UNIVERSITI PUTRA MALAYSIA

APPLICATION OF APPRECIATIVE LEARNING APPROACH IN COMPUTER GAMES DEVELOPMENT TOWARDS PROMOTING STUDENT CREATIVITY AND INTRINSIC MOTIVATION

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APPLICATION OF APPRECIATIVE LEARNING APPROACH IN COMPUTER GAMES DEVELOPMENT TOWARDS PROMOTING STUDENT CREATIVITY AND INTRINSIC MOTIVATION

By

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APPLICATION OF APPRECIATIVE LEARNING APPROACH IN COMPUTER GAMES DEVELOPMENT TOWARDS PROMOTING STUDENT CREATIVITY AND INTRINSIC MOTIVATION

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June 2011

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The purpose of this action research study was to understand the application of appreciative learning approach in computer games development environment towards promoting of form one gamer students’ creativity (product’s creativity, creative perception, and creative process) and intrinsic motivation. Subsequently, actions were taken to improve the application of appreciative learning approach in computer games development environment, attuned to the subjects’ needs and preferences.

The study consisted of three cycles and the subjects were form one gamer students. Instruments used were Computer Game Assessment Inventory (product’s creativity), Khatena-Torrance Creative Perception Inventory (creative
perception), Creative Process Instrument (creative process), and Intrinsic Motivation Inventory (intrinsic motivation). Qualitative methodology was incorporated to build better understanding on the improvement possibilities for appreciative learning approach in computer games development environment towards promoting of form one gamer students’ creativity and intrinsic motivation. Therefore, qualitative data were derived from interviews, students’ products, logbooks, and visual captures. Actions taken at each cycle of the study were based on both quantitative and qualitative data gathered from the students as the main stakeholders.

Paired-samples t-test analyses using SPSS 15.0 displayed remarkable promoting of students’ creativity and intrinsic motivation at an alpha level of .05 from cycle to cycle for products creativity (mean score of 4.22 → 4.82 → 5.50); creative perception (mean score of 71.82 → 74.53 → 76.90); creative process (mean score of 3.83 → 4.27 → 4.58); and intrinsic motivation (mean score of 6.02 → 6.20 → 6.50). Qualitative data gathered justified the statistical data as well. It indicated that most students’ needs and preferences were fulfilled; and problems faced were minimised through from cycle to cycle. Students favoured design stage the most and disliked dream stage. Qualitative data also served as credibility assurances to quantitative data.

Findings from this action research study concluded appreciative learning approach in computer games development environment as having the potential
in promoting the form one gamer students' creativity (product's creativity, creative perception, and creative process) and intrinsic motivation. Nevertheless, throughout the study, while actions taken were successfully working out with some students, it caused glitches on others. The change process in action research has an open starting point and no absolute ending point. As a result, there are still probable actions to be undertaken to generate transformational possibilities for appreciative learning approach as a pedagogical strategy in future researches.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

PENGAPLIKASIAN PENDEKATAN PEMBELAJARAN APPRESIASI DALAM PEMBANGUNAN PERMAINAN KOMPUTER KE ARAH PEMPROMOSION KREATIVI DAN MOTIVASI INTRINSIK PELAJAR

Oleh

EOW YEE LENG

Jun 2011

Pengerusi:  Wan Zah Wan Ali, PhD

Fakulti:  Fakulti Pengajian Pendidikan

Tujuan kajian tindakan ini adalah untuk memahami pengaplikasian pendekatan pembelajaran appresiasi dalam persekitaran pembangunan permainan komputer ke arah pempromosion kreativiti (kreativiti produk, persepsi kreatif, dan proses kreatif) dan motivasi intrinsik pelajar gamer tingkatan satu. Seterusnya, tindakan telah diambil untuk menambahbaik pengaplikasian pendekatan pembelajaran appresiasi dalam persekitaran pembangunan permainan komputer, selaras dengan keperluan dan kehendak subjek.

Kajian tindakan ini terdiri daripada tiga kitaran dan subjeknya terdiri daripada pelajar gamer tingkatan satu. Instrumen-instrumen yang digunakan adalah Computer Game Assessment Inventory (kreativiti produk), Khatena-Torrance Creative Perception Inventory (persepsi kreatif), Creative Process Instrument
(proses kreatif), and Intrinsic Motivation Inventory (motivasi intrinsik). Kaedah kualitatif turut digabungjalin untuk memahami kemungkinan-kemungkinan menambahbaik pendekatan pembelajaran appresiatif dalam persekitaran pembangunan permainan komputer ke arah pempromosian kreativiti dan motivasi intrinsik pelajar gamer tingkatan satu. Sehubungan dengan itu, data kualitatif diperolehi melalui temuramah, produk pelajar, buku log pelajar, dan tangkapan visual. Tindakan yang diambil pada setiap kitaran adalah berdasarkan kedua-dua data kuantitatif dan kualitatif yang diperolehi daripada pelajar-pelajar, sebagai subjek yang berkepentingan.

Analisis paired-samples t-test menggunakan SPSS 15.0 memaparkan pempromosian kreativiti dan motivasi intrinsik pelajar di tahap yang agak baik pada nilai alpha .05 dari kitaran ke kitaran untuk kreativiti produk (skor purata 4.22 → 4.82 → 5.50); persepsi kreatif (skor purata 71.82 → 74.53 → 76.90); proses kreatif (skor purata 3.83 → 4.27 → 4.58); dan motivasi intrinsik (skor purata 6.02 → 6.20 → 6.50). Data kualitatif turut menjelaskan data statistikal yang diperolehi. Data tersebut menunjukkan kebanyakan keperluan dan kehendak pelajar-pelajar telah dipenuhi, dan masalah yang dihadapi telah diminimumkan dari kitaran ke kitaran. Peringkat rekabentuk paling disukai manakala peringkat impian kurang diminati pelajar. Data kualitatif turut berfungsi sebagai jaminan kredibiliti data kuantitatif.
Dapatan daripada kajian tindakan ini menunjukkan pendekatan pembelajaran appresiatif dalam persekitaran pembangunan permainan komputer berpotensi mempromosi kreativiti (kreativiti produk, persepsi kreatif, dan proses kreatif) dan motivasi intrinsik pelajar gamer tingkatan satu. Walaupun tindakan yang diambil berjaya memenuhi kehendak kebanyakan pelajar, namun ia menimbulkan ketidakselesaan pada sesetengah pelajar lain. Proses perubahan dalam kajian tindakan mempunyai titik permulaan terbuka dan tiada titik penamatan yang muktamad. Oleh itu, masih terdapat kebarangkalian tindakan yang belum diambil dalam menjana kemungkinan transformasi untuk pendekatan pembelajaran appresiatif sebagai satu strategi pedagogi dalam penyelidikan akan datang.
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I would like to thank the students, teachers, and the Principals of the two schools involved in the study. Their permission, cooperation and toleration were highly appreciated. As for the experts involved in validating the instruments used, translators, evaluators, and facilitators, their intellectual contributions are gratefully acknowledged.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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I certify that a Thesis Examination Committee has met on 23 June 2011 to conduct the final examination of Eow Yee Leng on her thesis entitled “Application of Appreciative Learning Approach in Computer Games Development Towards Promoting Student Creativity and Intrinsic Motivation” 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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Date: 22 November 2011
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.

EOW YEE LENG

Date: 23 June 2011
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