ASAIHL CONFERENCE 2016
“Borderless Open Access Education”
Universiti Putra Malaysia | 4 - 6 December 2016
The Association of Southeast Asian Institutions of Higher Learning (ASAIHL) was established in 1956 as a non-governmental organisation at a meeting in Bangkok of the heads of eight state universities in Southeast Asia. Field Marshal Plibulongkram, the then Thai Prime Minister, supported its foundation and approved the setting up of the Secretariat in Thailand. His government gave financial and material support which continued for several years until the Association had other sources of funds. Recently, in addition to physical facilities, the Thai government has been supporting the Association with an annual grant of US$5,000.

ASAIHL’s purpose is to assist member institutions to strengthen themselves through mutual self-help and to achieve international distinction in teaching, research and public service. In so doing, the institutions contribute strength to their respective nations and to the entire region. Specifically, the Association exists to foster the development of the institutions themselves, the cultivation of a sense of regional identity and interdependence and to liaise with other regional and international organisations concerned with research and teaching.

It serves as a clearing-house of information, provides regular opportunities for the discussion of academic development and general university development; assists member institutions in the recruitment and placement of faculty and staff, exchanges of professors and students and in the development of co-operative arrangements on specific projects; provides advisory services of consultants; strengthens the relationship with regional and international bodies and keeps member institutions informed about developments; and recognises and acknowledges distinctive achievements among Southeast Asian institutions of higher education.

**Founding Fathers:**

Sir Nicholas Attygalle, University of Ceylon  
Air Marshal Muni M. Vejyant Rangshrisht, Chulalongkorn University  
Dr. Lindsay Ride, University of Hong Kong  
Prof. Bahder Djohan, University of Indonesia  
Sir Sydney Caine, University of Malaya  
Dr. Vidal A. Tan, University of the Philippines  
Dr. Htin Aung, University of Rangoon  
Prof. Nguyen-Quang-Trinh, National University of Vietnam
Welcome to
ASAIHL CONFERENGE 2016

“Borderless Open Access Education”
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BEST PRACTICES FOR STUDENT RETENTION IN ONLINE EDUCATION
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ELS Language Centres and Sunago Education, Malaysia

A recent survey by Jobstreet (December 2015) showed that more than 60% of the 500 companies that use the job portal indicated that candidates still have a poor command of the English language and therefore are not suitable for hire. Competent skills in the English language is essential in a global community – for trade, investment and knowledge-sharing. In the case of the Jobstreet example above, it also affects a vital KPI of many higher education institutions: graduate employability. There are many online English language courses but many are plagued with high attrition rates among its participants. Some of the prevailing reasons for dropping out of online courses are: lack of support, lack of friends and sub-par quality resources. With this in mind ELS Language Centres and Sunago Education embarked on a project that involved working with the Malaysian Ministry of Education to bring a 16-week online English writing development programme that impacted almost 5000 Form 4 and Form 5 students from 185 schools all over Malaysia. This presentation aims to shed new light on the rarely acknowledged issue of mitigating potential retention problems in online courses. It will explore three proactive learner retention strategies implemented in the programme that led to a low attrition rate among the participants; 1) creating a healthy and supportive online community; 2) using the right motivation; and 3) providing standards based quality content.

ASSESSMENT OF LEARNING OUTCOMES IN SELECTED TOPICS IN PHYSICS USING PREDICT-OBSERVE-EXPLAIN WITH INTEGRATION OF VIRTUAL LABORATORY (POE-IVL)
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Achievement in Science was observed to be consistently low for several years. A lot of factors were perceived to have contributed to this problem. One of which is the teaching approach employed by the teacher which affect the behaviour, interest and readiness of the students to acquire understanding of concepts being taught. This study attempted to contribute in solving this perennial problem by probing the effect of integrating virtual laboratory with Predict-Observ-Explain (POE) approach on the learning outcomes of the students in terms of knowledge and understanding in selected topics in Physics. To do the probing, a quasi-experimental design was utilised. The control class was taught using POE approach while the experimental class was taught using POE with integration of virtual laboratory (POE-IVL) activities. The needed data in this study were gathered through the Knowledge and Understanding Test (KUT). This test was administered to get the pre-test and post-test results which served as measures of the students' knowledge and understanding prior to and after the instruction. Data gathered were carefully processed and analysed employing inferential statistics. The following conclusions were drawn: The POE-IVL approach significantly increased the learning outcomes of the students in terms of knowledge and understanding. The change in learning outcomes in terms of knowledge and understanding of the students taught using POE-IVL is significantly higher than those who were taught using POE alone. Considering the limitations of the study, the integration of VL to POE is effective in enhancing the knowledge and understanding of the students in Physics.

TOWARDS OPEN ACCESS EDUCATION: UM’S JOURNEY IN PREPARING ACADEMICS
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Recent advances in digital and networked technologies coupled with an “open access” movement to provide free access to scientific research and educational resources, now includes “online distance education”. This new movement extends higher educational opportunities and life-long learning possibilities to non-traditional students and life-long learners, via “online open education” or “open learning”. Locally, the Malaysian Ministry of Higher Education (MOHE) promotes “borderless open access education” via directives to public universities, including the country’s oldest institution of higher learning, the University of Malaya (UM). This paper documents UM’s journey towards open access education. UM’s journey began nearly a decade ago with the early introduction of Moodle Learning Management System (LMS) to UM academics, progressing to blended-learning, and followed by recent experimentations with Massive Online Open Courses (MOOCs). We examine external pressures from MOHE, barriers of implementation and the strategic efforts of UM’s Academic Development Centre (ADeC) to streamline e-learning systems and develop training programs for academics, as well as promote and facilitate the progression of open access education in UM. As with other
new ideas and practices, UM’s journey towards online open education very much follows the trajectory of “diffusion of innovations”, where individual academics and the larger institution overcome various challenges before adopting e-learning, a vital precursor to open access education in our networked era. The paper concludes that institutional maturity in e-learning ultimately translates into readiness for open access education.

BLENDING AND FLIPPING THE RIGHT WAY: KEY SUCCESS FACTORS IN IMPLEMENTING THE NEW LEARNING PARADIGM
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Taylor’s Education Group, Malaysia

Often learning innovations, be it a learning technology innovation (online learning, MOOCs, etc.) or a pedagogical approach (such as the Flipped classroom approach) that focuses on a more learner centred approach, fails to achieve the outcomes (increase in student retention, student engagement and also student achievement), even when it is done with utmost earnestness and commitment. One of the key reasons is the lack of understanding the rationale, be it the pedagogical underpinnings, the contextual makeup of the institution and even understanding the other factors (logistical, administrative, external constraints, etc.) of why we set out to do these innovations in the first place. Another key reason is the lack of learning design for such innovations to ensure that learner experience is taken care of. Last but not least is to ensure we close the loop when we implement such measures to tweak them to suit the unique nature of our institutions. In this presentation, the presenter will expound on why we should implement these innovations in the education space now, and next look at responses and key success factors to ensure that they are sustainable, scalable and repeatable. A further look at how we can use data to close the loop using an innovative learning analytics solution will end the presentation to show how such innovations can be tweaked and contextualised for different institutions.

POLICY ISSUES ON THE INSTITUTIONALIZATION OF OPEN DISTANCE LEARNING ACT OF 2014
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In 2014, President Benigno Aquino III has signed into law a bill seeking to institutionalize open distance learning in higher education; it is otherwise known as Republic Act (RA) 10650, or the “Open Distance Learning Act.” The law seeks to expand and further democratize access to quality tertiary education through the propagation and application of open learning as a philosophy of access to higher educational services. The said law intends to implement distance education as a system of delivering quality higher and technical educational services in the country. Specifically, it covers public and private higher education institutions (HEIs) and post-secondary schools in the Philippines that have existing open learning and distance education programs. However, existing providers of open-distance learning especially those that are embedded in most traditional HEIs raise various issues and concerns on the regulatory requirement, standards of quality/levels of accreditation, system of recognition, authority to operate, among others.

CONTENT MANAGEMENT SYSTEM: AN AID FOR QUALITY INSTRUCTION
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Information technology made a significant impact in today's education. Academic institutions have utilised information technology to ensure quality education is provided to their clients. With the advancement of the Internet, information and communication between students and faculty become easier and accessible. This study conducted at La Consolacion College Bacolod aimed to gather information on the need to develop a software tool that is available online to its students and faculty for the purpose of academic instruction. It covers the following areas; 1) Perception of the faculty and students on the need to develop a Content Management System (CMS); 2) Perceived impact of using CMS on the teaching efficiency of the faculty; and 3) The important features that should be included in the development of a CMS. Data were collected through perception survey. Results of the study showed that a CMS could improve course delivery, communication between students and faculty, academic records management, student performance and monitoring, and access to course materials anytime and anywhere. The data generated will be used as a basis on what software tool to use in developing the CMS and also the software functionality that must be made available to students and faculty. This study only shows that academic institutions must continuously update their teaching tools and environment to address that needs of today’s learners.