

Assignment 2

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In developing countries, e-learning is not easily implemented/not as successful as in developed countries. Whereas there exists a complex pattern of interrelated factors that act as determinants of the successful implementation of e-learning initiatives, most point at differences in access, use of, or impact of ICT - generally referred to as the digital divide.

5.1 Using the same approach and table layout as required in Task 3 in Assignment 1, source and summarise 3 articles that investigated the impact of the digital divide, as it relates to e-learning, and as it was done in the African context.

Task 5: E-learning

Article (full reference)	Purpose of the research What did the researcher/s want to know?	Research method How the study was conducted.	Research setting/context How the study was conducted.	Findings The main research findings.	Conclusion/s The final word on the value of the article, or what it contributes to the literature.
<p>2</p> <p>Jomah, O., Masoud, A.K., Kishore, X.P. and Aurelia, S., 2016. E learning: A modernized education system. <i>BRAIN. Broad Research in Artificial Intelligence and Neuroscience</i>, 7(1), pp.103-110.</p>	<p>The aim of the research is making universal awareness among the learners, so that they become aware of the impact of the digital divide relating to e-learning, and to assure that usability of learning via electronic devices increases. The importance of e-learning in ICT on everyday life must be increased and known, and which is 1 of our goals.</p>	<p>Research method utilized were interviews over the emails, telephone, and face-to-face meetings</p>	<p>The study was conducted from the Azzaytuna University, Faculty of Education, Libya, Baniwalid,</p>	<p>It was noted that the impact of the digital divide, as it relating to e-learning leads to education system which is modernized in African countries. The study is identifying that there is a gap between electronic devices with the e-learning. The shortage of e-learning awareness was established in earlier stages, although many preferences¹² are offered to learning systems based on electronic devices.</p>	<p>After developing awareness, it was established that besides diverse subjects the part of later for the study without doubt stated that e-learning can be highly useful, and may be utilized for acquisition of knowledge and for growth of skill.</p>

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Jomah, O., Masoud, A.K., Kishore, X.P. and Aurelia, S., (2016). E-learning: A modernized education system. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 7(1), pp.103-110. From https://scholar.google.co.za/scholar?hl=en&as_sdt=0%2C5&as_ylo=2013&q=micro+learning%3A+A+Modernized+education+system&btnG= downloaded on 10/07/2018.

Article (full reference)	Purpose of the research What did the researcher/s want to know?	Research method How the study was conducted.	Research setting/context Where was the study conducted?	Findings The final word on the value of the article, or what it contributes to the literature.	Conclusion/s The final word on the value of the article, or what it contributes to the literature.
<p>1 Journell,W., 2007. The Inequities of the Digital Divide: is e-learning a solution? . DEStech Transactions on Social Science, Education and Human Science, (eemt).</p>	<p>The purpose of the study is solving the practical issues of Inequities of the Digital Divide: is e-learning a solution? single-chip microcomputer (SCM) teaching in colleges and universities.</p>	<p>The research method is quantitative research.</p>	<p>The study was conducted at University of Illinois at Urbana-Champaign, USA</p>	<p>e-learning is offering high quality teaching reference and services for students, in addition it is offering solid assistance for the innovative utilization of learning designs. E-learning offers learners with resources of learning which are simple to access simple to use, and are practical.</p>	<p>The e-learning application in the integrated course of SCM teaching is making the SCM course more interesting, intuitive, and vivid. As the new manner of teaching, e-learning is making up for shortcomings of outdated teaching courses after class and in class.</p>

1 Journell,W., (2007). The Inequities of the Digital Divide: is e-learning a solution?. DEStech Transactions on Social Science, Education and Human Science, (eemt). From <http://journals.sagepub.com/doi/pdf/10.2304/elea.2007.4.2.138>= on 10/07/2018.

Article (full reference)	Purpose of the research What did the researcher/s want to know?	Research method How the study was conducted.	Research setting/context How the study was conducted.	Findings The main research findings.	Conclusion/s The main research findings.
3 Job, M.A. and Ogalo, H.S., 2012. E-learning as innovative process of knowledge strategy. <i>International journal of scientific & technology research</i> , 1(11), pp.92-96.	The aim of the study is generating awareness information between the readers on importance of e-learning as strategic process for retaining, acquiring, harvesting creating, and to apply learning of knowledge and how such knowledge assists to obtain planned results, outcomes, or benefits.	The research method utilized is Quantitative research methodology depending on a questionnaire survey.	The study was conducted from the Arab Open University, Faculty of IT, and Kingdom of Bahrain.	For a business to keep surviving nowadays it is broadly depended on acquiring, harvesting, applying and retaining sixth or fifth generation knowledge capabilities and skills. In order to offer strategic solution e-learning depends upon which can assist growth of enterprise via sustained maintenance of knowledge assets by monitoring future and current knowledge gaps. The study established that various ideas over which e-learning dimensions may strengthen knowledge inputs involve learning type, mediality, time, form, curriculum and process. The research established that e-learning includes a group of activities that are specialized that assure successful knowledge transformation.	The research has identified that e-learning is based upon applications, systems, delivery materials, e-learning content of learning and, etc. Is transforming knowledge. E-learning is highly utilized and can be applied for skill growth and securing knowledge in diverse subjects like defence, safety, services, production, aerospace, engineering, and healthcare, etc. active involvement of the students can lead to learning materials growth of that can be suitable for retention and transfer of skills, and most appropriately to the

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Job, M.A. and Ogalo, H.S., (2012). Micro learning as innovative process of knowledge strategy. *International journal of scientific & technology research*, 1(11), pp.92-96. From https://scholar.google.co.za/scholar?q=Micro+Learning+As+Innovative+Process+of+Knowledge+Strategy&hl=en&as_sdt=0_5 downloaded on 10/07/2018.

5.2 At the bottom of the table, provide your own opinion on what you have learned from the reviews. Try and relate your conclusion to the South African (or your home country)/Unisa context. Where possible, refer to the reviews (remember to cite the author) to support your opinion/s. In reviewing the articles, make sure to take note of the literature review section presented in each article, which may assist you in your opinion.

The course management systems, like Blackboards can be helpful to learners. During the time when I was doing my final year at UNISA, we utilized blackboard to communicate with fellow students and the lecturer. This was making things simple because we managed to post questions and the lecturer would be able to reply them, it lowered the risk of having 1 question that is asked on number of times because we were able to see all see posts of each other. This was appropriate as we managed to discussions amongst each other and access it in our own time also helped a lot. Though on Osprey and myUnisa learners share and discuss ideas with another learner who were millions of miles away from them in the absence of even meeting them.

As Jomah et al. (2016) stated on their research that the utilization of tablets can assist the learners to enjoy their studies. The learners can simply interact between one another, this is making the group work less difficult because learners can come up with excuses now and then if they must meet, but with e-learning learners can work separately and at the same time. Social media tools like Twitter, LinkedIn, Facebook, WhatsApp, etc. are playing an essential role in the learning system. Learners are creating WhatsApp group and sharing ideas, this allows learners to assist one other with assignments. In addition, Facebook groups assist learners with information they may require for a course, it may not be from a fellow learner but from learners in some.

E-learning is requiring tools to play, navigate display and find content of e-learning. The tools must be simple, easy and manage to show the intended information. There are number tools which are different that are utilized over a broad range of applications. These tools involve wikis, weblogs, e-portfolios, shared whiteboards, video conferences, file sharing, chat, and discussion forums, (Journell, 2007). Learners own new ideas and skills, experiment, clarify assumptions, learn by understanding and stating, teach each other, share challenges, and react to content. To monitor the success of 1 kind of e-learning tool relating to the other, we require to understand if a certain kind of e-learning tool may support the process of learning effectively .According to my own opinion, I believe weblogs and discussion forums are highly contributing to learner's knowledge and success and since discussion forums are greatly extending classroom learning. Students may be benefiting from discussion forums via, Professional communication, learning regarding content from other perspective, Convenience and flexibility, more democratic exchange, more time to formulate replies, Student autonomy, Increased interaction time, Individualization of learning, Encouragement of critical thinking .

Courses that are fully online become highly progressively popular reason being their "anytime anywhere" flexibility of learning. 1 of the manners which learners are interacting with the instructors and with one other among a fully environments which are online is through discussion forums which are asynchronous (Job and Ogalo, 2012). In addition, weblog is an essential e-learning tool where the lecturer may utilize it as a communication channel which supplementary to share information with learners. This is utilized in fulfilling different communication needs to favor practices of e-learning compare to sharing ideas and resources, reading learner's weblogs for assessment, encouraging reflective writing, improving writing skills, and many more. Weblogs reinforce and enhances best features of technique of teaching whilst providing learners extra responsibility for publishing process and for learning.

In my opinion the essential tools are: **Online notice board** to show information which is important. **Online registration tool** to stay away from standing in long queues. **Online PMT system** to enable me make payments for fees through various mediums of payment. An **online scheduler which is**

showing me all submissions and deadlines is essential as it can also massagers if a deadline is nearby. **Online lectures** enable in gaining the classroom environment in my own house.

6: The pedagogy of e-learning

Introduction

This serves as an introduction to the section .Technology-enhanced learning or E-Learning, has long been touted as the future of education. It is fair to suggest that HEIs(Higher Education Institutions) who re not embracing staying ahead of developments in the field will find it very difficult to stay economically competitive or will cease to exist. The impact e-learning has on Higher Education Institutions may be divided into three areas, namely e-learning pedagogy ,e-learning strategy, and e-learning architecture. This assignment focuses on characteristics of pedagogy of e-learning . The important aspects or concept of pedagogy of e-learning are discussed in this assignment are for example Personal Learning Environment, Scaffolding ,Scheduling of activity, Designing for communities ,Designing for communities , Presentation, Expression and action. In this context , pedagogy is not referring to which tools are utilized by human beings even though every tool has a pedagogy that is working best when it is utilized, but this paper explains to *how* learning is best achieved in an online environment. This will paper will tackle how to combine pedagogy and technology.

Fowler (2015) states that advocates of education must invent experiences of learning which best suit the didactic requirements of the learners. Within such idea, Dell et al. (2015) established the 3 philosophies of presentation; engagement and interaction; and action and expression for course design which effective while some researchers established creating personal learning environments, designing for learning communities, scaffolding designing and activity scheduling techniques to improve the online learning and teaching experience. *These guidelines of design are presented below:*

1. **A PLE (Personal Learning Environment)** is a background for communities, people, resources and tools to intermingle in a flexible way. Together with concentration on learner-centredness, the goal of a Personal Learning Environment is presenting a modular, customized, and individualized solution to include collective and individual educational zones. A Personal Learning Environment is put at the intersection of the shared and private learning aspects. Personal Learning Environments for students may hold tools that are promoting access which is distinct for the exploration, management, and creation of information and tools that reinforce collaboration and communication between individuals (Häkkinen & Hämäläinen, 2012).

2. **Scaffolding** may be added as part of the design to offer feedback and prompts can be designed to support with the creation of new design situations and the pedagogical design, that can also be a method which is additional for offering adaptive scaffolding (Angeli et al., 2015).
o Adding metacognitive questioning levels for every design scenario. Students can be inspired to show their judgements rationality with the aim of promoting analysis which is reflective. Angeli et al. (2015) explains value of stimulating students to "dialogue with the material and themselves" (p. 3063), to find out usefulness of information and personal value.
o Provide clarification, guidance, and interpretation regarding the design of every learning scenario.

3. **Scheduling of activity:** Environments of online learning are employing mobile devices and social software are regularly designed loosely, be in need of the students to be responsible for regulating her or his own learning (Häkkinen & Hämäläinen, 2012). Scaffolding which is adaptive may be executed in a design by offering reminds to learners at whatever time learners are shifting to an issue which is different in order for learner's progress to be monitored. The monitoring instrument may itemize objectives, listing objectives which have not been achieved on a time which is prescribed. To afford students a scheduling interface, which lists completion times and activities, is a manner of offering analytic panel which students may consult to view their progress in achieving their objectives.

4. **Designing for communities** that are learning has recently become more distributed over many people causing the idea of pedagogical design to be referring to an indirect technique of design. The concentration is on identifying conditions that are supportive for cooperation in the absence of meddling in practices of interaction. Pedagogical design must be looked at as offering ways of

sustaining knowledge creation and team participation actions instead of providing action plans that are rigid (Häkkinen & Hämäläinen, 2012). Following research done by Grunewald et al. (2013) builds on such idea; recommending that by involving specific significant components among the platform, social cooperation and interchange may be maintained and facilitated. There exists inherent danger which learners might not obtain collaborative activities that are constructive such as arguing, elaborating, explaining, or questioning. Educational design may therefore pursue to gather social interactions for constructive collaboration to be more likely. Such may be obtained by designing collaborative undertakings which can possibly not arise otherwise. Identifying that there are distinctive ways by which each learner can bring about social practices are essential if designing environments of pedagogical learning. As learner's participants which are dynamic in collaboration, an important role of designing is to avail learners with the ways of assisting their information creation activities that are combined. A central goal in pedagogical design is providing a succession of collaborative stages and connected individual to allow dialogue to progress as learners that are taking part are responding to what is discussed by another learner and continuing adding to the ongoing topic. With this background, technology can be utilized to scaffold learning and collaboration by offering another tools or prompts. Usual workspaces and transmission tools that are asynchronous may offer idea for innovative collaborative undertakings, explanations, and other knowledge creation needed for learning (Häkkinen & Hämäläinen, 2012).

5. **Interaction and engagement** is allowing an educator to exploit interests of learners, inspire them and suitably challenge them to study (Dell et al., 2015). Before a research done by Häkkinen & Hämäläinen (2012) underline the social attribute of learning that is challenging pedagogical designers to construct interactions among learners' environments and learners. In addition, Rock et al. (2016) suggests that eLearning which is customary is regularly lowered only to a linkage of hypertext pages which are fixed and constraining learners to take part in clicking operations and monotonous reading. This is consequently important for eLearning tools which are emerging to allow a learner-centered encounter that is distinctive, which is both immersive and interactive. A remarkable characteristic of the process of learning is collaboration, involving the interaction among students and educators, which may be serving as a motivation for students. Hence, it is important to back up various engagement levels to take into consideration the various motivations of learners taking part and as to boost their social incentives (Grunewald et al., 2013). In addition, Wang & Chiu (2011) argue that systems of e-learning must offer additional interactive experiences to support user fulfillment. Research done by Wang & Chiu (2011) and Thoms & Eryilmaz (2014) states that for promoting reciprocated collaboration, systems of e-learning should take into consideration social, cognitive, and behavioural components.

6. **Expression and action** provide students number of techniques of illustrating what students understand (Dell et al., 2015). Conversations about a specific topic are essential tool utilized by number of instructors that are online. Therefore, it is important for educators to both model and instil discussion board decorum. It is essential to offer easily accessed and well-organized discussion topics well beforehand, so that students may keep track of topics (Dell et al., 2015). In addition, learners must be inspired to offer their own improvements and contribution to the content which is offered (Grunewald et al., 2013).

7. **Presentation** demand that students be offered different techniques of getting to acquire Knowledge and facts. Courses online must be learner-centred; that is frequently changing the dynamics of learning and teaching with the students normally taking accountability for their learning individually. Students and educators create a partnership with one another. As an outcome, courses must be designed with the end in mind, utilizing what Dell et al. (2015, p. 76) is referring to as "backwards design". The teachers first must take into consideration how the class must have structured, what learners should be learning in every course, the objectives of the course, etc. to planning outline which can guide the course design and construction. To plan in this way, enable the teacher to anticipate, instead of just reacting to the needs of student. This kind of approach can for e.g., include number of instructional methodologies which may be reflecting pedagogic best practices. The important concept is knowing what the objectives are and to formulate alternative methods of monitoring the achievement of such goals. Consistent and simple navigation with organized pages, uncluttered, and consistent must be presented (Dell et al., 2015). Additionally, training which is offered online is normally requiring other pages which easily present information or facts. They involve overview pages which are introducing every lesson and list the pages or contents which are

demonstrating the ideas that are the same as online documentation. Demonstrating ideas with diagrams and pictures, and keeping text precise and short assists in making such concept and overview and pages effective (Bhalla, 2014).

On virtual environment, the non-verbal of agent cues must be enhanced to improve social and emotional impact. For the emotional impacts of non-verbal communication to be evaluated, extra measures should be utilized instead of just concluding on the results based measures. Krämer and Bente (2010) states that communication which is conveyed on an agent of virtual pedagogy has a positive impact on enthusiasm of learners to learn this turns to enhance outcomes of learning. The impact of apedagogical agent which is precise in a certain environment of e-learning depends on a specific purpose of tutorial which the agent is intends to fulfil for learner to learn.

Even if the new approach, which is called 'revolution in pedagogy', is explained, it is taking time for the whole paradigm of learning and teaching to change. Even after allowing such change, this can be highly complex for educational fraternity to execute it compared to developing technological applications that are new (Rossing et al., 2012).

Such ability of fostering online communities is resting largely in educator's hands which are designing individual courses; hence more instruction for educators is important for e-learning to grow well on a national level. Easily forcing savvy of technology for educators to teach online is not providing instruction which is adequate. Rather, schools require to offer educators with training from online instructors that are experienced on how to combine pedagogy and technology (De Simone, 2006). For success which is continued, educators that are training institutes should involve e-learning instruction strategies which are effective in their current curriculum. Few universities already involve this instruction, with extra programs that spread covering the nation (Davis & Roblyer, 2005).

There are reports of case on utilization of device visualizations in the field, mobile devices in education, and evaluations of devices (Rossing et al., 2012). Nevertheless, social devices treatment is not occurring very often. Acknowledging their role in construction of knowledge is required to inform design of pedagogy and technology's utilization of it. Fleischmann (2006) explained the difficult networks which are linking both designers of users and software and. The same case can be extended to educational technology and curriculum design and utilization.

A 2nd factor which moderating was to address awareness of staff about the requirement to effectively model exploratory talk. Educators had little conceptualization or awareness at the beginning of the project about the requirement to model exploratory talk, or indeed what some of the language forms required were. To obtain such, a realignment of pedagogy by practitioners that are included can be required to create language in a metacognitive sense. It could require entire development strategy of school the external side of the research goals. Nevertheless, moving forward, it was understood that the research was worthy to pursue it further, because of the possibilities for development of language/literacy presented via the digital improvement of current pedagogy via wireless chat, and in addition because of the possible further activity development which required and provoked and the utilization of exploratory talk to be utilized by of and/r modelled for students. Such digital improvement (Prensky 2009) of the process of learning is pertinent utilization of technology which is at the heart of student's identity construction and digital habits.

A main idea from the project, is that if combined with pedagogy which suitable, technology may be smoothly and continuously be integrated as a tool to improve experiences of learning which are building a climate of the collaborative task and inspiration of kids with behavioural difficulties to assist the endeavours of their group (collaboration and trust) and create a dialogic space to pursue solutions that are creative to issues (the DS was specifically utilized in communicating ideas and solving problems) (Mercer and Littleton, 2007). Additionally, there is a powerful need in engaging with 'digital truths' of students non-school and social utilization of digital technologies and actively find a fit or match of elements of such habits with the 'analogue realities' of classroom-based, face-to-face engagement. As a matter of fact, this paper is pointing to subtle change in the emphasis that is required. Instead of adjusting technology to suit fit the pedagogy patterns in the classroom, we must take into consideration the way students are engaging in digital environments and adjust our

pedagogies in exploiting such engagement. Additionally, it is essential remembering that there is no 'agency' in technology; skills of twenty first century must to be created by learners and teachers in pedagogical contexts which are meaningful that are constructed or designed for that purpose. In addition, people that are involved need to take into consideration the technology position which is utilized to do stuff it was not designed to do (after Fisher 2006). The DS was potentially not the tool which best to utilize for the activity they had planned. Laptop computers could have been better as would skype, because these are the tools which a professional could have utilized. Additionally, the metaphor of the communicator would have been maintained by utilizing 1 digital tool per group.

Conclusion

In conclusion this paper indicates a way forward where practitioners and researchers can work together to bring about enhancements in practice. This offered a legitimate space for change and experimentation. The DS is repurposed from use of derivative brain training to use as a tool in a

scenario of problem-based learning which integrated with pedagogy which is meaningful. As Fisher, (2006 p. 301) suggests, "Digital technologies offer the mediational means or tools to be utilized by learners and teachers. The important part to such approach is that neither the tools or ²⁰ teachers can be understood in isolation". McLaren and Stables (2007) stated the significance of students to be able to take responsibility for their learning and diagnose their own areas of weakness if offered with the strategies that are necessary in doing so.

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Assignment 2

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