



Instrument for Collecting Data on Context-Specific Needs Analysis

Checklist for Document Analysis

Purpose:

The Checklist for Document Analysis is a well-organized written list designed to gather data and conduct a thorough analysis of various documents related to the evaluation of students enrolled in the Advanced Writing course offered by the English Language Education Department. This checklist covers Legal documents regarding distance education and its assessment system utilized in the course.

	No.	Document	Current (Condition	Des	sired /	Description
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e di			Available	Not	Yes,	No, not	
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	1.	Legal		19 A	- JR)	-
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		system			11		



Semi-Structured Questionnaire for Instructor

Purpose:

The following questionnaire is designed to gather initial information about concerns and needs in the Advanced Writing course. The questions do not pertain to assessing the instructor's performance during the teaching process. It is expected that the instructor provides honest and precise answers.

Instructions:

Please carefully read the statements in the questionnaire and indicate your response by placing a checkmark ($\sqrt{}$) in the appropriate column provided. Choose the response that accurately reflects the current circumstances. The response options are as follows: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

No.	Statements		C	urrent Cond	lition			D	esired Cond	lition	
110.	Statements	Strongly	Agree	Neutral	Disagree	Strongly	Strongly	Agree	Neutral	Disagree	Strongly
		Agree	1500	1 1	3/4	Disagree	Agree				Disagree
1.	With the aid of technology, I possess the necessary skills to effectively discharge my duties as an instructor in the Advanced Writing course, including delivering lectures, assessing student work, and facilitating classroom discussions		Spring W						1		
2.	Technology improves my access to a wealth of information, resources, and materials in the Advanced Writing course, enabling me to provide better assistance to my students through the use of videos, learning games, pictures, and audio recordings	4	D I	Z V D		KS	H	A			
3.	Technology serves as a useful tool for me to collaborate with fellow instructors, share knowledge about the latest technology-based teaching tools, and continually evaluate which technologies are effective in the classroom.										
4.	I possess the proficiency to utilize Padlet as an assessment tool										

	for evaluating										
	learning outcomes										
	at the culmination							l			
	of a semester.							l			
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5.	Assessment is							l			
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	separate activity							l			
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	from the learning										
	process in the							l			
	Advanced Writing							l			
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	course.										
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	Writing course							l			
	provides students										
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Semi-Structured Questionnaire for Students

Purpose:

The following questionnaire intends to gather initial information concerning concerns and needs in the Advanced Writing course. Its purpose does not involve gathering data on students' skills and performance during the learning process. Students are kindly requested to provide honest and precise responses.

Instructions:

Carefully read the statement items in the following questionnaire and indicate your response by placing a checkmark ($\sqrt{}$) in the corresponding column provided (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Your response should accurately reflect the actual circumstances.

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No.	Statements			urrent Cond		Mark Control			Desired Cond		
		Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
1.	Technology serves as a valuable aid in delving deeper into the Advanced Writing course and comprehending complex concepts.		600	1	(0)		W.	R		SHA	
2.	Technology plays an important role in aiding my comprehension, skill development, and performance in the Advanced Writing course.		Way Company	J ^r				No			
3.	Technology facilitates my access to knowledge and presents enjoyable opportunities to apply what I have learned in the Advanced Writing course.	0)		1
4.	The use of technology expedites my acquisition of new skills and information in the Advanced Writing course.	4	<i>D</i> 7	1							

Checklist for Document Analysis

Purpose:

The Checklist for Document Analysis is a well-organized written list designed to gather data and conduct a thorough analysis of various documents related to the evaluation of students enrolled in the Advanced Writing course offered by the English Language Education Department. This checklist covers essential documents such as the Syllabus, Course Contract, and Assignment Documents including Exam Questions, Quizzes, and other related materials utilized in the course.

No.	Document Availability	Current (Condition	All the same of th	ired lition	Description
	الأم	Available	Not Available	Yes, needed	No, not needed	
1.	Syllabus of the Advanced Writing Course) 		Part of the second	Y	EST
2.	Course Contract of the Advanced Writing Course	Second Se				
3.	Assignment documents from instructor to students (exam questions, quizzes, projects, and so on)	ON.				
4.	Teaching materials, textbooks, modules and practice guides					

Interview Guide for Instructor

Purpose:

This interview guide has been designed to gather data by acquiring information that pertains to the identification of the first research problem. The interviewer will ask a series of questions, and additional queries may be formulated during the interview process. The Instructor is expected to provide sincere and clear responses to the questions. These interviews solely aim to identify initial challenges and do not involve any evaluation of the instructor's performance. All participants are requested to provide honest and precise information.

- 1. What preparations do you undertake to deliver virtual instruction for the Advanced Writing Course?
- 2. How familiar are you with digital platforms used for teaching writing?
- 3. What do you know about E-Portfolios and their use in the Advanced Writing
- 4. Are you familiar with Padlet, and have you used it in the Advanced Writing Course?
- 5. What digital platforms have you used to teach the Advanced Writing Course?
- 6. What types of writing assignments do you assign to students in the Advanced Writing Course?
- 7. Does the Advanced Writing course emphasize a scientific approach to writing?
- 8. Does the Advanced Writing course adapt to the demands of students' problem-solving abilities in their areas of expertise?
- 9. Does the Advanced Writing course adapt to the scientific characteristics of the Study Program and link to real problems through a transdisciplinary approach?

Interview Guide for Students

Purpose:

This interview guide is designed to gather data by obtaining information related to the identification of the first research problem. Students will be asked some questions, and additional questions may be formulated during the interview process. It is expected that students respond to the questions honestly and clearly. The interviews are conducted solely for the purpose of identifying initial challenges and do not involve any evaluation of the students' skills or learning achievements. All participants are requested to provide truthful and articulate information.

- 1. How familiar are you with digital platforms that can be utilized to teach writing?
- 2. Are you familiar with E-Portfolios?
- 3. What do you know about E-Portfolio?
- 4. Are you familiar with Padlet?
- 5. What digital platforms have your instructors utilized to teach the Advanced Writing Course?
- 6. Have your instructor given you assignments for the Advanced Writing Course, either often or rarely?



Semi-Structured Questionnaire for Instructor

Purpose:

The following questionnaire is designed to gather initial information about concerns and needs in the Advanced Writing course. The questions do not pertain to assessing the instructor's performance during the teaching process. It is expected that the instructor provides honest and precise answers.

Instructions:

Please carefully read the statements in the questionnaire and indicate your response by placing a checkmark ($\sqrt{}$) in the appropriate column provided. Choose the response that accurately reflects the current circumstances. The response options are as follows: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

No.	Statements			Current Cond	ition		1//		Desired Cond	ition	
	N/	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
1.	Technology facilitates the implementation of various teaching methodologies that cater to the individual learning styles of students in the Advanced Writing course.		mounts gody					\$,
2.	Technology empowers me to design captivating lesson plans, offer diverse learning materials, and deliver quality services to my students in the Advanced Writing course.				X						
3.	I have the skillset to employ Padlet for conducting assessment as a learning process to encourage reflection among students.			Vn		2	T	A	7		
4.	I am competent in utilizing Padlet for conducting assessment for learning as a formative test to facilitate students' ongoing development.										
5.	For the Advanced Writing course, I may utilize a specialized assessment application such as Padlet to conduct both formative and summative assessments.										

6.	With the aid of a		ı								
0.	specialized										
	assessment										
	application, instructors can										
	create electronic										
	exam modules (e-										
	modules) for the										
	Advanced Writing course.										
7.	Lectures in the										
	Advanced Writing										
	course must include time and										
	pace of learning				Α.						
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	feedback for improvement in the		10.07		11 -3/4						
	Advanced Writing			Men	1300		k \				
1.1	course.				1////	10.00	44				
11.	Students actively participate in		1	. //			414				
6	assessment					1,500		<			4
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The same	the Advanced Writing course.				5						300
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8 / /	Advanced Writing		N. 31			17 17	11 11	77	1/4		
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	and promote			OFFICE STATE OF	The second second	AND SECTION					
	support and collaboration										
	among students										
	while monitoring										
	and assessing their learning progress.										
15.	The assessment										
	occurs at the end of										
	the Advanced Writing course's										
	learning process.										
16.	The Instructional										
	Book is necessary for instructors to										
		i					ı				

17.	comprehend every aspect of a specialized assessment application and to emphasize the most frequently used features. Instructors are										
	required to administer an assessment that directly demonstrates students' performance in the Advanced Writing course to determine whether they have already acquired the necessary knowledge to achieve the course's learning objectives.										
18.	Instructors are obliged to provide an assessment that reveals students' direct performance in the Advanced Writing course to ascertain the success of instruction and provide feedback on how to improve teaching methods, thereby promoting optimal learning outcomes.		Ø.	PE	NI	ID	IK	W	CAL		
19.	Instructors must present assessments that demonstrate students' direct achievement in the Advanced Writing course to motivate and inspire them. If students are aware of their low performance, they will be more motivated to work harder.		Constants The Constants				1887 - 1889 - 1880 - 18			HA	
20.	Instructors are required to provide assessments that showcase students' direct performance in the Advanced Writing course to promote effective instruction by emphasizing the significance of critical thinking, reasoning, and reflection in creating a high-quality learning environment.	$\mathcal{O}^{\mathcal{N}}$									
21.	Portfolios serve as a valuable tool for instructors to track their students' progress and assess their performance at various intervals during the Advanced Writing course.)5						
22.	Portfolios are an effective means of formative assessment in the Advanced Writing course since they swiftly collect student work results that instructors can utilize to guide										

their stude learning.	nts'					
23. Portfolios enhance interperso engageme between s and instru the Advar Writing ct necessitat constant collaborat portfolio s and comp	nal nt udents ctors in eed curse by ng on on tandards					



Semi-Structured Questionnaire for Students

Purpose:

The following questionnaire intends to gather initial information concerning concerns and needs in the Advanced Writing course. Its purpose does not involve gathering data on students' skills and performance during the learning process. Students are kindly requested to provide honest and precise responses.

Instructions:

Carefully read the statement items in the following questionnaire and indicate your response by placing a checkmark ($\sqrt{}$) in the corresponding column provided (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Your response should accurately reflect the actual circumstances.

No.	Statements		C	Current Cond	ition	100		Г	Desired Cond	ition	
		Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree	Strongly Agree	Tend to Agree	Neither Agree nor Disagree	Tend to Disagree	Strongly Disagree
1.	Through the utilization of technology, I am able to enhance my engagement in the Advanced Writing course as a student.			1							
2.	With the assistance of technology, I am able to effectively acquire collaborative skills by utilizing my peers as learning resources in the Advanced Writing course.							R /			
3.	The integration of technology creates an enjoyable and engaging learning environment in my Advanced Writing course.			7	\(\)						
4.	Technology enhances and supports my role as a student in completing assignments and following the Advanced Writing lecture process.		7				4 6				
5.	Portfolios serve as a means for students to engage in self-reflection and enhance their performance by selecting and organizing portfolio materials for the Advanced Writing course.								Marie Carlo		
6.	Within the Advanced Writing course, portfolios provide a tangible representation of students' progress over time and encourage them to perceive instruction as an ongoing process of										

	exploration,										
	experimentation,										
	and introspection.										
7.	By facilitating self-										
l ''	evaluation and										
	critique of their										
	own work,										
	portfolios enable										
	students to assess										
	their academic										
	growth and										
	progress, including										
	the process of										
	selecting										
	appropriate				A.						
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	the Advanced							100	100		
	Writing course.										
9.	Portfolios can				No. of the A	TO ALL Y			1,000	Work	
٦.	serve as a valuable	Land A	100	E TO D		1 I I I I	IR			and the same	
	tool in promoting	- In the second	(2)			11 11 11 11				The state of the s	
	the development of		100	400 100 4			W. Com			The second	
	self-directed		1. 180	The same			T. 4	1 1 7 6		100	
	learning skills	- 6.1	1. 1	A			1	1711	E.		
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(J)	Advanced Writing	Re July			JUNEAU AN	100			- A	~	
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	AY										



Checklist for Document Analysis

Purpose:

The Checklist for Document Analysis is a well-organized written list designed to gather data and conduct a thorough analysis of various documents related to the evaluation of students enrolled in the Advanced Writing course offered by the English Language Education Department. This checklist covers RPS (Rencana Pembelajaran Semester) and Assessment System utilized in the course.

No.	Docume <mark>nt</mark> Availability	Current	Condition NDI		ired lition	Description
		Available	Not Available	Yes, needed	No, not needed	
1.	RPS of the		MAIN		757	
	Advanced			3		
	Writing		4			50
	Course	1 13		10)	
2.	Assessment		-10 10		N	
	System of the	8.81		N K	K.	
	Advanced	831 11	y 77		23	
	Writing					
	Course		// 91			



Interview Guide for Instructor

Purpose:

This interview guide has been designed to gather data by acquiring information that pertains to the identification of the first research problem. The interviewer will ask a series of questions, and additional queries may be formulated during the interview process. The Instructor is expected to provide sincere and clear responses to the questions. These interviews solely aim to identify initial challenges and do not involve any evaluation of the instructor's performance. All participants are requested to provide honest and precise information.

- 1. Is the Advanced Writing Course delivered through virtual instruction using technology?
- 2. What are the challenges you encounter when teaching the Advanced Writing Course virtually?
- 3. How do you address the challenges of virtual instruction for the Advanced Writing Course?
- 4. How is technology integrated into the learning process of the Advanced Writing Course? Are there any technical issues, and if so, how do you resolve them?
- 5. Do you believe that distance learning, facilitated by technology, is as effective as face-to-face instruction?
- 6. Do you consistently enforce deadlines for students submitting their assignments, and how do you support students in managing their time?
- 7. How do you assess students in a digitally delivered Advanced Writing course?
- 8. What challenges have you encountered in administering assessments to students in the Advanced Writing Course taught virtually?
- 9. Does the Advanced Writing course encourage the development of a comprehensive and open-minded approach among students?
- 10. Is the assessment process in the Advanced Writing Course oriented towards continuous learning and reflective of student abilities during the learning process?
- 11. Is the assessment process in the Advanced Writing Course based on agreed standards between instructors and students, free from the assessor's subjectivity and bias?
- 12. Has the assessment process in the Advanced Writing Course been conducted in accordance with clear procedures and criteria established at the start of the course and understood by students?

Interview Guide for Students

Purpose:

This interview guide is designed to gather data by obtaining information related to the identification of the first research problem. Students will be asked some questions, and additional questions may be formulated during the interview process. It is expected that students respond to the questions honestly and clearly. The interviews are conducted solely for the purpose of identifying initial challenges and do not involve any evaluation of the students' skills or learning achievements. All participants are requested to provide truthful and articulate information.

- 1. Are you experiencing difficulties in following the Advanced Writing Course?
- 2. How is technology employed in the learning process of the Advanced Writing Course? Is it functioning adequately, or are there any obstacles encountered? If so, what are the solutions?
- 3. What types of assignments are given to you in the Advanced Writing Course by the instructor?
- 4. Do you consistently submit all assignments on time?
- 5. Does your instructor consistently provide feedback on the assignments you submit?



Semi-Structured Questionnaire for Instructor

Purpose:

The following questionnaire is designed to gather initial information about concerns and needs in the Advanced Writing course. The questions do not pertain to assessing the instructor's performance during the teaching process. It is expected that the instructor provides honest and precise answers.

Instructions:

Please carefully read the statements in the questionnaire and indicate your response by placing a checkmark ($\sqrt{}$) in the appropriate column provided. Choose the response that accurately reflects the current circumstances. The response options are as follows: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. "The performance tasks in the Advanced Writing course are designed primarily to promote the development of competencies related to the course's learning objectives.

- 1. The assessment aims to acknowledge students' attainment of the learning outcomes established for the Advanced Writing course following the conclusion of the learning process.
- 2. Assessment serves as a means of demonstrating students' competencies or final learning achievements in the Advanced Writing course.
- 3. Assignments (performance tasks) in the Advanced Writing course are designed primarily to evaluate students' accomplishments or learning outcomes.
- 4. To verify that meaningful learning has taken place in the Advanced Writing course, instructors must administer assessments that demonstrate students' direct performance.
- 5. The use of portfolios enables instructors to determine if students can apply what they have learned in the Advanced Writing course to new situations and other courses.
- 6. Portfolios are a powerful assessment tool that showcases a student's long-term learning and improvement in the Advanced Writing course.
- 7. The portfolio is a compilation of a student's best work and serves as proof of how their academic skills have progressed over time.

Semi-Structured Questionnaire for Students

Purpose:

The following questionnaire intends to gather initial information concerning concerns and needs in the Advanced Writing course. Its purpose does not involve gathering data on students' skills and performance during the learning process. Students are kindly requested to provide honest and precise responses.

Instructions:

Carefully read the statement items in the following questionnaire and indicate your response by placing a checkmark ($\sqrt{}$) in the corresponding column provided (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Your response should accurately reflect the actual circumstances.

- 1. Through the creation of portfolios, students can experience a sense of pride in their accomplishments within the Advanced Writing course.
- 2. The knowledge that their work will be viewed by others may inspire students to produce their best work within the Advanced Writing course, particularly when required to submit a portfolio.



Interview Guide for Instructor

Purpose:

This interview guide has been designed to gather data by acquiring information that pertains to the identification of the first research problem. The interviewer will ask a series of questions, and additional queries may be formulated during the interview process. The Instructor is expected to provide sincere and clear responses to the questions. These interviews solely aim to identify initial challenges and do not involve any evaluation of the instructor's performance. All participants are requested to provide honest and precise information.

- 1. Are you familiar with E-Portfolios, and have you used them in the Advanced Writing Course?
- 2. Have you frequently assigned projects to students related to the Advanced Writing Course?
- 3. What expectations do you have for students when they complete their writing assignments in the Advanced Writing Course?
- 4. Does the Advanced Writing course prioritize the development of students' creativity, capacity, personality, and independence in seeking knowledge?
- 5. Are the assessment procedures and results of the Advanced Writing Course accessible to all stakeholders?



Interview Guide for Students

Purpose:

This interview guide is designed to gather data by obtaining information related to the identification of the first research problem. Students will be asked some questions, and additional questions may be formulated during the interview process. It is expected that students respond to the questions honestly and clearly. The interviews are conducted solely for the purpose of identifying initial challenges and do not involve any evaluation of the students' skills or learning achievements. All participants are requested to provide truthful and articulate information.

- 1. Do you find the Advanced Writing Course challenging?
- 2. Do the assignments given to you in the Advanced Writing Course effectively enhance your skills to master the course?
- 3. What is the primary objective of the Advanced Writing Course for you as a student?



Rubric for Students' Self-Directed Learning on Padlet-Based Hybrid E-Portfolio Assessment Instruments

Purpose:

The researcher employs this rubric to establish the assessment criteria for evaluating the effectiveness of a Padlet-Based Hybrid E-Portfolio Assessment in facilitating self-directed learning among higher education students in the Advanced Writing Course within the English Language Education Department. This rubric encompasses a comprehensive set of criteria and benchmarks related to Goal Setting, Planning, Focus, Self-Instruction, Self-Monitoring, Effective Resource Utilization, Confidence in Abilities/Self-Efficacy, Motivation, Self-Perception as a Student, Help-Seeking, Problem-Solving Strategies, Learning from Mistakes, and Self-Evaluation and Reflection.

		7 6 6 7				
ed)	No.			Developing	Proficient	Exemplary
	1.	Goal Setting	Student lacks strategies to set personal goals and rarely participates in goal setting. Instructor usually sets goals for student. Student doesn't participate in goal-setting.	Student has difficulty using strategies in the goal-setting process without on-going instructor assistance. Student participates minimally in goal-setting.	Student applies strategies to set achievable goals (student is capable of setting goals), but still seeking minimal assistance/guidance from instructor.	Student independently utilizes strategies to set challenging, achievable goals.
	2.	Planning	Student shows no evidence of planning strategies.	Student receives guidance through the creation of plan.	Student is provided occasional assistance in choosing planning strategies.	Student independently chooses planning strategies.
	3.	Focus	Student is unfocused on task and consistently off task during the learning process.	Student requires frequent redirection to focus on the learning process.	Student occasionally needs redirection to focus on the learning process.	Student independently maintains focus and perseveres during the learning process and independently engaged during the assigned time.
	4.	Self-instruction	Student lacks strategies to learn, rarely engages in problem	Student applies strategies and problem-solves with frequent instructor assistance,	Student applies strategies and problem-solves with occasional instructor/ appropriate assistance.	Student applies strategies independently for self- instruction, solving

		solving or	sometimes		problems and
		seeking help.	seeking inappropriate		seeking appropriate help
			help.		only if
			- F.		necessary.
5.	Self-monitoring	Student rarely	Student monitors	Student monitors	Student
		monitors	learning progress	learning progress and	monitors
		learning	with frequent instructor	self-corrects with occasional instructor	learning progress, self-
		progress, and consistently	intervention.	guidance.	correcting as
		requires	inter vention.	guraunee.	needed.
		instructor			
		guidance.			-
6.	Effective Use of	Student rarely	Student	Student selects and	Student
	Resources	uses resources effectively	frequently requires	uses appropriate resources with	independently identifies and
	A	and needs	instructor	minimal instructor	effectively uses
		consistent	guidance to	guidance.	relevant
		instructor	select and use	Po.	resources.
		guidance.	resources		
7.	Confidence in	Student may	effectively. Student needs a	Student believes in	Student
1.	Abilities/Self-	believe that	great deal of	his/her ability to	approaches
	Efficacy	he/she is not	encouragement	complete a task.	learning activity
71		capable of	& support to	1	with confidence
	SS .	completing a	bolster		& seeks
		task due to lack of	confidence.		challenging
		ability.			tasks.
8.	Motivation	Student isn't	Student's	Student's effort is	Student is
		motivated to	motivation to	focused primarily on	focused, in all
		complete the	complete tasks	completion of goals.	activities, and
		task.	comes with		on
		3,57	guidance.		accomplishing goals. Learner
			" ////	Lister 1	possibly extends
			/// 800		investigations.
9.	Self-Image as a	Student has a	Student	Student usually has	Student has a
186	student	poor self-	occasionally	positive feeling of	positive self-
		image as a learner.	feels positive about the quality	accomplishment.	concept as a learner, tends to
	A.	icarrier.	of work if		learn from
			guidance is		failures.
			given.		1/4
10.	Help-Seeking	Student	Student	Student occasionally	Student
1		doesn't seek help. Prefers	occasionally seeks help but	identifies and usually selects appropriate	accurately identifies the
4		to abandon	often from	resources.	most efficient
	74 V	the task.	inappropriate		and effective
		FAVA	resources.		resources.
11.	Problem-	Student lacks	Student receives	Instructor and student	Student
	Solving Strategies	problem- solving	guidance in choosing	discuss and choose appropriate problem-	independently chooses
	Strategies	strategies.	appropriate	solving strategies,	appropriate
	i per		strategies for	together.	problem-solving
			problem-solving.	-	strategies.
12.	Learning from	Learner is	Learner is	Learner begins	Learner is able
	Mistakes	unable make	usually not able	reflecting more	to reflect on
		connection between	to transfer lessons learned	effectively on lessons	lessons learned from mistakes &
		mistakes &	from mistakes as	learned, occasionally identifies mistakes, &	make
		future	each task exists	sometimes uses the	connections
		successes.	independently.	learning in the future.	between
					previous

				learning & new
				situations.
Self-Evaluation	Student rarely	Student	Student occasionally	Student
and Reflection	reflects upon	frequently	reflects upon learning	independently
	learning	requires	independently,	reflects upon
	without	instructor	identifying strengths	learning,
	instructor	prompting to	and weaknesses, using	identifying
	prompting to	reflect upon	feedback, and	strengths and
	identify	learning, identify	modifying work.	weaknesses,
	strengths and	strengths and	Student is able to self-	using feedback
	weaknesses,	weaknesses, use	evaluate using	and modifying
	use feedback,	feedback, and	provided rubric or	work
	and modify	modify work.	other tool with	accordingly.
	work.	Student has	guidance.	Student
	Moreover,	difficulty self-		recognizes
	Student	evaluating		what's been
A A	makes no	(reflecting)		learned and is
[A. J.	effort to self-	without on-going		capable of
	evaluate	guidance.		analyzing
	(reflect), or			progress against
	assess the		44 4 1	the and standard
7 /	quality of			or the work of
	work			others.
	completed			21
	during the		0	A
100	learning	SHOW!		
	activity.			
		and Reflection reflects upon learning without instructor prompting to identify strengths and weaknesses, use feedback, and modify work. Moreover, Student makes no effort to self-evaluate (reflect), or assess the quality of work completed during the learning	and Reflection reflects upon learning without instructor prompting to identify strengths and weaknesses, use feedback, and modify work. Moreover, Student makes no effort to selfevaluate (reflect), or assess the quality of work completed during the learning requires instructor prompting to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work. Student has difficulty selfevaluating (reflecting) without on-going guidance.	and Reflection reflects upon learning without instructor prompting to identify strengths and weaknesses, use feedback, and modify work. Moreover, Student makes no effort to selfevaluate (reflect), or assess the quality of work completed during the learning and Reflection reflects upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work. Student is able to selfevaluate using provided rubric or other tool with guidance. reflects upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work. Student is able to selfevaluate using provided rubric or other tool with guidance.

Reference:

Howard, L. F. (2006). Ready for Anything: Supporting new teachers for success. Lead+ Learn Press.



Questionnaire for Students' Self-Directed Learning on Padlet-Based Hybrid E-Portfolio Assessment Instruments

Purpose:

This questionnaire serves as a research tool designed to establish the evaluation criteria for assessing the effectiveness of a Padlet-Based Hybrid E-Portfolio Assessment in facilitating self-directed learning among higher education students in the Advanced Writing Course within the English Language Education Department. The questionnaire consists of statements that are utilized to evaluate Students' Self-Directed Learning. Utilizing this standardized rubric allows the researcher to perform an assessment according to predetermined criteria.

Instructions:

Dear Student,

This questionnaire is designed to assess your skills in self-directed learning, specifically in relation to the topic of 'Crafting Engaging Introductions for Manuscript Publication' in the Advanced Writing Course. Please answer honestly and to the best of your ability.

Goal Setting

- 1. How often do you participate in goal setting related to the crafting of engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) Rarely
 - b) Occasionally
 - c) Frequently
 - d) Independently
- 2. How do you set your personal goals related to this topic?
 - a) I lack strategies to set personal goals related to crafting engaging introductions for manuscript publication
 - b) I have difficulty using strategies in the goal-setting process without ongoing instructor assistance
 - c) I apply strategies to set achievable goals related to crafting engaging introductions for manuscript publication but still seek minimal assistance/guidance from the instructor

d) I independently utilize strategies to set challenging, achievable goals related to crafting engaging introductions for manuscript publication.

Planning

- 3. How often do you use planning strategies related to the crafting of engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I show no evidence of planning strategies related to crafting engaging introductions for manuscript publication
 - b) I receive guidance through the creation of a plan for crafting engaging introductions for manuscript publication
 - c) I am provided occasional assistance in choosing planning strategies for crafting engaging introductions for manuscript publication
 - d) I independently choose planning strategies for crafting engaging introductions for manuscript publication.

Focus

- 4. How well do you maintain focus and perseverance during the crafting of engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I am unfocused on the task of crafting engaging introductions for manuscript publication and consistently off-task during the learning process
 - b) I require frequent redirection to focus on the task of crafting engaging introductions for manuscript publication
 - c) I occasionally need redirection to focus on the task of crafting engaging introductions for manuscript publication
 - d) I independently maintain focus and perseverance during the task of crafting engaging introductions for manuscript publication and am independently engaged during the assigned time.

Self-Instruction

- 5. How often do you engage in problem-solving or seeking help related to crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I lack strategies to learn and rarely engage in problem-solving or seeking help related to crafting engaging introductions for manuscript publication
 - b) I apply strategies and problem-solve with frequent instructor assistance related to crafting engaging introductions for manuscript publication, sometimes seeking inappropriate help

- c) I apply strategies and problem-solve with occasional instructor/appropriate assistance related to crafting engaging introductions for manuscript publication
- d) I apply strategies independently for self-instruction, solving problems and seeking appropriate help only if necessary, related to crafting engaging introductions for manuscript publication.

Self-Monitoring

- 6. How often do you monitor your learning progress related to crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I rarely monitor learning progress related to crafting engaging introductions for manuscript publication and consistently require instructor guidance
 - b) I monitor learning progress with frequent instructor intervention related to crafting engaging introductions for manuscript publication
 - c) I monitor learning progress and self-correct with occasional instructor guidance related to crafting engaging introductions for manuscript publication
 - d) I monitor learning progress, self-correcting as needed related to crafting engaging introductions for manuscript publication.

Effective Use of Resources

- 7. How often do you use resources effectively related to crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I rarely use resources effectively related to crafting engaging introductions for manuscript publication and need consistent instructor guidance
 - b) I frequently require instructor guidance to select and use resources effectively related to crafting engaging introductions for manuscript publication
 - c) I select and use appropriate resources with minimal instructor guidance related to crafting engaging introductions for manuscript publication
 - d) I independently identify and effectively use relevant resources related to crafting engaging introductions for manuscript publication.

Confidence in Abilities/Self-Efficacy

- 8. How do you approach the crafting of engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I may believe that I am not capable of crafting engaging introductions for manuscript publication due to a lack of ability

- b) I need a great deal of encouragement and support to bolster confidence in crafting engaging introductions for manuscript publication
- c) I believe in my ability to craft engaging introductions for manuscript publication
- d) I approach the task of crafting engaging introductions for manuscript publication with confidence and seek challenging opportunities.

Motivation

- 9. How motivated are you to craft engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I am not motivated to craft engaging introductions for manuscript publication
 - b) My motivation to craft engaging introductions for manuscript publication comes with guidance
 - c) My effort is focused primarily on the completion of goals related to crafting engaging introductions for manuscript publication
 - d) I am focused, in all activities related to crafting engaging introductions for manuscript publication, and on accomplishing goals. I may even extend investigations.

Self-Image as a Student

- 10. How do you perceive yourself as a learner in relation to the task of crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I have a poor self-image as a learner related to crafting engaging introductions for manuscript publication
 - b) I occasionally feel positive about the quality of work related to crafting engaging introductions for manuscript publication if guidance is given
 - c) I usually have a positive feeling of accomplishment related to crafting engaging introductions for manuscript publication
 - d) I have a positive self-concept as a learner related to crafting engaging introductions for manuscript publication, tend to learn from failures, and seek opportunities for improvement.

Help-Seeking

- 11. How often do you seek help related to the task of crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I don't seek help and prefer to abandon the task of crafting engaging introductions for manuscript publication
 - b) I occasionally seek help but often from inappropriate resources related to crafting engaging introductions for manuscript publication

- c) I occasionally identify and usually select appropriate resources related to crafting engaging introductions for manuscript publication
- d) I accurately identify the most efficient and effective resources related to crafting engaging introductions for manuscript publication.

Problem-Solving Strategies

- 12. How often do you use problem-solving strategies related to the task of crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I lack problem-solving strategies related to the task of crafting engaging introductions for manuscript publication
 - b) I receive guidance in choosing appropriate strategies for problemsolving related to the task of crafting engaging introductions for manuscript publication
 - Instructor and I discuss and choose appropriate problem-solving strategies together related to the task of crafting engaging introductions for manuscript publication
 - d) I independently choose appropriate problem-solving strategies related to the task of crafting engaging introductions for manuscript publication.

Learning from Mistakes

- 13. How often do you reflect on lessons learned from mistakes related to the task of crafting engaging introductions for manuscript publication in the Advanced Writing Course?
 - a) I am unable to make connections between mistakes and future successes related to the task of crafting engaging introductions for manuscript publication
 - b) I am usually not able to transfer lessons learned from mistakes as each task exists independently related to the task of crafting engaging introductions for manuscript publication
 - c) I begin reflecting more effectively on lessons learned, occasionally identify mistakes, and sometimes use the learning in the future related to crafting engaging introductions for manuscript publication
 - d) I am able to reflect on lessons learned from mistakes and make connections between previous learning and new situations related to crafting engaging introductions for manuscript publication.

Self-Evaluation and Reflection

14. How often do you reflect upon your learning progress related to the task of crafting engaging introductions for manuscript publication in the Advanced

Writing Course without instructor prompting to identify strengths and weaknesses, use feedback, and modify work?

- a) I rarely reflect upon learning progress related to crafting engaging introductions for manuscript publication without instructor prompting to identify strengths and weaknesses, use feedback, and modify work
- b) I frequently require instructor prompting to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work related to crafting engaging introductions for manuscript publication
- c) I occasionally reflect upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work related to crafting engaging introductions for manuscript publication. I am able to self-evaluate using provided rubric or other tool with guidance
- d) I independently reflect upon learning, identifying strengths and weaknesses, using feedback and modifying work accordingly related to crafting engaging introductions for manuscript publication. I recognize what's been learned and am capable of analyzing progress against the standard or the work of others.



Rubric for Students' Engagement on Padlet-Based Hybrid E-Portfolio Assessment Instruments

Purpose:

The researcher employs this rubric to establish the evaluation criteria for assessing the effectiveness of a Padlet-Based Hybrid E-Portfolio Assessment in promoting students' engagement in higher education while teaching the Advanced Writing. This rubric serves as a guiding framework for observing students' engagement in the Advanced Writing Course provided by the English Language Education Department. It encompasses a comprehensive set of criteria and standards related to Behavioral Engagement, Emotional Engagement, and Cognitive Engagement, which are utilized to evaluate students' level of engagement in the classroom when using the Padlet-Based Hybrid E-Portfolio Assessment. The researcher can conduct an evaluation based on pre-established standards by utilizing this standardized rubric.

			0.311				
	No.	Professional Skills	Unacceptable	Needs	Fair	Proficient	Advanced Proficient
		Skills	1 2	Improvement	× 1/1 /6	(A)	Proficient
			2.3/				
			3.89	197 1/12		40	
ı	1.	Attitude/Behavior	Student is				
			always	usually	often	often	always
1			disrespectful	disrespectful	disrespectful	respectful of	respectful of
	4	(Emotional	of his or	of his or	of his or	his or herself,	his or herself,
	W	Engagement)	herself, others,	herself, others,	herself, others,	others, and	others, and
1	7	Zingagement)	and instructor.	and instructor.	and instructor.	instructor.	instructor.
	H A		Student	Student is	Student is	Student is	Student is
			refuses to	infrequently	rarely engaged	often engaged	engaged in
			engage in	engaged in	in class, lacks	in class on a	class on a daily
			class, lacks a	class, lacks a	a positive	daily basis, has	basis, has a
			positive	positive	attitude, and	a positive	positive
		No.	attitude, and	attitude, and	frequently	attitude, and	attitude, and
	16		consistently	consistently	criticizes	rarely	does not
			criticizes	criticizes	others.	criticizes	criticize
			others. It is a	others.	TI	anyone else's	anyone else's
			disruption to		3 1 1 1	ideas or work.	ideas or work.
			the learning			1	17
			process.				78
Ī	2.	Focus on Project	Student does	Student rarely	Student	Student	Student
		and/or Classwork	not focus on	focuses on	focuses on the	focuses on in-	consistently
			class work and	class work and	task and what	class work and	stays focused
			what needs to	what needs to	needs to be	what needs to	on in-class
			be done. It is a	be done.	done some of	be done most	work and what
		(Comitive	disruption to		the time.	of the time.	needs to be
		(Cognitive	the learning		Students often		done. Student
		Engagement)	process.		must be		is very self-
					reminded by		directed.
					the instructor		
					about what		
L							

				needs to get		
				done.		
3.	Contributions in	Student	Student rarely	Student	Student	Student
J.	Classes or	refuses to	provides useful	sometimes	usually	routinely
	Working with	participate in	ideas when	provide useful	provides	provides
	Others	classroom	participating in	ideas when	useful ideas	useful ideas
	Others	discussions. It	classroom	participating in	when	when
		is a disruption	discussion.	classroom	participating in	participating in
		to the learning		discussion. A	classroom	classroom
		process.	Student may refuse to	satisfactory	discussion. A	discussion. A
	(Behavioral	process.	A 100 A	student who		definite leader
	Engagement)		participate and	does what is	strong student who tries hard.	
	88)		often disrupts	Who.		who
			or discourages	required.	Usually listens	contributes
			others'	Listens to,	to, shares with,	positively to
			attempts to	shares with,	and supports	the class and
	A	7 /	participate.	and supports	the efforts of	supports the
	A.Y	<u> </u>		the efforts of	others.	efforts of
			TATE OF	others, but	A 1	others.
		7 7		sometimes is		Students feel
			D. P. L.	not actively)	safe
	7 /	W VD.		listening or	117	volunteering in
10				responding.		his/ her
						presence.
	1000		MANA	X	5.7	
	8.7			la l		
4.	Time-	Student does	Student	Student	Student	Student never
	Management	not use time	consistently	consistently	sometimes	procrastinates,
	(During Group	available in	procrastinates,	procrastinates,	procrastinates,	routinely uses
	Projects and/or	school to	rarely gets	rarely gets	often uses time	time well to
	Class Activities)	complete	work done by	work done by	well, and never	ensure things
		assignments.	deadlines, and	deadlines, and	misses	get done on
		Student does	asks for	asks for	deadlines.	time. Student
		not submit	extensions.	extensions.	23	never asks to
		work.	11111111		N	adjust
	(Cognitive		11111			deadlines.
	Engagement)		1///			deddinios.
\			11/1/	MIZA		
	×.				X	and the same of th
5.	Academic	Student	Student fails to	Student relies	Student is	Student is
	Honesty	plagiarized	attribute ideas,	heavily on	owner of work.	owner of work.
	Tronesty	work, or	language,	assistance	May seek	Citations are
		borrows	graphics to	from peers.	assistance	included when
		heavily or	original	Citations are	from peers.	appropriate.
		completely	source, but	not	Citations are	No suspicions
14.7	(Cognitive	from other	does so	consistently	included when	of academic
1	Engagement)	sources	without the	included when	necessary, but	dishonesty.
The state of the s		without	intent to	necessary.	are not proper	districtly.
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Reference:

Miller, R., Amsel, E., & Kowalewski, B. (2011). Promoting Student Engagement. Volume 1: Programs, Techniques and Opportunities. *Society for the Teaching* ..., 1.

Questionnaire for Students' Perceptions of Padlet-Based Hybrid E-Portfolio Assessment Instruments

Purpose:

This questionnaire is a research instrument that will be administered to students enrolled in the Advanced Writing Course in the English Language Education Department to determine their perceptions of the Padlet-Based Hybrid E-Portfolio Assessment in Teaching Advanced Writing in Higher Education. This questionnaire's primary objective was to collect information on student perceptions; it had nothing to do with gathering information on student skills or learning performance. All respondents are expected to offer truthful and accurate information. Future regulations governing the usage of Padlet-Based Hybrid E-Portfolio Assessment will be formulated on the basis of the information provided by respondents.

Instructions:

Introduction: This questionnaire aims to assess your perceptions of Padlet-based hybrid e-portfolio assessment instruments in terms of perceived usefulness, perceived self-efficacy, and behavioral intention. Your responses will help us improve the e-portfolio assessment process. Please answer the following statements using the Likert scale, where:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Section 1: Perceived Usefulness

- 1. The Padlet-based e-portfolio assessment instrument helps me to demonstrate my learning progress effectively. (1) (2) (3) (4) (5)
- 2. The e-portfolio assessment instrument enhances my engagement and active participation in the learning process. (1) (2) (3) (4) (5)
- 3. Using the Padlet-based e-portfolio assessment instrument increases the quality of my work. (1) (2) (3) (4) (5)

- 4. The e-portfolio assessment instrument allows me to better showcase my skills and knowledge. (1) (2) (3) (4) (5)
- 5. The Padlet-based e-portfolio assessment instrument is useful for receiving timely and constructive feedback. (1) (2) (3) (4) (5)

Section 2: Perceived Self-Efficacy

- 6. I feel confident in using the Padlet-based e-portfolio assessment instrument to organize and present my work. (1) (2) (3) (4) (5)
- 7. I can easily navigate and utilize the various features of the Padlet-based e-portfolio assessment instrument. (1) (2) (3) (4) (5)
- 8. I believe I have the necessary technical skills to use the Padlet-based eportfolio assessment instrument effectively. (1) (2) (3) (4) (5)
- 9. I can efficiently troubleshoot and solve problems that arise while using the Padlet-based e-portfolio assessment instrument. (1) (2) (3) (4) (5)
- 10. I am comfortable adapting to changes and updates in the Padlet-based e-portfolio assessment instrument. (1) (2) (3) (4) (5)

Section 3: Behavioural Intention

- 11. I intend to continue using the Padlet-based e-portfolio assessment instrument for future academic work. (1) (2) (3) (4) (5)
- 12. I would recommend the Padlet-based e-portfolio assessment instrument to others for academic purposes. (1) (2) (3) (4) (5)
- 13. I am willing to spend time and effort to improve my skills in using the Padlet-based e-portfolio assessment instrument. (1) (2) (3) (4) (5)
- 14. I am more likely to engage in collaborative learning activities using the Padlet-based e-portfolio assessment instrument. (1) (2) (3) (4) (5)
- 15. I believe the Padlet-based e-portfolio assessment instrument will positively impact my academic performance and career development. (1) (2) (3) (4) (5)

References:

- Gill-Simmen, L. (2021). Using Padlet in instructional design to promote cognitive engagement: a case study of undergraduate marketing students. *Journal of Learning Development in Higher Education*, 20. https://doi.org/10.47408/jldhe.vi20.575
- Miller, R., Amsel, E., & Kowalewski, B. (2011). Promoting Student Engagement. Volume 1: Programs, Techniques and Opportunities. *Society for the Teaching ..., 1*.