

APPENDICES



Appendix 1 - Research Instruments



Instrument for Collecting Data on **Context**-Specific Needs Analysis

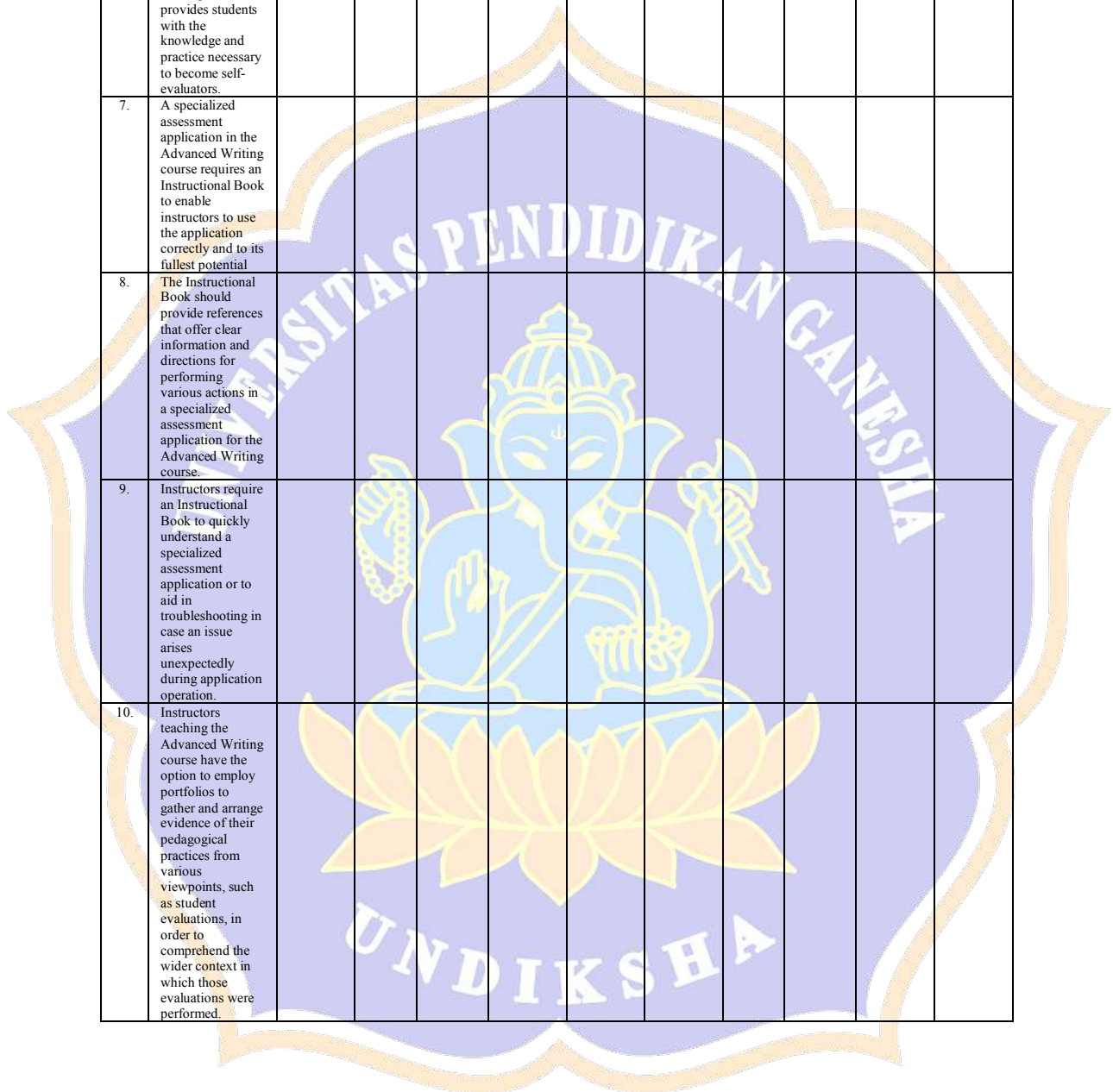
Checklist for Document Analysis

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 Availability	Current Condition		Desired Condition		Description
		Available	Not Available	Yes, needed	No, not needed	
1.	Legal documents regarding distance education and its assessment system					

	for evaluating learning outcomes at the culmination of a semester.																		
5.	Assessment is considered a distinct and separate activity from the learning process in the Advanced Writing course.																		
6.	The Advanced Writing course provides students with the knowledge and practice necessary to become self-evaluators.																		
7.	A specialized assessment application in the Advanced Writing course requires an Instructional Book to enable instructors to use the application correctly and to its fullest potential.																		
8.	The Instructional Book should provide references that offer clear information and directions for performing various actions in a specialized assessment application for the Advanced Writing course.																		
9.	Instructors require an Instructional Book to quickly understand a specialized assessment application or to aid in troubleshooting in case an issue arises unexpectedly during application operation.																		
10.	Instructors teaching the Advanced Writing course have the option to employ portfolios to gather and arrange evidence of their pedagogical practices from various viewpoints, such as student evaluations, in order to comprehend the wider context in which those evaluations were performed.																		



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		Desired Condition		Description
		Available	Not Available	Yes, needed	No, not needed	
1.	Syllabus of the Advanced Writing Course					
2.	Course Contract of the Advanced Writing Course					
3.	Assignment documents from instructor to students (exam questions, quizzes, projects, and so 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.

Interview Questions:

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 Course?
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?

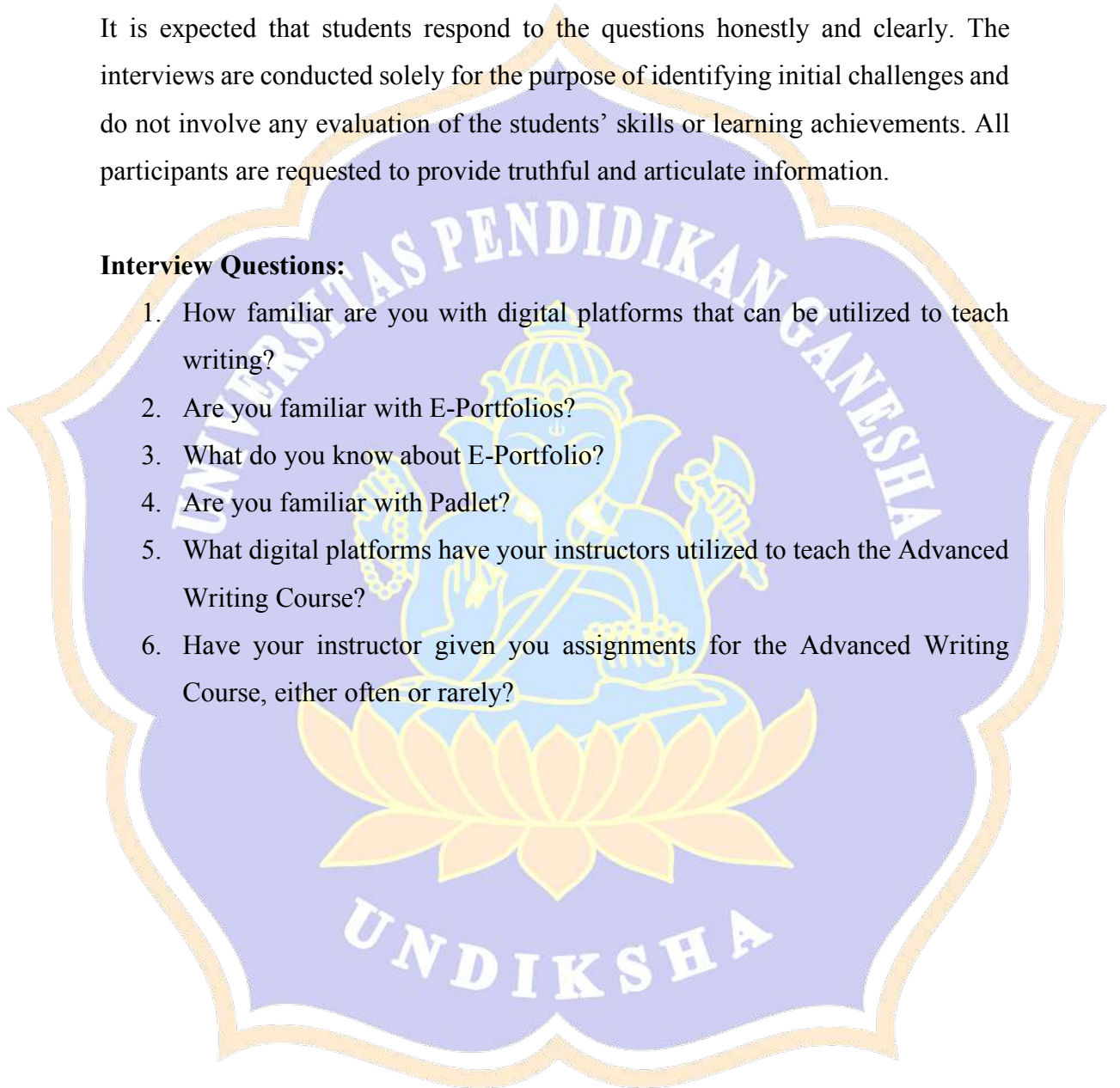
Interview Guide for Students

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.

Interview Questions:

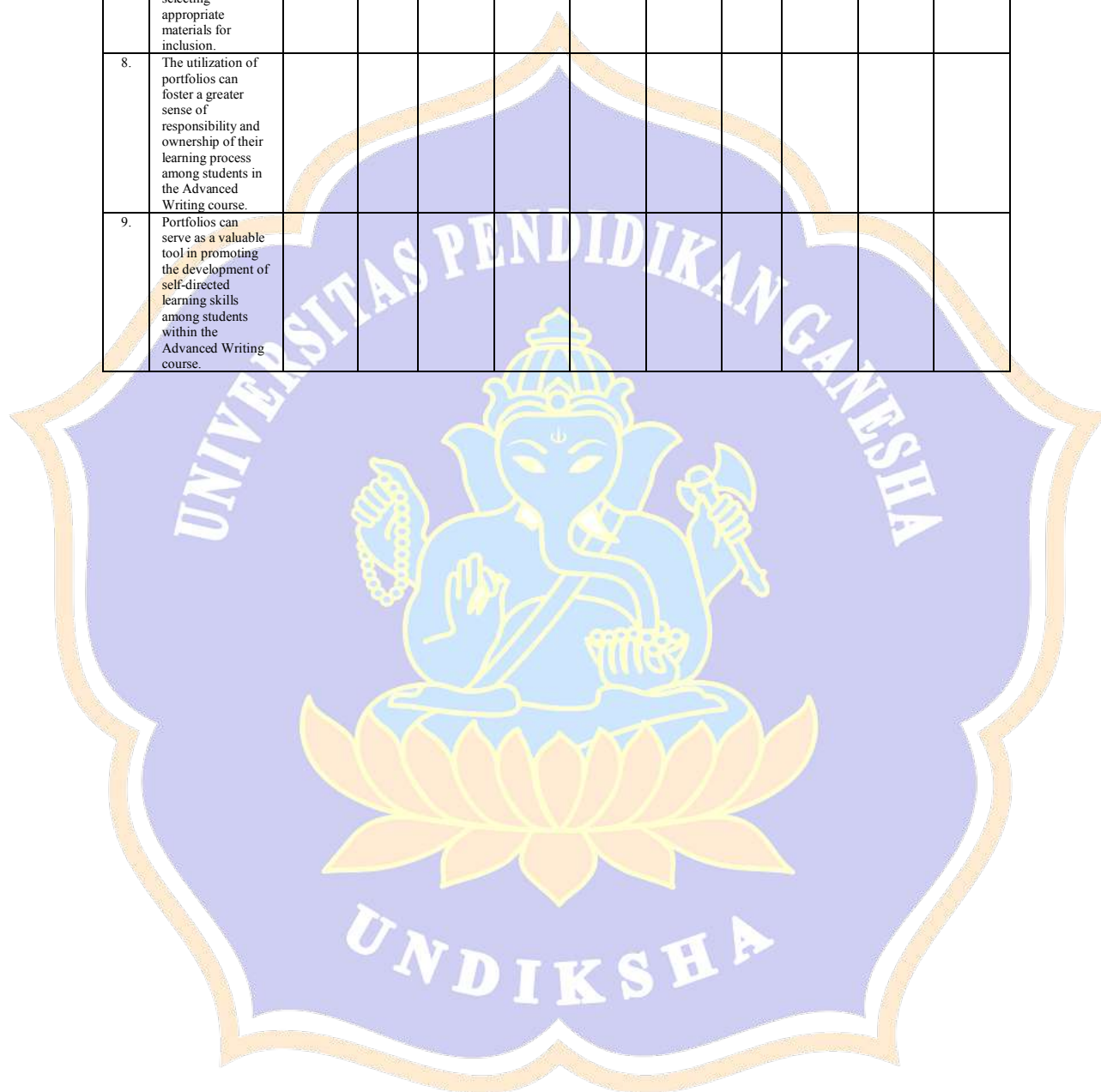
1. How familiar are you with digital platforms that can be utilized to teach writing?
2. Are you familiar with E-Portfolios?
3. What do you know about E-Portfolio?
4. Are you familiar with Padlet?
5. What digital platforms have your instructors utilized to teach the Advanced Writing Course?
6. Have your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



	their students' learning.										
23.	Portfolios can enhance interpersonal engagement between students and instructors in the Advanced Writing course by necessitating constant collaboration on portfolio standards and components.										



	exploration, experimentation, and introspection.											
7.	By facilitating self-evaluation and critique of their own work, portfolios enable students to assess their academic growth and progress, including the process of selecting appropriate materials for inclusion.											
8.	The utilization of portfolios can foster a greater sense of responsibility and ownership of their learning process among students in the Advanced Writing course.											
9.	Portfolios can serve as a valuable tool in promoting the development of self-directed learning skills among students within the Advanced Writing course.											



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.	Document Availability	Current Condition		Desired Condition		Description
		Available	Not Available	Yes, needed	No, not needed	
1.	RPS of the Advanced Writing Course					
2.	Assessment System of the Advanced Writing Course					

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.

Interview Questions:

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?

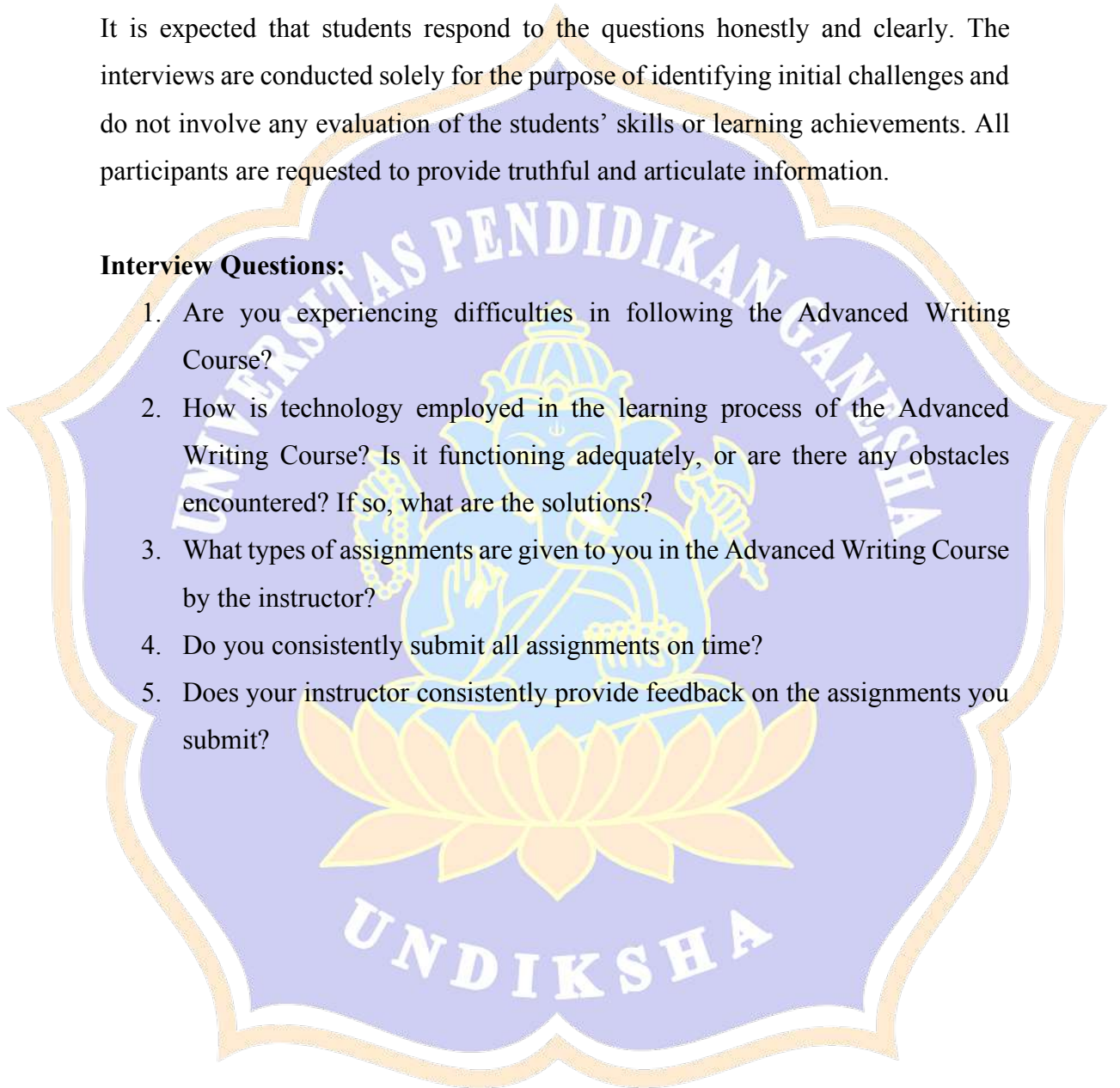
Interview Guide for Students

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.

Interview Questions:

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?



Instrument for Collecting Data on Product-Specific Needs Analysis

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 (✓) 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

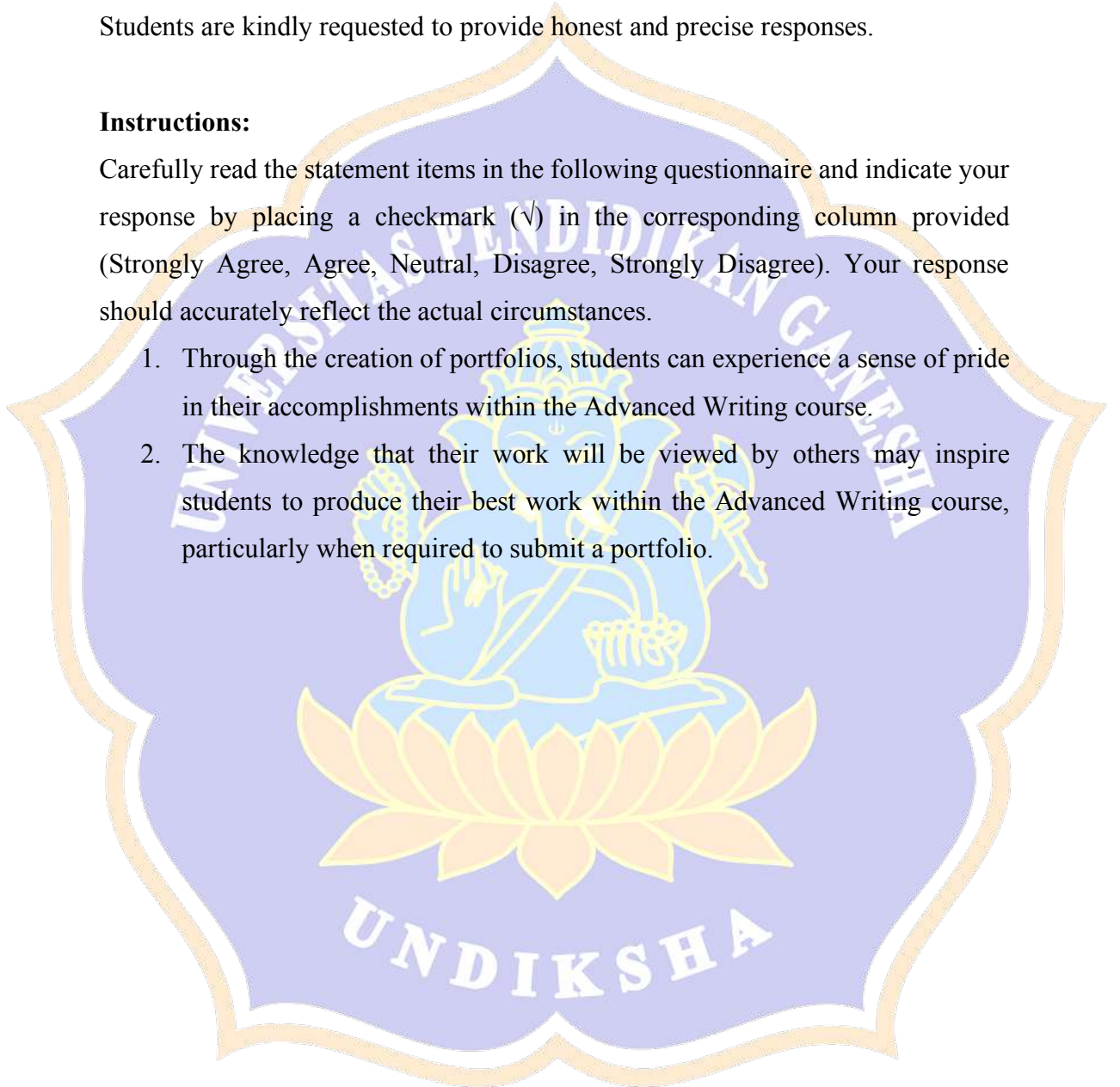
Purpose:

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 (√) 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.

Interview Questions:

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?

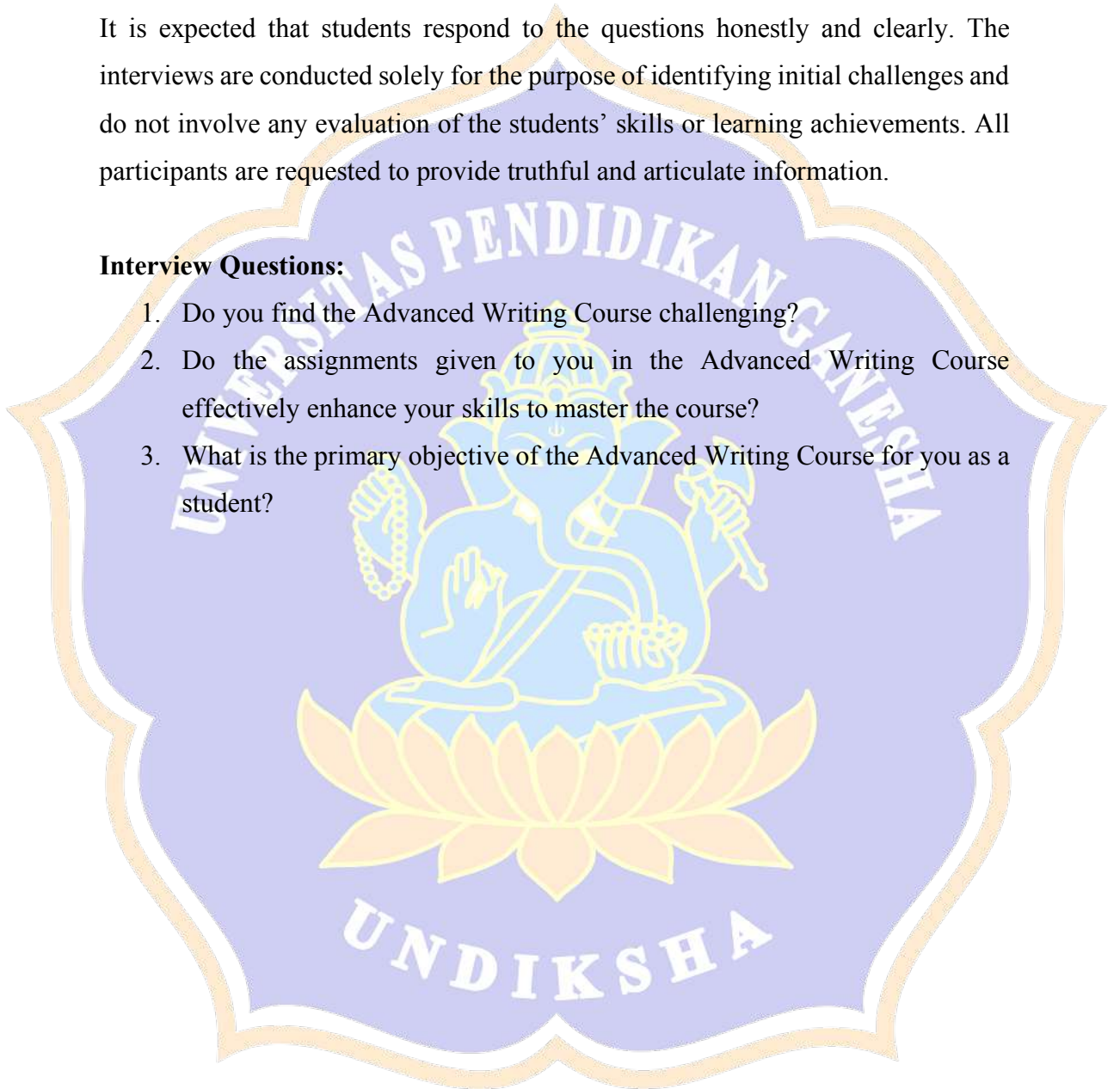
Interview Guide for Students

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.

Interview Questions:

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.

No.	Skill	Emerging	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 seeking help.	sometimes seeking inappropriate help.		problems and seeking appropriate help only if necessary.
5.	Self-monitoring	Student rarely monitors learning progress, and consistently requires instructor guidance.	Student monitors learning progress with frequent instructor intervention.	Student monitors learning progress and self-corrects with occasional instructor guidance.	Student monitors learning progress, self-correcting as needed.
6.	Effective Use of Resources	Student rarely uses resources effectively and needs consistent instructor guidance.	Student frequently requires instructor guidance to select and use resources effectively.	Student selects and uses appropriate resources with minimal instructor guidance.	Student independently identifies and effectively uses relevant resources.
7.	Confidence in Abilities/Self-Efficacy	Student may believe that he/she is not capable of completing a task due to lack of ability.	Student needs a great deal of encouragement & support to bolster confidence.	Student believes in his/her ability to complete a task.	Student approaches learning activity with confidence & seeks challenging tasks.
8.	Motivation	Student isn't motivated to complete the task.	Student's motivation to complete tasks comes with guidance.	Student's effort is focused primarily on completion of goals.	Student is focused, in all activities, and on accomplishing goals. Learner possibly extends investigations.
9.	Self-Image as a student	Student has a poor self-image as a learner.	Student occasionally feels positive about the quality of work if guidance is given.	Student usually has positive feeling of accomplishment.	Student has a positive self-concept as a learner, tends to learn from failures.
10.	Help-Seeking	Student doesn't seek help. Prefers to abandon the task.	Student occasionally seeks help but often from inappropriate resources.	Student occasionally identifies and usually selects appropriate resources.	Student accurately identifies the most efficient and effective resources.
11.	Problem-Solving Strategies	Student lacks problem-solving strategies.	Student receives guidance in choosing appropriate strategies for problem-solving.	Instructor and student discuss and choose appropriate problem-solving strategies, together.	Student independently chooses appropriate problem-solving strategies.
12.	Learning from Mistakes	Learner is unable make connection between mistakes & future successes.	Learner is usually not able to transfer lessons learned from mistakes as each task exists independently.	Learner begins reflecting more effectively on lessons learned, occasionally identifies mistakes, & sometimes uses the learning in the future.	Learner is able to reflect on lessons learned from mistakes & make connections between previous

					learning & new situations.
13.	Self-Evaluation and Reflection	Student rarely 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 activity.	Student frequently requires instructor prompting to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work. Student has difficulty self-evaluating (reflecting) without on-going guidance.	Student occasionally reflects upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work. Student is able to self-evaluate using provided rubric or other tool with guidance.	Student independently reflects upon learning, identifying strengths and weaknesses, using feedback and modifying work accordingly. Student recognizes what's been learned and is capable of analyzing progress against the and standard or the work of others.

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 problem-solving related to the task of crafting engaging introductions for manuscript publication
- c) 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?

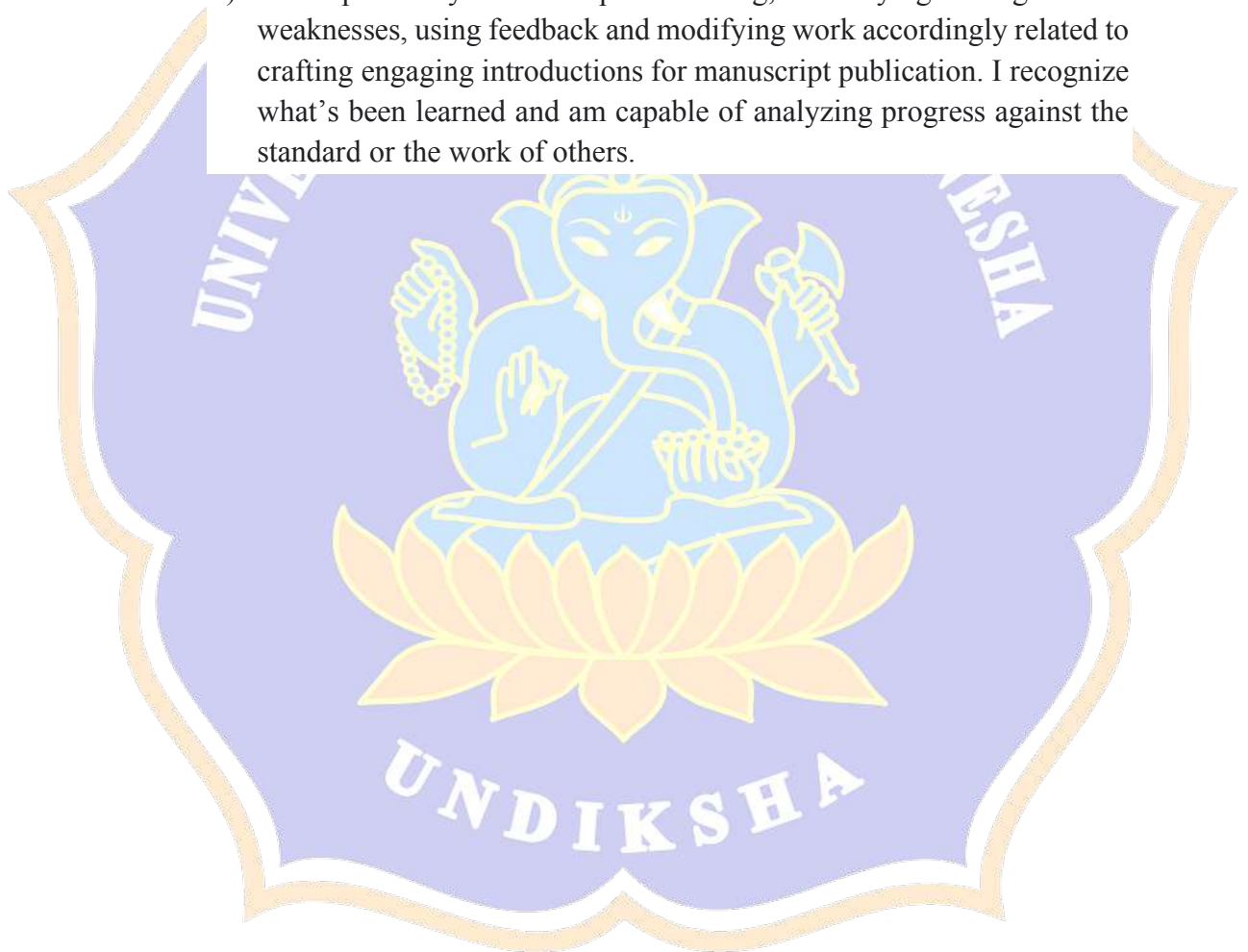
- a) I am unable to make connections between mistakes and future successes related to the task of crafting engaging introductions for manuscript publication
- b) I am usually not able to transfer lessons learned from mistakes as each task exists independently related to the task of crafting engaging 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.

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

				needs to get done.		
3.	Contributions in Classes or Working with Others (Behavioral Engagement)	Student refuses to participate in classroom discussions. It is a disruption to the learning process.	Student rarely provides useful ideas when participating in classroom discussion. Student may refuse to participate and often disrupts or discourages others' attempts to participate.	Student sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required. Listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Student usually provides useful ideas when participating in classroom discussion. A strong student who tries hard. Usually listens to, shares with, and supports the efforts of others.	Student routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes positively to the class and supports the efforts of others. Students feel safe volunteering in his/ her presence.
4.	Time-Management (During Group Projects and/or Class Activities) (Cognitive Engagement)	Student does not use time available in school to complete assignments. Student does not submit work.	Student consistently procrastinates, rarely gets work done by deadlines, and asks for extensions.	Student consistently procrastinates, rarely gets work done by deadlines, and asks for extensions.	Student sometimes procrastinates, often uses time well, and never misses deadlines.	Student never procrastinates, routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.
5.	Academic Honesty (Cognitive Engagement)	Student plagiarized work, or borrows heavily or completely from other sources without crediting them. Student repeatedly displays academic dishonesty.	Student fails to attribute ideas, language, graphics to original source, but does so without the intent to plagiarize. Student violated the standard for academic honesty and integrity.	Student relies heavily on assistance from peers. Citations are not consistently included when necessary. Suspicions of academic dishonesty.	Student is owner of work. May seek assistance from peers. Citations are included when necessary, but are not proper format. No suspicions of academic dishonesty.	Student is owner of work. Citations are included when appropriate. No suspicions of academic dishonesty.

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 e-portfolio 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.