

UNIVERSITY OF SOUTHERN QUEENSLAND

**ASSESSING THE EFFECTIVENESS OF THE DIFFERENT LEVELS OF
INSTRUCTIONAL STRATEGIES (DLIS7) FOR ONLINE LEARNING BY
UNDERGRADUATE STUDENTS FROM THE UNIVERSITY OF SOUTHERN
QUEENSLAND (USQ), AUSTRALIA**

A Dissertation submitted by

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ABSTRACT

Based on Chickering and Gamson's (1987) Seven Principles for Good Practice, the purpose of this research project was to attempt to revitalize the principles by amalgamating them with Merrill's (2006) Different Levels of Instructional Strategy. The primary aim was to develop an instrument for DLIS7 and obtain data that could facilitate its validation and standardization using a pretest-posttest Internet quasi-experimental research design. The proposed measure could then be put forward for use either as a rubric for facilitating the extrinsic implementation of DLIS7, or as a set of unobtrusive diagnostic indicators for assessing the quality of learning intrinsically experienced by students in blended and online courses. The study was conducted across five faculties at a regional Australian multi-campus university. The intent was to contribute to new knowledge by utilizing the data collected to generate awareness about the likelihood of thrusting into practice varying levels of instructional strategies for communicating expectations and relaying information in view of improving the instructional design of future online courses. The idea was to produce a tool that could create more opportunities for more of the principles to be put to good use as an effectiveness multiplier. The critical insight that can be extended to educational administrators, teaching staff and instructional designers is the importance of making good use of whatever was made available, while remaining autonomously eclectic when deciding the discretionary balance between utilizing asynchronous or synchronous communication technology and online resources for blended and online courses.

CERTIFICATION OF DISSERTATION

The work submitted in this dissertation is original, except as acknowledged in the text.
The material herein has not been submitted, either in whole or in part, for any other
award at this or any other university except where acknowledged.



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12th July 2013

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TABLE OF CONTENTS

ABSTRACT.....	ii
CERTIFICATION OF DISSERTATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
APPENDICES.....	viii
LIST OF DIAGRAMS.....	ix
LIST OF TABLES.....	ix
CHAPTER 1 INTRODUCTION	
1.1 Introducing the Research.....	1
1.2 Integrating Instructional Technology with Good Pedagogy.....	5
1.3 The Digitization of Education.....	11
1.4 Theoretical Rationale.....	17
1.5 Statement of the Problem.....	21
1.6 Focus of the Research.....	23
1.7 Research Objectives.....	25
1.8 Research Hypotheses.....	29
1.9 Assumptions and Limitations of the Research.....	29
1.10 Outcome and Significance of the Research.....	32
1.11 Operational Definitions.....	34
1.12 Summary.....	34
CHAPTER 2 REVIEW OF LITERATURE	
2.1 Introduction.....	37
2.2 How Machines were Hypothesized to Facilitate Human Learning.....	38
2.3 The Systematic Design of Instruction.....	39
2.4 The Seven Principles for Good Practice in Undergraduate Education.....	40
2.5 Further Developments of the Seven Principles.....	42
2.6 Adaptations of the Seven Principles	
2.6.1 The 1990s.....	44
2.6.2 The First Half of the New Millennium.....	46
2.6.3 The Second Half of the Millennium.....	53
2.7 The Different Levels of Instructional Strategy.....	67
2.8 Adaptations of the Different Levels of Instructional Strategy.....	71
2.9 Related Developments in the Field.....	76
2.10 Related Trends in the Field.....	88
2.11 Summary.....	101

CHAPTER 3 RESEARCH METHODOLOGY

3.1	Introduction.....	104
3.2	Research Design.....	106
3.3	Research Variables.....	111
	3.3.1 Independent Variables.....	111
	3.3.2 Dependent Variables.....	114
3.4	Research Instrument.....	115
3.5	Field Test.....	118
3.6	Pilot Study.....	119
3.7	Research Sampling.....	120
3.8	Sample Size.....	122
3.9	Research Location.....	129
3.10	Research Procedure for Administration of Treatment.....	129
3.11	Research Procedure for Data Collection.....	131
3.12	Research Procedure for Analysis of Data.....	132

CHAPTER 4 ANALYSIS OF DATA

4.1	Introduction.....	133
4.2	Demographic Data	
	4.2.1 Pilot Study.....	134
	4.3.1 Main Study.....	138
4.4	Missing Data.....	145
4.5	Assessing Normality.....	146
4.6	Outliers among Cases.....	152
4.7	Reliability Analysis.....	152
4.8	The Use of Communication Technology and Online Resources by Teaching Staff to convey Instructional Strategies for Online Learning.....	154
4.9	The Relationship between being in the No Treatment group compared to the Treatment group and Students' Awareness of DLIS7 (pre and post).....	156
4.10	The Relationship between Attribute Independent Variables and Awareness of DLIS7 (pre and post).....	157
4.11	The Relationship between the Utilization of Communication Technology and Online Resources by Teaching Staff, and Students' Awareness of DLIS7 (pre and post).....	159
4.12	The Difference in Perception towards the Effectiveness of DLIS7 by Undergraduate Students from USQ.....	162
4.13	The Difference between the Posttest Scores of Participants who Answered 'Yes' compared to those who Answered 'No', after Controlling for Scores on the Pretest Administered Prior to the Intervention.....	170
4.14	The Interaction between Awareness of DLIS7, No Treatment-Treatment group, and Gender.....	172
4.15	Predicting Students' Perception towards the Effectiveness of DLIS7 using Pre and Posttest scores.....	178
4.16	The Reliability and Validity of DLIS7.....	180
4.17	Summary.....	189

CHAPTER 5 DISCUSSIONS, SUGGESTIONS, IMPLICATIONS & CONCLUSION	
5.1	Introduction..... 190
5.2	Students' Awareness of the Principles for Good Practice in Undergraduate Education..... 191
5.3	The Utilization of Communication Technology and Online Resources by Teaching Staff at UPSI and USQ..... 193
5.4	The Relationship between being in the No Treatment group compared to the Treatment group and Students' Awareness of DLIS7..... 197
5.5	The Relationship between Attribute Independent Variables and Awareness of DLIS7..... 197
5.6	The Relationship between the Use of Communication Technology and Online Resources by Teaching Staff, and Students' Awareness of DLIS7..... 197
5.7	The Difference in Perception towards the Effectiveness of DLIS7 by Undergraduate Students from USQ..... 198
5.8	The Difference between the Posttest Scores of Participants who Answered 'Yes' compared to those who Answered 'No', after Controlling for Scores on the Pretest Administered Prior to the Intervention..... 199
5.9	The Interaction between Awareness of DLIS7, No Treatment-Treatment group and Gender..... 200
5.10	Predicting Students' Perception towards the Effectiveness of DLIS7 using Pre and Posttest scores..... 206
5.11	Discussion regarding the Validity of DLIS7 and the Reliability of the Items Utilized..... 207
5.12	Suggestions..... 215
5.13	Implications..... 219
5.14	Conclusion..... 224
	REFERENCES 229

APPENDICES

Appendix A	Research Hypotheses.....	245
Appendix B	Chickering & Gamson’s Seven Principles for Good Practice in Undergraduate Education.....	253
Appendix C	Merrill’s First Principles of Instruction.....	256
Appendix D	Merrill’s Different Levels of Instructional Strategy.....	258
Appendix E	Merrill’s proposed Options for Task Progression meant for Task-Centred Instructional Strategies.....	259
Appendix F	Letter to the Dean, Faculty of Education.....	260
Appendix G	Ethics Application Memorandum.....	262
Appendix H	Ethics Committee Application.....	265
Appendix I	Letter to the Dean, Faculty of Arts.....	271
Appendix J	Letter to the Dean, Faculty of Business.....	273
Appendix K	Letter to the Dean, Faculty of Sciences.....	275
Appendix L	Letter to the Dean, Faculty of Engineering & Surveying.....	277
Appendix M	Research Instrument; Printed Version.....	279
Appendix N	Research Instrument; Online Version.....	285
Appendix O	Ethics Approval.....	291
Appendix P	Operational Definitions.....	292

LIST OF DIAGRAMS

Diagram 3.1	Process Map.....	105
Diagram 4.1	A Scree Plot Illustrating the Factor Numbers with Eigenvalues greater than 1.....	184
Diagram 5.1	DLIS7 Stratoplex.....	219

LIST OF TABLES

Table 1.1	<i>A Summary of the Research Objectives, Research Hypotheses & Statistical Tests that would be used for Analysis of Data.....</i>	26
Table 3.3.1	<i>Sequencing of Variables.....</i>	114
Table 3.4	<i>A Breakdown of the Questionnaire.....</i>	118
Table 3.8.1	<i>Krejcie & Morgan's (1970) Table for Determining Sample Size From a Given Population.....</i>	124
Table 3.8.2	<i>Cohen's (1992b) ES Indexes and Their Values for Small, Medium, and Large Effects.....</i>	125
Table 4.2.1	<i>The Frequency and Percentage for Students' Awareness of DLIS7.....</i>	134
Table 4.2.2	<i>The Frequency and Percentage of Students According to Gender.....</i>	134
Table 4.2.3	<i>The Frequency and Percentage of Students According to Nationality.....</i>	135
Table 4.2.4	<i>The Frequency and Percentage of Students from Different Nationality Categories.....</i>	135
Table 4.2.5	<i>The Frequency and Percentage of Local and International Students.....</i>	135
Table 4.2.6	<i>The Frequency and Percentage of Students Based on Name of Degree.....</i>	136
Table 4.2.7	<i>The Frequency and Percentage of Students According to Type of Degree.....</i>	136
Table 4.2.8	<i>The Frequency and Percentage of Students According to Academic Year.....</i>	137
Table 4.2.9	<i>The Frequency and Percentage of Students According to Type of Academic Year.....</i>	137
Table 4.2.10	<i>The Frequency and Percentage of Students Based on Academic Semester.....</i>	137
Table 4.2.11	<i>The Frequency and Percentage of Students Based on Faculty Affiliation.....</i>	138
Table 4.3.1	<i>The Frequency and Percentage for Students' Awareness of DLIS7.....</i>	138
Table 4.3.2	<i>The Frequency and Percentage of Students According to No Treatment-Treatment Group.....</i>	139
Table 4.3.3	<i>The Frequency and Percentage of Students According to Gender.....</i>	139

Table 4.3.4	<i>The Frequency and Percentage of Students According to Nationality.....</i>	140
Table 4.3.5	<i>The Frequency and Percentage of Students from Different Nationality Categories.....</i>	141
Table 4.3.6	<i>The Frequency and Percentage of Local and International Students.....</i>	141
Table 4.3.7	<i>The Frequency and Percentage of Students Based on Name of Degree.....</i>	142
Table 4.3.8	<i>The Frequency and Percentage of Students According to Type of Degree.....</i>	143
Table 4.3.9	<i>The Frequency and Percentage of Students According to Academic Year.....</i>	143
Table 4.3.10	<i>The Frequency and Percentage of Students According to Type of Academic Year.....</i>	144
Table 4.3.11	<i>The Frequency and Percentage of Students Based on Academic Semester.....</i>	144
Table 4.3.12	<i>The Frequency and Percentage of Students Based on Faculty Affiliation.....</i>	145
Table 4.5.1	<i>Assessing Normality for Awareness of DLIS7.....</i>	149
Table 4.5.2	<i>Test of Normality for Pre and Posttest Scores Regarding Awareness of DLIS7 after the Deletion of Outliers.....</i>	150
Table 4.5.3	<i>Normality Histogram for Awareness / Pretest = No Responses.....</i>	151
Table 4.5.4	<i>Stem-and-Leaf Plot for Awareness / Pretest = No Responses.....</i>	151
Table 4.8.1	<i>The Frequency and Percentage of Communication Technology or Online Resources used by Teaching Staff.....</i>	155
Table 4.8.2	<i>The Frequency and Percentage of Other Types of Communication Technology & Online Resources used by Teaching Staff.....</i>	156
Table 4.9.1	<i>Chi-Square Test of Independence or Relatedness between Students' Awareness of DLIS7 at the Pre and Posttest stage compared to being in the No Treatment-Treatment group.....</i>	157
Table 4.10.1	<i>Chi-Square Test of Independence or Relatedness between Attribute Independent Variables and Awareness of DLIS7 at the Pretest stage.....</i>	158
Table 4.10.2	<i>Chi-Square Test of Independence or Relatedness between Attribute Independent Variables and Awareness of DLIS7 at the Posttest stage.....</i>	159
Table 4.11.1.a	<i>The Relationship between Students' Awareness of DLIS7, and the Utilization of Communication Technology and Online Resources by Teaching Staff (pretest).....</i>	159
Table 4.11.1.b	<i>Chi-Square Test of Independence or Relatedness between the Utilization of Communication Technology and Online Resources by Teaching Staff, and Students' Awareness of DLIS7 at the Pretest stage.....</i>	160

Table 4.11.2.a	<i>The Relationship between Students' Awareness of DLIS7, and the Utilization of Communication Technology and Online Resources by Teaching Staff (posttest).....</i>	161
Table 4.11.2.b	<i>Chi-Square Test of Independence or Relatedness between the Utilization of Communication Technology and Online Resources by Teaching Staff, and Students' Awareness of DLIS7 at the Posttest stage.....</i>	162
Table 4.12.1	<i>Levels of Effectiveness.....</i>	163
Table 4.12.2	<i>Paired Samples Statistics for Determining if there was a Significant Difference in the Mean Score of Participants who provided Pre and Posttest Responses.....</i>	164
Table 4.12.3	<i>Paired Samples Correlations for Determining if there was a Significant Difference in the Mean Score of Participants who provided Pre and Posttest Responses.....</i>	164
Table 4.12.4	<i>Paired Samples Test for Determining if there was a Significant Difference in the Mean Score of Participants who provided Pre and Posttest Responses.....</i>	164
Table 4.12.5	<i>Group Statistics for Independent-Samples t-tests comparing the Scores for Participants to determine if there were Differences at the Pretest stage.....</i>	166
Table 4.12.6	<i>Independent-Samples t-tests comparing the Scores for Participants to determine if there were Differences at the Pretest stage.....</i>	166
Table 4.12.7	<i>Group Statistics for Independent-Samples t-tests comparing the Scores for Participants to determine if there were Differences at the Posttest stage.....</i>	168
Table 4.12.8	<i>Independent-Samples t-tests comparing the Scores for Participants to determine if there were Differences at the Posttest stage.....</i>	169
Table 4.13.1	<i>Checking for Linearity & Homogeneity of Regression Slopes.....</i>	171
Table 4.13.2	<i>Tests of Between-Subjects Interaction.....</i>	171
Table 4.13.3	<i>Levene's Test of Equality of Error Variances^a.....</i>	172
Table 4.13.4	<i>Tests of Between-Subjects Effects.....</i>	172
Table 4.14.1	<i>Descriptive Statistics for a Three-Way ANOVA between the Posttest Scores for Awareness of DLIS7, No Treatment-Treatment group & Gender.....</i>	174
Table 4.14.2	<i>Levene's Test of Equality of Error Variances^a.....</i>	174
Table 4.14.3	<i>Test of Between-Subjects Effects.....</i>	175
Table 4.14.4	<i>The Frequency and Percentage of Students' Awareness of DLIS7 for the No Treatment group.....</i>	175
Table 4.14.5	<i>The Frequency and Percentage of Students According to Gender for the No Treatment group.....</i>	175
Table 4.14.6	<i>The Frequency and Percentage of Students According to Nationality for the No Treatment group.....</i>	176
Table 4.14.7	<i>The Frequency and Percentage of Students from Different Nationality Categories for the No Treatment group.....</i>	176

Table 4.14.8	<i>The Frequency and Percentage of Local and International Students for the No Treatment group.....</i>	176
Table 4.14.9	<i>The Frequency and Percentage of Students Based on Name of Degree for the No Treatment group.....</i>	176
Table 4.14.10	<i>The Frequency and Percentage of Students According to Type of Degree for the No Treatment group.....</i>	177
Table 4.14.11	<i>The Frequency and Percentage of Students According to Academic Year for the No Treatment group.....</i>	177
Table 4.14.12	<i>The Frequency and Percentage of Students According to Type of Academic Year for the No Treatment group.....</i>	177
Table 4.14.13	<i>The Frequency and Percentage of Students According to Academic Semester for the No Treatment group.....</i>	177
Table 4.14.14	<i>The Frequency and Percentage of Students Based on Faculty Affiliation for the No Treatment group.....</i>	177
Table 4.15.1	<i>Model Summary.....</i>	179
Table 4.15.2	<i>ANOVA^b.....</i>	179
Table 4.15.3.a	<i>Coefficients^a.....</i>	179
Table 4.15.3.b	<i>Coefficients^a.....</i>	179
Table 4.15.4	<i>Collinearity Diagnostics^a.....</i>	180
Table 4.16.1	<i>Results for Kaiser-Meyer-Olkin and Bartlett's Test.....</i>	181
Table 4.16.2	<i>Communalities for Principal Factor Analysis & Generalized Least Squares.....</i>	181
Table 4.16.3.a	<i>Total Variance Explained for PFA.....</i>	182
Table 4.16.3.b	<i>Results for PFA after Rotation.....</i>	183
Table 4.16.4	<i>Total Variance Explained for GLS.....</i>	183
Table 4.16.5	<i>Rotated Factor Matrix^a.....</i>	185
Table 4.16.6	<i>Goodness-of-fit Test.....</i>	186
Table 4.16.7	<i>Pattern Matrix^a.....</i>	187
Table 4.16.8	<i>Structure Matrix.....</i>	188
Table 4.16.9	<i>Factor Correlation Matrix.....</i>	189
Table 5.1	<i>Scale of Variable-Factor Correlations.....</i>	209
Table 5.2	<i>Revised Questionnaire.....</i>	210