USE OF SITUATED COMPUTERISED ACCOUNTING COURSEWARE BASED ON COGNITIVE APPRENTICESHIP MODEL AMONG SECONDARY SCHOOL STUDENTS

NORAIZA CHE AWANG

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By

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April, 2011

Chair: Zaidatol Akmaliah Lope Pihie, PhD
Faculty: Educational Studies

The objective of the Malaysian secondary school subject, Principles of Accounting is to develop the competence of accounting students to a level specified by the International Education Standards of the International Federation of Accountants. Yet no research has been documented on the pedagogical initiatives taken such competence levels are achieved. Educators need to understand qualitatively the effectiveness of the teaching and the process of learning perceived and the impact achieved through the use of a situated computerised accounting courseware in a situated learning environment based on the Cognitive Apprenticeship Model.

A case-study approach was employed in this research. Eight volunteers, six female and two males teamed up into four dyads, participated in this research. Several methods were used to establish trustworthiness of the data. Participants were asked to do a “Think Aloud” protocol to articulate their thoughts while they were interacting with the situated courseware and their teammates as well. Participants were observed and both video and audio taped during the data collection process. Persistent observations and in-depth follow-up interviews were conducted in the
computer lab and the school library. Data were collected and documented in the forms of video tapes, audio tapes, questionnaires and field notes. Interview data were transcribed verbatim for accuracy.

The result was the identification of a value-added teaching and learning method which is able to supplement, but not replace, current educational teaching and learning strategies.

The objectives are achieved because the aspects of the learning design underpinned by the eleven strategies of a meaningful practice field design principles that emerged in the research were directly addressing the intended learning outcomes and explicitly embedded in the lesson plans.

Findings of the study clearly indicate the need to provide a motivating and challenging practice field or meaningful learning environment where students can see the usefulness of what they are learning. The study found that the development of strong accounting concepts and transfer of knowledge has occurred, strong reflective thinking occurred through articulation of understanding by students, and they also demonstrated that the level of base knowledge has increased tremendously within their Zone of Proximal Development and the enhancement of other non-technical skills or soft skills.
Abstrak tesis yang dikemukakan kepada Jawatankuasa PhD sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PENGGUNAAN SITUATED COMPUTERISED ACCOUNTING COURSEWARE BERDASARKAN COGNITIVE APPRENTICESHIP MODEL DI KALANGAN PELAJAR SEKOLAH MENENGAH

Oleh
NORAIZA CHE AWANG

April, 2011

Pengerusi: Zaidatol Akmaliah Lope Pihie, PhD
Fakulti: Pengajian Pendidikan


berterusan dan temuduga susulan yang mendalam telah dijalankan di makmal komputer dan perpustakaan sekolah. Maklumat dikumpul dan didokumentasikan dalam bentuk pita video, pita audio, soalselidik dan nota lapangan. Maklumat temuduga telah dialih tulis secara verbatim.

Keputusannya ialah metod pengajaran dan pembelajaran yang dicadangkan dapat menambah nilai, bukan untuk mengganti strategi pengajaran dan pembelajaran semasa.

Objektif penyelidikan telah tercapai kerana aspek-aspek rekabentuk pembelajaran berdasarkan sebelas strategi prinsip rekabentuk bidang praktik yang bermakna. Ianya ini telah terhasil dari penyelidikan yang menjawab terus kepada penghasilan pembelajaran yang dirancangkan dan secara terang digarapkan dalam perancangan pembelajaran.

Dapatan dari kajian ini dengan jelas menunjukkan keperluan untuk menyediakan bidang praktik yang memberangsangkan serta memberi saingan atau persekitaran pembelajaran yang bermakna di mana para pelajar dapat memperlihatkan keperluan mereka belajar. Kajian ini mendapat pembentukan konsep acaun yang kuat dan perpindahan pengetahuan yang telah berlaku, pemikiran reflektif yang utuh berlaku menerusi artikulasi pemahaman oleh para pelajar, dan mereka juga dapat mempersembahkan bahawa tahap asas pengetahuan telah meningkat dalam Zone of Proximal Development mereka dan pengukuhan kemahiran bukan-teknikal dan insaniah.
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I certify that a Thesis Examination Committee has met on 1 April 2011 to conduct the final examination of Noraiza binti Che Awang on her thesis entitled “Use of Situated Computerised Accounting Courseware Based on Cognitive Apprenticeship Model Among Secondary School Students” in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

________________________
NORAIZA CHE AWANG

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<tr>
<td>AECC</td>
<td>American Education Change Commission</td>
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<td>AICPA</td>
<td>American Institute of Certified Public Accountants</td>
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<td>ASSETBase</td>
<td>Accounting Simulation Courseware</td>
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<td>CAM</td>
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<td>CBL</td>
<td>Computer Based Learning</td>
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<td>IES</td>
<td>International Education Standards</td>
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<td>IFAC</td>
<td>International Federation of Accountants</td>
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<td>KBKK</td>
<td>Kemahiran Berfikir secara Kreatif dan Kritis</td>
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<td>LPP</td>
<td>Legitimate Peripheral Participation</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>SPM</td>
<td>Sijil Pelajaran Malaysia</td>
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