

ENGLISH LANGUAGE LECTURERS READINESS TO ACCEPT USAGE OF THE MOBILE LEARNING TECHNOLOGY IN PRIVATE UNIVERSITY COLLEGES IN EAST MALAYSIA

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ABSTRACT

This dissertation incorporates the essential elements of m-learning with regard to its impact over the private university's English Language Lecturers' perspective. Historic background of education defines ways, which took time and consumed energy of learner in learning. However; advent of latest technologies has reduced the heavy efforts intake and provided the learners with technologies that helps them search for relevant information and learn by using m-learning devices such as iPods, iPads, iPhones, and various other hand held computers. M-learning is considered essential to be studied, because of its high contribution for the education world and this research will also account in for guiding the mobile selling companies to learn the importance of this device as per the user's perspective, that will help in further bringing betterment and new additions to their devices which will increase the sales graph of mobile sellers and expand the usage of mobile for the sake as for healthy educational usage. The primary source has been utilized in order to ensure, that the current scenario of the target audience is considered with the evaluation of the studied variable and their impact on each other has also been illustrated. The findings of this research gives lead to successive measure of m-learning's positive impact over the institutions that are further facilitating their students within specific needs and also in terms provoking the healthy usage of mobile phones for the purpose of accessing available relevant academic information that accounts in for improving their academic efficiency and leads to using these technological sources in all means of being effective.

Keywords: *English language lecturers, mobile learning technology, private university colleges, East Malaysia.*

INTRODUCTION

The advent of globalization has given rise to several cordless devices that are efficient and effective at the same time. M-learning is one of the latest growing trends of technology in teaching and learning in Malaysia. Historic background of education defines ways, which took time and consumed energy of learner in learning. However; introduction of latest technologies has reduced the efforts intake and provided the learners with technologies that helps them search for relevant information and learn by using mobile learning (m-learning) devices such as iPods, iPads, iPhones, and various other hand held computers. Furthermore, the learner union (students) and the English Language lecturers (lecturers) are happily accepting such technologies, due to their astonishing features that resolve any issue with just one touch away. Moreover, M-learning was introduced indirectly by E-learning advancement that was recognized and accepted by the entire educational sector and it shifted to m-learning regardless of any effort (Reeves, 2006).

This study is viable for the future English Language lecturers to adopt such efficient devices for the sake of learning quickly and acquiring relevant knowledge related to their studied topics (Herrington, Oliver and Reeves, 2003). In addition it has been recognized in Malaysia that private university colleges provide their students with Wi-Fi facility that accumulates the usage of hand held devices for example iPhones, iPads, mini computers excluding the desktops. The use of m-learning has increased that has grasped attention of many organization who have mobile production therefore they have been found to add more user oriented features that account in for learning more quickly and efficiently form authentic resources that has also been promoted by the education institutions. Therefore, the emerging importance of m-learning was identified and further studied in this research to suggest and learn more about this topic on broader vision that depicts the acceptance of e-learning in higher educational institutions with respect to the English Language lecturers themselves.

Problem Statement

The emerging trends of m-learning within the learners, had grasped the attention of researchers around the world to study that what has been so astonishing in such modes of learning that is much likeable by both the categories of learner and the educator. The rise of mobile technology has accumulated many of the functions in a single hand help device that can do multi-tasking at one time. Therefore the researchers are anxious to learn about the reasons that ended up by penetrating such technology into educational sector with high scale of acceptance among both the learning categories.

Research Objectives

The objectives of this study are:

1. To identify and analyse the concept of mobile learning in private university colleges in East Malaysia;
2. To explore the extent to which the formal use of mobile devices in private university colleges impacts the student learning, engagement, and participation;
3. To analyse the current perceptions of the English Language Lecturers about using mobile devices to increase learning, engagement and participation in the classroom;
4. To examine if the English Language Lecturers are ready to adopt the use of mobile devices in the classroom.

Significance of the Study

The aspect of m-learning within the globalized era has grasped strong footholds within the education sector. M-learning is considered essential to be studied, because of its high contribution for the education world and this research will also account in for guiding the mobile selling companies to learn the importance of this device as per the user's perspective, that will help in further bringing betterment and new additions to their devices which will increase the sales graph of mobile sellers and expand the usage of mobile for the sake as for healthy educational usage. This research will also contribute for future researchers to accumulate this research as their base study and suggest further betterments to the education institutions or mobile phone companies within their practices in order to best utilize this device's easy usages.

LITERATURE REVIEW

M-learning has been identified by many of the researchers as a rising trend of learning among the educational sector of Malaysia. While Malaysia has been introduced as one of the developing countries that is progressing the in education sector in addition many of the universities and schools within Malaysia have been verified as to provide Wi-Fi service within their educational premises in order to facilitate the students with much ease of extracting the useful information from the internet. According to Mohammad, Mamatb and Isab (2012), it has also been learnt that a decade ago the educational sector had utilized various other ways of extracting knowledge that were much time and effort consuming. In addition the students were found to face problems in utilizing such ways of extracting knowledge, that after hours of effort were found useless because of its non-relevancy with their desired interest. As discussed by Divitini, Haugalokken and Norevik (2002), M-learning grabbed its market from the market of e-learning, the shift was smooth and the users did not get to know that they are shifting from e-learning to m-learning without a vibrant noise however, the media and the electronic companies are well aware of the fact that the target market is been dragged from E-learning, the excess usage of mobiles and the

mobile companies realizing their growth have been capturing market with extensive growth is recognized among the users.

In view of Andersson (2008), Malaysian market has been overloaded with electronic devices, that account in for raising the sales bar of many of the mobile companies and to further increase the scope to m-learning among the consumer market and bringing awareness among the consumers related to the flexible usage of mobiles in education industry and in addition the acceptance of this mode of learning, that has caught vibrant attention among the electronic market. The introduction of mobile in the market had initiated a change. The change was accepted by the target market, because it had introduced various feasibilities to the users. At the current stage, when fourth generation technologies are being sold and utilized among the consumer market to carry out their various activities on daily basis has capture significant growth among the consumers and the manufacturers.

As discussed by John (2006), M-learning has given rise to many of the potential challenges to the companies, which are indulged within the businesses of mobiles and application related to the learning perspectives. It has further been derived that the existing companies within the Malaysia, market has been utilizing the resources to learn about the requirement of the consumers, related to the modes of m-learning. This has extensively risen within the developing countries like Malaysia. Moreover, the governmental authorities have also been found to pay attention to such modes of learning for the students among the universities in order to improve their scope and provide the learners with more efficient ways of extracting relevant knowledge and communicating it with the world, that eventually causes for helping the country adopt more efficient ways of being called as the developed country and improve the effectiveness of the economic market, because the growth of economic market is directly related with the education sector of a country.

The perspective of m-learning has also been derived by many of the researchers as cost effective, because in the past era of education, when the learner had suffered by going through whole books in order to search for a some particular information has been removed by the mobiles, that has the software installed or more precisely called as the e-learning search engines, that accounts in for finding the desired information within nano seconds and not only that, but the required information's various links that can give an authenticated information are available to access, which in the past was not possible the students had to visit the libraries within their respective universities or schools in order to extract the relevant information.

The emerging electronic market from the past few decades has caught efficient growth in the market with prominence. It has been observed, that the implication of technology is found within every aspect of life, whether it is in official environment or it is related to the educational background. In view of John (2006), The teachers within the educational institutions have been found to pay more focus over the positive usage of m-learning due to the instant access to the information available within the whole world's educational institutions within just one single click or with usage of a user friendly interface of e-learning available via the mobiles has reduced the distances. As discussed by Ally and Blázquez (2014), at the current stage, when e-learning has caught significant importance among the consumer market related to the awareness of latest learning modes. It has also

given rise to virtual centres, where the learners can attend various lecture and gain information from around the world by staying at their own homes and by simply connecting with the internet. M-learning has its various attributes that attach numerous benefits with its functions. For example many of the online lectures that are available through the educational sites can be accessed by mobiles at any time anywhere that is the basic concept of e-learning that an individual can access the information of the world by staying at their origins.

It has been further observed and stated according to Keegan (2003), that e-learning has opened the gates to gain vast amount of knowledge to every individual, who seeks to learn and gain knowledge while many of the teachers have been found to record and post their lectures online that can benefit many of the students. While the advent of m-learning has provided the best benefit to all the users for accessing the e-learning sources via their iPhones, iPads, handy pockets computers, that contributes in for feasibility of communicating with the world at anytime, anywhere in the world. M-learning has reduced all the possible distance from the learner and the learning hub.

According to Ally and Blázquez (2014), it has been observed that at the current stage the generation Y on reaching their educational level is exposed to numerous electronic devices, that are handy and provides flexibility. The infrastructure built by almost every university colleges or school in Malaysia has been observed to have its key objectives indulged within the usage of latest modes of learning via technology of e-learning and the sources of m-learning to be utilized at the very best so that the addressed learners get the very best of possible information in its most effective way.

The universities at the current stage do emphasis practicing m-learning and e-learning modes due to its cost minimizing effects. However, these educational institutes have been recognized to maintain their structure for the feasibility of the students to gain knowledge from the resources these institutes have developed. As discussed by Colley and Stead (2004), institutions provoke the usage of m-learning, which is observed to consume less time and effort. It is also linked with the maintenance of the e-learning equipment, which the universities install in order to facilitate the students that is costly and incurs large budget allocation on annual basis.

It has been learnt, that the extensive usage of mobile and the cordless services has broadened the scope of learning for the learners. In view of Cobcroft, Towers, Smith and Bruns (2006), It has also been illustrated, that the implication of such system within the infrastructure of a learning institute is to be installed critically by analysing every aspects. The technology has been found as significant for utilizing the sources among the learners as essential; the students then do come up with creative ideas, which account in for spreading the technological perspectives to the best of their understanding and ability regarding the m-learning mode of education.

METHODOLOGY

This study utilizes the mix method approach in order to collect the data from the sources of primary and secondary. The primary source has been utilized in order to ensure, that the current scenario of the target audience is considered with the evaluation of the studied

variable and their impact on each other has also been illustrated. Moreover, the secondary resource has been utilized in order to make sure, that the previously conducted researches have been included to support the study, this also illustrates that literature by various authors has been reviewed in order to see the critical points of the studied topic.

Both the data types have been included in order to collect the information related to current perspective of the target market and the previously stated reviews of authors and population regarding the topic. In addition convenient method is utilized in order to collect the data; there has not been any particular specification in terms of collecting the data from a specific target market. However, the collected information was filled from the English Language Lecturers (teachers) of Malaysian educational institutes; the tool utilized in order to collect the data is of a questionnaire that was developed consisting of relevant questions related to the topic studied, quantitative data includes a number of 150 questionnaires, that were distributed among the respondents in order to check their response regarding the questions developed and further those responses be tested by the statistical tools utilized.

The qualitative data has been evaluated by the online research method that includes the conduction of data collection from all the secondary resources. Furthermore, the data has been analysed by using the statistical tool of SPSS, in addition the utilized technique is of regression to identify the impact of one variable on the other and in addition reliability test was run to check the authenticity of the collected data.

In addition the limitations have been observed by the research, which were related to geographic limitations that only the Malaysian institute's English Language lecturers were studied in order to check view the response of the market, the researcher was also exposed to time lapse that resulted in covering every aspect related to the studied topic. In addition the sample size was inappropriate that opposes a minor threat of being unable to depict the thoughts of all the respondents regarding the specified topic. In addition their respondents might have furnished the researcher with unfaithful response that does not portray the true image of the true market response.

In addition the aspect of confidentiality has been kept in terms of keeping the respondent's information as safe, where no unauthorized person was given access to view the data. The respondents were given autonomy to give the true response in order to achieve the right result. No respondent was suppressed to give specific information, which is required by the researcher instead they were humbly asked to respond to the given questionnaire.

FINDINGS

Reliability Test

Reliability test is initiated in order to check the reliability of the collected data via the SPSS. In addition, if the data is found reliable, than the researcher is more likely to continue with the research on a larger scale. The data has to have its value at 0.6 for the purpose of being accepted (Wasserman, 2002).

Table 1: Reliability Test

<i>Cronbach's Alpha</i>	<i>Number of Items</i>
.838	25

Table 1 projects the reliability test run of the gathered data, which has been found to have value of Cronbach's Alpha as 0.838. That is found significant and accounts in for the continuation of the research.

Descriptive Analysis

The purpose of receiving accurate information related to the survey's findings have further been illustrated that guides the researcher that the total number of respondents within this short research were 150, which were further divided into 46% of the females and the rest was accumulated by the male research. This also identifies that the response of male respondents may dominate the female's response. In addition the division of the respondents based on the age classification is characterized as 20% fall under the category of 21-30 ages, while 28% of the respondents came under the age class interval of 31-40. The final classification of age was accumulated within the category of age 51 or above and a total of 52% is allocated to that category of respondents. The status of employment which falls under the cumulative category of 56% was 16% employed and the rest of 40% of the respondents were employed. 42% of the respondents were retired who had been participating actively for the purpose of providing relevant information. In addition, 2% of the respondents were found unemployed.

According to the survey it has been accumulated that most of respondents responded positively against the first questions asked, which was related to the perspective of educator who is to accumulate and recommend his followers to adopt M-learning as a useful technique of learning and acquiring relevant information. A sum total of 76% respondents strongly agreed that yes they find m-learning as a useful tool for the purpose of acquiring the relevant and quick information related to the academic information. While a minimal ratio of 6% had disagreed with the fact of m-learning being useful for the learners, in addition within the same question a small ratio of 10% had given neutral response to this question.

The next question asked for the information regarding dependant variable that further involves the consent of participants for the adoption of m-learning that depicts that usage of m-learning is not difficult to understand or accumulate within the daily practices of the day. 66% of the respondents replied in favour of the question asked that depicts a strongly agreeing response for the purpose of operating m-learning tool, while 18% of the respondents had a cumulative disagreeing statement against the usage of m-learning and its convenient usage (Colley and Stead, 2004). The respondents on further been inquired about the frequent usage of m-learning source depicted following answers for the purpose of agreeing with the statement a cumulative strong agreeing response was furnished that was

accumulated in percentage as 54%. While, the rest of 36% had disagreed that they don't use m-learning source as more frequently. As reviewed in the literature review that much of the universities and schools are not using advanced technology for the purpose of educating the students.

The next question asked provides the researcher with lead of to acquire information about utilization of m-learning and its easy adopting nature that effectively navigate and download the relevant information via m-learning source. Therefore, a cumulative ratio of 68% had strongly agreed with the fact that yes m-learning provides the best practices that account in for easily navigating and downloading the information via online sources. While a total of 16% of the respondents have given neutral response against such statement this depicts that their response did not accumulate within either of the positive or negative responses. The rest of the 16% had disagreed with question's argued statement. Thus, the predicted information within the literature review that stated m-learning gives flexible downloading and navigating possibilities was found true within this survey.

The next question asked with preference to gain information regarding the accumulation of m-learning in providing relevant information from all the possible sources that are approved as reliable and accurate. As learnt by the literature review the information users accumulate by the online source of m-learning are found to have reliable information that has contributed well in establishing good understanding among the learner. In addition, the response acquired about improvement within the current application of m-learning depicts the response, that yes there is a requirement that falls under the purpose of agreeing to improve the application of m-learning that could better contribute in developing the understanding of students. 12% of the respondents had a disagreeing response for this question who might have found that there isn't any further improvement within the application of m-learning. The next question asked by the respondents depicts the results of mobile learning's impact over improving teacher and student engagement is likely to have response in strongly agreeing with the statement via percentage of 66% and the rest of 12% were disagreeing with the fact.

Furthermore, the information acquired related to the respondent's intake with regard to the understanding developed by m-learning should meet the expected criterion of the respondent in order to gain acceptance from the consumers of m-learning. It has been found that respondents do expect this attribute that they should be able to extract the maximum information by the source of m-learning that is found much beneficial in terms of effectiveness and should also improve the efficiency of the respondent, hence 44% of the respondent agreed with the statement that they expect to derive much value from the source of m-learning. Moreover, the stance of respondent accumulated within the survey to acquire information related to the adoption of latest technology that is again the independent stance of a respondent to adopt and practice the latest technology that enters the market or not. The respondents agreed with the statement at a percentage ratio of 66%, while 20% had disagreed with the statement. Another identical question asked in favour of adopting the application and practicing the software of m-learning depicted the results in favour and depicted the results as 60% of the respondents had agreed with adopting and practicing new software that reaches the market while 24% of the respondents had less concern involved about any new technology that may arrive within the market. This could be led by many of

the causes of low purchasing power or less concern because the current technology is fulfilling their needs.

In addition, a negative statement passed for reviewing the behaviour of respondents in favour of m-learning depicts the results falling equally on both the paradigms, 54% of the respondents were agreeing with the statement that m-learning has not contributed a bit in improving communication between the lecturer and the students. Moreover, on the other side a more or less equal ratio had a belief that m-learning has contributed effectively in contributing developing good understanding and communication in between the teachers and students. The next proceeded question asked was in unfavourable stance of m-learning that has not contributed effectively in developing good understanding of the lectures taught in educational institutions. Therefore, the results found were much expected by the researcher that 52% of the researchers were found to have strongly agreed that yes m-learning has not contributed effectively in developing good understanding of the lectures. Furthermore, the respondents have given responses in favour of the security of accessing the m-learning application that does not leak any personal or relevant information of the m-learning practitioner (Cobcroft, Towers, Smith and Bruns, 2006).

The next question asked from the practitioners of m-learning that had it enabled the practitioners of m-learning to learn their respective tasks more quickly, the response accumulated had fallen drastically on positive side that 76% of the respondents had agreed while the rest of 16% respondents had strongly disagreed with the fact acquired. In addition, the respondents had also furnished with responses that were based on supervisor's recommendation for accumulating M-learning technique for the purpose of acquiring relevant knowledge in much fast and consistent manner. Thus much of respondents gave positive response that yes supervisor recommendation plays a pivotal role in spreading the usage of m-learning (Ally and Blázquez, 2014). Moreover, it was also depicted from the accumulated responses that much of the respondents are found to get engaged for adopting and practicing the latest technology trends that can better develop the understanding related to innovative technological tools and help access the relevant with a more profound approach has reflected within the literature review that such technologies are found to have contributed effectively in meeting the expected learning criterions.

The next questions asked was presented in favour of the m-learning's contribution with perspective of English Language Lecturers who accumulate m-learning in its most effective for the sake of guiding the students to learn. Thus, the response accumulated was much found to be in favour of the accumulation of m-learning hence a positive response was received for the sake of practicing m-learning that supports the usage of m-learning within lectures. In addition, it has also been determined that m-learning has effectively contributed in accessing relevant information available on the worldwide web. This also depicts the consumers of m-learning are highly adopting such technology with rapid speed. This has also accounted in for developing a market of mobile users who effectively uses the mobiles for the sake of accessing the D2L, slide share notes and also can access video to review the information related to YouTube videos that might be related to academic topic's documentaries (Mohammad, Mamatb and Isab, 2012). Furthermore, it has been found the m-learning can build strong relation among the teachers and the students who are lagging behind in any sort of academic approach.

The last question accumulated within the survey was related to pedagogic learning which reflect the learning of a teacher by effectively accumulating m-learning within its practices. Hence, 74% of the respondents had agreed with the statement that yes m-learning has developed good understanding of teachers as well.

Correlation Analysis

Correlation analysis is conducted in favour of reviewing the positive or negative association of each variable on the other. In addition, the significant value is found to depict the significant impact of the dependent and independent variables developed moreover the value derived of correlation has to be 0.5 till in order to get acceptance (Archdeacon, 1994).

Table 2: Correlation Analysis

		<i>Engagement</i>	<i>Student learning</i>	<i>Participation</i>	<i>M-Learning</i>
<i>Engagement</i>	Pearson Correlation	1	.462**	.381**	.737**
	Sig. (2-tailed)		.001	.006	.000
	N	50	50	50	50
<i>Student Learning</i>	Pearson Correlation	.462**	1	.969**	.538**
	Sig. (2-tailed)	.001		.000	.000
	N	50	50	50	50
<i>Participation</i>	Pearson Correlation	.381**	.969**	1	.446**
	Sig. (2-tailed)	.006	.000		.001
	N	50	50	50	50
<i>M-Learning</i>	Pearson Correlation	.737**	.538**	.446**	1
	Sig. (2-tailed)	.000	.000	.001	
	N	50	50	50	50

** Significant at $p < 0.01$ (2-tailed)

The correlational values found are to have positive impact over each other. Moreover, the significant values have been found to meet the expected criterion. Every independent variable has positive and strong impact on the other variable. The independent variable of engagement has its positive and strong impact on student learning, participation while m-learning receives strong impact from engagement. In addition, student learning has a strong impact over Engagement, Participation and M-learning that is the dependent variable, while participation the third independent variable also has a strong and positive relational impact over all the independent and dependent variable, followed dependent variable of M-learning that also has strong and positive impact over all the independent variable.

CONCLUSION

The purpose of this specific research was to conclude the impact of m-learning over the educational institutes as per the educator's perspective. Moreover, how effective is m-

learning in contributing for wellbeing of students and their learning. Therefore, the findings of this research gives lead to successive measure of m-learning's positive impact over the institutions that are further facilitating their students within specific needs and also in terms provoking the healthy usage of mobile phones for the purpose of accessing available relevant academic information that accounts in for improving their academic efficiency and leads to using these technological sources in all means of being effective. In addition, there is a minimal ration that does not tend to utilize such resources, however on either side they don't discourage but their requirements are fulfilled by their own preferred ways. Majority of the respondents are found to be positively influenced by m-learning and also looks forward to its secure usage that does not allow any mislead information.

Recommendation

In accordance to the addressed findings of this research following recommendations have been derived that are added for the purpose of future improvement enhancing the scope of the studied variable.

- M-learning should be brought up on large scale in order to spread awareness of its healthy for the purpose of extracting academic links that contribute effectively in increasing student's knowledge.
- The latest Applications and sources developed for m-learning should have secure browsing in order to satisfy the students over not being exposed to viable threats.
- M-learning has been contributed effectively for the entities, teacher and student; therefore appropriate data portals should be made for both the entities to have their specific requirements in just one click.

Future Studies

Areas of future studies refer to the related aspects of M-learning that could lead to learn more about this topic in accordance with enhancing the scope of this study and guiding any future advancement.

- M-learning is further to be studied within the context of its impact over university colleges and lecturer who are to be affected because of the fact that entire information is easily accessible on internet.
- E-learning in collaboration with M-learning can also be studied to accumulate the comparative analysis.

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