



OUM Seminar Series 04/2010

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MOBILE LEARNING: ENHANCING COMPANY LAW LEARNERS' PARTICIPATION in the MYLMS FORUM

Tuan Fatma, T.S., Jaspal Kaur, N.S., Rosmah, M. & Wei, W.S. (2010)

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OUM Conference Room

Mobile Learning: Enhancing Company Law Learners' Participation in the myLMS Forum

OUTLINE

- Introduction
- Literature Review
- Methodology
- Findings & Conclusion
- Future research



INTRODUCTION

- Established in August 2001
- A consortium of 11 public universities in Malaysia
- Kuala Lumpur City Centre
- 753 learners in August 2001
- Enrolment exceeded 89,000 learners - 2009
- 5 faculties, 1 school
- 72 programmes > Diploma – PhD
- More than 20,000 graduates



INTRODUCTION

Self-Managed Learning **Specialty Designed Modules**

With support from:
CD-ROM Courseware
Digital Library
Physical Library
Subject Matter Experts
Peers & Tutors

Face-to-Face Tutorials **Classroom Environment**

Formal Classroom
Computer Laboratory
Science Laboratory

Number of Meetings

5 or less meetings
5 or more meetings

Teaching Strategies

Direct & Indirect

Online Learning **Resources**

Learning Objects, PDF
Documents, Microsoft
Office, Attachments
Digital Library

Discussions

Asynchronous Discussion
Forums

OUM Blended Learning
Mode

Olden Times

no.203.078

THE WORLDS OLDEST NEWSPAPER

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What is Mobile Learning?



MOBlearn (2003) defines mobile as any sort of learning that happens when the learners is not at a fixed, predetermined location, or learning that happens when the learners takes advantage of the learning opportunities offered by mobile technologies.

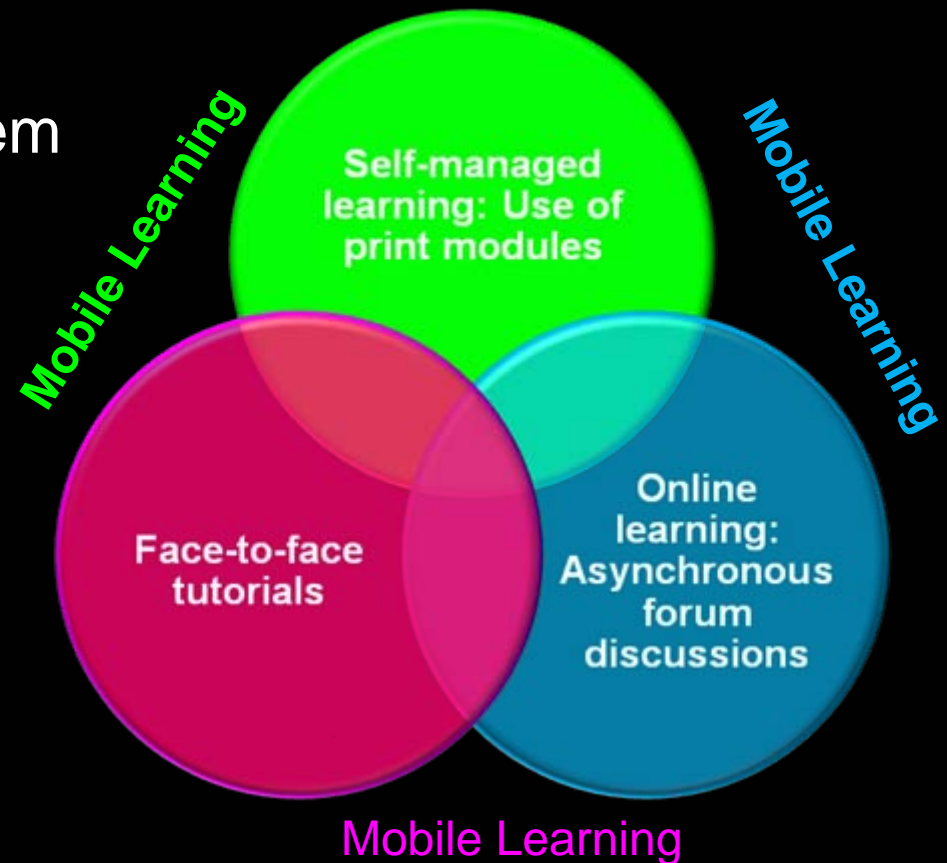
mLearning is the acquisition of any knowledge and skill through using mobile technology, anywhere, anytime, that results in an alteration in behaviour (Geddes 2004)

According to Valentine (2004), mobile learning is sub-set of e-learning. Mobile learning is meant to enhance learners learning experience, not a primary method for delivery course. It is powerful tool to engage learners especially ODL learners with limited f2f.

Ostlund (2008) said mobile learning support the learners chosen learning environment and provide engagement with a personalised learning that will improve learner's motivation.

OUM Mobile Learning Project: SMS tutoring

- SMS tutoring is based on the short messaging system technology to deliver the messages to the learners
- complement to the F2F tutorials
- by triggering learners to perform specific tasks



PREVIOUS STUDIES

- Stone et al. (2002) – students (Kingston Univ. UK) in certain scenarios preferred SMS as a medium to e-mail or web-based announces
 - They feel that data is more personal & they like it.
 - Suggested: SMS could be efficiently used in education (m-learning) as a complementary media
- Seppala (2002) – LIVE experiments (Learning in virtual environment) at Helsinki Univ. Sweden, made with SMS system and with WAP phones, were very positive
 - Introducing digital imaging & sharing photos between the participants
 - Concluded that it is very possible that the introduction of MMS and the other 3G services in the large scene will lead to more and more possibilities for mobile learning

PREVIOUS STUDIES

- Field (2005) said achieving effective learning requires learners centred approach that encourages engagement with module content and concepts
 - Through the use of mobile learning, it can support and engage the learners by providing study tips, course summary and positive motivating affirmation.
- Jaspal (2005) research of frequency of online interaction and learners achievement found that the higher the frequency of learners participation in the online forum, the higher the examination achievement.
- Abas (2009) found that mobile learning via SMS tutoring is helpful in motivating learners to participate in online discussion forum.

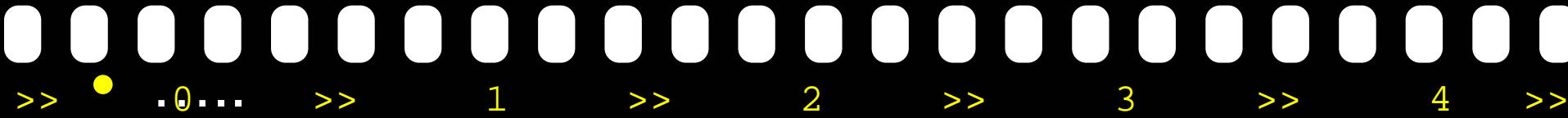
PREVIOUS STUDIES

- OUM Mobile learning project via SMS tutoring
- Project started in May 2009 > Learning Skills for Open and Distance Learners (OUMH1103)
- Involved 74 tutors & 1863 learners
- Objectives were to:
 - enhance the blended learning modes used at OUM
 - increase the flexibility of learning
 - encourage & support ubiquitous learning
- Comprises of 5 categories: Content, Forum, Tips, Motivation, & Course Management



OBJECTIVES

- To examine the pattern of learners' participation in the myLMS forum in OUM
 - a) To examine the pattern of learners' participation in the myLMS forum for learners whose learning is facilitated by the SMS tutoring
 - b) To examine the pattern of learners' participation in the myLMS forum for learners whose learning is not facilitated by the SMS tutoring
 - c) To compare the pattern of learners' participation in the myLMS forum betweena & b





METHODOLOGY

- Descriptive study
 - which examines the pattern of learners' participation in the myLMS forum for the learners whose learning is facilitated and is not facilitated by SMS tutoring
- Quantitative method
- September 2008 – myLMS forum *without* SMS Tutoring
- September 2009 – myLMS forum *with* SMS Tutoring



METHODOLOGY

- Objectives of SMS tutoring were to:
 - enhance the blended learning modes used at OUM
 - increase the flexibility of learning
 - encourage & support ubiquitous learning
- Comprises of 5 categories:
 - Content > 11 SMSes
 - **Forum > 9 SMSes**
 - Tips > 3 SMSes
 - Motivation > 3 SMSes
 - Course Management > 6 SMSes

Categories of SMS & the Purpose

<u>Category</u>	<u>Purpose</u>
Content (11 SMSes)	To help learners locate/remember important course facts easily
Forum (9)	To remind and motivate learners to participate in discussion forums
Tips (3)	To provide hints/strategies to learners on how to do well in their studies
Motivation (3)	To motivate learners to persevere in the learning process
Course management (6)	To provide timely announcements/reminders on tutorial dates, assessments and other aspects related to course management



Guidelines for SMS content development

1. SMS categories:
 - a. Content
 - b. Forum
 - c. Tip
 - d. Motivation
 - e. Course management
2. Maximum number of characters for each SMS: 145
3. Number of SMSes per week: 2 – 3
4. Use simple language
5. Be careful with the use of symbols as appearance might change in actual SMS
6. Use commonly used abbreviations only if necessary
7. Beginning of semester: Course management (Welcome, Reminders)

METHODOLOGY

- The samples were learners from BBUS2103 (Company Law) in Sept 2008 and Sept 2009
- Time frame: 4 months (Sept 2008, Sept 2009)
- Number of tutors and learners involved:

Sample	Semester		Total
	September 2008	September 2009	
Tutor	30	22	52
Learner	585	243	828

- 5 tutors were selected randomly from those who taught BBUS2103 in both semester Sept 2008 & Sept 2009
- Data for Sept 2008 & 2009 were gathered from myLMS archive
 - & were classified according to 13 keywords from 9 SMSes sent to the learners in Sept 2009



Procedure of data collection

- The selected tutors archive forum postings were taken & analysed for the 13 keywords
- 13 keywords taken from the SMSes > represent key concepts in the BBUS2103
- Since they are related > they are classified into 9 categories, K1 – K9
- Each posting that had a keyword was highlighted & counted
- If same keyword occurs in the same posting, it is not counted

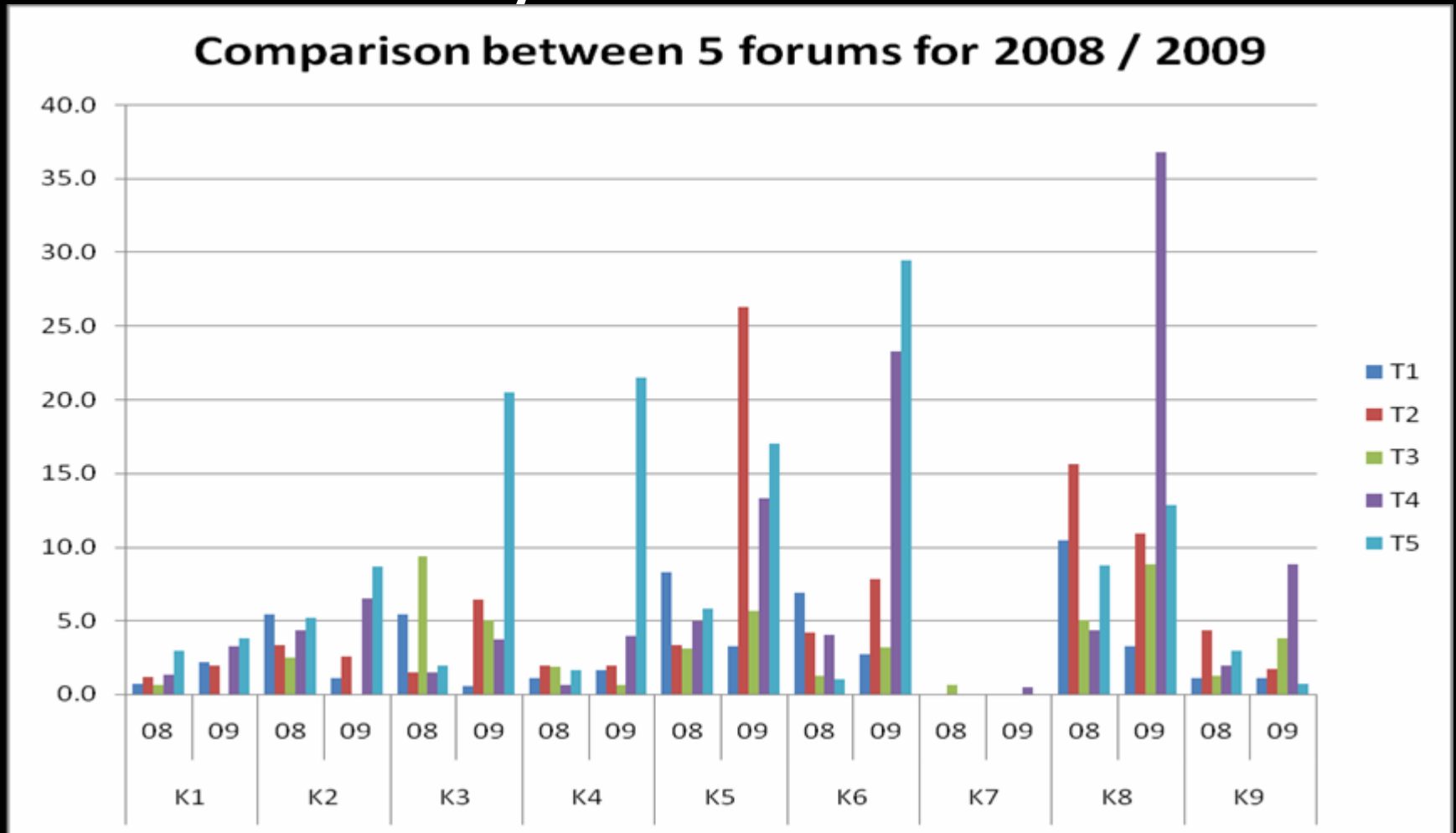
No.	SMS	Keyword	Category
1.	There are 4 types of business structure in Malaysia. Discuss the advantages and disadvantages of each type in the forum. Refer to 1.2 and 1.3	Business structure, sole proprietorship	K1
2.	Why is partnership business structure very popular among entrepreneurs in Malaysia? Discuss in myLMS forum. Refer to 1.3.2	Partnership	K2
3.	Can an article of association be altered without reference to the MoA or Companies legislation? Discuss your views in the forum. Refer to 3.3	Article of Association, Memorandum of Association	K3
4.	Discuss the development of the ultra vires rules in the forum. Refer to 2.2	Ultra vires	K4
5.	If a person is a shareholder of a company, does that mean the person is also a member of a company? Discuss in the forum. Refer to 4.2	Shareholder, member, membership	K5
6.	In your opinion can a company return paid up capital to the respective members? Why? Discuss in myLMS forum. Refer to 8.2	Capital	K6
7.	Go to Figure 7.1 and Table 7.1 in sub topic 7.1.2 and discuss them with your tutor and classmates in the forum.	Corporate finance	K7
8.	What are the key fiduciary obligations of company directors? Refer to 5.5.2 and discuss in the forum.	Directors	K8
9.	What are the duties of a liquidator? Discuss in the forum.	Liquidators	K9

FINDINGS

Table 4: Forum posting data by selected tutors

Tutor	Number of Posting by tutor		Overall Posting		Number of Learners	
	2008	2009	2008	2009	2008	2009
Abd Aziz Abdullah (T1)	61	40	277	184	20	13
Dayang Siti Nurbani (T2)	125	81	928	357	34	11
Hatman Abdullah (T3)	12	8	160	159	14	11
Mohair Nizam Johani (T4)	82	101	625	429	23	24
Putera Ab Rahaman (T5)	74	125	309	288	19	6

The comparison for the five tutors' forum postings for years 2008 and 2009



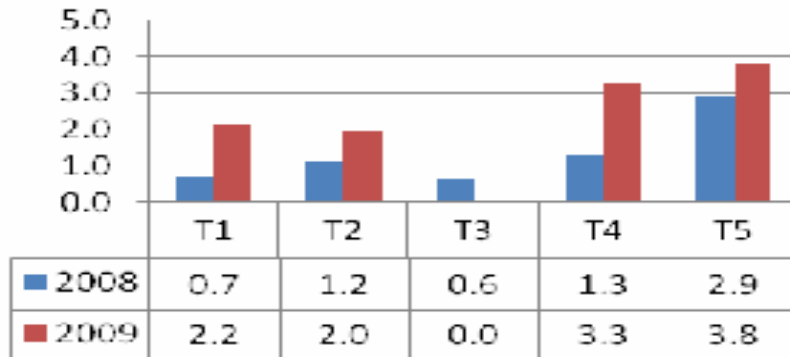


FINDINGS

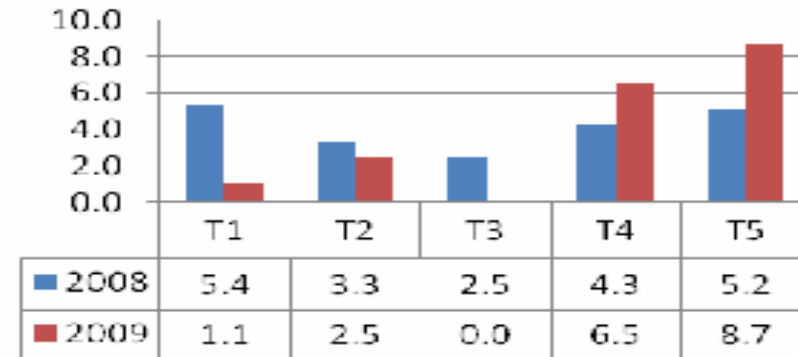
- It can be observed > some keywords are more frequently discussed than others
- K7 seems to be the only one that is consistently NOT discussed by ALL tutors & learners in BOTH years

The analysis of data by each keyword for years 2008 and 2009 (K1-K4)

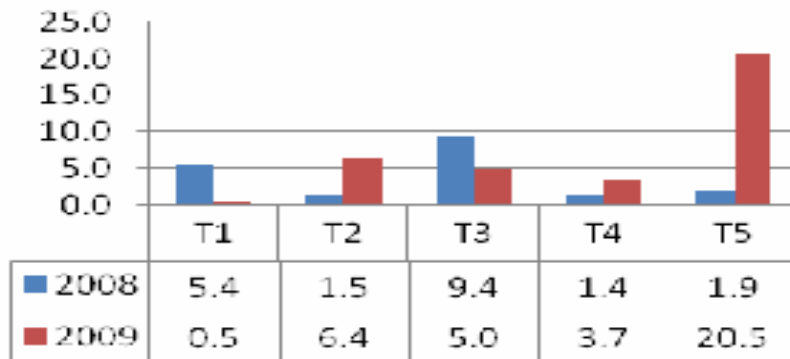
K1



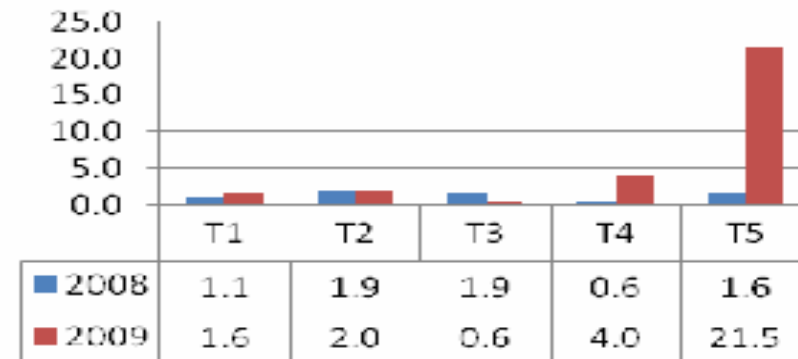
K2



K3

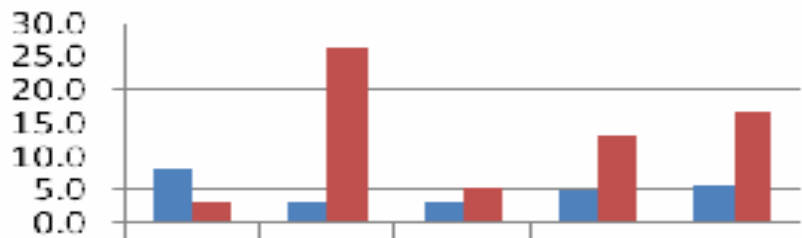


K4



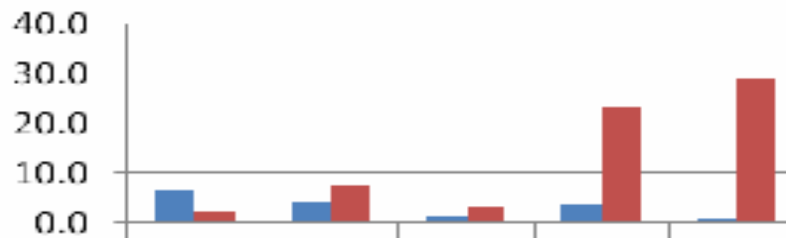
The analysis of data by each keyword for years 2008 and 2009 (K5-K8)

K5



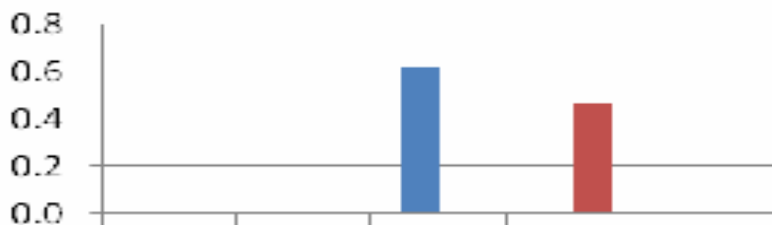
	T1	T2	T3	T4	T5
2008	8.3	3.3	3.1	5.0	5.8
2009	3.3	26.3	5.7	13.3	17.0

K6



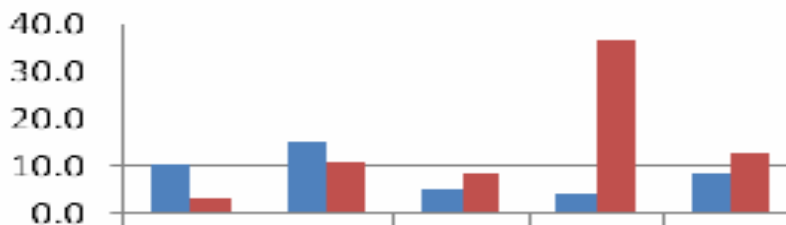
	T1	T2	T3	T4	T5
2008	6.9	4.2	1.3	4.0	1.0
2009	2.7	7.8	3.1	23.3	29.5

K7



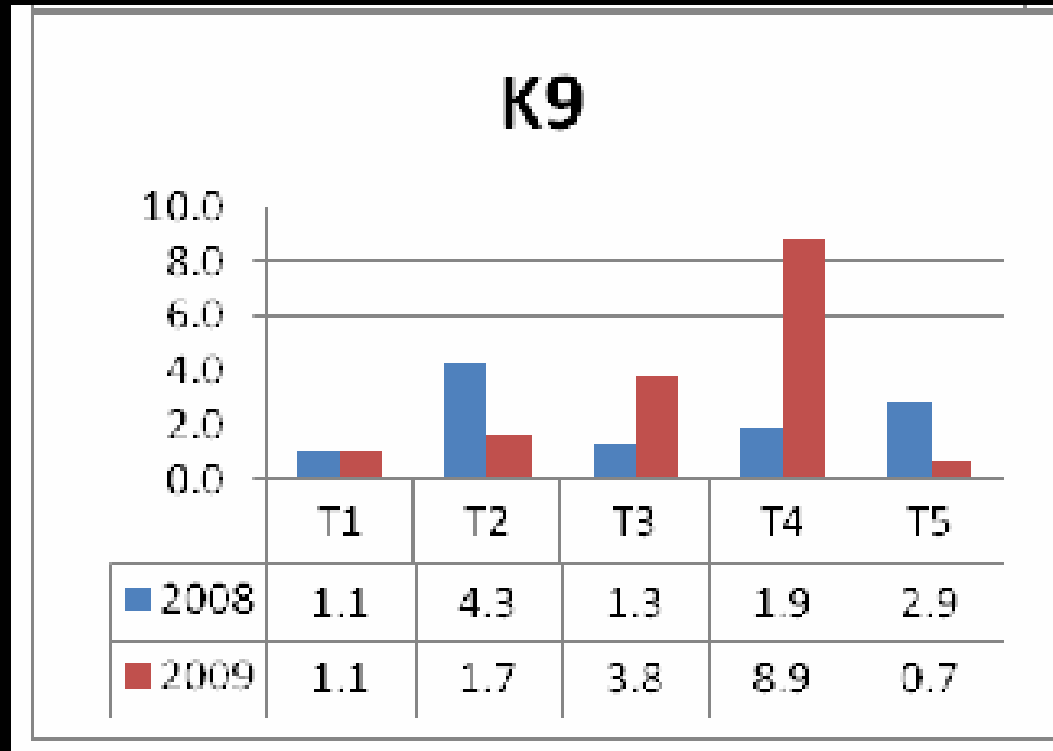
	T1	T2	T3	T4	T5
2008	0.0	0.0	0.6	0.0	0.0
2009	0.0	0.0	0.0	0.5	0.0

K8



	T1	T2	T3	T4	T5
2008	10.5	15.6	5.0	4.3	8.7
2009	3.3	10.9	8.8	36.8	12.8

The analysis of data by each keyword for years 2008 and 2009 (K9)





FINDINGS

Bar chart K1-K9:

- Data for K1 to K4 have elevated percentages for T4 & T5 in 2009 compared to 2008
- This is also true for T2, except for K2
- T1 can be observed having higher percentage for K2 & K3 in 2008
- T3 has omitted K1 & K2 in 2009
- T5 seems to regard K4 highly in 2009
- K5 & K6 are part of 2 topics that have consistently higher levels of percentages by T2, T3, T4 & T5
- K7 is regarded as an unpopular topic for all tutors



CONCLUSION

- In our attempt to study the pattern of learners' participation in the myLMS forum through SMS tutoring for Company Law subject, we found that **increased percentages of postings for September 2009**.
- We also found that **SMS tutoring has increased the number of postings for at least two tutors** in the year September 2009 for all categories.
- This shows that the mobile learning through SMS tutoring endeavour **is successful for the Company Law learners**.
- Since mobile learning through SMS tutoring is new, OUM would benefit from implementing this for all their subjects.



FUTURE RESEARCH

- employ qualitative data
- study the relationships between SMS tutoring, learners' participation & academic performance
- similar research with different courses/tutors
- comparative studies between ODL institutions or countries

Thank You

