APPENDICES

Appendix 1 : The percentage analysis of Evaluation rubrics (2013 and 2014 cohorts)

2013 COHORTS

CSL3

WITHOUT EP- AVERAGE

	CRITERIA					
ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	39	42	78	61	78	33
% OF SCORE 3	61	58	22	39	11	67
% OF SCORE 5	0	0	0	0	11	0

WITH EP

	CRITERIA					
ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	11	4	22.2	11	11	6
% OF SCORE 3	44	52	55.6	67	33	33
% OF SCORE 5	44	44	22.2	22	56	61

KPL4

WITHOUT EP- AVERAGE

	CRITERIA					
ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	3.8	12	0
% OF SCORE 1	19	65	62	50	42	35
% OF SCORE 3	46	35	38	46	46	46
% OF SCORE 5	35	0	0	0	0	19

WITH EP

	CRITERIA					
ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	8	9	4	9	6	4
% OF SCORE 3	38	45	58	45	0	8
% OF SCORE 5	54	46	38.5	46	94	88

FESL3

WITHOUT EP- AVERAGE

	CRITERIA					
ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	10	0	10	0
% OF SCORE 1	10	40	40	70	60	10
% OF SCORE 3	90	60	50	30	30	30
% OF SCORE 5	0	0	0	0	0	60

WITH EP

	CRITERIA					
ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	0	0	0	0	0	0
% OF SCORE 3	60	60	0	40	0	0
% OF SCORE 5	40	40	100	60	100	100

2014 COHORTS

CSL4

WITHOUT EP- AVERAGE

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	24	19	39	31	13	15
% OF SCORE 3	61	58	22	39	11	67
% OF SCORE 5	15	23	39	30	76	18

WITH EP

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	2	4	10	12	2	2
% OF SCORE 3	44	52	55.56	67	33.3	33
% OF SCORE 5	54	44	34.44	21	64.7	65

ELEC L3

WITHOUT EP- AVERAGE

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	2	8	8	2	2	2
% OF SCORE 1	41	56	44	49	50	33
% OF SCORE 3	52	32	42	44	43	61
% OF SCORE 5	5	4	6	5	5	4

WITH EP

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	10	10	16	16	8	8
% OF SCORE 3	48	55	58	45	55	53
% OF SCORE 5	42	35	26	39	37	39

FESL3

WITHOUT EP- AVERAGE

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	3	3	6	8	3	3
% OF SCORE 1	35	44	32	29	45	43
% OF SCORE 3	44	35	40	39	34	44
% OF SCORE 5	18	18	22	24	18	10

WITH EP

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	16	20	18	12	10	10
% OF SCORE 3	44	52	56	40	50	50
% OF SCORE 5	40	28	26	48	40	40

LDG L3

WITHOUT EP- AVERAGE

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	8	8	12	12	8	8
% OF SCORE 1	22	28	34	34	42	42
% OF SCORE 3	60	54	46	42	46	32
% OF SCORE 5	10	10	8	12	4	18

WITH EP

CRITERIA

ANALYZE	1	2	3	4	5	6
% OF SCORE 0	0	0	0	0	0	0
% OF SCORE 1	18	8	8	10	12	8
% OF SCORE 3	38	44	62	52	58	66
% OF SCORE 5	44	48	30	38	30	26

Appendix 2: The SPSS results of the Survey Questionnaires Data Analysis

Table 1. The median scores of all items in the 2013 cohort

Test Statistics[a,k,n]

	OBI-01	OBI-02	OBI-03	HI-01	HI-02	HI-03	PBL-01	PBL-02	PBL-03	PBL-04	PBL-05	PBL-06
N	27	27	27	27	27	27	27	27	27	27	27	27
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	5.0000[l]	3.0000
Chi-Square	1.403[b]	.208[c]	2.215[d]	1.403[b]	.208[c]	.174[e]	.450[b]	1.355[f]	.585[g]	.020[h]		.955[k]
df	2	2	2	2	2	2	2	2	2	2		2
Asymp. Sig.	.496	.901	.330	.496	.901	.917	.799	.508	.746	.990		.620

	LR-01	LR-02	LR-03	LR-04	LR-05	REF-01	REF-02	REF-03	REF-04	REF-05	REF-06	REF-07
N	27	27	27	27	27	27	27	27	27	27	27	27
Median	4.0000	4.0000	4.0000[l]	4.0000	4.0000	5.0000[l]	5.0000[l]	4.0000	4.0000	4.0000	4.0000	4.0000
Chi-Square	2.429[b]	2.215[d]		1.266[h]	2.429[b]			4.569[o]	.635[p]	.020[h]	.635[p]	.635[p]
df	2	2		2	2			2	2	2	2	2
Asymp. Sig.	.297	.330		.531	.297			.102	.728	.990	.728	.728

	KC-01	KC-02	KC-03	KC-04	LM-01	LM-02	LM-03	LM-04	SPL-01	SPL-02	SPL-03	SPL-04
N	27	27	27	27	27	27	27	27	27	27	27	27
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	5.0000[l]	4.0000	4.0000	4.0000
Chi-Square	1.001[f]	.754[d]	.503[g]	1.266[h]	2.215[d]	2.215[d]	.174[e]	.635[p]		.635[p]	1.215[d]	2.215[d]
df	2	2	2	2	2	2	2	2		2	2	2
Asymp. Sig.	.606	.686	.778	.531	.330	.330	.917	.728		.728	.545	.330

	SPL-05	SPL-06	ULS-01	ULS-02	ULS-03	ULS-04	ULS-05	ULS-06	IE-01	IE-02	IE-03	IE-04	IE-05	IE-06
N	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	2.0000	2.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Chi-Square	.174[e]	2.429[b]	1.525[b]	.208[c]	.514[d]	.585[e]	.585[e]	.585[e]	1.525[p]	1.525[p]	.020[h]	.208[c]	2.470[g]	.208[c]
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.917	.297	.466	.901	.774	.746	.746	.746	.466	.466	.990	.901	.291	.901

Table 2 The median scores of all items in the 2014 cohort

Test Statistics[a,k,n]

	OBI-01	OBI-02	OBI-03	HI-01	HI-02	HI-03	PBL-01	PBL-02	PBL-03	PBL-04	PBL-05	PBL-06	LR-01	LR-02	LR-03	LR-04
N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	5.0000[l]	4.0000	4.0000	4.0000	4.0000	4.0000
Chi-Square	4.171[b]	2.286[c]	3.143[d]	3.556[e]	.142[f]	.296[g]	3.063[b]	3.081[h]	5.333[g]	3.373[i]		3.143[d]	3.556[e]	2.222[g]	2.222[g]	4.206[f]
df	3	3	3	3	3	3	3	3	3	3		3	3	3	3	3
Asymp. Sig.	.244	.515	.370	.314	.986	.961	.382	.379	.149	.338		.370	.314	.528	.528	.240

	LR-05	REF-01	REF-02	REF-03	REF-04	REF-05	REF-06	REF-07	KC-01	KC-02	KC-03	KC-04	LM-01	LM-02	LM-03	LM-04
N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Chi-Square	3.081[h]	3.943[e]	5.452[i]	5.018[f]	1.605[f]	2.286[c]	3.407[g]	3.081[h]	4.171[b]	3.006[d]	2.222[g]	5.014[i]	3.143[d]	3.143[d]	2.713[m]	1.605[f]
df	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.379	.268	.142	.170	.658	.515	.333	.379	.244	.391	.528	.171	.370	.370	.438	.658

	SPL-01	SPL-02	SPL-03	SPL-04	SPL-05	SPL-06	ULS-01	ULS-02	ULS-03	ULS-04	ULS-05	ULS-06	IE-01	IE-02	IE-03	IE-04
N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Median	5.0000[l]	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	2.5000	2.0000	4.0000	4.0000	4.0000	4.0000
Chi-Square		5.018[f]	.600[b]	3.143[d]	2.713[m]	8.598[e]	5.018[b]	2.286[c]	2.713[d]	5.333[e]	.889[f]	1.828[g]	5.018[f]	5.018[f]	1.605[f]	2.286[c]
df		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.		.170	.896	.370	.438	.035	.170	.515	.438	.149	.828	.609	.170	.170	.658	.515

	IE-05	IE-06
N	32	32
Median	4.0000	4.0000
Chi-Square	5.333[g]	2.286[c]
df	3	3
Asymp. Sig.	.149	.515

Table 3 The Kruskal Wallis test of variances in the 2013 cohort

Test Statistics[a,b]

	OBI-01	OBI-02	OBI-03	HI-01	HI-02	HI-03	PBL-01	PBL-02	PBL-03	PBL-04	PBL-05	PBL-06	LR-01	LR-02	LR-03
Chi-Square	2.065	1.802	2.974	1.737	1.772	2.801	.343	1.324	.563	.437	.525	.920	1.650	2.456	2.475
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.356	.406	.226	.420	.412	.247	.842	.516	.755	.804	.769	.631	.438	.293	.290

	LR-04	LR-05	REF-01	REF-02	REF-03	REF-04	REF-05	REF-06	REF-07	KC-01	KC-02	KC-03	KC-04	LM-01	LM-02
Chi-Square	1.954	2.993	.653	.484	3.790	.941	.067	.911	1.279	1.861	.546	.506	.600	1.388	1.439
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.376	.224	.721	.785	.150	.625	.967	.634	.528	.394	.761	.777	.741	.500	.487

	LM-03	LM-04	SPL-01	SPL-02	SPL-03	SPL-04	SPL-05	SPL-06	ULS-01	ULS-02	ULS-03	ULS-04	ULS-05	ULS-06	IE-01
Chi-Square	.167	1.771	.920	.911	1.170	2.596	.552	2.248	1.835	.225	.495	.424	3.910	.644	2.436
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.920	.413	.631	.634	.557	.273	.759	.325	.400	.893	.781	.809	.142	.725	.296

	IE-02	IE-03	IE-04	IE-05	IE-06
Chi-Square	2.978	.338	.099	1.006	1.011
df	2	2	2	2	2
Asymp. Sig.	.226	.845	.952	.605	.603

Table 4 The Kruskal Wallis test of variances in the 2014 cohort

Test Statistics[a,b]

	OBI-01	OBI-02	OBI-03	HI-01	HI-02	HI-03	PBL-01	PBL-02	PBL-03	PBL-04	PBL-05	PBL-06	LR-01	LR-02	LR-03	LR-04
Chi-Square	5.044	6.201	4.017	5.312	1.816	2.054	3.542	1.916	5.167	4.041	1.790	4.956	4.532	2.737	5.122	5.351
df	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.169	.102	.260	.150	.612	.561	.315	.590	.160	.257	.617	.175	.209	.434	.163	.148

	LR-05	REF-01	REF-02	REF-03	REF-04	REF-05	REF-06	REF-07	KC-01	KC-02	KC-03	KC-04	LM-01	LM-02	LM-03	LM-04
Chi-Square	3.872	5.300	5.772	6.029	.937	1.336	3.301	3.872	7.156	2.705	6.830	6.354	4.238	2.876	2.628	5.351
df	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.276	.151	.123	.110	.817	.721	.348	.276	.067	.439	.078	.096	.237	.411	.453	.148

	SPL-01	SPL-02	SPL-03	SPL-04	SPL-05	SPL-06	ULS-01	ULS-02	ULS-03	ULS-04	ULS-05	ULS-06	IE-01	IE-02	IE-03	IE-04
Chi-Square	4.101	5.941	.582	5.692	1.549	6.932	7.358	1.356	4.306	5.149	2.350	2.399	3.487	4.390	.600	1.152
df	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.251	.115	.901	.128	.671	.074	.061	.716	.230	.161	.503	.494	.322	.222	.897	.765

	IE-05	IE-06
Chi-Square	3.066	5.010
df	3	3
Asymp. Sig.	.382	.171

a. Kruskal Wallis Test

b. Grouping Variable: ID

Table 5 The Spearman's Rho correlation for the 2013 cohort (HI-01,HI02 & HI-03)

			HI-01	HI-02	HI-03
Spearman's rho	HI-01	Correlation Coefficient	1.000	.524**	.588**
		Sig. (2-tailed)	.	.005	.001
		N	27	27	27
	HI-02	Correlation Coefficient	.524**	1.000	.844**
		Sig. (2-tailed)	.005	.	.000
		N	27	27	27
	HI-03	Correlation Coefficient	.588**	.844**	1.000
		Sig. (2-tailed)	.001	.000	.
		N	27	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 The Spearman's Rho correlation for the 2014 cohort (HI-01,HI02 & HI-03)

			HI-01	HI-02	HI-03
Spearman's rho	HI-01	Correlation Coefficient	1.000	.498**	.555**
		Sig. (2-tailed)	.	.004	.001
		N	32	32	32
	HI-02	Correlation Coefficient	.498**	1.000	.952**
		Sig. (2-tailed)	.004	.	.000
		N	32	32	32
	HI-03	Correlation Coefficient	.555**	.952**	1.000
		Sig. (2-tailed)	.001	.000	.
		N	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 The Spearman's Rho correlation for the 2013 cohort (LR-03 &LR-04)

			LR-03	LR-04
Spearman's rho	LR-03	Correlation Coefficient	1.000	.594**
		Sig. (2-tailed)	.	.001
		N	27	27
	LR-04	Correlation Coefficient	.594**	1.000
		Sig. (2-tailed)	.001	.
		N	27	27

**. Correlation is significant at the 0.01 level (2-tailed)

Table 8 The Spearman's Rho correlation for the 2014 cohort (LR-03 &LR-04)

			LR-03	LR-04
Spearman's rho	LR-03	Correlation Coefficient	1.000	.709**
		Sig. (2-tailed)	.	.000
		N	32	32
	LR-04	Correlation Coefficient	.709**	1.000
		Sig. (2-tailed)	.000	.
		N	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

Table 9 The Spearman's Rho correlation for the 2013 cohort (KC-01 & KC-02)

			KC-01	KC-02
Spearman's rho	KC-01	Correlation Coefficient	1.000	.830**
		Sig. (2-tailed)	.	.000
		N	27	27
	KC-02	Correlation Coefficient	.830**	1.000
		Sig. (2-tailed)	.000	.
		N	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

Table 10 The Spearman's Rho correlation for the 2014 cohort (KC-01 & KC-02)

			KC-01	KC-02
Spearman's rho	KC-01	Correlation Coefficient	1.000	.825**
		Sig. (2-tailed)	.	.000
		N	32	32
	KC-02	Correlation Coefficient	.825**	1.000
		Sig. (2-tailed)	.000	.
		N	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 The Spearman's Rho correlation for the 2013 cohort (LM-01 & LM02)

			LM-01	LM-02
Spearman's rho	LM-01	Correlation Coefficient	1.000	.947**
		Sig. (2-tailed)	.	.000
		N	27	27
	LM-02	Correlation Coefficient	.947**	1.000
		Sig. (2-tailed)	.000	.
		N	27	27

Table 12 The Spearman's Rho correlation for the 2014 cohort (LM-01 & LM02)

			LM-01	LM-02
Spearman's rho	LM-01	Correlation Coefficient	1.000	.922**
		Sig. (2-tailed)	.	.000
		N	32	32
	LM-02	Correlation Coefficient	.922**	1.000
		Sig. (2-tailed)	.000	.
		N	32	32

Table 13 The Values of skewness and kurtosis of 2013 cohort

		OBI-01	OBI-02	OBI-03	HI-01	HI-02	HI-03	PBL-01	PBL-02	PBL-03	PBL-04	PBL-05
N	Valid	27	27	27	27	27	27	27	27	27	27	27
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		4.1852	3.9630	4.0370	4.2593	3.8889	3.9630	4.2963	4.3333	4.2963	4.1111	4.5185
Std. Deviation		.73574	.58714	.80773	.65590	.64051	.75862	.60858	.62017	.46532	.57735	.57981
Variance		.541	.345	.652	.430	.410	.575	.370	.385	.217	.333	.336
Skewness		-.312	-.001	-.070	-.319	.094	.063	-.233	-.348	.946	.016	-.716
Std. Error of Skewness		.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448
Z Values of skewness		-.696	-.001	-.156	-.713	.209	.141	-.519	-.778	2.111	.036	-1.599
Kurtosis		-1.017	.260	-1.445	-.600	-.366	-1.189	-.478	-.541	-1.201	.249	-.413
Std. Error of Kurtosis		.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872
Z Values of Kurtosis		-1.17	0.30	-1.66	-0.69	-0.42	-1.36	-0.55	-0.62	-1.38	0.29	-0.47

**Z values should be somewhere in the span of -1.96 to +1.96*

PBL-06	LR-01	LR-02	LR-03	LR-04	LR-05	REF-01	REF-02	REF-03	REF-04	REF-05	REF-06	REF-07
27	27	27	27	27	27	27	27	27	27	27	27	27
0	0	0	0	0	0	0	0	0	0	0	0	0
4.1852	4.1111	3.9259	4.0000	4.0000	4.3333	4.2593	4.4444	4.1111	4.2222	4.0741	4.3333	4.3333
.62247	.80064	.87380	.78446	.62017	.62017	.65590	.64051	.64051	.50637	.47442	.48038	.62017
.387	.641	.764	.615	.385	.385	.430	.410	.410	.256	.225	.231	.385
-.132	-.210	.151	0.000	0.000	-.348	-.319	-.726	-.094	.403	.268	.749	-.348
.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448
-.295	-.469	.337	.000	.000	-.778	-.713	-1.621	-.209	.900	.598	1.673	-.778
-.325	-1.385	-1.712	-1.333	-.104	-.541	-.600	-.366	-.366	.187	1.980	-1.560	-.541
.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872
-0.37	-1.59	-1.96	-1.53	-0.12	-0.62	-0.69	-0.42	-0.42	0.21	2.27	-1.79	-0.62

KC-01	KC-02	KC-03	KC-04	LM-01	LM-02	LM-03	LM-04	SPL-01	SPL-02	SPL-03	SPL-04	SPL-05
27	27	27	27	27	27	27	27	27	27	27	27	27
0	0	0	0	0	0	0	0	0	0	0	0	0
4.2222	4.0370	4.0000	4.0000	4.1481	4.2222	4.1852	4.0741	4.5556	4.1852	4.3333	4.1111	4.1481
.75107	.80773	.78446	.67937	.71810	.64051	.39585	.67516	.50637	.55726	.48038	.75107	.45605
.564	.652	.615	.462	.516	.410	.157	.456	.256	.311	.231	.564	.208
-.399	-.070	0.000	0.000	-.230	-.222	-0.718	-.087	-.237	.082	.749	-.189	.661
.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448
-.892	-.156	.000	.000	-.513	-.497	-1.603	-.194	-.529	.184	1.673	-.422	1.476
-1.064	-1.445	-1.333	-.650	-.932	-.494	1.021	-.628	-2.106	.164	-1.560	-1.131	1.528
.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872
-1.22	-1.66	-1.53	-0.75	-1.07	-0.57	1.17	-0.72	-2.41	0.19	-1.79	-1.30	1.75

SPL-06	ULS-01	ULS-02	ULS-03	ULS-04	ULS-05	ULS-06	IE-01	IE-02	IE-03	IE-04	IE-05	IE-06
27	27	27	27	27	27	27	27	27	27	27	27	27
0	0	0	0	0	0	0	0	0	0	0	0	0
4.1481	4.0000	3.8148	4.0741	4.2593	3.1481	2.9630	4.0741	4.0000	4.1481	3.9259	4.0000	4.0000
.76980	.73380	.78628	.54954	.52569	1.26198	1.15962	.72991	.73380	.53376	.61556	.78446	.55470
.593	.538	.618	.302	.276	1.593	1.345	.533	.538	.285	.379	.615	.308
-.267	0.000	-.675	.061	.269	.445	.556	-.757	0.000	.169	.036	0.000	0.000
.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448	.448
-.597	.000	-1.507	.136	.601	.993	1.242	-1.691	.000	.378	.080	.000	.000
-1.214	-1.040	.653	.695	-.204	-1.091	-.759	1.340	-1.040	.587	-.094	-1.333	.715
.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872	.872
-1.39	-1.19	0.75	0.80	-0.23	-1.25	-0.87	1.54	-1.19	0.67	-0.11	-1.53	0.82

Table 14 The Values of skewness and kurtosis of 2014 cohort

		OBI-01	OBI-02	OBI-03	HI-01	HI-02	HI-03	PBL-01	PBL-02	PBL-03	PBL-04	PBL-05
N	Valid	32	32	32	32	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		4.2500	3.9688	4.2188	4.1875	3.7813	3.9375	4.2500	4.2813	4.2500	4.0625	4.5000
Std. Error of Mean		.10999	.09508	.09770	.11392	.11652	.12650	.10999	.11211	.07777	.09977	.10040
Std. Deviation		.62217	.53788	.55267	.64446	.65915	.71561	.62217	.63421	.43994	.56440	.56796
Skewness		-.214	-.035	.092	-.187	.261	.092	-.214	-.301	1.212	.027	-.563
Std. Error of Skewness		.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414
Z Values of skewness		-.517	-.084	.222	-.451	.630	.223	-.517	-.727	2.925	.065	-1.359
Kurtosis		-.472	.862	-.035	-.514	-.625	-.944	-.472	-.556	-.570	.442	-.680
Std. Error of Kurtosis		.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809
Z Values of Kurtosis		-0.58	1.07	-0.04	-0.64	-0.77	-1.17	-0.58	-0.69	-0.70	0.55	-0.84

**Z values should be somewhere in the span of -1.96 to +1.96*

PBL-06	LR-01	LR-02	LR-03	LR-04	LR-05	REF-01	REF-02	REF-03	REF-04	REF-05	REF-06	REF-07
32	32	32	32	32	32	32	32	32	32	32	32	32
0	0	0	0	0	0	0	0	0	0	0	0	0
4.1563	4.0313	3.8438	3.9375	3.9375	4.2813	4.1875	4.3750	4.0625	4.1875	4.0313	4.3125	4.2813
.11098	.13828	.14966	.13424	.10941	.11211	.11392	.11666	.10941	.08325	.08381	.08325	.11211
.62782	.78224	.84660	.75935	.61892	.63421	.64446	.65991	.61892	.47093	.47413	.47093	.63421
-.118	-.056	.314	.107	.034	-.301	-.187	-.584	-.034	.633	.112	.249	-.301
.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414
-.285	-.135	.758	.258	.082	-.727	-.451	-1.408	-.082	1.528	.269	.602	-.727
-.359	-1.328	-1.546	-1.203	-.171	-.556	-.514	-.570	-.171	.721	-.814	-1.368	-.556
.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809
-0.44	-1.64	-1.91	-1.49	-0.21	-0.69	-0.64	-0.70	-0.21	0.89	-1.01	-1.69	-0.69

KC-01	KC-02	KC-03	KC-04	LM-01	LM-02	LM-03	LM-04	SPL-01	SPL-02	SPL-03	SPL-04	SPL-05
32	32	32	32	32	32	32	32	32	32	32	32	32
0	0	0	0	0	0	0	0	0	0	0	0	0
4.1250	3.9375	3.9063	3.9375	4.0625	4.1563	4.1563	4.0000	4.5625	4.1250	4.3438	4.0313	4.1250
.13282	.14155	.13737	.11827	.12650	.11098	.06521	.11880	.08910	.09786	.08531	.13079	.07446
.75134	.80071	.77707	.66901	.71561	.62782	.36890	.67202	.50402	.55358	.48256	.73985	.42121
-.213	.116	.168	.070	-.092	-.118	0.288	0.000	-.265	.076	.691	-.050	.863
.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414
-.514	.280	.405	.169	-.223	-.285	.695	.000	-.638	.184	1.667	-.121	2.083
-1.143	-1.412	-1.287	-.611	-.944	-.359	-.243	-.626	-1.128	.403	.503	-1.096	2.332
.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809
-1.41	-1.74	-1.59	-0.76	-1.17	-0.44	-0.30	-0.77	-1.39	0.50	0.62	-1.35	2.88

SPL-06	ULS-01	ULS-02	ULS-03	ULS-04	ULS-05	ULS-06	IE-01	IE-02	IE-03	IE-04	IE-05	IE-06
32	32	32	32	32	32	32	32	32	32	32	32	32
0	0	0	0	0	0	0	0	0	0	0	0	0
4.0313	3.8750	3.7500	4.0000	4.1875	3.0938	2.9063	4.0625	3.9688	4.1563	3.8750	3.9375	3.9688
.13828	.13282	.13470	.10040	.09459	.20752	.19239	.11827	.12284	.09102	.10767	.13424	.09508
.78224	.75134	.76200	.56796	.53506	1.17389	1.08834	.66901	.69488	.51490	.60907	.75935	.53788
-.056	.213	-.467	0.000	.179	.573	.677	-.759	.041	.258	.057	.107	-.035
.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414	.414
-.135	.514	-1.126	.000	.432	1.384	1.633	-1.832	.100	.624	.138	.258	-.084
-1.328	-1.143	.301	.449	.265	-.703	-.395	.892	-.801	.661	-.155	-1.203	.862
.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809	.809
-1.64	-1.41	0.37	0.55	0.33	-0.87	-0.49	1.10	-0.99	0.82	-0.19	-1.49	1.07

Appendix 3 : The Respondent's Details of the Interview Session for the E-portfolio implementation project in the MSTP

Phase: Preliminary Study

Year	Designation	Gender	Code No	Interview method
2012	Government Officer	Male	01	Email
2012	Government Officer	Male	02	Email
2012	Government Officer	Male	03	Email
2012	Government Officer	Male	04	Email
2012	Government Officer	Male	05	Email
2012	Manager	Male	06	Email
2012	Manager	Male	07	Email
2012	Instructor	Female	08	Email
2012	Instructor	Female	09	Email
2012	Instructor	Male	10	Email

Phase: Main Study

Year	Course	Designation	Gender	Code No	Interview method
2013	CS (Computer System)	Student	Female	01	Email & Facebook Messaging
2013	CS (Computer System)	Student	Male	02	Email & Facebook Messaging
2013	FES (Dressmaker)	Student	Female	03	Facebook Messaging
2013	FES (Dressmaker)	Student	Female	04	Facebook Messaging
2013	KP (Kitchen Practice)	Student	Male	05	Email & Facebook Messaging

2013	KP (Kitchen Practice)	Student	Female	06	Email & Facebook Messaging
2013	KP (Kitchen Practice)	Student	Female	07	Facebook Messaging
2013	CS (Computer System)	Student	Male	08	Facebook Postings
2013	CS (Computer System)	Student	Female	09	Facebook Postings
2013	CS (Computer System)	Student	Male	10	Facebook Postings
2013	KP (Kitchen Practice)	Student	Male	11	Facebook Postings
2013	KP (Kitchen Practice)	Student	Female	12	Facebook Postings
2013	FES (Dressmaker)	Student	Female	13	Facebook Postings
2014	CS (Computer System)	Student	Male	14	Facebook Messaging
2014	CS (Computer System)	Student	Female	15	Facebook Messaging
2014	FES (Dressmaker)	Student	Female	16	Facebook Messaging
2014	ELC (Electrician)	Student	Male	17	Facebook Messaging
2014	ELC (Electrician)	Student	Male	18	Facebook Messaging
2014	LDG (Plantation)	Student	Male	19	Facebook Messaging
2014	CS (Computer System)	Student Mentor	Female	01	Facebook Messaging
2014	ELC (Electrician)	Student Mentor	Male	02	Facebook Messaging
2013	CS (Computer System)	Instructor	Male	01	Email & Facebook Messaging

2013	KP (Kitchen Practice)	Instructor	Female	02	Email & Facebook Messaging
2014	CS (Computer System)	Instructor	Female	03	Email & Facebook Messaging
2014	FES (Dressmaker)	Instructor	Female	04	Email & Facebook Messaging
2014	KP (Kitchen Practice)	Instructor	Female	05	Email & Facebook Messaging
2014	ELC (Electrician)	Instructor	Male	06	Email & Facebook Messaging
2014	LDG (Plantation)	Instructor	Female	07	Email & Facebook Messaging
2014	-	Principal	Male	01	Email

Phase: Validation (report and inquiry) phase

Year	Designation	Gender	Code No	Interview method
2015	Principal	Male	01	Email
2015	Instructor	Female	02	Email
2015	Instructor	Female	03	Email
2015	Instructor	Female	04	Email
2015	Instructor	Male	05	Email
2015	Student	Female	06	Email
2015	Student	Male	07	Email
2015	Student	Female	08	Email
2015	Student	Female	09	Email

Appendix 4 : The Ethical Approval from LJMU

The approval email from the University

From: Williams, Mandy
Sent: Wednesday, June 26, 2013 2:08 PM
To: Mat Som, Hafizan
Subject: Major Amendments to Ethical approval

Dear Hafizan,

With reference to your application for Major Amendments to Ethical approval:

12/ECL/010 - Hafizan Mat Som, The Development and Evaluation of E-portfolio application in Competency-Based-Training, Malaysian Skills Certification Diploma

Liverpool John Moores University Research Ethics Committee (REC) has reviewed the above notification of major amendments by Chair's action. I am happy to inform you that the Committee are content to give a favourable ethical opinion and recruitment to the study can now commence.

Approval is given on the understanding that:

- any adverse reactions/events which take place during the course of the project will be reported to the Committee immediately;
- any unforeseen ethical issues arising during the course of the project will be reported to the Committee immediately;
- any substantive amendments to the protocol will be reported to the Committee immediately.
- the LJMU logo is used for all documentation relating to participant recruitment and participation eg poster, information sheets, consent forms, questionnaires. The JMU logo can be accessed at http://www.ljmu.ac.uk/corporatecommunications/60486.htm

For details on how to report adverse events or amendments please refer to the information provided at http://www.ljmu.ac.uk/RGSO/RGSO_Docs/EC8Adverse.pdf

Please note that ethical approval is given for a period of five years from the date that the original approval was granted and therefore the expiry date for this project will be as originally stated. An application for extension of approval must be submitted if the project continues after this date.

LIVERPOOL JOHN MOORES UNIVERSITY
Mandy Williams
Research Support Officer, Research Support Office
Kingsway House, Hatton Garden, Liverpool L3 2AJ
t: 01519046467 e: a.f.williams@ljmu.ac.uk

Appendix 5 : Consent Letter from Skills Training Institution

IKIP ADVANCED SKILLS CENTRE
ADVANCING CREATIVITY

www.ikipskills.edu.my

IASC/JPENT&OP/PENT/AMOUT2012(0159)

Date : 4TH June 2012

Mrs Hafizan Mat Som
Faculty of Education, Community and Leisure,
Liverpool John Moore University
Liverpool, United Kingdom

CONSENT TO CONDUCT A RESEARCH IN THE INSTITUTION

Good Day.

The purpose of this letter is to inform that I give ***Mrs Hafizan Mat Som*** from ***Liverpool John Moore University*** permission to conduct the research titled ***The Development and Evaluation of E-portfolio application in Competency-Based-Training, Malaysian Skills Certification Program*** at this institution. This also serves as assurance that this institution complies with requirements of the Institution Educational Rights and Privacy terms such as the anonymity and privacy of both the participant and information, the voluntary participation and the research must not pose any harm to the physical and mental condition of the participants .Therefore, please ensure that these requirements are followed in the conduct of the research.

We hope our team will provides you the best co-operation and support with regards of this matter.

Best Wishes.

Sincerely,
IKIP ADVANCED SKILLS CENTRE

AHMAD SHUKRI BIN ABDUL AZIZ
General Manager / Principal of Accredited Centre

Appendix 6: Consent Email from Department of Skills Development, Ministry of Human Resource, Malaysia

MEMOHON MENJALANKAN TEMUBUAL BER... (4)

Me May 28, 2012

clpang@mohr.gov.my May 28, 2012
To Me
CC MDNOR

Permohonan Sdr Hafizan adalah DILULUSKAN. Pihak JPK akan memberi sokongan dan kerjasama tertakluk kepada keupayaan dan juga peraturan berkenaan. Selamat Maju Jaya.
Dr Pang, KP JPK.
Sent from my BlackBerry® wireless device via Vodafone-Celcom Mobile.

From: hafizan matsom <fiezan1108@yahoo.com>
Date: Mon, 28 May 2012 10:51:46 -0700 (PDT)
To: clpang@mohr.gov.my<clpang@mohr.gov.my>
ReplyTo: hafizan matsom <fiezan1108@yahoo.com>
Cc: MDNOR<mohdnor@mohr.gov.my>
Subject: MEMOHON MENJALANKAN TEMUBUAL BERSAMA KAKITANGAN JPK

Salam Sejahtera kepada Ketua Pengarah JPK, Dr Pang Chau Leong,

Merujuk kepada emel saya terdahulu bertarikh 20 Mac 2012, sukacita dimaklumkan bahawa pada 21 Mei lalu permohonan etika kajian daripada pihak Universiti telah saya perolehi. Ini bermakna saya telah dibenarkan untuk menjalankan fasa seterusnya iaitu sesi temubual bersama personel-personel berkaitan dengan Sistem Persijilan Kemahiran Malaysia.

Appendix 7
7.1 The Participant Info Sheet (first edition)

LIVERPOOL JOHN MOORES UNIVERSITY

PARTICIPANT INFORMATION SHEET (TRAINEES)

Title of Project :

The Development and Evaluation of E-portfolio Application in Competency-based Training, Malaysia Skills Certification Diploma

Name of Researcher and School/Faculty :

Hafizan Mat Som (600862)

Faculty of Education, Community and Leisure, Liverpool John Moore University

Attention:

You are being invited to take part in a research study. Before you decide, it is important that you understand why the research is being done and what it involves. Please take time to read the following information. Ask the researcher if there is anything that is not clear or if you would like more information. Do take time to decide if you want to take part or not.

1. What is the purpose of the study?

This research is about to develop a new online-learning environment in Vocational Education Training (VET) specialized in Skills Training Programs which will combine the E-portfolio Application with traditional teaching methods. E-portfolio is a web-based application dedicated for the trainee to compile the competencies evidences such as project papers, photos, presentation materials and any other related work. In the other hand, trainer also could take part in monitoring trainees' progress of assignments and keep on track their performance along the course duration. At this moment, this system will be designed to Level 4 (Diploma in Skills Training) as a value-added skill before they graduate as a professional skill labor at the managerial/semi-managerial level. This research will involve Trainees and Trainer of Level 4 Skills Training Program in Malaysia public/private training centres. At the end of the usage duration, an evaluation will be implemented to justify the effectiveness and acceptance of users to the system.

2. Do I have to take part?

This is a voluntary exercise. You may choose not to take part if you feel the system will burden your current situation. It is up to you to decide whether or not to take part. If you do you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason. A decision to withdraw will not affect your rights/any future treatment/service you receive."

3. What will happen to me if I take part?

There are few steps need to be considered for each participant. The details are:-

- *Firstly, participants (trainer and trainee) will be participating in Pilot Test of E-portfolio system for **3 months**. The pilot test session is important to identify drawbacks and any mistakes before real implementation takes place. Brief information regarding this pilot test session will be clearly notified.*
- *After that, participants (trainer and trainee) need to employ the application during a real implementation session within 5-6 months duration. Each participant will be provided with 'Manual/Handbook of E-portfolio Application' to assist using the system. The manual will clearly states trainee and trainer responsibility in the system application.*
- *At the end of the duration, researchers will need to obtain data through Questionnaires to all participants in order to evaluate the system's effectiveness.*
- *Besides the questionnaires, a researcher might also need volunteers among trainees and trainers to answer a few questions in Interview Question. This interview schedule will be disseminated through email directly to the participant.*
- *Ultimately, the total duration of this research that will involve participant is between 10 to 12 months.*

4. Are there any risks / benefits involved?

There are no anticipated high risks within the system usage. The participant may feel a bit discomfort to fill the application with related evidence, but as per advised in Manual handbook, only 3-4 hours per week is needed to complete the task.

On the other hand, this application has lots of beneficial implications as follows:-

- *May improve IT skills as well as Interneting skills including uploading, downloading, sorting information, organize folders and other*
- *May enhance participants (especially trainees) to be more confident and proud to have a compilation of work to be shown after graduating.*

5. Will my taking part in the study be kept confidential?

Yes, confidentiality is the main liability for this research. All data related to marks, performance will be published without appearing names or identity.

Contact Details of Researcher

If there are any problems or issues regarding this research, please contact researcher as details follow:

Hafizan - H.B.Mat-Som@2012.ljmu.ac.uk or fiezan1108@yahoo.com

Or,

Director of Studies

Timothy Stott – t.a.stott@ljmu.ac.uk

For you information, normally researcher will keep in touch with you within 24 hours time. Thank You

7.2 Participant Information Sheet (Second Edition)

Second Edition

LIVERPOOL JOHN MOORES UNIVERSITY

PARTICIPANT INFORMATION SHEET

Title of Research:

The Deployment of Experiential Learning and Competency Based Training (CBT) Electronic Portfolio: A Case study of Malaysian Skills Training Certification Program

Name of Researcher and School/Faculty:

Hafizan Mat Som (600862)

Faculty of Education, Community and Leisure, Liverpool John Moore University, Liverpool, United Kingdom

Attention:

You are being invited to take part in a research study. Before you decide, it is important that you understand why the research is being done and what it involves. Please take time to read the following information. Ask the researcher if there is anything that is not clear or if you would like more information. Do take time to decide if you want to take part or not.

6. What is the purpose of the study?

This research is about to develop a new online-learning environment in Vocational Education Training (VET) focusing on Skills Training Programmes which will combine the E-portfolio Application with traditional teaching methods. The E-portfolio is a web-based application designed for trainees to compile their evidence of competencies such as project papers, photos, presentation materials and any other related work. The trainer can also take part in monitoring trainees' progress with assignments and keep track of their performance as the course progresses. This system is being trialed with Skills Training Students. This research will involve students and Instructors in Level 3 and 4 of selected Malaysia

accredited training centres. At the end of the project, an evaluation will be carried out to assess the effectiveness of the system and to evaluate the contribution of the system in the training pedagogy.

7. Do I have to take part?

It is up to you to decide whether or not to take part. If you do, you will be given this information sheet and asked to sign a consent form. You are still free if you wish to withdraw at any time and without giving a reason just by acknowledging researcher through email. A decision to withdraw will not affect your rights/any future treatment/service you receive.

8. What will happen to me if I take part?

There are few things that need to be considered for each participant. The previous Information sheets had described the steps and intervention which will be carried out in this research. Table 1 summarizes the research plan.

Table 1: Plan of research to investigate the effectiveness of ePortfolio use in Malaysian Skills Training

Procedure	Number of participants	Numbers per individual participant	Avg. Time / Intervention / participant
ONLINE COMMUNICATION *With student throughout the system deployment (online group monitoring and feedback session)* - *Conducted by recorded Facebook Closed Group Communication AND* - *Personal Communication via Facebook Messaging System* - *Schedule to be started on October 2012 onwards.*	*70* *70*	*15-20/group* *1*	*24 months* *(1 session per week)*
1. ***FOCUS GROUP DISCUSSION*** *with students of accredited Skills Training Centre* - *Conducted by recorded Facebook Closed Group Communication AND Face-to-face meeting* - *Schedule in October 2013 onwards* 2. ***INDIVIDUAL INTERVIEW*** *with students of accredited Skills Training Centre*	*20 Volunteers* *20*	*5/group* *1*	*10 weeks* *10 weeks*

- *Conducted by recorded Facebook Closed Group Communication AND Face-to-face meeting* - *Schedule in October 2012 onwards*			

***Please refer Appendix A for the complete instruction on the Facebook Communication Session.**

9. Are there any risks / benefits involved?

There are no anticipated high risks involved in using the ePortfolio system or participating in this research. However, there might be few issues regarding Facebook use during this process. The risks and prevention action are detailed as follows:-

No	Risk	Prevention
1	Misuse of Facebook use during class hour	The E-portfolio session is conducted only after lecture hour. Mostly in the evening (4-5pm). The instructor will monitor the Facebook use so it will only use to converse/inquire about E-portfolio process.
2	Privacy leaking for some personal information	Participants will be reminded that there might be some personal information in their Facebook account that could be viewed. Participants will be advised to personalize the account, keep private on personal matters OR create a new account for this purpose. Please be informed that every conversation will recorded and participants can choose to request not to participate if they wish. In addition, please take note that only communication related to the E-portfolio application will be screened and used for data collection purpose. Participants also can freely choose to leave the conversation (*the 'Leave conversation' is provided in the facebook messaging system)* in any condition.
3	Participant s' bias of researcher	The researcher has a Facebook account created specifically for this study. The participants will recognize the researcher as an administrator of the E-portfolio application. Only materials regarding the E-portfolio application and the deployment process will be posted through this account.

This application has lots of beneficial implications as follows:-

- *May improve IT skills as well as Internet skills including uploading, downloading, sorting information, organizing folders etc.*
- *May enhance participants (especially trainees) become more confident and to have a portfolio of work to be shown after graduation which may help in gaining employment.*

10. Will my taking part in the study be kept confidential?

Yes, confidentiality will be maintained in this research. All data related to marks and performance will be published without showing names or identity.

Contact Details of Researcher

If there are any problems or issues regarding this research, please contact researcher as details follow:

Hafizan - H.B.Mat-Som@2012.ljmu.ac.uk or fiezan1108@yahoo.com

Or,

Director of Studies

Prof Tim Stott – t.a.stott@ljmu.ac.uk

For your information, normally researcher will keep in touch with you within 24 hours time. Thank You

Note: A copy of this participant information sheet should be retained by the participant with a copy of the signed consent form.

Appendix A (Participant Information Sheet)

Facebook Instruction Manual

Introduction

This manual is intended to give an explanation about Facebook use for data collection methods for this E-portfolio application research.

The communication between the Researcher and the participant is via the Researcher's Facebook Account; **'Penyelidik Eportfolio'** and the participant account. The Researcher's account will request FRIEND to all participants. The participants can freely choose to accept or otherwise. The data collection is totally **VOLUNTARY** in order to help the researcher to evaluate the effectiveness of the E-portfolio application in the Skills Training Program.

Participants MAY choose to use the current active account OR preferably to create A NEW account purposely for this research.

If a participant chooses to use the current active Facebook account, please be informed that the Researcher may have access to personal information or images that may be included in the participant's account. The participant is advised to set private/limited access to the researcher for unwanted information to be accessed. However, please be assured that the data will be collected during this research is all about E-portfolio application of the participant and will NOT reflect on the personal life of the participant.

There are three sections in this manual which are divided by types of communication. First section briefly explains about Personal Communication between the Researcher and the Participant. The second section will be related to Group Communication between Researcher and few selected Participants in a Closed Group discussion. The third section will discuss the data collection from comments/feedback on open postings in the Researcher's account.

Part A – Personal Communication

Personal Communication in Facebook is defined as follows:-

i. One-to-one chatting using the Facebook Messenger System OR
ii. One-to-one discussion on Postings that have limited access between Researcher and the Participant

Personal communication between the Researcher and the participant can happen whenever either party initiates the conversation. The conversation can be a question, explanation, personal view, expression of feelings and any form of conversation that is related to the E-portfolio application. This will be recorded and considered as data for this research. HOWEVER, participants can opt to ask for the conversation NOT to be recorded. Participants need to inform the researcher for which part of the conversation they need to be exempt, otherwise it will be recorded.

The personal communication MAY occur only once, or may be continued until the participant chooses to end the conversation. The conversation also CAN be real-time (on time respond) or may be delayed by several hour(s). But, as Facebook has indefinite storage facilities, this conversation will remain in the Researcher's Inbox so the conversation will keep connected.

After the research is completed, the Researcher's account will be terminated and all messages and information will be safely erased.

Participants can freely choose to UNFRIEND with the Researcher. As mentioned before, this data collection is absolutely voluntary.

Part B – Closed Group Communication

Closed Group Communication in Facebook between the Researcher and participants is defined as follows:-

i. One-to-many chatting using the Facebook Messenger System in a Closed-Group room

The group chat room will be initiated by the Researcher. The welcome notes will be displayed at the beginning of the conversation.

"This is a focus group discussion session. You are invited to join in the discussion which will discuss the E-portfolio application. You are encouraged to give opinions based on your experience of using the system. Your opinion will be recorded as data for the research. You may choose to leave the group whenever you wish to use the 'Leave Conversation' function on the top-right option of this window. This conversation is neutral. You can express negative or positive views about the E-portfolio. Your opinion will not affect any marks or performance in your assessed work. The researcher will initiate questions to help the discussion to flow. However, you can also ask questions in this chat room to obtain responses from the researcher and other participants.

This discussion should have benefits such as brainstorm ideas and generating knowledge. However, please be aware that in the group discussion, your view/opinion can be read by other participants. If you feel more comfortable to discuss personally with the Researcher, please use the Personal Communication method.

Finally, please be informed again that this conversation is voluntary. Feel free to ask questions and answers question prompted.

Thank You very Much"

The closed group means only participants in same courses will be gathered in a group. The student and instructor are divided into separate groups. Contents in each group are confidential and will not be exposed to other groups. In the research, data taken from this discussion will remain anonymous.

Part C – Open discussion

Open discussion on the Facebook between the Researcher and participants is defined as follows:-

i. One-to-many discussion on 'posting' that is publicly published in the Researcher's account that is initiated by the Researcher.
ii. One-to-many discussion on 'posting' that publicly published in the Researcher's account that is initiated by the Participant.

Please be informed that any feedback or comments received from both above postings will be considered as data. IF the participant doesn't intend to participate, please do not comment. IF the participant does want to comment or has anything to say, but refuses to be known publicly, please use the Personal Communication method (Facebook Messaging Application) to personally converse with the Researcher regarding the topic posting.

Comments and feedback either Negative or Positive are very welcome to get as many responses for this research.

~ Thank You ~

Appendix 8
8.1 Interview schedule for Government Officers/Principals/ Trainers in Malaysia (Preiminary Study)

Interviewer: Hafizan Mat Som Interviewee: Deputy Director of Vocational Training
Place of interview: By Official Government Email
Date of interview: ..... Time of interview: .....

Introduction

Thank you very much for participating to the interview today. As you know, I am studying for a PhD in Education at Liverpool John Moore University in United Kingdom. I'm interested to have your opinion and perception about my plan to implementing an Electronic Portfolio (E-portfolio) in Malaysia Skills Training Programme (MSTP). The MSTPis a subset of Malaysia Vocational Education and Training (VET). In the other side, E-portfolio application is a part of Virtual Learning Environment (VLE) that employs Information Technology and Communication as learning media. Finally, let me assure you that everything you tell me today is completely confidential; however it is subject to organization's procedures because the questions are related to government and training policy. Only authorized personnel who reserve the right to reviews this document will be allowed to do so.

Definition

Virtual Learning Environment (VLE) *are defined as "computer-based environments that are relatively open systems, allowing interactions and encounters with other participants" and providing access to a wide range of resources. VLEs are distinguished from computer micro worlds, where the students individually enter a self-contained computer-based learning environment, and classroom-based learning environments, where various technologies are used as tools in support of classroom activities. In this research, researcher will introduced an* ***Electronic Portfolio (E-portfolio)*** *system as part of VLE to be employ in Malaysia VET.*
An ***E-portfolio*** *is a digital collection of artifacts or work product, including learning evidences, demonstrations, resources, and accomplishments that correspond to an individual, group, community, organization, or institution. This collection can be consisted of text-based, graphic, or multimedia elements accessed on a Web site or on other electronic media such as a CD-ROM or DVD. E-portfolios can also be defined as "personalized, Web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods.*

Section 1. Current Scenarios of VLE in MSTP.

1.1 MSTP has been introduced since 1992 under jurisdiction of Department of Skills Development (DSD), Ministry of Human Resource. MSTP established Competency based training where each trainee must compiled their competencies evidences in various forms like project papers, theoretical test, practical test and presentation. Do you agree with this statement?

1.2 Each trainee will be provided with a file called Portfolio to keep all related documents as their personal achievement to be evaluated by end of each level. How DSD maintain the quality of product or evidence of competency in each trainee file before a certification awarded?

1.3 In your opinion, is current methodology for compilation of competencies evidences is efficient and sufficient for the courses related to IT and also courses based on work product like culinary, dressmaker, welding, electrician etc?

1.4 As far as you know, what is current plan of DSD in improving assessment method in term of using the latest Information Technology approach especially for product based-courses as mentioned above?

Section 2. Government policy and the role of the curriculum in promoting MSTP

2.1 Malaysia has various education and training framework that suited with different target group of peoples. Normally, student with high achievement in secondary school will further study in academic line, while others whom got low-grade will choose to pursue in VET field. However, there are certain youths and teenagers still do not want to enter any institution and choose to do nothing and presume that skills training are a waste of time and money. To what extent do you think the government policy and the curriculum help these kinds of people approaching VET or MSTP?

2.2 A number of existing trainees found that completing a project based assessment using computer is much easier than manually compiled the project paper in a file. In the UK and Australia, attempts have been made to overcome this issue by adjusting the curriculum to meet the needs of trainees. Do you agree that some solution should be applied in Malaysia? If so, how could we change the curriculum to help trainees?

2.3 How important do you think the curriculum is in stimulating prospective trainees to study?

2.4 Do you think we should change something in the Government policy regarding training methodologies (For example, allowing electronic competencies evidences for trainees, promoting the usage of IT and etc) to gain response and attraction?

Section 3. Perception of E-portfolio's Significant in MSTP.

3.1 In my experience at the moment we do not have any way of VLE or E-portfolio in MSTP either implemented in Government Institution as well as private. However, I have discovered that in many countries, such as the UK and Australia, attempts have been made to develop a diversified VLE and E-portfolio specialized for VET students' in order to upgrade this education to be more acceptable and highly regarded. Do you think this would be a good idea in Malaysia?

3.2 Many people argue that ensuring trainees to get good skills in high technology facilities in training centre is important, for their personal sense of achievement, to ensure competencies and so that the highly skilled worker can grow. Do you agree with this statement? If Not, why?

3.3 How important do you think E-portfolio to be implemented in current MSTP?

3.4 What level do you think this E-portfolio application should be executed? Is it for all Level in Skills Training (Level 1 to 5) or is it adequate to Level 4 and 5 only?

Section 4. Survey on expected acceptance of VLE/E-portfolio Implementation in MSTP

4.1 For a long time, it has been suggested that education in academic line are better and highly regarded than VET because of the various technology adoption in academic side. What do you think about this issue in Malaysia these days? Do you think it right that such perception should continue to exist?

4.2 Some people especially parents and public judge certain courses through its contents and learning methodology. They might say MSTP have conventional and traditional methods to train peoples because majority participants in this program are among the elderly and low-grade pupils. Do you agree with the statement?

4.3 Do you think by implementing these E-portfolio technology would upgrade and enhance the image of MSTP and VET in Malaysia?

4.4 Could you give an opinion about barriers that would come into across the plan or implementation of E-portfolio application?

4.5 If E-portfolio implementation will be taking into consideration, what strategies do you think we need to employ in MSTP to promote E-portfolio as part of training methodology?

Section 5. Opinion and suggestion of E-portfolio Application

5.1 E-portfolio would be an application that could assist trainees to keep documents and projects in a computer without print it out. It could save papers, time and money. However, the written portfolio could not be forgotten. Filed portfolio also act as main trainees' record and compiled documents like NOSS, training pathway, Job profile and other course-related documents. Do you agree with this statement? If Not, Why?

5.2 From your point of view, what other objectives should be accomplished in E-portfolio application besides to encourage trainees to employ IT technology, facilitate on tracking trainees' project or assignment and supporting paper-less environment?

5.3 What are significant features should be embedded in E-portfolio Application so it will achieve the objectives set?

5.4 Finally, do you totally agree to embed E-portfolio application in existing MSTP? Please give comments in your answer.

Thank you for agreeing to be interviewed.

8.2 Interview schedule for Trainers/Principal/Students (Main Study)

Interviewer: Hafizan Mat Som

Interviewee: Trainers/Instructors/students of Malaysian Skills Training Programmes

Place of interview: By Official Email/Facebook

Date of interview: .....

Time of interview: .....

Introduction

Thank you very much for participating to the interview today. As you know, I am studying for a PhD in Education at Liverpool John Moore University in United Kingdom. I'm interested to have your further opinion and perception about the implementation of Electronic Portfolio (E-portfolio) at your campus previously. Let me assure you that everything you tell me today is completely confidential.

Section 1. Usage Behavior

1.5 How many hours you spent in a week to engaged with e-portfolio application?
1.6 What main activities you did while using the application?
1.7 What did you feel while using the application? Are you happy or stressed?
1.8 What is your perception towards your trainees/peers who get involved with this system? Are they getting better or otherwise?

Section 2. System Effectiveness and Technical Support

2.1 Do you think this application has more advantages effect rather than disadvantages effect on your training process?
2.2 What changes can you observed during and after implementation of the system? Changes could be varies such as trainees' performance, behavior or attitude.
2.3 Can you comments on the E-portfolio process use that had been deployed?
2.4 Is anything you want to comment regarding any system failure or lack of technical support?
2.5 What is your opinion about overall implementation of this application to Skills Training Programmes?

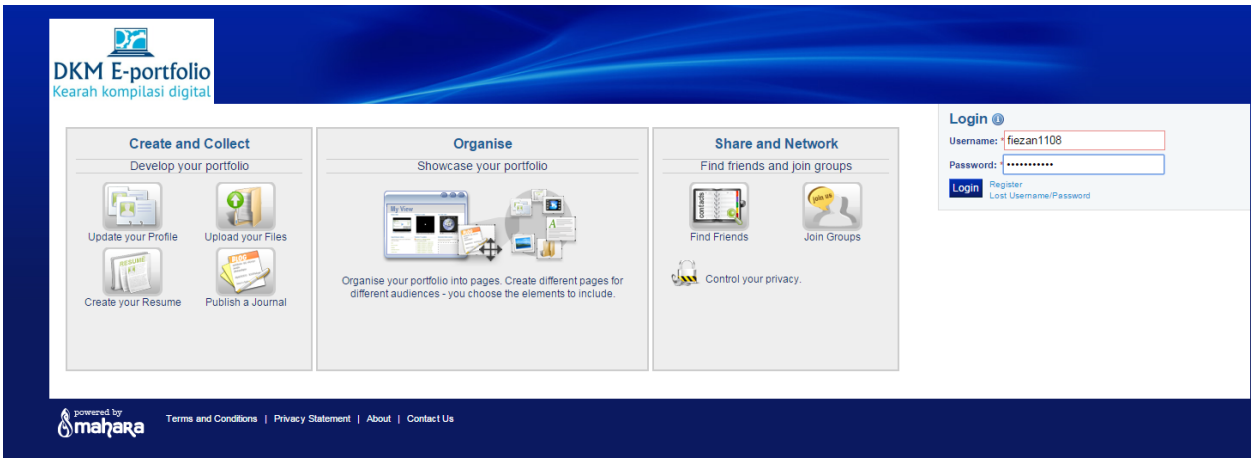
Section 3. General Opinion

3.1 Do you think this application should be continued to MSTP trainees?
3.2 Do you think this application may suit with trainees in all levels ? Please give reason in your answer.
3.3 In your opinion, do you think this application will last long in Skills Training Programmes?
3.4 For summary, can you give any comment regarding enhancement should be taken in order to implement this application comprehensively and seriously.

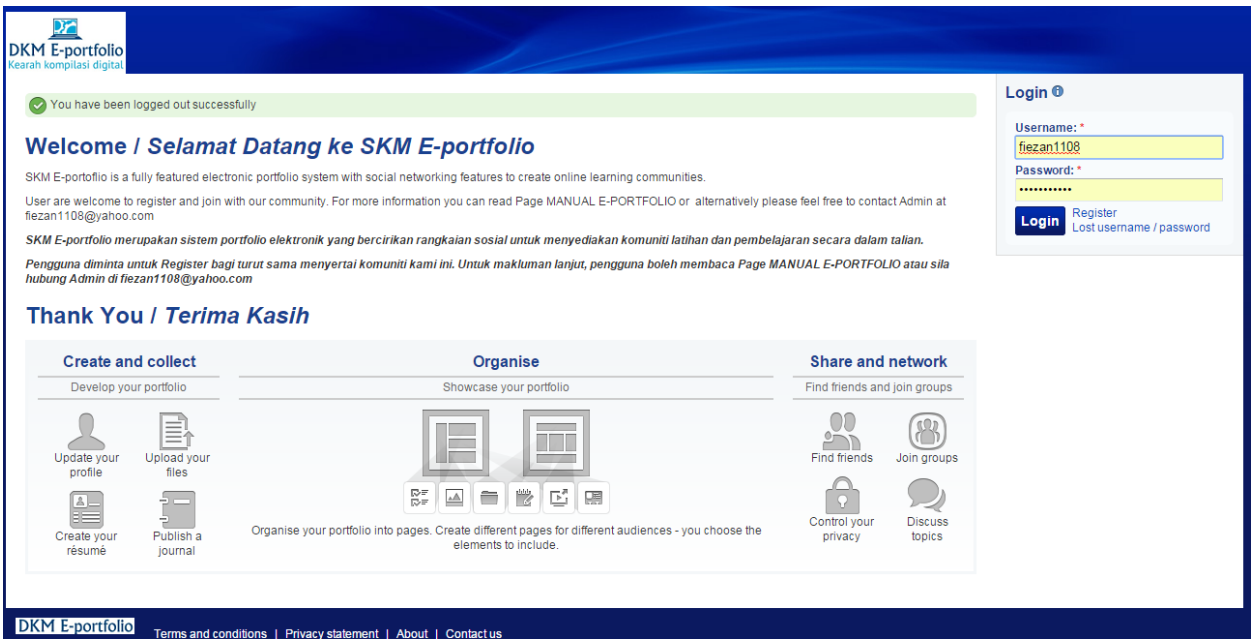
Thank you for agreeing to be interviewed.

Appendix 9 : Print Screen of E-portfolio Pages

9.1 Screen Shot of E-portfolio Application



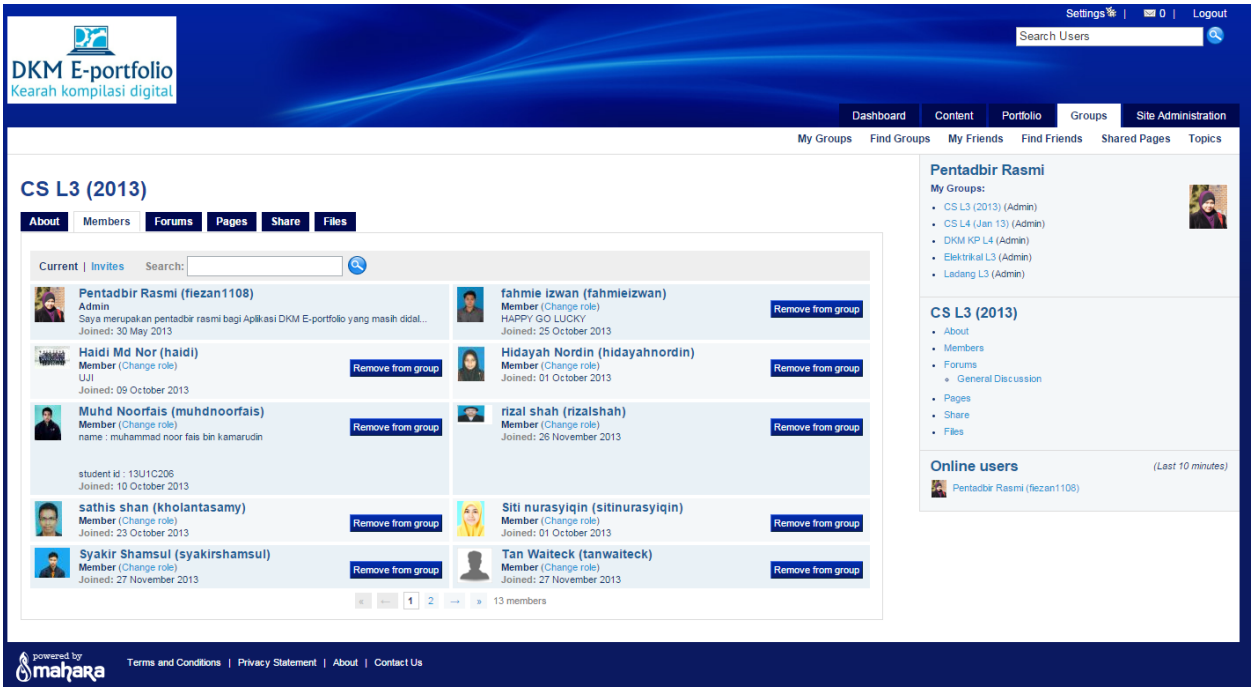
Login Page for Version 2012-2013



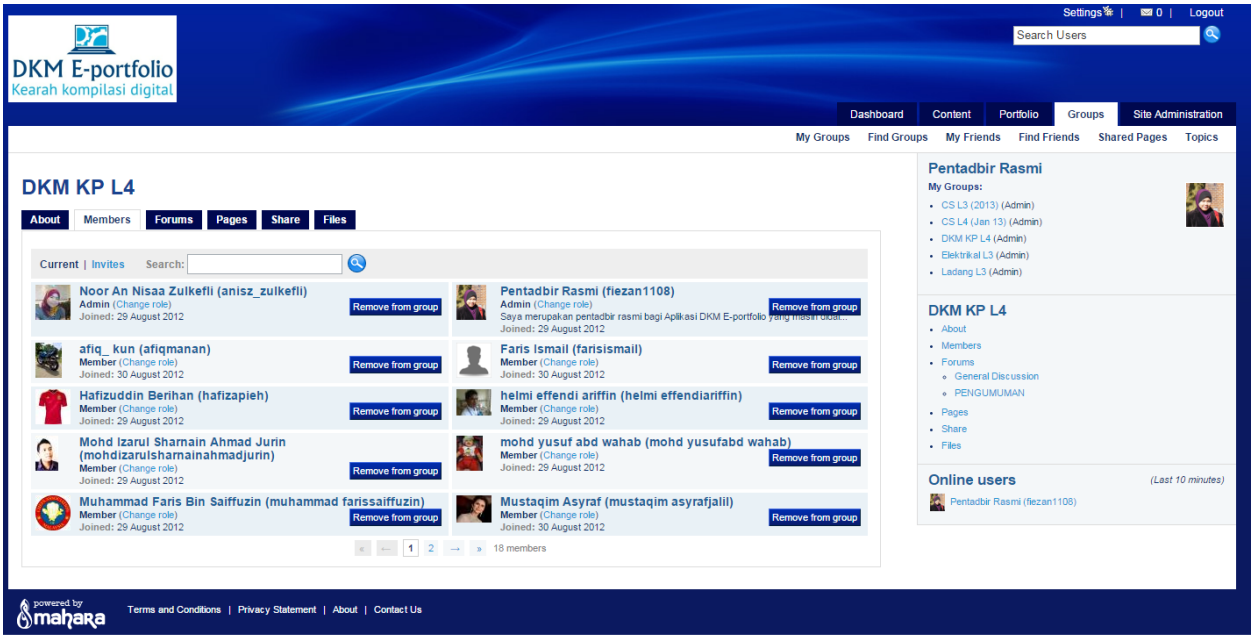
Login Page for Version 2013-2014

The page of application manual

The Sample Page developed for User Reference



Group members of Computer Course



Group members of Kitchen Practise course

Pages shared with this group by others

KERTAS TUGASAN SKM L3 by Haidi Md Nor (haidi)

MODUL 1 by muhd noor fais (Muhd Noorfais - muhdnoorfais)

MODUL 1 -Work Area Preparation by Zul asraf (Zul Asraf - zulasraf)

MODUL 1 WORK AREA PREPARATION by rizalshah (rizal shah - rizalshah)

MODUL 1 Work Area Preparation by EQIN (Siti nurasyiqin - sitinurasyiqin)

Modul 1 Work Area Preparation by William Khoo (William Khoo Ooi Lean - williamkhoo)

modul 1 work area preparation by Dayah (Hidayah Nordin - hidayahnordin)

MODUL 1 WORK AREA PREPARATION by zulhilmi roslan (zulhilmi)

MODUL 1 WORK AREA PREPARATION by Syakir (Syakir Shamsul - syakirshamsul)

Modul 1 Work Area Preperation by Sathishan (sathis shan - kholantasamy)

Modul 1 Work Area Preperation by AMIE (fahmie izwan - fahmieizwan)

MODUL 2 by muhd noor fais (Muhd Noorfais - muhdnoorfais)

MODUL 2 - Network Operating System by Zul asraf (Zul Asraf - zulasraf)

MODUL 2 NETWORK AND OPERATING PROCEDURE by Syakir (Syakir Shamsul - syakirshamsul)

Modul 2 Network Operating by Sathishan (sathis shan - kholantasamy)

Modul 2 Network Operating by AMIE (fahmie izwan - fahmieizwan)

MODUL 2 NETWORK OPERATING by zulhilmi roslan (zulhilmi)

MODUL 2 NETWORK OPERATING by rizalshah (rizal shah - rizalshah)

Modul 2 Network Operating System by EQIN (Siti nurasyiqin - sitinurasyiqin)

modul 2 network operating system by Dayah (Hidayah Nordin - hidayahnordin)

Modul 2 Networking Operating Proceduce by William Khoo (William Khoo Ooi Lean - williamkhoo)

MODUL 3 by muhd noor fais (Muhd Noorfais - muhdnoorfais)

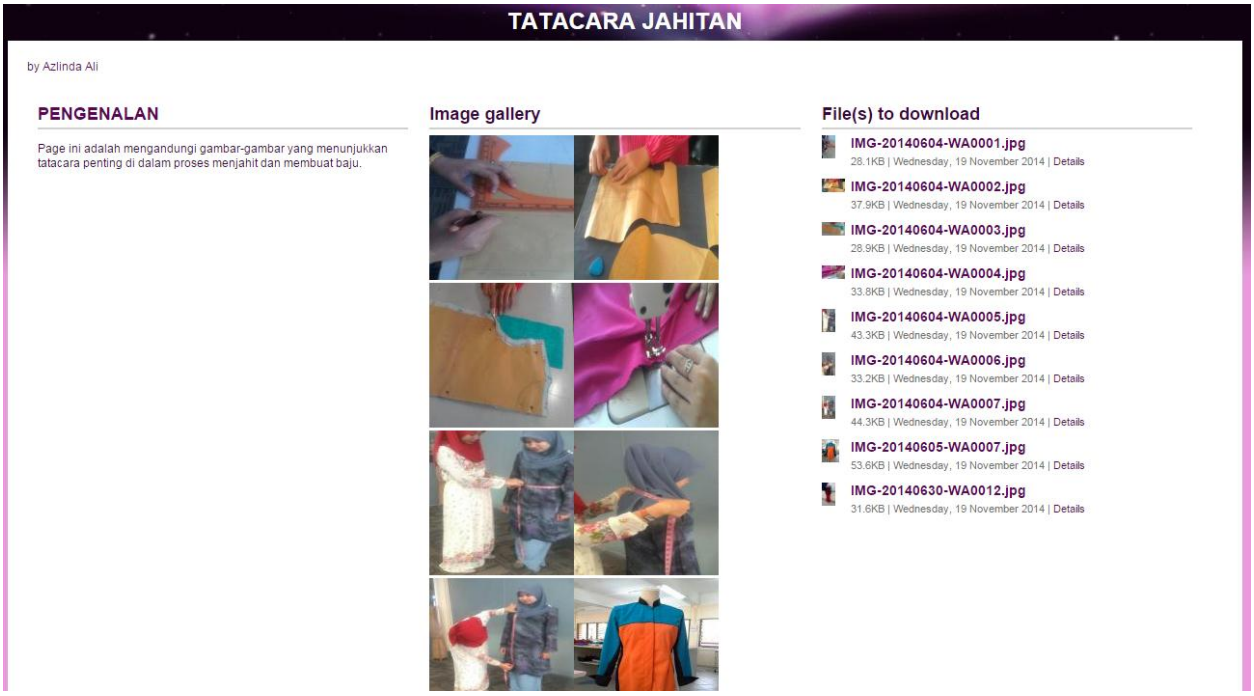
List of Students' Pages (Assignment submitted)

Most Popular Pages

#	Page	Owner	Visits	Comments
31	MODUL 1 WORK AREA PREPARATION	rizalshah (rizal shah - rizalshah)	0	0
32	MODUL 1 Work Area Preparation	EQIN (Siti nurasyiqin - sitinurasyiqin)	0	2
33	Modul 1 Work Area Preparation	William Khoo (William Khoo Ooi Lean - williamkhoo)	0	1
34	modul 1 work area preparation	Dayah (Hidayah Nordin - hidayahnordin)	0	1
35	MODUL 1 WORK AREA PREPARATION	zulhilmi roslan (zulhilmi)	0	0
36	MODUL 1 WORK AREA PREPARATION	Syakir (Syakir Shamsul - syakirshamsul)	0	1
37	Modul 1 Work Area Preperation	Sathishan (sathis shan - kholantasamy)	0	1
38	Modul 1 Work Area Preperation	AMIE (fahmie izwan - fahmieizwan)	0	1
39	MODUL 2	muhd noor fais (Muhd Noorfais - muhdnoorfais)	0	1
40	MODUL 2 - Network Operating System	Zul asraf (Zul Asraf - zulasraf)	0	0

« First ← Previous 1 ... 3 **4** 5 ... 20 Next → Last » 196 results

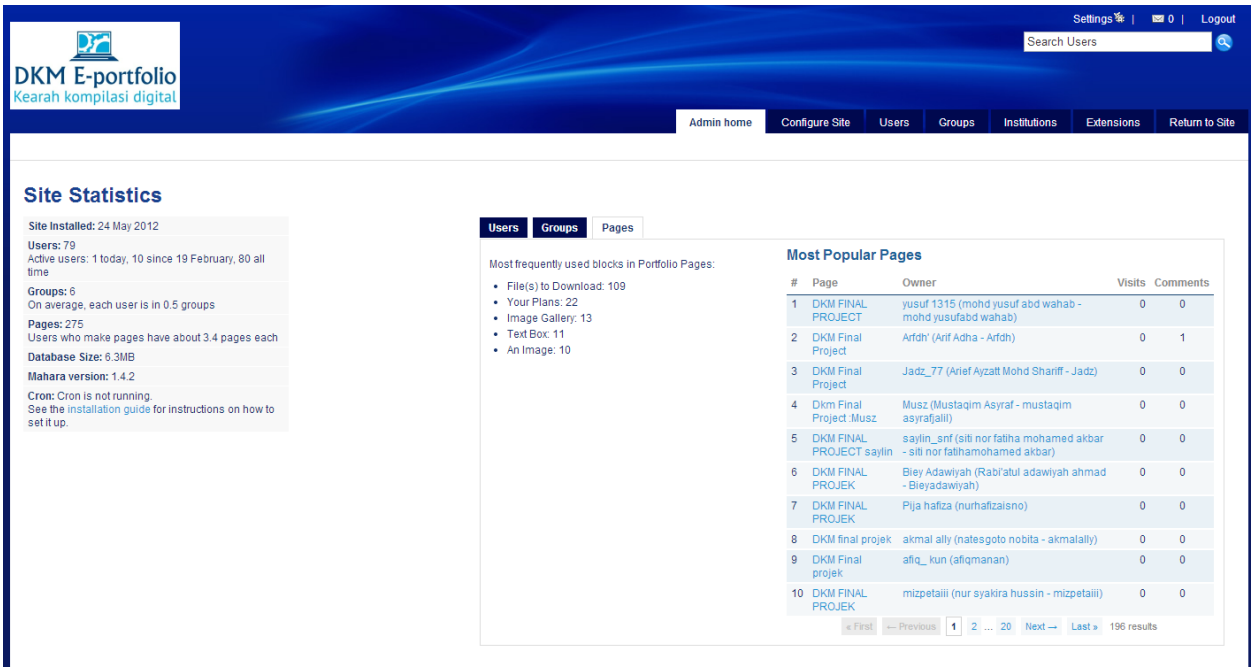
List of Students' Pages



Example of Student's Page (Dressmaker)

Example of Instructor's Page (Kitchen Practise)

Example of feedback left by the instructor on the student's page

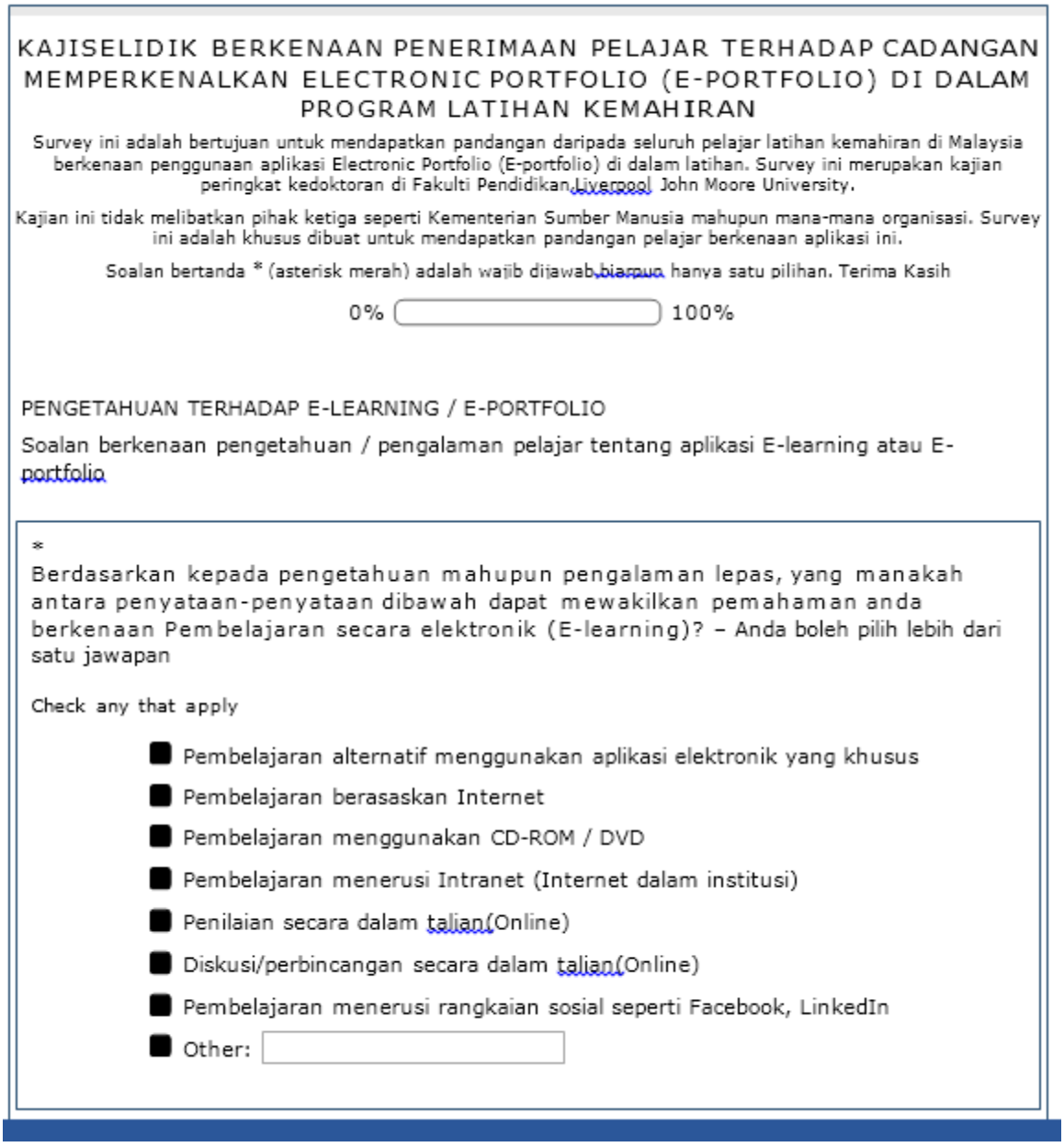


The site statistics for admin monitoring

Appendix 10 : The assessment rubrics

Score / Criteria	5	3	1	0	Score
A.Organisation of Idea	All topics/subtopics were organised with continuity of ideas, orderly reporting structure and very easy to comprehend.	Majority of topics/subtopics were organised with continuity of ideas, reporting structure is less ordered, but the point presented still can be understood.	Most of the contents were not arranged according to topic/subtopic, causing less continuity of ideas. Unorganised reporting structure, so it was difficult to comprehend.	Scattered contents. No specialised topics/subtopics. Reports cannot be understood.	
B.Report Format	The entire report content was according to the standard format set.	The majority of the report content was according to the standard format set.	Only a little of the report content was according to the standard format set.	The whole report content did not follow the specified format set.	
C.Progress of Report	The student always seeks for views/review after completing each topic. Instructor's/Reviewer's opinion was taken into account in order to improve outcome.	The student meets instructors only if experienced problems. The correction was based on what was exactly suggested, less effort to improve outcome.	Student only meets instructors once/twice to show work. But the suggested correction was not taken seriously.	Student does not update the instructors on the progress of work at all. S/he submitted the final report on the submission date without being reviewed.	
D.Quality of Report	The report outcome is good and meets the quality requirements based on the question given.	The majority of the report outcome meets the quality requirements based on the question given	Although there were some mistakes, this report is still acceptable.	The report did not meet the quality requirements at all. Student made no effort to complete the report based on the question given	
E.Communication with Instructors	The student always communicates and refers to the instructors regarding the task given.	Student only communicates with instructors if experienced a problem.	Student only communicates with instructors 1-2 times.	The student did not communicate with instructors at all.	
F.Communication with Peers	The student was friendly and active in communication with group-mates as well as classmates/peers.	The student might have several close friends that he/she communicates with most but still can get involved with others.	The student was quite passive with peers, but still keen to join the group activity assigned.	The student did not get involved at all with group activities. S/he did not communicate with peers and preferred to be alone.	

Appendix 11: The Perception Survey Questionnaire



KAJISELIDIK BERKENAAN PENERIMAAN PELAJAR TERHADAP CADANGAN MEMPERKENALKAN ELECTRONIC PORTFOLIO (E-PORTFOLIO) DI DALAM PROGRAM LATIHAN KEMAHIRAN

Survey ini adalah bertujuan untuk mendapatkan pandangan daripada seluruh pelajar latihan kemahiran di Malaysia berkenaan penggunaan aplikasi Electronic Portfolio (E-portfolio) di dalam latihan. Survey ini merupakan kajian peringkat kedoktoran di Fakulti Pendidikan Liverpool John Moore University.

Kajian ini tidak melibatkan pihak ketiga seperti Kementerian Sumber Manusia mahupun mana-mana organisasi. Survey ini adalah khusus dibuat untuk mendapatkan pandangan pelajar berkenaan aplikasi ini.

Soalan bertanda * (asterisk merah) adalah wajib dijawab biarpun hanya satu pilihan. Terima Kasih

0% 100%

PENGETAHUAN TERHADAP E-LEARNING / E-PORTFOLIO

Soalan berkenaan pengetahuan / pengalaman pelajar tentang aplikasi E-learning atau E-portfolio

*

Berdasarkan kepada pengetahuan mahupun pengalaman lepas, yang manakah antara penyataan-penyataan dibawah dapat mewakilkan pemahaman anda berkenaan Pembelajaran secara elektronik (E-learning)? – Anda boleh pilih lebih dari satu jawapan

Check any that apply

- Pembelajaran alternatif menggunakan aplikasi elektronik yang khusus
- Pembelajaran berasaskan Internet
- Pembelajaran menggunakan CD-ROM / DVD
- Pembelajaran menerusi Intranet (Internet dalam institusi)
- Penilaian secara dalam talian(Online)
- Diskusi/perbincangan secara dalam talian(Online)
- Pembelajaran menerusi rangkaian sosial seperti Facebook, LinkedIn
- Other:

*

Apabila melihat kepada NAMAnya, apakah yang anda fikir / fahami dengan ELECTRONIC PORTFOLIO (E-PORTFOLIO) ? – Anda boleh pilih lebih dari 1 jawapan

Check any that apply

- [ ] Bentuk alternatif portfolio secara fail iaitu menggunakan aplikasi elektronik yang khas
- [ ] Penyimpanan tugasan berasaskan Internet
- [ ] Kompilasi pencapaian terbaik secara Online
- [ ] Penilaian secara Online
- [ ] Penghantaran tugasan atau kerja kursus secara Online
- [ ] Diskusi secara Online (forum, messaging, email)
- [ ] Mempunyai fungsi seperit web rangkaian sosial spt Facebook

ny/survey/index.php

UISELIDIK BERKENAAN PENERIMAAN PELAJAR TERHADAP CADANGAN MEMPERKENALKAN ELECTRONIC PORTFOLIO (E-PORT

- [ ] Boleh menyimpan pelbagai bentuk data seperti imej,video, dokumen
- [ ] Boleh dijadikan rekod untuk memohon pekerjaan
- [ ] Other:

*

Adakah anda pernah menggunakan apa-apa jenis aplikasi e-learning sebelum ini? Jika Ya, mohon isikan nama aplikasi tersebut di ruangan Other: _____

Check any that apply

- [ ] Ya
- [ ] Tidak
- [ ] Other:

Resume later | Next >> | Exit and clear survey

Appendix 12: The Evaluation Survey Questionnaire

SOAL SELIDIK PENGGUNAAN E-PORTFOLIO KEPADA PELATIH SKM DAN SKM

Soal selidik ini adalah bagi mendapatkan pandangan pelajar-pelajar Sijil/ Diploma Kemahiran Malaysia terhadap penggunaan sistem E-portfolio semasa latihan dan pembelajaran. Soal selidik ini akan menentukan pengaruh sistem ini di dalam sesi latihan dan pembelajaran.

Sebarang kesulitan atau pertanyaan, boleh menghubungi penyelidik seperti butiran dibawah.

Hafizan Mat Som (fiezan1108@yahoo.com)

PENERANGAN TENTANG SOAL SELIDIK

Terdapat 4 bahagian di dalam soal selidik ini iaitu:-

A. Proses Penggunaan E-portfoliO

B. Kesan Penggunaan E-portfolio

C. Pendapat Umum dan Kesimpulan

D. Butiran Demografik

~ Soalan yang bertanda asteriks (*) merah adalah wajib dijawab untuk maju ke soalan yang seterusnya.Harap Maklum ~

SELAMAT MENJAWAB

0% 100%

A.PROSES PENGGUNAAN APLIKASI E-PORTFOLIO

Item-item dibawah bahagian ini adalah melibatkan soalan tentang proses penggunaan aplikasi E-portfolio yang dialami oleh pelajar.

*

DOKUMEN ARAHAN E-PORTFOLIO

Set Dokumen Arahan terdiri daripada Manual pengguna, Soalan Projek/tugasan yang berkaitan dengan penggunaan sistem ini, Contoh PAGE yang disediakan didalam E-portfolio Admin dan lain-lain dokumen sokongan untuk membantu pelajar menggunakan sistem tersebut

	Sangat Setuju	Setuju	Neutral	Kurang Setuju	Tidak Setuju
Saya dapat memahami manual arahan penggunaan E-portfolio yang disediakan	○	○	○	○	○
Saya dapat memahami proses penggunaan E-portfolio di dalam	○	○	○	○	○

Modul yang terlibat					
Setiap langkah-langkah di dalam panduan telah distrukturkan mengikut tugasan(task) di dalam Modul					

Berikan pandangan anda tentang apa yang perlu ditambahbaik terhadap Set dokumen arahan penggunaan E-portfolio yang dibekalkan sebelum ini.

*

SUSUNAN ARAHAN BEHIRARKI

	Sangat Setuju	Setuju	Neutral	Kurang Setuju	Tidak Setuju
Setiap tugasan(task) mempunyai tahap kekompetenan yang perlu dicapai oleh pelajar					
Saya dapat memahami standard kekompetenan yang perlu dicapai bagi setiap tugasan(task)					
Saya dapat merancang dan menggambarkan hasil akhir dengan menggunakan fungsi PLAN di dalam E-portfolio					

Apa pandangan anda terhadap fungsi PLAN di dalam sistem E-portfolio tersebut?

*

LATIHAN BERASASKAN KEMAJUAN

** Catatan

(Kemajuan kerja tugasan bermaksud membuat tugasan secara berperingkat/mengikut bahagian-bahagian supaya lebih berstruktur. Apabila digabungkan semua bahagian, ianya akan menjadi satu hasil akhir tugasan yang lengkap)

	Sangat Setuju	Setuju	Neutral	Kurang Setuju	Tidak Setuju
Kerja tugasan(assignment) dinilai secara individu walaupun dibuat bersama kumpulan	○	○	○	○	○
Kerja tugasan(assignment) dinilai setelah lengkap mengikut kehendak soalan	○	○	○	○	○
Kerja tugasan(assignment) turut dinilai berdasarkan kemajuan kerja	○	○	○	○	○
Saya faham bahawa kemajuan kerja turut mempunyai peranan penting seperti pentingnya hasil akhir	○	○	○	○	○
Saya faham bahawa hasil akhir tugasan adalah sangat bernilai untuk menentukan kekompetenan prestasi saya	○	○	○	○	○
E-portfolio telah membantu saya untuk menjadi lebih peka tehadap kemajuan kerja tugasan(assignment) saya	○	○	○	○	○

Sejauh manakah E-portfolio telah mempengaruhi anda di dalam melaksanakan kemajuan kerja tugasan yang diberikan?

(Kemajuan kerja tugasan bermaksud membuat tugasan secara berperingkat/mengikut bahagian-bahagian supaya lebih berstruktur. Apabila digabungkan semua bahagian, ianya akan menjadi satu hasil akhir tugasan yang lengkap)

* **TANGGUNGJAWAB TERHADAP KERJA/TUGASAN**

	Sangat Setuju	Setuju	Neutral	Kurang Setuju	Tidak Setuju
Saya meletakkan kemajuan tugasan ke dalam E-portfolio saya	○	○	○	○	○
Saya turut memasukkan semua bahan berkaitan dengan tugasan	○	○	○	○	○

kedalam E-portfolio (cth:imej,video.audio)					
Saya selalu mengemaskini tugasan yang diberikan ke dalam E-portfolio	○	○	○	○	○
Saya menghantar hasil akhir tugasan melalui E-portfolio	○	○	○	○	○
Dengan menggunakan E-portfolio, saya dapat menyusun atur tugasan dengan baik	○	○	○	○	○

Sejauh manakah E-portfolio ini telah mempengaruhi usaha anda untuk belajar?

<< Previous | Next >>

Exit and clear survey

Resume later

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Appendix 13 : Sample of Interview transcription (E-mail)

Assalamualaikum dan salam sejathera,

Pertama sekali saya ingin mengucapkan terima kasih kerana sudi meluangkan masa untuk mengisi soalan temubual dibawah.

Saya ingin yakinkan bahawa jawapan yang anda berikan adalah sulit dan hanya diketahui antara saya dan anda sahaja.

Anda bebas untuk memberikan jawapan negatif atau positif. Jawapan yang anda berikan tidak akan sekali-kali memberi kesan kepada prestasi atau markah kursus (tiada pengurangan markah jika memberikan jawapan negatif atau penambahan markah jika memberikan jawapan positif)

Jawapan anda amatlah penting untuk kajian ini mengenalpasti kekurangan,kebaikan dan apa yang perlu ditambahbaik ke dalam proses implementasi sistem E-portfolio bagi para pelatih Sijil dan Diploma Kemahiran Malaysia.

Dengan menjawab soalan-soalan ini maka anda bersetuju untuk menjadi peserta bagi kajian keberkesanan penggunaan E-portfolio ini. Data yang diperolehi dari anda akan digunakan didalam kajian ini bagi mengkaji keberkesanan system tersebut di dalam Pendidikan latihan Kemahiran.

Akhir kata, saya mengharapkan agar jawapan yang diberikan adalah jujur dan berdasarkan pengalaman menggunakan system E-portfolio tersebut.

Anda boleh menaip seberapa banyak jawapan yang anda suka.Tiada had limit mukasurat. Selepas selesai mengisi kotak jawapan (di ruangan Anda) , ***mohon emelkan dokumen ini ke emel penyelidik iaitu***

fiezan1108@yahoo.com

Terima kasih.

Kursus: Kitchen Practise

Jantina: perempuan

Tempoh menggunakannya :6 bulan

	Malay	English
Saya	Pertama sekali, bolehkah anda jelaskan bila anda mula menggesa pelajar menggunakan sistem ini?	Can you estímate the date/month you start to ask your student to use this system?
Anda	Pertama sekali saya minta maaf sebab agak kurang bekerjasama dengan puan berkenaan system ini..Ini memandangkan pelbagai tugasan sampingan yang perlu diselesaikan dalam waktu yang sama..untuk para pelajar kursus Kitchen practise tahap 4, saya telah menggesa mereka mendaftar pada awal tahun lalu. 80% dari mereka telah mendafatar dan membuat percubaan untuk membina beberapa page di dalam akaun masing-masing. Namun dek kerana kesibukan, saya mengaku yang saya tidak sempat nak menyemak kesemua kerja2 mereka…maka hanya beberapa kerja yang dpt saya beri feedback. Kemudian, mereka telah keluar ke latihan industry selama 7 bulan. Kini mereka menggunakan semula system tersebut untuk kompilasi projek akhir DKM masing-masing. Untuk pelajar tahap 3 pula, pelajar baru yang daftar julai 2013 ini telah cuba menggunakan untuk beberapa modul…	First of all, I want to apologize for not giving full commitment with you for this project..This is due to loads of tasks need to be accomplished at one time. For Kitchen Practice students, I had urged them to register early on last year. 80% of them have signed up and made an attempt to build some page in their account. But due to lack of time, I admit that I did not have time to check all works they submitted ... I manage to give feedback for few works only. The students went out to the Industrial Training for 7 months. When they come back to college to settle down all project papers and assignment, they begin to re-deploy the system. They are also using the system for the compilation of the final project DKM respectively. For students at level 3, the new students who register in July 2013 has been trying to use the system for some modules ... We are trying hardly to encourage and assist them to use the system as instructed.

	Kami sedang cuba memberi galakan dan bantuan mana mampu untuk menolong mereka menggunakan system ini	
Saya	Apa pendapat anda tentang proses Register? Adakah ianya susah atau mudah?	What do you think about registration process? Is it easy or difficult?
Anda	Pada awalnya memang agak sukar sebab kita semua tidak pernah lagi didedahkan dengan system seperti itu. Proses pendaftaran bagi diri saya sendiri tidak mendatangkan masalah. Cuma apabila membantu para pelajar mendaftar, mereka kerap bertanya.Saya cuba membantu menggunakan manual yang disediakan.	In the beginning, it was quite difficult because we all never be exposed to such a system. I didn't face any problem in the registration process. But when monitoring the students to do the register, they keep asking 'what is that' and 'what is this'. I tried to help using the instructions provided in the manual.
Saya	Adakah anda menggunakan Manual yang diberikan? Bagaimana anda menggunakannya? Anda anda perlu print atau hanya baca melalui computer sahaja?	Did you use the manual provided? How did you use it? Did you print it out or just go through on the PC?
Anda	Manual itu saya gunakan untuk membantu pelajar mendaftar dan menolong mereka membuat page. Memang agak sukar terutama bila membuat blok-blok dan layout, tetapi menggunakan kaedah try and error, maka mereka berjaya juga memahami proses untuk membangunkan satu page tersebut. Kemudian saya juga menyuruh mereka memasukkan beberapa fail dokumen untuk trial. Pelajar-pelajar membaca terus manual dari sistem itu.	I use the manual to help students to register and develop a page. It was quite difficult, especially when making the blocks and layout (when creating pages), but using the try and error technique, finally they managed to understand the process of developing a page. Then I also asked them to put some files documents for trial. I and the students read the manual directly from the system.

Saya	Pada pendapat anda, adakah susah untuk memahami manual tersebut?	From your point of view, is it difficult to understand the content of the manual?
Anda	Saya rasa manual itu lengkap dengan gambar dan anak panah menunjukkan keterangan. Saya rasa manual itu baik dan menarik.	I think the manual is complete with pictures and arrows to show the explanation. I think the instructions are good and interesting.
Saya	Pada pendapat anda, apakah yang perlu ditambah baik ke dalam manual tersebut?	Do you think the manual needs to be improved?
Anda	Sekiranya manual itu boleh dijadikan webpage, lebih baik..tanpa pelajar perlu buka fail pdf	If the manual could be available to read from a website, it is better I think.. they don't have to open the pdf files.
Saya	Seterusnya soalan berkenaan penggunaan system tersebut. Apakah perbezaan yang dapat anda rasa setelah pelajar-pelajar menggunakan system ini? Maksudnya perbezaan dengan dahulu dimana mereka menghantar secara manual. Adakah ianya bertambah baik, bertambah buruk atau sama sahaja?	Do you feel any difference after the implementation of the system? I mean the difference before and after deploy the system during training sessions. Has it improved anything or vice versa?
Anda	Ok..perbezaan yang dapat kami lihat kepada pelajar tahap 4 adalah mereka mula menghantar dokumen final project secara berperingkat ke dalam akaun masing-masing. Ini memudahkan saya untuk menyemak dan beri komen. Utk pelajar tahap 3 pula, mereka sebahagiannya memasukkan tugasan ke dalam itu dan sebahagian lagi masih terbiasa dengan cara lama iaitu menghantar secara manual.	Okay .. the difference that we can see is for Level 4 students, they start submitting their progress of the final project according to what stage they achieved. They submitted onto their respective e-portfolio accounts. It was easier for me to review their work and give feedback For Level 3 students, some of them managed to insert the work on their system but some are still used to the traditional way of sending manually. As for me, there are pros and cons to the old method and using the system . The traditional method was probably good

	Bagi saya, ada pro and cons bagi cara lama dan cara baru. Cara lama mungkin baik kerana pelajar ingin bersua muka dengan saya sendiri dan mendapatkan penerangan terus dari saya. Ini menambahkan kepuasan hati mereka sebab saya boleh komen terus kepada kerja mereka. Bagi cara baru, saya perlu komen secara online dan memberitahu mereka bahawa kerja mereka telah disemak. Ini memudahkan namun sedikit rumit bagi saya yang lebih suka menyemak melalui melihat pada kertas.saya suka menconteng kertas untuk menyuruh mereka membuat pembetulan. Bagi saya, walaupun sistem ini diperkenalkan, mungkin ia boleh menjadi medan komunikasi tidak formal antara pengajar/pelajar. Tetapi apabila situasi memerlukan penerangan lanjut mengenai tugasan mereka, saya perlu menunjukkan secara 'live' apa yang betul dan apa yang salah.	because the students want to meet me face to face and get information directly.. This enhances to their satisfaction because I can comment further on their work and show which to improve. In the new method (using the system), I have to comment online and tell them that their work has been reviewed . This makes it easier in term of time and energy, but a bit complicated for me who would rather check by looking at the paper based tasks. I like to jot on paper to get them to make corrections. I think, even if the system is introduced, perhaps it can be a platform for informal communication between teachers and students. But when the situation requires further information about their work, I need to explain in-person what is right and what is wrong.
Saya	Apakah respon para pelajar setelah anda menyuruh mereka menggunakan system ini?	What is your student's response when you first explain about this system?
Anda	Sebahagian mereka menyambut baik cadangan ini.katanya macam facebook sbb ada wall dan messaging. Namun, sebahagian lagi hanya menjadi pengikut, tanpa ada rasa untuk explore sendiri..mereka lebih gemar tanya kawan-kawan dan tiru sahaja cara bagaimana mereka membuatnya..Bagi yang lebih trampil, mereka ada usaha untuk baca manual dan explore system dengan lebih detail	Some of them were welcomed the system. They said the system was look alike a Facebook due to the presence of 'wall' and 'messaging' functions. However, some of them were more like a followers, with no sense to explore themselves .. they prefer to ask their friends and just imitate/copy how they made it .. But few of competent student, they made the effort to read the manual and explore the system in more detail.

Saya	Apakah kemahiran atau pengalaman baru yang anda dapati setelah menggunakan system ini?	What are the new skills or experience you gained after using this system?
Anda	Sudah tentu kemahiran dan skil menggunakan system e-learning ini yg belum pernah kami gunakan. Kami faham bahawa kebanyakan pusat latihan atau kolej dan university yang telah memperkenalkan system e-learning kepada pelatih mereka. Maka saya rasa system seperti ini baik untuk dijadikan permulaan kea rah itu..iaitu kearah pelajar yang celik IT	Yes, definitely. The new skills on how to use e-learning system that I had never known before. We understand that many colleges and universities have had introduced the e-learning system to their students. So I think this system is a good beginning of the drive towards producing the IT-savvy graduates.
Saya	Apakah kemahiran atau pengalaman baru yang anda rasa pelajar anda dapati setelah menggunakan system ini?	What are the new skills or experience your students' gained after using this system?
Anda	Sama juga saya rasa..mereka lebih berani explore aplikasi2 komputer dan belajar bagaimana proses uploading,downloading, email, explore google dan sebagainya…itu suatu perubahan yang positif. Tapi sebagaimana saya bgtau tadi, pelajar tahap 4 mungkin sekitar 55% yang menunjukkan minat yang positif manakala tahap 3 hanya lebih kurang 30-40% sahaja.	Similarly, I guess .. They started to explore computer applications and learn how the process of uploading, downloading, email, google, etc ... That was a positive transformation. But as I mention earlier, only 55% of the Level 4 students shows positive interest while for level 3 were about 30-40% only for this system

Saya	Apakah usaha anda untuk memastikan para pelajar menggunakan system ini?	What is your effort to ensure the students continuously using this system?
Anda	Sebolehnya saya cuba memperuntukkan masa untuk mereka,dalam seminggu sekitar 2-3 jam bagi mereka log in dah masuk ke system masing-masing. Kemudian, saya juga bantu jika mereka bertanya bagaiman untuk menggunakan system ini…jika saya kurang pasti, saya akan bertanya pada Haidi, pensyarah CS sbb dia lebih mahir kerana lebih kerap guna	I tried to allocate around 2-3 hours per week for them to log on and do their work in the system. I also give assistance if anything they asked about the system... if I'm not sure, I would ask Haidi, the Computer lecturer as he is more adept and more frequent user.
Saya	Sejauh manakah anda rasa system ini dapat membantu di dalam latihan dan pembelajaran?	To what extend do you think this system could assist students during training and learning process?
Anda	Untuk bidang kitchen buat masa ini,saya rasa tidak berapa memberi kesan terhadap proses PnP..ini kerana mereka lebih kepada memasak di dapur dan menulis di atas log book tentang apa yang mereka telah jalankan. Tetapi bagi pelajar computer atau kursus2 yang melibatkan penggunaan computer, system seperti ini baik utk digunakan sebab dapat meningkatkan keupayaan mereka menggunakan komputer	For the kitchen courses at the moment, I think is not quite an impact on the teaching and learning process .. It is because they are more of a hands-on cook in the kitchen and directly jot down the process in a log book of what they have done. But for students of computer or courses that involving the use of computers, this system is a good opportunity to be implemented in order to enhance their ability of computer application.

Saya	Adakah yang anda rasa system ini susah untuk digunakan?	What do you think about the system difficulties?
Anda	Tidak susah..hanya tidak cukup masa untuk focus dan tumpukan	It is not a difficult system. I just didn't have enough time to focus and concentrate on the system.
Saya	Adakah anda rasa fungsi PLAN yang anda buat itu mendatangkan apa2 faedah? *(jika anda tidak/belum menggunakan fungsi PLAN, adakah anda akan cuba menggunakannya satu hari nanti?)*	Do you think the PLAN function is useful? (If you still haven't tried it out, do you think you will try one day?)
Anda	Ok.fungsi plan yang disediakan tu nampak baik.saya tidak pernah lagi gunakan tetapi beberapa pelajar saya telah gunakan.saya rasa itu satu reminder yang baik untuk menyenaraikan tugas penting yang perlu mereka buat dan bila kena submit kerja tersebut.	Ok. The Plan function seems good. I never use it, but some of my students have tried. I think it's a good reminder as it allows them to list the important tasks they have to do and when to submit the work
Saya	Secara peribadi, adakah anda rasa pelajar SKM patut didedahkan dengan sistem e-portfolio ini?	Personally, do you think SKM students should be introduced to this E-portfolio system?
Anda	Ya..boleh dicuba untuk semua pelajar	Yes. The system should be tried and deployed to all SKM (Malaysian Skills Certificate/Diploma) student

Saya	Pada pandangan anda, apakah yang perlu ditambah baik ke dalam sistem tersebut?	In your opinion, what else should be improved on the system?
Anda	Saya rasa semuanya ok. Para pelajar perlu lebih gigih untuk merujuk pada manual untuk membuat satu2 fungsi. Itu yang cabarannya…mereka suka ambil mudah dan tanya...	I think everything is fine. The students need to be more persistent to refer to the instructions to operate each function. That's the problem... they always take it easy and just ask without referring to the manual ...
Saya	Untuk menjamin kelangsungan sistem ini supaya terus digunapakai semasa latihan, apakah faktor-faktor yang anda fikirkan penting untuk menyokong penggunaan sistem ini kepada pelajar? (*cth faktor seperti kemudahan,sokongan pengajar dsb)*	To ensure the continuity of this system to be used during training, what factors do you think is essential to support the use of this system to students?
Anda	Ok..saya rasa penguatkuasaan tu paling penting..sekiranya semua orang melihat ia sebagai satu benda yang biasa, maka ia akan diketepikan. Penguatkuasaan supaya semua pihak bekerjasama menggalakkan penggunaan sistem ini adalah penting. Contohnya ada allocation markah disitu. Faktor kemudahan juga penting seperti internet dan komputer. Faktor diri sendiri juga penting..secanggih manapon sistema tetapi kalau pengguna itu sendiri berdalih, tetap tidak akan berjaya.	Ok..I think the most important factor is the enforcement from management.. if all people see it as a normal thing, then it will be ignored and finally left unattended. The enforcement needed so that all will work together to promote the use of this system. For instance, allocate marks for who use the system. The facilities also important such as the internet and computers. The utmost important factor is a personal attitude because we believed that no matter good or advanced a system is, but if the users keep avoiding and reluctant, it will never be successful.

Saya	Akhir sekali, berikan apa jua komen sama ada negatif atau positif berkenaan sistem ini.	For the last question, can you give any comments (positive or negative) regarding the system and its implementation process?
Anda	Sistem ini walaupun memberi kesan minima pada para pelajar dari segi pembelajaran tetapi meninggalkan impak positif dari segi pembangunan skil komputer dan komunikasi. Diharap sistem ini dapat diteruskan dan dipromosikan kebaikannya kepada semua pihak.	The system even contributes to minimal impact on the students in terms of learning but leave a positive impact in terms of the development of computer and communication skills. It is hoped that this system can be continued and the benefits will be promoted to all.

Terima kasih atas bantuan anda memberikan jawapan-jawapan bernas ini. Jawapan anda adalah sulit dan tidak akan didedahkan dengan sebarang identiti. Jawapan anda amatlah berguna untuk kajian ini menilai keberkesanan sistem ini kepada pelajar SKM.

Sekian, terima kasih.

~TAMAT~

****This email was received on 6th Jan 2014**

Appendix 14 : Sample of Student Comments in a Posting (Extracted from the Facebook Posting)

Data Type : Comments from Status Update

Date: 20/12/2013 (Friday)

Posting Time: UK Time 3.00am , Malaysia Time 11.00pm

Person	Malay Language	English Language (translated)
Me	Salam semua, terima kasih kepada semua pelajar atas kerjasama yang diberikan sepanjang projek penggunaan E-portfolio bagi PA modul masing-masing. Saya ingin bertanya kepada umum berkenaan pandangan masing-masing mengenai system tersebut. Anda boleh komen apa jua ulasan sama ada negative atau potisif. Pandangan anda ini amat penting sebagai data kajian saya bagi mengenalpasti keberkesanan system ini. Komen anda semua amatlah berharga dan akan saya gunakan sebagai data kajian saya. Mohon komen semua ya..Terima kasih	Greetings to all, thanks to all the students for your cooperation during the use of e-portfolio project for the PA (Performance Assessment) modules respectively. I would like to ask your views upon the use of this system. You can give any comment whether it is a negative or positive review. Your views are very important as my research data for the study of the effectiveness of this system. Your reviews are very valuable and I seek permission to use the comments posted here as my research data. Please comment.. Thank you
A	W'salam. Saya dah try guna. Saya rasa ok jer..x susah mana la..	Greetings. I had tried the system. I think it was fine..Not too difficult..
B	Waalaikumsalam. Ok je	Greetings. It was fine
C	Wsalam.dah try upload semua PA dalam tu..so far okla	Greetings. I had tried to upload the PA onto the system..i think it was fine
Me	Thanks A,B dan C.. you all rasa susah ke nak guna?	Thanks to A,B and C..do you think this system is hard or difficult to use?
B	X susah mana..follow je cara dalam manual..	Not so hard..i just follow the instruction in the manual..

C	Yup.setuju.follow manual	Yes. I agree. Just follow the manual
Me	Owh ok...so apa yang baiknya system ni you all rasa	Owh Okay..so, what do you think the goodness of this system?
A	Saya rasa system ni bagus sebagai backup laa sbb kalau assignment hilang dalam portfolio file, boleh dapatkan dlm system ni	I think this system in good as a backup storage in case our paper assignment gets lost somewhere from the portfolio file. Then, i can retrieve the files from this system
C	Betul. Setuju	Very true. I agree
A	Then, leh share gak dgn kawan2..	Then, i also can share documents with my friends
D	Aarr betul2…sebab selalu je assignment dlm fail hilang..then kalo sabe dlm pendrive, kadang2 virus plak..so sistem dlm system ni kira secure la sikit	True..Because it often happened where few assignments were lost from the file. If we save in the pen drive, there is possible for virus attacked. So, using this system is mostly secured.
Me	Owh...bagus tu bertindak sebagai backup...Then, you all rasa perlu ke student SKM ni continue guna system nih	Owh..good to hear that..of course it can act as backup storage...Then, do you think this system is necessary to be continued to our SKM student?
D	Boleh je teruskan..	No problem to continue the use
B	Tp ada beberapa ikon yg tak pasti gunanya..x pernah try	But, there are few icons which I didn't really sure what the functions?
Me	Oo ikon yang macam mana tu B	Owh can you explain how the icon looks like?
B	Macam group, blog tu	Such as group, blog
Me	Owh...group tu hanya admin yang boleh create. So far saya dah create group ikut kursus dan uols pond ah join kan... Then, yg blog tu..actually, uols boleh buat blog dan masukkan dan e-portfolio tu..so nanti kalau orang lain view Page uols, Nampak mcm blog lah	Owh..for group functions, only admin can create the specific group like I did before. I had created groups of student by courses and most of the students had joined the respective group... Then, the blog function is to provide a facility where you can create a personal blog and put onto your page..so, the public will able to view your page and can see the blog as well

A	Interesting.boleh cuba	Interesting.i might try one day
B	Ooo okay..nanti saya try explore	Owh okay..i will try to explore one day
Me	So C, awak rasa manual tu ok ker?	So C, do you think the manual is okay?
A	Dalam group tu ada forum kan? Saya ada baca posting puan tp x reti nak reply	I reviewed that in the group function, there is a forum. I've read your posting but didn't know how to reply
Me	Ooo...ok..yang forum tu bertindak sebagai medan perbincangan..nak Tanya apa2 kat situ boleh lah..awak klik je pada mana2 ruangan diskusi then klik reply, ada kotak utk tulis message..then klik reply utk publish..	Owh..okay..the forum is acting like a discussion space..you can ask whatever question or post whatever statement you want. You just click on any existing post and fill in the text box.Click reply to publish your response..
A	Oo ok..nanti saya cuba	Owh okay..i will try then
C	Sorry puan, pasal manual tu ok jer..saya follow yg tu..buat pelan2 okla...	I am sorry madam..i didn't notice your question..about the manual, i think it was fine..i just follow and slowly make the process....
Me	**Oo ok thanks C..**	Owh okay..thanks C
Me	Then, u all ada rasa beza x after guna system nih	Then, do you feel any different after using this system? I mean what is different before and after being introduced with this system
D	Saya makin mahir teknik upload, carik maklumat dlm Internet dan cara nak tukar word ke pdf..semua tu jarang buat then lupa. Bila dah kena buat utk projek ni, so skrg dah ingat	I have gained the techniques on uploading skills, searching information through the Internet and how to convert Word file to PDF file..i rarely do all of that, but since using this system , i start to remember and develop the skills..
E	Saya setuju semua komen kwn2 saya kt atas. Tp, masalahnya x ramai yg ada usaha nak buat betul2...Cuma beberapa orang je yg sungguh2...kena paksa diorg nih, baru semua buat..kalo x, ada yang mengelat	I agree with all comments above. But, the issue here is not everyone shows good effort to accomplish the project towards the end..only few peoples do committ..i think we need to a bit of push and forced them to do this..otherwise, there are some people who really doesn't care

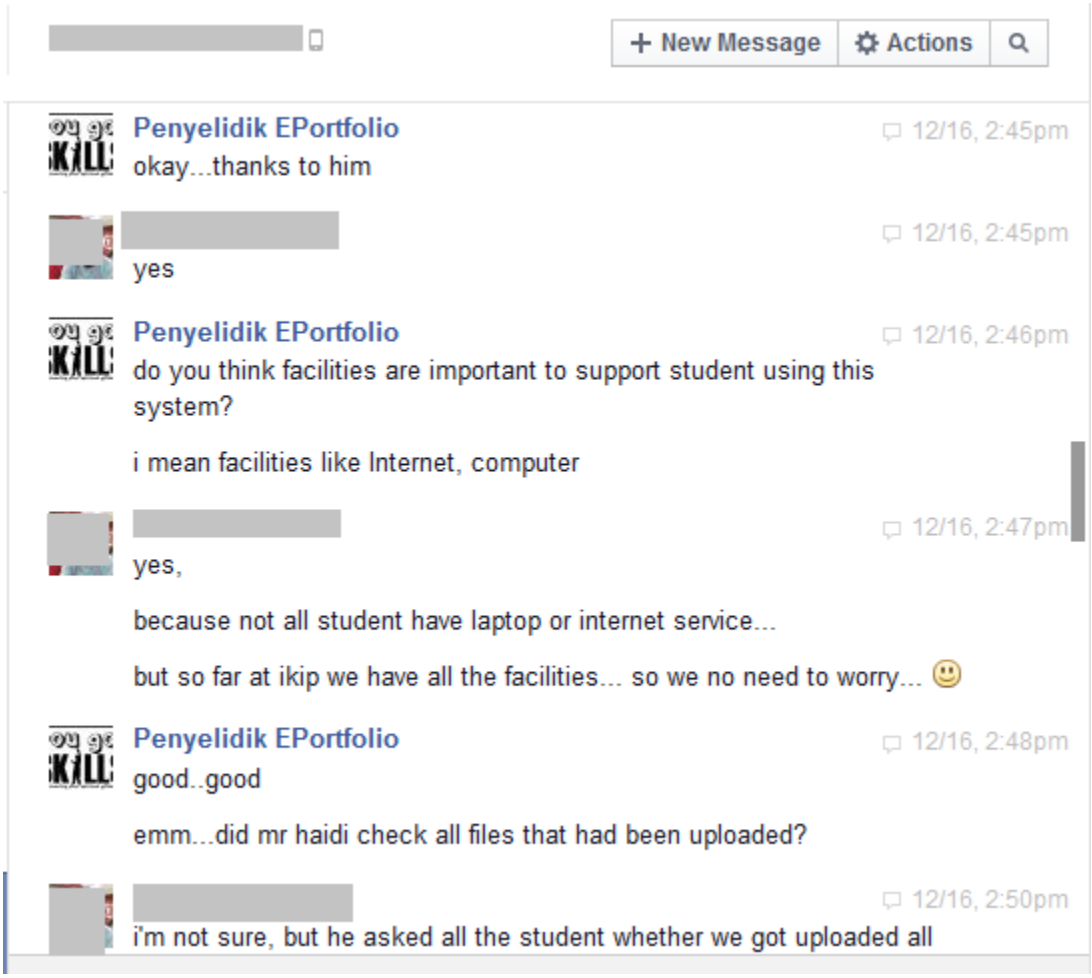
Me	Heheh...sabar2 E...yela..system baru kan..mungkin ada yg x biasa dan lambat sikit	Hihi (giggles) calm down E..it is okay...it is a new system though..maybe there are some people who really cannot cope with the functions
C	Ko nak peril sape tu E? ;)	That's sound sarcastic..who have you really point to??
D	Uuupppssss....shhhhhhh	Uuupppssss....shhhhhhh
Me	Hihihi no worries guys, saya x kisah u all nak komen negative or positif..nak luah perasaan pon bleh	Hihihi (giggles) no worries guys..i don't mind at all..you can give any comment..just throw whatever you think..am totally neutral
E	Xdela nak perli sesape…tp bila en haidi suh buat…ada yg berzaman baru nak buat…	I don't mean to tease anyone..but, from my observation, when the lecturer asked us to do, there are few people who doesn't take it seriously..it's not fair
A	I siap awal okay	I've done my part on time, okay
B	No komen	No comment
Me	Okay2…chill guys…saya paham setiap keadaan uols…ada yg cepat tangkap dan ada yg byk kekangan…yang penting kita ada usaha untuk buat…semua ni utk pengalaman dan pengetahuan u all jugak…so sape yg buat, dpt ilmu baru…sape x buat, ketinggalan lah sikit…	Okay guys..Chill..I do understand all possible circumstances..There are people who easily catch up and there are also a few people who have some constraints..The most important is everyone has their own effort to try..Besides, all these things is for everyone's experience and knowledge..The more we learn, the more we get..
Me	Sebagai student SKM kita kena perbanyakkan ilmu dan kemahiran selain dari bidang kursus jer...u all kan pelbagai kursus...ada CS,KP,fashion,ladang..	As a SKM student, we should enhance our skills and knowledge apart from our majoring course..i know we have multi-course students here..There are Computer system, Kitchen Practice, Dressmaker, plantation..
C	Memang saya akui saya lambat sikit nak buat sbb saya x mahir computer.tp saya cuba jugakla	I do admit that i am a bit slow to use this system because i don't really exposed to the computer so much..but i still try my best
Me	Its okay C.thanks sebab cuba..sangat menakjubkan usaha awak tu..saya sangat hargai	It's okay C. That was great...I am very thank you for that..i am so impressed and appreciate with your effort

E	Sory kalau ada yg terasa..x berniat nk buat org terasa yer...just general statement	I apologize if my statement was hurting some people..i didn't mean to point to anyone..it was just a general statement
Me	Its okay E...setiap org ada pandangan masing2...sape2 yg rasa system ni x bagus,boleh je kondem...bagus jugak utk saya perbaiki supaya jd lebih baik	It is okay E...every of us has own views..I really welcome if anyone who think this system has anything bad or needs to improvise, please tell me..
A	saya x pernah guna sistem apa2 sebelum ni, so x boleh nak compare..just boleh kata yang so far saya still trying nak explore lagi	I never been used any kind of system before, so i cannot compare..i just can say that i am still trying to explore the system more and more
Me	Thanks A..saya ada letak video2 di FB saya..ada tengok x? Sape tengok angkat tgn!! ☺	Thanks A..i did publish few videos from youtube in my FB..has anyone watch it?
F	Saya dah tengok..nice video...tambah pengetahuan tentang sistem eportfolio nih	I did..it was a nice video..really enhance my knowledge about this e-portfolio system
Me	Thanks F...so awak dah cuba?	Thanks F..so did you try out the system yet?
F	Saya masih lagi mencuba..sorry puan..agak sibuk sikit so far, nak start praktikal nih..macam2 hal	I am still trying..i am sorry madam..been very busy lately due to industrial training matters..loads of things need to be settled
Me	It's okay F..sistem ni boleh digunakan dari rumah jugak..kalau uol ada internet,just log in. Then, uols boleh guna sebagai tempat utk update praktikal uols..letak gambar2 masa praktikal, letak laporan, logbook	It's okay F..you can use this system from your home, just need an Internet line. You also can use this system to place your industrial training experiences like images, reports and log book
F	Good suggestion puan.InsyaAllah, saya akan cuba	It is a good suggestion madam..I will try then
Ended on 5/1/14 (two weeks duration after more than 7 days dormant)		

This conversation is usingan informal style of conversation as a friendly approach with the student. The student also responses in informal mixed -language(malay-english). The translated version is the direct translation of the actual version.:

Appendix 15

15.1 Sample of Facebook Communication



FB Communication with one of the respondents (trainee)

15.2 Facebook Page of 'Penyelidik E-portfolio'

Facebook Account of Penyelidik E-portfolio (E-portfolio Researcher)