



MonsoonSIM User & Partner Conference 2019

MonsoonSIM as my PhD research, future impact in higher education



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Presentation Content



- Why I Chose MonsoonSIM as my Research Context?
- Research Topic Formulation
- Overview my research
- Summary

Why I Chose MonsoonSIM as my Research Context?



- Close to my heart and soul, 1st UTM lecturer was given to preview and to try ERP simulation.
- Monsoon Academy previewed to UTM lecturers and the news was published in the national medias.
- Convinced and materialized MonsoonSIM to UTM, as 1st public university in Malaysia adopted (2016-2017 & 2018-2019).



10 Aug 2015



19 May 2016

Why I Chose MonsoonSIM as my PhD Context?



- I am an active certified trainer and very PASSIONATE about MonsoonSIM.
- New Trend in utilizing technology in teaching & learning environment categorized as game-based learning (GBL) and experiential learning.
- MonsoonSIM Winning University- Industry Network Award – UTM New Academia Learning Innovation Exhibition 2018
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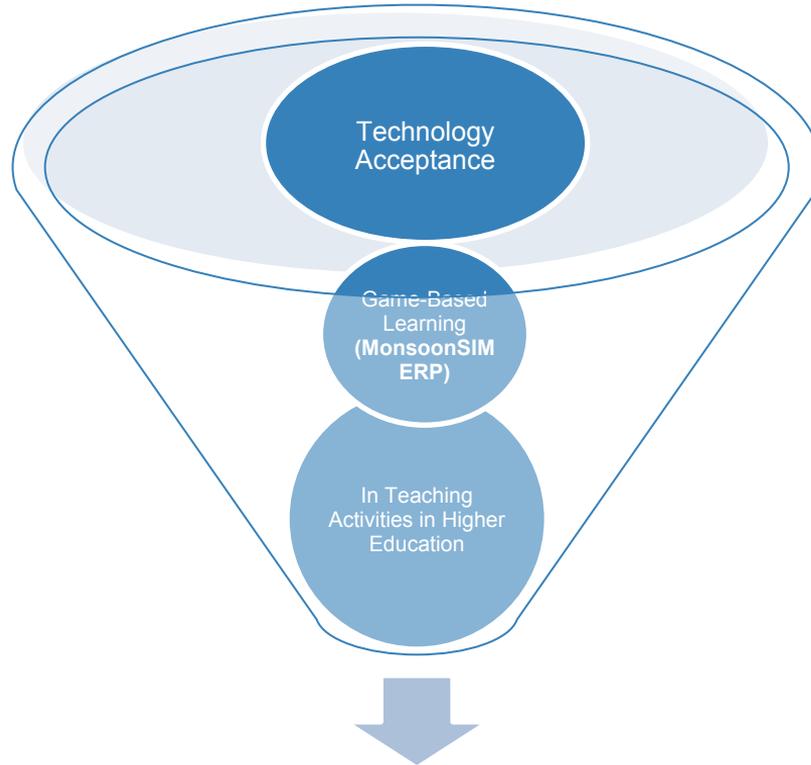
19 & 20 May 2016

Why I Chose MonsoonSIM as my PhD Topic?



- MonsoonSIM is a such an example of Game-Based Learning (GBL) - Phenomenon of Interest
- Can position MonsoonSim as my PhD Research Context / Topic
- Must be Interesting, Novel and Doable TOPIC.
(Amran Rasli, 2017)





Research Topic Formulation

To investigate lecturers' behavioural intention to accept and to adopt the MonsoonSIM ERP simulation system utilizing GBL into their teaching activities in higher education in the Southeast Asia region 2019.

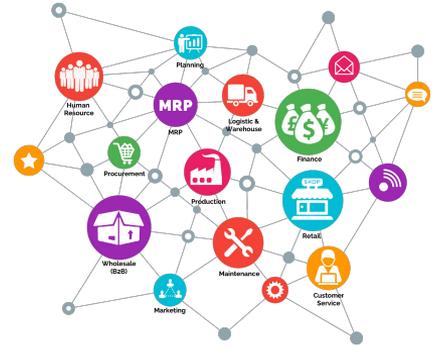
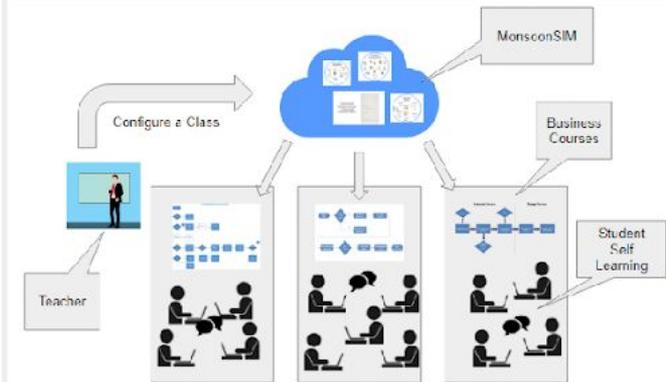
Technology Acceptance



- MonsoonSIM ERP Simulation Game-Based Learning
- In Teaching Activities
- Among Lecturers in Higher Education
- In Southeast Region (Indonesia, Malaysia, Singapore, Thailand and Philippine)

Theoretical Framework: Game-Based Learning (GBL Concepts) + Theory - The Extended Technology Acceptance Model in Education)

Sample: MonsoonSIM Certified Trainers



LECTURERS' ACCEPTANCE OF MONSOONSIM ERP SIMULATION SYSTEM UTILISING GAME-BASED LEARNING IN HIGHER EDUCATION

Overview of My Research



- Game-based learning (GBL) is drawing increased attention among lecturers in their teaching in higher education.
- Game-based learning (GBL) is taking a game and using it for learning. GBL is aimed at teaching a discrete skill or specific learning outcome,

Background & Context (Identify Subject)



Utilization of MonsoonSIM by University MonsoonSIM Certified Facilitators at SEA Region

The utilisation and adoption of MonsoonSIM

assumption of the frequency of running the game less than 5 times

in Malaysia is 65.12%.

in Southeast Asia region is Malaysia is 58.31%.

In general, **the adoption of MonsoonSIM in teaching activities** by lecturers who are certified facilitators **is still lower**.

MonsoonSIM in Higher Education	Frequency of Running the MonsoonSIM by Certified Facilitators					Number of Certified Facilitators
	0 - 4	5 - 49	50 - 99	100 -150	≥ 150	
Malaysia	58	29	1	0	1	89
Singapore	26	17	0	0	0	43
Philippine	19	11	2	0	1	33
Thailand	6	6	3	0	1	16
Indonesia	140	85	17	3	1	246
Total Number of Certified Facilitators	249 58.31%	148 34.66%	23 5.39%	3 0.70%	4 0.94%	427 100%

Source: http://www.monsoonacademy.com/my_home.html, retrieved on 20 Aug 2018

Background & Context (Identify Subject)



Only 3 certified UTM MonsoonSIM facilitators adopt in their teaching activities and organise a series of the MonsoonSIM ERP simulation training and competition.

Reasons the low utilization and low acceptance of Monsoonsim simulation

Utilization of MonsoonSIM by UTM MonsoonSIM Certified Facilitators

Frequency of Running the MonsoonSIM ERP Simulation	Certified MonsoonSIM Facilitators	
	Number	Percentage (%)
≥ 150 times	1	8.33
100 -150	0	0.00
50 - 99	0	0.00
5 - 49	2	16.6
0 - 5	9	75.00

Source: <http://www.monsoonSIM.com>



General Problem

- Game-based learning (GBL) is drawing increased attention among lecturers in their teaching in higher education. On contrary, why are lecturers who are also certified GBL facilitators in higher education adopted in their teaching activities and the rest are not?



Specific Problem

Despite the subscription of MonsoonSIM ERP simulation system by higher institution and the proper training have been given to lecturers to become certified facilitators, the adoption of business simulation system in their teaching is still lower and underutilised.



What is known

- Herzig, Strahringer, and Ameling (2012) explore the acceptance of gamification of ERP.
- Numerous researches have studied the acceptance of game-based learning among parents (Bourgonjon, Valcke, Soetaert, de Wever, & Schellens, 2011), among students (Bourgonjon, Valcke, Soetaert, & Schellens, 2010) and also among the secondary school teachers (Bourgonjon et al., 2013).

What is known



- All the above-mentioned studies have been conducted using Technology Acceptance Model (TAM) that focus on the technology aspects.
- While, a few of the Technology Acceptance theories has been developed to suit to the specific context of research.



What is known

- Developing and testing models of the Extended TAM in Education testing on pre-service or in-service teacher. (Chai, Hong, & Teo, 2009; Mei, Brown, & Teo, 2017; Timothy Teo, Huang, & Hoi, 2017; Timothy Teo, Milutinović, Zhou, & Banković, 2016; Timothy Teo, Ursavas, & Bahçekapili, 2012; Timothy Teo & van Schaik, 2012).



What is not known

- Despite all our knowledge around the problem of lecturers' acceptance of an ERP simulation system utilising GBL among lecturers in their teaching activities in higher education, researchers point out there is much not known.

Purpose Statement



The purpose of this quantitative study is to investigate lecturers' behavioural intention to accept and to adopt the MonsoonSIM ERP simulation system utilizing GBL into their teaching activities in higher education in the Southeast Asia region such as in Malaysia, Singapore, Indonesia, Thailand and the Philippine in 2019.

Purpose Statement (continue)



This study will be integrating the game-based learning (GBL) constructs, perceived enjoyment, constructivist belief, traditional conception of teaching & learning, and constructivist conception of teaching & learning into the Extended TAM in Education as a theoretical research framework. The SEM-PLS analysis will be using to analyse the data and to test the proposed theoretical framework.

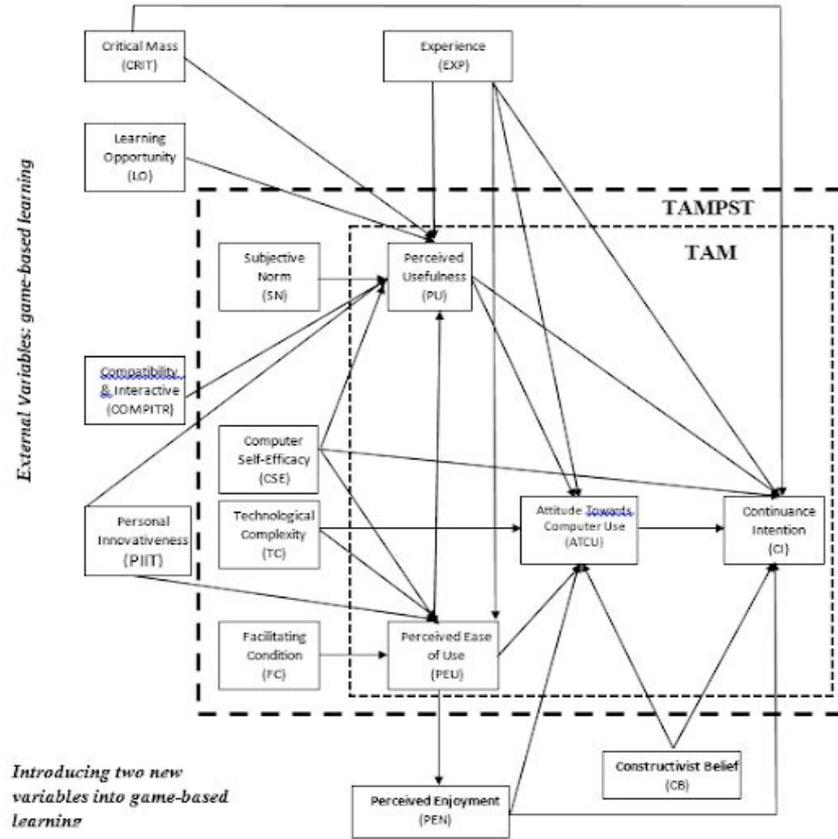
Theoretical Framework



To extend the previous acceptance of GBL research in the context of teaching activities environment

Integration GBL concept Plus Other Variables have not explored before in GBL previous research into the Extended Technology Acceptance Model (TAM) in Education (Theory)

Theoretical Framework



Research Questions



- To what extent game-based learning constructs influence the lecturers' attitude and intention to use an ERP simulation system utilising GBL?
- To what extent perceived ease of use influences lecturers' perceived enjoyment to use an ERP simulation system utilising GBL?
- To what extent perceived enjoyment influences lecturers' attitude and intention to use an ERP simulation system utilising GBL?
- To what extent lecturers' traditional of belief teaching and learning and constructivist belief of teaching and learning can bring effect to attitude and intention to use an ERP simulation system utilising GBL?



Research Hypothesis

H1a	A lecturers' video game experience will have a positive effect on the perceived usefulness to the use of an ERP simulation system utilising GBL.
H1b	A lecturers' video game experience will have a positive effect on the perceived ease of use of an ERP simulation system utilising GBL.
H1c	A lecturers' video game experience will have a positive effect on the attitude to the use of an ERP simulation system utilising GBL.
H1d	A lecturers' video game experience will have a positive effect on the intention to use an ERP simulation system utilising GBL.
H2a	Critical mass will have a positive effect on the perceived usefulness to the use of an ERP simulation system utilising GBL.
H2b	Critical mass will have a positive effect on the intention to use an ERP simulation system utilising GBL.

Research Hypothesis (Continue)



H3	Learning opportunity will have a positive effect on the perceived usefulness to the use of an ERP simulation system utilising GBL.
H4	Enhancing teaching will have a positive effect on the perceived usefulness to the use of an ERP simulation system utilising GBL.
H5	A lecturers' compatibility & interactive will have a positive effect on the perceived usefulness to the use of an ERP simulation system utilising GBL.
H6a	A lecturers' personal innovativeness will have a positive effect on the perceived usefulness to the use of an ERP simulation system utilising GBL.
H6b	A lecturers' personal innovativeness will have a positive effect on the perceived ease of use of an ERP simulation system utilising GBL.
H7a	A lecturers' perceived ease of use will have a positive effect on the perceived enjoyment of using an ERP simulation system utilising GBL.
H7b	A lecturers' perceived enjoyment will have a positive effect on the attitude to the use of an ERP simulation system utilising GBL.
H7c	A lecturers' perceived enjoyment will have a positive effect on the intention to use an ERP simulation system utilising GBL.

Research Hypothesis (Continue)



H8a	A lecturers' traditional belief of teaching & learning will have a positive effect on the attitude to the use of an ERP simulation n system utilising GBL.
H8b	A lecturers' traditional belief of teaching & learning will have a positive effect on the intention to use an ERP simulation system utilising GBL.
H8c	A lecturers' constructivist belief of teaching & learning will have a positive effect on the attitude to the use of an ERP simulation system utilising GBL.
H8d	A lecturers' constructivist belief of teaching & learning will have a positive effect on the intention to use an ERP simulation system utilising GBL.

Research Methodology



Data Collection:

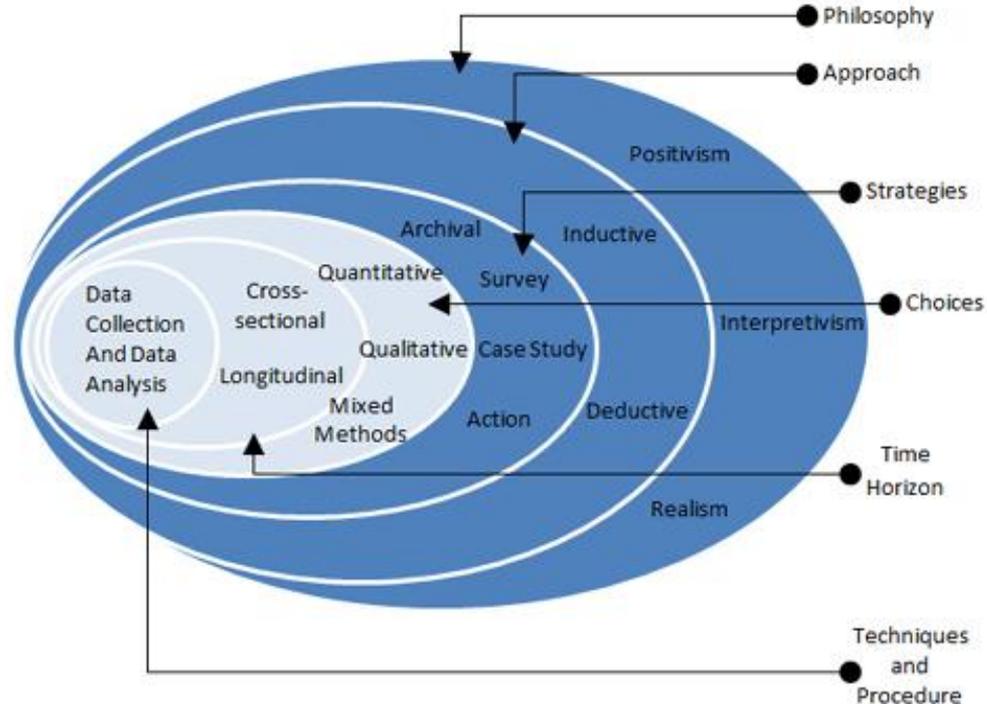
Population 427 lecturers who are MonsoonSIM CTs in a higher education in Southeast Asia

Sample: Expected to receive 150 (Convenient sampling)

Instrument: Questionnaire

Data Collection: e-questionnaire

Data Analysis: SEM-PLS



The Research Onion

Source: Saunders et al. (2009, p. 108)



End Remark:

MonsoonSIM as my PhD research, future impact in higher education

Need a study

More lectures accepts and adopt to use MonsoonSIM in their teaching activities, more students in higher education gain better knowledge, experience and soft skills leading to future impact in higher education



Thanks!

www.MonsoonSIM.com