



Notes from the Chief Editor

On Designing Personalized Learning

WE are pleased to present the *Journal of Personalized Learning* 2016. This indexed and refereed academic journal is dedicated to publish any research, concept paper, review or best practices to improve personalized educational experience from a wide-ranging standpoint. Although the *personalized education* research group mainly use *problem-oriented project-based hybrid e-learning approach* as the pedagogy to achieve what was designed using UDL (*universal design for learning*) to achieve *meaningful learning*, we certainly would love to share and disseminate knowledge from multiple discipline to address the same issue. We integrate only five of the many attributes to measure meaningful learning in our design and implementations by assuring learning occurs within the realm of active, authentic, constructive, collaborative and intentional learning. This journal would be a great avenue to share other methods of teaching and various attributes of meaningful learning to measure learning.

In this issue, our first three articles reported studies about facilitating conditions associated with personalized learning environment to achieve meaningful learning. Article (1) by Suziyani et al. talks about higher education student awareness towards rights of fellow students with disabilities as allocated in the provisions of national law. Article (2) by Baharuzaini et al. discusses leadership style of the headmaster and teacher's efficacy; while article (3) by Norhayati & Azlin Norhaini elaborate how consultation for job marketability or career strategy enable the delivery of information to students and parents (family) of special students in planning careers according to their capabilities and abilities.

The next 9 articles review and report various aspects of e-learning as delivery and measurement tool to gain personalized learning using technology with qualitative approach and quantitative statistics from first generation to second generation and modern psychometry. Article (4) by Latifah et al. discusses Rasch model to measure Facebook use among high school students; article (5) by Rania et al. discusses about a hybrid personalized Arabic learning module with three major themes on socialized learning environments, flexible delivery method, and personalization of learning environments; article (6) by Nurkhamimi et al. describes the development process of an augmented reality enhanced flashcards for non-native students in scaffolding the memorization and retention of basic Arabic vocabulary through the inclusion of personalized learning using Aurasma; article (7) by Rosemaliza et al. examine the factors that relate VLE-Frog usage among secondary

school students; article (8) by Saidatuna Mifhatul Jannah & Rosseni discusses about the development of Geometry teaching materials based on GeoGebra software; article (9) by Zaher et al. investigate the effectiveness of flip learning on Palestinian Students' Physics achievement using the quasi-experimental method; article (10) by Norliza and Mohamad Sahari explore how MOOCs are being used in teaching and learning as well as the challenges and suggestion for MOOC improvement; article (11) by Cecile and Serge cyclically reflects upon the pedagogical and technological implementations of active learning and attempts to define the ideal settings to support classroom personalised and meaningful learning with an emphasis on the contributions of adopting tablet mobile assisted language learning; last but not least article (12) by Juhaida discusses the develop and evaluation of a web-based fun reading resource for young learners.

Much have evolve since my first involvement with computer in education research and development projects with the Ministry of Education and MIMOS in 1991, MRSM from 1993 and UKM since 1999. From ComIL to Authorware; Frontpage to WordPress; YahooGroups to SPIN, LearningCare, iFolio and now MOOC, computer mediated communication has become the background of digital landscape in education all over the world including UKM and other higher learning institutions in Malaysia. Our MOOC strategy have been documented by the Malaysian public university's E-Learning Council. With the guideline, MOOC Malaysia have been able to produce 227 massive open online courses or MOOCs since we embark on the project 2 years ago. MOOC is under initiative number 9, global online education in the new Malaysian Education Blueprint for Higher Learning (2015-2025).

To move ahead, the next step we need to do is to align our MOOC outcome with our learning design. Are we able to achieve all the outcome that we plan during the design stage? What are the factors influencing MOOC implementation and the success of participants in completing the courses? How do they accept the technology? How are the MOOCs being implemented and use? How are students assessed? How does the learning outcome measured and achieved? Are MOOC able to personalized learning? If it does, does it help student to achieve meaningful learning and gain transferable skills? These are the answers we would like to discuss in the upcoming issue. To proceed with that in the next issue, it is important that we realize learning design is the core and the heart of the matter. With specific design, we can assess the return on investment not only from the financial perspectives but also from the learning outcome results as well.

Among the comprehensive model for design and development of learning system moulded to Asian culture is an iterative triangulation participatory design and validation method discuss in a book I wrote in 2014 entitle *Pembinaan dan Permodelan Sistem Pengajaran*. In short it is named as Participatory Design method as explained in my PhD thesis published at <http://rosseni.wordpress.com> and available online, free of charge. Participatory Design is a design method recognized for involving users as co-designers in all stages of design work. Participatory Design is based on the premise that people who are affected by a decision should have an opportunity to influence the process.

The learning design within the development model was inspired by universal design for learning model. It is an expansion of the analysis through design phases of the PD method used for my PhD study. I first introduced it to the public during an invited speech at The Digital Education Show Asia 2015 entitled Executing Universal Design for Learning. Since the model uses various learning theories, content and strategies, I subsequently name it as the Eclectic Learning Design model (Figure 1). The model consists of four main components: (i) eclectic learning theory, (ii) eclectic content, (iii) eclectic pedagogy and (iv) meaningful learning strategy. The eclectic learning strategy extract related principles from related theories integrated into the learning design. The associated theories are behaviorism, cognitivism, constructivism, humanism, adult learning, minimalism and connectivism. The content and activities with various medium of presentations are planned carefully during design and development stages to be grounded onto the theoretical principles and differentiated learning style and preferences. We tested the model on Educational Technology course on Open Learning using problem-oriented project-based meaningful hybrid learning pedagogy, with various other platforms such as WordPress and Facebook Group since 2006. In February of 2016, we start running the class on Open Learning. We shall continue about this discussion and results of the MOOC implementation using the eclectic learning design model in the next volume and issue.

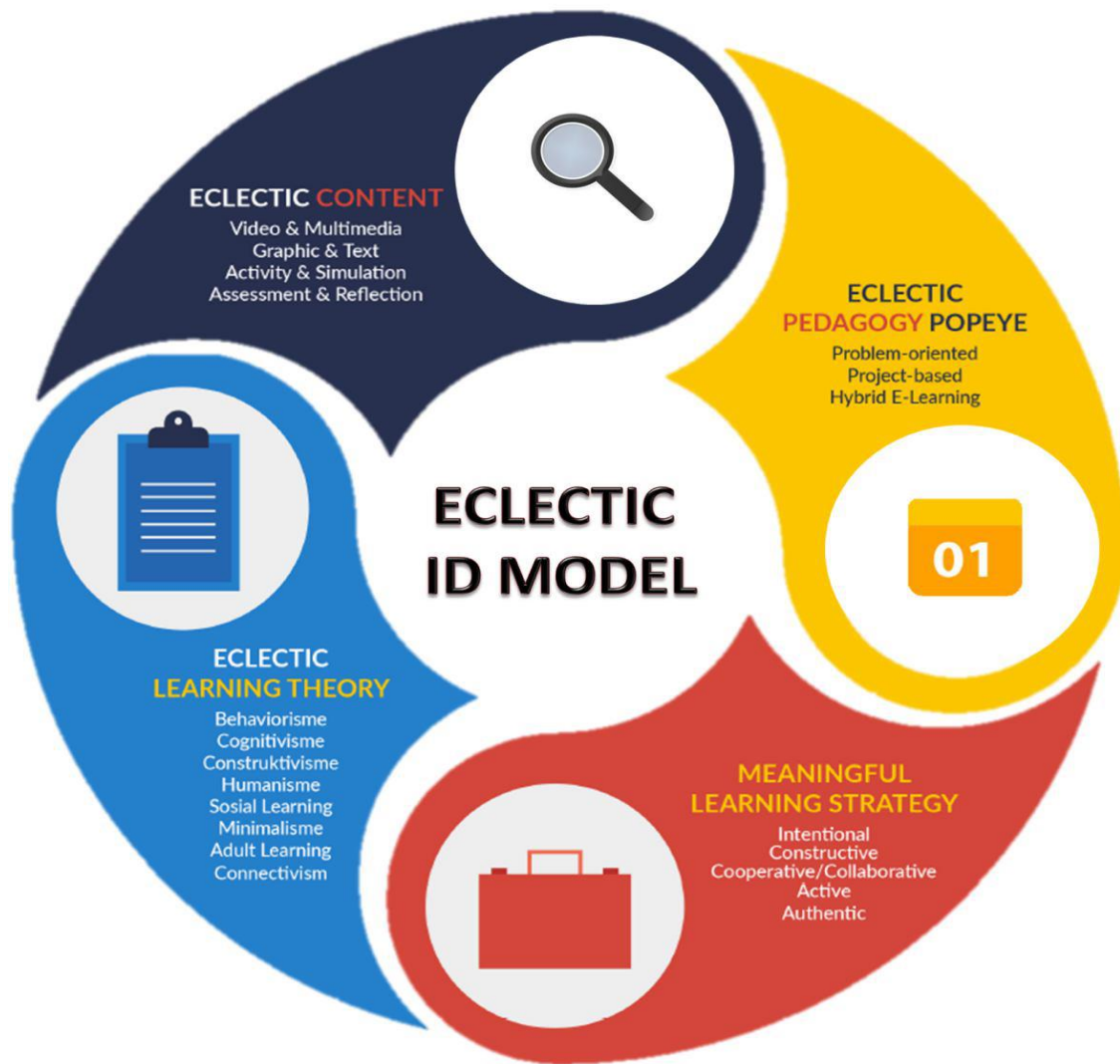


Figure 1: Eclectic Design and Development Model

Till we meet again in the next volume and issue in 2017. I would like to thank many people who continued to support the continuation of this journal. The list includes all current Personalized Education researchers and associate researchers, International Advisory and Editorial Board, the management team, and many others. In particular, my greatest thanks are due to Suzita Awaludin, Saidatuna Mifhatul Jannah, Nabilah, Hudaa and Mardhiyah KZ and Muhammad Faisal KZ who made this issue possible to be published. Many thanks and appreciation to all my family members and students who adhered with all my weaknesses in pursuit of knowledge for this world and the hereafter. May the Lord AlKhalik bless and reward them with hidayah and Jannah.

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