

APPENDIX F. Student Responses to the Use of the Scaffolding Learning Support System

Table 2

Student responses to the use of scaffolding support system

Themes	Student Responses	Explanation
Engagement	<ul style="list-style-type: none"> • <i>“ensures that the whole group is able to write down their thoughts”</i> • <i>“allows entire class to bring our discussion further, without stifling our opinions and thoughts”</i> • <i>“it allows you to be constantly aware of what is going on”</i> • <i>“students feel their viewpoints are valued”</i> 	Students felt that the class was more engaging as compared to a traditional classroom that only involved participation of some students. It allowed quiet students to type and express themselves. Students felt their opinions being valued therefore they felt more engaged. The activities they participated in also required constant attention from the students, making sure they are more engaged and less distracted.
Collaboration	<ul style="list-style-type: none"> • <i>“makes the whole experience more collaborative”</i> • <i>“brings our group members closer together”</i> • <i>“allows students to collaborate as a team, before coming out with a well-constructed answer”</i> • <i>“fosters collaboration and discussion, this is because there is a lower resistance when we type out our answers as compared to when we speak up”</i> 	Most students commented that there were more opportunities for collaboration in class and it allowed an expansion of the discussion group to more students. There was lower resistance for the less vocal students to type out one’s answer onto mobile electronic devices as compared to speaking up in front of the whole class. This led to more discussion and therefore better collaboration which enhanced the groups’ cohesiveness.
Critical Thinking	<ul style="list-style-type: none"> • <i>“allows us...to critically analyse each other’s answers”</i> • <i>“this collaboration, it leads to more critical thinking”</i> • <i>“allows members to think of different ways to tackle the same issues, this allows for higher critical thinking skills”</i> • <i>“by looking at other perspectives, it provides fresh insights into the issue”</i> 	Students expressed that the collaboration aspect of learning exposed them to more diverse opinions and developed their critical thinking skills. They also commented that by reviewing works of others, receiving feedback and then improving their own answers while taking into consideration of different perspectives, they are thinking more critically. Furthermore, one student commented on how discussions challenged the materials they were learning and brought learning to a higher level.
Specific Activity Sequences	<p>Collaboration activity sequence</p> <ul style="list-style-type: none"> • <i>“gives us the adequate experience”</i> <p>Jigsaw activity sequence</p> <ul style="list-style-type: none"> • <i>“this resembles workplace scenario, and I think this is extremely useful and beneficial”</i> <p>Peer review activity sequence</p> <ul style="list-style-type: none"> • <i>“as a group we might be prone to groupthink, so we might be conforming to the common ideas within our group, by looking at other perspectives, it provides fresh insights into the issue”</i> • <i>“meaningful”</i> 	<p>Students felt that activity sequences such as collaboration and jigsaw prepare them for their future work. As more and more discussion and collaboration in workplace now take place online instead of face-to-face, collaboration activity sequence provides students with a chance to practice communicating through technological devices. Also, for jigsaw activity sequence, many times the discussion within a group would need to be later aligned with the bigger group views. Therefore, students find themselves acquiring “real-life” experiences.</p> <p>In particular, many students found peer review activity sequence to be engaging, allowed fresh insights to be gained while avoiding groupthink. One student felt that it was a “meaningful” activity that allowed students to overcome their own uncertainty and shyness to openly debate about other students’ answers. This would facilitate discussions without stifling any student’s own thoughts. The peer review activity sequence also allowed the student to think about answers from another student’s perspective and use that to improve their own answers.</p>
Other general comments	<i>“enhancing efficiency of learning”</i>	The system allows concurrent and simultaneous input from students hence discussions are facilitated at a faster speed and presentations can be conducted easily.