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Task 7

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The purpose of this research is a using mobile devices to leverage student access to collaboratively-generated resources: A case of WhatsApp instant messaging at a South African University. The research was approached by using data was gathered from 4-year human resource management learners registered for Research Methodology module (n = seventy-two). To improve engagement of learners, learners with academic resources which collectively generated, learners were given support to anonymously interact between themselves, with a guest online lecturer (i.e. online facilitator) and a lecturer utilizing their cell mobile numbers. Interaction which anonymous expected to protect the identities of low self-esteem, shy PDS who frequently having difficulty of publicly expressing their ideas 22 classrooms. Utilizing data analysis which is inductive (Rambe and Chipunza) the themes which is relating to differential uses of WhatsApp that surfaced from lecturer-peer interaction and WhatsApp-mediated lecturer-student and student blog postings were placed into conversation with the conceptualisation freedom and of functioning's. What was learned from the research is that social media tool like WhatsApp is providing us a comfortability to access information and communicate with other people anytime and anywhere this includes WhatsApp. This paper focuses on 1 social media tool which is WhatsApp, the benefit of this technology enables the mobile devices like cellular phones and iPads to be highly advanced than laptop or desktop. Social media tool has increased more popular with young adults of the twenty first century reason being that social media tools are providing element of convenience which is high. A study by (Rambe and Chipunza) suggest that WhatsApp is one of the most accessible social media tool by both the students and the educators, he states that WhatsApp is 1 of the few information and communication tools which are broadly spread in both rural areas and urban areas. The student lifestyle changed because video, instant messaging and image sharing have been integrated into it. What can we learn from this research is that the social media tool introduction in the universities motivates student participation and interest and when it is correctly implemented may be a huge asset to both educators and learners. Social media tools should be explored as a way of improving education both outside and inside the class, when it is utilized for facilitating communication, learning and sharing among students (Rambe and Chipunza) This *latest technology is the way of making education more responsive, more available cheaper and better*. This assignment is dealing with a research which was conducted to concentrate on social media tool and its utilization in teaching and learning environment and attitudes of both educators and students towards implementation of social media tools as part of both classroom learning and distance learning.

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Rambe, P. and Chipunza, C. (2013). Using mobile devices to leverage student access to collaboratively-generated resources: A case of WhatsApp instant messaging at a South African University. The authors - Published by Atlantis Press. Downloaded on 11/11/2018 from https://www.researchgate.net/profile/Patient_Rambe2/publication/266645202_Use_of_mobile_devices_to_leverage_student_access_to_collaboratively-generated_resources_A_case_of_WhatsApp_instant_messaging_at_a_South_African_University/links/577d21ab08aeae3b27e2f96.pdf

The purpose of this research is examining behaviours of students on WhatsApp. If there is a relationship which is positive among social media participation and confidence can be assed. The setback of utilizing WhatsApp shall be explained in this paper. It's expected that this research can be useful in highlighting behaviours of learners on social media tools, as students nowadays are "digital natives" that who were born with technology which is new and show social network use which excessive (Kaya and Bicen). Since beginning of two thousand, there was technological advances and worldwide Internet penetration like smartphones with free methods of communication such as WhatsApp). It was argued that shifts in habits of student can results in shift in their behaviours. The study goals are as follows; To find out behaviours of respondents on WhatsApp, and establishing the use of social network by learners. **The research was approached by being able to collect** primary data, three hundred and sixty-two high school learners were surveyed from 20 Temmuz Fen Lı, Bülent Ecevit Anadolu Lisesi and sesi, and Türk Maarif Koleji. Two hundred and two students that took part were women (fifty six percent) and one hundred sixty were man (forty four percent). Forty-five (thirteen percent) of the respondents were fifteen-year olds, sixty-five (eighteen percent) were sixteen-year olds and the greater number one hundred and sixty of students that took part were seventeen (forty four percent) and ninety-two (twenty five percent) of the respondents were eighteen-year olds. The greater number of the students that took part ($f = 138$) were studying Science and Mathematics (AS-Level), followed by Turkish and Mathematics (ninety-two) and A-Level modules (fifty-seven 57). Additionally, there were some students that took part from the Arts (forty-one) and Science (thirty-four) fields. **What was learned from the research is that** (Kaya and Bicen) suggests that a research in South Africa indicated that people that are included in the research utilized social media tool and those who were not using one were also active on social network although they were not familiar with social media tools such as WhatsApp tool. Parents need to keep in touch with their kids directly when there is an emergency event hence they install social media tools for their children which are attending school and they can use GPS tracking system and location on WhatsApp to trace where their ³² ls are at all the times. A research done by (Kaya and Bicen) states that students are showing high interest in social media such as WhatsApp as a tool utilized for learning. These students are open and enthusiastic regarding *social and technological trends* and their utilization for learning in classrooms. The social media tool introduction may be highly beneficial when correctly implemented resulting in learning which is extensive both out and in the classroom and *Ignoring social and technological trends is not the way forward for educators any more*. **The given learner's positive nature shows the response towards.**

What can we learn from this research: The final word on the value of the article, or what it contributes to the literature. Students may connect to school's network by utilizing VPN or internet connect on their cellular phones to gain access to learning guides, guidelines and study material from their educators. Learners may do practical work and experiments in the own museums and labs by utilizing WhatsApp camera and video features and learners may take data and info they have gathered back to their class in the form of pictures and video. A study done in the past included learners that took images of a plant growing daily, then go back and utilize their images to document the plant's growth (Kaya and Bicen). Once the educator has described the idea on the board learners can take pictures of the board and record the lesson utilizing WhatsApp features and then re-visit them later. It assists the students to take photos of what the lecturer wrote before lesson ended and this assists students to pay attention to lessons, instead of writing notes constantly and not paying full attention to what the lecturer is teaching. In addition, learners were found to understand the idea that is being taught better as students view what was taught to them in reality and put the idea into acquired real -world understanding of the idea and practice by visiting locations (Kaya and Bicen).

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Kaya, T. and van Bicen, H. (2016). **The effects of social media on students' behaviors; WhatsApp as a case study.** Computers in Human Behavior 59 (2016). Downloaded on 12/11/2015 from https://s3.amazonaws.com/academia.edu.documents/53960823/The_effects_of_social_media_on_students_behaviors_Facebook_as_a_case_study_May_2016.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1547300876&Signature=ktljEve5s5ZR4Ybhq4fgmbkDdJY%3D&response-content-disposition=inline%20filename%3DThe_effects_of_social_media_on_students.pdf

3. The purpose of the present study was threefold. 1, information about the regularity of using of social media tools between university learners was gathered. For e.g. researchers monitored time learners spend on WhatsApp and how much are they putting into their accounts. 2, characteristics of information about the users of these social media was gathered (example ethnicity, sex, and age). Thirdly, researchers assessed WhatsApp conversations utilizing the gratifications and uses theory. Precisely, 2 of the existing directions under such theory effectiveness of content (different media) in meeting people's needs and individual's background the (example, demographic variables) were assessed for both gratifications and uses of having a social network account, and failed gratifications and uses and for not having social network account. **The research was approached in the following manner** 116 learners from a four-year East Coast university which is public were recruited to take part in this research on the internet usage of students without mentioning friends -network sites.

Of the students that took part, forty-five-point seven percent which is fifty-three students were males and fifty-four points three which is sixty three percent were females with the mean age of nineteen. seven years (SD of three-point seven percent). Additionally, of the students that took part, fifty-five (forty-seven points four) were Caucasian, twenty-five (twenty-one points sic percent) were African American, eighteen (fifteen-point five percent) were Native Americans, ten (eight-point 6 percent) were multiracial and eight (six point nine) were Hispanic origin. **What was learned from the research is that** the introduction of social media tool such as WhatsApp may now be used by the educator to facilitate learning in the classroom instead of the educator being the only source of information in the classroom. The role of the educator is changing slowly when coming to *social and technological trends it shows that this is the way forward for educators*. The success of implementing and utilizing *social and technological trends* in education relies more on educator's willingness to adjust, embrace and learn these new trends, in addition the educator's knowledge of the latest technology, social media tools and in general the utilization of these technologies is very import and can improve the teaching and learning environment. (Bonds and Raacke) suggests that lack of computer literacy between educators is 1 of the issues of *Information and Communication Technology(ICT) in education* this is reported by SITES M2 which is a **research** that was conducted in South Africa. In South Africa a number of educators are learning the skills of social media tools mostly by learning from informal channels and from other educators as opposed to formal training. Support for educators and provision of training are important in making the implementation of *social and technological trends* in classroom a success (Bonds and Raacke). When coming to the utilization of social media tools in teaching a research shows that educators were expressing reservations and were also hesitant they did not show confidence when coming to utilization of new these *social and technological trends*. Educators were worried regarding the distractions and challenges of allowing social media tools at schools can introduce. Some educators are not aware that social media tools can be utilized for teaching purposes for example a teacher can open WhatsApp group and add all the learners in that WhatsApp group and share notes, assignments and any information related to lessons of the subject. (Bonds and Raacke) states that parent's worries are not lying with the *social and technological trends*, but instead lies with the impact of implementing it at schools.

What can we learn from this research is that to avoid incurring extra cost for social media tools support should be offered to education system. Social media tools and technology are changing more rapidly what can be considered new today may not necessarily be utilized tomorrow. Proper support for selected technology and social media tool should be made available for every student. When all learners are trying to call for assistance and simultaneously when there is an emergency this can build overload and result in delayed support (Bonds and Raacke). Students can cheat when they write tests by utilizing WhatsApp to send text message and capture a photo of the test and WhatsApp or send it their fellow learners. Learners may be disturbed when they are engaging in social networking, texting and making calls via WhatsApp application meanwhile they are in the classroom. Schools are having low level of acceptability (Bonds and Raacke). Dealing with the challenges of implementing social media technologies in education. (Bonds and Raacke) states that schools can approach suppliers and sponsors then negotiate both discount and sponsorship when buying/implementing social media tools because they are not for free they include purchasing data and using WIFI.

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Bonds - Raacke, J. and Raacke, J. (2014). **WhatsApp and Facebook: Applying the Uses and Gratifications Theory to Exploring Friend-Networking Sites.** CYBERPSYCHOLOGY & BEHAVIOR Volume 11, Number 2, 2014© Mc 31 Ann Liebert, Inc. Downloaded on 11/08/2015 from <https://www.liebertpub.com/doi/pdf/10.1089/cpb.2007.0056>

4 The practical goals and purpose of this research is understanding students' experience of WhatsApp mobile learning and attitudes and perceptions towards utilizing social media tools for vocabulary practices, reading, writing, speaking, grammar, and additional listening. The study survey was being done at Princess Nora University, the department of French language. This research is intending to establish the implication of social network on the enhancement of learning French language. The study is based on qualitative and quantitative (a mixed methodology) for which a questionnaire was utilized to gather collect data. The results of the questionnaire are to evaluate attitudes of learners to utilize WhatsApp and their perceptions regarding learning French language using social media tools. **The research was conducted** Questionnaire, a survey, with 29 questions was sent to 200 educator²⁸ primary and secondary schools in 2004, December to January 2005. Items which were assessed on five-point Likert scale, with 1 indicating "strongly disagree", and five showing "strongly agree". About 148 questionnaires done and given back, and just 131 questionnaires were marked as valid. **What was learned from the research is that** the new generation that is the individuals born between nineteen seventy-seven and the year two thousand (Bansal and Joshi) has developed with social media tool as

part of their lives meanwhile the older generation should still learn to adjust, embrace and utilize WhatsApp and other social media tools. *Social and technological trends* are not unfamiliar or something new and kids of the twenty first century can utilize social media tools such as WhatsApp and welcome new technological trends. There is a research which was made in twenty fourteen that discovered that sixty six percent of eight to eighteen-year olds utilize social media (Bansal and Joshi). Utilization of social media tool between eight to eighteen-year olds has increased steadily with young adults utilizing other social network applications like WhatsApp for exchanging information and communicating. This age group is familiar with gaining and receiving information anytime when they expect it by means of social media tool. *Ignoring technological and social trends is not the way forward for educators any more.* What can we learn from this research is that there are issues that should be considered and managed when it comes to implementing social media tools like WhatsApp in schools. In addition, there are benefits when it comes to implementation of social media tools as indicated by existing research. When the introduction of social media tools like WhatsApp at schools is not strategically done the side impacts of doing so may be irreversible and detrimental (Bansal and Joshi). Social media tools at school may promote student participation in classroom and renew student's interest in lessons, hopefully by increasing the pass rates by enhancing their understanding of ideas that are taught in classroom. The benefits of social media tools for both students and educators are motivating and if we do not utilize them it will indeed be a lost to education.

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Bansal, T. and Joshi, D. (2014). A Study of Students' Experiences of WhatsApp Mobile Learning. Global Journal of HUMAN-SOCIAL SCIENCE: H Interdisciplinary. (14) 4. Global Journals Inc. (USA). 262-270. Downloaded on 15/10/2018 from <https://socialscienceresearch.org/index.php/GJHSS/article/view/1326>

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5.The purpose of this research is deciding whether to use or not to use social media in higher education in developing countries such as South Africa. The research was approached by using data making observation and using surveys and through questionnaires. Total number of 290 learners provided a response on questionnaire and which brings about rate response of 19%. What was learned from the research is that educators are not having knowledge about the potential and advantages of utilizing social media tools for teaching purposes, their main focus is lying on the negative aspects and bad side therefore hinders the success of utilizing social media tools at schools. We will review the difficulties and issues linked to social media tools in schools and the beneficial solution of overcoming such issues. Parents worries are valid and should be taken into consideration. The social media tools introduction may have impact which is negative to students when it is not implemented strategically in a way that is taking each and every concern into consideration and caters for all of them. Benefits for teaching and learning. These days social media tools come almost all the features that a personal computer or standard laptop has. Text messaging, accessibility to video and audio, camera, email, internet, are some of the features that WhatsApp has. Students are taking responsibility of learning into their hands by utilizing WhatsApp and other social media tools. Students are accessing information besides that fact whether they are in school or not (Susilo, 2014).

Social media tools assist the students to learn in and outside the classroom as long they are having social media tools with them. Students are very excited regarding the utilization of social media tools and the its inclusion in the classroom assists with the student's interest and their participation in the classroom. Text messaging facilities and emailing facilities on WhatsApp allows students to communicate directly with their educators and they can send notes and files directly to one another. What can we learn from this research that there is issues and challenges of implementing social media tools in both basic and high education. To deal with such responsibility desired from government, parents and teachers. Security of paying for funding social media technology and linked services which require licenses must be done. Too much utilization of social media tools may result in fatigue, stress, restless and disrupted sleep (Sobaiha et al., 2016). Schools and tertiary institution should depend on parents when it comes to monitoring their kid's usage. Parents cannot have the technical knowledge to effectively monitor their kids all the time. Many academic programs should utilize social media tools such as WhatsApp. Many academic programs should utilize social media tools such as WhatsApp in such a way that they are compatible with mobile devices (Sobaiha et al., 2016). When learners begin competing over who is having more advanced phone with advanced social media tools the status among students may build unhealthy pressures. Social network can cause disrupted sleep, restless, stress and fatigue Once people find out which technologies are out there they may find out the benefits and challenges to implement such in educational establishments. Which criteria are utilized for technology in improving teaching and learning. Teachers may establish if technology may be utilized or not based on whether technology helps with teaching the idea that is planned in the lessons and they are accountable for establishing the lesson that are going to be taught. Occasionally the teacher may not be fully aware of the utilization of technology for teaching and learning. It is essential that people understand what the teacher establishes technology which is usable so that it may be utilized in education. How does social media tools utilized for teaching and learning in education meet the

education criteria? Once people found what are the criterion of the educator utilized for technology and what social media tools are available. People may then find out how good the technologies that are available are meeting the criteria of the teacher. From this they can then suggest solutions to utilize the available technology in the most favorable way and gather more challenges that must be investigated.

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Sobaiha, A.E., Moustafa , M.A., Ghandforoush , P. and Khan, M. (2016). **To use or not to use? Social media in higher education⁽³⁰⁾ developing countries** . Computers in Human Behavior. East Londen. 262-270.
Downloaded on 11/10/2018 <https://www.sciencedirect.com/science/article/pii/S0747563216300024#!>

8 a)

Table 1. Internet access point

<i>Groups, variables and response</i>	LOW	MEDIUM	HIGH	DIR
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categories	HDS	HAS	HDS	HAS	HDS	HAS	HDS	HAS
WORKING STUDENTS	n=201	n=553	n=201	n=553	n=201	n=553		
At work	13%	13%	27%	8%	60%	79%	→	→
Fixed internet at home	41%	12%	31%	7%	27%	82%	←	→
Internet Cafe	83%	96%	15%	4%	2%	1%	←	←
Computer laboratory	83%	99%	16%	1%	1%	.5%	←	←
Wi-Fi hotspots	59%	69%	36%	18%	5%	13%	←	←
Friend	86%	76%	13%	16%	1%	9%	←	←
Mobile phone	5%	10%	35%	18%	59%	71%	→	→
		38						
FULL-TIME STUDENTS	n=114	n=145	n=114	n=145	n=114	n=145		
At work	79%	66%	8%	12%	13%	21%	←	←
Fixed internet at home	44%	8%	22%	6%	34%	87%	←	→
Internet Cafe	60%	92%	37%	6%	4%	1%	←	←
Computer laboratory	73%	97%	25%	0%	3%	1%	←	←
Wi-Fi hotspots	53%	74%	38%	12%	10%	15%	←	←
Friend	68%	75%	27%	16%	4%	10%	←	←
Mobile phone	12%	19%	29%	23%	59%	58%	→	→

Table 2. Unisa student exposure to ICT-related activities

	LOW	MEDIUM	HIGH	DIR

<i>Groups, variables and response categories</i>	HDS	HAS	HDS	HAS	HDS	HAS	HDS	HAS
PURPOSES OF WORK (WORKING STUDENTS)	n=201	n=553	n=201	n=553	n=201	n=553		
Emailing	8%	10%	32%	7%	60%	83%	➔	➔
Use of word processors, spreadsheets	13%	10%	37%	9%	50%	82%	➔	➔
Use of dedicated work software applications	24%	19%	33%	14%	43%	67%	➔	➔
Use of phone	13%	11%	38%	22%	50%	67%	➔	➔
Use of the internet for work purposes	11%	4%	39%	9%	50%	88%	➔	➔
PURPOSES OF STUDY (WORKING STUDENTS)	n=201	n=553	n=201	n=553	n=201	n=553		
Collaboration	37%	52%	44%	19%	19%	29%	⬅	⬅
Emailing lecturers and/or HEI departments	52%	61%	46%	26%	2%	13%	⬅	⬅
Browse the Internet for completing assignments	12%	10%	53%	18%	34%	73%	➔	➔
Downloading or browsing study material	5%	4%	50%	11%	45%	85%	➔	➔
Uploading assignments	10%	7%	38%	9%	52%	84%	➔	➔
Phoning lecturers	85%	88%	14%	8%	1%	4%	⬅	⬅
Finding course information (registration)	21%	27%	50%	26%	29%	47%	➔	➔
Check marks, syllabus, news, msgs, scheds, acnt	6%	8%	44%	16%	50%	76%	➔	➔
Online learning units and/or self-assessments	21%	18%	47%	22%	31%	61%	➔	➔
Watching podcasts	59%	67%	31%	19%	10%	15%	➡↔	➡↔

PURPOSES OF STUDY (FULL-TIME STUDENTS)	n=114	n=145	n=114	n=145	n=114	n=145		
Collaboration	34%	48%	47%	23%	18%	28%	←	←
Emailing lecturers and/or HEI departments	55%	57%	39%	32%	5%	12%	←	←
Browse the Internet for completing assignments	13%	16%	48%	22%	39%	62%	→	→
Downloading or browsing study material	9%	6%	46%	16%	45%	79%	→	→
Uploading assignments	16%	9%	36%	11%	48%	81%	→	→
Phoning lecturers	78%	88%	21%	7%	1%	6%	←	←
Finding course information (registration)	31%	35%	46%	36%	23%	31%	←	↔
Check marks, syllabus, news, msgs, scheds, auct	11%	15%	41%	12%	48%	73%	→	→
Online learning units and/or self-assessments	25%	26%	51%	19%	24%	55%	↔	→
Watching podcasts	61%	68%	35%	16%	4%	16%	←	←

8 b) WORKING STUDENTS AT WORK

HAS

Medium -> High = 87% (8% + 79%)
Medium -> Low = 21% (8% + 13%)
(87-21) = 66% ➔

Medium -> High = 87% //the combined percentage
Medium -> Low = 21% //the combined percentage.

Arrow is pointing to the right(➔) because 66% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (87%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 87% (27% + 60%)
Medium -> Low = 40% (27% + 13%)

87%-40% = 47% ➔

Medium -> High = 87% //the combined percentage
Medium -> Low = 40% //the combined percentage

Arrow is pointing to the right(➔) because 47% is greater than 7%. however HDS Medium-High number is greater than Medium-Low the arrow will point to the right.

For both groups the predominant direction is medium->high (87%).

Thus, as illustrated for the first row in Table 1, both arrows will point to the right, indicating medium-to-high access to the internet at work for both HDS and HAS students . For the first row in Table 1 then, the combined percentage for both the HDS and HAS groups is 87%.

FIXED INTERNET AT HOME

HAS

Medium -> High = 89% (7% + 82%)
Medium -> Low = 19% (7% + 12%)
89%-19% = 70% ➔

Medium -> High = 89% //the combined percentage
Medium -> Low = 19% //the combined percentage

The predominant direction for HAS is medium->high (89%) . However Medium->High number is greater than Medium->Low the arrow will point to the right .

Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

Arrow is pointing to the right(➔) because 70% is greater than 7%, indicating medium-to-high access to the internet at home for HAS students. The predominant direction for HAS is medium->high > (89%)

HDS

Medium -> High = 58% (31% + 27%)
Medium -> Low = 72% (31% + 41%)

58-72 = -14 ←

Medium -> High = 58% //the combined percentage
Medium -> Low = 72% //the combined percentage

The predominant direction for HDS is medium -> low (72%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

INTERNET CAFE

HAS

Medium -> High = 5% (4% + 1%)
Medium -> Low = 100% (4% + 96%)
(5-100) = -95% ↙

Medium -> High = 5% //the combined percentage
Medium -> Low = 100% //the combined percentage

The predominant direction for HAS is medium -> low (100%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 17% (15% + 2%)
Medium -> Low = 98% (15% + 83%)

87%-40% = 40 ↙

Medium -> High = 17% //the combined percentage
Medium -> Low = 98% //the combined percentage

The predominant direction for HDS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

COMPUTER LABORATORY

HAS

Medium -> High = 6% (1% + 5%)
Medium -> Low = 100% (1% + 99%)
(1.5-100) = -98.5% ↙

Medium -> High = 6% //the combined percentage
Medium -> Low = 100% //the combined percentage

The predominant direction for HAS is medium -> low (100%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 17% (16% + 1%)
Medium -> Low = 99% (16% + 83%)

17% - 99% = -82% ↙

Medium -> High = 6% //the combined percentage
Medium -> Low = 100% //the combined percentage

The predominant direction for HDS is medium -> low (99%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

WIFI HOTSPOTS

HAS

Medium -> High = 31% (18% + 13%)

Medium -> Low = 87% (18% + 69%)

31%-81% = -50 = ↙

Medium -> High = 31% //the combined percentage

Medium -> Low = 87% //the combined percentage

The predominant direction for HAS is medium -> low (87%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 41% (36% + 5%)

Medium -> Low = 95% (36% + 59%)

41% - 95% = -54 = ↙

The predominant direction for HDS is medium -> low (95%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

FRIEND

HAS

Medium -> High = 25% (16% + 9%)

Medium -> Low = 92% (16% + 76%)

25% - 92% = -67 ↙

Medium -> High = 25% //the combined percentage

Medium -> Low = 92% //the combined percentage

The predominant direction for HAS is medium -> low (92%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 14% (13% + 1%)

Medium -> Low = 99% (13% + 86%)

14% - 99% = -85 ↙

Medium -> High = 14% //the combined percentage

Medium -> Low = 99% //the combined percentage

The predominant direction for HDS is medium -> low (99%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

MOBILE PHONE

HAS

Medium -> High = 89% (18% + 71%)

Medium -> Low = 28% (18% + 10%)

89% - 28% = 61% →

Medium -> High = 89% //the combined percentage

Medium -> Low = 28% //the combined percentage.

Arrow is pointing to the right(→) because 61% is greater than 7%. For HAS group the predominant direction is medium->high (89%). However Medium-High number is greater than Medium->Low the arrow will point to the right .Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 94% (35% + 59%)
Medium -> Low = 40% (35% + 5%)

94% - 40% = 54% →

Medium -> High = 94% //the combined percentage
Medium -> Low = 40% //the combined percentage

Arrow is pointing to the right(→) because 54% is greater than 7%. For HDS group the predominant direction is medium->high (94%). However Medium-High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

FULL-TIME STUDENTS

AT WORK

HAS

Medium -> High = 33% (12% + 21%)
Medium -> Low = 78% (12% + 66%)
(33-78) = -45% ←

Medium -> High = 33% //the combined percentage
Medium -> Low = 78% //the combined percentage

The predominant direction for HAS is medium -> low (78%) . Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium - High

HDS

Medium -> High = 21% (8% + 13%)
Medium -> Low = 87% (8% + 79%)

21 - 87 = -66 ←

Medium -> High = 21% //the combined percentage
Medium -> Low = 87% //the combined percentage

The predominant direction for HDS is medium -> low (87%) . Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

FIXED INTERNET AT HOME

HAS

Medium -> High = 93% (6% + 87%)
Medium -> Low = 14% (6% + 8%)
(93-14) = 79% →

Medium -> High = 93% //the combined percentage
Medium -> Low = 14% //the combined percentage

Arrow is pointing to the right(→) because 79% is greater than 7%. For HAS group the predominant direction is medium->high (93%). However Medium-High number is greater than Medium->Low the arrow will point to

the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 56% (22% + 34%)

Medium -> Low = 66% (22% + 44%)

$$56-66 = -10 \leftarrow$$

Medium -> High = 56% //the combined percentage
Medium -> Low = 66% //the combined percentage

The predominant direction for HDS is medium -> low (66%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

INTERNET CAFE

HAS

Medium -> High = 7% (6% + 1%)

Medium -> Low = 98% (6% + 92%)

$$(7-98) = -91\% \leftarrow$$

Medium -> High = 7% //the combined percentage
Medium -> Low = 98% //the combined percentage

The predominant direction for HAS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

HDS

Medium -> High = 41% (37% + 4%)

Medium -> Low = 97% (37% + 60%)

$$41-97 = -56 \leftarrow$$

Medium -> High = 41% //the combined percentage
Medium -> Low = 97% //the combined percentage

The predominant direction for HDS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

COMPUTER LABORATORY

HAS

Medium -> High = 1% (0% + 1%)

Medium -> Low = 97% (0% + 97%)

$$(1\%-97\%) = -96\% \leftarrow$$

Medium -> High = 1% //the combined percentage
Medium -> Low = 97% //the combined percentage

The predominant direction for HAS is medium -> low (96%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

HDS

Medium -> High = 28% (25% + 3%)

Medium -> Low = 98% (25% + 73%)

$$(1\%-97\%) = -96\% \leftarrow$$

Medium -> High = 28% //the combined percentage
Medium -> Low = 98% //the combined percentage

The predominant direction for HDS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

WIFI HOTSPOTS

HAS

Medium -> High = 27% (12% + 15%)
Medium -> Low = 86% (12% + 74%)
(27-86) = -59% ↙

Medium -> High = 27% //the combined percentage
Medium -> Low = 86% //the combined percentage

The predominant direction for HAS is medium -> low (86%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

HDS

Medium -> High = 48% (38% + 10%)
Medium -> Low = 91% (38% + 53%)

48% - 91% = -43% ↙

Medium -> High = 48% //the combined percentage
Medium -> Low = 91% //the combined percentage

The predominant direction for HDS is medium -> low (91%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

FRIEND

HAS

Medium -> High = 26% (16% + 10%)
Medium -> Low = 91% (16% + 75%)
(26%-91) = -65% ↗

The predominant direction for HAS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

HDS

Medium -> High = 31% (27% + 4%)
Medium -> Low = 95% (27% + 68%)

(31%-95) = -64% ↗

Medium -> High = 31% //the combined percentage
Medium -> Low = 95% //the combined percentage

The predominant direction for HDS is medium -> low (95%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

MOBILE PHONE

HAS

Medium -> High = 81% (23% + 58%)
Medium -> Low = 42% (23% + 19%)

(81-42) = 39% →

Medium -> High = 81% //the combined percentage
Medium -> Low = 42% //the combined percentage.

Arrow is pointing to the right(→) because 39% is greater than 7%. For HAS group the predominant direction is medium->high (81%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 88% (29% + 59%)
Medium -> Low = 41% (29% + 12%)

(88-41) = 47% →

Medium -> High = 88% //the combined percentage
Medium -> Low = 41% //the combined percentage

Arrow is pointing to the right(→) because 47% is greater than 7%. For HDS group the predominant direction is medium->high (81%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

EMAILING

HAS

Medium -> High = 90% (7% + 83%)
Medium -> Low = 17% (7% + 10%)
(90%-17%) = 73% →

Medium -> High = 90% //the combined percentage
Medium -> Low = 17% //the combined percentage

Arrow is pointing to the right(→) because 73% is greater than 7%. For HAS group the predominant direction is medium->high (90%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 92% (32% + 60%)
Medium -> Low = 40% (32% + 8%)

92-40 = 52 →

Arrow is pointing to the right(→) because 53% is greater than 7%. For HDS group the predominant direction is medium->high (92%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

USE OF WORD PROCESSORS, SPREADSHEET

HAS

Medium -> High = 91% (9% + 82%)
Medium -> Low = 19% (9% + 10%)

(91%-19%) = 72% →

Medium -> High = 91% //the combined percentage
 Medium -> Low = 19% //the combined percentage

Arrow is pointing to the right(→) because 72% is greater than 7%. For HAS group the predominant direction is medium->high (91%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 87% (37% + 50%)
 Medium -> Low = 50% (37% + 13%)

$$(87\%-50\%) = 37\% \rightarrow$$

Medium -> High = 87% //the combined percentage
 Medium -> Low = 50% //the combined percentage

Arrow is pointing to the right(→) because 37% is greater than 7%. For HDS group the predominant direction is medium->high (87%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

USE OF DEDICATED WORK SOFTWARE APPLICATION

HAS

Medium -> High = 81% (14% + 67%)
 Medium -> Low = 33% (14% + 19%)
 $(81-33) = 48\% \rightarrow$
 Medium -> High = 81% //the combined percentage
 Medium -> Low = 33% //the combined percentage

Arrow is pointing to the right(→) because 48% is greater than 7%. For HAS group the predominant direction is medium->high (81%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 76% (33% + 43%)
 Medium -> Low = 57% (33% + 24%)

$$(76-57) = 19\% \rightarrow$$

Arrow is pointing to the right(→) because 72% is greater than 7%. For HDS group the predominant direction is medium->high (91%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

USE OF PHONE

HAS

Medium -> High = 89% (22% + 67%)
 Medium -> Low = 33% (22% + 11%)
 $(89-33) = 56\% \rightarrow$
 Medium -> High = 89% //the combined percentage
 Medium -> Low = 33% //the combined percentage

Arrow is pointing to the right(→) because 56% is greater than 7%. For HAS group the predominant direction is medium->high (89%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 88% (38% +50%)
Medium -> Low = 51% (38% + 13%)

$$88-51 = 37 \rightarrow$$

Arrow is pointing to the right(→) because 37% is greater than 7%. For HDS group the predominant direction is medium->high (88%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

USE OF INTERNET FOR WORK PURPOSES

HAS

Medium -> High = 97% (9% + 88%)
Medium -> Low = 13% (9% + 4%)

$$(97-13) = 84\% \rightarrow$$

Arrow is pointing to the right(→) because 84% is greater than 7%. For HAS group the predominant direction is medium->high (97%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 89% (39% + 50%)
Medium -> Low = 50% (39% + 11%)
(89-50) = 39% →

Medium -> High = 89% //the combined percentage
Medium -> Low = 50% //the combined percentage

Arrow is pointing to the right(→) because 39% is greater than 7%. For HDS group the predominant direction is medium->high (89%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

COLLABORATION

HAS

Medium -> High = 48% (19% + 29%)
Medium -> Low = 71% (19% + 52%)
(48-71) = -28% ←

Medium -> High = 48% //the combined percentage
Medium -> Low = 71% //the combined percentage

The predominant direction for HAS is medium -> low (71%) . Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

HDS

Medium -> High = 63% (44% + 19%)

Medium -> Low = 81% (44% + 37%)

$$63-81 = -18 \leftarrow$$

The predominant direction for HDS is medium -> low (81%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

EMAILING LECTURES AND/OR HEI DEPARTMENTS

HAS

Medium -> High = 39% (26% + 13%)

Medium -> Low = 87% (26% + 61%)

$$(39-87) = -48\% \leftarrow$$

The predominant direction for HAS is medium -> low (87%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

HDS

Medium -> High = 48% (46% + 2%)

Medium -> Low = 98% (46% + 52%)

$$48-98 = -50 \leftarrow$$

The predominant direction for HDS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

BROWSE THE INTERNET TO COMPLETING ASSIGNMENT

HAS

Medium -> High = 91% (18% + 73%)

Medium -> Low = 30% (18% + 12%)

$$(91-30) = 61\% \rightarrow$$

Medium -> High = 91% //the combined percentage

Medium -> Low = 30% //the combined percentage

Arrow is pointing to the right(\rightarrow) because 61% is greater than 7%. For HAS group the predominant direction is medium->high (91%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 87% (53% + 34%)

Medium -> Low = 65% (53% + 12%)

$$(87-65) = 22\% \rightarrow$$

Arrow is pointing to the right(\rightarrow) because 22% is greater than 7%. For HDS group the predominant direction is medium->high (87%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

DOWNLOADING OR BROWSING STUDY MATERIAL

HAS

Medium -> High = 96% (11% + 85%)
Medium -> Low = 15% (11% + 4%)
(96-15) = 81% ➔

Medium -> High = 96% //the combined percentage
Medium -> Low = 15% //the combined percentage

Arrow is pointing to the right(➔) because 81% is greater than 7%. For HAS group the predominant direction is medium->high (96%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS
Medium -> High = 95% (50% + 45%)
Medium -> Low = 55% (50% + 5%)

(95-55) = 40% ➔

Arrow is pointing to the right(➔) because 40% is greater than 7%. For HDS group the predominant direction is medium->high (95%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

UPLOADING ASSIGNMENT

HAS
Medium -> High = 93% (9% + 84%)
Medium -> Low = 16% (9% + 7%)

(93-16) = 80% ➔

Medium -> High = 93% //the combined percentage
Medium -> Low = 16% //the combined percentage

Arrow is pointing to the right(➔) because 80% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (93%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS
Medium -> High = 90% (38% + 52%)
Medium -> Low = 48% (38% + 10%)

(90-48) = 42% ➔

Arrow is pointing to the right(➔) because 42% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (73%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

PHONING LECTURES

HAS
Medium -> High = 12% (8% + 4%)
Medium -> Low = 96% (8% + 88%)
(12-96) = -84% <

Medium -> High = 12% //the combined percentage
Medium -> Low = 96% //the combined percentage

It will point to the left. The predominant direction for HAS is medium -> low (96%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 15% (14% + 1%)
Medium -> Low = 99% (14% + 85%)

(15-99) = -84% ←

Medium -> High = 15% //the combined percentage
Medium -> Low = 99% //the combined percentage

It will point to the left. The predominant direction for HDS is medium -> low (99%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

FINDING COURSE INFORMATION(REGISTRATION)

HAS

Medium -> High = 73% (26% + 47%)
Medium -> Low = 53% (26% + 27%)
(73-53) = 20% →

Medium -> High = 73% //the combined percentage
Medium -> Low = 53% //the combined percentage

Arrow is pointing to the right(→) because 20% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (73%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 79% (50% + 29%)
Medium -> Low = 71% (50% + 21%)

79%-71% = 8% →

Medium -> High = 79% //the combined percentage
Medium -> Low = 71% //the combined percentage

Arrow is pointing to the right(→) because 8% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (83%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

CHECK MARKS, SYLLABUS, NEWS, MSGS, SCHEDS, ACNT

HAS

Medium -> High = 92% (16% +76%)
Medium -> Low = 24% (16% + 8%)
(92-24) = 68% →

Medium -> High = 92% //the combined percentage
Medium -> Low = 24% //the combined percentage

Arrow is pointing to the right(→) because 68% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (68%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 94% (44% + 50%)
Medium -> Low = 50% (44% + 6%)

$$(94-50) = 44\% \rightarrow$$

Medium -> High = 94% //the combined percentage
Medium -> Low = 50% //the combined percentage

Arrow is pointing to the right(→) because 44% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (94%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

ONLINE LEARNING UNITS AND/OR SELF-ASSESSMENTS

HAS

Medium -> High = 83% (22% + 61%)
Medium -> Low = 40% (22% + 18%)
(83-40) = 43% →

Medium -> High = 83% //the combined percentage
Medium -> Low = 40% //the combined percentage

Arrow is pointing to the right(→) because 43% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (83%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 78% (47% + 31%)
Medium -> Low = 68% (47% + 21%)

$$(78-68) = 10\% \rightarrow$$

Medium -> High = 78% //the combined percentage
Medium -> Low = 68% //the combined percentage

Arrow is pointing to the right(→) because 10% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (78%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

WATCHING PRODCAST

HAS

Medium -> High = 34% (19% + 15%)
Medium -> Low = 86% (19% + 67%)

(34-86) = -52% ←

Medium -> High = 34% //the combined percentage
Medium -> Low = 86% //the combined percentage

It will point to the left. The predominant direction for HAS is medium -> low (86%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 41% (31% + 10%)
Medium -> Low = 44% (31% + 13%)

(41-44) = -3% ←→

Medium -> High = 41% //the combined percentage
Medium -> Low = 44% //the combined percentage

Arrow is pointing to both directions(←→) because -4% is less than 7%

If the combined difference is less than 7%, then the arrow will point in both directions(←→). The difference between Medium -> High (41%) and Medium -> Low (44%) is less than 7% (the difference is -3%), so the arrow for HDS will point in both directions (←→). A difference is always a positive (although it can be a zero). The difference between the two percentages is 3. Even if you use -3 the difference between the two combine percentages is still 3.

COLLABORATION

HAS

Medium -> High = 51% (23% + 28%)
Medium -> Low = 71% (23% + 48%)

(51-71) = -20% ←

Medium -> High = 51% //the combined percentage
Medium -> Low = 71% //the combined percentage

It will point to the left. The predominant direction for HAS is medium -> low (81%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 65% (47% + 18%)
Medium -> Low = 81% (47% + 34%)

(65-81) = -16% ←

Medium -> High = 65% //the combined percentage
Medium -> Low = 81% //the combined percentage

It will point to the left. The predominant direction for HDS is medium -> low (81%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

EMAILING LECTURES AND/OR HEI DEPARTMENTS

HAS

Medium -> High = 44% (32% + 12%)
Medium -> Low = 89% (32% + 57%)
(44-89) = -45% ←

Medium -> High = 44% //the combined percentage
Medium -> Low = 89% //the combined percentage

It will point to the left. The predominant direction for HAS is medium -> low (89%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 44% (39% + 5%)

Medium -> Low = 94% (39% + 55%)

$$44-94 = -50 \leftarrow$$

Medium -> High = 44% //the combined percentage
Medium -> Low = 94% //the combined percentage

It will point to the left. The predominant direction for HDS is medium -> low (91%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

BROWSE THE INTERNET TO COMPLETING ASSIGNMENT

HAS

Medium -> High = 84% (22% + 62%)

Medium -> Low = 38% (22% + 16%)

$$(84-38) = 46\% \rightarrow$$

Medium -> High = 84% //the combined percentage
Medium -> Low = 38% //the combined percentage

Arrow is pointing to the right(\rightarrow) because 46% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (84%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 87% (48% + 39%)

Medium -> Low = 61% (48% + 13%)

$$(87-61) = 26\% \rightarrow$$

Arrow is pointing to the right(\rightarrow) because 26% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (87%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

DOWNLOADING OR BROWSING STUDY MATERIAL

HAS

Medium -> High = 95% (16% + 79%)

Medium -> Low = 22% (16% + 6%)

$$(95-22) = 73\% \rightarrow$$

Medium -> High = 95% //the combined percentage
Medium -> Low = 22% //the combined percentage

Arrow is pointing to the right(\rightarrow) because 73% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (95%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will

point towards the right.

HDS

Medium -> High = 91% (46% + 45%)

Medium -> Low = 55% (46% + 9%)

$$(91-55) = 70\% \rightarrow$$

Arrow is pointing to the right(\rightarrow) because 70% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (91%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

UPLOADING ASSIGNMENT

HAS

Medium -> High = 92% (11% + 81%)

Medium -> Low = 20% (11% + 9%)

$$92-20 = 72 \rightarrow$$

Medium -> High = 92% //the combined percentage

Medium -> Low = 20% //the combined percentage

Arrow is pointing to the right(\rightarrow) because 72% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HAS group the predominant direction is medium->high (92%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 84% (36% + 48%)

Medium -> Low = 52% (36% + 16%)

$$84-52 = 32 \rightarrow$$

Medium -> High = 84% //the combined percentage

Medium -> Low = 52% //the combined percentage

Arrow is pointing to the right(\rightarrow) because 32% is greater than 7%. However Medium->High number is greater than Medium->Low the arrow will point to the right . For HDS group the predominant direction is medium->high (84%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

PHONING LECTURES

HAS

Medium -> High = 13% (7% + 6%)

Medium -> Low = 95% (7% + 88%)

$$13-95 = -82 \leftarrow$$

Medium -> High = 13% //the combined percentage

Medium -> Low = 95% //the combined percentage

It will point to the left. The predominant direction for HAS is medium -> low (95%). Then the predominant number is Medium ->Low and the different is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 22% (21% + 1%)
Medium -> Low = 99% (21% + 78%)

22-99 = -77 ←

Medium -> High = 22% //the combined percentage
Medium -> Low = 99% //the combined percentage

It will point to the left. The predominant direction for HDS is medium -> low (77%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

FINDING COURSE INFORMATION(REGISTRATION)

HAS

Medium -> High = 67% (36% + 31%)
Medium -> Low = 71% (36% + 35%)
(67-71) = -4% ←→

Arrow is pointing to both directions(←→) because -4% is less than 7%

If the combined difference is less than 7%, then the arrow will point in both directions(←→). The difference between Medium -> High (67%) and Medium -> Low (71%) is less than 7% (the difference is -4%), so the arrow for HAS will point in both directions (←→). A difference is always a positive (although it can be a zero). The difference between the two percentages is 4. Even if you use -4 the difference between the two combine percentages is still 4

HDS

Medium -> High = 69% (46% + 23%)
Medium -> Low = 77% (46% + 31%)

(69-77) = -8% ←

Medium -> High = 69% //the combined percentage
Medium -> Low = 77% //the combined percentage

It will point to the left. The predominant direction for HDS is medium -> low (77%). Then the predominant number is Medium -> Low and the different is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

CHECK MARKS, SYLLABUS, NEWS, MSGS, SCHEDS, ACNT

HAS

Medium -> High = 85% (12% + 73%)
Medium -> Low = 27% (12% + 15%)

(85-27) = 58% →

Medium -> High = 85% //the combined percentage
Medium -> Low = 27% //the combined percentage

Arrow is pointing to the right(→) because 58% is greater than 7%. However Medium-High number is greater than Medium-Low the arrow will point to the right . For HAS group the predominant direction is medium->high (85%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 89% (41% + 48%)
Medium -> Low = 52% (41% + 11%)

89-52 = 37 →

Medium -> High = 89% //the combined percentage
Medium -> Low = 52% //the combined percentage

Arrow is pointing to the right(→) because 37% is greater than 7%. However Medium-High number is greater than Medium-Low the arrow will point to the right . For HDS group the predominant direction is medium->high (84%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

ONLINE LEARNING UNITS AND/OR SELF-ASSESSMENTS

HAS

Medium -> High = 74% (19% + 55%)
Medium -> Low = 45% (19% + 26%)
74%-45% = 29% →

Medium -> High = 74% //the combined percentage
Medium -> Low = 45% //the combined percentage

Arrow is pointing to the right(→) because 29% is greater than 7%. However Medium-High number is greater than Medium-Low the arrow will point to the right . For HAS group the predominant direction is medium->high (74%). However Medium->High number is greater than Medium->Low the arrow will point to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

HDS

Medium -> High = 75% (51% + 24%)
Medium -> Low = 77% (51% + 26%)

75-77 = -2 ←→

Medium -> High = 75% //the combined percentage
Medium -> Low = 77% //the combined percentage

Arrow is pointing to both directions(←→) because -2% is less than 7%

If the combined difference is less than 7%, then the arrow will point in both directions(←→). The difference between Medium -> High (75%) and Medium -> Low (77%) is less than 7% (the difference is -2%), so the arrow for HDS will point in both directions (←→). A difference is always a positive (although it can be a zero). The difference between the two percentages is 2. Even if you use -2 the difference between the two combine percentages is still 2.

WATCHING PRODCAST

HAS

Medium -> High = 32% (16% + 16%)
Medium -> Low = 84% (16% + 68%)

(32-84) = -52% ←

Medium -> High = 32% //the combined percentage
Medium -> Low = 84% //the combined percentage

It will point to the left. The predominant direction for HAS is medium -> low (84%). Then the predominant number is Medium ->Low and the different is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

HDS

Medium -> High = 39% (35% + 4%)

Medium -> Low = 96% (35% + 61%)

(39-96) = -57% ←

Medium -> High = 39% //the combined percentage
Medium -> Low = 96% //the combined percentage

It will point to the left. The predominant direction for HDS is medium -> low (96%). Then the predominant number is Medium -> Low and the different is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High

8(c)

For both WORKING STUDENTS and FULL-TIME STUDENTS the Fixed internet at home, At Work

Table 3. Level of computer use (PC, laptop, smartphone etc.)

Variables and response categories	For purposes of work		For purposes of study (working students)		For purposes of study (full-time students)	
	HDS (n=201)	HAS (n=553)	HDS (n=201)	HAS (n=553)	HDS (n=114)	HAS (n=145)
Computer use						
Low	9%	7%	13%	13%	10%	8%
Medium	23%	11%	70%	70%	57%	27%
High	68%	82%	17%	17%	33%	65%

The 2 groups were separately surveyed (ten thousand random invites each) this is different to randomly choosing ten thousand learners from both groups.

this is incredibly survey sample biased.

Assuming (Rough figures) -

Unisa student population: 400 000

HDG : HAS split: 90 : 10

then, an HAS student has a 1 in 4 probability of being included in the survey, whereas an HDG student has a 1 in 36 probability of being included in the survey. , alternatively - 25% of HAS students were included in the survey, whereas only 3% of HDG students were included in the survey. The figures are even worse if the number of responses (n) is taken into account. That is an extremely biased sample, which makes the credibility of the survey very questionable.

Access

In this part, the access theme is explored. After asking learners whether they are having rapid access to a pc for example netbook, laptop, Mac, PC,) although it was not personally owned, each and every learner that took part online showed that they are having well organized access to a pc for the purpose of study (hundred percent). Compared to that, just fifty two percent of respondents which is paper-based are having access to pc , lesser than

respondents online. Over a greater expanse of time an analysis was done in establishing the location of access. The analysis was revealing the fact that learners that are having a pc were access it mostly from home (61%). 'At work' access point for working students means that working students sometimes access the internet at their workplace , maybe a laptop or desktop. In this case is low, so it is not many that do. However table 1 on 8(b) indicates that the arrows are pointing to the right for "At Work" Working Students these arrows are providing us with a visual presentation of the predominant direction of use, in this case it is towards higher use. Thus, as shown on the first row in Table 1, both arrows are pointing to the right, indicating medium-to-high access to the internet at work for both HDS and HAS students. The combined percentage for both the HDS and HAS groups is 87% for row 1 on table 1.

'At work' access point for Full-time Students means that Full-time students sometimes access the internet at someone else's work, maybe a parent. In this case n is high, so many of them are doing that. But row 9 indicates that the arrows are pointing to the left for "At Work" Full-Time Students these arrows are providing us with a visual presentation of the predominant direction of use, in this case it is towards lower . Thus, as shown on the first row in Table 1, both arrows are pointing to the left, indicating medium-to-low access to the internet "at work" Full-time for both HDS and HAS students. The predominant direction for HAS is medium -> low (78%). The predominant direction for HAS is medium -> low (87%) The combined percentage for both the HDS is 66% and HAS is 45% for row 9 on table 1. The reason why arrows are pointing to the left is because the Medium - Low dominated Medium – High. Full-time students sometimes access the internet at someone else's work, maybe a parent. n is low, so it is not many that do.

2
Online learners that are having access to the Internet often access it from work (fifty one percent and home (fifty seven percent) . Nevertheless, paper-based respondents in many cases are making use of facilities of Internet café (thirty four percent), followed by the computer laboratories of Unisa (twenty five percent). Additionally a study is revealing that learners which are having computers at home are have higher chances of accessing Internet. In addition respondents from online are making use of work facilities more frequently (fifty three percent), with just nine percent utilizing Internet cafés and seven percent utilizing the computer laboratory of Unisa.

Table 1 shows that the of internet café is low ,all the arrows are pointing to the left this means that the arrows on row 3 and 10 are both pointing to the left .Row 3 how that the predominant direction for HAS is medium -> low (100%) and for HDS is medium -> low (98%) . The fact that the predominant number is Medium ->Low and the difference is greater than 7% arrow is pointing to the left because the Medium -> Low dominated Medium -> High for both HAS and HDS. Working students are not spending most of their time at internet café' hence the arrow on row3 internet café is pointing to the left. The full time students are also not spending time at the internet café hence the arrow on row 10 internet café is pointing to the left for full time students therefore the predominant direction for HAS is medium -> low (98%) and for HDS is medium -> low (98%) arrow is pointing to the left because the Medium -> Low dominated Medium -> High for both HAS and HDS. So both the working students and full time students are not spending much time at internet café .In addition respondents from paper-based are accessing a computer mostly from home (39%). Nevertheless, unlike respondents from online, they were making use of Internet café facilities more frequently (29%) than work facilities (17%).

2
Access to the Internet.
Learners were requested to show if they are having rapid access to the Internet from a pc even if it does not long to them. The outcome indicated to show that 91% of learners that took part online are having have rapid access to the Internet, this is an overwhelming majority. Nevertheless, this suggests that 9% of learners online are not having rapid access to the Internet.

In statistics -

n (Lower case) is the sample size. Table1 has sample size value of is n= 201 and n=553 for Working Students table 1 also has sample size value of n= 114 and n=145 for Full time Students .N (Upper case) is the population size.The values of n (Sample size) are quite revealing, and are having an impact on the credibility of the survey. In order for the survey to be credible, the survey sample must be representative of the survey population instead

of sample size.

In each of Tables 1 to 3 the value of n is LOWER for HDS in comparison to HAS. According to Liebenberg (2012) the learner population of University of South Africa is roughly ninety four percent HDS.

The survey sample sizes must reflect the breakdown, for it to be a proper representation of the survey population. I can expect the HDS n figure to be at least ten times more than the HAS n sample size, but HAS is more in every case. It is either bias on the part of the researcher, or probably is an indication of the subject of the survey HDS less able to access the survey. No matter the reason, it is having an impact on credibility of the survey, as the sample of the survey is not exactly representative of the population survey.

The 2 groups which were separately surveyed (ten thousand random invites each) that is different to randomly choosing ten thousand learners from both groups. Another factors (which are not all displayed) are reflecting the profile of Unisa for example older than 30, working, largely female, etc. The concentration was on learners that are having access, so why less HDS responded is open for interpretation when I takes into consideration some of another data/variables presented. The responses number (above three hundred for each group) are taken into consideration as acceptable for valid reached statistical conclusions .

Accessing the Internet utilizing a mobile phone.

It is obvious that huge majority eighty two percent of respondents that are online are owning mobile device which has the potential to access Internet. In comparison, just fifty five percent of paper-based respondents are owning mobile device which is has the potential to accessing Intemet, that is nonetheless a big number of learners that make use of connectivity of mobile.

Respondents are more examined on the frequency of how they utilize Internet. A sum of sixty two percent of respondents that are online are utilizing their mobile phone in acces~~sing~~ the Internet daily (forty one percent) or weekly (twenty one percent). In comparison, forty three percent of paper-based respondents never utilizing their mobile phone in accessing the Internet. Nevertheless, a sum of forty four percent of paper-based respondents are making rapid utilization of their mobile phone in accessing the Internet this takes place daily (twenty one percent), many times a week (fourteen percent), or weekly (nine percent).

2

It is essential to notice that the ability to afford may hinder efforts to support the utilization of mobile technology for the purposes of study. Meanwhile learners may be accessing the Internet through their mobile phones for personal activities and willing to pay for this utilization , learners might unlikely to Have enough money to pay for learning activities or utilization of mobile technology.

MOBILE PHONE 2

Capacity to utilize range of some resources from a mobile phone.

Learners potentiality to utilize range of some resources from a mobile phone has been explored and it depends on learners self-reports. The feedback online learners are reflected in Figure 6.



Resources	Top Box Score
Instant messages	Very Good- 52%
SMS	Very Good- 92%
E-mail	Very Good- 80%
Micro-blogs (Twitter)	Very Good- 37%
Social networking websites (Facebook)	Very Good- 63%
News, weather, sports	Very Good- 64%
Blogs	Very Good- 37%
Maps	Very Good- 52%
Banking, shopping	Very Good- 56%
Flickr, Picasa	Very Good- 30%
Download or stream music	Very Good- 41%
Download or watch videos	Very Good- 40%
Download or play games	Very Good- 36%
Listen to radio	Very Good- 54%

Figure 6. Ability to use a range of other resources on/from a mobile device (student self-report).

It is understandable that online learners are having the potentiality of making use of e-mail and SMS and applications.

The responses for paper-based students are reflected in Figure 7.

Please rate your ability to use the following applications on/from your mobile device.



Resources	Top Box Score
Instant messages	Very Good- 22%
SMS	Very Good- 86%
E-mail	Very Good- 43%
Micro-blogs (Twitter)	Very Good- 18%
Social networking websites (Facebook)	Very Good- 47%
News, weather, sports	Very Good- 43%
Blogs	Very Good- 21%
Maps	Very Good- 20%
Banking, shopping	Very Good- 25%
Flickr, Picasa	Very Good- 20%
Download or stream music	Very Good- 28%
Download or watch videos	Very Good- 33%
Download or play games	Very Good- 26%
Listen to radio	Very Good- 67%

Figure 7. Ability to use applications on/from a mobile device (student self-report).

Figure 7 disclose that respondents of paper-based are having levels that are lower of expertise in utilizing e-mail, that may be because of levels which are lower of access between this group.

The utilization of mobile phones is decreasing the significance of public Internet access facilities. It is obvious by the outcome that mobile phone is the 3rd option which is most popular for online learners to access Internet. The growing dependency on mobile applications and phone which are lending themselves to constantly utilize during the student's course of studies shows that the mobile phone is an important point of entry for

adoption of Internet (e.g., Alexander, 2004; Mcconatha, Prael, & Lynch, 2018). Mobile phones are progressively utilized by both African and white learners in accessing the Internet (Shapshak, 2012). The change that mobile device is bringing is power of computing in the palm of learners hands, which results in connectivity of Internet almost everywhere in SA. It will have intense impact on how Unisa creates platforms so that learners can utilize various learner-facing systems, like online library, online registration, and myUnisa to name a few. The outcome shows that the greater number of online learners are accessing the Internet either from work or home , and this may have support functions provided by Unisa and implications for ICT service delivery .

Ideas that may require to be taken into account are the times of night or day that learners are active online. According to the outcome , learners are tending to access internet most rapidly from home that is resulting in growing activity online at the time of non-working hours. Online learners that are having access to the Internet often access it from work (fifty one percent and home (fifty seven percent) . Nevertheless, paper-based respondents in many cases are making use of facilities of Internet café (thirty four percent), followed by the computer laboratories of Unisa (twenty five percent) . Additionally a study is revealing that learners which are having computers at home are have higher chances of accessing Internet.In addition respondents from online are making use of work facilities more frequently (fifty three percent), with just nine percent utilizing Internet cafés and seven percent utilizing the computer laboratory of Unisa.

It is not shocking that mobile phone is decreasing reducing reliance on facilities of public Internet. Clearly seen from the research is that mobile phone is 3rd most option which is popular for online learners to access the Internet (eleven percent), followed by facilities of Internet café (ten percent). Moreover, ten percent of paper-based respondents are making use of their mobile phone when connecting to the Internet, showing that respondents from both methods of sampling are increasingly utilising their mobile devices when accessing the Internet.

Now looking at both tables ,table 1 and table 2 ,table shows the usage of mobile phones for working students the Arrow is pointing to the right(→) because 61% is greater than 7%. For HAS group the predominant direction is medium->high (89%). However Medium-High number is greater than Medium-Low hence the arrow pointing to the right . Low is on the left of the table. Medium is in the middle of the table. High is on the right of the table. The predominant direction is from medium to high, i.e. towards the right of the table, and therefore the arrow will point towards the right.

For HDS arrow is pointing to the right(→) because 54% is greater than 7%. For HDS group the predominant direction is medium->high (94%). However Medium-High number is greater than Medium-Low the arrow will point to the right .

And for the mobile phone usage for full-time students shows that arrow is pointing to the right(→) because 39% is greater than 7%. For HAS group the predominant direction is medium->high (81%). However Medium->High number is greater than Medium->Low the arrow will point to the right . And for HDS arrow is pointing to the right(→) because 47% is greater than 7%. For HDS group the predominant direction is medium->high (81%). However Medium->High number is greater than Medium->Low the arrow will point to the right .

Table 2 shows the use of phone USE OF PHONE arrow is pointing to the right(→) because 56% is greater than 7%. For HDS group the predominant direction is medium->high (89%). However Medium->High number is greater than Medium->Low the arrow will point to the right .For HDS arow is pointing to the right(→) because 37% is greater than 7%. For HDS group the predominant direction is medium->high (88%). However Medium->High number is greater than Medium->Low the arrow will point to the right .

In addition respondents from online are making use of work facilities more frequently (fifty three percent), with just nine percent utilizing Internet cafés and seven percent utilizing the computer laboratory of Unisa.

COMPUTER LABORATORY

Additionally, analysis was done in finding the access location. This analysis was revealing that learners that are having access to computer are mainly accessing it from home (sixty one percent). In addition respondents from online are making use of facilities of work on regular basis (fifty three percent), with only nine percent utilizing

Internet cafés and seven percent utilizing the computer laboratory at Unisa. Additionally paper-based respondents are accessing a computer mainly from home (thirty nine percent). Nevertheless, not like online respondents, these respondents are making use of facilities of Internet caf⁸ more frequently (twenty nine percent) compared to facilities at work (17%). Moreover, twelve percent of paper-based respondents are accessing a computer at someone else's home, in comparison to only two percent of online respondents.

Table 1 shows that for working students COMPUTER LABORATORY, The predominant direction for HDS is medium -> low (100%). Then the predominant number is Medium -> Low and the difference is greater than 7% which is true that it will point to the left because the Medium - Low dominated Medium - High .The predominant direction for HDS is medium -> low (99%). Then the predominant number is Medium -> Low and the difference is greater than 7% it will point to the left because the Medium - Low dominated Medium – High.

For Full-time Students computer laboratory the predominant direction for HAS is medium -> low (96%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High. The predominant direction for HDS is medium -> low (98%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

WIFI

Instead how can distance learning be handled in the era of progressively increase in technologies of modern electronic like Wi-Fi; video links; associate satellite technologies; smartphones, Tablets and videos ; DVDs; internet-linked computers; and the internet. Such technologies lifted a lid off a generation and ‘knowledge’ dissemination ; on control, dissemination and conception of ‘knowledge’ or ‘what is knowable’? As the outcome a position of the educator as ‘Center of Knowledge’ is either gradually ‘withered away’ or took a new form . ‘knowledge’ conceptions became decentred, porous, and negotiated terrains.

WIFI Hotspot for working students the predominant direction for HAS is medium -> low (87%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High. The predominant direction for HDS is medium -> low (95%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium - Low dominated Medium -> High.

For full time students WIFI hotspots the predominant direction for HAS is medium -> low (86%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High. The predominant direction for HDS is medium -> low (91%) . Then the predominant number is Medium ->Low and the difference is greater than 7% which is true that it will point to the left because the Medium -> Low dominated Medium -> High.

TASK 9

Massive Open Online Courses (MOOCs)

Introduction

26

This assignment focuses on characteristics of MOOCs which is also known as Massive Open Online Courses. The important aspects or concept of MOOCs are discussed in this assignment for example free online courses, new skills, quality education. "Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale".

MOOC's: A MOOC (massive open online course) is online course which is having interactive participation and open access and by means of the Web. massive open online courses offer people taking part with course materials which are usually utilized in conventional education setting like problem sets, study materials, videos, examples and lectures. Besides this, massive open online course provides user forums which are interactive, and that are very useful in constructing a community for professors, students and TAs. Normally, massive open online courses are not providing academic credit or charging tuition fees.

Implications to education:

- o Free cost of study material.
- o Students can learn in the absence of enrolling at any institution
- o Competent life-long learning, learners may acquire improving their knowledge and new skills

Learners can able to access recorded lectures and podcasts that indicates the content of the course that needs practical experience. The instructor can be able to upload them. The lecture notes and videos can be free and open to everyone. Additionally, under such platform a user forum can be available where learners are going to discuss the questions posted by the lecture. Social networks can offer connectivity to accessible online resources on the study material content.

MOOCs (Massively Open Online Courses) are being utilized to expand and many times serves as the great substitute to courses of traditional university in Higher Education. Institutions that are well renowned like Stanford and Massachusetts Institute of Technology, via utilization of Massively Open Online Courses, have trustees and senior administrators in support precisely like another educational tool. Massively Open Online Courses are utilized as the instant substitute to instructions that are credit-based. It has achieved expectation of obtaining an enormous amount of enrolment of learners and gained institutional leadership attention.

Roles of educators is continuing in taking dimensions that are different taking consideration extensive amount of resources which are made readily accessible to learners across the internet. Taking into consideration the difficulties in learning process of students outside the environment of classroom has involved utilization of educators from university to assist as guiding learner's instruments, when it comes to usage of content. introduction of Massively Open Online Courses on the other hand has been questioning the experience of educators and being utilized as guides of content. On top of everything, teachers considered as mentorship providers in terms of giving guidance to earners via productive utilization of study tools and study forums and in the process of learning.

Cooper and Sahami (2013) are believing that Massively Open Online Courses is the following generation of learning which is networked based. It is a teaching and learning technique which is involving contributions from different instructors, experts and educators from certain fields associated with contributions towards development of content which is huge and has multiple variations. such pieces of information are generally controlled centrally in a system which is web based. It has made it viable for huge number of individuals to have access to repository from locations which are different.

Due to the fact Massively Open Online Courses flexibility, learners are working at their own pace and are depending on their own style of learning which makes the technique utilized to assess progress of learner a revolutionary to learning online. Massively Open Online Courses provide learners with the chance of demonstrating the learning act via taking up a diversity of course modules and the addition of various skills which may not directly relate to specific structure of a course which is tailored for an environment of traditional university.

Massively Open Online Courses are making creative utilization of diversity of strategies of education and often strengthen multimedia to illustrate subjects that are complex. Additionally, process of learning is personalized in satisfying strategies of individual learning and the adaptability to enroll in a diversity of subjects in the absence being available physically. This means that students cannot get stuck on a pathway which is single.

1
MOOCs Studies are a challenge for 4 reasons. The 1st course that carries the name MOOC was provided in two thousand and eight, it is a phenomenon which is new. 2nd, the early courses pedagogical style, that we will name cMOOCs, was depending on connectivism and networking philosophy. It is distinct from the xMOOCs which is now being created by elite institutions of the US which follow an approach which is more behaviorist. 3rd, some MOOCs academic studies are about the initial offerings reason being that there was no time for a research which is systematic on the crop of twenty twelve xMOOCs. The latter analysis depends on a large volume of blogs and press articles. 4th, MOOCs commentary is including thinly impersonated promotional material by commercial interests and journals by practitioners whose perspective is their own courses of MOOC(Daniel, 2013).

What is a MOOC?

1
On the 16th of September twenty twelve Wikipedia described a MOOC as 1 module where people taking part are distributed and in addition materials of a course are distributed all over the web', adding that 'this can be done only when the course is open, and is working remarkably better when the course is big. The module isn't a gathering, instead it is a manner of linking learners and distributed instructors over a field of discourse' or common topic (Vardi, 2012).

By the twentieth of September twenty twelve the description: 'a Massively Open Online Course is a kind of course offered online designed at participation of large-scale and openly available can accessed via web. Massively Open Online Courses are latest development in the distance education area, and aa advancement of the type of ideals of open education proposed by educational resources that are open. Although the participation in and design of Massively Open Online Course can be identical to courses of university or college, Massively Open Online Courses are usually not providing 25 graded credits to learners that are paying at schools. Nevertheless, learning assessment can be done for certification' (Kay et al., 2013).

Due to the various interests at work and emerging nature of the concept both, entries of Wikipedia are carrying the special responsibility that: 'this paper seems to be written as an advertisement. Please assist to improve it by promotional content rewriting from a point of view which is neutral and getting rid of any external links which are inappropriate'. We will define short history of Massively Open Online Courses since this term started in two thousand and seven, even though number of courses around the globe indicated few of these characteristics very early(Daniel, 2013).

The Massively Open Online Courses term started in Canada. Bryan Alexander and Daniel Cormier invented acronym to define a course which is open online, designed by Stephen Downes and George Siemens, at the University of Manitoba. The *Connectivism and Connective Knowledge*, course was offered to twenty-five fee-paying learners on campus and two thousand three hundred other learners from public who decided to take the online class for free without any payment. The title stimulates the goal of the course, which followed injunction of Ivan Illich's that an educational system must 'offer each one who wants to learn, an access to resources that are available at any point in time; empowering each and everyone who wants to share their knowledge to discover people that to learn knowledge from them; then, finally appoint everyone who want to make presentation of the issue to the public(Vardi, 2012).

1 Modest MOOCs that work

Against such background another framework was voted for online learning public-private partnerships which was created with fanfare which little yet it is already yielding revenue for the degrees and partners for the learners. This is the programme of AP (Academic Partnerships) launched in two thousand and eight by Texas Best Associates, and a merchant bank based in Dallas. Up to so far, even though it has ambitions which is global, Academic Partnerships is working with other twenty public universities in the United States for example Lamar University, University of Texas at Arlington, and University of Arkansas(Kay et al., 2013).

1
These universities can be less reputable compared to those rallying to the platforms of Coursera and Udacity, at least they established a way of obtaining very good degree graduation rate and making money. Partners of Academic Partnerships with these institutions will be converting their programmes of traditional degree into an online format, then recruiting students that qualified and assist students enrol via graduation. According to the website of AP: Number of partners of Academic Partnerships institutions are already able to hold tuition and offer faculty raises because of the success of their online programmes (Cooper and Sahami ,2013).

Academic Partnerships is attributing such success in growth of programme to stop collaboration with administrative and faculty leadership and techniques of effective recruiting which are created to take degrees of public institutions to scale. In addition, retention of Academic Partnerships strategies has caused rates of graduation which are consistently exceeding or meeting the performance of the similar programmes at universities. Identically, learners which passed examinations of licensure in both programmes of health science and education at rates which are better than or comparable to students on-campus. The students online which were recruited by Academic Partnerships is made up of thirty percent of partner universities' total enrolment' (Daniel, 2013).

In such the universities are setting tuition fees, where commercial partner is taking roughly seventy percent for offering services of technology platforms, course conversion, student support and recruitment, and (Enrolment System, Customer Relationship Management System, and Learning Management System). Numbers of student in programmes of Academic Partnerships are in the 1000's instead of 10's of 1000's thousands (for example around 5,000 at Lamar and UT Arlington respectively). Nevertheless, as noticed, many of these learners achieve professional recognition and degrees at rate which is good as their counterparts on-campus.

Platforms

At MOOCs heart there are platforms which are enabling the different operations that are included in providing a MOOC to be effectively done. Vardi (2012) explained the race of creating platforms which are effective in different fields. He suggests that 'MOOC is really a platform' and that platforms for 2 kinds of MOOC that was explained at the start of this research are considerably non-identical reason being that they are serving various purposes. In his words' words 'our model of cMOOC is emphasizing social networking, autonomy, creation and creativity learning.

The model of Coursera is emphasizing an extra learning approach which is traditional via testing, short quizzes and video presentations. Putting the other route, cMOOCs is concentrating on knowledge generation and creation while xMOOCs concentrate on duplication of knowledge'. Siemens suggests that in the future xMOOCs can well deal with the "grill and drill " instructional methods which are getting criticism'. Reason being that they exist behind proprietary walls, and in addition because they are different people can just make comments that are general regarding the platforms of MOOC(Kay et al., 2013).

A basic question is if respectability platforms of MOOC can cautiously provide way of opening solutions of source. It looks like it is taking place in the domain which is closely related to Virtual Learning Environments (Learning Management Systems) whereby moodle.org which is the open source Moodle platform becomes industry standard instead of earlier proprietary systems like Blackboard . Creating a platform of MOOC, at least for xMOOCs, will look like a much easier task stead of developing systems like those needed by large open institutions(Vardi, 2012)..

When the United Kingdom Open University of two hundred and fifty thousand learners was becoming the largest Moodle user in two thousand and seven it did an investment which is major to incorporate number of sub-systems needed for operation which is the effective for this big institution which is global. A platform of xMOOC needs lesser sub-systems yet it should, of course, be created to deal with very high inputs and volumes from all over the globe. Nevertheless, whereas higher institutions operate and own many installations of Moodle, the MOOCs administrative components (especially when they start making immense utilization of Analytics of Learning are very difficult for teaching unit in a higher institution to operate in the absence resources that are huge (Daniel, 2013).

For such reason many universities may eventually go for MOOC cloud-hosted services with possibility of controlling over the releases of data via contracts with providers of for-profit service. As this will not if new trend is appearing, Google is now jumping into such space. In September twenty twelve it decided to release open-source xMOOCs, Course Builder software like 'an experimental 1st step' (codes are made available to modify in the absence any restriction even though they can exclusively run in the Google App eco-system). It was tested before in Power Searching, Google's own xMOOC that was attracting hundred and fifty-five thousand students, of which twenty thousand finished. Google is keeping in touch with other institutions included in xMOOCs, even though the universities are much close-mouthed regarding this collaboration. Research director of Google Peter Norvig made a comment: 'it is an exciting or confusing time(Cooper and Sahami ,2013).

MOOCs in perspective

Dwelling on the initial disappointments and fads that technology has caused in education system can be pedantic. Innovators want to believe that their MOOC is the real revolution. The fact is that technology is all about transforming education for many more years to come. In eighteen forty-one the 'invention of blackboard ranked between top contributors to science and learning, if not between the significant benefactors to humans'. After century, in nineteen forty, a motion picture was hailing the best revolutionary instrument that was introduced in the education since the printing press. Tv became the educational

revolution in nineteen fifty-seven. In nineteen sixty-two tv was programmed learning and in nineteen sixty-seven Every one of these was labelled the most essential since printing press of Gutenberg (Daniel, 2013).

Since two thousand there has been number of claims that ICT (Information and Communications Technologies can change the delivery and format of education, not minimal reason being that they absorb each innovation that was done previously. It was noticed earlier, for example, that learners of xMOOC were preferring educators scrawling formulae on the blackboard which is modern equivalent instead of displaying them on slides.

In authors addresses as a KNOU Fellow (Cooper and Sahami ,2013) argued that modern Internet and communications technologies, what former colleague of Open University named Marc Eisenstadt called 'knowledge media', are qualitatively different from the past technological aids to education. Reason being that ICT's naturally lend themselves to the manipulation of symbols (images, formulae, numbers, words) which are the heart of education system, and offering, via the Internet, a vehicle wonderful for sharing and distribution of educational material at a cost that is low. But meanwhile the possibility of Information and Communications Technologies to extend education and improve and at the same time can cut its cost is not in doubt, so far, the outcomes have commonly been disappointing (Daniel, 2013).

People must brace the reasons for such disappointments in mind by trying to assure that Massive Open Online Course is contributing to objectives of enhancing education and are not only some other flash in pan of educational technology. People will not expect the existing commentary which is extensive on xMOOCs in the United State of America to take into consideration events before the frenzy of dotcom back in 1999 to 2000, yet less developments done earlier outside North America like the number of open universities around the globe. It is shocking nevertheless that little reference is done to some elite Unite State schools that experienced unhappy feelings with online learning in the mid-two thousand(Vardi, 2012).

The Internet blowout into consciousness of the public in the frenzy of the dotcom at the millennium turn. The frenzy of dotcom made an alert to universities about opportunities that new opening up to the globe, yet others were carried away into ventures that are ill-fated. These are well documented in recent book *Unlocking the Gates* by Taylor Walsh's , where she recorded how universities like Stanford, Yale, Oxford, the London School of Economics, Chicago and Columbia were thinking that they can make additional income which is useful by providing online non-credit courses(Vardi, 2012).

During this event these people and their partners were losing money before ventures such as Fathom and AllLearn were closed ignominiously. The website of Allearn, that is yet up, is explaining that the course catalogue and platform were experiencing revision for a re-launch in two thousand and six. It suggests: 'AllLearn provides more than fifty online courses from Yale, Oxford, and Stanford Universities. Courses and modules made are available to anybody - at anytime and anywhere. Instructors which are online expert assist anyone to fully search the lectures and readings and sharing in discussions with their classmates'. In addition, there is an analysis of what gone wrong (Kay et al., 2013).

The website of Fathom was taken down. This website was easily referring to all inquiries made to the Columbia University, Centre for Digital Research and Scholarship. During that time few other universities already took a different path. From late nineteen ninety's Massachusetts Institute of Technology made an experiment by placing materials relating to its credit courses on the web for free. This announcement was made at OpenCourseware project of Massachusetts Institute of Technology in two thousand and two. Towards the end of that year, at a Forum of UNESCO on Developing Countries Impact of Open Courseware for Higher Education, the Open Educational Resources term was created as a term which is generic for developments like these (Daniel, 2013).

As a developments description in mid-two thousand' the subtitle to book, *How and why leading universities are opening access to their courses* by Walsh, is to some extent misleading. The ventures Allearn and Fathom just provided courses which are non-credit which is the reason why they failed and Massachusetts Institute of Technology was easily letting individuals view the materials supporting its courses. Millions were and are still doing, but Massachusetts Institute of Technology without any doubt not provide association with faculty in its institution, yet less the chance of achieving credential of Massachusetts Institute of Technology. There was too many of MIT criticism from providers of distance learning for this somewhat approach which is kind.

Without any doubt such criticism, together with long-term strategic planning of Massachusetts Institute of Technology for online learning which was earlier mentioned, was leading to the present developments of xMOOC via edX and MITx. Ahead leaving book of Walsh it is important remembering quote in its last pages, from Harold Shapiro who is a former Princeton President, which is ironic somehow because currently Princeton decided to sign up with Coursera. Harold Shapiro was expressing doubt at the university's traditional magnitude to smoothly grow into some areas. Shapiro was pointing out

that in making a decision where to concentrate resources of the university, an institution should take into consideration what give a support to its public mission. Yet one might as well ask himself, where do people have the talent? One cannot only turn around a day after and suggest 'maybe people must begin to do something different' -one must accumulate the talent first' (Cooper and Sahami ,2013).

1 Possibilities

MOOCs, both xMOOCs and cMOOCs are a development which is fascinating. This paper took an important stance reason being that the discourse regarding MOOCs is overloaded with myth and hype and meanwhile the fact is shot via with contradictions and paradoxes. Nevertheless, an essential process is in the progress that can create paths which are new for universities implicated and generally for higher education. Such development can break up. Some people noticed other early ventures of Internet for universities that are elite which began with commotion and were shamefacedly broken up just 6 years ago.

However, this time, the involvement scale is in a way that something can continue to exist, regardless whether others who may well afford MOOC, may lose money on the journey. People foresee that MOOCs can have an essential effect impact in 2 ways: encouraging universities and colleges to create distinctive missions and improving teaching. But 1st, people agree with Vardi (2012) that what MOOCs cannot do is addressing the problem which is to expand higher education in developing world. MOOC can motivate tertiary institutions, both private and public, to create learning online more deliberately, and OER from courses of MOOC can establish their way, together with OER from another source, into the teaching of local universities and colleges.

Some people long argued that higher education should establish manner of addressing the needs of some that are at the end of the pyramid (Kay et al., 2013) but universities in such countries can ultimately do that utilizing technology and its unlikely that these universities can make fortunes. In addition, other people agree with Bates that existing pedagogy of xMOOCs is old and instead this can become different very fast. Although when Coursera was giving its partner institutions freedom which is great in formats of course so that as to sugar the pill of contract signing, such thing can speedily produce a diversity which great approaches and experimentation which is healthier. Towards end of twenty twelve different actors from the media via learners groups to units of educational research can publish assessments for courses of xMOOC. The assessments will speedily be consolidated into league tables which are ranking the courses and the universities which are taking part by their offerings quality which is perceived by both educational professionals and students (Cooper & Sahami, 2013).

It cannot please the universities which are taking part. Universities which are elite in the United Kingdom properly disliked the teaching of state-approved quality assessment system which was operating between nineteen ninety-five and two thousand and four (Daniel, 2013). Ultimately their presidents petitioned authorities successfully to shut it down. In conclusion behind the fog of methodological arguments regarding challenges of monitoring quality of teaching, the real issue is other universities that are elite. Prophet Isaiah wrote: "Thy destroyers and they that made the waste shall go forth of thee.". Such phrase is popping into other people minds since the have been following. Number of leading universities of the U.S. are currently offering massive open online courses, whether in partnership with few of these companies or on their own, although no business model emerged for massive open online courses - based education.

Others explain the existing environment as "MOOC mania" Or "MOOC panic." Stanford's president, John Hennessy, explains the idea as a "tsunami." Early expression regarding the educational value of massive open online courses was quite high, discussing the objective of obtaining the quality of individual tutoring, instead it is hard to restore harmony of such expression with massiveness as an important feature of massive open online course(Kay et al., 2013).

A comment that is more honest from 1 of the early pioneers of massive open online course was: "We got tired of offering similar lectures year after year, frequently classroom that is half-empty reason being that our classrooms were being videotaped." Actually, the lack of pedagogy which is serious in massive open online course is quite striking, their vital feature being accompanied by social networking, interleaved with online quizzes, unsophisticated video chunks and short.

The truth which is bitter, nonetheless, is that academic pedagogy was never been good. It has been established well that a professorial soliloquy is a way which is ineffective for teaching. People know what does not work and what is working if it comes to teaching. A lot was written in recent years regarding "flipping the lecture," "peer learning," "active learning," and the like, still ample of academic teaching is still consisting of professors monologuing to big classes. People can without a doubt enhance their teaching, and massive open online courses are not the solution to the pedagogical shortcomings .

To acknowledge the importance of massive open online courses one should take into consideration the financial

situation where universities of the U.S. and colleges found themselves in the fallout of the Great Recession. The financial crisis caused a blow which severe to higher education of the U.S. Institutions which are private realized their finding take remarkable hits, meanwhile public institutions were receiving support from state, that decline even faster and was already shrinking. Meanwhile outstanding learner debt exceeded the one trillion-dollar mark, learners are faced with a job market which is highly constrained, making it difficult for them to repay their debt. After number of years college tuition escalates more than inflation, the quality of college education is seriously questioned; Internet entrepreneur is providing a fellowship of skip-college. In such environment, the expectation of higher education at cost a which is dramatically reduced is easily irresistible(Meinel et al., 2013).

Hence it makes sense, that the huge buzz about *massive open online courses* is not because of the technology's important educational value, it is because of the lower costs seductive possibilities. The phrase which is often repeated is "technology disruption" performed poorly and other institutions that are lesser-known performed well. During the time when outcomes of assessment¹ of teaching quality by discipline was collected over 10 years a former teachers' college which is small was ranking in the top 10 out of hundred and the Open University was in fifth place, 1 above university of Oxford. The difference with the rankings and xMOOCs assessments is that nobody can stop them by appealing to authority. Universities which are rating poorly can either raise their game or they must quit playing xMOOCs (Liyanagunawardena et al., 2013).

In turn, this can put a concentration pedagogy and teaching to which such universities are not accustomed, and that will be healthy. Simultaneously academics over the globe can make judgements regarding rigor and the intellectual quality of the university which exposed themselves in this manner. Some combinations of commercial partners and institutions can join the participation and a pecking order which is new can emerge. Contrarily to copycat rushes to jump into the bandwagon of xMOOCs, it can motivate many leaders of institutions in sharing skepticism of Harold Shapiro regarding the capability of traditional institutions to seamlessly expand into areas that are new (Grunewald et al., 2013).

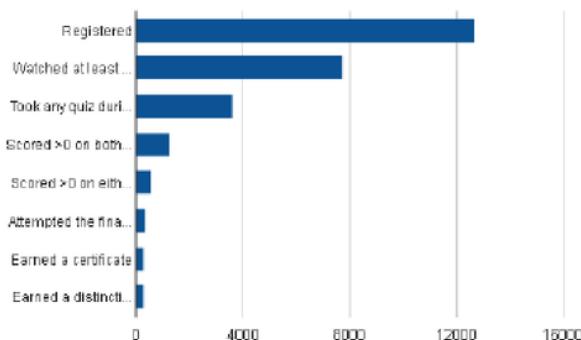
Can Massive Open Online Courses Destroy Academia?

Since Theresa did not move quickly enough with online education. The whole idea for education as a big sector of economy of the U.S. more than one trillion dollar that so far has never been affected much by IT. From the Silicon Valley's point of view "higher education is specifically fat target at the present moment." *massive open online courses* can be the battering ram of this attack.

The issue is the financial pressures may be dominating the educational consideration. A Cambridge don named Stefan Collini states in latest book of his *What Are Universities For?* Stefan describe universities as "possibly the most single essential institutional medium for handing, extending, understanding and conserving on to follow artistic and scientific heritage of mankind, generations the intellectual ... we are just caretaker for the current generation of a difficult intellectual inheritance that we didn't develop, and that is not ours to demolish."

Researchers tried to comprehend reasons why huge number of learners are failing to complete online classes that are free and who signs up for classes to start with. I broadly quoted figure of dropout for learners in MOOCs is ninety percent. This number could be shocking degree which is high for traditional class and was utilized to cause doubt on the Massive Open Online Courses promise .The number is easy to calculate: taking the user number who enroll for a course and comparing it to the number currently taking part at the end. But is this fair? Other researchers are saying dropout of Massive Open Online Course figures that are being³⁵ ussed in a casual are doing less when describing why 100s of 1000s of individuals around the globe sign up for Massive Open Online Courses in the 1st place. All but some of the courses provided by providers of Massive Open Online Course are free and not earning learners any college credit. In addition, there no prerequisites that are enforced as there are for normal college courses (Grunewald et al., 2013).

Student Persistence in One MOOC: Bioelectricity, Fall 2012



Source: Duke Center for Instructional Technology

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That is it might not make sense comparing the number of learners registered with the number of students finished. The broadly cited numbers can "largely miss the point," said Harvard University assistant professor of education called Andrew Ho, he was involved in other Massive Open Online Course-related research. Andrew said researchers try to view what various type of individuals sign up for online class and what is their objectives. Others are clearly not intending to ace or even take every test, nor are they having the interest of earning a largely certificate which is meaningless of completion(Liyaganawardena et al., 2013).

"What we are intending to do is differentiate among them in a way which is meaningful," Andrew said. Individuals who enroll for Massive Open Online Courses are said to involve high school learners that are advanced, university learners that look for more paths of studying a module, learners learn in a faculty and traditional class, who prefer watching how another faculty is teaching their module. Other users – involving retirees or stay at home parents are signing up for similar reason. They are doing Sunday crossword puzzle, said head of Planning and assessment for the Center for Instructional Technology named Yvonne Belanger, at University of Duke (Meinel et al., 2013).

"They are having nothing more than, 'It is a good manner of spending my time which is free, this is more desirable than tv'" said Yvonne. Yvonne was working on latest enrolment summary in a bioelectricity Massive Open Online Course Duke was offering via Coursera. Just about three hundred and fifty of the twelve thousand and seven hundred or more users of Coursera enrolled for the module wrote final exam, a rate of dropout of ninety seven percent. The course was losing 4th of its learners before it really started. Roughly five thousand were signing up for the module yet did not bother to watch the 1st lecture. The rate of completion for the course of Duke was looking better dramatically when comparing starts with the student's number who responded at least 1 question right on first quiz. Roughly a 4th of students completed the course .

Even such figure does not offer credit to population of the individuals who only desire to watch the educators and not answer quiz similar to auditors in a traditional class or users that were easily looking what Yvonne named "social experience which is stimulates intellectually." Yvonne said learners who were keeping on doing the module yet did not earn certificate of completion were rating the course high. she said, "What is goalpost?". The National Science Foundation is putting two hundred thousand dollars toward Massive Open Online Course users study. The research that led by Learning Laboratory and Massachusetts Institute of Technology Teaching, is depending on a detailed look at edX data for electronics and circuits course last year. Harvard University and Massachusetts Institute of Technology founded EdX(Meinel et al., 2013).

Postdoctoral associate at the Massachusetts Institute of Tec teaching lab named Jennifer DeBoer works on a research of categorizing individuals that are taking Massive Open Online Courses. The categories can then offer framework for studies that are done in the future. DeBoer said, "We are having 1 rate of dropout for each one of them". "We are having various learners that are taking part for various reasons." DeBoer said the members of the team are fine tuning these categories for its paper, that can be made public in 1 month or 2

(Liyanagunawardena et al., 2013).

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An education technology consultant named Phil Hill, has come up with 4 categories of users of Massive Open Online Courses active participants, passive, drop-ins, and lurkers participants. Any present groups can revolutionaries when Massive Open Online Courses begin to charge for entry or making some changes to their process of registration (Daniel, 2013). Belanger said, "I do not have the knowledge how long Massive Open Online Courses in this present form can last,". "I think learners are planning to have fun while it lasts."

Conclusion

It is clear from the literature the current strong discussions are over the MOOCs topic. For readers who were paying no attention to latest developments, a MOOC is massive open online course; it is a free course of tuition which taught via the internet to many learners. While education online has been there for a long time, the existing wave began at the end of 2011 about four hundred and fifty thousand learners signed up for 3 courses of computer-science provided by University of Stanford. Ever since that time, massive open online courses became the hottest discussion topic in higher education in the unites states. Just few months after the Stanford experiments, many companies that are start-ups launched, involving 1 which is shamelessly claiming to be "the 1st elite American university to be launched in a century."

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