

Critical Information C_THR82_2505 Online Learning Environment

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Graphic organizers and the level of students' performance and self-efficacy in an online learning environment

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Abstract- Graphic organizers are research-based learning materials and approaches that help students understand a challenging subject. This study aims to see how graphic organizers influence students' performance and self-efficacy in the subject Science, Technology, and Society (STS) in an online setting. It was conducted at Quezon City University (QCU) in the first semester of Academic Year 2021-2022. It used a quasi-experimental study design technique known as the Pretest-Posttest Design. The results demonstrate that participants in the treatment group performed better than those in the control group. After obtaining lessons and learning using various graphic organizers, the subjects in the control group improved their degree of self-efficacy. The study concludes that graphic organizers seemed to influence students' performance and level of self-efficacy in STS. Teachers should use visual organizers to help students enhance their academic accomplishment and self-efficacy, particularly in an online learning setting.

Index Terms- Graphic organizers, Online learning environment, Students' performance, Self-efficacy, Science, Technology, and Society (STS)

I. INTRODUCTION

The COVID-19 pandemic caused a sudden shift in learning mode from face-to-face learning to online and distant learning. There are studies that have been conducted in the past about the usefulness of online courses (Boykin, et al. 2019; Kwon, Shin, & Park, 2018; Ponce, et al. 2018). However, most of these concentrate on comparing traditional classrooms to online classrooms (Boykin, et al. 2019; Kwon, Shin, & Park, 2018; Ponce, et al. 2018), but little research on what effective instructional learning materials and activities are suitable for this kind of learning environment to ensure the promotion of student satisfaction and academic achievement.

According to Kurniawan et al. (2018), when appropriate instructional learning materials are chosen and incorporated into

each lesson, students' performance improves. Furthermore, studies support the claim that relevant and appropriate instructional learning materials do improve students' performances because they directly support the presenting and gathering of facts, principles, and concepts in class (Kaku & Arthur, 2020; Nja et al. 2020; Tacudol & Arcilla, Jr., 2020). In addition, the use of appropriate instructional learning materials, whether in a regular face-to-face class (Kaku & Arthur, 2020) or in an online learning space (Yilmaz & Korur, 2021), helps the learners to establish schemas that extend their working memory so that they can understand and learn more difficult information (Chairilysha & Kumia, 2018). And lastly, with the use of suitable instructional learning materials, students become more engaged and motivated to learn, according to Nasir, Prasnowo, and Riwayani (2018). As a result, in order to have the greatest impact, such materials must be carefully planned, selected, organized, refined, and used in a course (Garzon-Diaz, 2021).

Research-based learning materials and strategies that help students learn complex content (Kurniawan & Zufriady, 2019). It is a non-linguistic, visual tool that enables the learner to connect new information to their existing knowledge and see how concepts relate to each other and fit in, which in turn makes them recall information easily (Kurniawan & Zufriady, 2019).

The spatial arrangements of graphic organizers allow the students to identify the missing information or absent connections in one's strategic thinking (Ellis, 2015). According to Conditorio (2010), graphic organizers facilitate student comprehension of science content by showing the interrelatedness of ideas; providing visual cues to help students process the information; and allowing students to direct their own learning by keeping graphic organizers open to interpretation and independent thinking. In fact, dozens of empirical studies were conducted to verify the efficacy of such organizers, and some of these studies asserted their viability for teaching science subjects (Atomatofa, 2013; Chang, & Liu, 2014; Dexter, Park, & Hughes, 2011; Omondi, Keraro, & Anditi, 2018; Wachanga, Arimba, & Mbugua, 2013). It is found that these organizers help the students visualize the abstract ideas, divide the writing tasks into smaller palatable parts, and monitor

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SAP C_THR82_2505 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"> Configuration of Performance Management: This section of the exam measures skills of SAP Consultants in managing backend configuration for performance processes. It involves provisioning settings, XML modifications, and basic system integrations to ensure successful form deployment.
Topic 2	<ul style="list-style-type: none"> Goal Management: This section of the exam measures skills of Performance Management Specialists and covers how to configure and manage goal plans, goal library usage, and cascading goals. It ensures alignment of employee objectives with organizational strategies through effective goal-setting functionality.
Topic 3	<ul style="list-style-type: none"> AI Features: This section of the exam measures skills of SAP Consultants in applying AI-driven enhancements in performance management. It involves configuring features like intelligent suggestions and automated summaries to improve efficiency and personalization.
Topic 4	<ul style="list-style-type: none"> Calibration: This section of the exam evaluates the knowledge of SAP Consultants in setting up calibration sessions. It includes user role assignment, template usage, and session management to support unbiased performance reviews and data-driven decision-making.
Topic 5	<ul style="list-style-type: none"> Job Architecture and Attributes: This section of the exam assesses the knowledge of SAP Consultants in working with job structure elements. It includes configuration of job roles, families, and attributes that are essential for defining performance expectations and linking goals to job frameworks.
Topic 6	<ul style="list-style-type: none"> Route Maps: This section of the exam assesses the ability of SAP Consultants to configure route maps. It includes defining stages, roles, and routing conditions that determine the flow of performance forms between employees, managers, and HR.
Topic 7	<ul style="list-style-type: none"> Performance Rating and Permissions: This section of the exam assesses the understanding of Performance Management Specialists in configuring rating behaviors and permissions. It covers the control of visibility and edit rights across different user roles in the performance management cycle.

SAP Certified Associate - SAP SuccessFactors Performance and Goals Sample Questions (Q21-Q26):

NEW QUESTION # 21

Which of the following are considerations when you are converting legacy templates to the latest version?

- A. The start and due dates of the goal must fall within the <obj-plan-start> and <obj-plan-due> dates.
- B. Textarea fields, such as metric or comments, will have a max-length set of 4000 characters.
- C. Any existing Group Goal data from the legacy template will be retained.
- D. The background style for the status field is supported in both RGB and HEX.

Answer: A,B

NEW QUESTION # 22

Which of the following are unique Edit Form Attributes options in 360 Reviews?

Note: There are 2 correct answers to this question.

- A. Lock down section weights
- B. Enable Development Plan Integration
- C. Show section weights
- D. Recall enabled

Answer: A,B

NEW QUESTION # 23

What are some end user capabilities of the latest version of Goal Management?

Note: There are 3 correct answers to this question.

- A. Goals can be imported or exported directly from a Goal Plan.
- B. Managers can copy personal goals on behalf of their direct reports.
- C. Goals can be created using the SMART Goal Wizard.
- D. Employees can search for inactive users in the People Selector.
- E. Users can manage Milestones for personal and team goals.

Answer: A,C,E

NEW QUESTION # 24

You would like to use AI-Assisted Insights in Performance Management forms. What are the requirements to use this capability in addition to an SAP AI Units license?

Note: There are 3 correct answers to this question.

- A. Define a Manager single step in the Route Map associated to the form template
- B. Define a collaborative step in the Route Map including Manager and HR Rep
- C. Enable the feature from Admin Center and grant permissions from AI Access category to the required role
- D. Enable Assisted Performance Insights for Manager Review in Form Template Settings
- E. Enable the feature from Provisioning > Company Settings and grant permissions from AI Access category to the required role

Answer: A,C,D

Explanation:

Comprehensive and Detailed Explanation From Exact Extract:

To use AI-Assisted Insights in Performance Management forms, in addition to an SAP AI Units license, the following are required:

- * Enable in Admin Center and grant AI Access permissions: The feature must be activated, and roles need appropriate permissions.
- * Manager single step in Route Map: A step involving the manager is required for insights generation.
- * Enable Assisted Performance Insights in Form Template Settings: This setting enables the feature for specific forms.

Extract from SAP SuccessFactors Documentation:

* SAP SuccessFactors Performance Management Guide (Q3 2025): "To enable AI-Assisted Insights, administrators must activate the feature in Admin Center and grant permissions via the AI Access category. A Manager single step must be defined in the Route Map, and the Assisted Performance Insights option must be enabled in Form Template Settings." Explanation of Options:

- * A. Correct: Enabling in Admin Center and granting AI Access permissions is required.
- * B. Incorrect: Provisioning is not used for this feature; Admin Center is the correct location.
- * C. Correct: A Manager single step is required in the Route Map.
- * D. Incorrect: A collaborative step with Manager and HR Rep is not required.
- * E. Correct: Enabling Assisted Performance Insights in Form Template Settings is necessary.

Reference:

SAP SuccessFactors Performance Management Guide, Section: "AI-Assisted Insights," Subsection: "Configuration Requirements" (Q3 2025).

NEW QUESTION # 25

Which of the following are possible for the manager-initiated Calibration Sessions?

Note: There are 2 correct answers to this question.

- A. Calibration views can be modified by managers.
- B. Default facilitator(s) CANNOT be changed.
- C. Direct reports can be added as participants or subjects.
- D. The templates available to managers can be restricted from role-based permissions.

Answer: B,C

NEW QUESTION # 26

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