APPLICATION OF INTERPRETIVE STRUCTURAL MODELLING IN DEVELOPMENT OF COLLABORATIVE MOBILE INSTANT MESSAGING LEARNING MODEL

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Abstract

The potential of Mobile Instant Messaging (MIM) to support collaborative learning because of its powerful features as speed, effectiveness and no cost has gained interest in education. Thus, this study aimed to develop a Collaborative Mobile Instant Messaging Learning Model for teacher training. The model was developed using an Interpretive Structural Modelling (ISM) technique with the aid of Concept Star Software based on the integrated views and opinions of panel of selected experts. The findings of the study constitute the result of the experts' collective views on the pedagogical activities and the relationships among the activities. Therefore, 27 pedagogical activities have been identified and determined to be incorporated in the model. From the model developed, the experts viewed that the pedagogical activities could be divided into five categories which are Initial Pedagogical Activities, Knowledge Construction Activities, Collaboration Development Activities, E-monitoring Activities and Reflection Activities. The pedagogical activities were also classified into four clusters which are Autonomous activities, Dependent activities, Linkage activities, and Independent activitiesto facilitate the interpretation of the roles of the activities in terms of the driving and dependence powers. Through this paper, we contribute to identify the suitable pedagogical activities for collaborative learning using mobile instant messaging and prioritize them. Thus, the structured model is expected to improve the delivery of teaching and learning methods that are more efficient through planning in shaping the framework of the course better.

Keywords: Collaborative Learning, Interpretive Structural Modelling (ISM), Mobile Instant Messaging (MIM) & Pedagogical Activities.