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THE OHIO STATE UNIVERSITY

UNIVERSITY OF SWAZILAND

CONTENT

Main Theme

## TEACHING AND LEARNING IN THE 21ST CENTURY: CHALLENGES FOR LECTURERS AND TEACHERS

21st century is characterized by rapid exponential information growth and gradual shortening of knowledge life cycle. This rapid information exploration has a great impact on the way we teach and learn. Conventional teaching basically focuses on content knowledge transfer from the teaching instructor to the learner. Nevertheless, in the digital era, there is a great deal of knowledge and skills for our learners to acquire but little that any one teacher can teach. This is due to the fact that the existing knowledge any educator or teacher has is really too minute to meet the ever changing demands of the learners. Even the accumulated tacit knowledge that anyone has acquired through his/her years of experiences, if it ever can be transferred via teaching, may not be at all relevant to young learners today. In short, there appears to be a missing link between teaching and learning. Thus, it is timely to relook at the changing notion of teaching and learning. There is an urgent need to re-strategise teaching to meet learning demands and needs. 21st century educators in particular, aspire to provide learners with the kinds of teaching and learning that are truly useful to the learners. It is not what the teacher teaches, but what the learners need to learn that truly matter. The solution to this issue lies in a number of factors. Among these are: methodologies and strategies in teaching and learning; integration of technology in teaching, learning and assessment; leadership in teaching and learning, curriculum for 21st century and quality assurance in teaching and learning. This conference provides a platform for educators, teachers and researchers to exchange ideas and share information on how those above mentioned factors can be leveraged to over come challenges in 21st century teaching and learning so as to fulfil the shared aspirations.

Sub Themes:

Technology Integration in Teaching and Learning

Technology infiltrates education sector at an astonishing rate all over the world. There is now an increasing demand for educators to equip themselves with technological know-how that enables them to embrace technology in their instructional design for effective teaching and learning. Paper presenters may select one of the following areas:

- Application of social network tools in teaching and learning;
- Web 2.0 tools in teaching and learning;
- Instructional tools and applications;
- Learning objects;
- Hypermedia in teaching and learning;
- Mobile and wireless technologies in teaching and learning;
- Virtual and augmented reality;
- Open education Resource and Open Access Learning;
- Instructional design for learning with technology;
- Human computer interaction;
- E-learning;
- Ubiquitous computing; and
- Other innovations related to integration of technology in teaching and learning
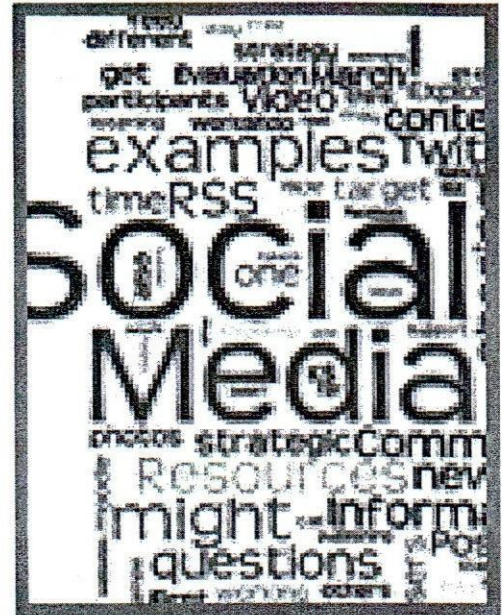
Methodologies and Strategies in Teaching, Learning and Assessment

Technology plays an increasingly important role in today's teaching and learning. Nevertheless, the main factor that determines effective learning is still the ability of a teaching instructor or a facilitator to align his/her instructional activities to learning objectives and assessments through appropriate use of methodologies and strategies. Paper presenters may select one of the following areas:

- Innovations in teaching, learning and assessments
- Active learning
- Motivations in teaching and learning
- Collaborative learning strategies
- Constructivist learning strategies
- Online and distance teaching, learning and assessment strategies
- Teaching strategies for life-long learning
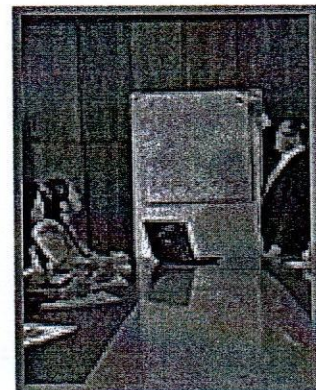
Leadership in Teaching and Learning

As we enter the digital age, the issues of leadership for learning organizations is becoming more and more complex. Educators and leaders in the field of education need to relook into their expanded roles and to add to their knowledge base more knowledge and information related to leadership management. Paper presenters may select one of the following areas:

- Training and organizational development
- Educational leadership in ODL organizations
- Leadership transformation in the digital age
- New challenges for educational leaders

Curriculum for the 21st Century

The 21st century has brought about tremendous challenges in teaching and learning with the learners having a lot to say about the knowledge, skills and attitudes they will need to meet societal demand by the time they leave school. Employers on the other hand are expecting employees to arrive the workplace with capabilities that directly meet the task they have at hand. In the midst of these double end challenges, there is a need for educators to strike a balance. In this regard, this sub-theme will address the following issues:

- Curricular and program assessment
- Curriculum for virtual classroom
- Curriculum for ODL
- Issues of diversity, inclusiveness and equality in curriculum planning
- Internationalisation of curriculum
- Education for sustainability
- Curriculum planning for educational excellence
- Curriculum planning for educational reform

Quality Assurance in Teaching and Learning

Quality in education has always been a priority in most, if not all countries. Nevertheless, the understanding about quality of education may vary from one person to another or from one country to another country. The issues of quality may be discussed from the perspective of philosophy or from the perspective of practices. It can also be viewed as a journey. Whatever

the perspective, quality of teaching and learning is still the key factor that leads to quality education as a whole. Paper presenters may select one of the following areas:

- Research-led teaching
- Quality assurance models or framework
- New learning cultures and advancements
- Quality assurance for the new generation
- Expanding the horizon of teaching and learning
- Quality assurance in flexible learning
- Issues of quality and policy
- Quality and retention

THE IMPLEMENTATION OF CONSTRUCTIVISM LEARNING THEORY IN OPEN AND DISTANCE LEARNING MATERIALS: AN INNOVATIVE IDEA

Benny A. Pribadi

Distance learning university has unique characteristics. One of them is the amount of student which is usually larger than the conventional university. In order to serve its students better, both academic and administrative, the distance learning university usually applies a uniform approach in designing students' learning activities. The approach covers learning process and examination component. The reason of using this approach is mainly based on managerial factors. The uniform approach which is associated with behavioral learning theory limits the creativity of distance students to construct their knowledge. It is necessary for the distance learning students to have a broad spectrum of knowledge used in daily professional activities. The purpose of the present paper is to elaborate the possibilities of using other approach that will be able to enhance student knowledge. Instead of using uniform or behavioral approach, there are possibilities to apply constructivism learning theory in printed material to be used distance learning system.

Key Words: constructivism learning theory; printed learning material; open and distance learning.

ISU DAN CABARAN PELAKSANAAN PENDIDIKAN ASAS VOKASIONAL (PAV) DI SEKOLAH MENENGAH HARIAN, MALAYSIA

Faridah Mariani Binti Johari, Widad Othman, Hairul Nizam Ismail, Zainudin Isa

Kertas konsep ini membincangkan pelbagai isu berkaitan mata pelajaran baru di sekolah menengah akademik yang dikenali sebagai Pendidikan Asas Vokasional (PAV) yang baru dilaksanakan pada tahun 2013. PAV merupakan matapelajaran berasaskan kompetensi (*Competency Based Education*/ CBE) yang merangkumi pelaksanaan pengajaran dan pembelajaran serta pentaksiran berasaskan keterampilan. Justeru, fokus utama kertas ini ialah untuk mengupas mengenai isu serta cabaran terhadap pelaksanaan PAV daripasa aspek penyediaan dan latihan guru, proses pengajaran dan pembelajaran, penyediaan sumber, bahan dan peralatan, serta sistem penilaian dan pentaksiran. Adalah diharapkan kertas konsep ini dapat memperluaskan perspektif dan pemahaman terhadap pelbagai isu berkaitan dengan proses pelaksanaan program PAV di sekolah-sekolah menengah harian biasa di Negara ini.

Kata Kunci: PAV, isu dan cabaran

AN ANALYSIS OF THE USE OF HAVE BY ADULT LEARNERS IN AN OPEN DISTANCE LEARNING INSTITUTION.

Hazidi Bin Abdul Hamid

Declining mastery of the English language is a cause of great concern and consternation in Malaysia, particularly in the education domain. OUM seeks to address issue of learners' English language readiness by making four basic level English based courses compulsory to all undergraduate students. This paper looks specifically at the grammar of the language used by OUM learners in two of the courses mentioned above to