E-LEARNING METHOD TO SUPPORT FOURTH INDUSTRIAL REVOLUTION

Wilmy E. Pelle[1], Oktovian B. A. Sompie[2], Ronny A. Maramis[2], Emma V. T. Senewe[2]

Sam Ratulangi University, Department of Education and Development, Manado, Indonesia[1],
Sam Ratulangi University, Department of Rectorate, Manado, Indonesia[2]

The Fourth Industrial Revolution builds on the digital revolution, representing new ways in which technology becomes embedded within societies and even the human body. One of the learning methods to support fourth industrial revolution is through e-Learning. e-Learning is a generic term for all technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer aided instruction also commonly referred to as online courses. The advantages of using e-Learning are (1) the material of subjects can be easily accessed of students and teacher; (2) more effective and efficient to access it due to unlimited space and time. In addition, the platform web-based internet/online system. The subject materials completed with supplement such as handout provide in Pdf file that can be downloaded. Framework Moodle has been using as the computer language program and Database MySQL as data saving.

Exploring Student Satisfaction and Engagement through Gamification: A Pilot Study

Muhammad Shahzad Aslam[1,2], Saima Nisar[3], Yee Kai Lee[1], Angel Ong Yong Hua[1]

School of Traditional Chinese Medicine, Xiamen university Malaysia[1],
Department of Traditional Chinese Medicine, School of Medicine, Xiamen university, China[2],
School of Economics and Management, Xiamen University Malaysia[3]

In the conducted structural equation modelling analysis, the default model yielded a significant chi-square value of 572.827 with 189 degrees of freedom, resulting in a ratio of 3.031. This model demonstrated moderate fit, with indices such as RMR at 0.225 and GFI at 0.47 indicating reasonable fit relative to model complexity. Notably, higher intention to use was positively associated with feeling competent, capable, and effective during gameplay, while showing a slightly negative association with feeling matched to the game's challenges. Additionally, higher intention to use was positively linked with feelings of autonomy, relatedness, presence, and intuitive controls, indicating a holistic relationship between intention to use and the gaming experience. The standardized regression weights indicate that higher intention to use is positively associated with feelings of competence (C2: 0.188), autonomy (A1: 0.18, A2: 0.504, A3: 0.61), relatedness (R1: 0.191, R2: 0.118), presence (P1: 0.542, P2: 0.789, P3: 0.837, P6: 0.915, P7: 0.854, P8: 0.38, P9: 0.801), and intuitive controls (IC1: 0.343, IC2: 0.19, IC3: 0.665) within the gaming experience. However, feeling matched to the game's challenges and emotional impact of events in the game show weaker or negative associations with intention to use. The standardized regression weights indicate significant positive associations between intention to use and various aspects of the gaming experience, particularly with feelings of presence, intuitive controls, and autonomy.

Exploring the Landscape of ChatGPT, its Applications in Education, and Research: A Comprehensive Overview

Saima Nisar[1], Muhammad Shahzad Aslam[2,3]

School of traditional Chinese Medicine, Xiamen University Malaysia[1],
Department of Traditional Chinese Medicine, School of Medicine, Xiamen University, China[2]

This abstract presents a comprehensive overview of ChatGPT's diverse applications in education, research, and beyond. The focus is on its relevance within the Traditional and Complementary Medicine (T&CM) realm. The 15 chapters explore different aspects of ChatGPT's integration into T&CM education and research. Chapter 1 examines its utility as a study tool for Pharmacology, followed by pedagogical implications in Chapter 2 and acceptance among undergraduate students in Chapter 3. Chapters 4-6 compare its efficacy with Google Scholar, discuss prompt engineering, and propose strategies like Bring Your Own Paper (BYOP). Ethical considerations and epistemological frameworks are examined in Chapter 7, followed by the author's perspective on ChatGPT's potential in Chapter 8. The abstract further discusses ChatGPT's role in medical education, public perception, and research trends. Policy guidelines and risk analysis post-ChatGPT era are discussed in Chapters 14 and 15, respectively. Throughout, the abstract highlights ChatGPT's multifaceted contributions to enhancing learning experiences and advancing research in T&CM education.