

# Ilearn Platform – Enhancing the Knowledge and Skills of the Society: A Conceptual Solution

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**Abstract:** Ilearn which stands for Islamic learning is an online platform or marketplace for Islamic education. Ilearn is among the growing MOOC which stand for ‘Massive Open Online Course’. It leverages on technology to assist in developing the knowledge and skills of Muslims in Islamic education and other branches of knowledge. This platform will make Islamic knowledge on various topics available worldwide such as Qur’an, Hadith, Sharia (Islamic Law), and Arabic. This paper will demonstrate on how Ilearn business model will be developed conceptually, by utilizing the Business Model Canvas (BMC).

**Keywords:** MOOC, e-learning, online platform, BMC.

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## I. INTRODUCTION

Ilearn is created to meet today’s challenges in Islamic education. With Ilearn, Muslims all over the world can get inexpensive access to Islamic education via the internet. Ilearn decreases the expenses customary related with education like classrooms, to the fact that it’s within the means of the impoverished. An internet connection, and a few affordable devices are all that is needed to be able to connect to Ilearn’s platform (Andriotis).

## II. PROJECT BACKGROUND

The objective of this project is to create an online educational platform for Islamic education. This platform will bring experts on various topics on Islamic education such as Sharia, Qur'an, Dawah/Usul al-din, Hadith, and Arabic and offer them to the public, either at no charge or for a tuition fee. This platform will also provide course development tools for instructors which will enable them to upload video, PowerPoint presentations, PDFs, audio, zip files and live classes to create courses. Instructors will also be able to interact with users via online discussion boards (“Udemy,” n.d, para. 11).

## III. PROBLEM STATEMENT

The Messenger (peace and blessings of Allah be upon him) made seeking knowledge an obligation upon every Muslim, and he explained that the superiority of the one who has knowledge over the one who merely worships is like the superiority of the moon over every other heavenly body. He said that the scholars are the heirs of the Prophets and that the Prophets did not leave behind dinars and dirhams (i.e., money), rather their inheritance was knowledge, so whoever acquires it has gained a great share. Islam is the religion of knowledge. The first chapter of the Qur’an to be revealed enjoined reading which is the key to knowledge, Allah says (interpretation of the meaning):

*“Read! In the Name of your Lord Who has created (all that exists),  
He has created man from a clot (a piece of thick coagulated blood),  
Read and your Lord is the Most Generous,  
Who has taught (the writing) by the pen,  
He has taught man that which he knew not”*

(Quran 96:1-5, The Holy Quran Translation By Hilali and Khan)

The Islamic nation is in need of knowledgeable people at every time and in every place. A nation deprived of knowledge will live in illusions and fall (Tuwayjri, n.d).

#### IV. LITERATURE REVIEW

Educational technology is the operational use of technology in learning. In theory, it involves a collection of tools, such as media, devices and networking hardware, along with studying the underlying theoretical viewpoint for their successful application (Garrison, et al., 2003). MOOC which stands for ‘Massive Open Online Course’ is unlike traditional online course which charge tuition fees. In MOOC, anyone with an Internet connection can subscribe. However, the course design counts a lot. So are the fellow students. Unlike traditional learning, open courseware – lectures which are videotaped- the MOOC is a full course made with students in mind. The medium is still the lecture. (Pappano, 2012).

The key characteristic of an online course using connectivist principles are autonomy, diversity, openness, and connectedness and interactivity (Downes 2007a, 2008, 2009b). Diversity make certain that learners are from an adequate diverse population to prevent group-think and ‘echo-chamber’ (McRae, 2006). They engage in various readings, discussions and environments. ‘Openness’ contains engagement of all levels, without hindrances between ‘in’ and ‘out’. It aids information through the network, and foster a culture of sharing and concentrate on the creation of knowledge. ‘Connectedness’ and interactivity is what makes all this achievable. Knowledge becomes apparent due to connection (Mackness, et al., 2010).

“The MOOC is open and invitational” (McAuley et al., 2010; Dahlan et al., 2015). Anyone who wants to partake is not excluded; people negotiate the degree and nature of their involvement according to their personal wants and needs, irrespective of whether those needs are described. From a conceptual viewpoint, this framework grants access to huge amount of people who may well be left out for reasons varying from time, to geographic location, to formal prerequisites, to financial hardship (McAuley et al., 2010; Dahlan et al., 2015).

##### **MOOCS as Digital Practice:**

In a distributed, global, digital world MOOCs are among the earliest for knowledge growth. They use technology such as the internet to assist the educational needs of the society, and also play a role in the advancement and dissemination of knowledge across a diversity of fields (McAuley et al., 2010). In MOOC, barriers to learning are reduced and learners independence are increased as they create, engage and collaborate. MOOCs and other open transparent learning experiences are important for Muslims in this digital age.

A great deal of technical innovation in previous centuries has enabled humanity to prolong itself physically and theoretically, through the use of airplanes, telescopes, trains and cars. The Internet, particularly in latest improvement of connective and networked applications, is an intellectual enlargement for humanity.










Knowledge is not the barrier, on the contrary the physical resources. Digital information is almost with no restriction because the costs for labour and material are lowered to near nothing.

##### **What factors limit participation?**

People who aren’t familiar with the MOOC environment will probably find it challenging and may restrict their own involvement, regardless of their aim going in (McAuley et al., 2010). “It goes without saying that lack of familiarity with the digital skills privileged and rewarded within the MOOC will limit participation. So will a lack of access to the basic tools necessary to participate, specifically a computer and broadband access. Lack of experience with both the software/platforms and the content may be limiting, because MOOCs – like most digital communities and networks – operate on the assumption that people have contributions to make and know how to make them in an appropriate manner (McAuley et al., 2010).”

#### V. CONCEPTUAL SOLUTION

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

<p><b>Key Partners</b> </p> <ul style="list-style-type: none"> <li>• Distribution Partners</li> <li>• Other E-Learning providers</li> <li>• Higher Education</li> </ul>	<p><b>Key Activities</b> </p> <ul style="list-style-type: none"> <li>• Distribution</li> <li>• Platform/Networking</li> </ul>	<p><b>Value Proposition</b> </p> <ul style="list-style-type: none"> <li>• User Friendly platform</li> <li>• Freemium courses</li> <li>• Provides trusted platform for content creation and sharing</li> </ul>	<p><b>Customer Relationships</b> </p> <ul style="list-style-type: none"> <li>• Businesses</li> <li>• End-users</li> <li>• User Communities</li> </ul>	<p><b>Customer Segments</b> </p> <ul style="list-style-type: none"> <li>• End-Users( i-learn Account Subscribers)</li> <li>• Larger Businesses</li> <li>• Smaller Niche Businesses</li> <li>• Student</li> <li>• Instructor</li> <li>• Adult/Professional</li> <li>• Freelancers</li> <li>• Donors</li> </ul>
<p><b>Key Resources</b> </p> <ul style="list-style-type: none"> <li>• Intellectual resources</li> <li>• Research and development facilities/programs</li> <li>• Human Resources</li> <li>• Physical Resources</li> </ul>		<p><b>Channels</b> </p> <ul style="list-style-type: none"> <li>• Web presense</li> <li>• Web integration</li> <li>• I-learn Accounts/Services</li> </ul>		
<p><b>Cost Structure</b> </p> <ul style="list-style-type: none"> <li>• Research and development</li> <li>• Sales and marketing</li> <li>• Economies of scope</li> <li>• Advertising and Promotion</li> </ul>			<p><b>Revenue Streams</b> </p> <ul style="list-style-type: none"> <li>• Foreign and Domestic Sales</li> <li>• Donors</li> </ul>	

**Key Partners:****Overview:**

Ilearn has a multi-sided business platform, it develop key partners to create new customers. These partnerships helps maintain old customers by proposing new services. Ilearn simplifies the interactions between clients and its key partnerships. Ilearn's key partners helps it maintain its revenue ("Google Business Model Canvas", n.d)

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

**Key Activities:****Overview:**

Ilearn's key activities makes it operate successfully, which aids in revenue generation. Consecutively, enhancing the value it proposes to its customers. ("Google Business Model Canvas", n.d. )

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

**Key resources:****Overview:**

Ilearn's key resources assists in proposing value propositions to its clients. Among its Key Resources is the Acquisition of niche technology companies that will aid in filling up product or service gaps ("Google Business Model Canvas", n.d.)

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

**Value proposition:****Overview:**

Ilearn makes a great 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 ("Google Business Model Canvas", n.d.).

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

**Customer Relations:****Overview:**

Ilearn's Platform assists both users and instructors in exchanging information. With an account on Ilearn, a user has many benefits such as video, PowerPoint presentations, zip files e.t.c. Instructors can contact users via online discussion boards ("Google Business Model Canvas", n.d; "Udemy," n.d, para. 11).

- Businesses
- End-users
- User Communities

**Channels:****Overview:**

Ilearn has a close connection with both students and instructors, generating an effective User community in which users can relate and discuss. A user's Ilearn Account make available to them lots of advantages such as video, PowerPoint, presentations, PDFs, audio, zip files, a social platform, etc. Instructors are able to relate with users through forums ("Google Business Model Canvas", n.d; "Udemy," n.d, para. 11).

- Web presence
- Web integration
- Ilearn's Accounts/Services

**Customer Segment:****Overview:**

Ilearn multi-sided platform concentrates on fulfilling the needs of learners whereas fulfilling the needs of instructors. The more beneficial Ilearn turns out to be, the more customers it develops which leads to an increase in profit for the company ("Google Business Model Canvas", n.d).

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

#### **Cost Structure:**

##### **Overview**

Education is moving from offline to online due to the digital economy. This plays a role in the growth of our business, causing considerable increased profits, and we believe that our business will keep on growing. Conversely, our profits growth rate might drop over time due to some factors such as increasing competition and rising maturity of the MOOC. Furthermore, we intend to invest strongly in our fundamental area of our strategic focus (“Google Business Model Canvas”, n.d).

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

#### **Revenue Streams:**

##### **Overview**

Most of Ilearn's Revenue streams comes from Ilearn's website alone (“Google Business Model Canvas”, n.d).

- Foreign and Domestic Sales
- Donors

## **VI. CONCLUSION AND FUTURE WORK**

With this paper we have explained on how technology and network can help to create and share Islamic education contents worldwide. Ilearn's website allows for knowledge creation to happen over time without being tied to a particular space and contexts (Waard et al., 2010). This new information age requires new formats and frameworks to be drawn up (Waard et al., 2010). When examining the change in learning which is due to social media, ubiquitous cloud computing and new technologies, a MOOC harmonizes all these changes and Ilearn offers the service to realize such changes (Waard et al., 2010). However, further research is needed to see whether Ilearn are attracting a specific learner profile that is not linked to age, gender or cultural background, but rather to factors in intrinsic and extrinsic motivations. In addition two categories will be surveyed: race and social-economic status (Waard et al., 2010)

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