Designing the MOOCs Protocol for MyOBM260
Notes Junkie

GRACE ID NO 43
Introduction
Part 01
Documented in the Malaysian Education Blue-Print 2015-2025, the Ministry of Education Malaysia has introduced MOOCs as one of the initiatives to stand on par with the global educational system (Anealka, 2018). In line with the MOOCs' demand and as one of the leaders of educational providers in Malaysia, Universiti Teknologi MARA is committed to offering high quality higher education through the implementation of MOOCs. Initiating from a single course in 2014, growing into four courses in 2015, and becoming 16 courses in 2016, UiTM has developed 450 new courses by 2017, and now, over a thousand registered courses are in the MOOCs repository (Anealka, 2018). As an effort to respond to UiTM’s commitment to the use of MOOCs, this protocol paper presented the methodology used to develop MyOBM260 Notes Junkie, an online learning platform prepared to ease and simplify the process of learning in maintaining students’ understanding consistently by incorporating notes in mind-mapping and other illustrations, which may increase the understanding of lessons via MOOCs platforms. MyOBM260 Notes Junkie is prepared for conducting online lesson content in flexible ways to learners who enrol in a course, without any attendance limitation.
The Problem

What we want to solve

The PRESENTATION and COMMUNICATION - of the course to be well developed and guided by certain guidelines to ease students' learning
Objectives
What we want to achieve

Gagne’s Nine Conditions of Learning Theory use as a guideline for the design of this MyOBM260 MOOCs design - to promote better learning process
Significance of the Project

**In terms of PRACTICALITY**
flexible ways to learn, without restrictions on the number of participants

**In terms of USEFULLNESS**
the opportunity of learning and teaching anytime and anywhere is possible with asynchronous online discussion capability, such as providing the students with the time needed to process learning and to share ideas and points of view about learning materials

**In terms of NOVELTY**
the combinations and integrations of learning tools in one MOOCs promoting active learnings
Methods
Part 02
Settings
Office Management & Technology (OMT), Management Department, Faculty of Business Management - OBM260 is an Organization Behavior Course for Semester four (4) students.

Platform & Tools
Using the UiTM MOOC Platform which is https://ufuture.uitm.edu.my/login and using tools for active learning process. For instance, we embed in the MOOC the use of Canva, Youtube Videos, Puzzles, Quizzes and many more to enhance the presentation and communication of notes in the mind-mapping concept.
Guided by Gagne’s Nine Conditions of Learning Theory

- **01** Phase 01
  Gaining learners’ attentiveness

- **02** Phase 02
  Informing lesson objectives to learners

- **03** Phase 03
  Stimulating recollection of previous learning

- **04** Phase 04
  Presenting stimuli with idiosyncratic characteristics

- **05** Phase 05
  Providing guidance to learners

- **06** Phase 06
  Prompting performance

- **07** Phase 07
  Providing constructive responses

- **08** Phase 08
  Evaluating performance

- **09** Phase 09
  Improving preservation and transmission of knowledge
<table>
<thead>
<tr>
<th>Gagne’s Nine Conditions</th>
<th>Guidelines</th>
<th>Activities</th>
<th>Application suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining learners’ attention</td>
<td>Stimulate awareness to students’ using the MOOCs</td>
<td>Instructors record a short video to welcome and brief students with the introduction of the intended topic.</td>
<td>YouTube &amp; Canva Poster</td>
</tr>
<tr>
<td>Informing lesson objectives to learners</td>
<td>Provide objectives for the learners to understand</td>
<td>Instructors provide the aim of each intended topic to encourage prepared understanding.</td>
<td>Canva Postcards</td>
</tr>
<tr>
<td>Stimulating recollection of previous learning</td>
<td>Recall previous learning for better continuous learning.</td>
<td>Instructors provide a review of prior lessons, starting from the first topic onwards.</td>
<td>Canva Illustration &amp; Mind-mapping</td>
</tr>
<tr>
<td>Presenting stimuli with idiosyncratic characteristics</td>
<td>Present content in an organized and understandable manner</td>
<td>Instructors prepare a step-by-step learning plan to arrange each subtopic in a topic.</td>
<td>Canva Mind-mapping</td>
</tr>
<tr>
<td>Providing guidance to learners</td>
<td>Provide an alternative approach to convey the content in compelling ways</td>
<td>Instructors summarize the topic with relevant keywords.</td>
<td>Canva Mind-mapping</td>
</tr>
<tr>
<td>Promoting performance</td>
<td>Demand demonstration that shows learners’ understanding.</td>
<td>Instructors create activities to enhance students’ understanding, for example, a puzzle activity based on the topic.</td>
<td>ClassTools.net</td>
</tr>
<tr>
<td>Providing constructive feedback</td>
<td>Give feedback to learners</td>
<td>Every topic has its own Question &amp; Answer session with the instructor - this session has been pre-set in UTM MOOCs. <a href="https://ffirm.utm.my/">https://ffirm.utm.my/</a></td>
<td>Canva Poster</td>
</tr>
<tr>
<td>Evaluating performance</td>
<td>Provide measurement tools to assess learners’ performance</td>
<td>Every topic is followed by a set of tests to track students’ understanding, and feedback is provided after each test.</td>
<td>Google Forms</td>
</tr>
<tr>
<td>Improving retention and transmission of knowledge</td>
<td>Retain and transfer knowledge in another medium</td>
<td>Instructors plan game activities and/or a case study for students to check their understanding of each topic. A section in UTM MOOCs will be developed to set the case study, where discussions will be encouraged.</td>
<td>ClassTools.net</td>
</tr>
</tbody>
</table>
Results
Part 03
Expected Findings

Based on the MOOC Designation guide by Gagne's 9 Condition Learning Theory

Highlight 1
Engaging students in MyOBM260 Notes Junkie via the MOOCs platform encourages self-directed learning. It also promotes the development of an autonomous behavior among learners, which involves organizing resources based on their own initiatives.

Highlight 2
MyOBM260 Notes Junkie via the MOOCs platforms also helps facilitate collaborative learning.

Highlight 3
MyOBM260 Notes Junkie MOOCs can foster a positive relationship among teammates which is essential in promoting enhanced cohesiveness.
Conclusion
Part 04
MyOBM260 Notes Junkie comprises multiple learning tools, which are compressed in the form of MOOCs. Students may use the notes in the MOOCs either for repetitive learning, revision, or additional learning beyond the classroom setting. By having a simplified version of the subject guided by Gagne’s Nine Condition Learning Theory, this study’s initiative is hoped to assist OMT students in enhancing their learning experience.
Thank You

FROM

MOOC
UITM Kedah

OBM 260
BEHAVIOR IN
ORGANIZATION