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 qurestionnaire. ***
   Mark only one oval.

   ( ) Yes   *Skip to question 2.*

   ( ) No   *Stop filling out this form.*

Bio details

2. **Academic experience? ***
   Mark only one oval.

   ( ) 1-5 years

   ( ) 5-10 years

   ( ) 10-15 years

   ( ) Over 15 years

3. **Gender? ***
   Mark only one oval.

   ( ) Female

   ( ) Male

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

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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 diagree with the following statements:

5. **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.	◯	◯	◯	◯	◯
conscious thinking processes.	◯	◯	◯	◯	◯
critical thinking skills.	◯	◯	◯	◯	◯
problem solving skills.	◯	◯	◯	◯	◯
creative thinking and creativity.	◯	◯	◯	◯	◯

6. **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.	◯	◯	◯	◯	◯
learn to set goals and plan the learning process.	◯	◯	◯	◯	◯
self-monitor their achievement of the learning goals.	◯	◯	◯	◯	◯

7. **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.	◯	◯	◯	◯	◯
evaluate the effectiveness of the strategies they use.	◯	◯	◯	◯	◯
identify their mistakes and learn from them.	◯	◯	◯	◯	◯

8. **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.	◯	◯	◯	◯	◯
motivational beliefs and feelings about learning.	◯	◯	◯	◯	◯
self-satisfaction about learning.	◯	◯	◯	◯	◯

9. **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.	◯	◯	◯	◯	◯
apply different learning strategies and skills.	◯	◯	◯	◯	◯
research and look for additional information and resources.	◯	◯	◯	◯	◯

10. **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.	◯	◯	◯	◯	◯
collaboration and working with others.	◯	◯	◯	◯	◯
negotiation of meaning and obtaining feedback.	◯	◯	◯	◯	◯

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 diagree with the following statements:

11. **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.	◯	◯	◯	◯	◯
reflect and think deeply about their learning experience.	◯	◯	◯	◯	◯
create abstract concepts (i.e. mental maps) and generalizations based on their learning experience.	◯	◯	◯	◯	◯
improve their decision-making and planning for future learning experiences.	◯	◯	◯	◯	◯

12. **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.	◯	◯	◯	◯	◯
increased understanding and knowledge about the topic.	◯	◯	◯	◯	◯
active and deep learning and reflective thinking.	◯	◯	◯	◯	◯
interest in developing and advancing knowledge.	◯	◯	◯	◯	◯

13. **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.	◯	◯	◯	◯	◯
identify their own learning needs.	◯	◯	◯	◯	◯
make decisions and choices about content, strategies and tools to use in their learning.	◯	◯	◯	◯	◯
apply their thinking and learning styles.	◯	◯	◯	◯	◯
engage actively in a process of learning discovery (i.e. learn, reflect, re-learn and improve strategies).	◯	◯	◯	◯	◯
self-monitor and self-assess their own progress.	◯	◯	◯	◯	◯
collaborate, interact with others and negotiate meaning.	◯	◯	◯	◯	◯
take reponsibility of their learning and become independent learners.	◯	◯	◯	◯	◯

14. **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.	◯	◯	◯	◯	◯
improves students' thinking and learning.	◯	◯	◯	◯	◯
facilitates new and creative possiblities for learning.	◯	◯	◯	◯	◯
encourages students to create, co-create and share knowledge.	◯	◯	◯	◯	◯
enables active, creative and reflective learning.	◯	◯	◯	◯	◯
improves students' technological skills and enhances their confidence in using technology.	◯	◯	◯	◯	◯
enhances engagement and motivation in learning.	◯	◯	◯	◯	◯

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 diagree with the following statements:

15. **1. 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.	◯	◯	◯	◯	◯
enable students to create their own knowledge and understanding.	◯	◯	◯	◯	◯
encourage students to self-manage, self-direct and take responsibility for their own learning.	◯	◯	◯	◯	◯
enable students to interact and collaborate with others, talk and discuss their ideas with them, negotiate meaning, and share feedback.	◯	◯	◯	◯	◯

16. **2. 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.	◯	◯	◯	◯	◯
encourages safe learning and tolerates making mistakes.	◯	◯	◯	◯	◯
encourages students to learn, try out different strategies, and learn from their mistakes.	◯	◯	◯	◯	◯
provides a supportive and friendly learning atmosphere.	◯	◯	◯	◯	◯

17. **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.	◯	◯	◯	◯	◯
make connections between different information and knowledge.	◯	◯	◯	◯	◯
engage deeply in a process of learning and reflection.	◯	◯	◯	◯	◯
try out different learning styles, strategies and skills.	◯	◯	◯	◯	◯

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