Technology and Higher Education: Using e-tutorial as a Pedagogy for Innovation and Flexible Learning

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Introduction

• Education in 21st century ~ need knowledge of informational technology especially in ICT among lectures and prospective teachers.

• E-learning in tutorials activity affords to give one new dimension in educational world because of its flexibility characteristic.
e-learning especially e-tutorial played important roles in providing flexibility by allowing the lectures and students to choose their place and time according to their professional availability and personal (Chang & Chang, 2012; Sushma Rani & Krishnan Kant, 2013).
e-tutorial acts as important tools in supporting collaborative learning in virtual method because lectures and students can solve together supervision tasks, gain new skills and used in teaching and learning process (Kopp et al., 2012).
Problem Statements

- A face-to-face tutorial in an hour per week session discovered that this traditional method causes limitation of scope during discussion, less comprehensive and does not include the whole pro-forma and schemes of Teaching Learning Objectives (TLO).

- In the event that classes have to be replaced at other times, e-learning can be beneficial because tutorials can be done under virtual surveillance.
Thus, e-tutorial allows lectures to verify student’s attendance via active participation in learning and online discussions at the time that has been set.

Based on the above problems statement, this study focused on the extent of e-tutorial usage in e-learning, the level of understanding towards a particular topic when using e-tutorial, the attitudes and strategies used by pre-service teachers when interacting via e-tutorial.
Research Objective

This aim of the study is to identify the use of e-tutorial by pre-service teachers for professional courses. The specifically objective of this study are as follows:

a. to identify the level of understanding topic of the discussion in e-learning tutorial among the pre-service teachers.

b. to identify the attitudes in interaction of using e-learning tutorials among the pre-service teachers.

c. to identify the strategies to answer the question in e-learning tutorial among the pre-service teachers.

d. to identify the strength of using the e-learning tutorials among the pre-service teachers.
Research Questions

Based on the above objectives, the following research questions have been put forward:

a. What is the level of understanding of topic of discussion in e-learning tutorial among the pre-service teachers?

b. What is the attitude when using e-learning tutorials among the pre-service teachers?

c. How are the questions in e-learning tutorial answered by the pre-service teachers?

d. What is the respond in using e-learning tutorials among the pre-service teachers?
Methodology

- The sample of this survey comprised of 45 pre service teachers

- A set of questionnaires and a protocol interview, developed by the researchers, were used to collect the data in this study.
The level of understanding of topic of discussion in e-learning tutorial among the pre-service teachers

- Easy to understand: 82.22%
- Moderately easy: 15.56%
- Hard to understand: 2.22%
• The attitudes when using e-learning tutorials among the pre-service teachers.

Analysis of the attitudes when using e-learning tutorials was based on **involvement**, **burdensome feeling** and **time frame** for pre-service teachers to complete the tasks in e-learning tutorial.
Involvement

- Very active: 11.11%
- Active: 84.44%
- Not Active: 4.44%
Time Frame

- 1 to 2 days: 48.89%
- 3 to 4 days: 35.56%
- 5 to 6 days: 15.56%
The strategies used to answer the question in e-learning tutorial among the pre-service teachers

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>variety of references</td>
<td>93.33</td>
</tr>
<tr>
<td>doing references</td>
<td>84.44</td>
</tr>
<tr>
<td>lectures' note</td>
<td>71.11</td>
</tr>
<tr>
<td>discussion among the peer group</td>
<td>64.44</td>
</tr>
<tr>
<td>answers from the peer group</td>
<td>31.11</td>
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</tbody>
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During the interview session, the pre-service teachers identified various strengths of using e-learning tutorials, which are summarized as follows:

- Enjoyable
- Easily and Quickly Accessible
- Reduce Costs
- Sharing of ideas, creativity and critical thinking
Discussions & Conclusions

- level of using e-learning tutorial among the pre-service teachers is encouraging although they face a time constraint to finish the assignments due to poor internet connection and other work loads.

- similar to the study by Dobbs et al., (2009) and Stewart, Waight, Norwood and Ezell (2004), in which students have positive perspectives towards e-learning experiences and they are ready to take courses through e-learning in the future.
• the e-tutorial questions are important and useful for a comprehensive activity in teaching and learning process. The findings of this study suggest that e-learning tutorial can be used for effective development of learning and teaching skills among pre-service teachers even at the higher level (Kirby, Sharpe, Bourgeouis & Greene, 2010).

• policy makers and educators need to seriously engage by taking into account the perceptions of students about e-learning in an effort to help create a positive perception of learning, starting from primary and secondary schooling.
• Respondents are actively involved in e-tutorial because they can access the assignments anywhere and at any time as long as there is an internet connection and exchange opinions instantaneously. In this way, they can gain fast and vast knowledge in e-tutorial activity. Most of the respondents do not feel burdened by the e-tutorial activity. The only time they are feeling burdened when there are plenty of tasks given by their lecturers at the same time.

• The use of ICT for reference materials is the strategy mostly favoured in answering e-tutorial questions. This is due to easiness, quickness, accessibility and time and paper saving.
Conclusion

- e-tutorial can help the management of academic staffs especially lecturers in delivering multiple tasks, including facilitating student’s self-learning at variable place and time.
- Furthermore, the transmission and updating of teaching and learning materials are faster, encouraging interactive communication between lecturers and students, user friendly and accessibility to learning materials either from inside or outside of the campus area, providing flexible support for lectures and students, potentiality as an alternative method for teaching and learning, online evaluation and collaborative learning.
- Thus, e-tutorial programme in psychology courses can become a medium for today’s pedagogy to generate thinking capability at higher level among students especially pre service teacher’s.
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