



Tan Syed Sheh Shahabudin Science Secondary

"This is the best time to introduce project-based learning to reach out to as many students as possible. I wish to tap their potential in doing Maths/Science projects using the e-learning platform provided by SAW...and I believe that all students can do projects, irrespective of their diverse socio-cultural background or academic achievements..."

Tan Khan Aun, Tan Syed Sheh Shahabudin Science Secondary School, Penang, 2006

scientific investigations; as well as (2) Interdisciplinary and cross-curricular studies incorporating the use of the ICT platform for communication to explore issues related to Science/Mathematics/Social Science, Health/Environmental Education and Sustainable Development.

With the launching of two new topics into the SAW programme, "Talking about Genetics Around the World" and "Climate Change" in the year 2006, many relevant science teaching and learning activities very much in line with addressing the current global issues and concerns have been incorporated. For instance, an educational website on "Climate Change" (http://kmi4schools.e2bn.net/mtn_satw/) which is hyperlinked to the main SAW official website (<http://www.scienceacross.org>), has been developed to promote interactive teaching and learning. In fact, the SAW programme is gaining an increased interest and participation in

the SEAMEO region. To date (as of 21 December 2006), the number of schools and teachers participating in the programme in the region is estimated to be as follows, i.e. Brunei Darussalam (15 schools and 36 teachers), Cambodia (8 schools and 14 teachers), Indonesia (43 schools and 64 teachers), Laos (6



schools and 8 teachers), Malaysia (137 schools and 251 teachers), Myanmar (12 schools and 14 teachers), Philippines (41 schools and 84 teachers), Singapore (33 schools and 68 teachers), Thailand (172 schools and 305 teachers) and Vietnam (15 schools and 15 teachers).

In Malaysia, a study was conducted by the RECSAM regular course participants in the year 2004 (Bernadas, et al., 2004) using action Research paradigm to explore whether project-based learning with ICT integration would foster a positive attitude among students towards science using the SAW web-based learning curriculum on the topic of "Renewable Energy". The general concern among the researchers and the science teachers was the

indifferent attitude towards science manifested due to the change of the language of instruction of Science from the national language to English. It had been identified as the research problem to be addressed. The results had paved a step towards the gradual transition and acceptance of the use of English for science teaching in the nation. Furthermore, this web-based activity with a necessity to use English for information exchange actually aids both the teachers as well as the students' mastery of science

learning besides allowing enjoyment and involvement in meaningful contextual projects. The school administrators and science teachers as well as the researchers, upon reflection, came to a conclusion that further action

research cycles can be carried out to affirm that project-based contextual active learning can improve teaching and learning as well as foster friendship globally via ICT web platforms.

The future of increasing globalised, technology-rich societies with knowledgeable citizens would rely fully on ICT for information, business and other transactions. The use of e-learning systems to promote ICT and project-based learning will alleviate the digital divide among children of various nations. Educators should be at the forefront in web-based ICT advancement in order to be able to introduce the necessary learning opportunities for students to realise their highest potential and become the leaders and workforce of tomorrow.

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