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

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SEPTEMBER 2012

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UNIVERSITI TEKNOLOGI MARA

PEMENANG Anugerah Kualiti Perdana Menteri 2008

Surat Kami: 600-RMI/SSP/DANA 5/3/Dsp (316 /2011)
Tarikh: 16 Jun 2011

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KELULUSAN PERMOHONAN DANA KECEMERLANGAN 06/2011

Tajuk Projek	The Effectiveness Of Using Symbol And Typography Road Signboard toward Information Seeking Behaviour Based On User Perception And Satisfaction
Kod Projek	600-RMI/SSP/DANA 5/3/Dsp (316 /2011)
Kategori Projek	Kategori F (2011)
Tempoh	15 Jun 2011 – 14 Jun 2012 (12 bulan)
Jumlah Peruntukan	RM 5,000.00
Ketua Projek	Pn Shafilla Subri

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.

3. Bagi pihak Universiti kami mengucapkan tahniah kepada Y. Brs. Profesor/tuan/puan kerana kejayaan ini dan seterusnya diharapkan berjaya menyiapkan projek ini dengan cemerlang.

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 terima projek penyelidikan dan menyusun perancangan semula bajet yang baru seperti yang diluluskan. Sila lihat lampiran bagi tatacara tambahan untuk pengurusan projek.

Sekian, harap maklum

"SELAMAT MENJALANKAN PENYELIDIKAN DENGAN JAYANYA"

Yang benar

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Bahagian Penyelidikan & Jaringan Industri UiTM Kedah
18 JUL 2011
Tindakan: 172
Makluman:

3. Acknowledgements

I wish to thank various people for their contribution to this project for their valuable technical support, collecting the plant data and handling the instruments on this project.

Special thanks should be given to:

Dr. Noor zahira Mohd Sidek
(Timbalan Pengarah Pusat Jaringan Industri)

Dr.Shahriman Zainal Abidin
(Senior Lecturer Faculty Art and Design)

Miss. Nora Sofia Mohamed Yuran
(Lecturer Faculty Art and Design)

And

To all members and person who contribute in this project. The guidance and support received from all the members who contributed and who are contributing to this project, was vital for the success of the project. I am grateful for their constant support and help.

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