PERCEPTION TOWARDS PEDAGOGICAL AGENTS AND THEIR EFFECTS ON SELF-REGULATED LEARNING AND PERFORMANCE IN PHYSICS AMONG MALAYSIAN FORM 4 STUDENTS

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KELULUSAN PERMOHONAN DANA KECEMERLANGAN 06/2011

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Dengan normatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan pihak Universiti telah meluluskan cadangan penyelidikan Y. Brs Profesor/tuan/puan untuk membiayai projek penyelidikan di bawah Dana Kecemerlangan UiTM.


4. Peruntukan kewangan akan disalurkan melalui tiga (3) peringkat berdasarkan kepada laporan kemajuan serta kewangan yang mencapai perbelanjaan lebih kurang 50% dari peruntukan yang diterima.

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5. Untuk tujuan mengemaskini, pihak Y. Brs Profesor/tuan/puan adalah diminta untuk melengkapkan semula kertas cadangan penyelidikan sekiranya perlu, mengisi borang setuju tena projek penyelidikan dan menyesuikan perancangan semula bajet yang baru kepada yang diluluskan. Sila lihat lampiran bagi tatacara tambahan untuk pengurusan projek.

Sekiar, harap maklum

"SELAMAT MENJALANKAN PENYELIDIKAN DENGAN JAYANYA"

Yang benar

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5. Report

5.1 Executive Summary

ABSTRACT
The purpose of this study was to investigate student perceptions toward pedagogical agents and the effects of pedagogical agents on self-regulated learning (SRL) and performance. This study employed the 4 x 2 factorial research design and the first factor was the method of instruction involving online lessons that offered four different types of agents. The second factor was student achievement based on the latest school assessment in physics. The independent variable was the types of agents chosen by the students while the dependent variables were perceptions toward the agents, levels engagement based on SRL and performance in a physics test. The sample of this study consisted of 80 Form Four science students from a rural school. The study found that there were no significant differences in learning support, friendliness, and engagement support between the agents and there were no significant differences in performance in physics by the types of pedagogical agents. For SRL, there were significant differences for the dimensions of organization and critical thinking by types of pedagogical agents but there were no significant differences for rehearsal, elaboration and meta-cognitive self-regulation.

Keywords: Self-regulated learning (SRL), pedagogical agent, high school physics