

## Chapter 6

# Participatory Approach in Reusable Learning Object (RLO) Development Using ASPIRE Framework: Taylor's University's Experience

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## ABSTRACT

*A reusable learning object (RLO) is a type of e-learning resource developed that can be reused again in a variety of different e-learning activities, modules, and courses. Each has its own learning objective, but they can still be combined to form a comprehensive e-learning experience. This chapter investigates the design and development process of developing reusable learning objects (RLO) to digitize health-care curricular in Malaysia, a project co-funded by the Erasmus+ Programme of the European Union with partner universities from UK, Europe, and Malaysia. This participatory approach is based on the ASPIRE framework developed by one of the project partners (University of Nottingham). Using the ASPIRE process, stakeholders such as the subject matter experts (SME) and students are involved at the*

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*onset of the development process: storyboarding workshop and specification ideation. The completed RLOs are used in the module as part of the student's learning delivery.*

## **INTRODUCTION**

While most Higher Education Institutions (HEIs) in Malaysia have implemented e-Learning in their institutions, the level of implementation and qualities vary from one institution to the other. Differences in the organisational e-Learning cultures, resources and expertise play an essential role in determining the level of e-Learning implementation in the institutions (ACoRD, 2020). It will also determine the e-Learning adoption rates by lecturers in the institution. Producing quality e-Learning resources or learning objects for teaching and learning delivery can be a very challenging and demanding task for the lecturers, especially when they do not have the knowledge and skills to develop the resources. Many initiatives have been conducted to promote quality content development among lecturers, each with its process and approach. However, most of the initiatives only focused on training the lecturers as the subject matter expert or developer for the learning object. Rarely students are involved in the development of the learning objects and remain as the user of the learning object. ASPIRE framework by HELM, the University of Nottingham promotes student's involvement in the learning objects development process. Through the ASPIRE framework, students will work collaboratively with the lecturers to determine the content for the reusable learning objects (RLOs). This paper intends to explore and capture the experience of a group of lecturers and students in Taylor's University, Malaysia as one of the partner universities of ACoRD project in developing the RLOs using the ASPIRE framework.

## **E-LEARNING IMPLEMENTATION IN MALAYSIA**

The first Malaysian National eLearning Policy, or in the Malay language, Dasar e-Pembelajaran Negara (DePAN), was enacted in 2011 to provide a framework and direction for the implementation of eLearning in higher education (COL, 2017). DePAN focuses on five areas: Infrastructure, Organizational Structure, Curriculum and e-Content, Professional Development, and Acculturation. It aims to transform Malaysian higher education institutions (HEIs) to become globally competitive by building a high quality and sustainable e-Learning framework. To achieve the aim, the Ministry of Higher Education has worked with HEIs in Malaysia to build capacity within the academic community, to establish a national e-Learning platform, and to coordinate and spearhead the content development. According to its plan DePAN 2.0 has committed to making 15 per cent of all courses available as Open Educational Resources (OER) by 2025, while 40 per cent of all courses will have original e-content developed.

Various e-Learning initiatives such as institutional content repository development, Open Courseware (OCR) development and the Malaysian Massive Open Online Courses (MOOC) initiatives were initiated to support this policy agenda (Chye, 2016). Although these initiatives come under different names, the focus remains to create quality, accessible and free learning objects for teaching and learning. Despite the initiatives being implemented nationwide, most HEIs in Malaysia are still facing some challenges in implementing e-Learning initiatives in their institutions, specifically in getting the lecturers to develop their learning objects. ACoRD (2020) has identified that some these challenges were due to the lack of expert training facilitators, trans-disciplinary team to support the learning objects development, i.e. learning technologists and instructional designers, and motivation among the teaching staff. Feedback

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