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A Critical Study of Student's Perception About Delivery of Online Session & Learning Effectiveness

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Abstract

Online learning has become a vital and alternate solution of knowledge sharing after the world has seen the pandemic situation of COVID – 19. The ecosystem took a while to adjust with the sudden closure of academic Institutions due to social distancing. The creation and adoption of virtual classrooms has become necessary to continue the teaching-learning process. While the focus is to create an engaging learning environment, people involved in the delivery of the content had to quickly upgrade to remain relevant with the changing dynamics. The objectives of this research are to identify the learning effectiveness of a student during Online classes and to understand if Content, Pedagogy, and use of different technologies during session have a better online learning experience. Also, the researchers assumed that the faculty-student connect may increase the learning experiences. This cannot be developed only during class timings but requires personal interaction between faculty and student beyond class timings.

The study concludes with suggestions of overcoming the above challenges with regards to online learning, thus aiming to improve and enhancing the quality of learning outcomes. Faculties who remain relevant in this changing learning ecosystem are those people who are ready to adopt and learn new things quickly.

Keywords: Online Learning, Content, Students, Teaching, Technology

I. INTRODUCTION

Online learning is education which takes place over the Internet. Online learning is bringing shift in our pedagogies. The top-down lecturing and passive student approach is shifting to a more interactive approach. In e-learning, the role of faculty members should be transformed from the traditional teacher-centric to student-centric model to co-create the learning process. With online teaching, teacher should become more of a facilitator to have major influence and impact on student's experience. The skills required for this are administrative skills, communication skills, technological competence. Teacher should also provide constructive feedback & support to students. Student's attitude towards online learning gets affected by learner autonomy, structure of course, quality of instructional methods, Interactions with another students & teacher.

Since the arrival of e-learning technology, academicians are facing the challenges of acquiring and implementing IT skills for teaching. Spector (2002) reported 'the big lesson about technology and learning from the 20th century is that less is known about how people learn than many educational researchers are inclined to admit'. So, it's important to find out how effective e-learning practices are achieved. E-learning was underutilized in the past, especially in developing countries. However, the current crisis of the COVID-19 pandemic enforced the entire world to rely on e-learning for education.

Islam et al. (2015) state that e- learning is gaining momentum by becoming a vital necessity in higher education learning across the world.

Many teachers often lack the know-how of the online learning functions and features thus failing to utilize them in an efficient manner. However, during lockdown phase, teachers have used meeting Apps like Zoom, Google Meet, Microsoft Teams, WebEx Meet etc. to deliver lectures and accommodated new pedagogical techniques. Key issues faced by teachers when delivering online content to students are poor knowledge of Information & Communications Technology, inadequate internet connection, lack of digital devices like smart phones, laptops, and computers.

A crucial factor that must be considered is the success of the student's learning outcomes. For student's participation in online education minimum requirements are access to a computer, the internet, and the motivation to succeed in a non-traditional classroom.

COVID-19 enforced the academic institutes to replace the traditional chalk and talk (in class face-to-face education) methodology and change to the online teaching/learning. Once the pandemic arrived; students, teachers, and even institutes were unprepared. Lack of resources from side of the students tend to result in negative learning experiences leading to disengagement and low satisfaction.

There are many advantages and disadvantages of online classes for both teachers and students. For teachers, it allows new method of teaching using advanced tools and technology and reaching many students. And student can acquire knowledge of using different online tools and methods, get benefit of live / recorded sessions, listen, and watch classes many times at their own pace. Major disadvantages are absence of face-to-face connect & free conversations, lack of online teaching experience consumes more time and practice, technological difficulties with high-speed internet access and getting used to learning and being evaluated online.

Girisha Lakshman Naik et.al (2020) gathered responses from 874 responses from people of different background. Their results and analysis indicate that lack of facilities, infrastructure, technical tools, and the internet access are the major drawback for conducting online sessions.

Considering learnings form Pandemic,

National Education Policy also advises transformation of education system.

The aim of the study is to understand student's perception about delivery of online sessions & learning effectiveness achieved through it.

II. OBJECTIVES

- To understand the student's perception on whether quality of content delivered by faculties/trainers have reasonable impact on the learning effectiveness of students.
- To understand the student's perception if there is a relationship between faculty-student connect with respect to learning effectiveness.
- To understand the student's perception if use of different online technologies and tools of LMS have an impact on student's learning effectiveness.

III. LITERATURE REVIEW

Archibugi and Michie (1995) state that the technology is being employed not only for industrial competitiveness but also for knowledge sharing by organizations, government agencies, researchers, and academic bodies.

Brown (1999) opined that the increased incorporation of technology is reducing the social, economic, and geographical boundaries by offering distance learning education to students. Rise in technology and infrastructure are contributing highly to cause this radical change in the teaching learning process.

Volery and Lord (2000) explain that three requirements needed for effective e-learning success are: Technology, Instructor characteristics, and Student characteristics.

Clark (2001) found that teachers and learners have the same roles even though teaching has gone in a distant mode has drastically changed from chalk and board. It has evolved to 24 hours open discussion where students can upload and update their work be it day or night. Furthermore, these challenges faced by students often lead to deceased academic morale thus diminishing the learning outcomes and threatens the Institution's image and brand.

Sywelem et al. (2012) found that there have been numerous challenges faced by students with regards to the use and successful learning of the e-learning platforms. They identified various categories such as student's individual learning style, impact of culture, adopted e–learning pedagogies, technological infrastructure, technical capabilities, and time management concerns.

Reeder et al. (2004) concluded that to accomplish the ideal learning outcome the student's learning style must be identified. While the online learning style of a student may be challenging to identify, it is imperative for faculty members to better develop their teaching content. It has been seen that few students learn by interacting with others, few students depend on visual and graphical representation, few by listening to audio teaching and few through written content. These identified concerns have an adverse effect on students' retention and learning

outcome thus posing a serious problem to the impact of e - learning. To make students critical thinkers while teaching remotely, greater emphasis must be laid on student driven learning through numerous strategies such as quizzes, debates, self and peer assessment, research, and communication. Technical problems refer to the challenges faced such as low internet speed, functional errors and bugs in the system that do not support online academic requirements. There is a severe lack of technical support to meet e – learning success due to the insufficient funds towards infrastructure and technical expertise Many teachers often lack the know-how of the online learning functions and features thus failing to utilize them in an efficient manner. It is of vital importance that the higher education faculty be highly motivated to improve their familiarity with technology. Only a positive attitude can lead to a productive outcome.

Taylor (2002) stated that academicians who adapt to technology are good. This is difficult to achieve however due to the hectic schedules, limited time and inability of all content being taught via e -learning modes.

Vonderwall et al. (2007) mentioned that faculty of higher education also face obstacle of time management while teaching remotely. It has been pointed out that academicians must always have a strong continuous involvement on e - learning discussion boards so there is proper evaluation of discussion, checking of answers given by students and immediate feedback to ensure prolonged engagement of the course. There is an ongoing debate to understand if remote teaching lessens the load and effort of teaching. It is also argued that due to central knowledge sharing repository of content available due to online learning is seen to free up time involved in the process. However, Conrad D. (2004) has stated that online learning has become 30% more time demanding than traditional teaching.

As per Chantal Roddy, Danielle Lalaine Amiet et.al (2017) the compressed timeframes involved in intensive online learning led to the increase in reliance on effective communication, technology, learning, and feedback strategies, and the corresponding demands on teacher and learner competencies are higher. Instructor presence remains a critical factor in all modes of online study, and particularly so in intensive online environments, where instructors need to establish and maintain student engagement. Pedagogical approaches should consider learner competencies, characteristics, and preferred learning approaches. The ability to communicate effectively, manage technology, and deliver and assess content becomes important in intensive online environments.

Hofmann (2014) categorized the challenges associated with online learning as technology challenges, organizational challenges, and instructional challenges. One big challenge is about how users can successfully use the technology and ensure participants' commitment given the individual learner characteristics and encounters with technology.

UGC's concept note regarding blended mode of teaching and learning states that as per new National Education Policy it's time to take on a student centric policy. Considering that the student is the main stakeholder, all efforts must be taken to make the system responsive to their dreams and aspirations. In this line of thinking the new policy gives the acceptability of many modes of learning.

Nurul Islam1 et.al (2015) considered the research work on the limitations of e-learning technology and categorised it in five challenges that teachers are faced with and suggestions for a successful e-learning outcome. Academics face challenges regarding the use and success of e-learning. They challenges identified are learning styles and culture, pedagogical e-learning, technology, technical training, and time management challenges.

According to Taylor (2002) academics will benefit by adapting new technology which which is a challenge for most academics. Other challenges are time management, busy schedules etc. in an e-learning environment.

As per Wassila Mehanna (2004), an e-pedagogue is a teacher at heart having passion for learning, knowing learning theories and effective pedagogy, and understands the functionality of e-learning technology. Adopting the effective pedagogies is a first step towards preparing e-pedagogues.

Zalat MM et.al. (2021) studied the 346 university staff perceptions, evaluate their experiences, recognize their barriers, and assess their challenges to e-learning during the COVID-19 pandemic. The study also investigated the factors influencing the acceptance of e-learning as a tool for teaching during pandemic and in other non-pandemic situations throughout the teaching life.

Studying the barriers of e-learning as reported by the university staff members showed that (40%) reported insufficient/ unstable internet connectivity followed by inadequate computer labs (36%), lack of computers/ laptops (32%), and technical problems (32%). Applying the Technology Acceptance Model (TAM) to university medical staff members showed that e-learning is helpful in improving the educational process. The various perceptions are related to unfamiliarity with the e-learning medium, different technological knowledge, and skills of the participants highlighting the need for formal training and workshops on using various technologies to strengthen the e-learning activities.

Shivangi Dhawan (2020) studied the importance of online learning and Strengths, weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. It also studied the growth of EdTech Start-ups during the time of pandemic and natural disasters and suggests academic institutions of how to deal with challenges associated with online learning.

DFES (2004) and Rose & Nicholl (1997) stated that knowledge of one's learning style can lead to enhanced learning and helps the learner focus on improving weaker points. Learning styles analysis is useful to inform the teaching and learning process and also as a tool to enhance achievement and inclusion.

Sun, A., & Chen, X. (2016) argued that effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully supported instructors; 2) sense of online learning community; and 3) rapid advancement of technology.

IV. RESEARCH METHODOLY

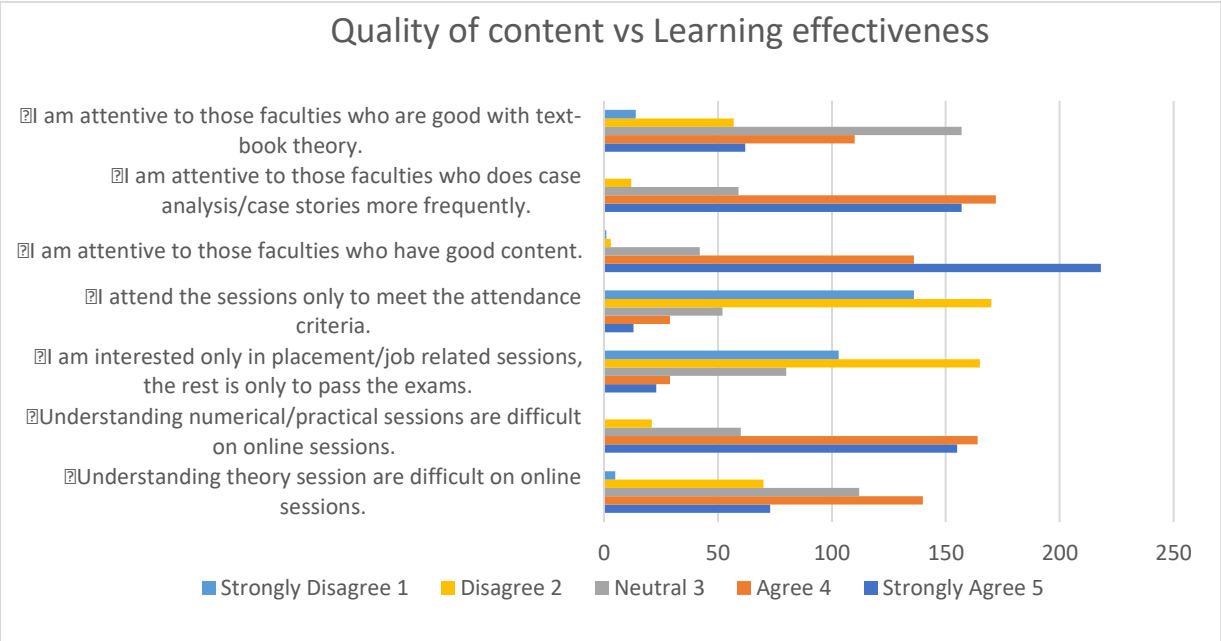
This paper covers both primary and secondary methods of data collection. The secondary data collection was conducted through a systematic review of literature using an archival method. It discusses a wide range of literature obtained from published research papers and articles.

Primary data was collected through a structured questionnaire. The questionnaire was divided into various components which are: Content of Subject, Faculty-Student connect and Use of Online Technologies and LMS tools. The personal information of the respondents revealed the name, age, gender, State, and parents' occupation.

V. RESULTS

Through a structured questionnaire random stratified sampling was used to collect data from 400 respondents.

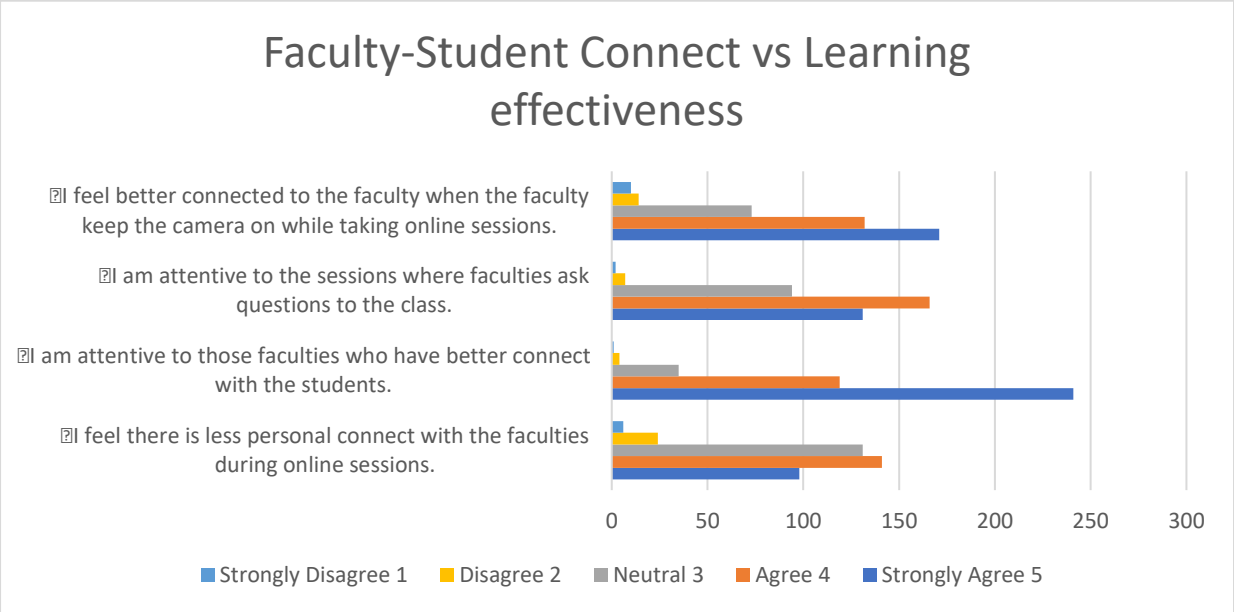
1. **Quality of content vs Learning Effectiveness:**



The data represents that 82% students are more attentive to those faculties that are good with Business Stories and Case Analysis. 76.5 % students disagree to the fact that they attend sessions only to meet attendance criteria of the college. **The worry here is 23.5% students either remained "Not to vote" or said they attend sessions to meet attendance criteria.**
67% students said that they disagree to that fact that they are more interested to attend those sessions that they believed are directly related to Placement or Job.
80% students believed that attending numerical or practical sessions are difficult in Online mode. Hence, all business management sessions involving Numerical and Practical experience is less effective in online mode.

53% students felt that attending theory sessions are supposed to be done on Offline mode. But 19% students felt that theory sessions can be done in online mode and decent 28% remained neutral.
A key finding from the study says that 43% students are attentive to those faculties who are good with "textbook theory" and a good 39% students remained "Neutral" and 18% students voted against the statement. This shows that MBA/PGDM faculties should not get too much into the theory and focus more on application of the theory.
Overall assessment is 88.5% students want faculties to educate them with good content. Content is the one of the most important parameters to be effective for Quality delivery of session.

2. Faculty-Student connect vs Learning effectiveness

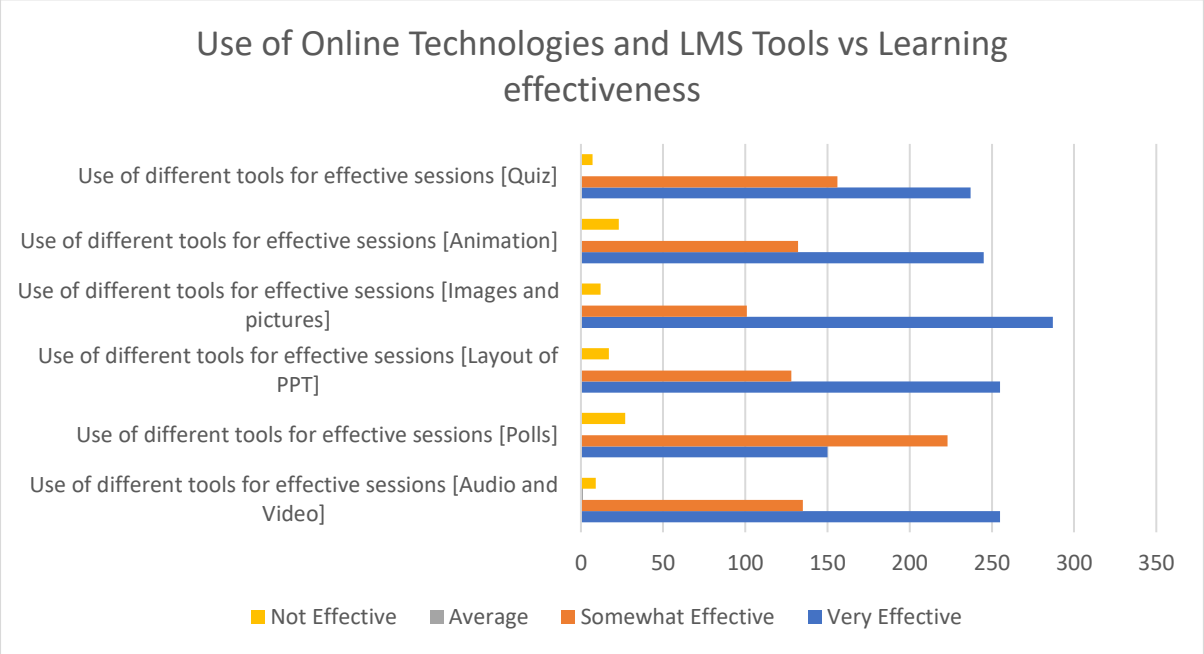


The data depicts that 60% students said that the faculty-student connect is less during online sessions. But 33% is neutral on the question. An interesting point to note here is **The BBA students emphasized on faculties should keep their camera "ON" during online sessions wherein B. Com students are mostly neutral on the factor.** For students with other specialization, the data is less and doesn't vary too much from the collective analysis.

74% students felt that they are more attentive to those faculties who ask questions during the sessions. 75% students felt that they are more attentive to faculties who keep their camera "ON" during online sessions. Though, one point to consider here is the **BE/B.Tech. students do not too much support this logic. 30% BE/B.Tech. students remained "Neutral" and only 36% BE/B.Tech. students somewhat agreed on the point.**

Overall, 90% students felt that they are more attentive in the sessions with those faculties who are better connected to the students during and outside the sessions.

3. Online technology & Tools of LMS Vs Learning effectiveness:



When considered the effectiveness of use of technology and tools of LMS, the researchers found that between "Effective" to "Very effective" use of "Quizzes" (by Google forms or MS forms) got 98% votes. 94% voted for use of "Animation", 97% voted for use of "Images and Pictures", 96% voted for nice "Layout of Presentation", 93% voted for use of "Polls" and 97.5% people voted for use "Audio and Video clips".

This clearly indicates that modern day faculties/trainers need to adapt and adopt the technology at hand quickly and implement during the sessions.

VI. DISCUSSION

The research was done with a purpose to understand whether the modern-day faculties/trainers are supposed to adapt to the new methods of teaching-learning, or the students are still good with traditional methods. According to the research, first key outcome is the faculties are supposed to go for the session with good content and preparations. This includes use of Business stories and Case studies discussions. Use of theory should be less as more than 50% of the students either did not like faculties imparting "textbook theory" or remained "Neutral" while voting. Hence, **application of theory** is more effective for the overall learning. Bloom's Taxonomy also suggests the same.

An interesting fact that came to notice during the study is that 23% students that come from "Agriculture and Farming background" are more interested towards those sessions that are directly connected to Placements followed by 16.5 % students from Business background. Also, theory sessions can go online in future as they are easy to understand and there is not much difference in learning effectiveness between online and offline sessions.

On the issue of "faculty-student connect" impacting learning effectiveness, it is observed that the students are more attentive to those faculties who have better connect with the students. Building good relationship with students is difficult during online or virtual mode but certainly not impossible. Faculties can still find way and means to create trust and healthy relationship with students. Activities like student mentoring, getting students engaged in various non-academic activities or better use of knowledge sharing through other social medium like WhatsApp/YouTube is necessary for creating a better faculty-student relationship. It is also important for the faculties to get the online sessions in **"Interactive mode"**. Encouraging students to put their views, work together to create subject content, use of polls/questionnaire etc are the some of

the means to get the sessions engaging for students.

It is also observed that faculties who use the technology and tools of LMS better will have better engagement with students and the learning effectiveness is also very good. The faculties should quickly get adapted to new ecosystem This could help in reinforcement of teaching and improvement of learning outcomes.

Online education is destined to continue to grow. Hence more research should be conducted to investigate the effectiveness, efficacy, and improvement of online teaching and learning. However, currently there is a great gap and future research should be focused more on in-depth analysis of online instruction practices, its step-by-step implementation, and the most effective practices for online course design and instruction.

VII. RECOMMENDATIONS

- Student mentoring is an important activity that will ensure good Faculty-Student connect. As established in this research work, a good Faculty-Student connect will result in more student attention during sessions and finally better learning effectiveness.
- Getting students engaged in various non-academic activities will also result for better Faculty-Student connect. These activities could be a Field Projects, CSR activities, Cultural activities, Alumni events, etc.
- Better use of social medium like WhatsApp and YouTube can be an effective tool for knowledge sharing.
- Faculties should get the online sessions in "Interactive mode". Encouraging students to put their views on the subject/topic or work together to create subject content can be an effective way for knowledge sharing.
- Use of polls/questionnaire etc. are some of the means to get the sessions engaging for students.

VIII. CONCLUSION

There are three factors that this research points out. Firstly, faculties/trainers should prepare well, and the good quality of content delivered with use Business Stories, Case Studies and application of theory are very effective for Online learning. Secondly, faculty-student relationship is also an important factor for effective learning. This is also a trust building factor among students. And finally, use of technology and different LMS tools can be used for effective learning. Knowledge sharing can happen using different social media platforms as well.

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