

Learning Through Authoring Multimedia Artefacts (AMA)

Dear respondent,

This questionnaire aims to elicit your personal views about learning through authoring multimedia artefacts (AMA), such as podcasts, online courses, etc. Three main areas are addressed in this questionnaire:

- 1) Learning engagement in AMA experiences
- 2) Learning through AMA
- 3) Learning environment of AMA-based learning

Your participation in this study is voluntary. If you decide to participate, kindly click (YES) below to proceed and fill out the questionnaire. Please know that your identity will remain hidden and the information you provide is intended to be used for research purposes only. Your input will be greatly appreciated.

Thank you for your time and effort,

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* Required

1. If you agree to participate, then choose YES to proceed to the questionnaire. *

Mark only one oval.

- Yes *Skip to question 4.*
- No *Stop filling out this form.*

Bio details

2. What's your academic year?

Mark only one oval.

- Year 1 (Foundation)
- Year 2
- Year 3
- Year 4
- Year 5 (Final year)

3. Have you had experience authoring multimedia content prior to joining the Educational Technology module? Answer briefly.

Part 1) Learner engagement in Authoring Multimedia Artefact (AMA) experiences

This part aims to explore different aspects of engagement in the process of multimedia authoring.

Please decide how much you agree or disagree with the following statements:

4. 1. Authoring multimedia artefacts (AMA) enhances:

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
deeper understanding of the topic.	<input type="radio"/>				
conscious thinking processes.	<input type="radio"/>				
critical thinking skills.	<input type="radio"/>				
problem solving skills.	<input type="radio"/>				
creative thinking and creativity.	<input type="radio"/>				

5. 2. Authoring multimedia artefacts (AMA) helps students:

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
self-regulate and self-manage their learning and performance.	<input type="radio"/>				
learn to set goals and plan the learning process.	<input type="radio"/>				
self-monitor their achievement of the learning goals.	<input type="radio"/>				

6. 3. Authoring multimedia artefacts (AMA) helps students:

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
think deeply about and review the strategies they use.	<input type="radio"/>				
evaluate the effectiveness of the strategies they use.	<input type="radio"/>				
identify their mistakes and learn from them.	<input type="radio"/>				

7. 4. Authoring multimedia artefacts (AMA) helps increase:

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
positive feelings of excitement, interest and curiosity in learning.	<input type="radio"/>				
motivational beliefs and feelings about learning.	<input type="radio"/>				
self-satisfaction about learning.	<input type="radio"/>				

8. 5. Authoring multimedia artefacts (AMA) encourages students to:*Mark only one oval per row.*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
develop technical and technological skills.	<input type="radio"/>				
apply different learning strategies and skills.	<input type="radio"/>				
research and look for additional information and resources.	<input type="radio"/>				

9. 6. Authoring multimedia artefacts (AMA) promotes:*Mark only one oval per row.*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
team-working skills and organizational skills.	<input type="radio"/>				
collaboration and working with others.	<input type="radio"/>				
negotiation of meaning and obtaining feedback.	<input type="radio"/>				

Part 2) Learning through Authoring Multimedia Artefacts (AMA)

This part aim to explore different aspects of AMA-based learning.

Four sub-areas are explored here:

- (1) Learning by doing,
- (2) artefact construction,
- (3) student-centred learning, and
- (4) ICT-mediated learning.

Please decide how much you agree or disagree with the following statements:

10. 1. Learning-by-doing (or experiential learning) encourages students to:*Mark only one oval per row.*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
engage actively in the learning experience and learn through using their senses.	<input type="radio"/>				
reflect and think deeply about their learning experience.	<input type="radio"/>				
create abstract concepts (i.e. mental maps) and generalizations based on their learning experience.	<input type="radio"/>				
improve their decision-making and planning for future learning experiences.	<input type="radio"/>				

11. 2. Creating external products (e.g. podcasts) encourages:*Mark only one oval per row.*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
productive learning and self-expression.	<input type="radio"/>				
increased understanding and knowledge about the topic.	<input type="radio"/>				
active and deep learning and reflective thinking.	<input type="radio"/>				
interest in developing and advancing knowledge.	<input type="radio"/>				

12. 3. Student-centred learning encourages students to:*Mark only one oval per row.*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
make learning more personal, motivating and relevant to them.	<input type="radio"/>				
identify their own learning needs.	<input type="radio"/>				
make decisions and choices about content, strategies and tools to use in their learning.	<input type="radio"/>				
apply their thinking and learning styles.	<input type="radio"/>				
engage actively in a process of learning discovery (i.e. learn, reflect, re-learn and improve strategies).	<input type="radio"/>				
self-monitor and self-assess their own progress.	<input type="radio"/>				
collaborate, interact with others and negotiate meaning.	<input type="radio"/>				
take responsibility of their learning and become independent learners.	<input type="radio"/>				

13. 4. Using ICTs in learning:*Mark only one oval per row.*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
engages students in meaningful learning experiences.	<input type="radio"/>				
improves students' thinking and learning.	<input type="radio"/>				
facilitates new and creative possibilities for learning.	<input type="radio"/>				
encourages students to create, co-create and share knowledge.	<input type="radio"/>				
enables active, creative and reflective learning.	<input type="radio"/>				
improves students' technological skills and enhances their confidence in using technology.	<input type="radio"/>				
enhances engagement and motivation in learning.	<input type="radio"/>				

Part 3) Learning environment of AMA-based learning

This part aims to explore different aspects of the learning environment of authoring multimedia artefacts (AMA).

Three sub-areas are explored here:

- (1) the learning atmosphere,
- (2) the role of the teacher as a facilitator, and
- (3) the nature of learning activities.

Please decide how much you agree or disagree with the following statements:

14. 1. The learning atmosphere provided by authoring multimedia artefacts (AMA):

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
encourages student-centred learning.	<input type="radio"/>				
encourages safe learning and tolerates making mistakes.	<input type="radio"/>				
encourages students to learn, try out different strategies, and learn from their mistakes.	<input type="radio"/>				
provides a supportive and friendly learning atmosphere.	<input type="radio"/>				

15. 2. The role of the teacher should be to:

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
create the conditions for students to learn, instead of providing ready knowledge.	<input type="radio"/>				
enable students to create their own knowledge and understanding.	<input type="radio"/>				
encourage students to self-manage, self-direct and take responsibility for their own learning.	<input type="radio"/>				
enable students to interact and collaborate with others, talk and discuss their ideas with them, negotiate meaning, and share feedback.	<input type="radio"/>				

16. 3. Project-based learning encourages students to:

Mark only one oval per row.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
discover and explore new knowledge and meanings.	<input type="radio"/>				
make connections between different information and knowledge.	<input type="radio"/>				
engage deeply in a process of learning and reflection.	<input type="radio"/>				
try out different learning styles, strategies and skills.	<input type="radio"/>				

