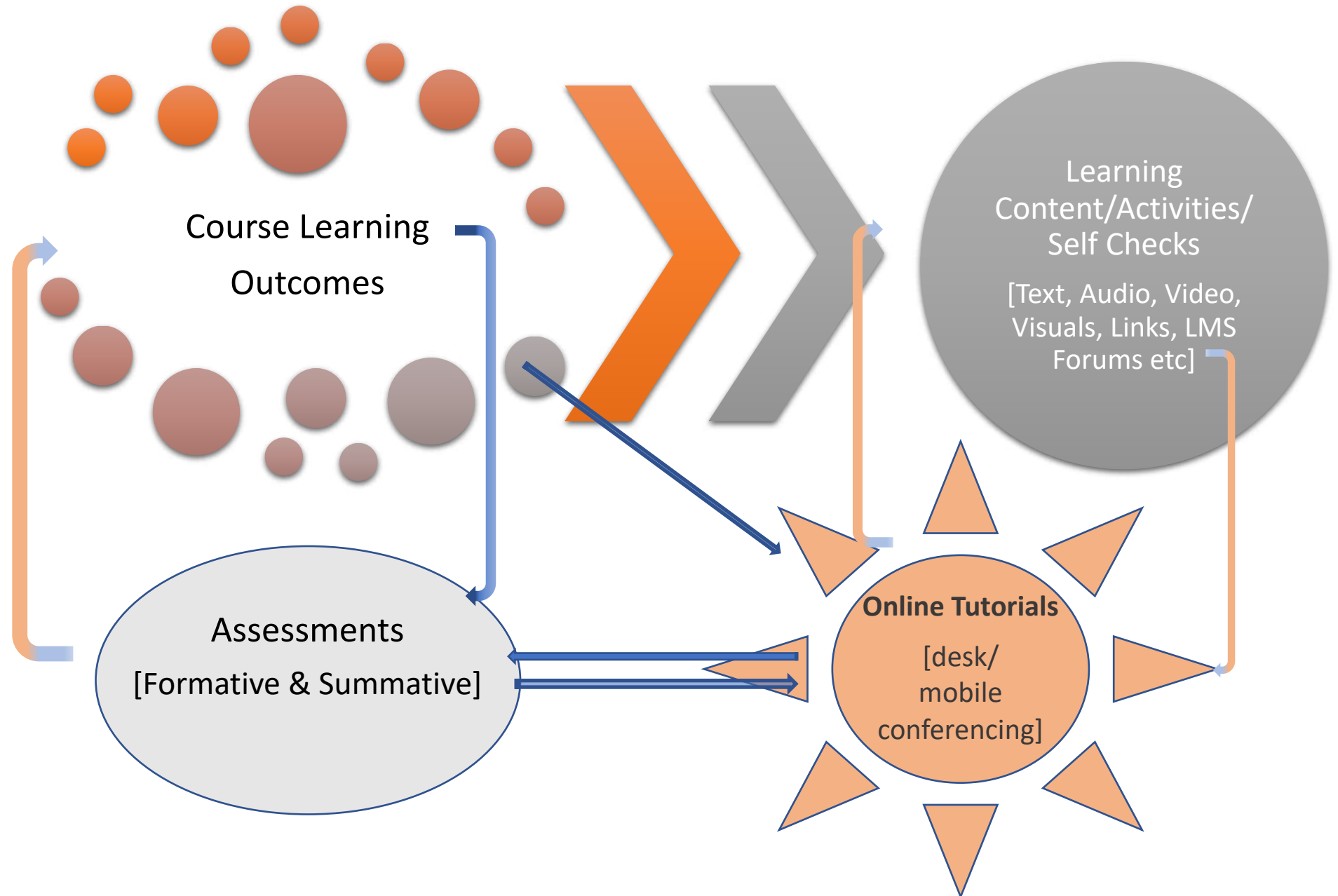
Online Learning Model and Framework



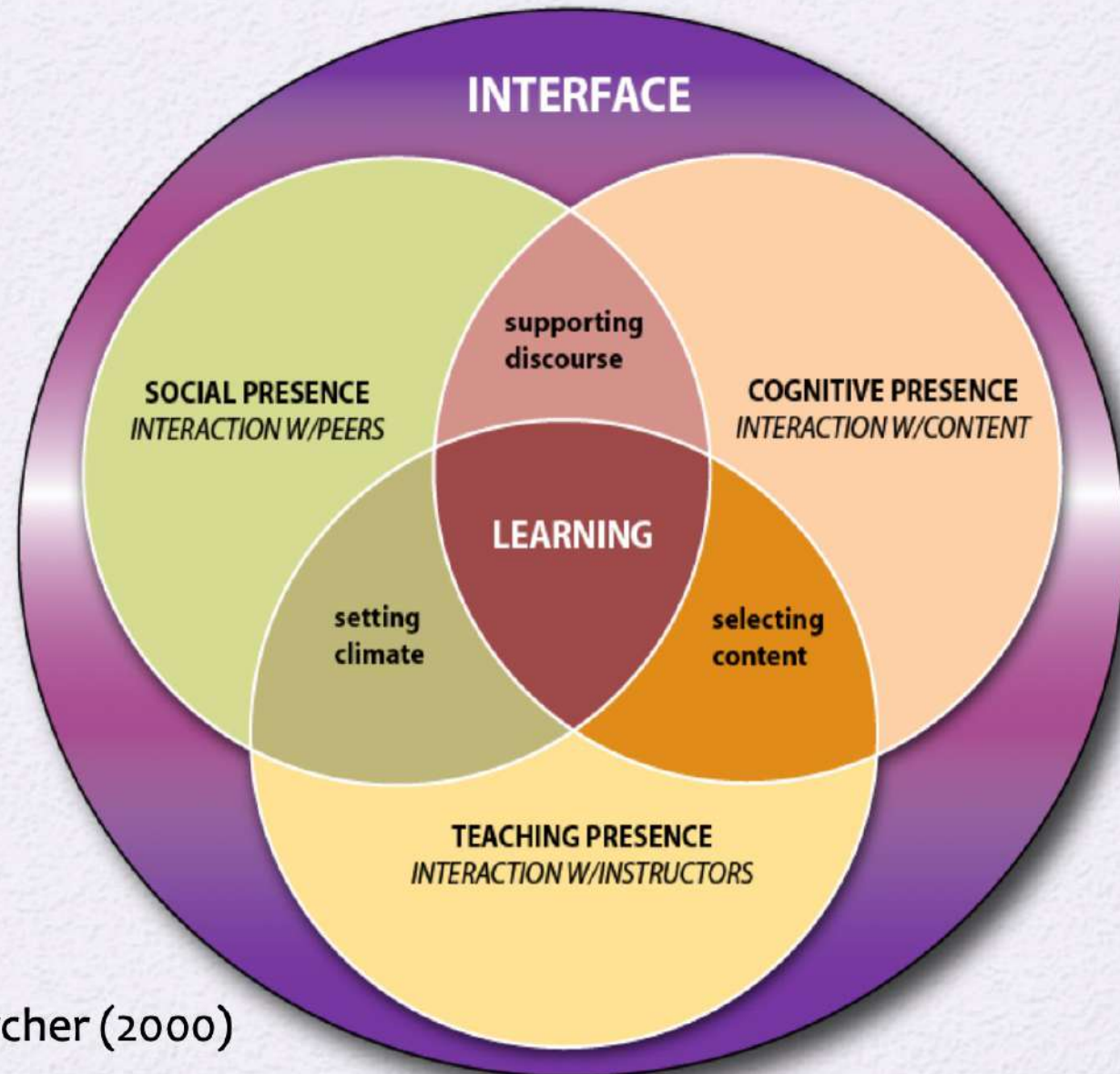
Connecting the Dots

The background features a series of concentric, semi-circular arcs that curve from the bottom right towards the top left. The arcs are colored in a gradient, starting with a light blue on the left and transitioning through purple, pink, and red to a bright orange on the right. Small, semi-transparent dots in shades of blue, purple, and orange are scattered across the arcs, creating a visual metaphor for 'connecting the dots'.

Connecting the Dots . . .



Community of Inquiry (COI) Model of Engagement

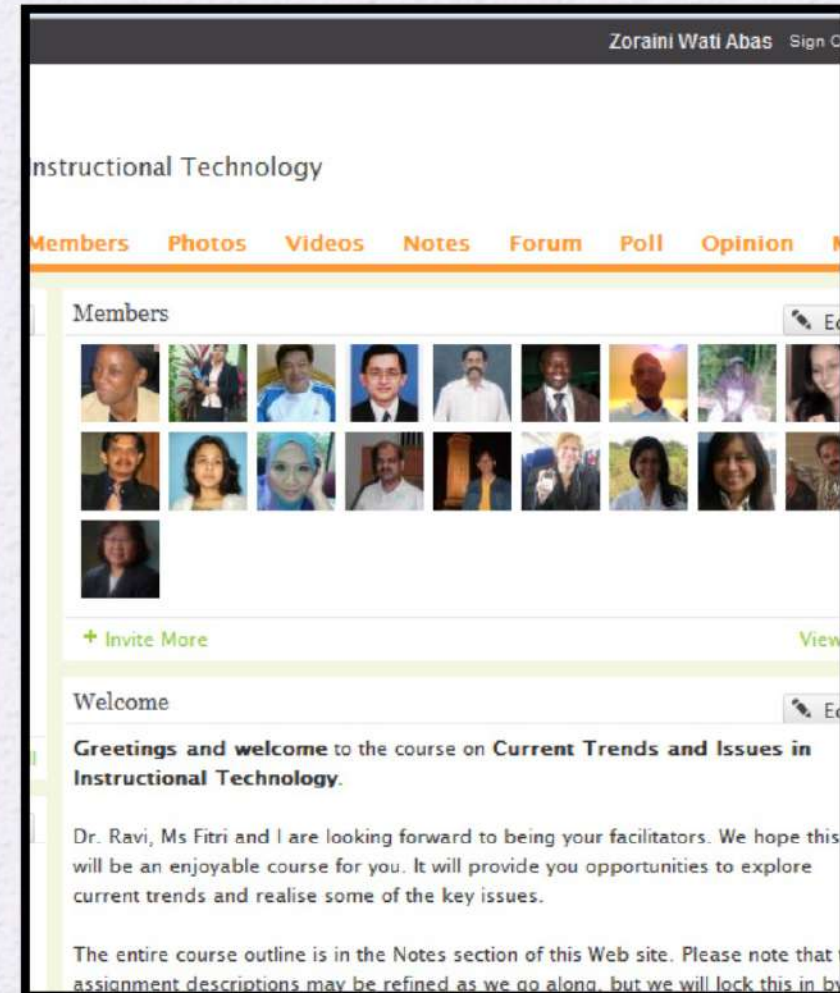


Garrison, Anderson & Archer (2000)

Case Study

100 pct Online Postgraduate Course

- Course Design
 - Environment to support social constructivist learning
 - Activities to support student engagement
- Impact on student engagement
 - Student feedback
 - What it means to be engaged
 - Indicators of student engagement



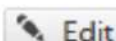


HMID 6303

Current Trends and Issues in Instructional Technology

Home Invite My Page Members Photos Videos Notes Forum Poll Opinion Member Map Manage

Notes



All PowerPoint Assignment 1 of HMID 6303

Created by Ravichandran Feb 15, 2010 at 6:25pm. Last updated by Ravichandran Mar 18.

Asgmt 2: Content Outline

Created by Fitri Mar 18, 2010 at 9:44am. Last updated by Fitri Mar 18.

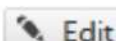
Course Outline

Created by Zoraini Wati Abas Jan 10, 2010 at 8:57pm. Last updated by Zoraini Wati Abas Jan 12.

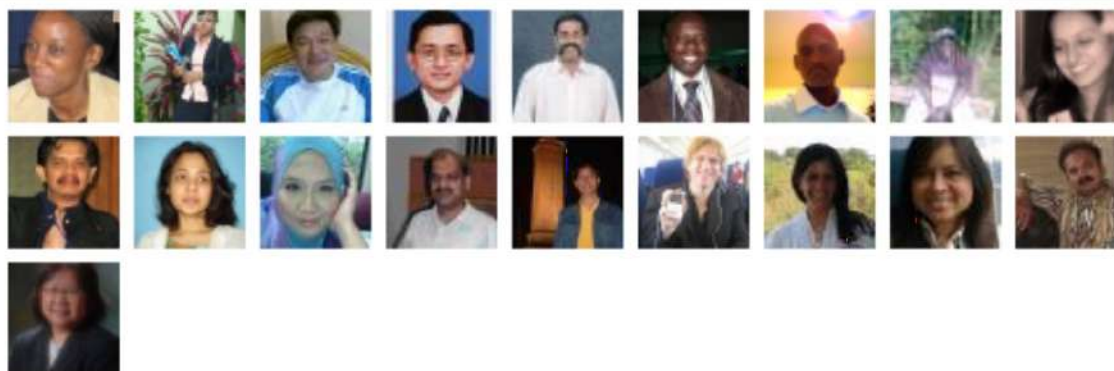
+ Add a Note

View All

Videos



Members



+ Invite More

View All

Welcome



Greetings and welcome to the course on **Current Trends and Issues in Instructional Technology**.

Dr. Ravi, Ms Fitri and I are looking forward to being your facilitators. We hope this will be an enjoyable course for you. It will provide you opportunities to explore current trends and realise some of the key issues.

The entire course outline is in the Notes section of this Web site. Please note that the assignment descriptions may be refined as we go along, but we will lock this in by

Zoraini Wati Abas

Sign Out

Inbox (3 new)

Alerts

Friends - Invite

Settings

Quick Add...

Ads by Google



Seeking Accounting Jobs?

Browse All Accounting Jobs By Area or Post Your Resume/Job Ads Free !

MySimplifieds.Com/Account

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home invite my page videos forum my network

hmlt 5203

Applying Theories of Learning to Instructional Technology

ZORAINI'S PRESENTATIONS (Edit)
LEARNING IN THE 21ST CENTURY



21st century Learning from Zoraini Wati Abas

VIDEOS

Edit



MEMBERS

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WELCOME TO THE COURSE

Edit

Greetings and welcome to OUM and the course on **Applying Theories of Learning to Instructional Technology**.

Please do TWO things soon after reading this:

Firstly, I'd typically have each of us introduce ourselves to each other. It will be lovely if you can post a brief intro with a profile photo in the **Welcome and Self-Introduction** forum.

Secondly, I know you have, but please go through the course synopsis and course outline again and access most, if not all, the resources provided for the course.

For recall of learning theories or if you're not all that familiar with it, explore the videos and other links shared in the course site as well as on your own. You may discuss what you're read or seen or contribute to each other's learning in the respective forums. New forums will be added from time to time as we progress into the semester.

ZORAINI WATI ABAS

Sign Out

Inbox (1 new)

Friends - Invite

Settings

AWAITING APPROVAL

2 Profile Comments

ABOUT



Zoraini Wati Abas created this Ning Network.

Create a Ning Network! »

LATEST ACTIVITY

Edit



What are you up to?

Questions to obtain students' feedback

- What does “to be engaged in learning” mean?
- What are three factors that will encourage or show evidence that the learners are engaged?

Views of being “engaged in learning”

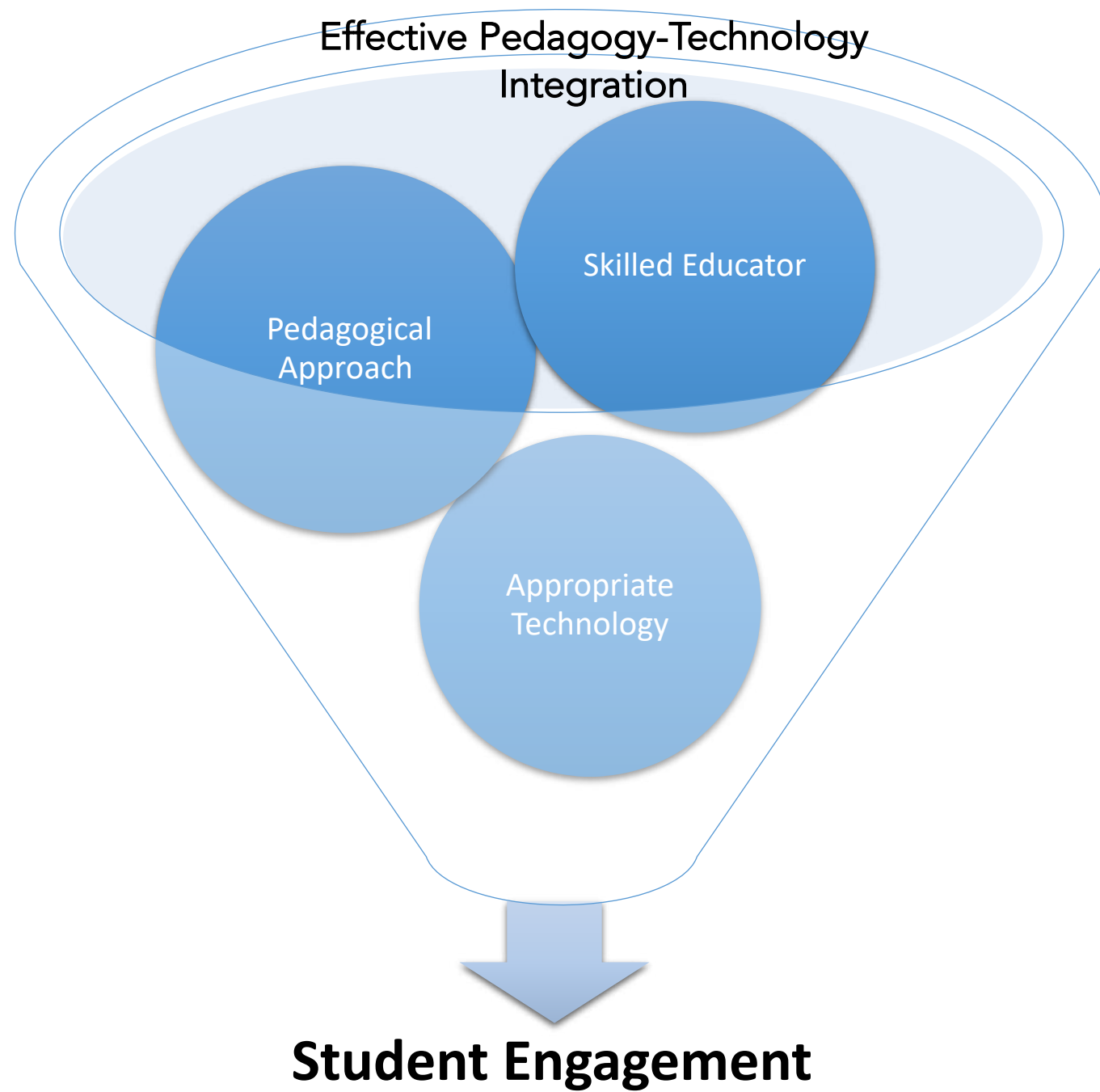
- “To be engaged in learning means to be self motivated to learn.”
- “Learning engagement refers to a situation where the instructor encourages learners to take an active role in their own learning by giving them practical tasks that will promote information processing and understanding of concepts.”
- “I think that this means for the learner to be actively involved in all learning activities through interacting with instructor, peers, web, learning material.”
- “It also means that the tasks must be able to maintain the students interests and so must include tasks designed to challenge the student’s problem solving abilities, reasoning, evaluation skills and other cognitive abilities.”
- “Learning engagement involves learners in authentic tasks to involve problems solving.”

Emerging Themes – Student Engagement

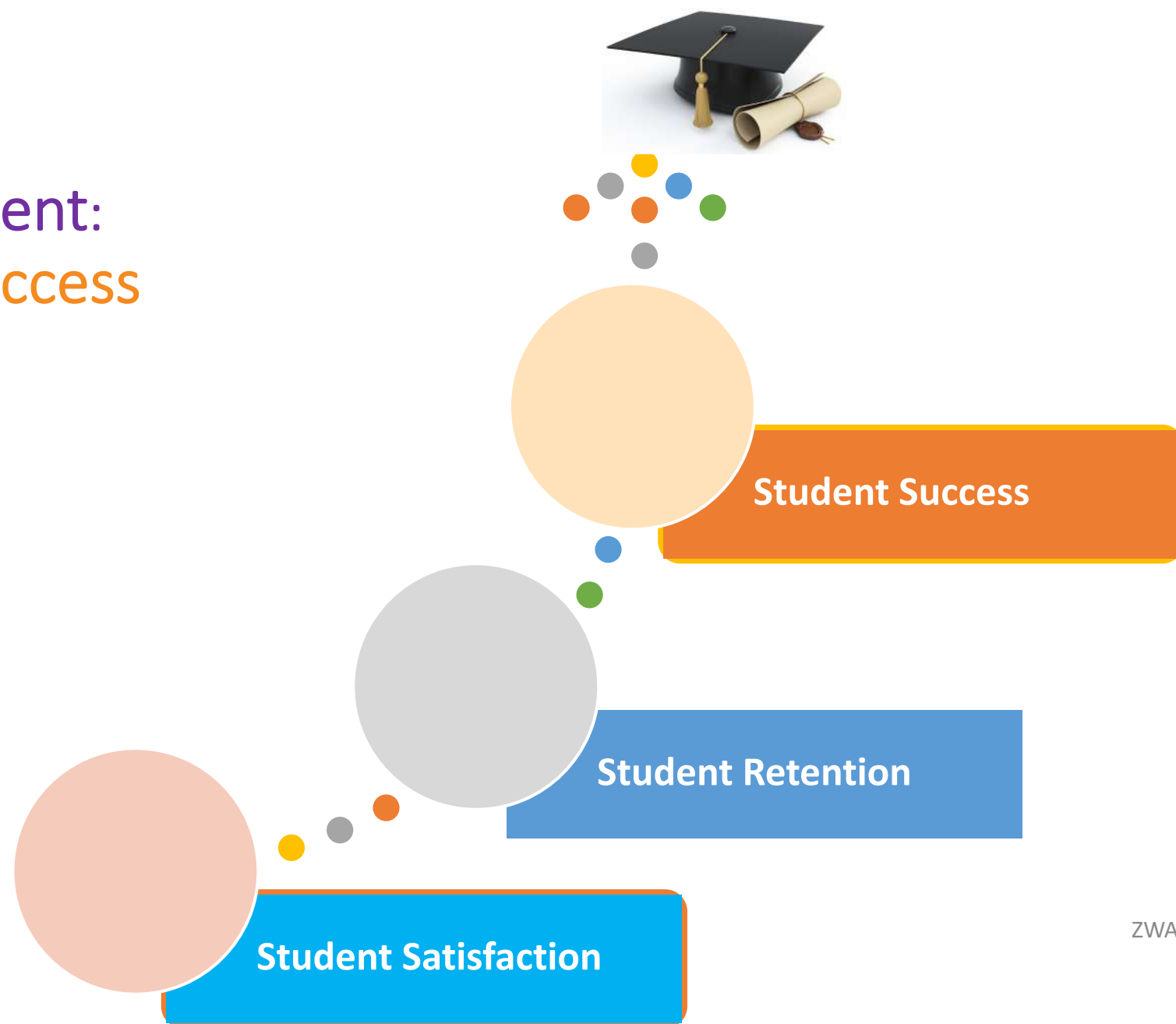
- self-motivation
- encouragement from the instructor
- active role/involvement in learning
- practical tasks, helping students to learn,
- involvement with instructor, peers,
- Web and learning materials
- Authentic and meaningful tasks to maintain student interest where student's problem solving abilities, reasoning, evaluation skills and other cognitive abilities are suitable challenging.

Indicators (evidence) of Student Engagement

- The learner interacts with the content and discovers concepts and principles to apply
- The learner takes responsibility for learning and collaborates with other learners
- Actively participating and enthusiastic in the lesson discussions, and posts, that is students respond in a timely manner
- Completing the assignments
- Submitting assignments on time
- Completing the course online
- Obtaining good grades for the course
- Motivating others in class
- Getting involved in class discussions
- Doing self-learning where needed in order to understand the subject matter even more



Student Engagement: Key to Student Success



“

**Student engagement is key to
successful online learning**

Online Learning (SWOT Analysis)

STRENGTHS

Wide geographical reach
Hundreds or thousands
Personal devices
24/7
Internet savviness



WEAKNESSES

Steep Learning Curve
Not natural or intuitive



Covid-19 pandemic
Home-bound/Quarantine
Infrastructure/Internet

OPPORTUNITIES



Low Confidence
Poor implementation
Infrastructure/Internet/Devices

THREATS





Beyond Learning: A Digital Learning Framework for the 21st Century

Zoraini Wati Abas

Deputy Vice Chancellor
(Academic & Educational Technology)
Wawasan Open University
Penang, MALAYSIA

zorainiabas@wou.edu.my
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Terima Kasih!

Pertanyaan?

You can find me at:

zoraini.com

zoraini@usm.my

zoraini@gmail.com

