University of the future

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Abstract— **The challenges into the university of the future for E-learning not just in Malaysia but around the world appears driven by disruptive change in the forces of technology, to enhance the delivery of lectures to enhance communication between instructors and students, and among students to provide asynchronous access to course materials which threaten to undermine its business model, Public Private administration workers. University across the world have been forced to accommodate this new ELearning technics to ensure its desire mission and vision competitively and respectfully around the world. As a result, the purpose of this paper is to construct an effective future business model canvas the future while addressing a number of challenges in the coming years. This participant will be compose of IIUM students, Student Recruitment Agency. Established on the study, an extra comprehensive business model canvas (BMC) and value proposition design (VPD) were established suitable the future ELearning education. The people of respondents was rather minor due to time control. The results are new practical business model into the future a comprehensive understanding into the in the main valuable to universities, strategy creators, business organizations and students by offering. This study proposals a valuable foundation of data to each party to goods incredible plans for eLearning that meet worldwide wants.**

Index Terms— **The University of the Future BMC, value proposition canvas, Environment strategy efficient business model, focusing in courses, teaching, elastic.**

I. INTRODUCTION

The objective of this paper is to convince the Academic Board to adopt a simple, comprehensive normative methodology for categorizing, designing, developing, delivering and evaluating online courses. This Proposal does not make recommendations regarding ownership of the intellectual property produced, or provisioning of the resources to produce online courses. This Proposal is a technical and pedagogical guide, not a guide to the business of eLearning.

The International Islamic University Malaysia (IIUM) has enunciated a commitment to infusing the teaching-learning processes with Islamic Values using Conventional educational methods. This has gain momentum through the year since the university has grown out of proportion with new campus and affiliation or partnerships. That growth has been accomplish by enormously desire to achieve on important goal of its strategy which is "Islamization and Internationalization" throughout its vision and mission.

The Triple I-CE embodiment has been on driving force of this university since its establishment, in order to achieve such standard and become a pioneer in the Education Institution World, IIUM need to face this new ever changing world of challenges that succumb on the education industry. University across the world have been forced to accommodate this new ELearning technics to ensure its desire mission and vision competitively and respectfully around the world. Universities have established online platform to provide courses at different level of studies.

IIUM as leading Muslim world institute of education need to address certain challenges by appropriately using current phenomena of information and communications technologies in order to reach it goals. Some of the reasons for doing so have been discussed and are being discussed in various fora. Rather than attempt to outline these reasons here - reasons many of you are already convinced of - we will take it as a given that the Academic Board is in general agreement with the need for these infusions, and focus here on expounding a simple, comprehensive methodology for designing, developing, and evaluating eLearning courses. We have distilled this methodology after reviewing copious amounts of the relevant literature, including the related Standards, participation in conventions and symposia, visits to other universities involved in eLearning, and reflecting on the IIUM's own processes, procedures, and practices for course development and quality control as embodied in various artefacts produced by the Office of the Board for Academics, the Board for governance, the academic departments and various support units on the Gombak Campus including the Instruction Support Systems (ISS) unit of IIUM Information Technology Division (ITD).

We begin by defining the term "eLearning." Next we launch directly into the suggested design processes, followed by a review of the development processes and conclude by examining the evaluation processes.

II. BACKGROUND

"ELearning" has many meanings to many persons. Some of the meanings given over time are electronic learning, enhanced learning and enabled learning. From the perspective

of our students, they want their learning to be easy, exciting and effective. Moreover, they expect information and communications technologies (ICT) to enable and enhance the teaching-learning system. That is their understanding of eLearning.

Two concepts seem to recur in attempts to discuss and define eLearning – innovation in teaching-learning, and the use of ICT for teaching-learning. The United Kingdom Department for Education and Skills' contracted consultation paper, Towards a Unified e-Learning Strategy (July 2003), offers the following two definitions:

1. If someone is learning in a way that uses information and communication technologies (ICTs), they are using e-learning. They could be a pre-school child playing an interactive game; they could be a group of pupils collaborating on a history project with pupils in another country via the Internet; they could be geography students watching an animated diagram of a volcanic eruption their lecturer has just downloaded; they could be a nurse taking her driving theory test online with a reading aid to help her dyslexia – it all counts as e-learning.

2. E-learning exploits interactive technologies and communication systems to improve the learning experience. It has the potential to transform the way we teach and learn across the board. It can raise standards, and widen participation in lifelong learning. It cannot replace teachers and lecturers, but alongside existing methods it can enhance the quality and reach of their teaching, and reduce the time spent on administration. It can enable every learner to achieve his or her potential, and help to build an educational workforce empowered to change. It makes possible a truly ambitious education system for a future learning society.
Having embraced these generic definitions, let us now examine the different ways in which the IIUM at Gombak practices eLearning.

III. ELEARNING AT IIUM GOMBAK

Over the last two years instructors on the Mona campus have used ICT to support their courses in three primary ways:

1. To enhance the delivery of lectures
2. To enhance communication between instructors and students, and among students
3. To provide asynchronous access to course materials

The Multimedia Lecture theatres and portable multimedia equipment that we have provided over the last three years have helped to enhance the delivery of lectures with very positive response from students who find the audio-visual presentations (frequently done in PowerPoint) more interesting and stimulating than a plain lecture. Campus Pipeline, our portal platform, has been used to provide for each course a message board, chat room, class calendar and email. Some instructors also provide worksheets, past papers, supplementary notes and hand-outs via course websites. A common characteristic of these courses is the significant face-to-face contact in formal lectures and tutorials, and the inclusion of electronic tools and components which merely supplement the face-to-face contact. These types of courses are termed Internet-supported courses.

This current Internet-supported courses have helped student to gain more materials and a platform of easy communication with their instructors. The incorporation of this model of education has provided moment and reputation to the university from beyond its national boundaries. Families from Muslim community in the Muslim world, as well as those living in western environment are deeply in need to get their sons and daughters school in an environment that provides dual educational system, where student would be equipped with the same education on their peers in western hemisphere but twined with Islamic principles and fundamental that pertain to their fields.

IV. PROBLEM STATMENT

This section of this research illustrate the basis of the reason of this study, the current problem is raised by the observation of the demand to be a student of IIUM and the competiveness of IIUM to be achieving its own goal set through its mission and vision:

a) Demand factors:
IIUM reputation throughout the Muslim world is profoundly rooted to its core value which is to provide conventional education twined with Islamic principles. The demand of enrolment always supersedes the available acceptance volume of student applicant. Huge numbers of prospectus applicant are rejected due to either lack of academics requirement or the exceeding limit of enrolment volume. This problem has its underlining threat to the university reputation and perception throughout the Muslim world. Dissatisfactions is already sense among parent via their agent due to the unknown whether their sons or daughter can get a placement at the university. Therefore, one avenue present itself to be of remedy to this problem, which is the online course offering -via distance learning protocols using eLearning methods- to those unable to get accepted for a placement at IIUM,

b) Internationalization strategy reform:
IIUM core strategy of internationalization is of value in a localized method, where it gain momentum locally in attracting student from different part of the world and become a hub of cross-cultural and integration of dual system of education. The need of export poses it effect. Exporting this model of education to the outside world beyond the boundaries of its local limitation can offer the pathway or gateway to sketch IIUM footprint of education formula and strengthen its competitive advantage beyond borders. IIUM has implemented already the used of Internet-based formula of education delivery and now the time demand a new strategy of internet-optimized educational practice. But there is a crucial distinction that must be made between Internet-based and Internet-optimized courses is not about the quantum of technology employed but the frank difference in expectation as we employ the technologies. Whereas Internet-based courses are electronic transcripts of lectures, whether PowerPoint presentations, text documents or web pages, or print-based distance education materials, Internet-optimized courses are designed using an explicit quality-enhancing, multimedia instructional design methodology; the objective

of which is to transform the face-to-face or print-based course materials by exploiting the inherent characteristics of the new modes of teaching and media which mediate the teaching-learning transactions. It is not our intent to hype this modality; we do not consider it a panacea. But we are convinced that properly architected and produced, Internet-optimized courses empower instructors, heads of departments and Deans to execute significant positive increases in effectiveness, efficiency, capacity, and prestige for the institution -… one course, one programmer, one department at a time. The application of this method can reformulate the internationalization of IIUM.

Therefore this research poses the following question:
Can a reform to IIUM eLearning methods provide pathway to address growing demand of the Muslim communities to secure a place in IIUM for their sons and daughter, in doing that can will be IIUM achieve its goal of internationalization beyond its' national borders?

V.   RESEARCH OBJECTIVE

The objective of this research is to find the systematic method to achieve IIUM long-term strategy of internationalization and its booming demand by the Muslim communities around the world. As Muslim parent, it is a duty to ensure once sons or daughter to be educated and intellectually instructed to ensure him or her competitiveness in every opportunity that is presented to him or her. On the other hand, the need of reform to the university strategy of internationalization is imminent and demands to be address if it is to achieve the mission and vision set for itself. In an era of rapid change of technology and the discovery of new ways to achieve efficiently a desire outcome, does IIUM have the element and tools to strive in through these changes. Therefore, this research will provide a platform of conceptual discussion and analysis in order to evaluate the necessity and capability of IIUM to achieve its goals.

VI.   METHODOLOGY

The methodology that will be applied in this research is to conduct surveys and interviews that will permit to gather opinion from different participant. This participant will be compose of IIUM students, Student Recruitment Agency. These participant will be presented with a survey that aims to ascertain their view on eLearning platform being provided by IIUM in order addressing the demand of placement and its contribution towards the University internationalization goal.

VII.   LITERATURE REVIEW

Online education is a descendent of and has a shared history with correspondence learning. In 1873 Anna Eliot Ticknor, the daughter of a Harvard professor and recognized scholar, founded the Society to Encourage Studies at Home. Elizabeth Cary Agassiz, the co-founder and first president of Radcliffe College, referred to the society as the "silent university" (Larreamendy-Joerns & Leinhardt, 2006, p. 573). Ticknor's society established one of America's first correspondence schools, a distance learning option, for education and enrolled more than seven thousand women (Larreamendy-Joerns & Leinhardt, 2006).

Both forms of distance learning share similar concerns and issues. Some of these shared concerns include: (a) the lack of an overall quality education in comparison to the education provided onsite from a first-rate university, (b) the view that distance learning was dispensable in comparison to a university education, (c) the unrealistic expectations of distance learning resulted in a deficiency of incentives for faculty who felt the time-consuming realities and a shortage of sound financial support requiring the program to support itself, and (d) the quality of instruction that lacked "social interaction, prompt feedback, engaging activities, instructional flexibility, the dynamism of a knowledgeable scholar, and adaptation to the individual needs" (Larreamendy-Joerns & Leinhardt, 2006, p. 580).

The past provides an opportunity to move forward based on the lessons learned from the history of distance education. Some of those lessons include the following: (a) distance learning has not realized the upward path some might have suggested but some requirements for success have been such as adaptability, visionary leadership, commitment to service, internal and external political savvy, etc.; (b) a new and previously un-served student population can be reached; (c) quality of instruction can overcome other obstacles; (d) conflicts may arise between face-to-face faculty and distance learning faculty; and (e) quality of the program is in question when the business model becomes the overriding factor (Larreamendy-Joerns & Leinhardt, 2006).
Developments

Distance learning, since its early days, has changed the playing field for formal education according to Larreamendy-Joerns & Leinhardt (2006). As evidence of what is happening, the federal government has considered revising requirements that students can take no more than 50% of their course load online in order to qualify for federal financial assistance. Harvard University has been considering reducing requirements for residency. Some universities, moreover, are requiring students to enroll in some online courses in pursuit of the "global scholar" (Larreamendy-Joerns & Leinhardt, 2006, p. 570).

Further changes in online education are evidenced by the following: (a) first-rate institutions are now providing online education, (b) rapid growth of public learning over the internet, (c) increase in scholarly writing concerning education and teaching via the internet, and (d) increase in marketing efforts that merchandise the benefits of online education. It can be observed that online education is becoming an integral part of everyday practice in higher education. Furthermore, there is continual growth and stability in online education observed in higher education today as viewed by Larreamendy-Joerns & Leinhardt (2006). Higher education is moving from its traditional focus on the delivery of instruction. The new emphasis in learning is student-centered learning (Tallent-Runnels, et al., 2006). In a causal-comparative study completed by Alfred P. Rovai and Hope M. Jordan in 2004 at Regent University, the researchers attempted to show that blended learning is the natural outcome for a new emphasis in learning. This emphasis encourages critical thinking skills and is a combination format of distance education beyond the traditional online education that may not be suitable for all learning styles. This emphasis in learning also considers the role that a sense of community plays in the learning process. "By leveraging technology tools with the more traditional classroom structure, you are able to

create a dynamic learning environment with faculty-student interaction as well as student-student interaction" (Piorier, 2010).

VIII. CONCEPTUAL SOLUTION

"ELearning" online education platform is a gateway that provided service to resolve the problems of the Muslim Community to gain placement for their sons and daughter. It also reform IIUM strategy of Internationalization by creating and exposing its potential on a global platform that is equipped with latest technological capabilities. Business model canvas has been utilized as a business tools to solve the problem.
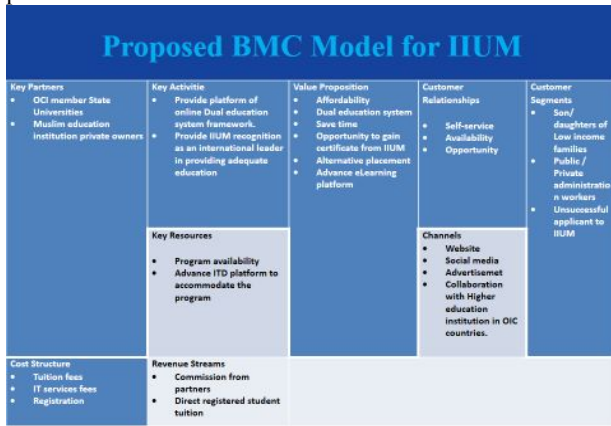
Customer Segments
• Son/ daughters of Low income families
• Public / Private administration workers
• Unsuccessful applicant to IIUM

Cost Structure
• Tuition fees
• IT services fees
• Registration

Revenue Streams
• Commission from partners
• Direct registered student tuition

Key Partners
• OCI member State Universities
• Muslim education institution private owners

Key Activities
• Provide platform of online Dual education system framework.
• Provide IIUM recognition as an international leader in providing adequate education

Key Resources
• Program availability
• Advance ITD platform to accommodate the program

Value Proposition
• Affordability
• Dual education system
• Save time
• Opportunity to gain certificate from IIUM

• Alternative placement
• Advance eLearning platform

Customer Relationships
• Self-service
• Availability
• Opportunity

Channels
• Website
• Social media
• Advertisement
• Collaboration with Higher education institution in OIC countries.

NEW VALUE PROPOSION DESIGN (VPD)

Customer segmentation
Students
Customer job: Obtain internet access, Obtain digital devices, Allocate their time, Purchase reading materials Graduate, and Expand skillset knowledge. Gain: Cheaper cost for digital students, Time saving, Flexible (time, place), Easy access, Create your own pace, Unique knowledge, Campus engagement. Pains: Tuition fees, Application process, Education materials, Static education system Student debt. Gain creator: Access to advanced material, Well-equipped faculty and Islamization of knowledge. Pains relievers: Student scholarship, Waqf funds, Outsource admin division, Digital learning. Productivity service: University to sell books that includes multimedia tool, Open access publication, Open source software, tailored content, unique programmers, Leading academics & practitioners as lecturers and Accredited University.

Industry professionals
Customer job: Identify crucial fields for R&D, and Expand skillset knowledge. Gain: More insight about the industry, Convenience and Unique knowledge. Pains: Financial cost and upfront investment. Gain creator: Learn faster, Wiki and Electronic publishing. Pains relievers: Freemium for short courses and Student employment. Productivity service: Mobile learning lab and Research centers.

Other Education Providers
Customer job: Productivity, Recruiting students, Recruiting lecturers, and Maintain good name. Gain: Prestige and Access to syllabus. Pains: Scalability and Fixed cost Gain creator: Learn faster and overseas branch. Pains relievers: Joint venture / collaboration and Audit. Productivity service: Tailored content, Engaging partnership, Updated with the latest content and Internalization.
Miller and Schiffman (2006) found universities typically create online learning initiatives for one of two reasons:
1. To extend access to students
2. To improve the quality of teaching
In other words, there are two basic value propositions for online learning: access or quality. There appears to be a correlation between the online learning value proposition and business model employed, as illustrated in table. 1 (Miller & Schiffman, 2006; Vignare, Geith, & Schiffman, 2006).

IIUM's online learning strategy is a blend of these two value propositions, with objectives related to access and quality.An autonomous, or auxiliary, unit in higher education is defined as one that operates outside of the policies, procedures, and administration of the rest of the university. Common examples of auxiliary units are residence halls, food services, and campus bookstores. When an auxiliary model is used for online learning, online courses and programs are developed and delivered within the auxiliary unit. University functions such as student recruitment and registration, services such as advising, and technical support may be provided by the auxiliary unit, or continue to be provided at the university level. Typically, the funding arrangement (described below) dictates whether these functions and services are the responsibility of the auxiliary unit (most often in for-profit arrangement) or the university (most common in the overhead funded arrangement).

An integrated unit for online learning is one that operates within the same policies, procedures, and administration of the rest of the university. Online courses and programs are developed and delivered using the same resources as classroom-based courses and programs.
Funding arrangement
Either type of unit may use one of three funding arrangements:
1. Self-funded, recovering all of their own costs by sharing in tuition and fee revenues
2. Overhead-funded, supported by the university
3. For-profit, recovering all of their own costs by receiving all tuition and fees, and returning excess revenue to the university A 2006 survey conducted by Vignare, Geith, and Schiffman asked a variety of colleges and universities to identify the business model and funding arrangement that best described their online learning initiative. Table 2 presents the models identified by the 128 respondents.

CONCLUSION

The challenges into the university of the future for E-learning not just in Malaysia but around the world appears driven by disruptive change in the forces of technology, to enhance the delivery of lectures to enhance communication between instructors and students, and among students to provide asynchronous access to course materials which threaten to undermine its business model. This current Internet-supported courses have helped student to gain more materials and a platform of easy communication with their instructors Further changes in online education are evidenced by the following first-rate institutions are now providing online education, rapid growth of public learning over the internet, increase in scholarly writing concerning education and teaching via the internet, and increase in marketing efforts that merchandise the benefits of online education. It can be observed that online education is becoming an integral part of everyday practice in higher education. The new business model canvas (BMC) offered in the education is still lacking but somehow it still relevant for UOTF. The new era of big information, mobility, globalization while islamization of knowledge are taken into account in developing the new model. This matters optional will ELearning" online education platform is a gateway that provided service to resolve the problems of the Muslim Community to gain

placement for their sons and daughter. IIUM core strategy of internationalization is of value in a localized method, where it gain momentum locally in attracting student from different part of the world and become a hub of cross-cultural and integration of dual system of education.

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[2] By course, we mean the smallest instructional unit assigned a specific number of credits, typically 3, 4, or 6 credits, for example MGT 2010.

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