

Article Citation in APA format:

Kuzu, Abdullah. (2011). The factors that motivate and hinder the students with hearing Impairment to use mobility technology. *The Turkish Online Journal of Educational Technology*, Volume 10, Issue 4. Retrieved from <http://www.eric.ed.gov>.

Research Problem

Accurately and completely identify all research questions or hypotheses addressed within the chosen article.

What are the research questions or what is the hypothesis being tested?

What are the motivational factors that might lead to use mobile technologies by the hearing impairment students in their instructional activities, interactions with their peers and instructors, and in their daily lives (page 338)?

What are the hindering factors that might prevent the use of mobile technologies by the hearing impairment students in their instructional activities, interactions with their peers and instructors, and in their daily lives (page 338)?

Literature Review

Accurately characterize the field of knowledge under study and list three key points from the lit review with citations of the appropriate studies used to make the points.

How would you characterize the general field of knowledge in which this research study is situated; e.g., Research on Teacher Effectiveness, Research on Self-Reflective Learning, Research on Gender Differences in Mathematics Performance, etc.?

Research in the field of mobile technology for the hearing impaired.

List three key points from the literature review that help the reader develop understanding of what is already known, and determine the purpose of this study in light of other studies. Cite at least one study used by the author to make each of the three points.

Students with pre-language hearing loss have problems in their hearing and the differences in their speech cause the children with hearing impairment not to understand talks thoroughly, reduce intelligibility of their speech, or make them totally unintelligible (Brannon, 1986; Northern and Downs 199; Osberger and Macgarr, 1982; Tufekcioglu, 1989).

E-learning is defined by Rekkaedal and Russell (2002) as the use of mobile technologies in the world of education.

PDA's (Personal Digital Assistant) are assumed as tools that can fill an important gap in education and social interaction areas of both hearing and hearing impaired students, this function of technology can only be fulfilled when individuals with hearing impairment accept and use mobile technologies (page 337).

The purpose of the study is to define the possible factors that can motivate or hinder individuals with hearing impairment to use mobile technologies for instructional and social interaction purposes.

Identify the theoretical framework or frameworks (sometimes called a *theoretical lens*, a *theoretical underpinning*, or some similar language identifying the philosophical background or backgrounds used to approach, understand, and/or analyze the problem) used to guide the researcher(s) who published the article.

The researchers collected data through a questionnaire. The “PDA Use Questionnaire” is used to identify the possible factors than can motivate or hinder participants to use PDAs.

Research Design and Data Analysis

Describe the design and the methods of data collection and data analysis used within the study conducted.

Describe the research design (experimental, co-relational, descriptive, etc).

Action research, quantitative

Describe the method(s) of data collection.

A criterion sampling technique was used to determine participants. 12 students from the Handicapped Students at the Department of Applied Fine Arts at Anadolu University with hearing impairment at tertiary level who hold preliminary information and skills for computer use were used (page 338).

The “PDA Use Questionnaire” was used which consisted of two separate sections. The first section included questions that inquire the demographic information about the participants, whereas, the second section included items related to the possible factors that can motivate or hinder participants’ use of PDAs for their instructional and social interaction purposes (page 338).

Describe the method(s) of data analysis.

Descriptive statistical analysis methods were used to analyze the quantitative data.

Inductive content analysis was performed with the qualitative data. Inductive content analysis requires in-depth analysis of the data, which helps to figure out the themes and dimensions that were not predicted beforehand (Patton, 2002; Strauss and Corbin, 1990). Page 339

Findings

Briefly and accurately list all of the notable and significant outcomes of the study.

Summarize and describe the outcomes of the research. In this section you do not have to supply large amounts of statistical data from the article.

The most motivating factor for the participants’ use of PDA is their use in instructional activities. It was then followed by using PDAs for interacting between students. Use in daily life was the least motivating factor for the participants. Page 341

The most motivating factors for being able to use PDAs in instruction was to be able to follow the

course even when they could not attend the course, being able to access the information whenever they want, being able to get information from friends, being able to get immediate response to their messages and being able to get help from friends throughout the course (page 341).

Not making new friends through PDAs, having extra burden because of the PDA aided course, feeling obliged to use PDA for lesson all the time, feeling uncomfortable since other people get interested in them while using PDA, and the difficulties they experience in sending messages are the factors that hinder the participants from using PDAs (page 342).

Limitations -

Accurately describe the limitations of the study either specifically stated within the article or those inferred by you through the lens of effective research practice.

What are the limitations of this research?

In terms of the content, the present study is limited to the course materials and fact to face and online activities that were structured along with these course materials throughout 16 weeks (page 338).

In terms of the mobile technology, the present study is limited to the hardware and software characteristics of a PDA which is commercially known as HP iPAQ hw6915 (page 338).

In terms of the online activities that were offered to the students, the present study is limited to a blog environment which was supported by WordPress software (page 338).

Can the outcome(s) be generalized or transferred to groups outside of this study?

To what other populations can the results apply or not apply?

Validity (do the results correctly answer the question?) and Reliability (ability of research to give consistent findings over time)

How valid is the research?

The reliability and validity calculations of the obtained themes were performed by the field experts. In order to establish the trustworthiness, transferability, credibility and confirmability (Guba, 1981) of the qualitative data, following action were performed; selecting purposeful sampling, recording and reporting every sufficient data, using real data sources, prolonged interaction, perspective based data collection, data triangulation, getting expert opinion and descriptive narration (page 339).

How reliable is the research?

In terms of reliability issues, Cronbach alpha internal consistency coefficient was used and 0.70 internal consistency coefficient value was regarded as the baseline (Huck, 2000; Pallant, 2001). Page 339.

As the result of the reliability estimations, the reliability of the first section was calculated as $\alpha = .86$, whereas, it was calculated as $\alpha = .84$ or the second section of the questionnaire (page 339).

Implications for Practice

Thoroughly describe implications of the study on your personal practice, pedagogical, or instructional choices.

This study can help those that market the PDAs and what uses to commercialize.

A technology leader could use this study to support the use of PDA in education.

Article Quality Ratings

Directions: Indicate your level of agreement with each of the following statements by circling a number from 5 for strongly agree (SA) to 1 for strongly disagree (SD). If you believe an item is not applicable to this research article, leave it blank. Be prepared to explain your ratings. When responding to criteria A and B, keep in mind that brief titles and abstracts are conventional in published research.

Directions

Place one "X" in each row in the column that best describes your judgment of that aspect of the article's quality. Next, add up the total number of points you assigned the article. If every one of the 14 categories were judged as "strongly disagree", for example, then the score for the article would be 14. The maximum score is 70, assuming each category is scored as "strongly agree".

The scores assigned in this instrument should be consistent with the narrative written in the analysis template, above.

		Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
A.	The title of the article is appropriate.	X				
B.	The abstract provides an effective overview of the research article.	X				
C.	The introduction establishes the importance of the study.	X				
D.	The literature review establishes the context for the study.	X				
E.	The theoretical framework(s) used are clearly explained.			X		
F.	The research purpose, questions, or hypothesis is clearly stated.	X				
G.	The method of sampling is sound.	X				
H.	Relevant demographics (for example, age, gender, and ethnicity) are	N/A				

	described.					
I.	Measurement procedures are adequate.	X				
J.	All procedures have been described in sufficient detail to permit a replication of the study.	X				
K.	The participants have been adequately protected from potential harm.	X				
L.	The results are clearly described.	X				
M.	The discussion/conclusion is appropriate.	X				
N.	Despite any flaws, the report is worthy of publication.	X				

Total article score: ____63____