

Open Source Implementation of M-Learning for Primary School in Malaysia

Saipunidzam Mahamad, Mohammad Noor Ibrahim, Mohamad Izzriq Ab Malek Foad, and Shakirah Mohd Taib

Abstract—With the proliferation of the mobile device technologies, mobile learning can be used to complement and improve traditional learning problems. Both students and teachers need a proper and handy system to monitor and keep track the performance of the students. This paper presents an implementation of M-learning for primary school in Malaysia by using an open source technology. It focuses on learning mathematics using handheld devices for primary schools' students aged 11 and 12 years old. Main users for this system include students, teachers and the administrator. This application suggests a new mobile learning environment with mobile graph for tracking the students' progress and performance. The purpose of this system is not to replace traditional classroom but to complement the learning process. In a testing conducted, students who used this system performed better in their examination.

Keywords—M-Learning, Automated Mobile Graph.

I. INTRODUCTION

EDUCATION is the instruction or teaching that one receives or gains. It involves activities through which knowledge is imparted, usually at schools, colleges or universities. Educators are discovering that computers and multi-based educational tools are facilitating learning and enhancing social interaction. With the use of mobile devices such as smart phones and PDAs (Personal Digital Assistant) to facilitate learning processes, the new trend of learning process has changed from electronic learning (E-learning) to mobile learning (M-learning) [1]. M-learning is becoming popular with the development of its content using the Open Source technology.

Open Source is a program in which the source code is available for general public to use or modify from its original design with free of charge such as PHP and MySQL. The development cost using the Open Source technologies being reduced with its policy. With this technology advancement, the government of Malaysia has taken step forward in promoting the use of Open Source technologies in any content development.

The government of Malaysia, under the Multimedia Super Corridor (MSC), has included the establishment of smart schools as one of its seven flagship applications. Those seven flagship applications were meant to accelerate the realization

of Vision 2020. The establishment of smart schools includes the use of advance learning process such as the implementation of M-learning in the schools to complement the traditional based learning environment. Mathematics for Malaysian primary school students is the best subject to be implemented in M-learning since it is one of the core subjects to be mastered by the students aged 11 to 12 years old, who is preparing to sit for the *Ujian Pencapaian Sekolah Rendah* (UPSR) examination.

This paper presents the implementation of M-Learning for primary school in Malaysia. The module developed focuses on learning mathematics module through mobile devices such as PDA or mobile phone. The module includes learning mathematic for standard 5 and 6 of primary school, quizzes, tests and performance tracking with automated graph. The developed application allows the quizzes that were posted by teacher to be attempted online through a student's mobile device. While attempting the mobile quiz, both student and teacher are able to monitor the progress and performance of the student regularly.

II. RELATED WORK

Several researches have been conducted on m-learning environment that includes m-learning model [2], design requirement [3], architecture [4] and current trend [5]. Some applications in the market allow users to manage online quizzes and monitor the progress of the student online, such as Alykko developed by Silander and Rytönen [6]. It is an intelligent mobile tutoring tool for teacher that enables interaction and tutoring dialogue via mobile devices like mobile phones and PDAs. The tool contains semiautomatic and automatic guidance for learners' learning process, enabling automatic individualization of a learning process.

Alykko also contains ready-made-tutoring expressions and a documented tutoring dialogue for teacher's use, in order to reduce the teacher's cognitive load, needed just for memorizing. The tool was created based on the examination of the teacher's pedagogical needs. The development of this system is based on AEFIRIP pedagogical model for M-learning. This tool is to help teachers manage the tutoring activities via web and mobile technologies. It also enables communications between teachers and learners via either the system on personal computers or mobile devices. The technologies used are mainly open source technologies which are PHP, MySQL database, agent modules and SMS gateway.

Authors are with Universiti Teknologi PETRONAS, Computer and Information Sciences Department, Bandar Seri Iskandar, 31750 Tronoh, Perak, Malaysia (e-mail: saipunidzam_mahamad@petronas.com.my).

The database and Java Servlets are used at the server side, while Java 2 Micro Edition (J2ME) technology is used at the client side. Client side refers to the end devices used which maybe mobile phones, PDA's and other mobile devices. Upon completion, the application was packaged into a JAR file that can be ported to and executed on the target device. The application environment was hosted by the PocketPC OS, which is Microsoft Windows for Mobiles where HP iPAQ PDA was selected for this project purpose. On the server part, it uses Linux network where all of the servlets were constructed in Java that enabling the environment to be easily ported to a variety of platforms and devices. The J2ME networking API and the Java networking API then were used to enable the communication between the mobile devices and the servers.

The computer application is different from mobile application where the users have to login on the main page in order to differentiate the level of access privileged. After a user successfully login, the application gathers the necessary information about the user in order to append the appropriate content to its access role or layer. Once login success, the users are able to proceed with the provided functionality. The access of a student to the computer application is similar with access on mobile application. Teachers are able to set questions for quizzes and test, analyze the student performance

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graph TD
    Start([Start]) --> SelectMenu[SelectMenu: screer #2]
    SelectMenu --> Decision1{Decision?}
    Decision1 -- Announcement --> ViewAnnouncement[ViewAnnouncemen: screer #7]
    ViewAnnouncement --> Decision2{Decision?}
    Decision2 -- Menu --> SelectMenu
    Decision2 -- Logout --> Logout1[Logout: screer #10]
    Logout1 --> End([End])
    Decision1 -- Quiz --> Login[Login: screer #3]
    Login --> Successful{Successful?}
    Successful -- No --> Login
    Successful -- Yes --> AttemptQuiz[AttemptQuiz: screer #4]
    AttemptQuiz --> Decision3{Decision?}
    Decision3 -- Logout --> Logout1
    Decision3 -- Menu --> SelectMenu
    Decision1 -- Contact --> ContactTeacher[ContactTeacher: screer #9]
    ContactTeacher --> Decision4{Decision?}
    Decision4 -- Menu --> SelectMenu
    Decision4 -- Logout --> Logout1
    Decision1 -- Progress --> ViewProgress[ViewProgress: screer #8]
    ViewProgress --> Decision5{Decision?}
    Decision5 -- Menu --> SelectMenu
    Decision5 -- Logout --> Logout1
  
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The URL Dialing function allows the students to contact their teachers while on the Web was done by the implementation of URL dialing. The whole module which enables the students to call his or her teachers is written in PHP and WML. Fig 2 shows the portion of the URL dialing function that was implemented in the application.

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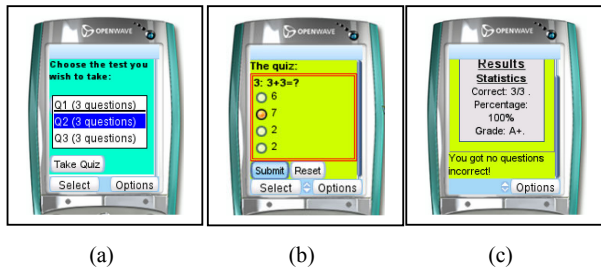


Fig. 7 Student attempt quizzes page

The application provides progress tracking function that allows users to view the progress and performance of a student from time to time. It is an automatic mobile graph that displays the achievement of the student in doing quizzes and it has been personalized for each student in the mobile application through login function. Fig. 8 (a) shows the student's view of progress tracking on a mobile device. On other hand, running on a web browser, teachers can view and get the updated performance of their students into two types, graph analysis as shows in Fig. 8 (b) and student list as shown in Fig. 8 (c).

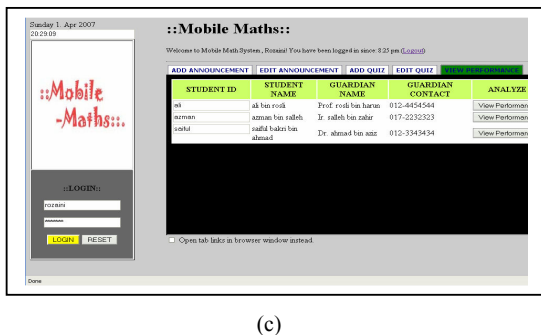
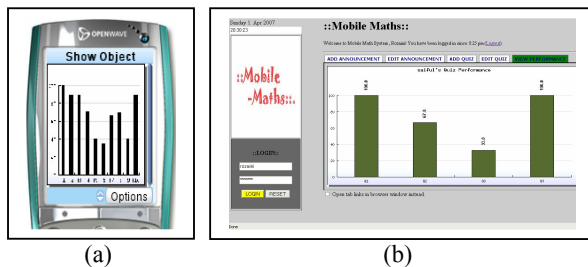


Fig. 8 Progress tracking

The other functions of the Mobile Math application are announcement and contact. The announcement function allows teacher to post any news or update about the course. Fig. 9 shows the teacher view on this function. The student could view the announcement via mobile and web browser. Fig. 10 (a) shows the announcement view via mobile application. The display will show the announcement according to the latest news on top of the list. Contact module view is shown in Fig. 10 (b). At any time the student who are having problem could view the contact information and directly call their teacher through the system by clicking on the dialing button.

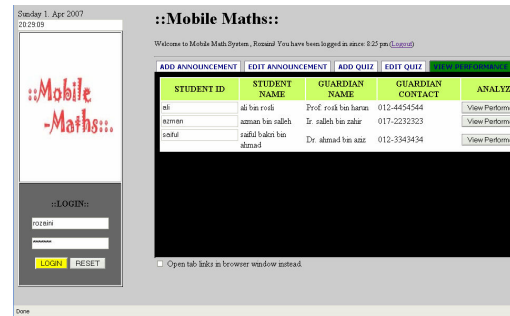


Fig. 9 Teacher's view on Posting Announcement

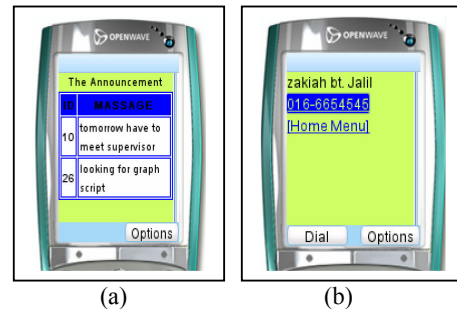


Fig. 10 Announcement and contact page

VI. SYSTEM TESTING

It was divided into two parts, which are developer testing and user testing. The testing comes with the intent to ensure that the system meets identified requirements stated in the early stage.

A. Developer Testing

The data entered by the user is stored in MySQL database. Since the transactions involve a lot of the database interactions, so it is crucial to test the performance of the database used. A group of 100 to 1000 records were inserted to measure the reliability of the developed MySQL database. Beside, the testing also involves syntax, functionality and logical errors. No major problem found in this testing.

B. User Testing

This testing is done after the development of the software is completed. The users were given training on how to use the application and interact with the application. The users' comments pertaining to the application such as errors related to the software interface, functionality errors, command structure and entry errors were recorded. It was done to the selected target users which are 20 primary school students aged 12 years old. This group of selected users was preparing for their UPSR examinations at the end of the year. The users were selected randomly from a class without considering their level of skills in the subject of Mathematics. This testing was done to compare the effectiveness of learning Mathematics for primary schools students using this application.

The procedure taken in conducting the user testing as below:

- The users were divided into two groups namely mobileM and traditionalM. The mobileM were trained to use the M-learning system to attempt the mathematics quizzes using a mobile device. While the traditionalM were not being introduced to the m-learning and the application specifically and the users were grouped to attempt the quizzes by paper based.
- The selected users were taught three new chapters in the subject of Mathematics and the questions for this quiz were selected from these chapters.
- mobileM group then attempting the quizzes using the M-learning system while the traditionalM users attempted the quizzes on paper. There were 20 objective questions given to the students.
- A set of multiple choice written test was conducted after 2 weeks time given to the users in attempting the quizzes. The number and percentage of their achievement in the test were captured for analysis.
- A set of questionnaire were given to the users to obtain information about their satisfactions and performances toward learning mathematics after the user completed the exercises. The users' comments on Mobile Math were recorded.

VII. RESULTS AND DISCUSSION

Table I shows the result of the user testing. The rating is from 1 to 5. Rating 1 signifies the lowest users' satisfaction or performance and 5 signifies the highest users' satisfaction or performance. The mean for the first criteria, satisfaction is 4.13 for mobileM and 3.30 for traditionalM. Users' excitement for the first time using such mobile learning technology may lead to the higher rating for mobileM as compare to traditionalM. For the second criteria, performance, the mean value for mobileM is 3.25 and for traditionalM is 2.50. It shows a coherent finding that the participants were agreed with the satisfaction and achievement towards Mobile Math application that contribute to m-learning environment.

TABLE I
OUTCOME OF USER TESTING

Criteria	Mean	
	traditionalM	mobileM
Satisfaction	3.30	4.13
Performance	2.50	3.25
Average	2.90	3.69

The developed Mobile Math could be enhanced in the future in order to add its capability to be the preferred learning environment for primary schools. More research on rendering mathematical symbols and displaying information on small screen mobile devices should be done. This will definitely support more advance topics which involve complex equations to be able to run on M-learning successfully. Besides that, teleconferencing could be implemented to enhance the interaction between the students and teachers, and also among the students themselves.

VIII. CONCLUSION

The development of this m-learning application using an open source technology contributes and improves the education environments from the perspective of Malaysian schools. It provides a mobile learning environment with monitoring and tracking of student performances at very minimal cost of implementation. The conducted user testing has shown a significant improvement in terms of student satisfaction and performance for mobile learning environment compared to traditional approach. Mobile learning shares the advantage of the mobility of the device itself that gives value and freedom to be accessed at anytime and anywhere.

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