I-Learn, Futuristic Platform of Islamic Knowledge Based Society

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Abstract- This paper aims to focus on the introduction of the eLearning systems and the importance of the eLearning systems among the today community, globally. Besides that, it will be also discussed the concept of distance learning and its place in todays' world. Furthermore, at the peak, it will be the introduction of the Islamic eLearning system called iLearn which is being proposed as an ultimate solution for the Islamic based society as comprehend way to manage knowledge in accordance with Islamic thoughts and values. I-learn is an outstanding platform created to meet the need of today's Islamic World education concerns. The idea comes after the appearance and growth of numerous e-learning networks which enables the individuals to study and learn online. Despite the fact that there are number of e-learning websites with Islamic nature, yet there are several gaps which needs to be filled by our initials.

Index Terms- E-Learning, Ilearn, Islamic society, knowledge management

INTRODUCTION

Muslims as the "nation of learn and teach", has the highest urge to fulfill their responsibility which has been put on their shoulder by the Islam from the day one that Quran was revealed. The first word from Allah to man is Iqra, which means read. And it is not only literally read, but it has much more deep meaning and emphasize on the concept of education. Because it is through the education that a nation rises, and an emperor falls. ELearning is basically learning conducted via electronic media, typically on the Internet. ELearning is one of the fastest growing industries since its march to existence in 1999. It is 56 billion dollars' worth of industry that is keep growing larger annually. It is believed that in 4 years' time, 50% of all college/university students will be engaged in ELearning, globally. Thus ELearning is a quite important concept which is needed to be paid attention to, especially in Muslim world, the world of knowledge.

Considering its amount of market share, ELearning can be a total triumph due to its nature of learning term. Investing in education itself is considered a financial and spiritual asset. Therefore, development and building the most convenient mean of education and making it available to the public can have major positive effects in a society. Those effects can touch people's heart monetarily or by enlightening them with the gift of knowledge which has been bestowed upon them. According to the initial plan the use of platform is free of charge to the public while it will start to charge once it hits the first milestone which is to recruit at least 5000 registrants.

In today's world knowledge society is the most idealist type of society. That is why the project's aim is to teach and practice the culture of knowledge creation, sharing and export, in Muslim world in order to teach skills and principles of knowledge science to increase the competency between Muslim world and others in this field. This project also aims to create revenue to create a huge family of co-profit workers that can benefit from this project and also bring benefit and goodness to the society in whole. The platform of I-learn will be providing a variety of services in term of education and learning at different levels. These services are meant to be directed to the ones with the same interest in some categories which are moderated under Islamic principles. The number of target users is expected to be between 1-5 million in 2 years' time. The system will be presented in five main languages namely as English, Arabic, Russian, French and Persian. The speakers of these languages makes up above 80% of Muslims in the world.

PROBLEM STATEMENT

And now we have to answer the question that "where the Muslims are in the ELearning market with over 56 billion dollars in it?" Do we contribute according to the percentage of world population? Do we own one third of this highly growing industry considering one of every human in the world is Muslim? The answer to all questions is negative. Unfortunately there is no Muslim ELearning platform amongst the tops in the world. Mainly because we ignored the enormous power of ELearning in shaping the folks' minds. The problem is duly raises when have a very strong background in term of knowledge and creation of knowledge, but we are unable to utilize it in the most proper way. It is yet true that we have the greatest books of knowledge in our hand but we shall not disremember the fact the now it's the technology era. People want to learn while they are on the way to work or even at work. And that's the duty of skill-armed Muslims to

demonstrate and spread the knowledge of faith, fact, sincerity, ethics and values to the entire mankind.

LITERATURE REVIEW

The term 'MOOC' is generally attributed to David Cormier, and was used by both Siemens and Cormier to describe an online course with large enrolments that was open not only in term of enrolment, but also in terms of content, design, points of access, ways of application, and definitions of success(Weller, Siemens, & Cormier, 2012). In the years following CCK08, a number of MOOCS, which became known as cMOOCs, were based on this connectivist philosophy. They included CCK09, Personal Learning Environments, Networks and Knowledge (PLENK2010) and eduMOOC IN 2011 (Rodriguez, 2012).

QAA acknowledge MOOCs as 'an innovation with great potential to widen participation and promote lifelong learning', and 'an opportunity to promote higher education opportunities more generally' (QAA, 2014). In 2014 approximately 1,000 MOOCs were available from universities in the USA, and 800 from European institutions, and in several languages besides English (Bates, 2014). MOOCs have certainly led to new discussions about teaching and learning, but the development of MOOCs is also controversial. Arguments seem to fall into two camps. Those who see MOOCs as revolutionary, suggesting universities should seize the opportunities presented by MOOCs (Barber et al, 2013). This position has been echoed by governments, vice-chancellors and in the press, with claims MOOCs would 'change teaching, learning and the pathway to employment' and that 'nothing has more potential to enable us to reimagine higher education than the massive open online course (Friedland, 2013).

Others have called MOOCs a disruptive technology (Christensen, 2010), but opinions are divided about their value and importance. Some argue that they open up access to education and hence foster social inclusion, others cynically suggest that they are merely a 'marketing exercise' (Conole, 2013, p 2). As part of a 'digital revolution', MOOCs are celebrated for opening up education on an unprecedented scale through platforms such as another instance of the hype around technology in education, a more modern version of educational broadcasting, which does not affect the basic fundamentals of education(Bate, 2014).

A.   Common features of a MOOC

Since institutions are seeing rising participation levels, user accounts can be accessed and questions about who the diverse audiences for MOOCs are, as well as longer-term issues of sustainability and quality, can be examined and evaluated. For example, Ho et al(2014), have examined data from the last two years and 68 open online courses offered by Havard University (via Havardx) and MIT (via MITx) to describe trends, participant intentions and pathways through surveys and network analysis. They describe substantial participation and steady growth, revealing the interesting high numbers of teachers-as-learners that enroll in their MOOCx (Ho et al, 2014). They discuss the key principles on which HarvardX and

MITx were founded as: access, research and residential education. So, are these features common to all MOOCs? According to Bates (2014), MOOCs share a combination of the four key characteristics listed below. Each of these raises questions about quality.

- *Massive* with infinite scalability. However, there are some associated technological costs, such as bandwidth and back up for institutions to be aware of. Downes (2014) suggests the massive element applies not to the success of the MOOC in attracting many people, but to 'the design elements that make educating many people possible'. He emphasizes that: 'to educate is to do more than merely deliver content, and more than merely support interaction, for otherwise the movie theatre and the telephone system are, respectively, MOOCs'.

- *Open* with no prerequisites for participants other than access to a computer or mobile device and the internet. Coursera owns rights to the materials, so they cannot be reused without permission. Material may be removed when the course ends. Coursera decides which institutions can host MOOCs on its platform, while edX is an open source platform. Any institution that joins edX can develop their own MOOCs and rules regarding rights to the material (Bates, 2014).

- *Online* While MOOCs are offered initially completely online, increasingly institutions are negotiating to use MOOC materials in a blended format for use on campus. The institution provides learner support for the materials through campus-based instructors, for example at San Jose State University on-campus students use MOOC materials from Udacity courses, such as lectures, readings and quizzes to check participant progress (Bates, 2014).

- *Courses* MOOCs are different from other open educational resources, because they are organized into a whole course. Yet, even though many MOOCs offer certificates or badges for successful completion of a course, to date these have not been accepted for admission or for credit, even (or especially) by the institution offering the MOOCs (Bates, 2014).

### B.   Distinctions between pedagogical styles of MOOCs

In the literature, two distinct pedagogical forms of MOOC have been discussed (Smith and Eng, 2013); these are explained below and might be considered 'process' or 'content-based' approaches (Yuan et al, 2013, p 3).

- *cMOOCs* The early MOOCs were 'connectivist' (Siemens, 2012), described as cMOOCs, due to the focus on creating mass communication and interaction. One quality question arising around process-based cMOOCs is that since individual participants of cMOOCs create a lot of the material, whether they own the rights to this and how long the MOOC materials will remain available? (Bates, 2014). In deciding on a

framework for quality in a cMOOC, Creelman, Ehlers and Ossiannnilsson (2014) question if this should then relate to the desired social interaction in cMOOCs, based perhaps on the Community of Practice Model or situated around the theory of constructivist or connectivist assumptions. The focus would be on progression of learners growing into the community of their peers, how they build up expertise through making use of the connections and links they build within the sphere of social interaction (Creelman, Ehlers and Ossiannilsson, 2014).

- *xMOOCs* The more instructivist models have been labelled xMOOCs. These tend to employ a knowledge transmission model, through video recordings of classroom lectures or custom produced mini-lectures (Jona and Naidu, 2014). These may feature famous professors from highly reputed universities. Online participants learn autonomously without (necessarily) much focus on creating social interaction. A suitable quality framework for xMOOCs could therefore be a content-oriented type of framework, which is assessing the quality of the content presented. Subject matter experts would be needed and an analysis of the leaning design to evaluate how content is presented, and which type of learning objectives and assignments are given (Creelman, Ehlers and Ossian Nilsson, 2014).

CONCEPTUAL SOLUTION
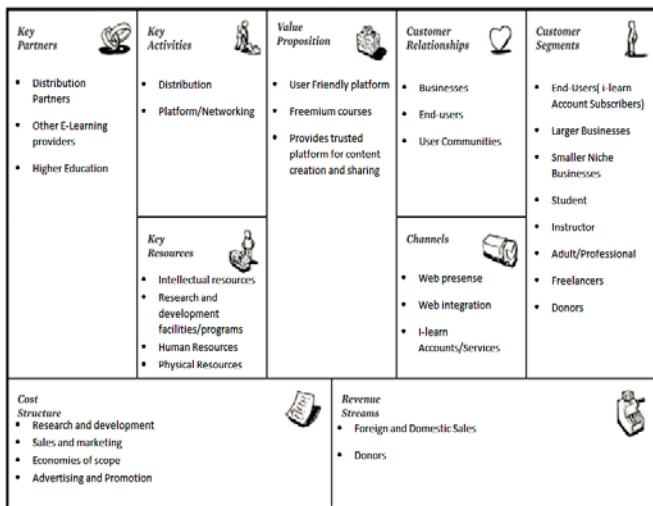
The following are the proposed 9 blocks of Business Model Canvas (BMC) for iLearn:

C.   Key Partners

Overview

I-learn has a multi-sided business platform, it forms key partners to bring in new customers. It also uses these partnerships to retain old customers by offering new services. I-learn facilitates interactions between customers and its key partnerships. Without having those key partners I-learn revenue would drop significantly.

- Distribution partners
- Other e-learning providers
- Higher Education

D.   Key Activities

In other to operate successfully I-learn has three key activities that allow them to generate revenue and in turn continue to improve the value it offers its customers.

- Building and maintaining the website
- Managing the main service. (ilearn.com)
- Promoting the platform to new users and content owners.

E.   Key resources

Every business model requires key resources. With iLearn's key resources they are able to offer value propositions to its customers.

- Intellectual resources
- Research and development facilities/programs
- Human Resources

F.   Physical Resources

Another Key Resource is acquiring smaller technology firms that are able to help fill product or service pipelines.

G.   Value proposition

iLearn creates an extremely user friendly platform. This attracts a wide variety of customers which are interested in learning on iLearn, promoting an environment in which both teachers and students alike benefit.

- User Friendly platform
- Freemium courses
- Provides trusted platform for content creation and sharing

H.   Customer Relations

iLearn has a close relationship with both students and instructors, creating a virtual User Community in which users can interact and exchange information or services. A user's iLearn Account allows them many benefits such as video, PowerPoint presentations, PDFs, audio, zip files, a social platform, and much more. Instructors can also engage and interact with users via online discussion boards. This is one example of the many incentive programs iLearn has to offer which are very beneficial for the subscribers to iLearn.

- Businesses
- End-users
- User Communities

I.   Channels

iLearn reaches around 80% of internet users on a Global scale, enabling thousands of instructors to reach their desired

clientele in an effective and efficient manner. iLearn also reaches out to its user communities in a variety of ways. iLearn provides its products and services in over 100 different languages in more than 50 countries around the world. Users from all over the world can access information in many different languages and formats.

- Web presence
- Web integration
- I-learn Accounts/Services

J. Customer Segment

iLearn's multi-sided market focuses both on satisfying the needs of learners through innovative developments, while satisfying the needs of instructors. The more useful and helpful i-learn becomes the more end-users it ultimately develops and in turn, a growing gain in company interest.

- End-Users(iLearn Account Subscribers)
- Larger Businesses
- Freelancers
- Smaller Niche Businesses
- Student
- Donors
- Instructor
- Adult/Professional

K. Cost Structure

Education continue to shift from offline to online as the digital economy evolves. This has contributed tPo the rapid growth of our business since inception, resulting in substantially increased revenues, and we expect that our business will continue to grow. However, our revenue growth rate has generally declined over time, and we expect it will continue to do so as a result of a number of factors, including increasing competition, the difficulty of maintaining growth rates as our revenues increase to higher levels, and increasing maturity of the online MOOC. In addition, we plan to continue to invest aggressively in our core areas of strategic focus.

- Research and development
- Sales and marketing
- Economies of scope
- Advertising and Promotion

L. Revenue Streams

Most of iLearn's Revenue streams comes from iLearn's website alone.

- Foreign and Domestic Sales
- Sales

CONCLUSION

In conclusion, it can be said that Islamic community as a pioneer knowledge based community has a lot of potential and expectations in regard to the education. This education can be in any mean possible, yet easy to be reached. The ILearn is a powerful solution to the current eLearning stream in today's societies globally. It brings benefits to the Muslim beings in different ways which can be in term of knowledge, job, asset, and values. The system is an extension solution to what the current eLearning is available but gives it a decisive Islamic taste in order to enlighten the minds of the Muslim knowledge seekers in the right recommended way.

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