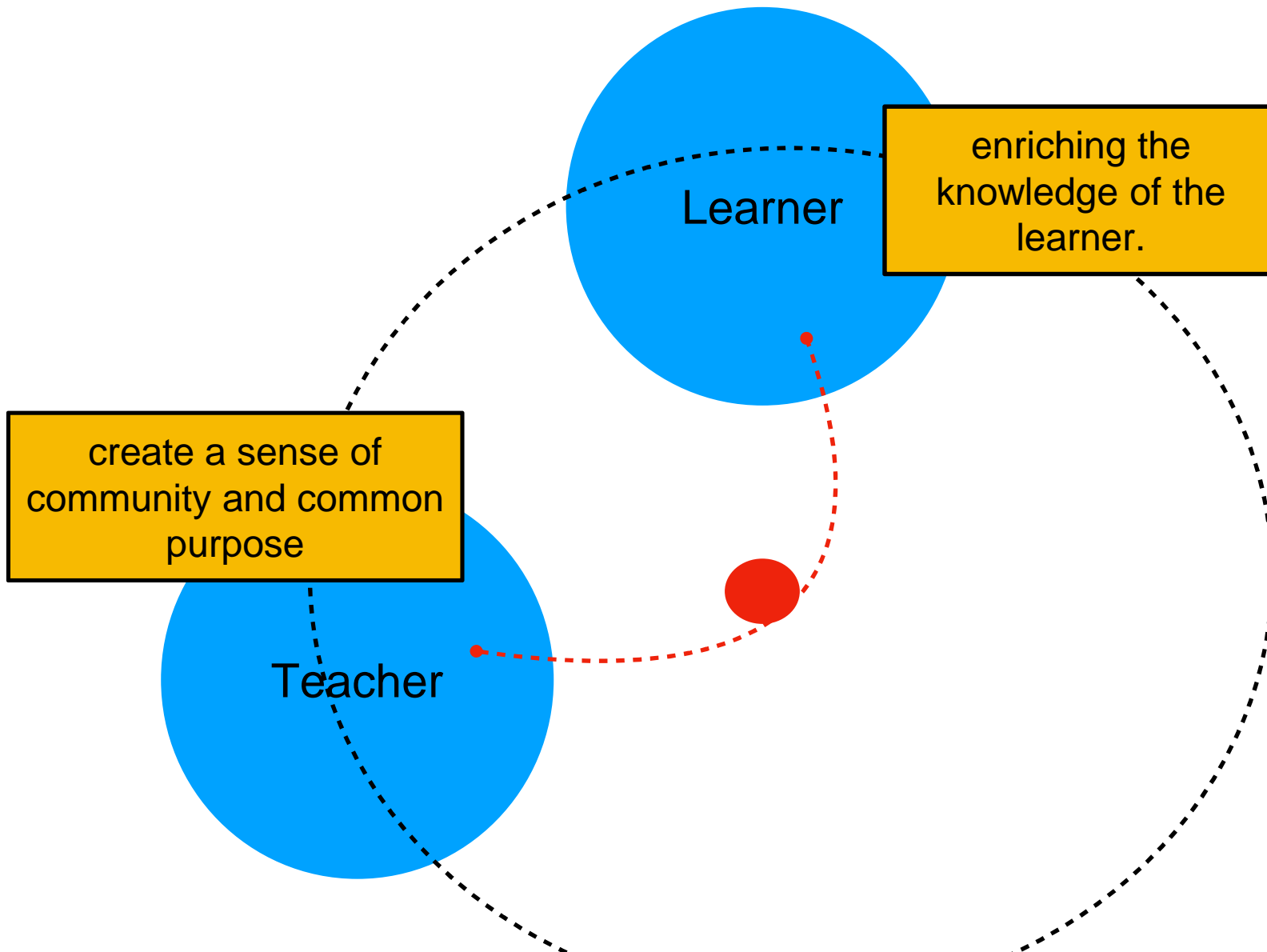


# **The Learner's Engagement in the Learning Process designed based on the Experiential Learning theory Post Graduate Program at Open University Malaysia**

**Zahari Hamidon  
6 Sept 2018**

One of the common factors that affected the learner in their commitment to undergoing the task is their engagement in the learning process. The enrichment of the educational experiences, student-faculty interaction, and active and collaborative learning (Hou, H., Wang, S., Lin, P., & Chang, K, 2015)



Experiential learning is defined as as a process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of **grasping and transforming experience**( Beard and Wilson, 2013)

# Stage 1

**CE**  
Concrete Experience

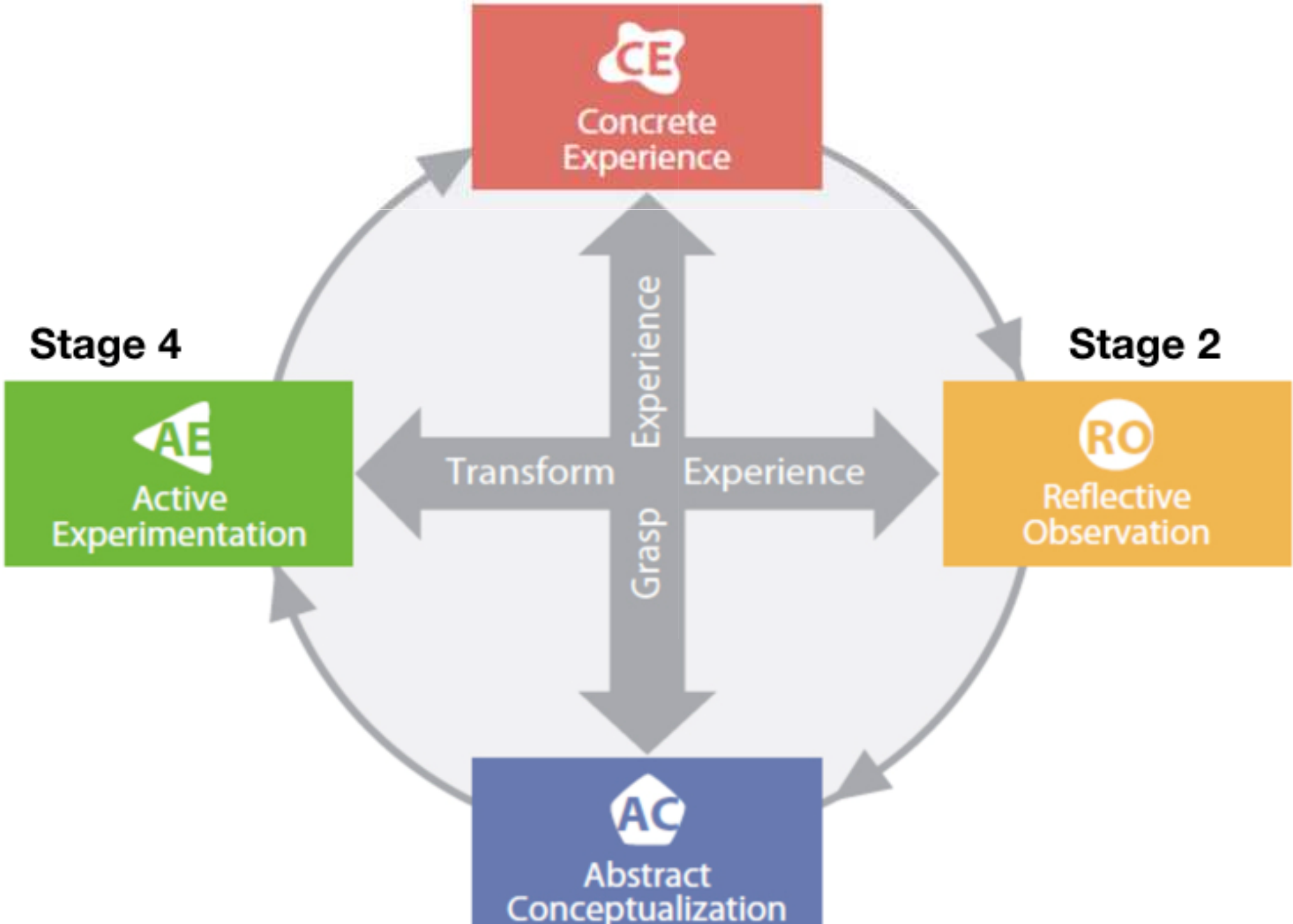
# Stage 2

**RO**  
Reflective Observation

# Stage 4

**AE**  
Active Experimentation

**AC**  
Abstract Conceptualization



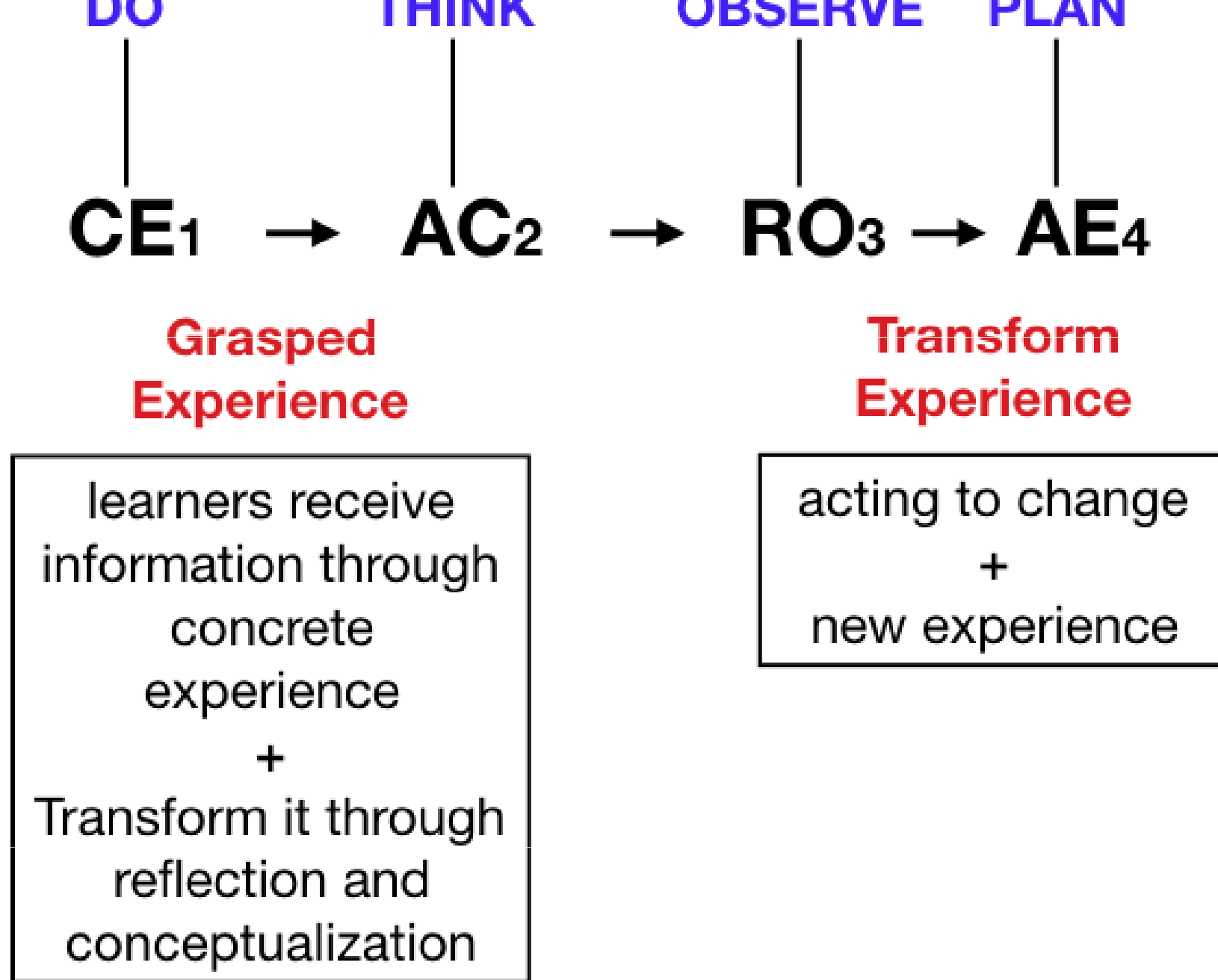


Figure. 2 Visualization of Four Stages of Learning Cycle in ELT

## Learner's engagement through online forum

Interaction in online class should range between **10% to 25%** for students to achieve a **practical learning session**. At Open University Malaysia, a **discussion interaction is the norm** ( Zoraini Wati Abas, and Mansor Fadzil. 2008)

Most of the posting by the tutors seem to be **irregular which leads to a lack of 'teaching' presence** ( Zoraini Wati Abas, and Mansor Fadzil. 2008)

In many cases, the questions posted were those **whose answers could be found in the modules** distributed to learners. In addition, some questions were **found to be repeatedly asked**, leading to the suspicion that learners were merely repeating each other ( Zoraini Wati Abas, and Mansor Fadzil. 2008)

Online forum is expected to **intensify the student satisfaction and motivation to learn** if the level of participation in the activity is high (Martinez et al. 2008)

# CONTENTS

The purpose of this study was to:

1. observe the level of engagement in a learning process in 'grasp experience' and 'transform experience' section.
2. evaluate the level of engagement in an online forum between 'grasp experience' and 'transform experience' section.
3. clarify the level of engagement through the posting in an online forum, which reflects the actual 'experience.'

This study will address three research questions as below:

What is the difference between a level of engagement perceived by learners in a week between the grasp experience (GE) and transform experience (TE)?

What is the level of engagement between the learners' 'grasp experience' (GE) and transform experience (TE) in the learning process?

To what extent does the level of experience in grasp experience contribute to the transformation of new experience in transform experience?



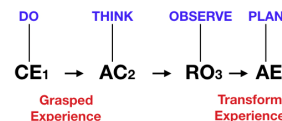
# Methodology

This study focuses on user's research.

Six graduates from Masters of Instructional Design and Technology involves in this study.

Most of them are working adults undergone the fully online learning process in the the course for 14 weeks. In the course the students are required to complete four main activities as stated in Table 1.

A study comparing student's learning process in grasped experience (GE) and transform experience (TE) in the learning process as visualized in Figure 2



Online Forum 1	Share, in the online forums, at least one of the theories you favour the most that you will use to incorporate in your own learning situation.	<p>Grasp Experience</p> <p><b>Level of engagement</b></p> <p><b>(Days/Hour/Minute)</b></p>
Reflect and Contextualize	Write a reflective paper describing the key personalities and their respective learning theories	
Online Forum	Explore and identify a free MOOC (Massive Open Online Course) or a mobile learning initiative, in terms of how the learning theories are being applied and to observe their effects on learning.	<p>Transform Experience</p> <p><b>Level of engagement</b></p> <p><b>(Days/Hour/Minute)</b></p>
Writing a case study	Select one for a case study. Report your observations by first describing the selected MOOC or mobile	

# Reports

Competency breakdown

Logs

Live logs

Activity report



Course participation

Activity completion

Statistics

Event monitoring rules

PLYIN

L TECHNOLO

board / My courses / HMLT5203 / Reports / Course participation

✓ Choose...

## Assignments

Activity 2: Reflect and Contextualize (40%)

Activity 4: Writing a Case Study (40%)

## BigBlueButtonBN

Video Conferencing

VC Recording

## Chats

Virtual Chat (date and time will be informed)

Virtual Chat

## Folders

Download Assignment Questions

## Forums

General news and announcements

General Forum

How to Engage with the Activity



Look

# ogy

Get these logs

« 1 ... 58 59 60 61

Time	User full name	Affected user	Event context	Component	Event name
9 May 2018, 11:07 AM	SIVALINGAM NALLIAH sivaoum	-	Course: HMIR5103 RESEARCH IN INSTRUCTIONAL DESIGN AND TECHNOLOGY	System	Recent activity viewed
9 May 2018, 11:06 AM	SIVALINGAM NALLIAH sivaoum	-	Course: HMIR5103 RESEARCH IN INSTRUCTIONAL DESIGN AND TECHNOLOGY	System	Course viewed

7 May 2018, 2:14 PM	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Course: HMIR5103 RESEARCH IN INSTRUCTIONAL DESIGN AND TECHNOLOGY	System	Course viewed
---------------------	--------------------------------------	---	--	--------	---------------

7 May 2018, 2:14 PM	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Course: HMIR5103 RESEARCH IN INSTRUCTIONAL DESIGN AND TECHNOLOGY	System	Course viewed	The user with id '83500' viewed the course with id '1422'.	web	14.1.225.29
---------------------	--------------------------------------	---	--	--------	---------------	--	-----	-------------

Download table data as

« 1 ... 58 59 60 61

Sheet1 | Sheet1-1 | Activity3 vs Activity4-rawdata | Activity3 | Activity3-1 | Activity3Final\_coded

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
04/18, 21:30	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	113.113.210.210
04/18, 21:30	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	113.113.210.210
04/18, 21:32	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	210.210.14.14
04/18, 21:29	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	210.210.14.14
04/18, 21:18	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	210.210.14.14
04/18, 14:57	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	210.210.14.14
04/18, 14:45	MUNDENDE KASONDE kmundende	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	41.61.183.183
04/18, 21:08	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	183.183.210.210
04/18, 16:28	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	210.210.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	A submission has been created.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	The user has accepted the submission.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	Submission confirmation received.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	Assignment: Activity 4: Writing a Case Study	File submissions	Submission created.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	File submissions	A file has been uploaded.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	Assignment: Activity 4: Writing a Case Study	Online text submissions	Submission created.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:25	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Online text submissions	An online text has been submitted.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:24	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	Assignment: Activity 4: Writing a Case Study	Assignment	Submission form viewed.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 14:24	MUHAMMAD NAUFAL BIN ABBAS ajoypisces	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	14.14.14.14
04/18, 02:06	AZLINA BINTI CHE ANI azlinacheani	-	Assignment: Activity 4: Writing a Case Study	Assignment	The status of the submission has been updated.	The user with id '1422' viewed the course with id '1422'.	web	210.210.14.14

The data is then filtered manually in the spreadsheet Mac, numbers. Types of data selected are Time that contains *Date* and *Time* (hours: minutes).

The time component recorded the login date and time according to the user. The date and time from Time, are then separated into the

**Start Time - End Time** and **Start Date - End Date**.

Both data is then calculated using the Formula ***=DURATION(Start\_Time - End\_Time)*** to give the value of the engagement time.

Example:

**0d 1h 43m uses =DUR2HOURS** (*cell reference*)

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
28/1/18 14:25								

Student 1	Date	Time	Duration	Engagement
Start Date : Start Time	28/1/18	2:10	0d 1h 43m	0d 1h 43m
End date : End Time	28/1/18	0:27		

Activity 1 & 2 Grasp experience	Activity 3 & 4 Transform experience
Level of engagement (Days/Hour/Minute)	Level of engagement (Days/Hour/Minute)

**Table 1: Example of Engagement Time  
for each student within 3 months**

	Student 1			
Day	Date	Time	Duration	Engagement
1	28/1/18	2:10	0d 1h 43m	0d 1h 43m
2	13/2/18	10:58	0d 0h 2m	0d 0h 2m
3	21/2/18	10:22	0d 0h 0m	0d 0h 0m
4	26/2/18	13:33	0d 0h 1m	0d 0h 1m
5	2/3/18	13:37	0d 0h 0m	0d 0h 0m
6	5/3/18	16:22	0d 0h 22m	0d 0h 22m
7	8/3/18	15:32	0d 14h 47m	0d 14h 47m
8	13/3/18	17:23	0d 2h 0m	0d 2h 0m
9	14/3/18	21:58	0d 20h 24m	0d 20h 24m
10	17/3/18	4:43	0d 21h 18m	0d 21h 18m
11	18/3/18	19:30	0d 19h 27m	0d 19h 27m
12	27/3/18	12:02	0d 0h 0m	0d 0h 0m
13	28/3/18	11:30	0d 0h 1m	0d 0h 1m
14	5/4/18	17:51	0d 0h 1m	0d 0h 1m
15	7/4/18	16:27	0d 0h 2m	0d 0h 2m



## Online Learning Theory and ID (Knowledge Building)

One of the assignment is to have you demonstrate the knowledge gained from the online discussions, focuses on the learning theory of its application and how to apply the theories within the areas of instructional technology.



### Online Discussion (10%)

#### Activity 1: Online Forum (10%) (22 Sept - 22 Oct 2018)

##### Task 1: Online Discussion (10%)

Following this, share, in the online forums, at least one of the theories you favour the most that you post constructive comments or suggestions in the forums to generate a fruitful discussion with your peers.


- › Thread 1: The thought of the key personalities on behaviorist, cognitivist, constructivist
- › Thread 2: Understanding on the learning theories: behaviorism, cognitivism constructivism
- › Thread 3: Relationship of the learning theory in Instructional Design
- › Thread 4: How can learning theories benefit formal, informal, non-formal in the classroom

Separate groups: ZAHARI BIN HAMIDON

Add a new discussion topic

Virtual Chat (date and time will be informed)

## Reflect and Contextualize (40%)

 Point to Ponder



### PRE-REQUISITE READINGS

 Learning Theories of Instructional Design by Br...

 Learning Theory and Instructional Design Greg...

 Learning Theory from Wikipedia




### Take a break

### ACTIVITY

This activity aims to give you opportunities to reflect on your understanding of certain topics.

## Submit Your Reflective Paper here (10-20%)



 Activity 2: Reflect and Contextualize (40%)





## Online Discussion (10%)

### General Instructions

1. You can only post one comment
2. You are required to post at least two comments
3. Only quality comments will be graded
4. Plagiarism is not allowed

### Activity 3: Online Forum 10% (10 - 23 Nov 2018)

#### Evidence and Reflection:

##### Task 3:

#### Online Discussion (10%)

Now that you are familiar and able to apply some of the learning theories in instructional situations, it is time to explore and identify a free MOOC (Massive Open Online Course) or a mobile learning initiative, in terms of how the learning theories are being applied. Discuss in an online forum based on the following thread

- › Thread 1 : Learning theories in instructional situations, based on the latest trends in learning today
- › Thread 2: MOOC, ID and the learning theory, identify the linkage
- › Thread 3: how the learning theories are being applied in MOOC and to observe their effects on learning

#### Learning Outcome:

Postings - Online Discussion based on the topics in the forum thread

- › Thread 1 : Learning theories in instructional situations, based on the latest trends in learning today
- › Thread 2: MOOC, ID and the learning theory, identify the linkage
- › Thread 3: how the learning theories are being applied in MOOC and to observe their effects on learning



Activity 3: Online Discussion

## ACTIVITY



Self-reflection (Self Evaluation)

Submit Your Case Study here (24 Nov. 2018)



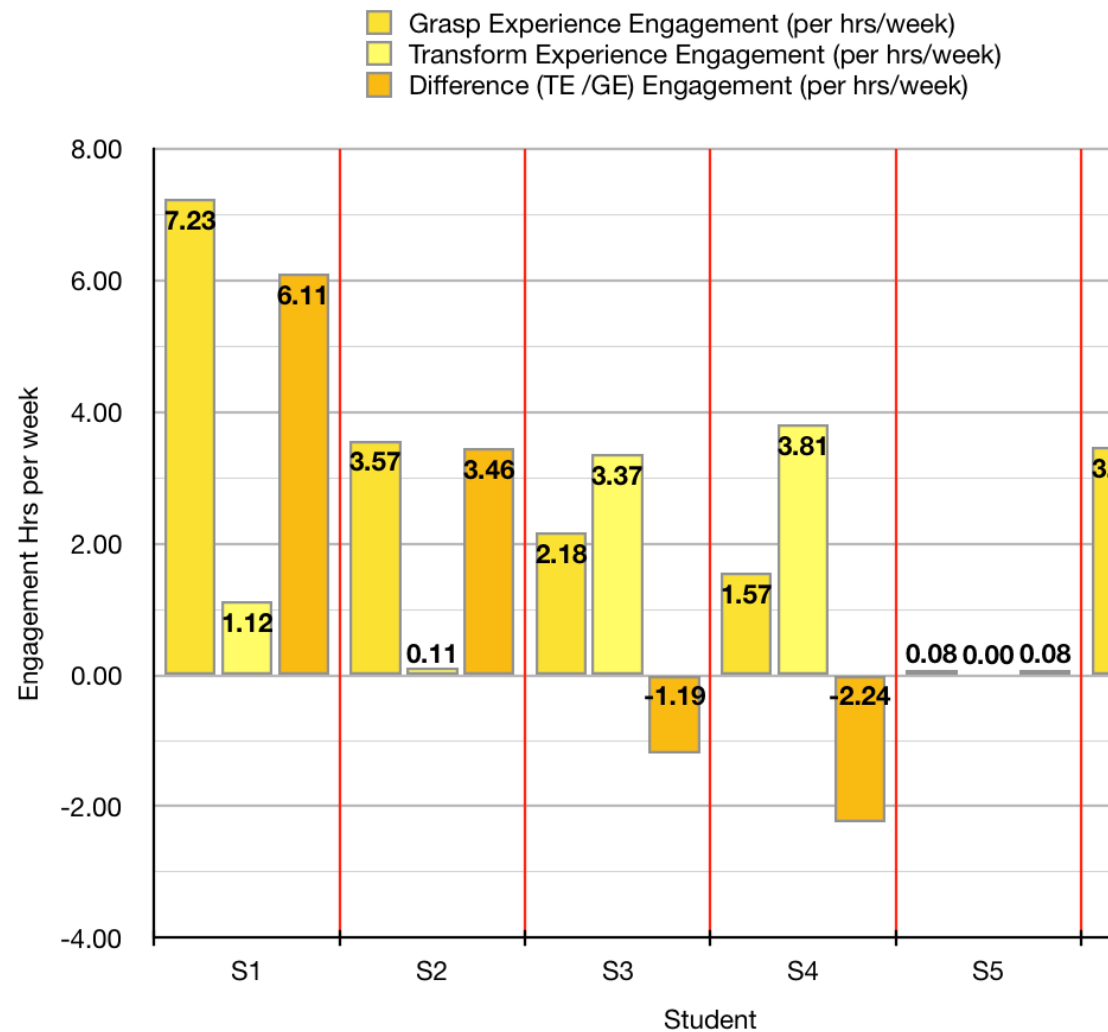
Activity 4: Writing a Case Study (40%)

Research Question 1. What is the difference between a level of engagement per week in a week between the grasp experience (GE) and transform experience (TE)

The negative values show the declination of the level of engagement.

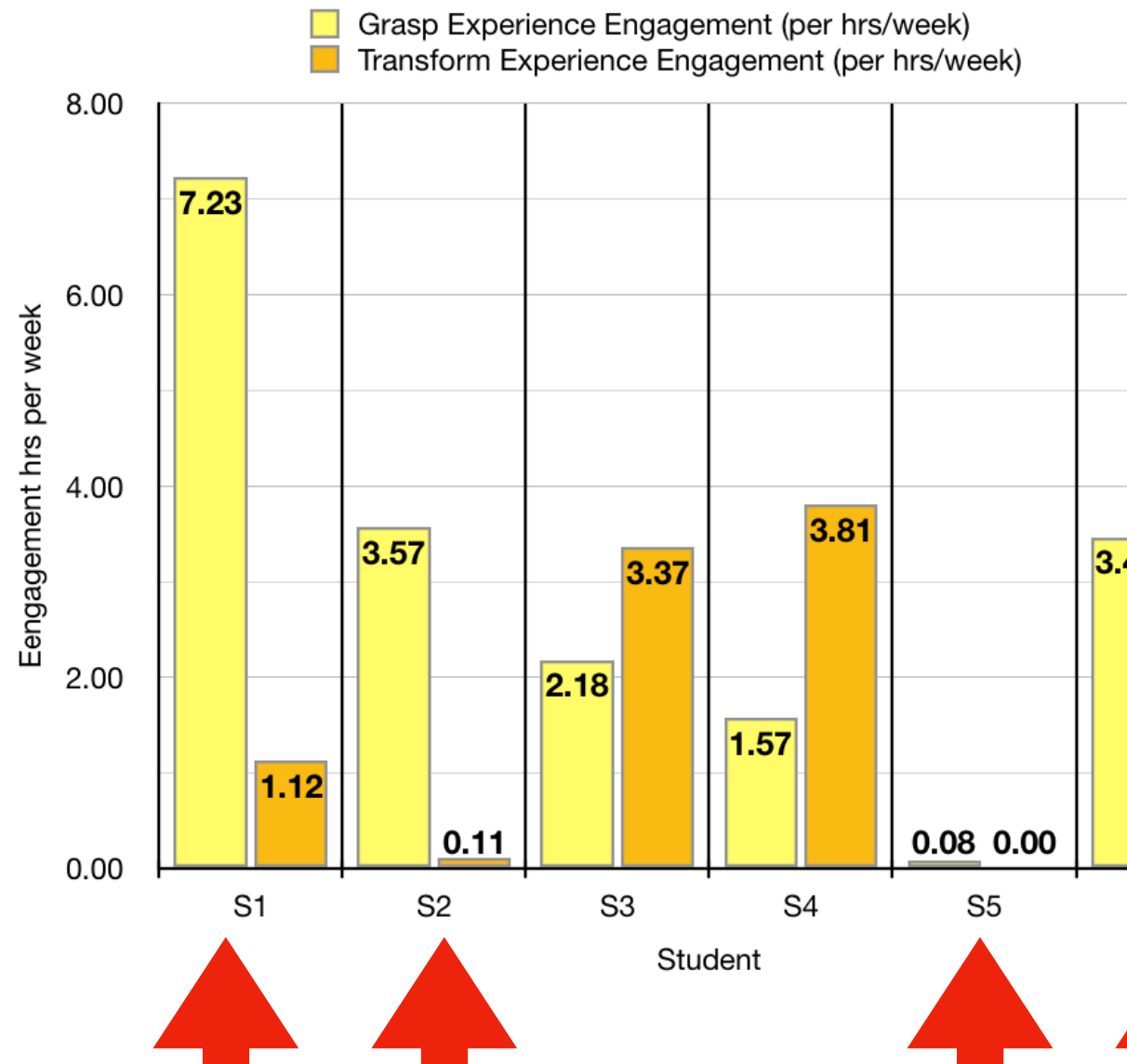
Most of the students seem to be active in an online forum in GE ( $M = 53d, M=3.02$ ) session compare to their involvement in the online forum in TE ( $M=51d, M=1.04$ ).

The findings show that there is a significant declination on hours of engagement in the forum between the Grasp Experience (GE) session and the Transform Experience (TE) session.



# Research Question 2 - What is the level of engagement between the learners in 'grasp experience' (GE) and transform experience (TE) in the learning process

... of the students shows a significant drop on hours of engagement between GE and TE that involves Student 1 (S1) with GE (M=7.23) and TE (M=1.12) followed by Student 2 (S2) with GE (M=3.57) and TE (M=0.11), Student 6 (S6) with GE (M=3.47) and TE (M=0.11) and Student 5 with GE (M=0.08) and TE (M=0.00).



**Research Question 3 - To what extent does the level of experience in grasp experience contribute to the transformation of new experience in transform experience?**

<b>Activity 1 &amp; 2 Grasp experience</b>	<b>Activity 3 &amp; 4 Transform experience</b>
<i>M</i> =3.02 (hrs) per week in 53 days	<i>M</i> = 1.42 (hrs) per week in 51d

shows **significant drop in numbers of hours in engagement in online activities in the Transform Experience (TE)**. Comparative data between the grasp experience (GE) and transform experience (TE) section **reflect the opportunities for the learners adjust the learning experience.**

## + side

Looking at the positive side of the engagement, this scenario is in line with the study by Turney, Robinson, Lee, & Soutar wherein **GE** session student **tends to spread their learning experiences over a more extended period in an online forum by gathering information and shared it with their peers.** In **TE** session, the students **tend to ignore the online activities and focus more on reflecting the ideas in writing a case study.** (reported in Fincher, 2010)

This study is a **small case study**, attempt to use an **analytic learning data in Moodle** to gain insight into the learning engagement in an online forum in a fully online course at Open University Malaysia.

More study needs to be conducted based on a paradigm of user's research **through various types of learning analytic data to enrich the ideas on understanding its technique.** The study should also be conducted on **user's experience to support the level of engagement** **ence will strengthen the conclusion.**

**Thank You**