Influences on the Effectiveness of Online Professional Education: Technology, LMS, Personal Factors, and Teaching Aids.

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Abstract

This article investigated and reported on student learning using online technologies during the pandemic covid-19 circumstance. Students pursuing engineering undergrad and business management postgrad were given a Google form to fill out in order to answer questions on the kind and type of online platform utilised, issues in teaching-learning, student expectations, and so on. Suggestions for improved online learning were solicited. This report covers the findings of student input on technical and non-technical challenges encountered during online learning. The online world is organised into four major categories: technology, personal, educational aids, and learning management systems. The impact of these criteria on the effectiveness of online education and student feedback is examined. Students encountered issues with the internet network, bandwidth, audio-visual quality, and power outages. For online class work, 57 percent of respondents rely on mobile phone devices.

Key words: Online learning platform, teaching-learning, difficulties in learning

Introduction

Covid19 has presented difficult obstacles to professional education students. For online education, most technical colleges began employing online platforms such as Microsoft Teams, Zoom, Webex, Google Meet, and others. Almost two to three semesters of professional courses have been delivered online, including assessments [1]. There are several issues that students must address in order to satisfy the requirements for finishing a course online. Some of the concerns include the availability of electronic gadgets (mobile device, tablet, laptop, or desktop), basic knowledge of using these instruments for online learning, interrupted internet service, band width of internet in rural areas, cost of accessing internet service, disturbances in power supply, background noises on speaker end, effectiveness in understanding concepts through online [2], communication failure, and so on, particularly for students.

At the same time, teachers must transition from just teaching online to online student progression. Teachers that are devoted, compassionate, and worthy are needed to alter themselves in order to assist various sorts of pupils according to their needs [3]. Innovative teacher education courses are required to prepare instructors to increase weight age for online learning.

Technological issues: Rural students cannot afford smart phones/tablets/laptops to access online classes/examinations. Another concern in rural locations is a lack of sufficient bandwidth. An interruption in power supply or a low quality of power supply impedes online learning. In rural and semi-urban regions, adequate networks are unavailable, preventing students from accessing online classes [4]. Poor signal quality is another issue that prevents 3G or 4G network connectivity.

Students physically sitting in a class atmosphere with peers and the presence of a mentor/teacher may undoubtedly foster interest in the majority of students [5]. Students are obliged to participate in the teaching-learning process in a controlled environment such as a classroom [6]. However, the online

environment's physical atmosphere is completely absent, which destroys the students' excitement for TLP. It also leads to absenteeism and dropping out of online courses. This may be avoided by predicting student withdrawals from online courses [7]. The Logic Leaf Model (LLM) makes this feasible.

Personal contact by faculty: The majority of students' motivation levels improve when they are in the company of a tutor/mentor/teacher. Students' freedom of expression is likewise hindered in the online form. Aside from individual student excitement, educators in a classroom can connect with students with a personal touch based on their motivating level. Faculty can interact with pupils depending on their specific needs. Online classrooms make students less fun, less engaged, less value of learning, less effort, excitement, and less culturally aware of their courses [8].

The teacher may physically monitor students and stimulate interest and concentration in the teaching-learning process. Zoom has been determined to be far more user friendly than any other professional online platform for meetings or lectures. Zoom was discovered to offer capabilities that allow it to handle a big number of students, record lessons, have better time limitations for meetings than other applications, and be simple to register an account and use. Logging into the Zoom application is simple using a desktop/laptop/tablet or a mobile device [9]. Some universities have purchased commercial logins to utilise for extended use hours and recordings. This, however, had no effect on the students' access. A personal email address with a password would allow students to effortlessly attend classes.

Review of the literature:

The current study's aims are as follows:

1. To identify the challenges that arise during online learning.

2. To examine the findings of the student feedback survey.

Methodology:

A systematic survey is created with Google Forms. The form was distributed to around 160 BTech and MBA students at the S R University campus in Warangal, Telangana. The responses are saved in Microsoft Excel for later analysis.

Our study aimed to elicit the maximum information on online programmes from B. Tech students. We received comments from B. Tech, MBA, BBA, and other educational backgrounds for our study. B. Tech students accounted for 53.5 percent of them. MBA and BBA students made up 17.6 and 24.5 percent of the total. The other educational background accounted for only 4.4 percent of the total.

Based on the topic of which platforms have been utilised for students' online classes, the students responded that they use a variety of platforms in various combinations based on their needs, availability, and convenience. 36.5 percent of respondents use the Microsoft Teams platform on their own. 35.2% of the student respondents use Zoom and Microsoft Teams together. Google Meet and Webex were used by only 2.5 and 1.3 percent of students, respectively. 18.2% of students use only the Zoom platform. Zoom, as well as Webex and Microsoft, are used by 1.3 percent of respondents. Google Meet and Zoom have been utilised by 2.5 percent of students across all responses.

Opinion on the usefulness of online classes vs classroom interactions, just 9.4 percent of students believed that online classes were beneficial. The same point was highly agreed with by 10.1% of student responders. However, 30.2 and 26.4 percent of respondents disagreed and strongly disagreed about the usefulness of online education, respectively. This clearly demonstrated that most students dislike online programmes and prefer face-to-face classroom instruction. In terms of the efficacy of online and classroom interactions, 23.9% of responses were neutral. Students' reactions to the phrase "personal comfort to learn during online classes" and "no formal preparation to attend physical classes" were divided. 38.4% of students disagreed with the preceding statement. The statement received no suitable reaction, either in favour or against, from 34.0% of respondents. 27.7 percent of responded students prefer.

Students unanimously believe that online learning reduces their overall activeness in learning. Out of 160 students, 61.0% said that online classes had diminished their enthusiasm in active learning. Only 20.8 percent of students stated that their interest in learning was not affected at all during online classes. However, 18.2 percent of respondents could not decide on this matter.

For this statement, the lack of a designated location at home may disrupt their online study. 47.2 percent of students preferred the statement. The lack of a designated area might dampen their desire to learn at home when taking online programmes. 35.2% of respondents stated that they had not diverted since there was no secluded location for them to listen to online classes. 17.6 percent of students had no opinion about the statement.

Instead of using gadjets for online classes, most students rely on mobile phones for online classes and learning. Only a few responder students have had the opportunity to use laptop computers for online classes. 57.2 percent of pupils use cell phones exclusively. 8.2 percent of students among respondents use a laptop entirely for online study. Both laptops and mobile phones are utilised by a significant portion of pupils (25.8%). Desktop and laptop computers are used by 1.9% of students in line with their convenience.

In order to maintain online classes appealing to students, audio-video visualisations, and multimedia tools must be included in lectures. In this regard, 8.8% of students strongly agree with the preceding statement. 26.4 percent of students thought that audio-video and multimedia elements in online classes make it more appealing to focus on such sessions. 12.6 and 20.1% of students strongly disagree and disagree, respectively, with the use of audio, video, and multimedia elements in online lectures for improved understanding. Almost 32 percent of students' replies from a total of 160 student respondents are indifferent since such students have not visited the site to validate the extent to which such multimedia elements are beneficial in understanding online lectures.

Online classrooms may allow less vocal pupils to express themselves freely. Students responded positively to this message. Almost 39.6% of student respondents stated that they have been expressing their ideas openly and without hesitation in online classrooms since they may have been hesitant to voice their thoughts in front of the class audience in physical classes. According to 22.6 percent of respondents, the online environment does not increase their view expressive skills as much as physical classes do. Concerning the aforementioned statement, 22.6 percent of student replies are neutral.

It is obvious from the foregoing statement that student respondents provided varied responses. However, based on their comments, it is clear that internet failure and limited bandwidth may make it difficult for students to submit their test papers online by the deadline.41.5 percent of respondents faced such a circumstance and failed to submit exam papers on time, according to the data. 52.8 percent of students stated that they were unable to submit their test papers due to technical difficulties such as network outages and limited bandwidth. They completed their exam papers on time and without trouble.

This article reports on the impact of numerous characteristics linked to technological, LMS, teaching aids, and personal aspects on student learning. Based on systematic survey input from 159 undergraduate and graduate students, the barriers to proper learning have been comprehensively addressed. Students have cited poor networks, devices, disruptions in power supply, network speed, and an unsupportive environment at home for online learning. The majority of students have utilised Zoom and Microsoft Teams owing of their simplicity and convenience of use.

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