

Guidelines for Preparation of Full Paper for Proceedings

Accepted papers will be published in the Proceedings and internationally distributed. Please note that submissions may be rejected by reviewers if the paper shows exceedingly poor grammar or structure. Authors are encouraged to have their papers proofread or copyedited prior to submission.

Please use this checklist to ensure that guidelines are followed:

1. Paper Size must be Letter size: 8 1/2 x 11
2. Margins must be 1"
3. Font Face must be Times or Times New Roman
4. Font Size must be 10 point (except paper Title is 14 pt)
5. Paper page length must be followed (4 pages minimum, 6 pages maximum)
6. References, graphics, tables all count toward total pages count
7. Must **INCLUDE** an **ABSTRACT**
8. Do **NOT** include **PAGE NUMBERS**
9. Do **NOT** include **HEADERS** or **FOOTER**

NOTES: Papers which are submitted in technically unsuitable form and do not meet the conference guidelines will not be published in the proceedings.

File Format

- File Formats accepted:
 - MS Word (.doc, .docx)
- File Name:
 - Can only contain the following characters: A-Z, 0-9
 - Can have **NO** dashes, spaces, underlines, or special characters. **ONLY** A-Z and 0-9 characters.
 - File extensions are required for a successful upload.

SAMPLE PAPER STRUCTURE

TITLE: Times New Roman (14 pt)

Boldfaced

Centered

} Leave 2 blank lines

Full Name
Organization
Email Address

} Times NewRoman (10 nt) Centered

Abstract: This paper is.....

Leave two blank lines before the abstract.
Abstracts should be 300 words in length. Indent 2 cm or 3/4" from left and right

Introduction (Boldfaced, Times New Roman (12pt))

Body (Times New Roman (10 pt))

The Study (Boldfaced, Times New Roman (12pt))

Body (Times New Roman (10 pt))

Findings (Boldfaced, Times New Roman (12pt))

Body (Times New Roman (10 pt))

Conclusions (Boldfaced, Times New Roman (12pt))

Body (Times New Roman (10 pt))

References (Boldfaced, Times New Roman (12pt))

References List : APA style. (Times New Roman 10pt)

SAMPLE PAPER

Graduate Students Performance in Fully Online Learning and Blended Learning at Open University Malaysia

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Abstract

OUM has just introduced totally online learning for some of its post graduate programmes like the Master of Business Administration and Master of Management that would allow more working adults to pursue higher education without sacrificing their jobs and busy working schedules. The present paper reports a case study of a cohort of Master of Management students doing an Organisational Behaviour course, one group consisting of four students following fully online learning mode (OL students), while another four students doing a blended learning mode (BLM students) consisting of face-to-face class meeting (5 meetings of 3 hours each) and online collaborative learning. The case study was on the students' performance on individual assignment project for the course. Individual assignment in this course carries a substantial component of marks that contribute sixty per cent of the overall total course marks. Hence the students are very concerned about the course assignment work in the hope of scoring good marks that would offset any adverse performance in their final examination results.

Introduction

Smart and Cappel (2006) observed that many writers use the terms online learning, e-learning, and web-based learning interchangeably. Online learning can be conducted in a variety of ways, such as through the use of asynchronous online interactions or synchronous online interactions. The asynchronous interactions utilise discussion tools like emails, bulletin boards, and computer conferencing. Asynchronous online discussion tools allow for threaded discussions and are therefore useful for tracking and monitoring the online discussion (Ng and Cheung, 2007).

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Conclusion

The fully online students need more close guidance and instruction from their facilitator as they had no face-to-face meeting opportunity using the normal communication technology such as emails and phones to supplement the online forum or e-forum. They could perform as well as the blended mode students in the assignment work project if the instructions and course expectations given were clear and concise. They would tend to stay and completed their course as what the blended mode students did in the same course.

References

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- Bates, A.W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success*. San Francisco: Jossey-Bass.

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Bossu, C. (2016). Open Educational Practices in Australia. In F. Miao, S. Mishra, & R. McGreal (Eds), *Open Educational Resources: Policy, Costs and Transformation* (pp.13-25), Burnaby: Commonwealth of Learning

Branon, R.F., & Essex, C. (2001). Synchronous and asynchronous communication tools in distance education: A survey of instructors. *TechTrends*, 45, 36-42.