

Software Design and Learners' Self-beliefs

Software developers need to ensure the availability of appropriate steps in instructional material to enhance the self-beliefs of adult basic education learners.

Appropriate activities and feedback which can enhance student's self-beliefs may assist learners to successfully complete their tasks and hence course of study (Yukselturk and Bulut, 2009).

Wanderman (1995) suggests that instructional programmes for literacy skills use simple, easy-to-use writing software which allow learners to concentrate on learning without going through layers of user interface. This can cause confusion and weaken learner's self-confidence (Skinner *et al*, 2000). From the author's point of view, software for adult learners should provide for more control by the adult with an aim to building the self-confidence of the learner. The issue of control was also highlighted by Beger (2001) by describing computers as helpful in developing information skills for adult literacy and basic education learners. This is due to the ability of the computer to provide learners with privacy, feedback, individualisation, control, and flexibility.

Bandura (1986) states that the most important source of self-efficacy is successful performance. It is thus advisable for activities to be arranged in increasing order of complexity as this enables learners to be more successful (Gagné, 1985). Experiencing success on a task increases the self-efficacy of the particular task. It is also important for digital media material to be easy to use and should not make the learner tense or anxious as high emotional arousal tends to affect self-efficacy beliefs (Busch, 1995).

References

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