

Title

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ABSTRACT

This study [verb]... using [method/design]. It involved [participants/data]. The findings showed [key result]. The study highlights [significance]

Usually less than 200 words

Keywords: 5 keywords

1. Introduction

One page only

2. Literature Review

Two – Three Pages

3. Research Objectives

This research aims to achieve the following objectives:

- (1) *To examine...*
- (2) *To explore...*
- (3) *To identify*

4. Research Questions

This research aims to answer the following questions:

- (1) *What is the effect...*
- (2) *What challenges do students*
- (3) *How...*

5. Method

5.1 Design

Quantitative or qualitative research design... If quantitative... please state the type of design.. survey, quasi experimental pre-post test design etc. If qualitative.. please state the type of design .. case study, action research etc.

Provide an appropriate diagram for the design

Provide an appropriate diagram for the research procedure

5.2 Samples

State the number of population and samples selected.

State how you select the sample? Random sampling method – simple random, cluster, stratified?

Purposive sampling method?

5.3 Instruments

*Discuss the instruments – numbers of questions – reliability – cronbach alpha – inter-rater reliability ..
Factor analysis... Exploratory Factor Analysis – Confirmatory Factor Analysis, Rasch Model*

Validity of the instruments..

5.4 Data Analysis

Discuss how data have been analyzed:

- *Mean or percentage only are not enough*
- *T test – plus effect size – Cohen d*
- *ANOVA – plus Post-Hoc*
- *SEM*
- *Factor Analysis*
- *Correlation – eta, Pearson*
- *Data Mining*
- *Discuss how you code the data*
- *Provide formula if required*

5.5 Research Ethics

6. Results

6.1 The Effects of... (based on your research question 1)

State the findings with appropriate value in bracket

Provide appropriate data in table, figure, chart, graph, diagram

Example:

Independent sample t-tests were conducted on the Control Group and Group 2 during pre-activity and four post-activities' stages to compare the mean time scores (minutes) taken in determining if the developed module brings about positive changes in trainees' performances as compared to the conventional module. Results of these t-tests and the effect sizes (Cohen's d) are shown in Table 2.

6.2 The Challenges faced ... (based on your research question 2)

6.3 The Learning Process ... (based on your research question 3)

Table 3
Aspects of Effective Teaching in HyFlex Learning

No.	Example of Responses	Codes	Themes
1.	“The framework research Area was well explained”	Content	Information
2.	“information and interaction”	Content	Information
3.	“experienced & knowledgeable presenter”	Instructor	Instructor
4.	“Face-to-face”	Offline	Learning Mode
5.	“Blended learning”	Mixed-mode	Learning Mode
6.	“Demonstration with clear explanation”	Explanation	Teaching Method

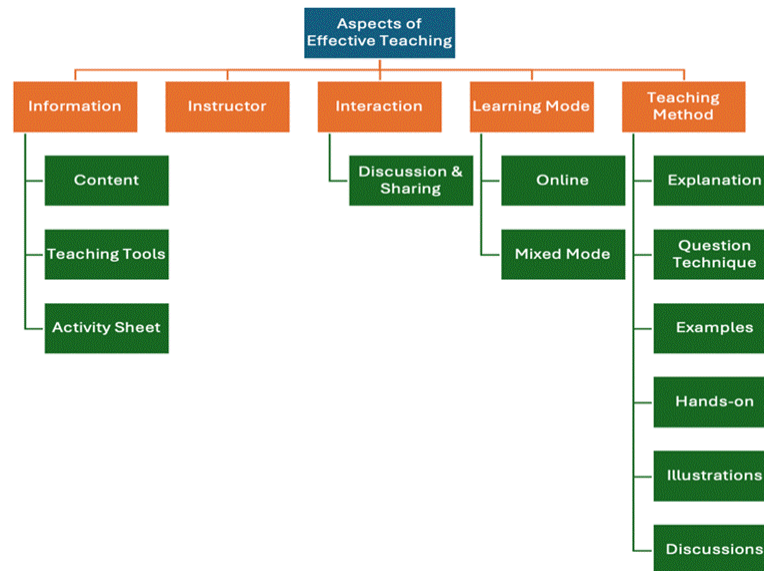


Figure 12
Aspects of Effective Teaching in HyFlex Learning

7. Discussion

*Discuss your findings thoroughly and refer to certain tables, figures etc in Results.
No need to mention the value of mean etc.
Support your finding (triangulation) with previous research findings*

8. Conclusion

One – three paragraphs

9. Limitations and Future Studies

State the limitations of your study

References

Use APA 7th Edition format

How to represent your Qualitative Data:

Label	Definition	Percent	Example statements
Amusement	Humor provided entertainment and made students laugh during the classes	53%	It's a good way to make it more fun Made it more enjoyable
Lightened the mood	Humor lightened the mood of the lecture and helped reduce anxiety and stress in students	47%	It lightens the mood rather than just theory, theory, theory It just lightens it rather than being anxious during the whole class you have a bit of comic relief
Helped maintain attention	Humor enhanced attention to the content and brought students back on task if they were losing concentration	45%	If you are constantly getting hit with the equation, facts and materials you might just drift of so it makes you pay attention I think it was good because sometimes when you are tired you might lose concentration; it just brings you back
Provided a mental break	Humor temporarily took the students mind away from statistics and provided a mental break	34%	You can switch off let your mind rest then get back to it They were a bit of a break from the routine and gave you a bit of a refresher
Reduces monotony	Humor reduced the monotony and boredom associated with the lectures	24%	It took away the boringness of stats It kept you going when you were a bit bored or anything like that
Broke up content	Humor broke up the content into more manageable amounts of information	18%	Statistics is pretty dense so not so much hitting you with facts and equations and that sort of thing Break up the theory
Relevance of humor	The impact of humor was influenced by the relevance it had to the statistical concept being taught	18%	Some of the humorous things were relevant to what the example was so that helped a lot to I thought they were a bit irrelevant – like I rather they go and do the material we have to learn
Helped learning	Humor aided student learning	16%	It helped you remember for the exams – the concepts Helps you to learn a bit more
Motivated to stay and attend class	Humor acted as incentive for students to attend and remain in class	11%	I could be conned into turning up to every lecture just to see the funny pictures It motivated me to stay longer until the end of the lecture

		Statements related to cognitive issues			
		Positive	Negative	Positive and Negative	Total
Statements related to affective issues	Positive	26	4	4	34
	Negative	0	0	2	2
	Positive and Negative	2	0	0	2
	Total	28	4	6	38