

TTLC 2013

Perception of Cambridge A-Level students with respect to their technology engagement

Dr.Purushothaman Ravichandran*

Kolej Yayasan UEM, Lemabah Beringin, Perak

Abstract

This research is an attempt to capture students' technology engagement that fosters meaningful learning among students of Cambridge A-Level programs at KolejYayasan UEM (KYUEM), Malaysia. Three hundred and ninety students were asked to answer an online questionnaire, which was designed using Google docs and the results generated were further analysed using SPSS 11.5. The hypothetical testing showed no significant difference in the usage of computers in leisure activities, such as Facebook, blogging, electronic mail and internet browsing at home and in college. Further, results showed that majority of the students make good use of the internet and electronic mail facilities at college. However, the proportion of students who agreed or disagreed that computers were accessible to them whenever needed within the college campus was observably equal.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Selection and peer-review under responsibility of the Organizing Committee of TTLC2013.

Keywords: Technology engagement; blogging; Google docs

1. Background

This study examines the perceptions and preparedness of A-Level students at KolejYaysan UEM, Malaysia, by capturing the students' engagement with technology in their learning activities. Extensive published evidence affirm that engagement and motivation are critical elements in student success and learning. Researchers agree that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged (Dowson and McInerney, 2001; Hancock and Betts, 2002; Lumsden, 1994). Many school-level studies have identified higher levels of student engagement as important predictors of scores on standardized achievement tests,

* Corresponding author. Tel.: +6 017-654-2121; fax: +6 03-64-60-1234
E-mail address: computerravi@hotmail.com

classroom learning and grades, and student persistence (National Research Council, 2000). Therefore, based on these research notions, students' technology engagement is conclusively defined as the level of students' technology ability that foster students' participation and intrinsic interest in their meaningful learning activities within a school environment. Thus, a conceptual model design of students' technology engagement in the context of this study is shown in Fig. 1.

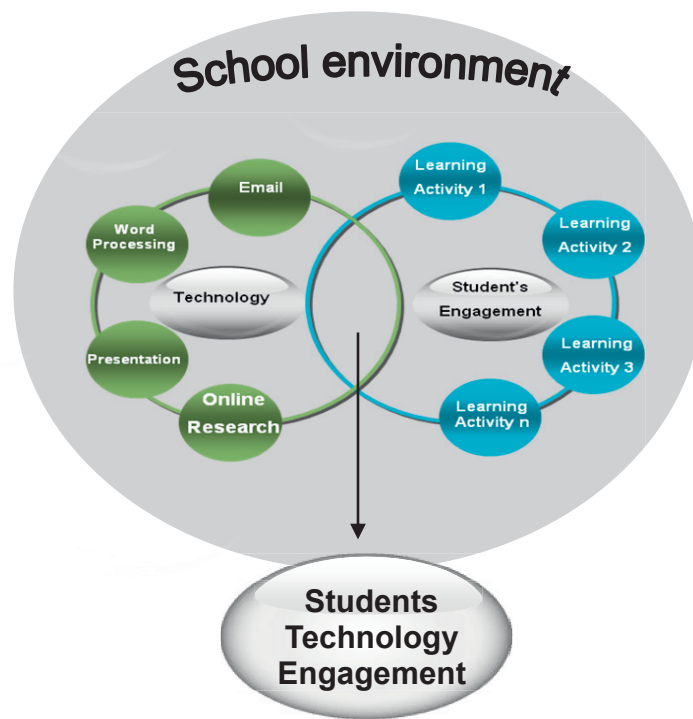


Fig. 1. Conceptual model design of students' technology engagement

2. Literature Review

2.1. Students' technology engagement and learning environment

Student engagement is an important factor for student motivation during their learning process. The more students are motivated to learn, the more likely it is that they will be successful in their efforts. Many factors influence student motivation. These include teacher motivation, pedagogical strategies, availability of learning tools, technology support and good learning environment. However, to sustain such motivation gained by the students, it is important that the school environment in which their learning process evolves be in line with that of the students' expectation. Therefore, it is mandatory for each student to get such support from the school where his learning begins to emerge. The most common forms of engagement by Australian children have been found to be electronic mail and information searches (Aisbett, 2001). Similarly, Livingstone, & Bober (2004) reported United Kingdom youth (9 to 19 year olds) as using the internet to communicate, for peer-to-peer interaction and to seek information. Also, a report published by the National School Board Association (2007) found that 96 percent of youth in this age range have used social networking tools at some time, with their average engagement with them rivaling time spent watching TV at 9 hours a week. Yet perhaps the most stunning statistic of their study is that the topic of most conversation at these sites is education—60 percent of the students' surveys said they use the sites to talk about education topics and more than 50 percent use it to talk about specific schoolwork. In yet another research conducted by Look (2005), a review of 219 studies on the use of technology in education consistently found that

Download English Version:

<https://daneshyari.com/en/article/1114378>

Download Persian Version:

<https://daneshyari.com/article/1114378>

[Daneshyari.com](https://daneshyari.com)