

**Figure 1:**

 **Community of Inquiry Framework (Source: Garrison 2016; 2017)**

**Table 1:**

**The Distinction between Traditional Classroom Learning and E-Learning**

|  |  |  |
| --- | --- | --- |
|  | Traditional Classroom Learning | E-Learning |
| Advantages  | * Immediate feedback
* Being familiar to both instructors and learners
* Motivating students
* Cultivation of a social community
 | * Learner-centered and self-paced
* Time and location flexibility
* Cost-effective
* Potentially available to global audience
* Unlimited access to knowledge
* Archival capacity for knowledge reuse and sharing
 |
| Disadvantages  | * Instructor-centered
* Time and location constraints
* More expensive to deliver
 | * Lack immediate feedback in asynchronous e-learning
* Increased preparation time for the instructor
* Not comfortable for some
* Potentially more frustration, anxiety, and confusion
 |

(Source: Zhang, Zhao, Zhou, & Nunamaker 2004, p.76)

**Table 2:**

 **Survey Item Table Specification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Construct | Sub-issue | Survey Item  | Note | Cronbach’s Alpha |
| 1 | Engagement in online learning – pre-pandemic | 1-3(3 items) | No Cronbach’s alpha calculation as it belongs to those yielding nominal or textual data | - |
| 2 | Engagement in online learning – during the pandemic (focus on general IT)  | 4-9(6 items) | Cronbach’s alpha calculation performed to see internal consistency | 0.69 |
| 3 | Engagement in Synchronous-asynchronous Writing online course | 10-15(6 items) | Cronbach’s alpha calculation performed to see internal consistency (excluding one item with yes/no answer) | 0.84 |
| 4 | Learning environment prepared for the Writing online course (materials, assignment, assessment etc.) | 16-21(6 items) | Cronbach’s alpha calculation performed to see internal consistency | 0.68 |
| 5 | Learning environment for online vs. face-to face modes | 22-24(3 items) | 0.67 |
| 6 | Learning environment focusing on group work  | 25-29(5 items) | 0.79 |
| Average Cronbach’s Alpha Value | 0.73 |

**Table 3:**

 **Online Learning Glitches (IT and non-IT Oriented)**

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Negative Perception | Positive Perception | Mean**\*** |
| SD | D | A | SA |
| C2.1 Not having a good internet connection is my problem in joining Writing-A online course. | 7 | 14 | 18 | 4 | 2.44 |
| 16.28%% | 32.56% | 41.86% | 9.30% |
| C2.2 Not having enough internet quota is my problem in joining Writing-A online course.  | 11 | 11 | 13 | 8 | 2.42 |
| 25.58% | 25.58% | 30.23% | 18.60% |
| C2.3 Not having a computer / laptop is my problem in joining Writing-A online course.  | 14 | 15 | 9 | 5 | 2.12 |
| 32.56% | 34.88% | 20.93% | 11.63% |
| C2.4 The specification of my computer / laptop cannot support the online learning properly. | 9 | 18 | 10 | 6 | 2.30 |
| 20.93% | 41.86% | 23.26% | 13.95% |
| C2.5 Managing time is my problem in joining Writing-A online course. | 9 | 15 | 16 | 3 | 2.30 |
| 20.93% | 34.88% | 37.21% | 6.98% |
| C2.6 Not having a conducive learning environment at home or my boarding house is my problem in joining Writing-A online course. | 10 | 13 | 15 | 5 | 2.35 |
| 23.26% | 30.23% | 34.88% | 11.63% |

*Note: SD: Strongly Disagree; D: Disagree; A: Agree; SA: Strongly Agree*

***\**** *A 4-point Likert scale*

**Table 4:**

 **Synchronous-Asynchronous Perception**

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Negative Perception | Positive Perception | Mean**\*** |
| SD | D | A | SA |
| C3.1 I joined the scheduled synchronous sessions actively.  | 0 | 4 | 25 | 14 | 3.23 |
| 0% | 9.30% | 58.14% | 32.56% |
| C3.2 Apart from the synchronous session, I also did asynchronous session to see any new announcement.  | 0 | 3 | 26 | 14 | 3.26 |
| 0% | 6.98% | 60.47% | 32.56% |
| C3.3 Apart from the synchronous session, I also did asynchronous session to see/read the posted materials.  | 0 | 4 | 26 | 13 | 3.21 |
| 0% | 9.30% | 60.47% | 30.23% |
| C3.4 Apart from the synchronous session, I also did asynchronous session to review what has been discussed during synchronous session by looking back at the forum or chat facilities.  | 2 | 4 | 26 | 11 | 3.07 |
| 4.65% | 9.30% | 60.47% | 25.58% |
| C3.5 Apart from the synchronous session, I also had a small discussion with classmates.  | 0 | 3 | 21 | 19 | 3.37 |
| 0% | 6.98% | 48.84% | 44.19% |

*Note: SD: Strongly Disagree; D: Disagree; A: Agree; SA: Strongly Agree*

***\**** *A 4-point Likert scale*

**Table 5:**

**Writing-A Online Course Learning Environment**

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Negative Perception | Positive Perception | Mean**\*** |
| SD | D | A | SA |
| C4.1 The assignments given helped me understand the writing materials better**.** | 0 | 1 | 20 | 22 | 3.49 |
| 0% | 2.23% | 48.51% | 51.16% |
| C4.2 The feedback I received from my teacher helped me improve my writing. | 0 | 1 | 16 | 26 | 3.58 |
| 0% | 2.33% | 37.21% | 60.46% |
| C4.3 Writing reflective journals helped me improve my writing | 0 | 2 | 16 | 25 | 3.53 |
| 0% | 4.65% | 37.21% | 58.14% |
| C4.4 I got enough materials to learn Writing-A from my teacher**.** | 0 | 2 | 21 | 20 | 3.42 |
| 0% | 4.65% | 48.84% | 46.51% |
| C4.5 Apart from materials I got from my teacher, I also tried to get additional online resources to learn the materials on my own. | 3 | 3 | 26 | 11 | 3.05 |
| 6.98% | 6.98% | 60.47% | 25.58% |
| C4.6 I was encouraged to reflect on my learning. | 0 | 3 | 26 | 14 | 3.26 |
| 0% | 6.98% | 60.47% | 32.56% |

*Note: SD: Strongly Disagree; D: Disagree; A: Agree; SA: Strongly Agree*

***\**** *A 4-point Likert scale*

**Table 6:**

**Learning Environment (Online vs. Face-to face Modes)**

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Negative Perception | Positive Perception | Mean**\*** |
| SD | D | A | SA |
| C5.1. Compared to during pandemic, I mastered the materials more when joining face-to-face classroom instruction. | 2 | 5 | 22 | 14 | 3.12 |
| 4.65% | 11.63% | 51.16% | 32.56% |
| C5.2. Compared to during pandemic, I communicated with my friends and teacher better when joining face-to-face classroom instruction. | 1 | 4 | 23 | 15 | 3.21 |
| 2.33% | 9.30% | 53.49% | 34.88% |
| C5.3. Compared to during pandemic, I got to know my friends more when joining face-to-face classroom instruction.  | 1 | 4 | 19 | 19 | 3.31 |
| 2.33% | 9.30% | 44.19% | 44.19% |

*Note: SD: Strongly Disagree; D: Disagree; A: Agree; SA: Strongly Agree*

***\**** *A 4-point Likert scale*

**Table 7:**

**Learning Environment (Small Group Oriented)**

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Negative Perception | Positive Perception | Mean**\*** |
| SD | D | A | SA |
| C6.1 I had my own small group to discuss the assignments.  | 3 | 5 | 21 | 14 | 3.07 |
| 6.98% | 11.63% | 48.84% | 32.56% |
| C6.2 During the small group discussion, I got assisted by my classmates.  | 2 | 7 | 23 | 11 | 3 |
| 4.65% | 16.28% | 53.49% | 25.58% |
| C6.3 During the small group discussion, I assisted my classmates.  | 1 | 10 | 20 | 12 | 3 |
| 2.33% | 23.26% | 46.51% | 27.91% |
| C6.4 Joining Writing-A online course improved my life skills. | 1 | 3 | 21 | 18 | 3.3 |
| 2.33% | 6.98% | 48.84% | 41.86% |

*Note: SD: Strongly Disagree; D: Disagree; A: Agree; SA: Strongly Agree*

***\**** *A 4-point Likert scale*