

Students' Perceptions on Using OSC@KKTPg

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Abstract

OSC@KKTPg is an acronym for One Stop Centre at Taiping Community College. It was created using the Blendspace (TES TEACH) during the COVID-19 pandemic as a virtual platform of information to replace the face-to-face Student Orientation Week. The aim of this study is to investigate students' perceptions on using OSC@KKTPg. This study was participated by thirty-four (34) semester one students. A questionnaire was administered and analysed. The findings indicate that the students show interest in using OSC@KKTPg. Over 80% of the students agreed that OSC@KKTPg helped them to gain more information on Taiping Community College. This study will also provide some pedagogical implications and suggestions for further investigations.

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Keywords: OSC@KKTPg, Students' Perceptions, Blendspace

1. Introduction

The outbreak of the Covid-19 pandemic has succeeded in changing the lifestyle of every individual. The implementation of the Movement Control Order (MCO) in March 2020 has put a halt to travelling, flights, businesses, closure to offices, shops, parks, education institutions and many more – leaving people of all ages stranded at home. However, during the nationwide lockdown to curb the spread of Covid-19, people started to embrace the dynamics of what a digital world has to offer. This has especially drawn attention of educators worldwide to explore different digital platform application to enable easy access and delivery of information virtually. Some of the digital platform examples include Google Classroom, Zoom, Microsoft Teams, Telegram, WhatsApp and many more.

2. Background of the Study

Following the government's announcement to start the Recovery Movement Control Order (RMCO) in its fight against Covid-19 pandemic in June 2020, different sectors and industries will be allowed to open in stages, this includes schools and other education institutions (Povera & Chan, 2020). In preparation of the reopening of higher education institutions with new norms, procedures of new students' registration and Student Orientation Program are reviewed to ensure social distancing. Guidelines and Standard Operating Procedures (SOPs) were given to manage the academic activities in campuses. With such short notice given, the Students' Affair Unit, together with Examination Unit and the General Studies Unit of Taiping Community College decided to use Blendspace to set up OSC @KKTPg as a virtual platform of information related to Taiping Community College accessible to all the new students of Jun 2020 intake without having to gather physically.

3. Objectives of the Study

The objectives of the study are as follows:

- i. To investigate students' perceptions on using OSC@KKTPg
- ii. To suggest ways to expand the use of Blendspace in the classroom

4. Research Questions

- i. What are the students' perceptions on using OSC@KKTPG?
- ii. Is OSC@KKTPg a suitable platform to convey information on Taiping Community College to replace the face-to-face new student orientation?

5. Literature Review

Blendspace.com, also known as TES teach is a user-friendly, free digital learning platform for users to organize and bundle various forms of resources in a webpage for multiple uses (Agrawal, 2019). It is an online educational platform by the education curriculum company TES.com created for instructors and teachers to blend their classroom with digital content (Agrawal, 2019). Agrawal (2019) highlighted the following reasons to use Blendspace:

- It is easy to create and collect different forms of digital contents in one page to create a lesson.
- Its organized display of contents ease access to information.
- It engages learning objectives with interactives lessons.
- It enables easy sharing and collaborations.
- It can be used as a storage to compile students' work.
- It helps to monitor and assess students' performance through quizzes and discussions.

According to Sarkar, Ford and Manzo (2017), Blendspace is found to be an effective tool to deliver business course content and to interact with students. The free web tool enabled them "to collect, annotate and organize digital resources in one place to form a bundled, interactive lesson" in an e-learning environment. In the study of Devaki and Deivam (2017), Blendspace is used to create "Online Multimedia Package" in Teaching of Educational Psychology. It is found that the effect of multimedia lesson has helped to improve students' performance in the subject matter. Adnyani et al. (2018) use Blendspace to implement ICT-based learning materials in phonology classes. The findings show more than 70% of the students obtained high scores.

6. Methodology

6.1 Sample and data collection method

This quantitative study employed a questionnaire survey to collect data. A simple questionnaire with 10 items was designed. Likert scale was used to measure the outcome of the results. It was categorised into five elements as follows (Table 1).

Score	Likert Scale
5	Strongly Agree
4	Agree
3	Average
2	Disagree
1	Strongly Disagree

Table 1: Likert Scale

The questionnaire was first piloted to a group of 10 students and then distributed to the semester 1 students after two weeks of using OSC@KKTPg. Finally, the data collected were analysed.

6.2 Participants

The participants of this study were semester one students who registered during June 2020 session. For the purpose of this research, the sample was selected based on convenience sampling as the researcher used the existing students of Taiping Community College. The students consist of 34 students, 17 male students and 17 female students. They were students taking the Certificate of Manufacturing Technology and the Certificate of Beauty and Spa Therapy.

7. Findings and Discussion

7.1 Respondents

Figure 1 shows the number of respondents who participated in this study. There were a total of 34 students who responded to the questionnaire. 17 of them were male respondents and 17 were female respondents. Figure 2 shows that 50% of the respondents were Manufacturing Technology, while another 50% of the respondents were Beauty and Spa Therapy students.

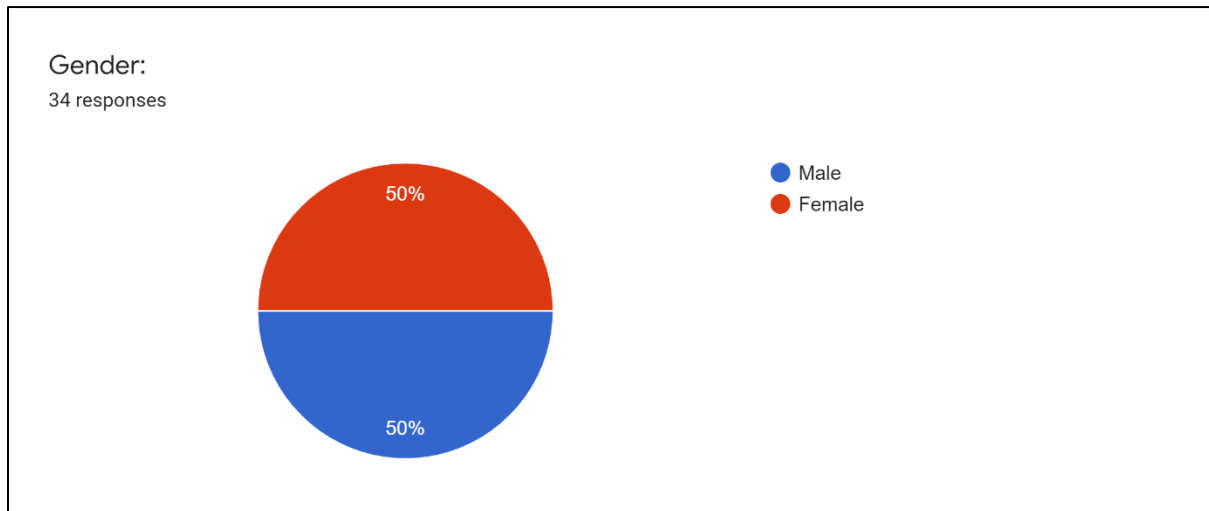


Figure 1: Total number of respondents

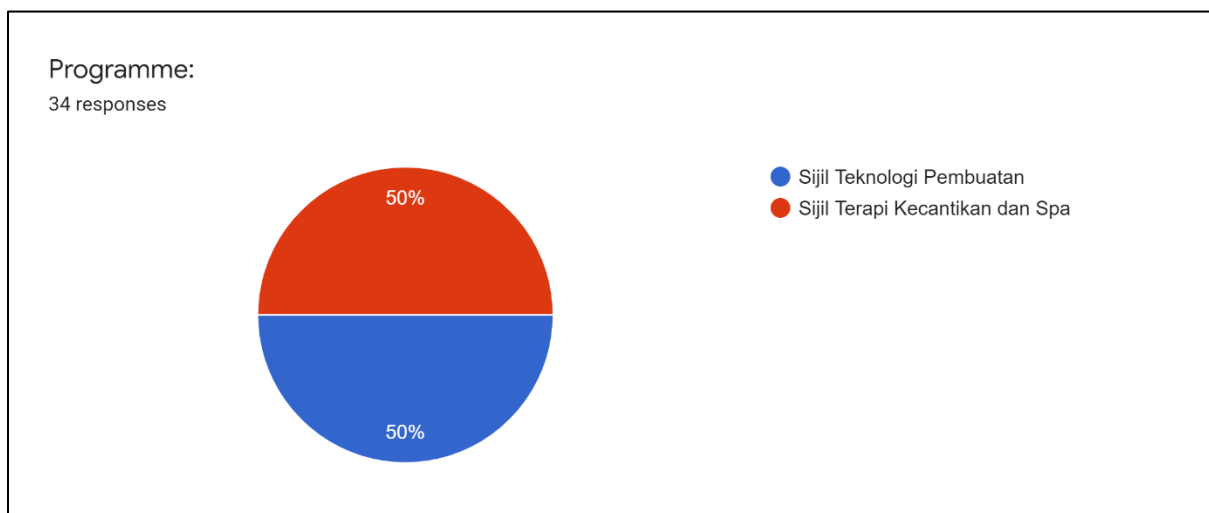


Figure 2: Respondents according to programme

7.2 Students' Perceptions on Using OSC@KKTp

The following are the data analyzed based on the responses obtained from the questionnaire. There were altogether 34 students who participated in the survey. The collective inclination of the respondents (agree or disagree) is determined using mean score based on the classification in Table 2 (Mohd Najib Abd. Ghafar, 1998). Mean value from 1.00-1.50 is considered as very low; mean value from 2.50-3.49 is considered average; while 4.50-5.00 is considered very high.

Score Range	Mean Interpretation
1.00-1.50	Very Low
1.51-2.49	Low
2.50-3.49	Average
3.50-4.49	High
4.50-5.00	Very High

Table 2: Interpretation of Mean Score

	Item	Mean	Level
A1.	I heard about Blendspace before using OSC@KKTp	3.76	High
A2.	I understand the concept of OSC@KKTp	4.06	High
A3.	I feel motivated to know about Kolej Komuniti Taiping when I used OSC@KKTp	3.97	High
A4.	I feel happy to use OSC@KKTp to get my information about Kolej Komuniti Taiping	3.91	High
A5.	OSC@KKTp is easy to access from anywhere and anytime	4.15	High
A6.	OSC@KKTp is easy to adapt and engaging	4.12	High
A7.	With OSC@KKTp, I can control my own pace of understanding	4.03	High
A8.	OSC@KKTp is user-friendly, and useful to obtain information about community college	4.06	High
A9.	I understand the instructions given in using OSC@KKTp	3.91	High
A10	I want to continue using OSC@KKTp	3.91	High
	Overall Mean	3.99	High

Table 3: Respondents Perceptions on Using OSC@KKTp

The mean scores on students’ perceptions on using OSC@KKTpg presented in Table 3 are mainly high. Ease of accessibility to OSC@KKTpg anywhere and anytime has the highest mean of 4.15. This is followed by a mean of 4.12 where students find OSC@KKTpg easily adaptable and engaging. Students’ understanding of OSC@KKTpg’s concept has the same mean score as their perceptions that OSC@KKTpg is user-friendly and useful to obtain information (mean= 4.06). A screenshot of OSC@KKTpg in Figure 3 shows a blend of students’ orientation digital resources made available in one page. Students can easily access the link and resources without the need of signing up in Blendspace thus making it very user-friedly and easily accessible.

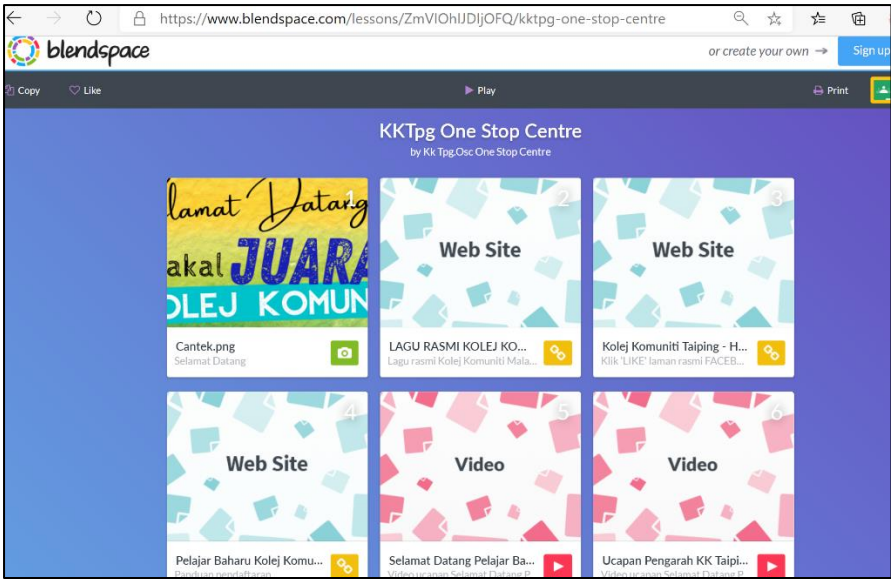


Figure 3: OSC@KKTpg

With OSC@KKTpg, students’ ability to control their own pace of understanding has a mean score of 4.03. To date, there are 113 views (figure 4) tracked in Blendspace, it shows that students have accessed OSC@KKTpg more than once.

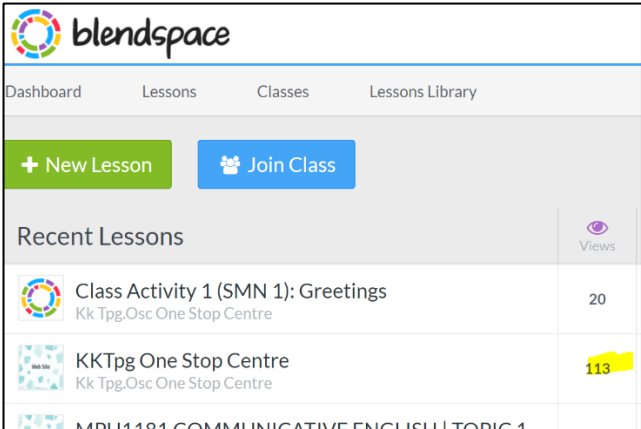


Figure 4: Number of Views in OSC@KKTpg

The lowest mean score is 3.76 which is still considered high with over 50% of the students have already heard of Blendspace. With the overall high mean score at 3.99, students have shown positive attitude towards the use of OSC@KKTpg. The ease of using, obtaining and understanding the contents in OSC@KKTpg (mean=3.91) show that Blendspace is an effective digital platform to convey information of Taiping Community College virtually during the orientation week.

8. Recommendation

This is the first time that Taiping Community College uses the platform of Blendspace to set up OSC@KKTPg to manage virtual transfer of information related to Taiping Community College to new students instead of having to meet face-to-face. Despite its effectiveness shown in this study, further investigation can be carried out to find out the potential problems faced by the students while using OSC@KKTPg. With this additional digital platform, lecturers of Taiping Community College can start to explore Blendspace to present class lessons with multiple formats of digital resources in one page and also manage students' assignments and projects submission (Figure 5) besides using Google Classroom. Moreover, lecturers can explore flip classroom and blended learning with the students using Blendspace. Past research have used Blendspace to do an online flipped learning course (Ishak & Abu, 2018) with a group of non-option ESL-educators. Mohd Nor and Abu Kasim (2015) used Blendspace as a blended learning web tool with accounting students. Both research have shown positive outcome.



Figure 5: Submitting Assignments via Blendspace

9. Conclusion

In conclusion, students have shown positive feedback on using OSC@KKTPG. It is evident that OSC@KKTPg has been a suitable platform to convey information on Taiping Community College to replace the face-to-face new student orientation. All in all, OSC@KKTPg not only has benefited the new students but it has also benefited the Students' Affair Unit of Taiping Community College to carry out Student Orientation Week virtually by presenting the information needed to prepare students in transitioning to campus life and still adhere to the Ministry of Higher Education's Standard Operating Procedures (SOP) to curb the spread of Covid-19.

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