

Appendix B

This appendix presents the results from the survey as referred to in chapter 5.

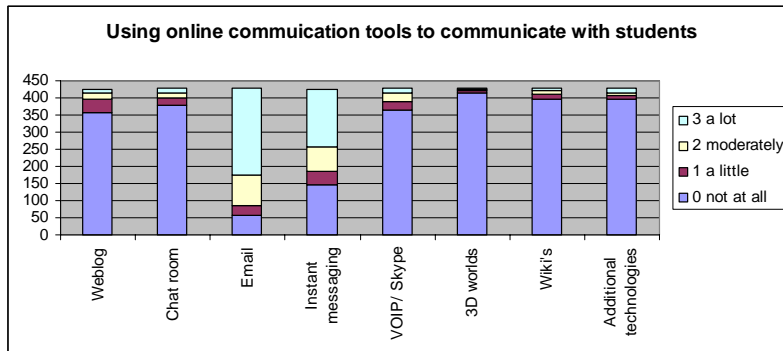


Figure 1. Using online communication tools to communicate with students

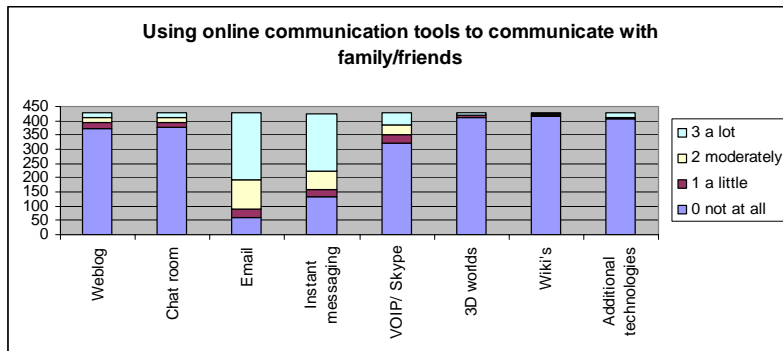


Figure 2. Using online communication tools to communicate with family/friends

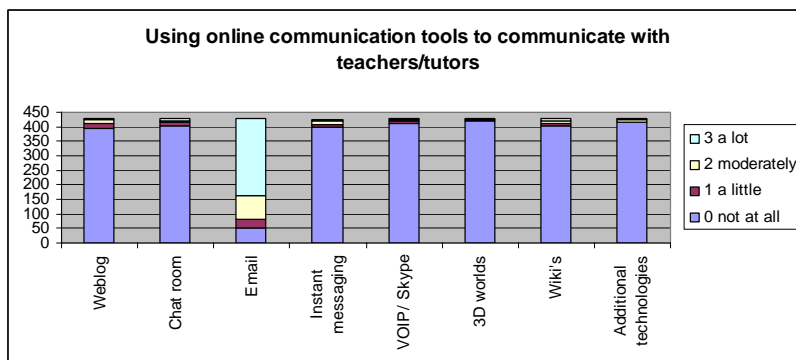


Figure 3. Using online communication tools to communicate with teachers/tutors

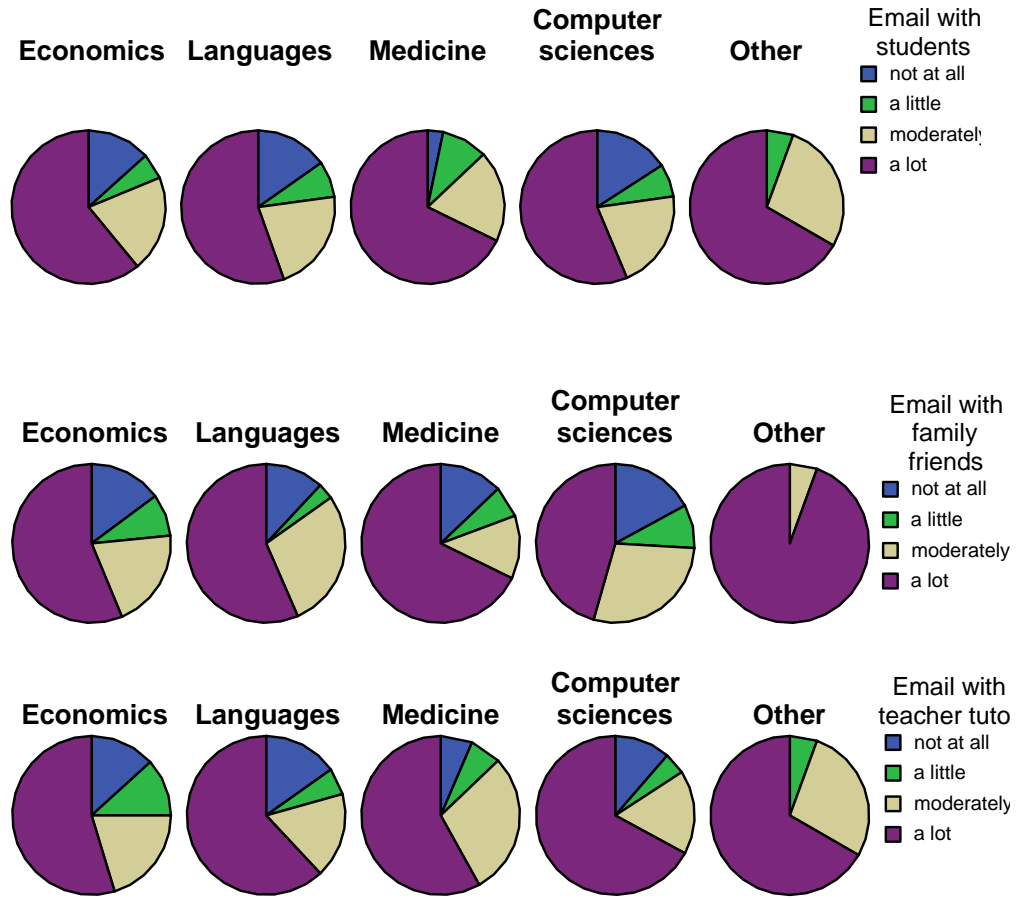


Figure 4. Using Email to communicate with students, family/friend and teachers/tutors, differentiated per subject centre.

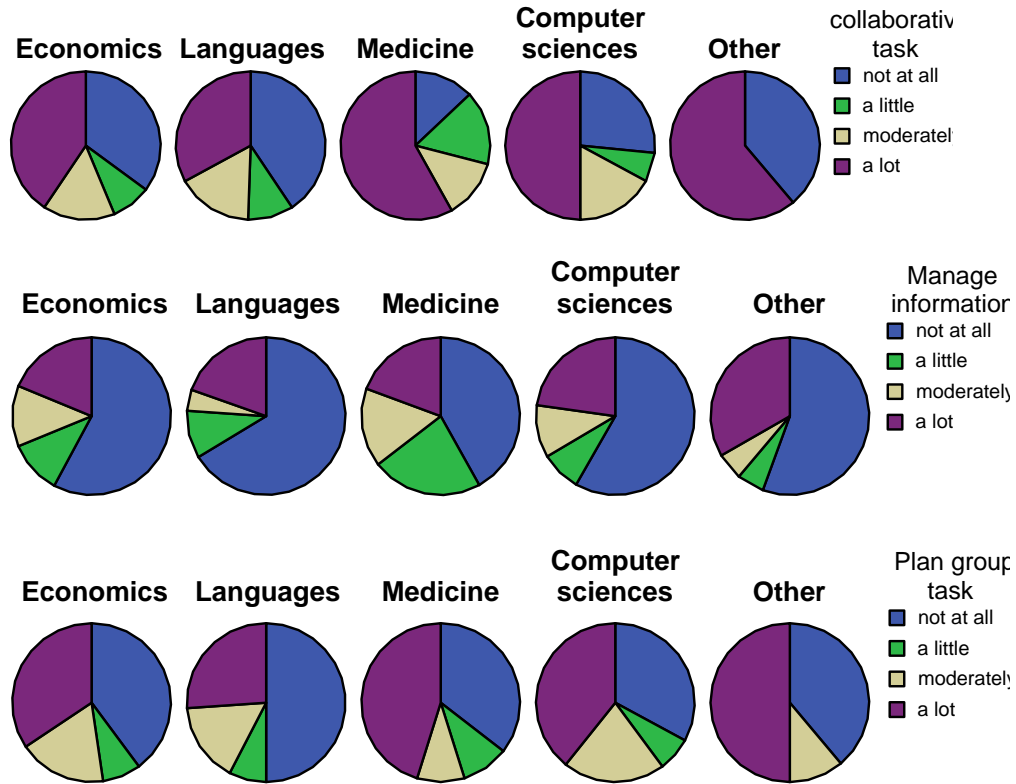


Figure 5. Using Email to do a learning task collaboratively, manage information and plan a group learning task, differentiated per subject centre.

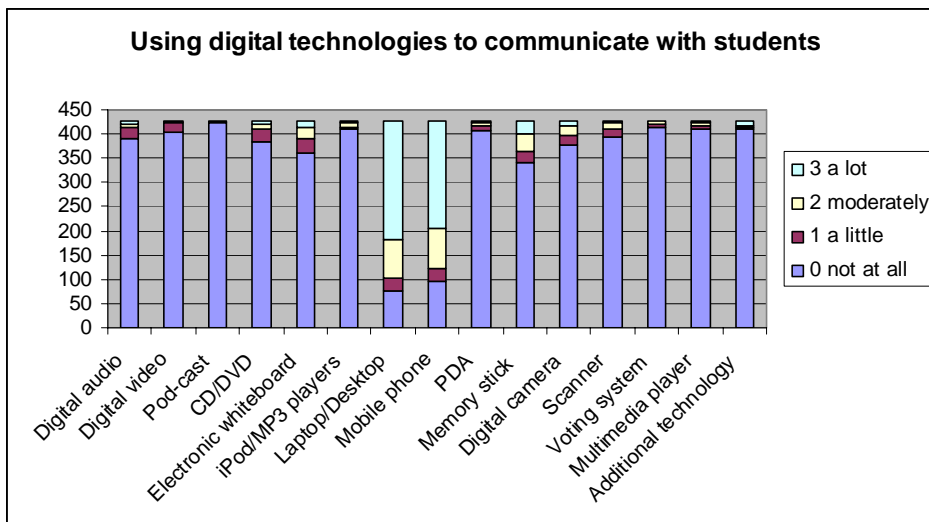


Figure 6. Using digital technologies to communicate with students

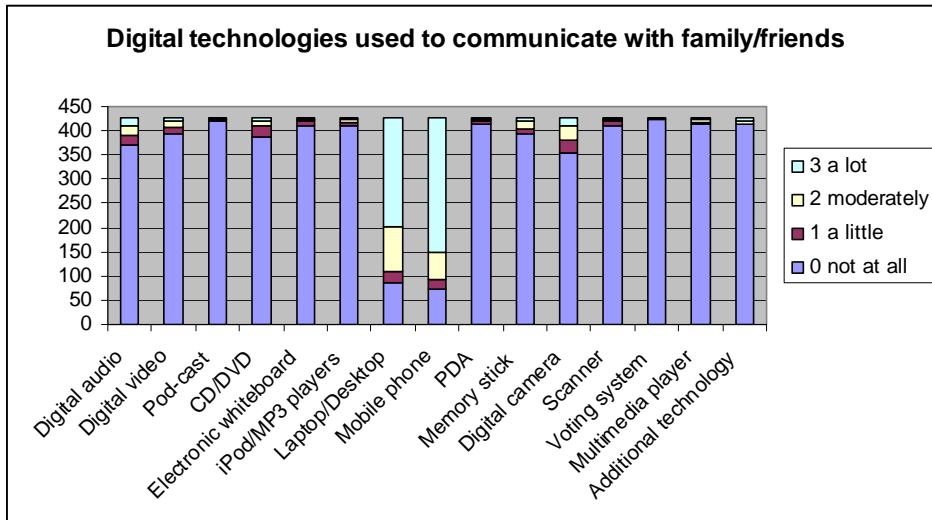


Figure 7. Using digital technologies to communicate with family/friends

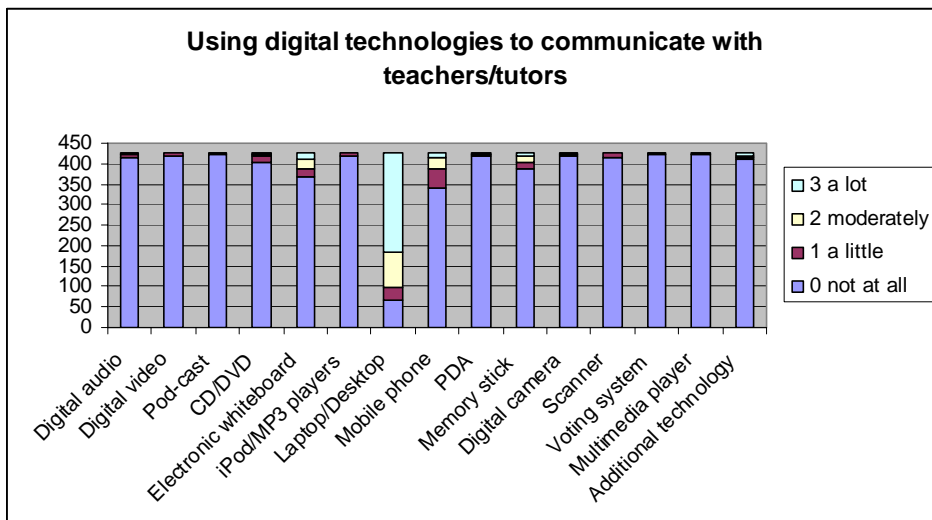
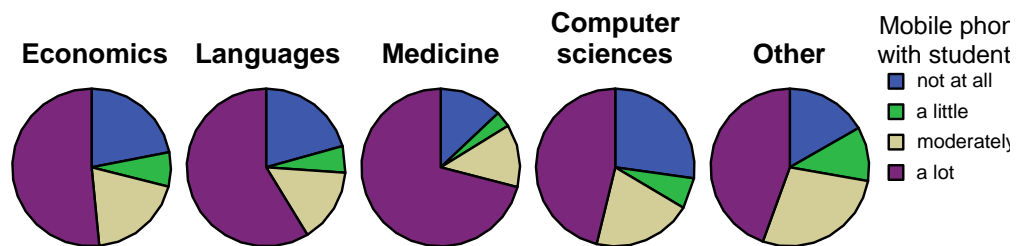


Figure 8. Using digital technologies to communicate with teachers/tutors



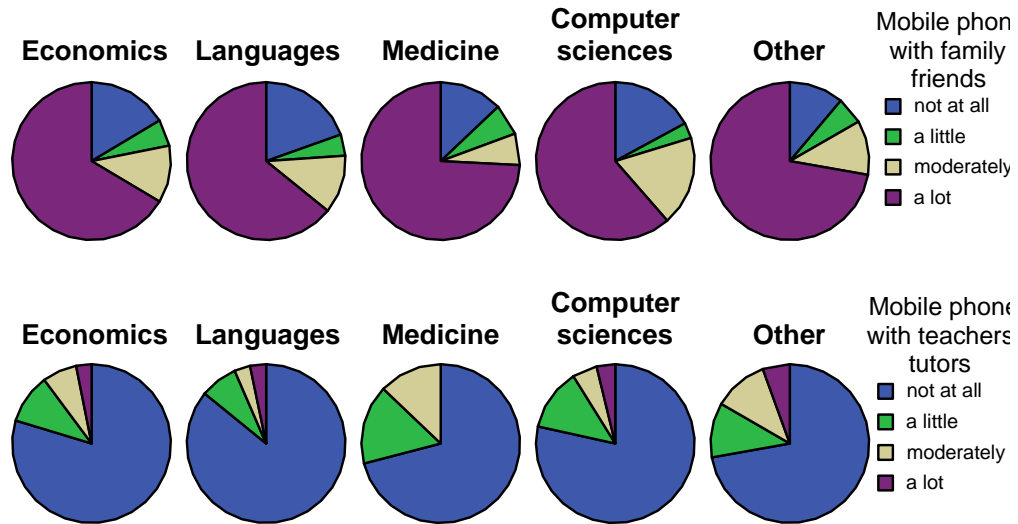


Figure 9. Using Mobile phones to communicate with students, family/friends and teachers/tutors, differentiated per subject centre

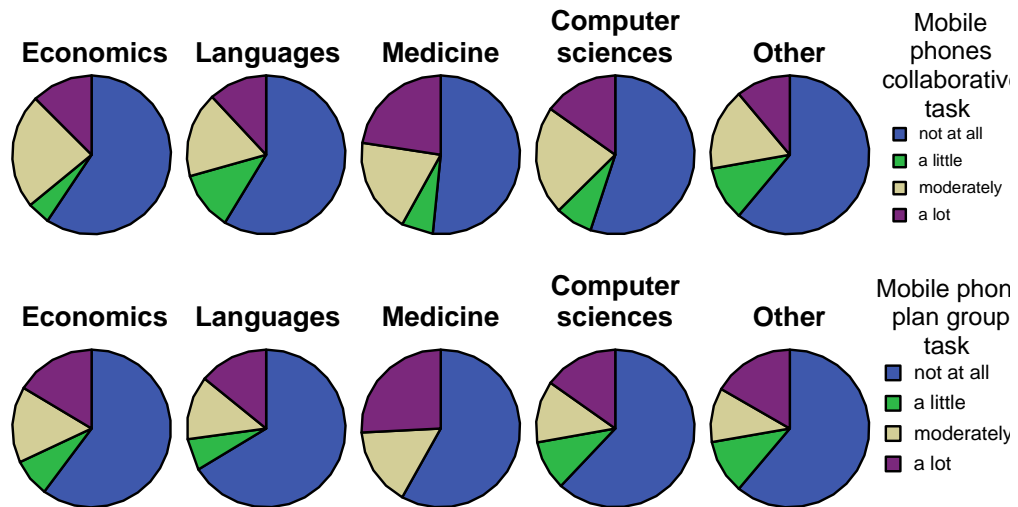


Figure 10. Using Mobile phones to do a learning task collaboratively and plan a group task, differentiated per subject centre

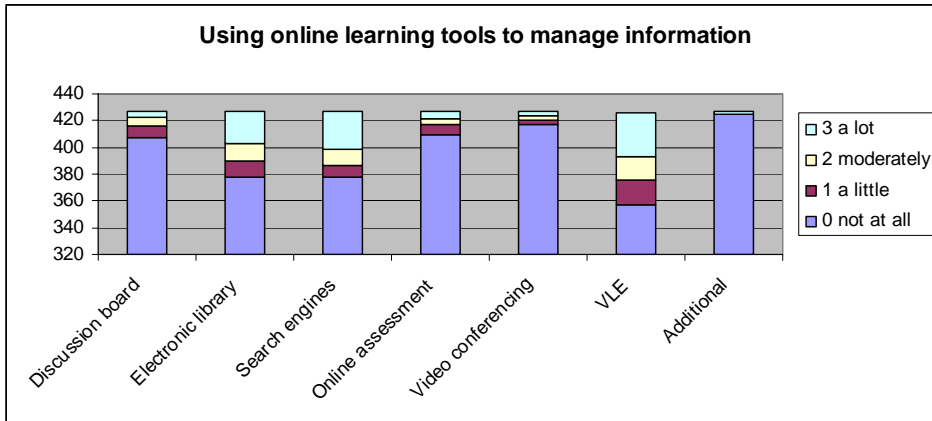


Figure 11. Using online learning tools to manage information

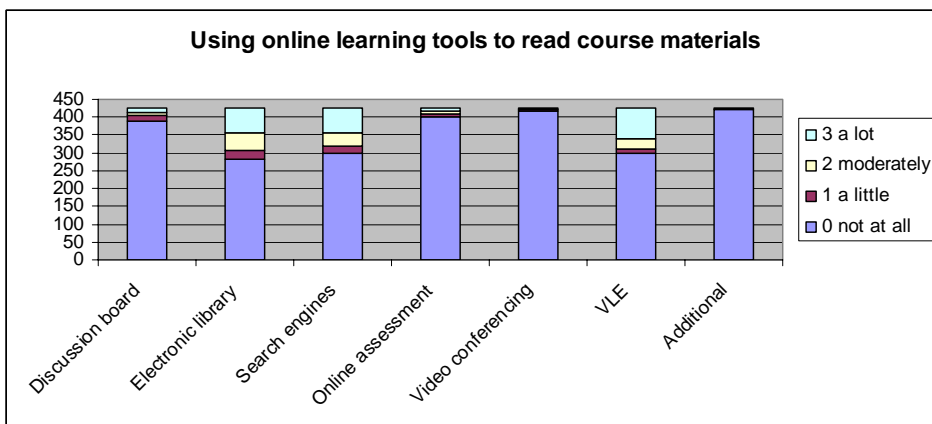


Figure 12. Using online tools to read course materials

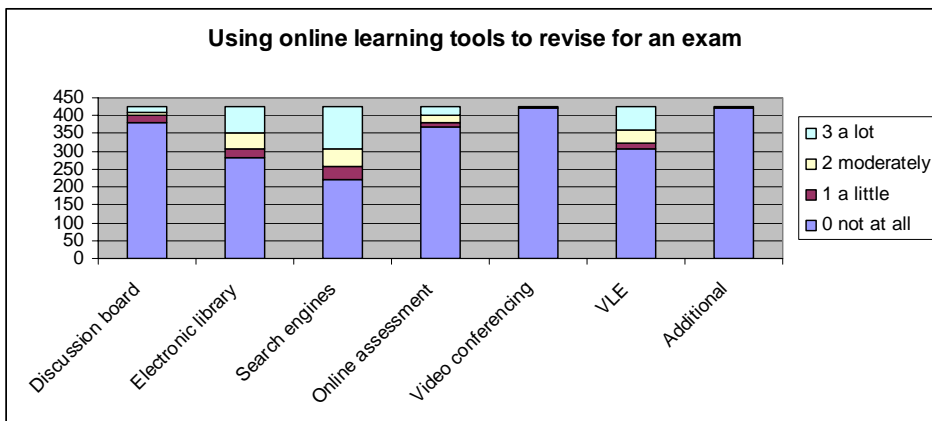


Figure 13. Using online tools to revise for an exam

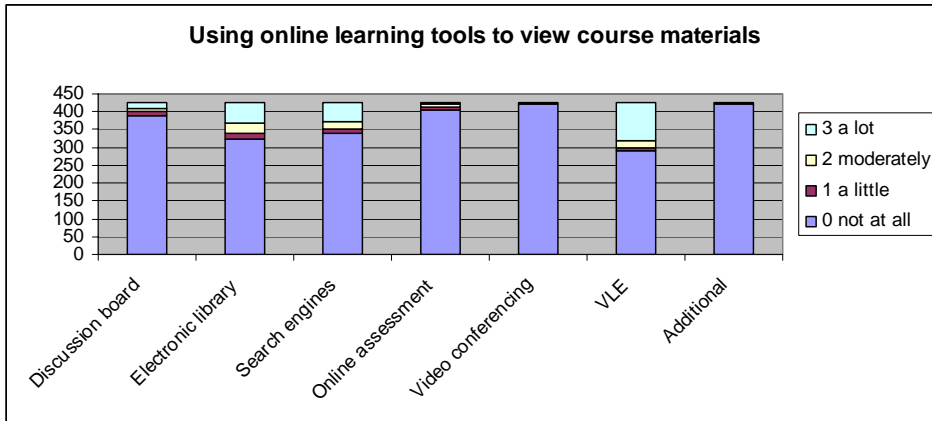


Figure 14. Using online tools to view course materials

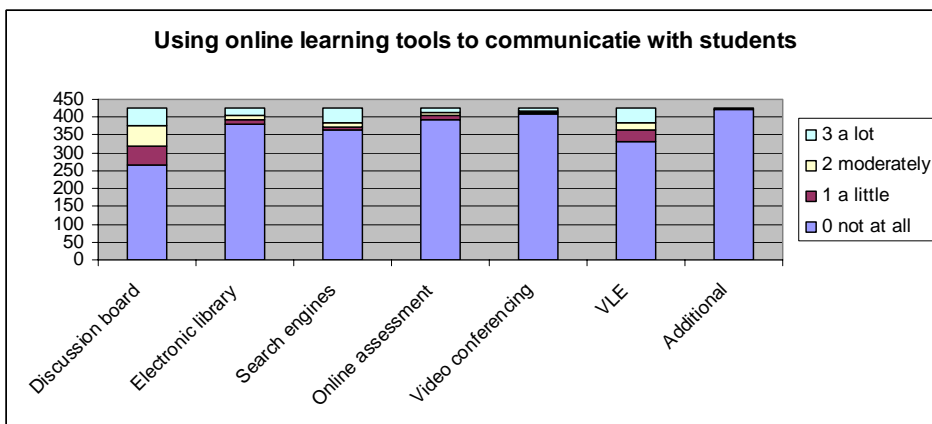


Figure 15. Using online tools to communicate with students

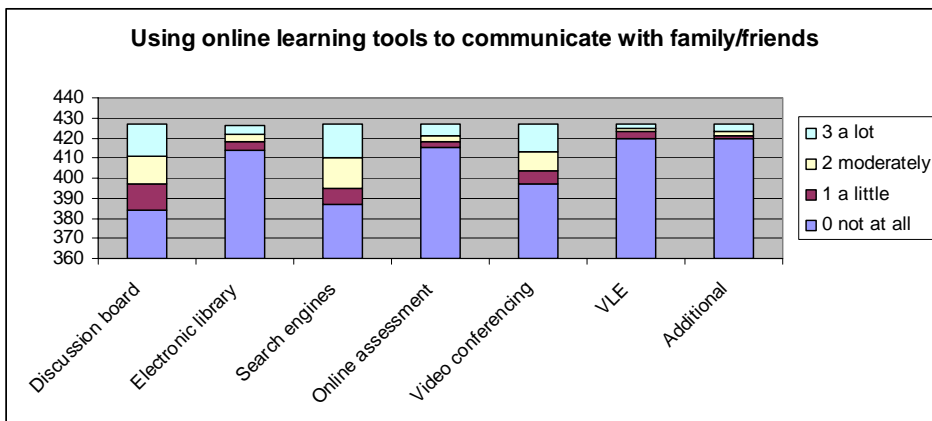


Figure 16. Using online tools to communicate with family/friends

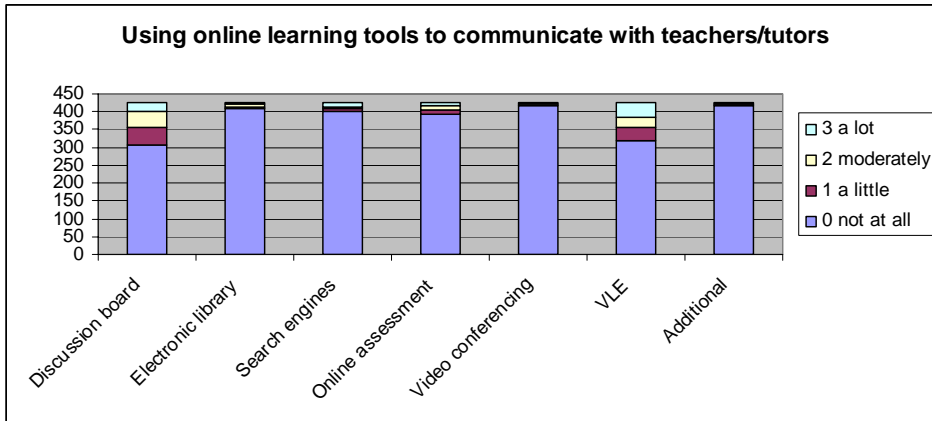


Figure 17. Using online tools to communicate with teachers/tutors

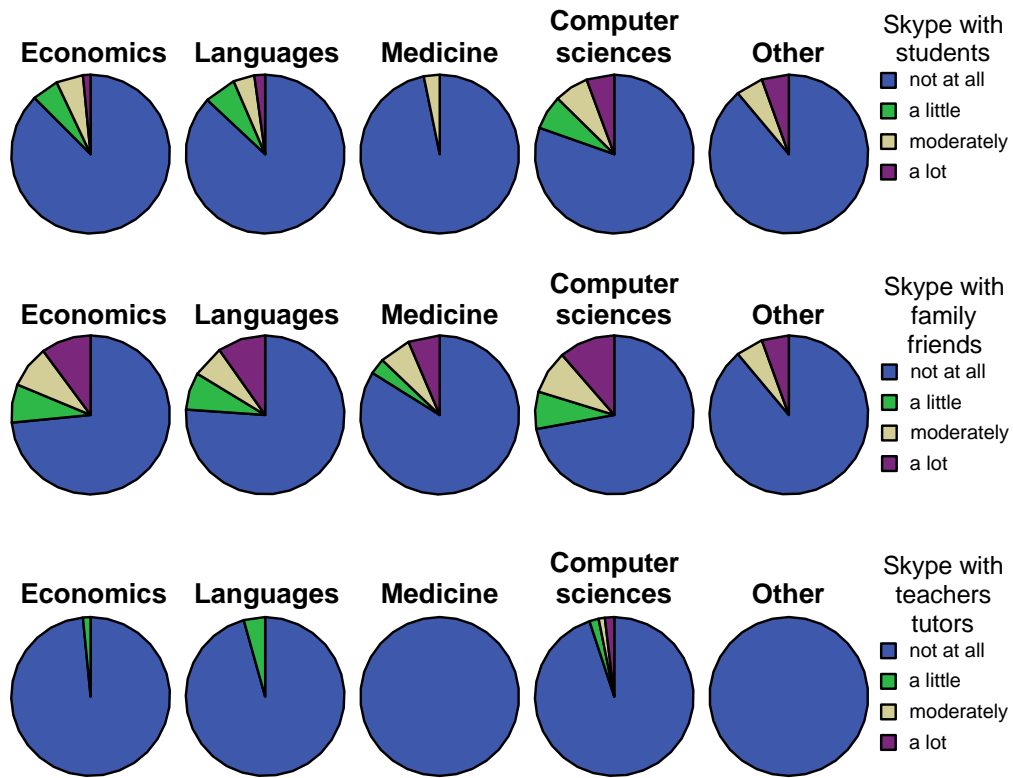


Figure 18. Using Skype to communicate with students, family/friends and teachers/tutors, differentiated per subject centre.

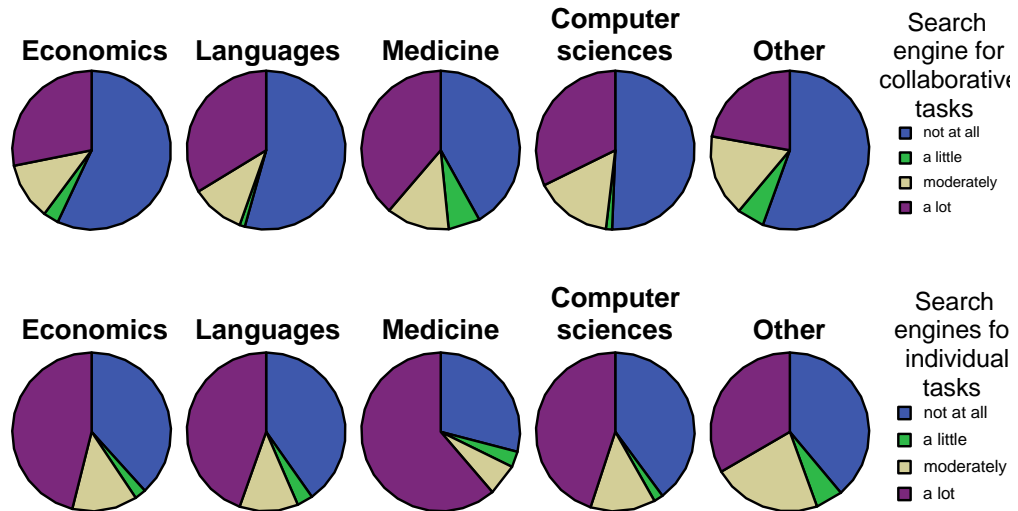


Figure 19. Using search engines to do collaborative or individual learning tasks, differentiated per subject centre.

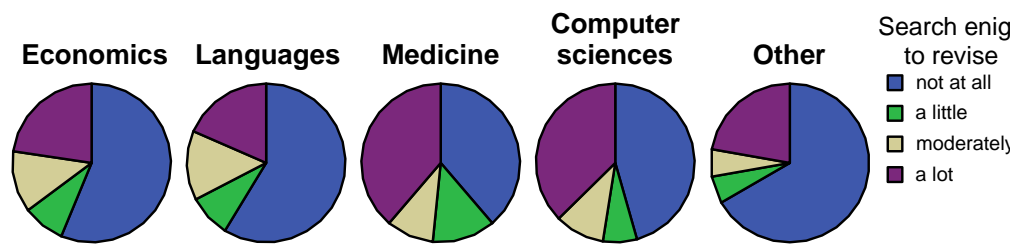


Figure 20. Using search engines to revise for an exam.

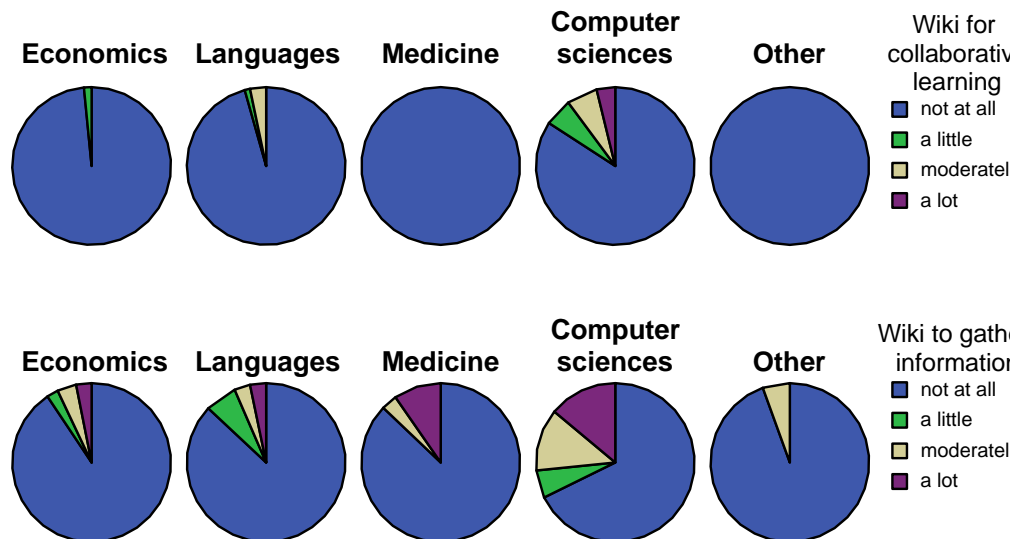


Figure 21. Using Wiki's to do a learning task collaboratively and gather information.

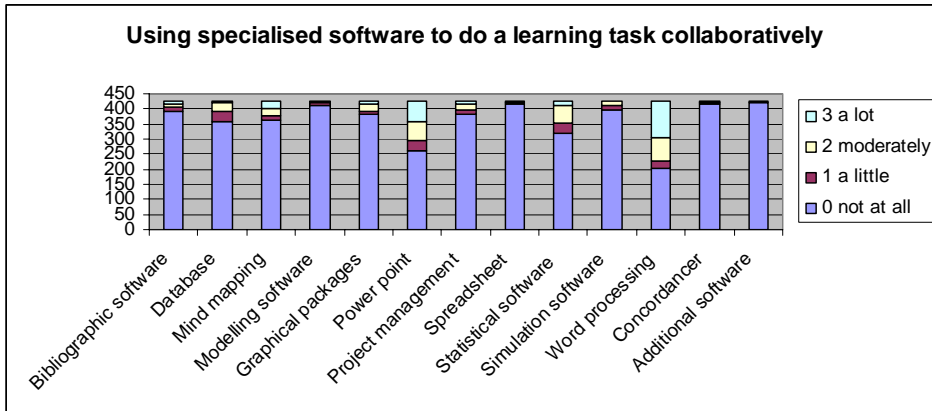


Figure 22. Using specialized software to do a learning task collaboratively

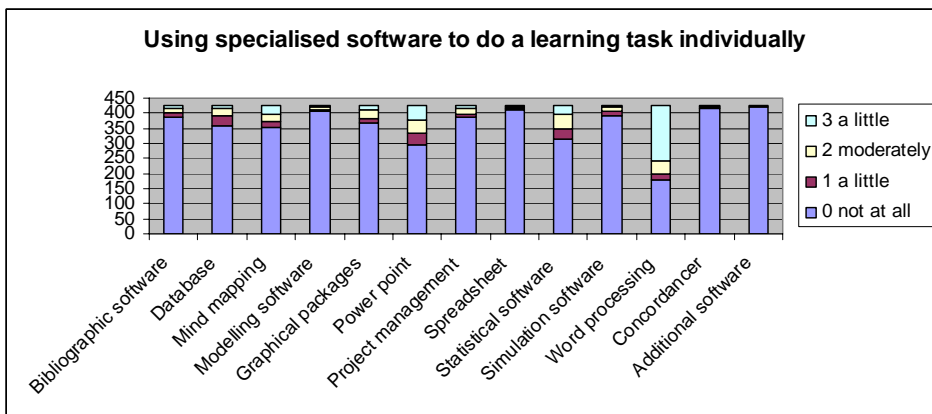


Figure 22. Using specialized software to do a learning task individually

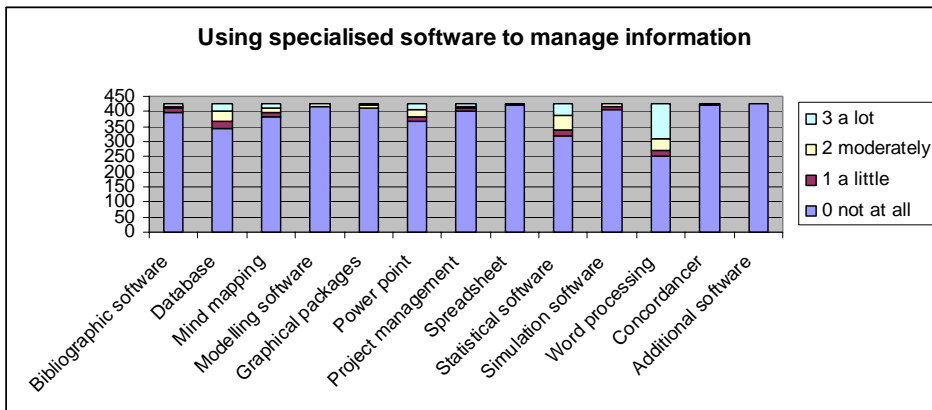


Figure 23. Using specialized software to manage information

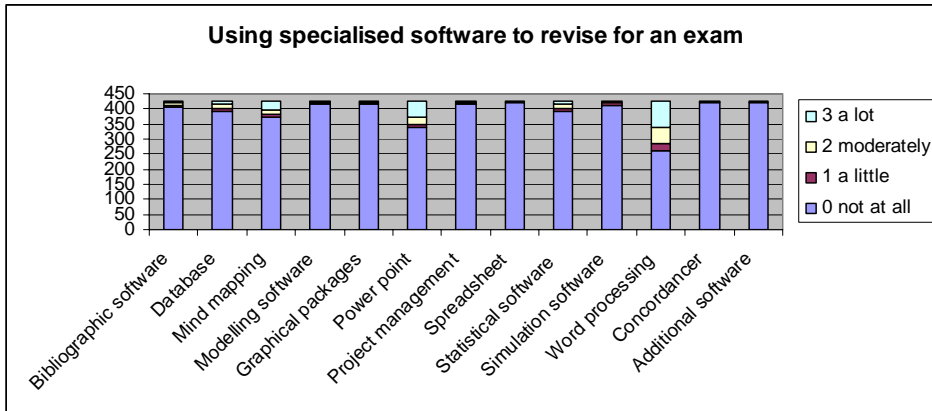


Figure 24. Using specialized software to revise for an exam

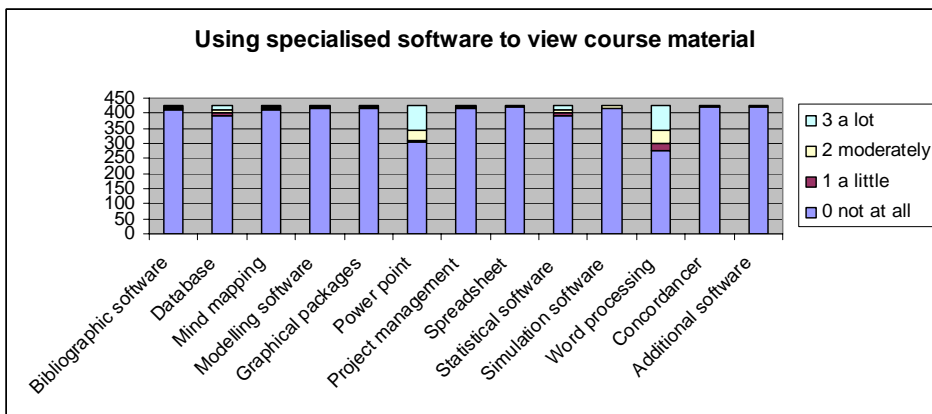
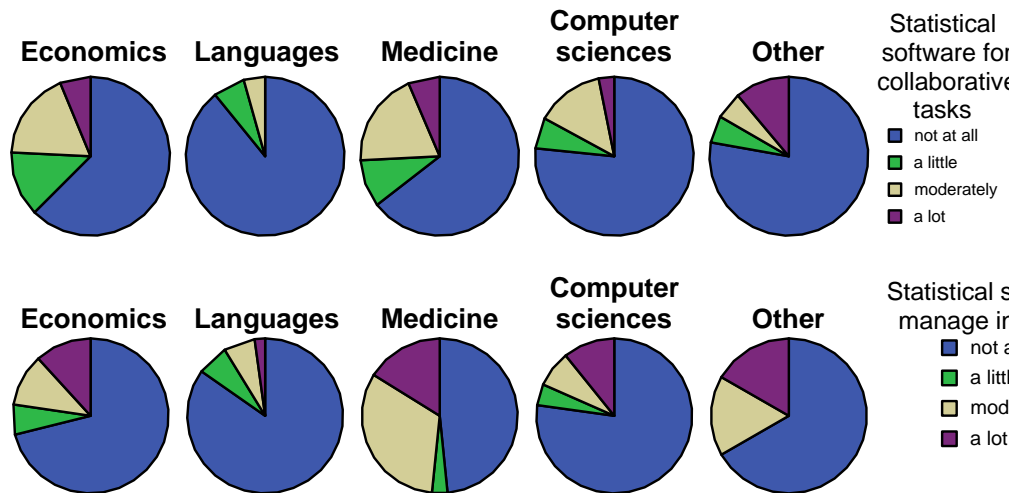


Figure 25. Using specialized software to view course material



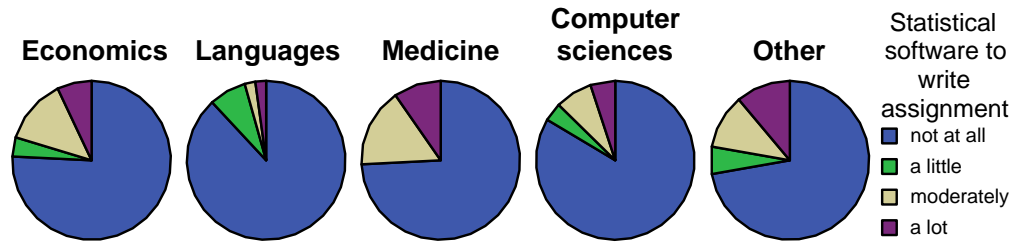


Figure 26. Using statistical software to do a learning task collaboratively, manage information and write an assignment, differentiated per subject centre

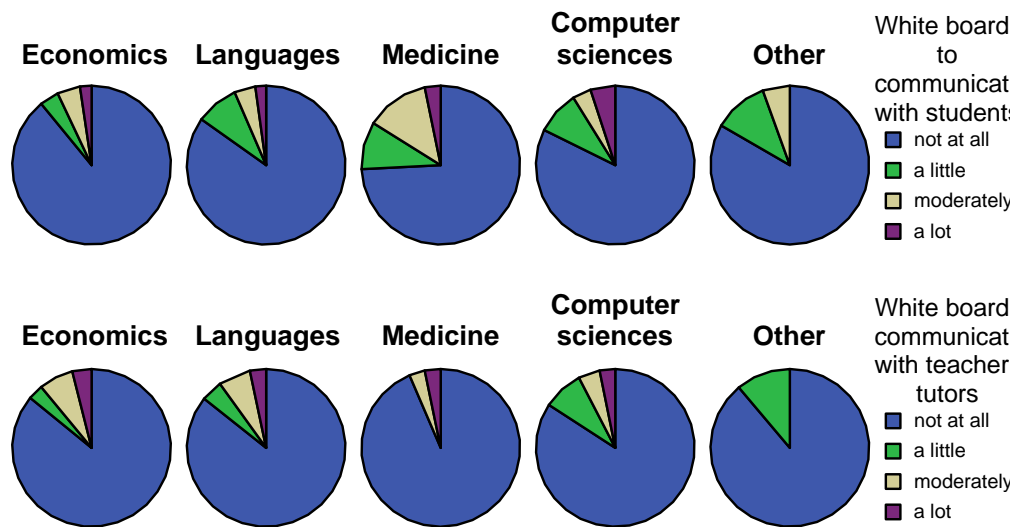


Figure 27. Using White boards to communicate with students and teachers.

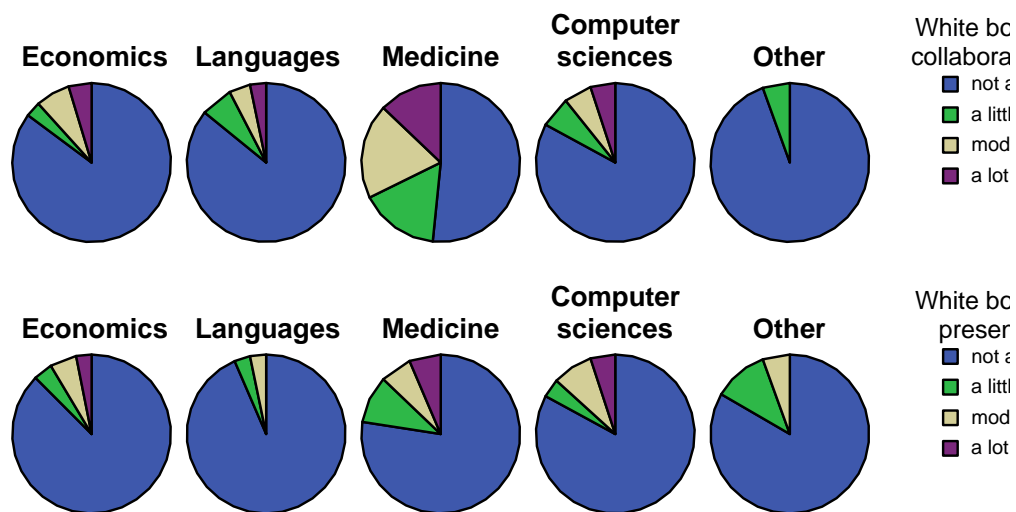


Figure 28. Using White boards to do a learning task collaboratively and during oral presentations

