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**MOBILE LEARNING EXPERIENCE AND SELF-DIRECTED  
LEARNING READINESS ON MOBILE TASK-BASED ACTIVITY  
PERFORMANCE: A CASE STUDY AMONG POSTGRADUATE  
STUDENTS**



**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2022**



Awang Had Salleh  
Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

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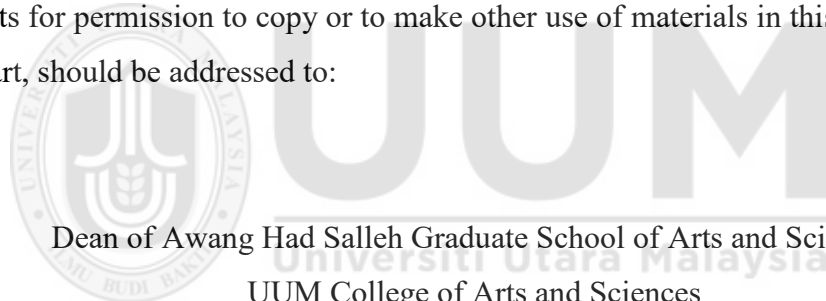
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## Abstrak

Peranti mudah alih mempunyai pelbagai potensi besar terutama menyediakan kemudahan mengakses maklumat tanpa batasan dan pembelajaran sendiri kepada para pelajar. Tujuan kajian ini adalah untuk mengenal pasti pengalaman para pelajar pascasiswazah melakukan aktiviti berasaskan tugas peranti mudah alih dan kesediaan pembelajaran arahan sendiri. Aktiviti berasaskan tugas peranti mudah alih ini merupakan amalan pengajaran yang menggabungkan pembelajaran dan penilaian. Penyelidik menggunakan persampelan bertujuan seramai 34 pelajar pascasiswazah dari sebuah universiti awam di Malaysia. Penyelidik menggunakan reka bentuk kajian bertumpu selari dengan gabungan data kualitatif dan kuantitatif untuk tujuan triangulasi. Data kuantitatif dikumpulkan melalui soal selidik atas talian, dan penilaian berasaskan peranti mudah alih. Data dari soal selidik dianalisis menggunakan statistik deskriptif, dan analisis ujian t-sampel berpasangan, manakala penilaian berasaskan peranti mudah alih dianalisis menggunakan rubrik. Data kualitatif dikumpulkan melalui buku-log pembelajaran, penulisan reflektif, dan temubual separa berstruktur, dan seterusnya dianalisis secara tematik. Hasil kajian dari analisis statistik deskriptif menunjukkan pengetahuan pembelajaran terdahulu serta pengalaman pelajar menggunakan teknologi peranti mudah alih adalah kurang. Walau bagaimanapun, hasil kajian pasca membuktikan pelajar yang menggunakan komputer riba, and telefon pintar untuk aktiviti berasaskan tugas peranti mudah alih menjadi lebih berpengalaman. Ujian pemerinkatan bertanda Wilcoxon menunjukkan bahawa ujian post kesediaan pembelajaran arahan sendiri di kalangan pelajar adalah signifikan daripada ujian pre. Penilaian berasaskan peranti mudah alih mendedahkan bahawa pelajar mempunyai tahap prestasi yang maju dan mahir. Oleh itu, kajian ini menunjukkan bahawa aktiviti berasaskan teknologi mudah alih mempunyai keupayaan untuk meningkatkan dan memperbaiki pengalaman pembelajaran pelajar dengan cara yang bermakna dan pembangunan kemahiran pembelajaran sendiri. Penemuan ini akan digunakan untuk kajian masa depan mengenai peranti mudah alih untuk tujuan pembelajaran dan penilaian. Implikasi kajian ini adalah memupuk pengalaman pelajar terhadap pembelajaran mudah alih yang bermakna dan kemahiran pembelajaran sendiri.

**Kata Kunci:** Peranti mudah alih, Pengalaman M-pembelajaran, Aktiviti berasaskan tugas peranti mudah alih, Kesediaan pembelajaran arahan sendiri.

## Abstract

Mobile devices have a wide array of capabilities, including accessing unlimited information and self-learning for students. This study aimed to identify postgraduate students' experiences performing task-based activities on mobile devices and preparing for self-directed learning. This mobile task-based activity is an educational practice that combines education and assessment. The researcher used a targeted sample of 34 post-graduates from a public university in Malaysia. This study used a mixed-method case study design with qualitative and quantitative data for triangulation. The researcher gathered quantitative data through online questionnaires and evaluations based on mobile devices. Questionnaire data were analyzed using descriptive statistics and paired t-sample analyses, while mobile-based assessments were analyzed using a rubric. Qualitative data were collected through learning logbooks, reflective writing, and semi-structured interviews and analyzed thematically. The survey results of descriptive statistical analysis have shown that students' prior knowledge and learning experience using mobile technology is more modest. However, post-study findings prove that students who use laptops and smartphones for task-based activities on mobile devices gain more experience. The Wilcoxon Signed-Ranks test showed that students' post-test readiness for self-directed learning was more significant than the pre-test. Assessments of mobile devices indicate that students perform at an advanced and competent level. Thus, this study shows that mobile task-based activities can improve students' learning experiences in a significant way and develop self-directed learning skills. These results could assist further studies on mobile devices for learning and assessment purposes. The implications of this research are to cultivate students' experience of meaningful mobile learning and self-directed learning skills.

**Keywords:** Mobile device, Mobile learning experience, Mobile task-based activity, Self-directed learning readiness.

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I felt deeply delighted and emotional when writing this section as my five years of PHD journey reaching to end path. I felt fulfilling as I gave my fullest hard work, time, efforts, and age for this soulful search on knowledge acquisition. Completing this study is one of the great achievements in my life till to date. This achievement make me to feel proud and splendid at my own self. This journey not only uplift my self-confident but also enlighten me to be a positive oriented person and hardworking. There are many ups and downs yet I never ever felt to give up on this journey and now I am able to complete this thesis. This five years journey gave me great learning experience with beautiful memories which I will forever hold in my heart. I am deeply humble and grateful for everything revolved around me.

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## **Dedication**

I dedicate this study to my beloved and beautiful parents, Mr. Thiagraj Kandasamy and Mrs. Kunavathy Suppramaniam, my better half, Mr. Logesvaran Gunasekharan, and my princess Aishwariyaa Logesvaran, who have always loved, encouraged, and supported me unconditionally. This journey won't be possible without unlimited support from my family members. You have been most amazing and important person in my entire life which I could ever ask for.

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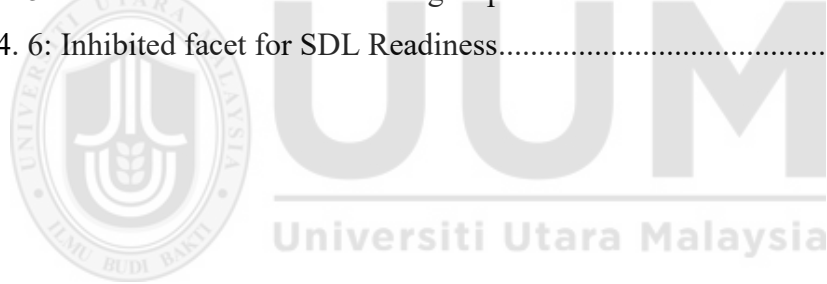
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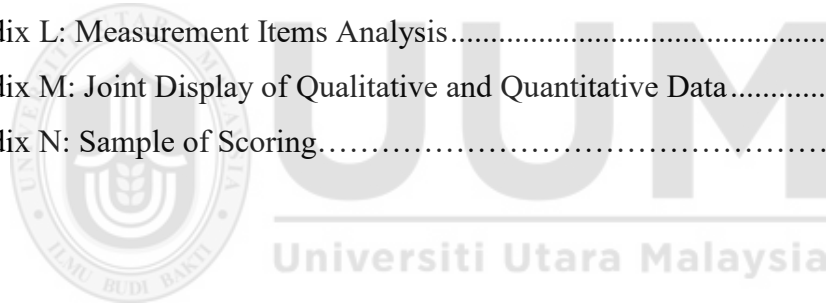
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## List of Abbreviations

<b>FL</b>	: FutureLearn
<b>FLMOOC</b>	: FutureLearn Massive Open Online Course
<b>FRAME model</b>	: The Framework for the Rational Analysis of Mobile Education Model
<b>HEI</b>	: Higher educational institutions
<b>ICT</b>	: Information and Communications Technology
<b>IR4.0</b>	: Fourth Industrial Revolution
<b>IT</b>	: Instructional Technology
<b>MBA</b>	: Mobile-based Assessment
<b>MCMC</b>	: Malaysian Communication and Multimedia Commission
<b>M-learning</b>	: Mobile learning
<b>MOHE</b>	: Ministry of Higher Education
<b>MOOC</b>	: Massive Open Online Course
<b>MTBA</b>	: Mobile Task-based activity
<b>OCW</b>	: Open courseware
<b>OER</b>	: Open educational resources
<b>OS</b>	: Operating System
<b>PG students</b>	: Postgraduate students
<b>RMO</b>	: Restricted Movement Order.
<b>SDL</b>	: Self-directed learning
<b>SDLRS</b>	: Self-directed learning readiness scale
<b>SDLRSNE</b>	: Self-Directed Learning Readiness Scale for Nursing Education
<b>SPSS</b>	: Statistical package for social sciences
<b>Web 2.0</b>	: The ‘second generation’ web-based technologies and Services
<b>WIFI</b>	: Wireless Fidelity

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The advent of mobile devices means it has become almost impossible to survive without them in the current world of digitalisation. The omnipresence of mobile devices enables learners to access information immediately, beyond conventionalities such as traditional time and space (Curum & Khedo, 2020). Although recent years have witnessed a steady rise in the number of mobile device owners and users, a sudden dramatic increase in mobile usage was identified in 2020 following the coronavirus disease (COVID-19) outbreak in 2019 (Statista, 2020). Subsequently, the utilisation of mobile devices in the field of education has continued to expand.

The increased usage of mobile devices as mobile technology, constantly updated information, the pervasive need for access to information and personalised learning have been attributed to the emergence of mobile learning (M-learning) (Talan, 2020). M-learning can be defined as “a learning process in which the learner makes use of such mobile technology” (Lau et al., 2020, p. 1). The recently developed learning management systems (LMS) environment that involves accessing electronic learning using wireless devices is known as M-learning (El-Sofany & El-Hagggar, 2020). These wireless devices include mobile computational devices such as digital media players (iPods and iPod Touches), smartphones (iPhones, Android phones, and Window phones), personal digital assistants (PDAs), tablet computers (iPads and Samsung tablets), and laptops with new and advanced features (Churchill & King, 2016; Alrasheedi & Capretz, 2018). The applications installed on these devices are

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## APPENDIX

### Appendix A: Informed Document

**PROJECT TITLE: THE INFLUENCES OF POSTGRADUATE STUDENTS MOBILE LEARNING EXPERIENCE AND SELF-DIRECTED LEARNING READINESS ON MOBILE TASK-BASED ACTIVITY PERFORMANCE.**

#### **INTRODUCTION**

The purpose of this form is to give you information that may affect your decision whether to say YES or NO to participation in this research. The form will also be used to record the consent of those who say YES. The title of this study is "*The Influences of Postgraduate Students Mobile Learning Experience and Self-Directed Learning Readiness on Mobile Task-Based Activity Performance*". The research study will be conducted at University Utara Malaysia (UUM).

#### **DESCRIPTION OF RESEARCH STUDY**

The purpose of this study is to develop an understanding of how Mobile Learning experiences and Self-directed Learning readiness measures postgraduate students Mobile Task-based Activity performance in Massive Open Online Courses (MOOC) platform. The findings will contribute to the larger body of knowledge surrounding postgraduate students who taking Information Technology (IT) courses. Information from this study will also help foster a better understanding of what Mobile Learning experiences and Self-directed Learning readiness contributes to the success of their postgraduate students.

#### **INFORMED CONSENT**

Thank you for your willingness to answer this survey questionnaire, reflective questions, learning logbook, and semi-structured interview, which focuses on your Mobile Learning experiences and Self-directed Learning readiness, measures postgraduate students' Mobile Task-based Activity performance in Massive Open Online Courses (MOOC) platform. The information that you provide will be reported in a research study that will be available to other higher education institutions.

Your answers will be confidential, and neither your University Utara Malaysia (UUM) will be able to identify you. Your responses and the results of any student responses or interview participation will also be kept confidential, and will not be used in any manner related to your faculty evaluation or any other evaluation of your performance at University Utara Malaysia

(UUM), or at any other institution. We appreciate participation in this interview. If you have any questions or concerns, please contact the researcher below:

Malini Thiagraj – Email: [malini85t@gmail.com](mailto:malini85t@gmail.com)

### **RISKS AND BENEFITS**

**RISKS:** There are no known risks involved in participating in this interview.

**BENEFITS:** The main benefit to you for participating in this interview is for self-assessment and reflection that can come from disclosing and processing your experiences and readiness regarding Mobile learning and Self-directed learning.

### **COSTS AND PAYMENTS**

The researchers are unable to give you any payment for participating in this study. There is no cost for participating in the study.

### **CONFIDENTIALITY**


The researchers (Ms. Malini Thiagraj) will take all reasonable measures to keep private information, such as recordings and interview transcripts, confidential. Only the researchers will have access to your data. The results of this study may be used in reports, presentations, and publications; but the researchers will not identify you.

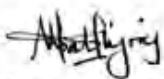
### **VOLUNTARY NATURE OF THE STUDY**

This study is completely voluntary, and the decision to participate or to abstain from participation is yours. This decision will not affect any relationships or standing with your institution or classes or anyone within that institution or your classes. If you choose to participate, then you may choose to abstain from responding to any of the questions in the interview that you do not wish to answer, for any reason.

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this interview. The researcher should give you a copy of this form for your records.



  
**Participant Name & Signature:** KHALILALULLAH AMIN B. AHMAD  
**Date:** 18/08/2017

  
**Researcher Name & Signature:** MALNI A.P. THIAGRAJ  
**Date:** \_\_\_\_\_

**INVESTIGATOR'S STATEMENT**

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

## Appendix B: Key Characteristics of FRAME Model (Theory)

Aspects / Intersections	Characteristics	Examples
Device aspect	Physical components	Size, weight, composition, placement of buttons and keys, right/left handed requirements, one or two-hand operability
	Input capabilities	Keyboard, mouse, light pen, pen/stylus, touch screen, trackball, joystick, touchpad, hand/foot control, voice recognition.
	Output capabilities	Monitors, speakers or any other visual, auditory, and tactile output mechanisms.
	File storage and retrieval	Storage on the device (RAM or ROM) or detachable, portable mechanisms such as USB drives, CDs, DVDs, and SD cards.
	Processor speed	Response rates; speed with which the device reacts to human input.
	Error rates	Malfunctions resulting from flaws in hardware, software, and/or interface design.
Learner aspect	Prior knowledge	Cognitive structures already in memory, anchoring ideas, schema theory, Gagne's conditions for learning.
	Memory	Techniques for successful encoding with the use of con textual cues: categorization, mnemonics, self-questioning, semantic & episodic memory, tactile, auditory, olfactory, visual imagery, kinaesthetic imagery, dual coding, and encoding specificity.
	Context and transfer	Inert vs. active knowledge.
	Learning proclivities	Application of procedures and concepts to new situation; solutions for novel problems.
	Emotions and Motivation	Feelings of the learner towards a task; reasons or accomplishing a task.

Social aspect	Conversation and Cooperation	Social constraints: quantity, quality, relation, and manner.
	Social Interaction	Conversation as a cooperative activity, sharing of signs and symbols.
Device usability	Portability	Portability and durability (dependent on physical characteristics, number of components, and materials used to construct the device).
	Information availability	Portability and durability (dependent on physical characteristics, number of components, and materials used to construct the device).
	Psychological comfort	Learnability, comprehensibility, transparency, intuitiveness, memorability, and metaphors.
	Satisfaction	Aesthetics of the interface, physical appearance of the device, functionality, preferred cognitive style.
Social Technology	Networking	Personal area networks (PANs), wide area networks (WANs), wireless local area networks (WLAN), synchronization software, Wireless Fidelity (Wi-Fi), cellular Connectivity.
	System connectivity	Internet access and document transfer protocols.
	Collaboration/interaction	Shared tools such as calendars, authoring tools and project management tools.
Interaction Learning	Interaction (learners, instructors, content, computers)	Learner-learner, learner-instructor, learner-content; computer-based learning (CBL); intelligent tutoring systems, zone of proximal development.
	Situated cognition	Authenticity of context and audience.
	Learning communities	Cognitive apprenticeships, dialogue, problem solving, communities of practice.

Mobile Learning	Mediation	Task artefact cycle, mediation.
	Information Access and Selection	Information noise, identification of patterns and relationships, relevancy, and accuracy.
	Knowledge Navigation	Knowledge production vs. Knowledge navigation.

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Adopted from Koole (2006, 2018)



## Appendix C: Learning Logbook Template

### Daily Learning Log Book

Name:

Contact Nom:

Matrix Nom:

Email Address:

#### Learning actions

1. Date and Time. You only need to fill in this FutureLearn (MOOC) learning log for each day you are learning. (e.g. 07/10/2017, 6am—9 am)

.....

2. Location where the FutureLearn learning occurred.

- In my dedicated study area
- At home
- At work
- During commute
- While waiting
- While travelling
- Other  
(OA) .....

3. With which devices did you perform your learning activity?

- Laptop
- Tablet
- Smartphone
- eBook reader
- Netbook
- Other (please specify) .....

4. Is there a specific reason for using this or these specific devices for today's learning? (OQ)

.....  
...  
.....

5. FutureLearn learning activity, please check all activities you took part in term of :

#### Content

- Viewing multimedia content
- Listening to multimedia content
- Synchronously following a webcast
- Asynchronously viewing a webcast
- Reading text-based content
- Reading course discussions

Interactions

- Adding notes
- Writing questions to the discussion forum
- Responding to discussion(s)
- Taking a self-assessment
- Filling in a multiple choice test
- Communicating with one of the educators
- Marking interesting conversations or content for later reading/learning
- Bookmarking content for retrieval after the course has stopped
- Blogging on what I have seen or on my FutureLearn journey
- Transforming what I have seen in the course to fit my own professional challenges

6. Please briefly explain the problem/challenge you faced with regard to your FutureLearn learning experience (OQ)

.....

.....

.....

7. When you faced certain learning challenges in FutureLearn, did you search for support for your learning? (Y/N) If, YES, where or from whom? (OQ)

.....

.....

.....

**Weekly Learning Log Book**

Name:  
Matrix Nom:

Contact Nom:  
Email Address:

Learning actions

1. Please write down the date you wrote up this weekly log:
2. Did you spend some time planning your learning for this week? (Yes/No)
3. At this point in time: how do you perceive the FutureLearn course with regard to your learning?
  - I am still finding my way around the FutureLearn course environment, but I feel I am finding my way bit by bit.
  - The FutureLearn course environment meets my expectations of an online course.
  - I am frustrated by the FutureLearn course environment.
  - I am increasing the digital skills (my online and technological skills) needed to interact with others in the course, but I feel I am starting to get a hang of it.
  - I am looking at the content only and not engaging with other FutureLearn participants

- I am frustrated with the lack of digital skill tutorials (e.g. how to use certain tools, how to move through the course,...) that I need to follow and/or interact with the FutureLearn course.
- I feel frustrated with my lack of digital skills that are required in the course
- I have learned from interactions with others in the course
- I have not learned from any of the interactions with other participants in the course.
- The course facilitator helps me keep on track in the course
- The course facilitator is not guiding me through the course as I had expected him/her to do.
- The other FutureLearn participants help me keep on track in the course.
- Other (please briefly write down any other ideas you might have):

4. Finding your way around the course

- I was able to immediately enter the course where I left it
- I had to search for a bit before finding the location where I left the course
- I had to search extensively to where I was in the course
- Other

5. Who did you interact with for this part of your learning

- Nobody
- One or more facilitators/tutors
- Other course participants
- People outside of the course

6. At this point in time how do you perceive managing the course (time wise)?

- I am able to cope with the speed of the course
- At this point I feel I do not have enough time to stay on top of everything that is happening in the course
- Although I am not able to stay on top of everything that is happening, I have found a way to organize the course in a way that fits my time schedule

7. Please summarize your learning experience – positive as well as negative - with the FutureLearn course during this week (reflecting on your own learning, as well as the FutureLearn learning environment). (OQ)

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## Appendix D: Reflective Practice

### Gibb's Reflective Cycle Model Template

#### Step 1 – Description

This should be a brief description of the experience or event to set the scene and give context.

#### Step 2 – Feelings

- Consider what you were thinking and how you felt before the experience.
- This is another short descriptive step, rather than being analytical.

#### Step 3 – Evaluation

- Evaluation looks objectively at both positive and negative aspects of the experience.
- Describe key elements that went particularly well.
- Was there anything that did not go well or did not work?
- If appropriate, you can include what others did or did not do well.

#### Step 4 – Analysis

Analysis attempts to explain why the experience was positive or negative and should form the largest section of your reflection. Take into account points made in the previous steps and identify any factors which helped you e.g. previous experiences, carrying out research or consulting with others. Consider your role in the experience and how you contributed to the success of this experience?

- If things did not go to plan, why do you think this was e.g. lack of preparation or external factors beyond your control?
- It can be useful to consider other people who were involved in the experience. Did they have similar views or reactions to you? If not, why do you think that was the case?

#### Step 5 – Conclusion

Focus on what you have learned.

- Are there any skills you developed as a result of the experience?
- If so, how would you apply them in future experiences or situations?
- Are there areas of knowledge or particular skills you now need to develop?
- Is there anything you would do differently in the future?

#### Step 6 – Action Plan

- What specific actions can you now take to build on your knowledge or skills?
- You could include any training that would benefit you (formal or otherwise), as well as identifying sources of information or support (people or resources).



## **Reflective Practices Question**

### **Pre-reflective practice**

1. How much did you know about the Mobile learning?
2. How much did you know or aware of any Massive Open Online Course (MOOC)?
3. Have you done any similar kind (engaging in MOOC) of work in the past?
4. Would you like to spend more time using mobile devices in universities?
5. Are you ready to do the task with less supervision from supervisor using own mobile devices?

### **During-reflective practice**

1. How do you feel about this FutureLearn (MOOC)? What did/do you enjoy about this FutureLearn (MOOC)?
2. What was satisfying to you about FutureLearn (MOOC)?
3. What did/do you find frustrating about FutureLearn (MOOC)?
4. What problems did you encounter while you were working on this FutureLearn (MOOC)?
5. Did you learn anything useful as a result of taking part in FutureLearn (MOOC)?
6. Will you use the MOOC platform in future?
7. Do you think FutureLearn (MOOC) could able to improve your academics performance?
8. How did you experience managing the course in term of time management?
9. Do you think using mobile devices could enhance your learning?
10. Did you make more or less use of learning with a mobile device as the course progressed?
11. What did you learn about yourself as you worked independently?
12. Where you able to self-directed / organize your learning amidst the content and discussions that were/are shared in FutureLearn?

### **Post-reflective practice**

1. How did the experience end? Were you able to complete or incomplete the FutureLearn (MOOC) and Mobile Task-based Activity?
2. What was satisfying to you about the FutureLearn (MOOC)?
3. What was satisfying to you about the Mobile Task-based Activity?
4. What did/do you find frustrating about FutureLearn (MOOC)?
5. Will you be better able to communicate with your instructors or classmates because of what you experienced in FutureLearn (MOOC)?
6. Do you think that your instructors did explain and guide you well in completing this FutureLearn (MOOC) and Mobile Task-based Activity?

7. How was your experience doing the FutureLearn (MOOC) and Mobile Task-based Activity independently or with less supervision from your instructors?
8. Do you feel you need one-to-one coaching from your instructors to complete this Mobile Task-based Activity?
9. Throughout this Mobile learning process (FutureLearn & Mobile Task-based Activity), what kind of learner are you?
10. Do you think your self-directed learning skill helps you in completing this FutureLearn (MOOC) and Mobile Task-based Activity?
11. Do you think your mobile devices enhance/improve your learning and assessment process?
12. Do you think your mobile devices and mobile usage experience helps you in completing this FutureLearn (MOOC) and Mobile Task-based Activity?
13. Do you feel comfortable working under this Mobile learning platform (FutureLearn) and Mobile Task-based Activity using your mobile devices?
14. Are you ready to new learning opportunities using mobile devices?
15. What would you change if you had a chance to do this FutureLearn (MOOC) over again?



## Appendix E: Interview Informed Consent

Research Title: **THE INFLUENCES OF POSTGRADUATE STUDENTS MOBILE LEARNING EXPERIENCE AND SELF-DIRECTED LEARNING READINESS ON MOBILE TASK-BASED ACTIVITY PERFORMANCE**

I Lee Jooi Peoh (your name) have received a copy of the information sheet and have read the information regarding this study. I am willing to participate in this study. I understand the interview will take between 40 to 45 minutes, will be video recorded and audio-taped. I also understand the text of interview will be transcribed for research purposes. I realise my personal details will be kept confidential. I also understand I can withdraw from this study at any time without penalty. If I have any questions, I will be able to contact the researcher, Ms. Malini Thiagraj, or her supervisor.



# UUM

Signature of participant:  Date: 20/09/2017

Contact phone number: 016-4595709

Email: leejooipeoh@yahoo.com Matrix Nom: 822885

Address:

B201, JLN CENDANA, 08000 SG PETANI, KEDAH.

## Appendix F: Moderator's Question Guide

### THE INFLUENCES OF POSTGRADUATE STUDENTS MOBILE LEARNING EXPERIENCE AND SELF-DIRECTED LEARNING READINESS ON MOBILE TASK-BASED ACTIVITY PERFORMANCE

#### MODERATOR'S QUESTION GUIDE

##### ***BACKGROUND AND INTRODUCTIONS (10 minutes)***

Hi, my name Malini Thiagraj. Thank you for being here.

As you know from the day I invited you to participate, I will be talking with you about a variety of things related to learning experiences and self-directed learning in M-learning platform. Specifically, I want to learn more from you today about what is your M-learning experienced influences on your self-directed learning readiness. Then we'll talk about your opinions on various aspects of being a self-directed learner on this topic. Before I pose any questions, I want to go over just a few guidelines that will help us complete the discussion in the allotted time of about an hour:

- Please bear in mind that this is an opinion study with no right or wrong answers.
- I encourage you to be candid about your personal view on any of the topics that come up.
- You can use any language for the discussion as long as everyone in the group understands
- I am having our discussion recorded.

Let's begin now with *INTRODUCTIONS* so everyone can hear who is here.

All of you have in common you are Instructional Technology (IT) students'. Please tell your name and how you would like everyone to address you here.

[Calls on the first person on the list...] \_\_\_\_\_, I'll start with you.

##### ***DISCUSSION TOPICS (40 minutes)***

###### **A: MOBILE LEARNING EXPERIENCE (20 minutes)**

1. Type of mobile technology or mobile devices did you use during this mobile task-based activity? Why?
2. How is the five-week learning experience in FutureLearn platform and do you think it is a burden to learn something new?
3. Share your experience in handling mobile devices for mobile task-based activity?
4. What are the benefits and challenges when you faced during this mobile task-based activity?
5. Are you feeling bored looking at the video in M-learning platform?
6. Personal drawback of this FutureLearn (MOOC) platform? Do you think it's good to implement in school or too early for the implementation?
7. If opportunity given to attend any Massive Open Online Course (MOOC) in the future, would you?

8. Last question, do u think the mobile learning experiences improve your learning to be meaningful?

**B: SELF-DIRECTED LEARNING READINESS (20 minutes)**

1. You have to do this FutureLearn (MOOC) platform course at your own pace and with less supervision. So how do you feel? Do u feel burden or stress?
2. How you manage the time and balancing school work and house work?
3. Do you notice self-evaluation in improve you learning strategy / improvement?
4. Share your experience in handling mobile devices in FutureLearn (MOOC) Platform independently?
5. Can you do the FutureLearn (MOOC) Platform without the help of the instructors? Do u have high level of confident to do the mobile task-based activity?
6. How is your self-confident when you doing the FutureLearn (MOOC) platform and mobile task-based activity?
7. How you manage the barrier? (language, time, poor internet connection, and online learning difficulties)
8. How do you find a way to know a solution? Either by searching in other sources or ignore it?
9. Last question, do u think the Mobile learning experience has influence and improve you SDL readiness in mobile task-based activity?

***ENDING***

Do you have anything else to add?

Thank you all very much for participating today. Your input will be very valuable to us.

## Appendix G: Themes Classification

Example of themes classification

Themes	Categories	Example excerpt
New Learning and Assessment Experience	<ul style="list-style-type: none"> <li>• Interesting experience</li> <li>• Various technology tools learned</li> <li>• New knowledge</li> <li>• Excitement</li> </ul>	<p><b><u>REFLECTIVE PRACTICES</u></b>  <i>“Yes, this platform is interesting, fun, flexible, simple course content, easy to access and collaborative learning” (DR/S35).</i>  <i>“I learn and familiarise with many new technology tools during this learning process” (PR-S36).</i>  <i>“I enjoy FutureLearn because it is flexible and I can learn with my own pace while its increase my excitement for mobile learning” (DR/S5).</i></p> <p><b><u>INTERVIEW</u></b>            I/R1: <i>“Actually I learn new learning experiences thru this blended learning from the FutureLearn platform. I learn and know how other countries hire their education. So, I think for Malaysia we still need to move on. I finished my degree six years ago, I did not know what is blended learning and I did not use FutureLearn (MOOC). This is because Malaysia educational system focuses more on traditional learning”.</i></p> <p><b><u>LEARNING LOGBOOK</u></b>  <i>“It was a new approach for me. Although had done a few online tasks, but all those were regarding my profession. But this online learning was totally different and interesting when using the mobile devices” (LB/W1/S19).</i>  <i>“My learning experience in first weeks is actually very excited. These platforms give new knowledge as well as allow me to discover to learn and know more” (LB/W1/S27).</i>  <i>“I am more interesting to join and get involved in this learning environment. I was very much interested on how technologies are being incorporated in lesson. I also get to know about various technology tools to be used in classroom” (LB/W2/S3).</i></p>

## Appendix H: Mobile Task-based Activity Assessment



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### ASSIGNMENT SUBMISSION AND ASSESSMENT

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#### INSTRUCTIONS TO STUDENTS

1. This assignment contains three questions that is set in English.
2. This assignment require the students to do based on their five weeks learning experiences on FutureLearn (MOOC) platform.
3. Your e-portfolio should be prepared individually. You should not copy another person's works. You should also not plagiarise another person's work as your own.
4. There is no specification required in type-written document in blog as the freedom of choosing the font style and font size solely depends on the students' creativity.
5. There is no maximum words length.
6. Indicate the sources of information including all the necessary artifacts, citations, and references adopting the APA System as well as acknowledge the people who contributed to your work.
7. The video file format must submitted in one of the following file formats: *.mov*, *mv4*, *mp4*, *.wmv* and upload it on your blog site or embedding your video in blog.
8. This assignment accounts for 100% of the total marks for the course and shall be assessed based on the Rubrics attached.
9. You are to complete all these 3 tasks and provided your blog URL by email to me at [malini85t@gmail.com](mailto:malini85t@gmail.com)
- 10.

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#### ASSIGNMENT QUESTIONS

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##### **MOBILE ASSIGNMENT (Individual Work Only)**

There are THREE (3) tasks for this assignment. The details of the tasks are presented below:

##### **Task I: Your task is to create an e-portfolio using a blog (20 marks)**

###### Process for Blogger

1. Go to <https://www.blogger.com/start>
2. Click on "Create your blog now"
3. Fill out the form to create a Google account and submit

(Note: if you already have a Google account such as a Gmail address, you can use your existing account for your blog)

4. Choose a name and URL for your blog and submit
5. Choose a template design and submit
6. Blog has been created, you may now post immediately.

Process for e-portfolio content

7. Create first page as introductory page where Students' need to add:

- i.) Student Information: name, contact information, major, graduation date, etc.
- ii.) Table of Contents: display links to contents of the portfolio
- iii.) Learner Goals
- iv.) Artifacts: examples of student work including documents, images, video, audio, etc.

Once your blog is created, email me its URL (web address) and I will link it.

**Task II: Your task is to write reflection over your experiences in *FutureLearn* platform (20 marks)**

You will be assigned to write a reflective summary about the 5 weeks course that you have attended in *FutureLearn* platform. The reflective summary consists of:

- Experiences
- strength
- weakness
- recommended ideas for improvisation

FORMAT: For your assigned e-portfolio blog post, you should include a reflective summary of the main points of the topic as well as a personal/professional response. You should also include 2-3 discussion questions at the end of the post to which your classmates will be asked to respond. As the original author of the post, it is also your responsibility to moderate the online discussion generated by your post. In addition to your assigned chapter, you will be expected to post a comment at least five times during the course of the semester in response to your classmates' blog posts. More are welcome, but the smallest number of posts and comments should be five. Your post should be professionally written, utilizing correct grammar and APA format (6th edition) for citations.

**Task III: Video presentation**

Your task is to provide a 3-5 minute video presentation on your assigned topic from *FutureLearn* platform that you have attended earlier. You have to create a video on topic of "***Blended Learning Essentials: Getting Started***" from *FutureLearn* platform, where you need to present it with your own creativity and ideas based on your own field of study. At the end, your video should be a Video based Learning Object where subject to any topics.



**FORMAT:** You are encouraged to be creative in the way in which you present your material through the use of music, photographs, video or other sources.

### **Required elements for the video**

1. *Length.* Your video should be 3-5 minutes in length using any of you mobile devices.
2. *Style.* There are no restrictions on the style of the video (i.e., you may use a narrated slide show, a recorded lecture, video, a digital whiteboard, a stop motion animation (Claymation), animated graphics, a scripted scene, etc.)
3. *Title slide.* Your video should begin with a descriptive title, your name(s), the name of the university, and the year in which it was created.
4. *References.* All artifacts (information, images, videos, music, sound effect, etc.) used in the video which you did not create yourself must be cited at the end.
5. *Credits.* Acknowledge the people who contributed to the video, including yourself, people who supported the production, and your instructor, and specify that the video was made within the context of this course (course number, institution, date).
5. *File format.* Your video must be submitted in one of the following file formats: *.mov, mv4, mp4, .wmv* and upload it on your blog site or embedding your video in blog.
6. *Bandwidth.* You can also choose your video in HD or on any prefer lower resolutions.

### **How to Begin**

Your task will take place in three separate stages:

1. *Planning.* This is the phase where you develop your ideas based on the FutureLearn (MOOC) platform topic and envision how your video will look and sound.
2. *Production.* This means creating and collecting all the artifacts (e.g., images, videos, sounds, narration) you will need for the video.
3. *Editing.* This stage is done using video-editing software such as Power Point, iMovie, or Movie Maker, where you stitch the artifacts together and sync then in time with a narration or other sounds.

\*\* If you are encounter problem in uploading large size video in your blog then u can embedding your video in your blog. Embedding a video means that you upload a video on a third party site like Youtube, Vimeo, and etc and then you can easily embed it in your blog posts. All you need to do is paste the video URL into the post editor. Make sure that the URL is in it's own line and not clickable (hyperlinked).

### Appendix I: Rubric for Mobile-based Assessment

#### Mobile-based Assessment: E-Portfolio, Reflection summary on M-learning experience and Video Presentation

	Novice 1 (0-25%)	Basic 2 (25-50%)	Proficient 3 (50-75%)	Advanced 4 (75-100%)	Score
Goal setting	The student does not make an effort to participate in the establishment of goals or to internalize the goals associated with learning activities.	The student participates minimally in the goal setting process.	The student is capable of setting goals using a prescribed or adapted process.	The student has achieved competence and independence in goal setting.	10
Ideas & Content	The ideas expressed are not original, often confused and are not connected to discussions around the subject matter.	The ideas expressed are not necessarily original, and are not usually connected to discussions around the subject matter.	The student expresses some original ideas. The majority of ideas are related to the subject matter.	The student has many original ideas and expresses them clearly. The great majority of ideas are related to the subject matter.	10
Writing Quality	Posts are of very poor quality. There is little to no evidence of reading other information in order to form new meaning of the topics at hand.	Posts show a below average, overly casual Writing style with a lack of attention to style. Students pay little attention to other reading and mostly regurgitate previous personal views.	Posts show above average writing style. The content demonstrates that the student reads moderately, and attempts to synthesize information and form new meaning.	Posts are well written, and are characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning.	10

Community	Students do not show evidence in any participation in the blogging community, or the course community, through the use of weblogs.	Students rarely participated in the blogging community. Most, if not all, participation was limited to the weblogs of other classmates.	The student participated moderately in the blogging community. There was some evidence of out of class participation.	The student participated actively in the blogging community via comments on other weblogs, and citing others in their research and writing.	10
Technology Skills	Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area	Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area	Student has strong computer skills and detailed experience using a word processor, email application and web browser	Student has excellent computer skills and significant experience using a word processor, email application and web browser, and is comfortable downloading information from the Internet and using other technology tools and applications	10
Use of Enhancements	The student did nothing to enhance or personalize the blog space.	There is very little evidence of multimedia enhancement and the student blog is primarily text based.	The student enhanced their weblog to some extent using video, audio, images or others.	The student greatly enhanced their weblog space using video, audio, images or other.	10
Effective use of resources	Rarely uses resources effectively and need consistent teacher guidance.	Frequently requires teacher guidance to select and use resources effectively.	Selects and uses appropriate resources with minimal teacher guidance.	Independently identifies and effectively uses relevant resources.	10
	Rarely monitors	Monitor learning	Monitors learning	Monitor learning	10

Self-monitoring	learning progress, and consistently requires teacher guidance.	progress with frequent teacher intervention.	progress and self-corrects with occasional teacher guidance.	progress, self-correcting as needed.	
Help seeking	The student does not seek help, preferring to abandon a task.	The student occasionally seeks help, but often from inappropriate sources.	The student occasionally seeks help and usually selects the appropriate source.	The student seeks help when needed and accurately identifies the most efficient and effective source of assistance.	10
Self-evaluation	No effort is made to assess the quality of work completed during a learning activity.	The student relies on external sources for evaluation of learning products, but can be guided to limited self-evaluation.	The student is able to self-evaluate using provided rubrics and tools with minimal assistance from the teacher.	Self-evaluation is automatic and the student is capable of sophisticated analysis of progress against standards or, in the absence of standards, against the work of others.	10
<b>TOTAL</b>					<b>100%</b>

Adapted from Timhorgan, 2011 and NCREL/Metiri Group, 2002.

## Appendix J: Sample of Validation Feedback for Survey Questionnaire

**PART A: Demographic Profile** *Background Information of students:*

In this section, we are interested in your background in brief. Please tick your answer.

- Gender
  - Male
  - Female
- Year of studies
  - First year
  - Second year
  - Third year
  - Forth year
- Master of Education
  - English Language Teaching
  - Curriculum & Instruction *and*
  - Instructional Technology
  - Educational Psychology
  - Islamic Education

**PART B: Mobile Learning Experience**

**Section A: MOOC Context** *Full abbreviation*

The survey questions mentioned here are categorized as followed:  
 MC = multiple choice  
 MA = multiple answers  
 Y/N = yes or no answer  
 LS7 = 7-point Likert scale  
 OA = Open Answers

- Are you aware of MOOC? (Y/N)
- Are you student of any MOOC? (MC) *Items 2, 4 & 6 same questions and combine into one item.*
  - Yes
  - No
  - Planning to take up later
- Which type of learner do you consider yourself to be? (MC) *← what the point of this question? It's seems like out of m-learning topic.*
  - A lurking participant (passive but following)
  - A moderately active participant (An active participant)
- Have you followed an eLearning or online course before (an online course other than a MOOC)? (Y/N)
- Where you able to self-directed / organize your learning amidst the content and discussions that were/are shared in MobiMOOC? (MC) *← Not relevant.*
  - yes
  - not at first, but I got into it yes
  - no

**Section B: Social media use and experience**

- How many years have you been using social media (blogs, twitter, facebook...)? (MC)
  - None
  - 1 year or less
  - 3 years or less
  - 5 years or less
  - More than 5 years
- Which type of social media tools used during Futurelearn do you have experience with? (MA)
  - Wiki
  - Twitter
  - Facebook
  - Google groups
  - Delicious
  - Crowdmap *- about this as this application is not applicable in Malaysia*
  - Netvibes
  - Youtube
  - Skype
  - Other
- Have you been using a mobile device to access the Futurelearn resources? (Y/N) *repeating question*

**Section C: Mobile device use and experience section**

- Which mobile devices do you have? (MA)
  - Mp3
  - Digital camera *- exchange with laptop*
  - Cell-phone
  - Smartphone
  - Tablet
  - Netbook
  - eReader
  - other (QA)
- How many years have you been using mobile devices for learning? (MC)
  - None
  - 1 year or less
  - 3 years or less
  - 5 years or less
  - 7 years or less
  - More than 8 years*- combine with item 11 as it repeating the same*
- For what reason did you access the material with a mobile device (MA)
  - Flexibility to access no matter what time
  - Flexibility to access material no matter where I was ✓

Sample of expert feedback and comments 1

## Sample of Validation Feedback for Mobile-based Assessment Rubric

Rubric on Mobile Task-based Activities: E-Portfolio, Reflection summary on M-learning experience and Video Presenta				
	Novice 1 (0-25%)	Basic 2 (25-50%)	Proficient 3 (50-75%)	Advanced 4 (75-100%)
Goal setting	The student does not make an effort to participate in the establishment of goals or to internalize the goals associated with learning activities. ✓	The student participates minimally in the goal setting process. ✓	The student is capable of setting goals using a prescribed or adapted process. ✓	The student has achieved competence and independence in goal setting. ✓
Ideas & Content	The ideas expressed are not original, often confused and are not connected to discussions around the subject matter. ✓	The ideas expressed are not necessarily original, and are not usually connected to discussions around the subject matter. ✓	The student expresses some original ideas. The majority of ideas are related to the subject matter. ✓	The student has many original ideas and expresses them clearly. The great majority of ideas are related to the subject matter. ✓
Writing Quality	Posts are of very poor quality. There is little to no evidence of reading other information in order to form new meaning of the topics at hand.	Posts show a below average, overly casual writing style with a lack of attention to style. Students pay little attention to other reading and mostly regurgitate previous personal views.	Posts show above average writing style. The content demonstrates that the student reads moderately, and attempts to synthesize information and form new meaning.	Posts are well written, and are characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning.
Community	Students' do not show evidence in any participation in the blogging community, or the course community. ✓	Students' rarely participated in the blogging community. Most, if not all, participation was limited	The student participated moderately in the blogging community. There was some evidence of out of class participation.	The student participated actively in the blogging community via comments on other weblogs, and citing others in their research and writing.

Sample of expert feedback and comments 2

## Samples of Validation Feedback for Reflective Practices

Please answer the respective questions below.

**Pre-reflective practice**

- How much did you know about the Mobile learning?
- How much did you know or aware of any Massive Open Online Course (MOOC)?
- Have you done a similar kind (engaging in MOOC) of work in the past?
- What would you like to spend more time using mobile devices in universities?
- Are you ready to do the task with less supervision using own mobile devices?

**During-reflective practice**

- How do you feel about this FutureLearn (MOOC)? What did/do you enjoy about this FutureLearn (MOOC)?  
*get directly into point. use only one term. either "like" or "satisfying"*
- What was especially like or satisfying to you about FutureLearn (MOOC)?  
*use only one term*
- What did/do you find dislike or frustrating about FutureLearn (MOOC)?
- What problems did you encounter while you were working on this FutureLearn (MOOC)?
- Did you learn anything useful as a result of taking part in FutureLearn (MOOC)?
- Will you use the MOOC platform in future?
- Do you think FutureLearn (MOOC) could able to improve your academics performance?  
*be precise. don't use the bracket*
- How did you experience managing the course (time wise)?
- Do you think using mobile devices could enhance your learning?
- Did you make more or less use of learning with a mobile device as the course progressed?
- What did you learn about yourself as you worked independently?
- Where you able to self-directed / organize your learning amidst the content and discussions that were/are shared in FutureLearn?

**Post-reflective practice**

- How did you think the experience end? Were you able to complete or incomplete the FutureLearn (MOOC) and Mobile Task-based Activity?
- What was like or satisfying to you about the FutureLearn (MOOC)?  
*use one term only*

Sample of expert feedback and comments 3

## Samples of Validation Feedback for learning logbook

**DAILY LEARNING LOG BOOK**

NAME: \_\_\_\_\_ CONTACT NOM: \_\_\_\_\_  
MATRIX NOM: \_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_

**Learning actions**

1. Date and Time. You <sup>are required</sup> ~~only need~~ to fill in this FutureLearn (MOOC) learning log for each day you are learning. (e.g. 07/10/2017, 6am - 9 am)  
.....

2. Location where the FutureLearn learning occurred.

- In my dedicated study area
- At home
- At work
- During commute
- While waiting
- While travelling
- Other (OA) .....

3. With which devices did you <sup>use to</sup> perform your learning activity?

- Laptop
- Tablet
- Smartphone
- eBook reader
- Netbook
- Other (please specify) .....

4. Is there a specific reason for using this or these specific devices for today's learning? (OQ)  
*use only one term "either" problem " or " challenge ":*

5. Please briefly explain the problem/challenge you faced with regard to your FutureLearn learning experience (OQ)  
.....  
.....

6. When you faced certain learning challenges in FutureLearn, did you search for support for your learning? (Y/N) If, YES, where or from whom? (OQ)  
*any additional*  
.....  
.....

Sample of expert feedback and comments 4

## Samples of Validation Feedback for Semi-structured Interview

### THE INFLUENCES OF POSTGRADUATE STUDENTS' MOBILE LEARNING EXPERIENCE AND SELF-DIRECTED LEARNING READINESS ON MOBILE TASK-BASED ACTIVITY PERFORMANCE

#### DISCUSSION TOPICS

##### A: MOBILE LEARNING EXPERIENCE

1. Type of <sup>mobile</sup> technology or <sup>mobile</sup> devices did you used during this <sup>m</sup> Mobile <sup>t</sup> Task-based <sup>a</sup> Activity? Why?
2. How is the five week learning experience in FutureLearn <sup>p</sup> Platform and do u think it is a burden to learn something new?
3. Share your experience in handling mobile devices for <sup>m</sup> Mobile <sup>t</sup> Task-based <sup>a</sup> Activity? <sup>mobile task-based activity</sup>
4. What are the benefit and challenges when u faced during this <sup>m</sup> Mobile <sup>t</sup> learning <sup>a</sup> process?
5. Are you feeling boring looking at the video in <sup>m</sup> Mobile <sup>t</sup> Task-based <sup>a</sup> Activity? <sup>change to m-learning platform?</sup>
6. Personal drawback of this FutureLearn (MOOC) <sup>p</sup> Platform? Do u think it's good to implement in school or too early for the implementation?
- ⑦ How was your experience using mobile devices? <sup>← same question as question num 1. combine it</sup>
- ⑧ Did you learn something useful? <sup>← combine with question num 2, because same question.</sup>
- ⑨ What mobile devices you used for this <sup>m</sup> Mobile <sup>t</sup> Task-based <sup>a</sup> Activity? <sup>← combine with question num 1. write it full. FutureLearn (MOOC) or MOOC platform?</sup>
10. If opportunity given to attend any <sup>m</sup> MOOC <sup>t</sup> platform in future, would you? <sup>write it full. FutureLearn (MOOC) or MOOC platform?</sup>
11. Last question, do u think the meaningful mobile learning experiences improve your learning? <sup>← to be meaningful? specify it.</sup>

##### B: SELF-DIRECTED LEARNING READINESS

1. You have to do this FutureLearn (MOOC) <sup>p</sup> Platform course at your own pace and with less supervision. So how do you feel? Do u feel burden or stress? <sup>lowercase</sup>
2. How you manage the time and balancing school work and house work?
3. Do you notice self-evaluation in improve you learning strategy / improvement?
4. Share your experience in handling mobile devices in FutureLearn (MOOC) Platform independently?
- ⑤ How you managing your time? <sup>combine with question 2.</sup>
6. Can you do the FutureLearn (MOOC) <sup>p</sup> Platform without the help of the instructors? Do u have high level of confident to do the <sup>m</sup> M-learning <sup>t</sup> platform? <sup>mobile task-based activity?</sup>
- ⑦ How is your self-confident when you <sup>doing</sup> attend the FutureLearn (MOOC) <sup>p</sup> Platform? <sup>combine into one question</sup>
- ⑧ How is your self-confident when you attend the <sup>m</sup> Mobile <sup>t</sup> Task-based <sup>a</sup> Activity? <sup>combine into one question</sup>
9. How you manage the barrier? (language, time, poor internet connection, and online learning difficulties)
- ⑩ After the five week of Mobile learning experiences, how is your self-confident? <sup>combine with q. 7.</sup>
11. How do you find a way to know a solution? Either by searching in other sources or ignore it?
- ⑫ Did you confident enough in this Mobile Task-based Activity? <sup>combine with question 10</sup>
13. Last question, do u think the Mobile learning experience has influence and improve you SDL readiness in <sup>m</sup> Mobile <sup>t</sup> Task-based <sup>a</sup> Activity?

Sample of expert feedback and comments 5



## Appendix K: Survey Questionnaire

### Part A: Background Information of Students

In this section, we are interested in your background in brief. Please tick your answer.

1. Gender

- Male
- Female

2. Year of studies

- First year
- Second year
- Third year
- Forth year

3. Master of Education

- English Language Teaching
- Curriculum & Instruction
- Instructional Technology
- Educational Psychology
- Islamic Education

### Part B: Mobile Learning Experience

#### Section 1: MOOC Context

The survey questions mentioned here are categorized as followed:

MC = multiple choice

MA = multiple answers

Y/N = yes or no answer

LS5 = 5-point Likert scale

OA = Open Answers

1. Are you aware of MOOC? (Y/N)
2. Have you followed an M-learning or online course before (an online course other than a MOOC)? (Y/N)
3. Which course elements related to online learning do you expect to potentially interfere with your learning during the FutureLearn course? Please select the elements in terms of influence, whereby 1 would be given to the elements most likely to interfere with your participation in the FutureLearn course (MA)
  - a. Technical challenges with the FutureLearn software
  - b. Educator and Instructor support
  - c. Peer support

- d. Unexpected course content (e.g. course content does not relate to what I expected)
  - e. My ability to organize my learning
  - f. Other (OA)
4. What is the key reason for using mobile devices for M-learning course?
- a. Free and affordable
  - b. No Perquisite required
  - c. Flexible Timing
  - d. Update Knowledge
  - e. Others
5. Please rate your experience in MOOC's learning process. (LS6)
- a. Ease of accessing the course information
  - b. Availability of student support service / help line if any query
  - c. Ease of doing the course on the schedule time slot provided
  - d. Quality of the course material provided
  - e. Quality of the online tutor

## Section 2: Social Media Use and Experience

6. How many years have you been using social media (Blogs, Twitter, Facebook...)? (MC)
- None
  - 1 year or less
  - 3 years or less
  - 5 years or less
  - More than 5 years
7. Which type of social media tools used during FutureLearn (MOOC) do you have experience with? (MA)
- Wikipedia
  - Twitter
  - Facebook
  - Search engine (Google)
  - YouTube
  - Skype
  - Other

## Section 3: Mobile Devices Use and Experience

8. Which mobile devices do you have? (MA)
- Smartphone
  - Laptop
  - Table

- Netbook
- I-Pad
- other (QA)

9. For what reason did you access the material with a mobile device (MA)

- Flexibility to access no matter what time
- Flexibility to access material no matter where I was
- The material was easily accessible through a mobile medium
- It was useful for my learning context
- Other (QA)

10. For which type of learner interaction did you use a mobile device to engage in the interaction while adding content? (MA)

- Posting questions
- Answering questions
- Commenting in threads/posts/tweets
- Social Media
- Sending e-mail messages to other participants
- Collaborating on a project
- Informal chatting
- Other

**Part C: Self-directed Learning Readiness Scale (SDLRS)**

This section is seeking your opinion regarding on learning preferences and attitude towards learning. Respondent are asked to indicate the extent to which they agreed or disagreed with each statement using Frequency 5 Likert Scale [(1) = Strongly Disagree; (2) = Disagree; (3) = Undecided; (4) = Agree; (5) = Strongly Agree] response framework. Please circle one number per line to indicate the extent to which you agree or disagree with the following statements.

No	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I manage my study time well	1	2	3	4	5
2	I learn from my mistakes	1	2	3	4	5
3	I have good management skills	1	2	3	4	5
4	I want to learn new information	1	2	3	4	5
5	I am not in control of my life	1	2	3	4	5
6	I set specific times for my study	1	2	3	4	5
7	I am able to focus on a problem	1	2	3	4	5
8	I like to gather facts before I make a decision	1	2	3	4	5
9	I am aware of my limitations	1	2	3	4	5

10	I can be trusted to pursue my own learning	1	2	3	4	5
11	I enjoy a challenge	1	2	3	4	5
12	I need to know why	1	2	3	4	5
13	I do not enjoy studying	1	2	3	4	5
14	I am self-disciplined	1	2	3	4	5
15	I have high personal standards	1	2	3	4	5
16	I enjoy learning new information	1	2	3	4	5
17	I prefer to set my own learning goals	1	2	3	4	5
18	I critically evaluate new ideas	1	2	3	4	5
19	I solve problems using a plan	1	2	3	4	5
20	I am open to new ideas	1	2	3	4	5
21	I like to evaluate what I do	1	2	3	4	5
22	I am responsible	1	2	3	4	5
23	I am systematic in my learning	1	2	3	4	5
24	I have high personal expectations	1	2	3	4	5
25	I have a need to learn	1	2	3	4	5
26	I am disorganised	1	2	3	4	5
27	I like to make decisions for myself	1	2	3	4	5
28	When presented with a problem I cannot resolve I will ask for assistance	1	2	3	4	5
29	I am responsible for my own decisions/actions	1	2	3	4	5
30	I prefer to plan my own learning	1	2	3	4	5
31	I can find out information for myself	1	2	3	4	5
32	I am confident in my ability to search out information	1	2	3	4	5
33	I prefer to set my own criteria on which to evaluate my performance	1	2	3	4	5
34	I prefer to set my own goals	1	2	3	4	5
35	I prioritise my work	1	2	3	4	5
36	I am logical	1	2	3	4	5
37	I evaluate my own performance	1	2	3	4	5
38	I am methodical	1	2	3	4	5
39	I have high beliefs in my abilities	1	2	3	4	5
40	I set strict time frames	1	2	3	4	5

## Appendix L: Measurement Items Analysis

Pre-Test and Post-Test of Self-Control

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreSC &	3.22	34	.21951	.037
	PostSC	4.45	34	.29654	.050

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreSC & PostSC	34	.344	.047

### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreSC- PostSC	-1.23137	.30229	.05184	-1.33684	-1.12590	-23.753	33	.000

Pre-Test and Post-Test of Self-Management

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreSM &	3.02	34	.23261	.039
	PostSM	3.81	34	.21192	.036

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreSM & PostSM	34	.119	.504

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreSM - PostSM	-.78281	.29549	.05068	-.88591	-.67971	-15.447	33	.000

Pre-Test and Post-Test of Desire for Learning

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreDfL	3.11	34	.29949	.051
	PostDfL	3.76	34	.45010	.077

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreDfL & PostDfL	34	-.228	.195

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreDfL - PostDfL	-.64738	.59478	.10200	-.85491	-.43986	-6.347	33	.000

## Appendix M: Joint Display of Qualitative and Quantitative Data

Qualitative	Quantitative
Themes and quotation from learning logbook, reflective practice & semi-structured interview	Corresponding Survey Items
<p>Device Used (RQ2)</p> <p>“The FutureLearn platform is very flexible as I can use my iPad to access the platform at anytime and anywhere” (Post-R/S30).</p> <p>“Laptop is more convenient since this is my very first learning experiences in FutureLearn” (LB/D1/S20).</p> <p>“I will used both smartphone and laptop. I used laptop because of its wider screen and easy to watch video meanwhile I will used smartphone when away from home or during commute because of its portability and easy to assess” (I/R2).</p> <p>“I personally learn many technology tools like KaaHot, Poplet” (I/R3).</p>	<p>Type of mobile devices (Survey Item 8) (RQ1)</p> <p>Smartphone (Pre: 23 (35.9%) / Post: 25 (32.1%))</p> <p>Tablet (Pre: 9 (14.1%) / Post: 13 (16.7%))</p> <p>Netbook (Pre: 3 (4.7 %) / Post: 4 (5.1%))</p> <p>IPad (Pre: 4 (6.3 %) / Post: 7 (8.9 %))</p> <p>Laptop (Pre: 25 (39%) / Post: 29 (37.2%))</p>
<p>Mobile learning elements (RQ2)</p> <p>“I enjoyed this mobile learning platform because this platform is simple and interesting even using my smartphone at any time and place” (During-R/S15).</p> <p>“I realise that FutureLearn platform enable me to utilise the use of mobile devices with right way and I felt this learning experiences has given insight on using mobile devices for meaningful learning and assessment purposes other than just for social media and gaming” (LB/W1/S25).</p> <p>“I am so interested to learn and know about this FutureLearn platform” (I/R1).</p>	<p>Ease of accessing the course information (Survey Item 5) (RQ1)</p> <p>Above Average (Pre: 3 (8.8%) / Post: 17 (50%))</p> <p>Among the Best (Pre:3 (8.8%) / Post: 17 (50%))</p> <p>No idea (Pre: 28 (82.4%) / Post: 0)</p>
<p>Mobile-based assessment elements (RQ2)</p> <p>“I never used my smartphone for online assessment and this is totally new</p>	<p>Ease of doing the course on the schedule time (Survey Item 5) (RQ1)</p>



experience” (Pre-R/S9).	
“During work free time or during commute, I used smartphone because save my time” (LB/D4/S7).	Above Average (Pre: 3 (8.8%) / Post: 15 (44.1%))
“I can do this assessment without any issues” (I/R3).	Among the Best (Pre: 3 (8.8%) / Post: 19 (55.9%)) No idea (Pre: 28 (82.4%) / Post: 0)
<b>New learning and assessment experience (RQ4)</b>	<b>Awareness of MOOC (Survey item 1) (RQ1)</b>
“I have heard about this online learning platform but I never get experience of it” (Pre-R/S9).	Pre: Yes = 5 (14.7%) / No = 29 (85.3%)
“Yes, this learning process is interesting, fun, flexible, simple course content, easy to access and collaborative learning” (DR/S35).	Post: Yes = 34 (100%) / No = 0
“It was a new approach for me. Although had done a few online tasks, but all those were regarding my profession. But this online learning and assessment was totally different and interesting when using the mobile devices” (LB/W1/S19).	
“First time using my mobile phone to do the assessment and it pretty challenging yet fun as I gain new experience out of it” (PR/S6).	
“I finished my degree six years ago, I did not know about FutureLearn platform neither any M-learning. Only when I took my master course, had privilege to experience my own on this learning. I personally felt that this is very useful and can apply it in classroom” (I/R1).	
<b>Benefits of Mobile task-based activity (RQ4)</b>	<b>Reason for using mobile devices for M-learning course (Survey Item 4) (RQ1)</b>
“I am glad to learn new knowledge which benefit me a lot” (Post-R/S29).	
“Its’ an eye opener, reminds me the important of keeping update with the new wave in education which involves digital technologies especially using mobile devices for learning	Free and affordable (Pre: 9 (26.5 %) / Post: 15 (17.6 %)) No prerequisite required

and assessment” (LB/W4/S23).	(Pre: 2 (5.9 %) / Post: 5 (14.7 %))
“For me it is very beneficial because now I know kind of web 2.0 that I can use and apply it in my classroom” (I/R1)	Flexible Timing (Pre:10 (29.4 %)/ Post: 14 (17.7 %)) Update knowledge (Pre: 13 (38.2 %) / Post: 20 (50 %))
Personal Feelings (RQ4)	Availability of student support (Survey Item 5) (RQ1)
“The course educator always appreciate my works and even other participants often give appreciation when I give any new ideas in discussion board. This increased my interest to learn more” (Post-R/S34).	Above Average (Pre: 4 (11.8 %) / Post: 11 (32.4%)) Among the Best
“Sometimes I scared to ask questions because of the language barrier. But the course educator and the other course participants could able to understand what I am trying to ask and being very responsive. Besides, they never fail to appreciate and recognize my effort in that online learning platform” (LB/W5/S9).	(Pre: 2 (5.9 %) / Post: 12 (35.2 %)) No idea
“There was a task where I need to do the assignment in the FutureLearn platform. I do the assignment and submit it. There was a friend from a different country has reviewed my work and comment on it. This has increased my interest to do this work and felt like I got an appreciation” (I/R2).	(Pre: 28 (82.4%)/Post: 11 (32.4 %))
Empowering learning (RQ4)	Quality of the online learning and tutor (Survey Item 5) (RQ1)
“The course educator always appreciate my works and even other participants often give appreciation when I give any new ideas in discussion board. This increased my interest to learn more” (Post-R/S34).	Excellent (Pre: 0 / Post: 6 (17.6%)) Good (Pre: 6 (17.6 %) / Post: 21 (61.8 %))
“Learning by good examples in videos is sometimes better than explained by a lecturer” (LB/D20/S12).	Fair (Pre: 0 / Post: 7 (20.6%)) No idea (Pre: 28 (82.4%) / Post: 0)
“The quality of the FutureLearn platform is impressive and its allow me to learn at any	

time based on my flexibility. Besides that, the function and interface of the FutureLearn platform enable to use my mobile device for effective learning. The knowledge learned from that platform is good and thus I able to do the assigned assessment” (I/R6).

Social interaction (RQ4)

“sharing my views with other course participants all over the world and this increase my confidence and interest to use my mobile devices for learning purposes more frequently” (DR/S6).

“Sometimes I scared to ask questions because of the language barrier. But the course educator and the other course participants could able to understand what I am trying to ask and being very responsive. Besides, they never fail to appreciate and recognize my effort in that online learning platform” (LB/W5/S9).

“I got excited as get connected with other participants from all over the world and this hinders my fear to face them” (I/R6).

Mobile device to engage in the interaction while adding content (Survey Item 11) (RQ1)

Posting questions

(Pre:14 (12.8%) / Post: 16 (13.7%))

Answering questions

(Pre:14 (12.8% / Post: 22 (18.8 %))

Commenting in discussion/ posts

(Pre:18(16.5%) / Post: 13 (11.1%))

Social media

(Pre:18 (16.5%) /Post: 18 (15.4 %))

Sending e-mail messages to other participants

(Pre:18 (16.5%)/ Post: 18 (15.4 %))

Collaborating on a project

(Pre: 10 (9.3%) / Post: 14 (11.9%))

Informal chatting

(Pre:17 (15.6%)/ Post: 18 (15.4 %))

Empowering device (RQ4)

“Accessing the platform using my iPad is easy as the functionality and the platform design is very supportive” (Post-R/S30).

“Mobile devices allow mobility, portability and flexibility” (LB/W5/S7).

“FutureLearn is a good learning platform and will introduce about this to other friends and answering the quiz enhanced my understanding of the course content” (LB/W5/S11).

“Now everyone knows how to use the mobile devices but why we only use the devices to

Quality of the course material (Survey Item 5) (RQ1)

Excellent

(Pre: 0 / Post: 7 (20.6 %))

Good

(Pre: 5 (14.7 %)/ Post: 23 (67.6 %))

Fair

(Pre: 1 (2.9%) / Post: 4 (11.8 %))

No idea

(Pre: 28 (82.4%) / Post: 0)

play the game and not for learning. So we need this kind of learning and assessment to make use of mobile devices for an appropriate way of learning” (I/R1).

Barriers (RQ6)

Course elements potentially interfere (barrier)  
(Survey Item 3) (RQ1)

Barriers in Mobile Task-based Activity

“I was a working mother has to struggle in terms of finding the perfect time to do these activities” (Post-R/S25).

“I was quite worried about my time management as I had children” (LB/D1/S18).

“Time is an issue for me because at certain time where the school work is loaded so I feel like I need to put extra effort, sometimes I have to work until midnight, just to catch up with the pace” (I/R7).

Technical challenges  
(Pre: 12 (31.6%) / Post: 11 (23.4%)  
Educator and instructor support  
(Pre: 10 (26.3%) / Post: 12 (25.5%)  
Unexpected course content (Pre: 6  
(Pre: 6 (15.8%) / Post: 10 (21.3%)  
My ability to organize my learning  
(Pre: 6 (15.8%) / Post: 11 (23.4%)

Inhibited facet for M-learning Experience

“I never explore any online learning platform before and I have no prior experiences on mobile technology skills to engage in this learning platform. Thus, I find this learning is difficult for me as my technology skills is not promising” (Post-R/S6).

“The course content is interesting and the platform gives me new experiences but since I’m lack of digital literacy make me slow to progress and less interest” (LB/W2/S20).

“I was initially having problem with M-learning as I am not proficient in mobile technology skills and I never explore any online platform before. To overcome this I seek help from my colleague and instructors. I refer and follow my instructor or colleague instruction as he is the person I can look after in case of immediate answer or solution”.  
(I/R8)

### Inhibited facet for SDL Readiness

“I’m a slow learner so I need my instructor to guide me all the time so that my learning process goes smoother” (DR/S19).

“I am looking for instructor guidance as not confident to learn this platform” (LB/W1/S9).

“I need constant support from the instructor as I’m not good in technology and this learning is totally new for me” (I/R9).

### Self-directed learning readiness (RQ5)

### Self-directed learning readiness (Survey) (RQ3)

#### Self-control

“I never thought that I can complete the assessment on time and I realise that I have strong believe on myself that I can perform best in the mobile task-based activities” (Post-R/S22)

“The learning experience in FutureLearn has given me the confident to do the mobile-based assessment” (LB/W5/S9).

“I would like to produce quality work in task based activity as my own way to evaluate my learning outcomes” (LB/W5/S17).

“It’s quite difficult for me to fully understand the lesson. Anyway that problem will not stop me from learning. I considered it as a challenge. In no time at all, I will overcome that problem. I like learning” (LB/W1/S21).

“I need to complete this task with flying colour. Despite many challenges, I overcome it. I have strong believed that I need to complete the task-based activity no matter what” (I/R6).

#### Self-control

(pre-test: 3.22/ post-test: 4.46)

### Self-management (RQ5)

“I’m thinking of organizing the right time to get involved in this is FutureLearn platform and mobile-based assessment amidst my busy schedules after my work time” (DR/S15).

### Self-management (Survey) (RQ3)

(pre-test: 3.02/ post-test: 3.81)

“I can share information and learn new knowledge. However, I have a limited time. To overcome this problem I have to be wise to manage the time. This is because through FutureLearn I can learn a lot of knowledge” (LB/W4/S21).

“Usually I never bring back my schoolwork to home. I settle my schoolwork at school itself and once I’m back home, I will settle my children first and then will find a free time for me. I do have my timetable and I usually will start engaging in this platform at night as my children go for sleep. This is the time where I spend for the online learning” (I/R4).

Desire for learning (RQ5)

“The instructor effort in guiding us throughout this learning.....the way instructor explained about the benefit and the course certificate has increased my interest and curiosity to know about this platform” (Post-R/S26).

“Instructor motivates me to engage more in this platform” (LB/D12/S3).

“My prior experience and interest to explore and learn more allow me to learn this online learning platform independently. For me, this platform has given a positive impact on learning” (I/R6).

Desire for learning (Survey) (RQ3)

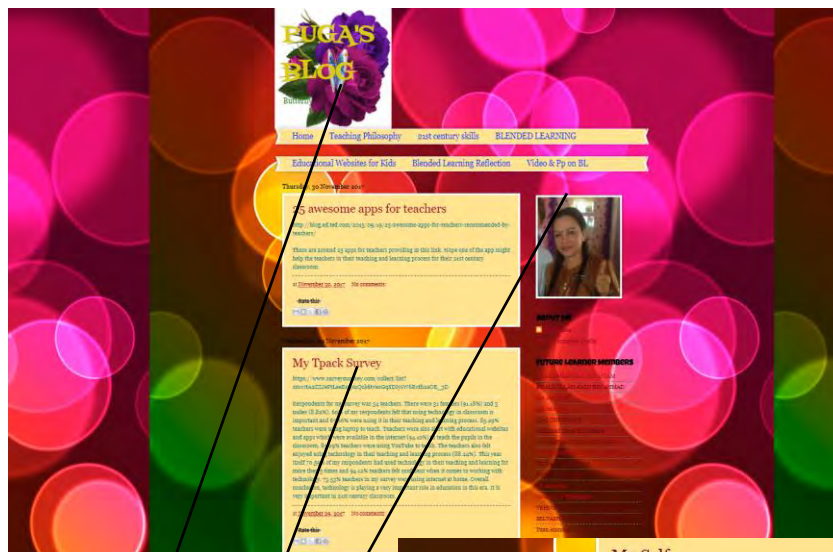
(pre-test: 3.12/ post-test: 3.77)

### Appendix N: Sample of Scoring

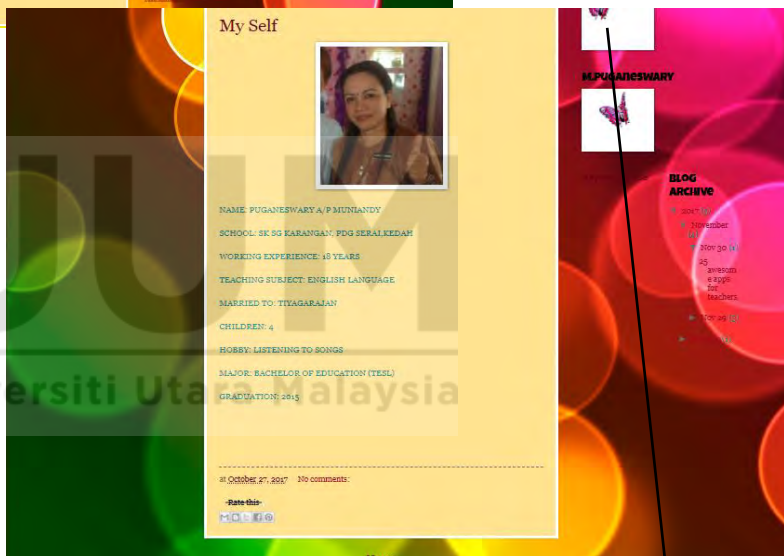
Rubric	TASK1 (20%)	TASK 2 (30%)	TASK 3 (50%)
Ideas & Content	10	X	X
Use of enhancement	10	X	X
Writing Quality	X	10	X
Community	X	10	X
Goal setting	X	10	X
Self-monitoring	X	X	10
Technology Skills	X	X	10
Effective use of resource	X	X	10
Help seeking	X	X	10
Self-evaluation	X	X	10

STUDENT NAME	Activity 1 (e-portfolio) (TOTAL=20%)	Activity 2 (reflective writing) (TOTAL=30%)	Activity 3 (create video) (TOTAL=50%)	TOTAL 100%	Idea & content	use of enhancement	writing quality	community	Goal setting	Self-monitoring	Technology skill	effective use of resource	help seeking	self-evaluation
STUDENT A	17	25	37	79	8	9	9	8	8	7	7	7	9	7
STUDENT B	16	24	38	78	7	9	7	9	8	8	8	6	9	7
STUDENT C	16	21	39	76	9	7	7	8	6	9	9	6	6	9

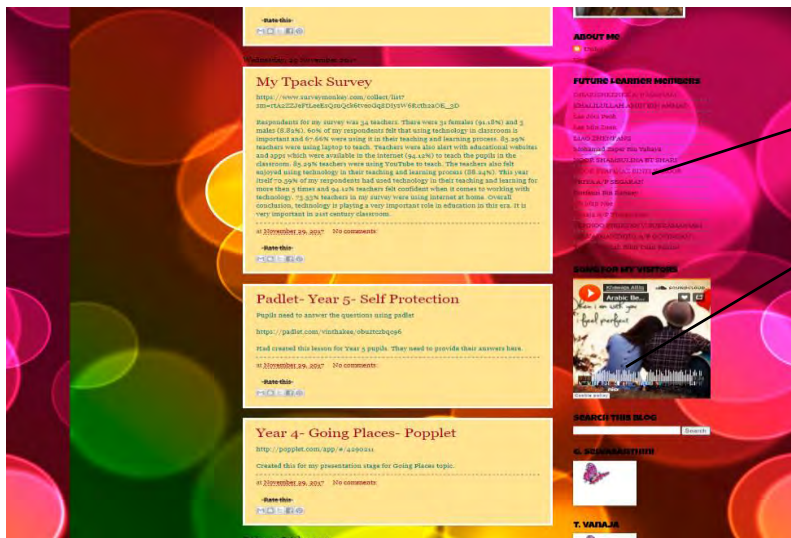
# Task 1: E-portfolio



Ideas & Content



Use of Enhancement





# Task 2: Reflective Writing

**FUGA'S BLOG**  
 Home Teaching Philosophy 21st century skills BLENDED LEARNING  
 Educational Websites for Kids Blended Learning Reflection Video & Pp on BL

### Blended Learning Reflection

Blended Learning Reflection (FUTURE LEARNER BLENDED LEARNING)

**Introduction**  
 Blended learning is a student-centered approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content through thoughtful integration of online and non-online environments. A well-managed blended learning experience thoughtfully organizes content, support materials, and activities via synchronous and asynchronous learning events, all of which are delivered in a variety of modes ranging from traditional lecture to online formats. Communication and collaboration are necessary functions of a blended approach. Because formative assessment is embedded throughout learning events, the learner assumes responsibility for his or her learning.

In contrast to teacher-centered, one-learning approaches, blended learning environments provide multiple ways to access content and to demonstrate mastery. As a result, they tend to increase learner readiness to differentiate content and process. A blended approach also gives the learner the opportunity to be more responsible for his or her learning, which creates a learning situation that may be more meaningful on an individual level. Because the learner comes to construct knowledge through personal effort, she or he is more likely to demonstrate understanding beyond rote memorization, and to transfer what she or he has learned to new settings.

**Reflection**  
 One of the most important facts I learned from Module 1 is that a "blended classroom" empowers students in an exciting learning environment filled with choice, opportunity, and an individualized education. These words are very powerful and pretty much sums up the idea of incorporating a blended learning environment. I was glad to get a chance to explore the different learning styles mentioned. Taking a new look to things from a different perspective, through the eyes of a busy teacher makes me think more about my students where we are going to implement 21st century classroom from next year.

What I first learned this module, I was having difficulty navigating through the tasks and assignments. The format is very efficient and more detailed from any other course I have seen and I look forward to really understand how to adjust my assignments. Creating an Edmodo account is something fairly new to me, so that took a bit of time to get used to as well. Other than that, I thought Module 1 was pretty easy, reading on readings and our colleagues' posts.

After completing the activities and readings from Module 2, I learned the importance of a classroom environment to support the Blended Learning Model. Creating an online model for the teacher involves, she needs to make sure there is ample room for meeting with students and independent work. Module 2 also gave me the opportunity to start lesson planning.

3 comments:

**Unknown** 15 December 2017 at 17:02  
 1. The space is considered pedagogically more important for following pre-activities, than for non-digital lecture formats. The allocated time is programmed according to elements 4, 5, 7 and 9, rather than a content perspective.

**Selvashanthini Govindan** 15 December 2017 at 17:08  
 a. What are the benefits of blended learning?  
 Blended learning is important because it breaks down the traditional walls of teaching, ones that don't work for all students and new technologies to present day technologies and resources we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.  
 Blended learning tears down the traditional teacher and master approach to teaching, which can improve conditions such as:  
 1. Teaching to be responsive to deliver, more affordable and save time  
 2. Blended learning offers flexibility in terms of availability - Any time, anywhere. In other words, no learning enables the student to access the materials from anywhere at any time.  
 3. Access to global resources and materials that meet the student's level of knowledge and interest.

**Unknown** 23 December 2017 at 20:25  
 a. What are the benefits that you have gained from Blended Learning?  
 Blended Learning helps me to encounter new dimension in education curriculum. It gives golden opportunity for my pupils to learn inside and outside classroom.

**LEARNER GOALS**

**MY GOALS**

AM FOR THE STARS

IN MY SECTOR'S INFORMATION TECHNOLOGY IN EDUCATION CLASS

I WILL

1. ATTEND ALL CLASSES
2. STAY FOCUS DURING CLASS
3. COMPLETE ALL ASSIGNMENTS
4. COMPLETE ALL QUIZZES
5. GAIN KNOWLEDGE ON IT IN EDUCATION

Writing Quality

Community

Goal Setting

### Task 3: Video Presentation

**Technology Skills**

**Effective use of resources**

**Help-seeking**

**Self-evaluation**

**Self-monitoring**