

The Development of E-Pocket Book based on iSpring Suite 11 Software

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ABSTRACT

The E-Pocket Book, developed using iSpring Suite 11 software, functions as an innovative learning resource specifically tailored for Civil Engineering students. The primary objective of this research was to create an effective educational tool to enhance the learning experience for these students. This study employed a Research and Development (R&D) approach, utilizing the ADDIE Development Model, which comprises five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. A sample of 87 students participated in this research, providing valuable feedback and insights. The validation process, conducted by both media and material experts, indicated a positive reception toward the E-Pocket Book, affirming its feasibility as an effective learning medium. Additionally, students' responses were gathered using the System Usability Scale (SUS) questionnaire, which reflected a high level of acceptance and usability, yielding an impressive score of 82.5, categorized as grade B (Excellent). The comprehensive research findings demonstrate that the E-Pocket Book created with iSpring Suite 11 is not only suitable but also advantageous for Civil Engineering students in their English language learning journey. By integrating modern technology with educational resources, this project significantly enhances the academic experience and proficiency of students in the field of Civil Engineering.

Keywords: *civil engineering students, e-pocket book, iSpring Suite 11.*

1. INTRODUCTION

The concept of Independent Learning, or *Merdeka Belajar*, proclaimed by the Ministry of National Education, necessitates that teachers adopt creative teaching

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Citation: Bhakti, S. O. W., Nugroho, B., Andansari, D., & Marwanto. (2024). The development of e-pocket book based on iSpring Suite 11 Software. *English Education Journal*, 15(3), 170-182.

<https://doi.org/10.24815/eej.v15i3.37888>

Received 16 March 2024; Revised 1 May 2024; Accepted 12 July 2024

Available online 31 July 2024

methods to realize the vision of "learning anytime and anywhere" within Indonesia's educational framework. Teachers must understand their students' needs to enhance motivation and foster a genuine interest in learning, rather than imposing it upon them. It is essential for educators to recognize students' perspectives on the optimal time and place for learning, whether inside or outside the classroom. Furthermore, teachers must acknowledge that contemporary education is significantly influenced by technological advancements, which have become integral to our daily lives. Mobile phones are ubiquitous technological devices carried by nearly all students and teachers, utilized for telecommunications, entertainment, and educational purposes due to the plethora of free and affordable applications available in electronic stores. Mobile phones can serve as multimedia tools for students. Multimedia encompasses a combination of text, graphics, audio, animation, and video, presented via computers or other electronic or digitally processed methods (Vaughan, 2011). The students in every level, from primary to higher, must take advantage of technology as a medium or learning resource to support independent learning. Learning media helps the students not only to comprehend the lesson but also to allow the students to be better at mastering the learning objectives.

The activity initiated by the learner, which can enhance and complete formal lessons, requires a context-aware approach that considers the learner's circumstances. This enables them to actively evaluate the appropriateness of mobile learning activities in relation to the time and place of their learning. The concept is that individuals can effectively learn and teach using personal technologies anytime and anywhere (Kukulka-Hulme, 2012). Additionally, Alshareef (2018) highlighted several advantages of mobile learning, including portability and ease of transport, enhanced social interaction, improved collaboration among learners and colleagues within the same organization, personalization, the promotion of active learning experiences, increased computer literacy, better teaching and collaborative learning, improved information retention, effectiveness, modernity, accuracy, comprehensiveness, and cost and time savings. Furthermore, mobile devices can enhance students' language skills—such as listening, speaking, reading, and writing—by offering tools like voice recorders, cameras, and the ability to download applications focused on writing and reading.

Teachers must actively engage in the development of mobile learning by leveraging technology as a learning resource. Observations indicate that students increasingly refrain from bringing heavy textbooks to school, necessitating innovative solutions from teachers to align educational materials with technological advancements. Numerous software and applications are available for creating digital learning resources, including electronic and mobile electronic materials. In the current digital era, accessing and reading electronic materials is commonplace. These e-materials can be read on various devices, offering significant benefits in terms of mobility, accessibility, and simplicity. Armstrong et al. (2002) define an e-book as any form of electronic text, irrespective of its size or format (considered a digital object), except for journal publications. These texts are accessible electronically (or optically) on any device, whether handheld or stationary, that has a screen. E-pocket books are one of the learning media consisting of light important information related to the material taught so that it can help the students to become independent learners. The e-pocket book is usually equipped with a description of the materials and images to make the readers easily catch the meaning of the explanation.

1.1 iSpring Suite 11 Software

In the modern era, where networks and technologies are essential for global communication, enhancing English language comprehension necessitates the use of innovative tools that improve learning experiences. One such solution is iSpring Suite 11, launched in November 2023, which integrates seamlessly with Microsoft PowerPoint. This software offers a flexible platform for educators to develop engaging and interactive learning courses, significantly improving students' comprehension of English.

iSpring Suite 11 supports a variety of teaching methodologies, making it adaptable to diverse learning styles. These methods include the Grammar-Translation method, which focuses on understanding language structure; the Audio-Lingual method, which emphasizes listening and speaking skills; the Structural approach, which deconstructs language into its fundamental components; Task-Based Language Learning methods, which engage students in real-life tasks; and Mobile-Assisted Language Learning, which allows learners to access resources anytime and anywhere via their smartphones.

By incorporating these diverse methods, iSpring Suite 11 not only improves language comprehension but also promotes active learning, critical thinking, and collaboration among students, thereby preparing them for effective communication in today's interconnected world. 12 features of iSpring Suite 11 that can be used by the teacher in conducting those learning methods can be seen in Figure 1 (<https://www.ispringsolutions.com/ispring-suite>).

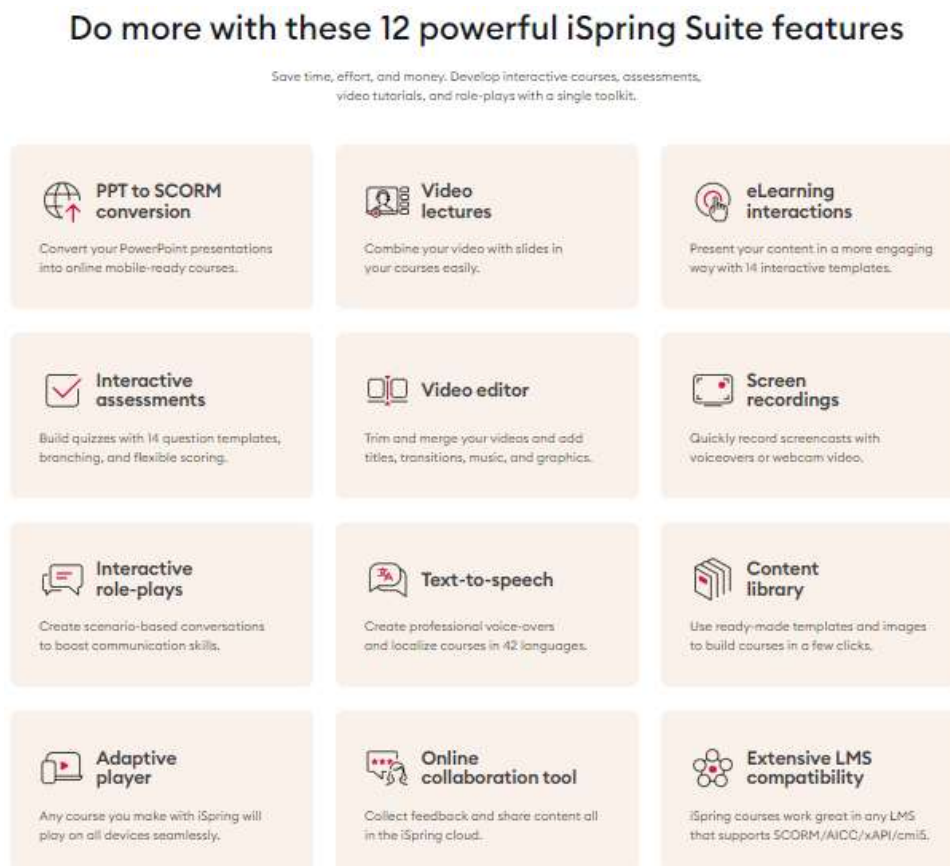


Figure 1. 12 Powerful iSpring Suite 11 features.

Using iSpring Quizmaker such as multiple and single choice, matching, filling the blanks, drag and drop, short answer, and many more will not only check the students' knowledge and comprehension of the language taught but also decrease the students' stress while taking the test due to its interesting process. Furthermore, to gain the students' ability in listening skills as one of the aims of the Audio-lingual method, the teachers can iSpring Talk Master by recording their voices to create a dialogue or as a tool in teaching pronunciation as long as the teachers' voice is an important tool in teaching English language. Moreover, in teaching structure to the students, the teachers are able to add some interactive elements related to the topics to maintain the accepted information, ideas, and knowledge so that the goal of the structure approached is able to be obtained. Furthermore, task-based language learning can be effectively facilitated through the integration of videos sourced from various external platforms such as YouTube, Instagram, TikTok, etc. by following some rules to finish the tasks to reach the goal. All the projects of iSpring can be published in both HTML and Video which after that can be built by website 2 APK builder as an application that can be run in computer, laptop, iPad, and mobile so that it can support Mobile-Assisted Language Learning.

It can be inferred that iSpring software provides substantial support to educators, including those with fundamental language teaching skills, by significantly enhancing their confidence in the classroom. The software's capabilities to integrate audio, images, videos, and infographics into presentations enable teachers to develop more dynamic and engaging instructional materials. This multimedia approach not only enriches the learning experience but also facilitates the delivery of content in a varied and compelling manner. Consequently, this enhances students' ability to comprehend and retain information, thereby improving overall educational outcomes.

Additionally, the software offers sub-applications tailored for teachers who are passionate about e-learning development, regardless of the network conditions they may face. Since these sub-applications can function offline, educators are not restricted by connectivity issues, enabling them to create and deliver content anytime, anywhere. iSpring Suite 11 courses are also compatible with various Learning Management Systems (LMS) commonly used in online learning, such as Moodle, Canvas, and Schoology, facilitating seamless integration into existing educational frameworks. Furthermore, courses of any size can be securely stored with a guaranteed 100 percent preservation in iSpring Space, the cloud storage solution provided by iSpring, ensuring that teachers can access their materials whenever needed without the fear of data loss.

1.2 ADDIE Models

To achieve an optimal application design, it is imperative to thoroughly understand the instructional design framework it intends to employ. This understanding is crucial for identifying the specific needs of the learners and determining how the design will be executed following a comprehensive evaluation. Such meticulous planning ensures that the final outcome is both effective and beneficial for the learners.

In the context of this research, one of the instructional design models utilized is the ADDIE model. The acronym ADDIE represents a systematic approach to instructional design, encompassing five critical phases: Analysis, Design, Development, Implementation, and Evaluation. Each phase plays a vital role in the creation and refinement of instructional materials. The ADDIE model, with its structured approach, facilitates the development of effective instructional strategies by iteratively analyzing,

designing, developing, implementing, and evaluating the instructional content (Branch, 2009). The ADDIE model demonstrates the relationship between creating instructional interventions and developing performance improvement strategies. Performance interventions—like incentive programs, job redesigns, electronic performance support systems, ergonomic improvements, and others—should also be developed through a framework that includes analysis, design, development, implementation, and evaluation (Molenda et al., 1996).



Figure 2. ADDIE model process.

In the Analysis phase, it is essential to clearly define the instructional problem, articulate the instructional goals and objectives, and assess the learning environment alongside the learners' existing knowledge base. This foundational step sets the stage for a well-informed instructional design by identifying specific needs and constraints that must be addressed. The Design phase builds upon this analysis by developing detailed and specific learning objectives, assessment instruments, and instructional activities. This phase involves crafting a comprehensive plan that includes the creation of exercises, conducting subject matter analysis, lesson planning, and selecting appropriate media. Each component is meticulously planned to ensure alignment with the identified goals and objectives.

During the Development phase, instructional designers and developers are responsible for producing the content assets outlined in the Design phase. This involves writing and refining instructional content, creating storyboards to visualize the instructional flow, and designing graphics that enhance the learning experience. In the context of e-learning, this phase also includes integrating relevant technologies to facilitate online learning. The Implementation phase focuses on preparing for the delivery of the instructional program. This includes developing procedures for training both facilitators and learners. Facilitators' training should encompass a thorough understanding of the course curriculum, learning outcomes, delivery methods, and assessment procedures to ensure effective implementation. Finally, the Evaluation phase is divided into formative and summative components. Formative evaluation is conducted throughout each phase of the ADDIE process to provide ongoing feedback and make necessary adjustments. Summative evaluation, on the other hand, involves a series of assessments conducted after the implementation to gather user feedback and measure the overall effectiveness of the instructional program.

2. METHODS

In this research, the ADDIE Model was employed as a systematic framework to guide the development and implementation of the e-pocketbook. Adhering to each phase of the model, the researchers meticulously executed actions to ensure the project's success. During the Analysis phase, a comprehensive investigation was conducted to determine the specific needs and characteristics of the student population. This process involved collecting data through surveys and interviews to evaluate students' educational backgrounds, learning preferences, and areas of difficulty. Leveraging these findings, the researchers established precise objectives for the e-pocketbook, ensuring that these objectives were in alignment with the established standards and core competencies necessary to support the curriculum at Politeknik Negeri Samarinda.

In the subsequent Design phase, the researchers concentrated on developing the conceptual framework and content structure of the e-pocketbook. This phase involved the meticulous selection and incorporation of relevant images, diagrams, and textual information pertaining to civil engineering materials. The aim was to ensure that the content was not only informative but also visually compelling, thereby enhancing its engagement potential for students. This stage was pivotal in establishing how learners would interact with the material, setting a foundational blueprint for the user experience.

Progressing to the Development phase, the researchers proceeded with the actual creation of the e-pocketbook utilizing iSpring Suite 11. This software facilitated the effective integration of multimedia elements, as exemplified in Figure 3. Additionally, to augment accessibility and distribution, the researchers employed Website 2 APK Builder Pro v.5.0 to develop a mobile application version of the e-pocketbook, as illustrated in Figure 4. This dual approach ensured that the educational material was accessible across various platforms, thereby fostering a flexible and inclusive learning environment. Through rigorous adherence to the ADDIE Model, the project aimed to deliver a comprehensive educational resource that addresses the specific learning needs of civil engineering students while leveraging contemporary technology to provide an engaging and interactive learning experience.



Figure 3. iSpring Suite 11 display.



Figure 4. Website 2 APK builder pro v5.0. display.

During the Implementation phase, before the e-pocketbook was introduced to the students, the researchers undertook a critical validation process by soliciting feedback from subject matter experts in the field. This expert validation was essential to ensure the accuracy, relevance, and quality of the e-pocketbook, thereby enhancing its effectiveness as an educational tool. This involved consulting three Design Product Lecturers, who served as media experts, and three Civil Engineering lecturers, who acted as materials experts, to ensure both the visual presentation and content were of high quality. The validation process utilized a questionnaire adapted from Indonesia's National Professional Certification Board or *Badan Nasional Sertifikasi Profesi* (BNSP) guidelines, specifically tailored for evaluating m-learning materials (BNSP, 2014). This step was vital, as it ensured that the e-pocketbook met industry standards and educational requirements, thereby enhancing its credibility and effectiveness as a learning tool.

During this validation process, the experts assessed various aspects of the e-pocketbook, including its design usability, educational relevance, and instructional quality. Their feedback was invaluable; it provided insights that allowed the researchers to refine the material before it was presented to students. By systematically addressing the experts' suggestions, the researchers aimed to create an e-pocketbook that was not only visually appealing but also pedagogically sound.

In the final phase, the evaluation phase, the researchers conducted a thorough review of the e-pocketbook after its initial implementation among the students. By collecting and analyzing feedback from both students and experts, the researchers identified areas for improvement and necessary revisions. This continuous feedback loop enabled further development of the e-pocketbook, tailoring it more effectively to meet the needs of engineering students. The focus on expert validation and iterative evaluation enhances the quality of the educational resource, ultimately leading to a more effective learning experience for students. In conclusion, these meticulously planned stages of implementation and evaluation underscore the commitment to delivering a high-quality educational tool designed to facilitate learning in the engineering domain.

The data was obtained from the contents of the questionnaire given to the civil Engineering students as the respondents. Since the number of students was 87 students, the researchers used a System Usability User (SUS) questionnaire developed by Brooke (2020). The SUS questionnaire is particularly suitable for a small group of respondents, featuring 10 general statements about their experiences after using a new application or

product. It utilizes a Likert scale with five response options: strongly disagree, disagree, neutral, agree, and strongly agree. The answers are then transformed into a scale ranging from 0 to 4. Following this, the total of these converted scores is calculated and then multiplied by 2.5 to determine the usability score.

Table 1. SUS score interpretation.

SCORE	GRADE SCORE	ADJECTIVE RANGKINGS	ACCEPTABILITY RANGKINGS
86-100	A	BEST IMAGINABLE	ACCEPTABLE
75-85	B	EXCELLENT	
51-74	C	GOOD	ACCEPTABLE BUT NEED IMPROVEMENT
40-50	D	OK	
26-39	E	POOR	UNACCEPTABLE
0-25	F	WORST IMAGINABLE	

3. RESULTS AND DISCUSSIONS

After developing the e-pocketbook utilizing iSpring Suite 11, the final product was published in HTML format, which is essential for creating an interactive and engaging user experience. This format facilitates easy conversion into an application for Android devices using the Website 2 APK Builder v5.0, streamlining the process of making the educational content accessible to a wider audience. The application interface is optimized for landscape rotation, allowing users to view the materials comfortably and effectively. This design choice ensures that users can easily read and interact with the content without feeling cramped or distracted by a narrow display.

Once the application has been created, users can conveniently download it onto their Android mobile phones, making learning on-the-go a practical option. As illustrated in Figure 5, the application's user-friendly interface is designed to enhance accessibility, ensuring that students can engage with the material anytime and anywhere. With the ability to download the e-pocketbook as an application, learners are empowered to study at their own pace and revisit topics as needed, reinforcing their understanding of key concepts in civil engineering. Ultimately, this transformation from an e-pocketbook to a downloadable application represents a significant step toward modernizing education and making valuable resources readily available to students.



Figure 5. The application is displayed on the Android mobile phone.

The contents of the application can be easily accessed by pressing the "Start" or "Next" button, providing users with a seamless navigation experience. Once the user has selected a specific topic by tapping on it, the corresponding material is displayed in a clear and organized manner, as illustrated in Figure 6. This intuitive interface allows users to quickly engage with the content, facilitating a more effective learning process.

Upon opening a selected topic, the application is designed to present the material in a highly interactive format, incorporating various multimedia elements such as images, diagrams, and text to enhance understanding. This dynamic presentation not only holds the user's attention but also caters to diverse learning styles, making it easier for students to grasp complex concepts in civil engineering.

As users progress through the application, they can navigate back and forth between topics, enabling a flexible learning experience tailored to individual needs. Additionally, the application may include features such as embedded quizzes or discussion prompts that encourage active participation and self-assessment. Overall, the user-friendly design ensures that students can effortlessly explore the content, deepening their comprehension and retention of essential civil engineering principles.

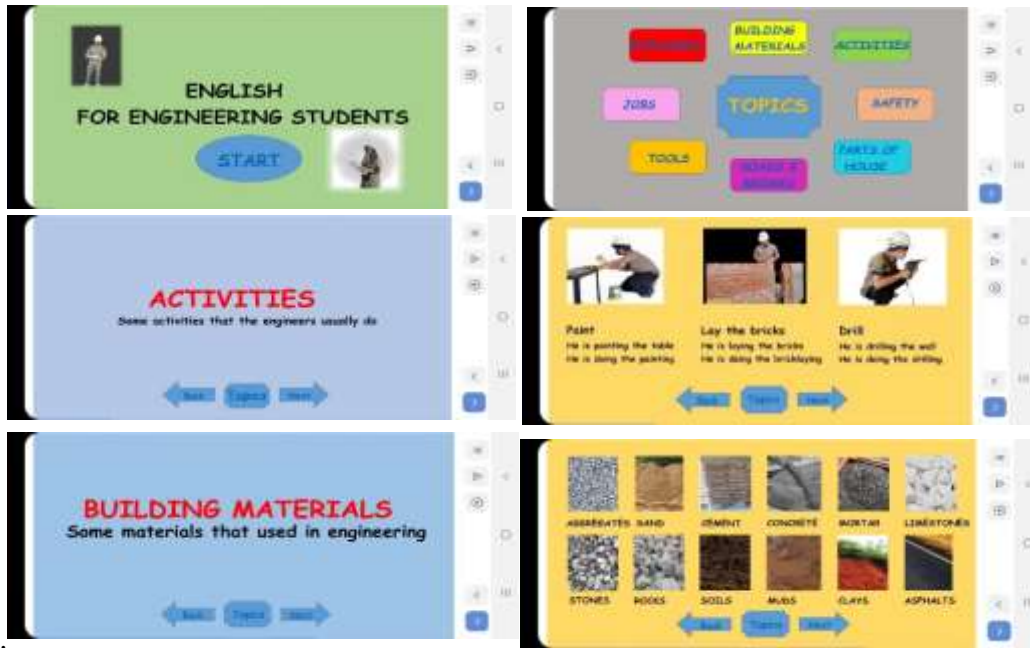


Figure 6. The content of the e-pocket book application.

Subsequently, the researchers tabulated the validation of material and media experts, and the SUS Questionnaire conducted by 87 students by Likert-Scale. Table 2 shows the results of the validation from 3 validators. The results showed that all statements had positive attitudes with a mean score up to 3.5. Moreover, the total mean score was also 4.29 with a positive attitude, which means that the application was valid and could be used as the learning media for engineering students in Politeknik Negeri Samarinda.

Table 2. The material experts' validation results.

No	Statements	Score	Mean Score	Attitude
1.	The material is in accordance with the learning objectives in the interactives media and basic competency	12	4,00	Positive
2.	The material accuracy includes the accuracy of the concept and definition; data and facts; example; as well as images and illustration	13	4,33	Positive
3.	The material content is on accordance with the needs of the students in learning English and Civil Engineering	14	4,67	Positive
4.	The language of the material is simple, communicative, interactive, and suitable with the language rules dan the user's language development	13	4,33	Positive
5.	The matrial uses the latest images, illustrations, and examples of daily life	15	5,00	Positive
6.	The material encourages the users' coriusuty and questioning ability	12	4,00	Positive
7.	The material layout of the concept is presented sequentially	11	3,67	Positive
8.	The material is useful for the user's life	13	4,33	Positive
Total		12,88	4,29	Positive

Table 3 presents the validation results conducted by three Product Design Lecturers regarding the e-pocket book designed for educational purposes. Each lecturer assessed a series of statements aimed at gauging the efficacy, usability, and educational value of the product. Among these statements, five were met with a neutral attitude, specifically statements 1, 2, 3, 5, and 6. The mean scores for these statements fell within the range of 3 to 3.33, indicating that while the lecturers did not have strong opinions favorable or unfavorable, they acknowledged certain functional aspects of the e-pocket book that warranted further consideration or improvement.

In contrast, the remaining statements received a positive attitude from the lecturers, with mean scores reaching up to 3.5. This suggests that the e-pocket book possesses beneficial features that resonate well with the experts, likely enhancing its overall effectiveness as an educational tool. A total mean score of 3.60 from the media validation indicates a general consensus among the media experts that the e-pocket book holds instructional value and is well-suited for learning purposes.

The integration of both neutral and positive feedback is instrumental in guiding subsequent iterations of the product, enabling developers to address areas requiring improvement while preserving the features that have been recognized as strengths by experts. This feedback loop is pivotal in the iterative design process, as it ensures that the final product not only meets validation criteria but also aligns with user needs. The favorable validation results highlight the e-pocketbook's potential as a significant educational resource, poised to enhance student learning experiences within the field of civil engineering. The insights derived from this evaluation will be crucial in further refining the e-pocketbook, ultimately establishing it as a valuable educational tool.

Table 3. The media experts' validation results.

No	Statements	Score	Mean Score	Attitude
1.	The display of the content is accordance with the ISO standard and material	9	3,00	Neutral
2.	The layout of the trimming harmonized to the rhythm, unity, and consistency	10	3,33	Neutral
3.	The composition and combination of the color is able to be vivid to the function	10	3,33	Neutral
4.	The size and colour of the font used is interesting and easy to be read	12	4,00	Positive
5.	The cover display's form, color, and size is able to describe the material and the characters of the object	10	3,33	Neutral
6.	The setting of the display is having consistency	10	3,33	Neutral
7.	The application is easy to be operated	12	4,00	Positive
8.	The instruction for the user is clear to be understood	11	3,67	Positive
9.	The media helps the user to comprehend the material easily	12	4,00	Positive
10.	The media encourages the user' motivation to learn English	12	4,00	Positive
Total		10,80	3,60	Positive

To assess the students' reactions to the e-pocketbook designed for Engineering, the researchers employed a three-step procedure. First, the English lecturer from the Civil

Engineering Department, who was also a researcher, instructed all civil engineering students to use the application during their English classes over the course of one month. Following this period, the researchers distributed the System Usability Scale (SUS) questionnaire to all participating students to gather their feedback on the e-pocketbook. In the final step, the researchers systematically analyzed and tabulated the completed questionnaires to determine the application's acceptability and effectiveness as a learning tool. The result of the SUS questionnaire can be seen in Table 4. The total mean score was 82.5 which means it was acceptable and could be used as a learning medium with a grade B Excellent.

Table 4. The students' SUS questionnaire results.

No.	Statements	Score	Mean score
1.	I think that I would like to use this system frequently.	277	692,5
2.	I found the system unnecessarily complex.	241	602,5
3.	I thought the system was easy to use.	292	730
4.	I think that I would need the support of a technical person to be able to use this system.	301	752,5
5.	I found the various functions in this system were well integrated.	276	690
6.	I thought there was too much inconsistency in this system.	276	690
7.	I would imagine that most people would learn to use this system very quickly.	305	762,5
8.	I found the system very cumbersome to use.	306	765
9.	I felt very confident using the system.	314	785
10.	I needed to learn a lot of things before I could get going with this system.	291	727,5
TOTAL		2879	82,73

4. CONCLUSIONS

The development of an e-pocket book based on iSpring Suite 11 software for civil engineering students represents a significant advancement in educational technology, particularly in the context of the increasingly digital landscape of education. This e-pocket book is designed to be an interactive and engaging resource, featuring a variety of images, illustrations, and detailed information that cater specifically to the needs of civil engineering students. By packaging this content into an Android application in APK format, the developers have ensured that it is easily accessible to students on their mobile devices.

The validation process conducted by media and material experts yielded positive results, indicating that the e-pocket book is not only acceptable but also feasible for use as a self-study learning material. This validation is crucial, as it reassures both educators and students about the quality and reliability of the content provided. Furthermore, the implementation of the e-pocket book was assessed using a System Usability Scale (SUS) questionnaire, which revealed that students found the e-pocket book to be user-friendly and accessible. The ability to learn without the constraints of physical location or time is particularly beneficial in today's fast-paced world, where students often juggle multiple responsibilities.

Integrating the e-pocketbook into the educational process has the potential to substantially enrich the learning experience for civil engineering students, equipping them with essential knowledge and skills needed to excel in the digital era 4.0. As civil engineering continually advances through the integration of cutting-edge technologies, the availability of innovative learning resources becomes increasingly crucial. The e-pocketbook, developed using iSpring Software, not only functions as a valuable educational resource but also fosters a more interactive engagement with the material. This approach promotes a deeper understanding and retention of complex concepts, thereby enhancing the overall educational outcomes for students.

Looking ahead, there is considerable potential for further development of the e-pocket book to support a wider range of operating systems beyond Android. By adapting the application for platforms such as iOS, Windows Phone, and even Blackberry, the reach of this educational resource can be expanded, ensuring that more students can benefit from its content. Additionally, educators can leverage iSpring Suite 11 to create their customized applications, tailoring learning materials to suit specific course requirements or student needs. This flexibility fosters a more personalized learning environment, encouraging innovation in educational practices and ultimately contributing to the preparation of future civil engineers who are well-equipped to navigate the challenges of their profession in an increasingly digital world.

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