

Teacher-Students' Experience of Online Study

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Abstract: The article discusses the case study of online teaching, based on the example of WIUT Pre-university Course.

Keywords: Online, teaching, platform, problems, COVID -19, pandemic, classroom, conference.

Introduction

The use of online learning platforms has been actively used in the condition of COVID -19 lockdown. For conditions and circumstances that make conventional learning unfeasible, it seems that online learning is a viable alternative. Despite the problems that both teachers and students have encountered, online learning has emerged as a viable option for combating this continuing worldwide pandemic (Pokhrel, Sumitra & Chhetri, 2021). Video conferencing is considered to be the most accurate representation of the classroom style to teaching. Skype, Zoom, Webex, and Google Meet are just a few of the video-conferencing programs available. When it comes to videoconferencing platforms, Zoom is the most probable one to be utilized during this pandemic era. Apart from the Covid-19 pandemic, the use of online learning environments has grown more important owing to the fact that students today are digital natives, which has led the use of online learning environments in the classroom to become more widespread. They are growing increasingly used to the usage of technological gadgets, and they are surrounded by online networks and platforms. WhatsApp, Google Classroom, Google Form, Edmodo, Moodle, and other internet-based applications are popular in English-language learning environments. Some examples of such applications are as follows: The pros and cons of each application are distinct from the others. With the usage of distant learning, teachers must sometimes check students' attendance in class and discuss a number of issues directly with students through video conference while using this kind of instruction. Video conferencing is also often regarded as the most authentic depiction of the traditional classroom method of instruction available today. In addition to that (Lowenthal & West, 2020). Using video conferencing technology in the classroom, as a result, may be the most effective technique of measuring students' intellectual and emotional well-being while they are engaged in the educational process (Lowenthal & West, 2020). Individuals often make use of a camera and a microphone in order to speak in real time while in this virtual world. As a result, interactions that are analogous to those that occur in a regular classroom setting are generated (Rahayu, 2020). Video conferencing tools such as Skype, Zoom, Webex, and Google Meet are just a few examples of many that are available. While there are several options for video conferencing platforms, Zoom is the most likely to be used during this pandemic period to enable discussions or meetings through video conference. Zoom is considered useful in the teaching-learning process since disconnection issues are almost non-existent when the Zoom software package is used in conjunction with the classroom. Apart from Zoom other educational platforms were utilized and this study analyzes how two platforms (Zoom and WIUT Whitebord/ BigBlueButton) have been used at the Pre-University at WIUT.

Methodology for research

An exploratory qualitative strategy is recommended for this study, which will be carried out in order to examine and improve the findings of teachers' and students' experiences with the ZOOM platform. Primary data is gathered in order to conduct a thorough analysis. With the exception of an interview done with EFL teachers at the WIUT Pre-university, the interview was the primary research tool employed. Seven teachers between the ages of 30 and 47 took part in the study, with five females and one male among those who took part. The teachers' experiences varied because the majority of them lacked the necessary IT skills to use a variety of technological tools, and they encountered numerous difficulties while engaging in online instruction. As concerns students it is worth saying that they are under the age of 18 and have very little experience in using online platforms for studying. In order to get students' responses the questionnaire was used.

Questions for the interview

1. In what ways, in your opinion, does online learning design and delivery vary from the way face-to-face teaching and learning is conducted?
2. What, in your opinion, contributes to the success of online teaching and learning?
3. What kind of exercises would you recommend for online instruction?
4. Can you tell me about the instructional materials you have used for online instruction utilizing ZOOM and WIUT Whiteboard?
5. How did you rate the level of engagement of students in ZOOM and WIUT Whiteboard?
6. What are some successful methods of assessing and monitoring students' involvement and learning while enrolled in an online class?
7. What was the level of student motivation in online courses?
8. Did there seem to be sufficient online conversation with the students?
9. Are Zoom and WIUT Whiteboard excellent platforms for online instruction? What is the reason for this or why is it not?
10. What strategies did you use to encourage hesitant students to participate in ZOOM and WIUT Whiteboard?

Questionnaire for students

1. What are your modules?
2. Did you access lessons by using your PC or a smartphone?
3. Overall, how satisfied or dissatisfied were you with the online mode of learning?
4. Overall, how satisfied or dissatisfied were you with the ability to access online lessons?
5. What platform would you prefer (ZOOM or BBB/ WIUT Whiteboard)?
6. Overall, how satisfied or dissatisfied were you with the online interaction with your teachers during lessons?
7. Overall, how satisfied or dissatisfied were you with the content of the materials used during the lesson?

Research methodology instrument

Ten questions were asked in the Interview, which was created based on the researchers' previous experiences with online education. Almost all of the inquiries are connected to teachers' experiences with online teaching through ZOOM and the WIUT Whiteboard software. Students were asked 8 questions and 82 responses were obtained.

Results

Seven tutors took part in the research instrument, which was conducted by interviewing. Based on their own experience, each teacher shared his or her thoughts on online teaching, particularly the use of platforms. Different points of view on the use of the platforms in their online teaching will be highlighted further:

Question 1: In what ways do you believe online learning design and delivery vary from face-to-face teaching and learning?

Online teaching and preparation require more effort to be contributed especially when the level attention of students is falling in 30 minutes after a session is begun. All teachers think that it is always necessary to implement some activities to make student become more focused.

Question 2: How do you think online learning design and delivery differ from face-to-face teaching and learning?

All seven tutors believe that online learning will never be able to completely replace face-to-face or in-class instruction. If you compare online learning to traditional face-to-face learning, where the number of students is restricted, online learning enables you to share your teaching class with whatever many students you need. If teacher s use a mix of online and face-to-face teaching approaches, they will have achieved the most effective combination ever. Online learning design and delivery differs from face-to-face teaching and learning because, in the perspective of tutors, face-to-face teaching and learning offers several advantages for the individual in front of us. Primarily, while learning a new concept, body language is very important, and students tend to focus better and retain more information as a result. Learners will remember the teachers' voice frequencies, facial expression and gestures for the rest of their life since they were memorable to them. However, several of them indicated that computers can aid step-by-step learning; computer technology is progressing at a breakneck pace, and in the context of learning, it is more appealing than conventional methods of instruction. Students from distant countries may collaborate and learn from one another via the use of a computer network to address particular learning issues. Students may study from the comfort of their own homes, which is a significant advantage of online learning. As tutors, they prefer it when their students are in front of them because it allows them to offer them fast responses; teachers recall the expressions on their students' faces and their ability to absorb information.

Question 2: What, in your opinion, contributes to the success of online teaching and learning?

The responses from teachers on this subject are particularly intriguing since each of them has a unique perspective on online education. All the tutors responded that online learning provides access to a wealth of materials for teachers and students from all over the globe, and that this is true. By using a solid and helpful online learning platform, it is possible to supply or provide a highly rich learning route to students. Teachers already accept technology as a means of connecting students to learning rather than as a destination in and of itself, and that the involvement of an excellent teacher is the most important factor in the introduction of new learning tools, such as online learning, in their classrooms. While two of them believe that online teaching and learning is beneficial when students successfully complete their obligations, the third believes otherwise. The

success of learning is achieved when students demonstrate strong learning ability and produce favorable outcomes in the classroom. Given projects, homework, quizzes, and exams are all evidence of students' hard work and dedication to a certain topic. Students may obtain more information in the moment and be more prepared while they are online, but they can also use the Internet as a technique of cheating, which is a bad development. Alternatively, by placing a second person in front of the camera during an exam, they have had firsthand experience with this kind of cheating, and the student received the highest grade.

Question 3: What kind of activities would you recommend for online education?

In the opinion of all the teachers, online instruction may be given through a variety of platforms or other resources, such as ZOOM and WIUT Whiteboard, among others. They also assert that the most effective activity for online education is a discussion of the issue, which includes inquiries from students regarding unfamiliar concepts and ideas. The most beneficial tool, however, was ZOOM, which allowed the teaching and learning process to continue to advance throughout the duration of COVID-19.

Since one of the CPFS students was infected with COVID-19, lessons were transferred to online teaching. Here is a description of tools that were used successfully to explain topics and revise covered materials.

Wordwall: <https://wordwall.net>

Wordwall can be utilized as both an online interactive and printable activity. Online interactive activities can be played by students individually or in groups; moreover, a teacher may manage the whole activity by asking students to take turns to answer questions.

Activities are created by using different templates such as 'match-up', 'quiz', 'random wheel' and so on. Once a template is chosen, content is entered. Even after creating an activity, it is possible to change the template easily to another one in a couple of minutes according to students' knowledge and interest.

The activity can be made public which allows other educators also to use it by getting the link for the game. Moreover from "Community" search results a lot of activities might be found and played for educational purposes. On the other hand, it is possible to block access to the activity by privacy features.

Activities can be used during the lesson or assigned as a home task. Results are visible and only the teacher can see them.

Google forms:

Google forms is one of the free tools which can be used to assess students' knowledge during online classes. It is convenient to use since the teacher only has to insert questions and answers. The rest of the work is done automatically. At the end, when students submit their responses they can get answers with explanations. This makes teacher's job straightforward.

Moreover, "Google Forms" gives a chance to design surveys to get feedback from students.

Quizlet. (<https://quizlet.com/latest>)

Quizlet is also a free learning tool that consists of flashcards and games. It is possible to create a new study set or use ready materials designed by other educators.

In order to organize a study set, one should insert terms and definitions. The same study sets can be used in various ways as a flashcard, tests, matching tasks. Also, interactive online games can be played by choosing a type of study. This tool can be used with mobile apps as well which makes

students' study easy and portable. Moreover, audio for terms and definitions is available. With "Quizlet" teachers can make their classroom interactive, engaging and enjoyable.

Question 4: Can you tell me about the instructional materials you have utilized for online instruction with the platforms?

Seven teachers say that they have followed their lesson plans, which contain specific materials, workbooks from which they have drawn inspiration for the class, textbooks in PDF format, and video tutorials, among other things. They might, however, include additional components into their lesson plan if they wished to make it more interactive.

Question 5: How did you gauge the level of involvement of students in platforms?

All the teachers evaluated students' performance on tasks and activities such as control and reflection on completed tasks, conversations, and presentations, among other things, via observations and evaluations with students.

Question 6: What are some successful methods of assessing and monitoring students' involvement and learning while participating in online courses?

According to the seven teachers, monitoring student engagement is easier during online classes than it is during traditional classes because online classes provide teachers with the comfort of being able to teach in their own living room while also incorporating a variety of learning elements (such as PowerPoint slide sharing, video sharing, and chatting). Teachers always felt exhausted after their ZOOM lessons; instead, they felt energized and enthusiastic.

Question 7: What was the level of student motivation in online courses?

All the tutors have said that, to their surprise, learners have not been very motivated (maybe the reason is that they dislike changes during teaching and learning process). Most student had to be forced to answer questions and take part in online classes.

Question 8: Did there seem to be adequate online conversation among students?

All the teachers have said that there have been instances in which Zoom sessions have had technology issues. Because it is a technology problem, no one can be held responsible for this situation. In order for the platforms to function properly, it is important to have reliable Wi-Fi connection. If this is not done, the sound will not be steady, and students and teachers will hear an echo and will have to repeat their statements. As a result, based on these types of issues, tutors could not claim that the conversations were sufficiently successful.

Question 9: Are ZOOM and WIUT Whiteboard excellent platform for online education? What is the reason for this or why is it not?

In the opinion of seven teachers, ZOOM is the most effective tool that may be employed in the teaching/learning process. It is also very simple to set up on a computer, and students simply click on a link to join their online class at a specific time. Teachers do not have to pay for the service because it is completely free. ZOOM is convenient for all students who want to continue to participate in virtual lectures, and it is also simple to use. Simply download it and fill out the registration form with the necessary information. It is possible to arrange appointments at certain times, and it enables teachers to speak in groups regardless of how many teachers are in attendance. The fact that ZOOM is compatible with all computer systems and is simple to use for both students and tutors is another major element in its popularity. In the majority of cases teachers, had to switch to ZOOM after using Whiteboard for some time due to unstable connection or bugs related to the absence of sound or video.

Question 10: What strategies did you use to encourage hesitant students to participate on platforms?

All the tutors share their experiences, stating that they have seen a large number of timid students who avoid participating in discussions or doing their assigned tasks. They have determined that the most effective way-out for this is to engage in more group activities (using games that they like playing the most) and to give marks for participation and homework. In addition, praising them on a consistent basis, even when they are not doing well, is an effective approach of motivating them and encouraging them to perform better in the future. Teachers have noted an improvement in the performance of these children because of these points.

In this section the results of students' responses will be analyzed:

How satisfied or dissatisfied were you with the ability to access online lessons?



81 responses

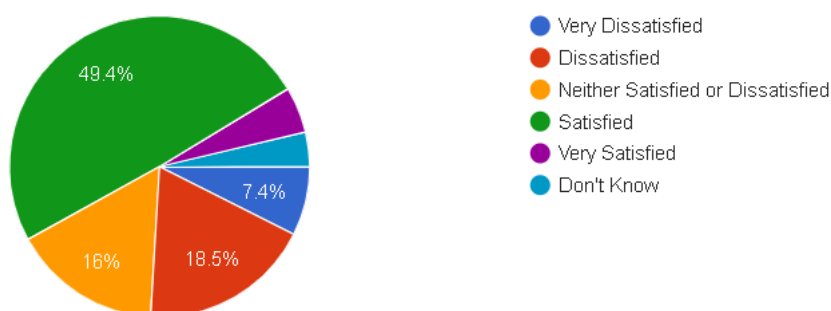


Figure 3

From the chart (figure 3) it is seen that Almost 50% could easily access online lessons and 19% experienced constant problems related to the BBB/Whiteboard bugs, i.e. in most cases students could not enter the session, hear teachers or had other shortcomings. Therefore, teachers had to switch to ZOOM, since students did not have any problems with the use of this platform.

What platform would you prefer?

80 responses

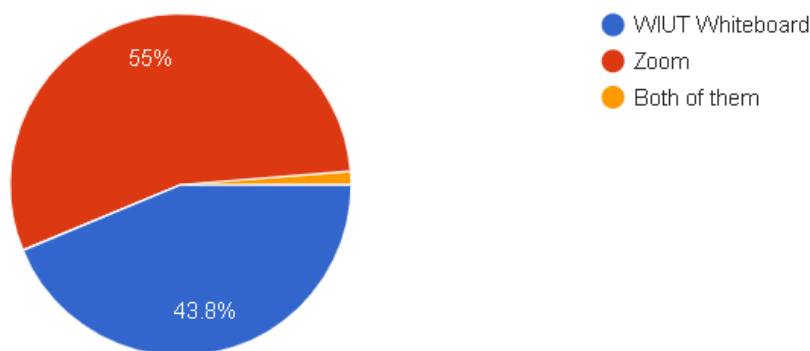


Figure 4

From the chart above (figure 4) it is seen that more than a half (55%) liked ZOOM.

How satisfied or dissatisfied were you with the online interaction you had with the teacher?

82 responses

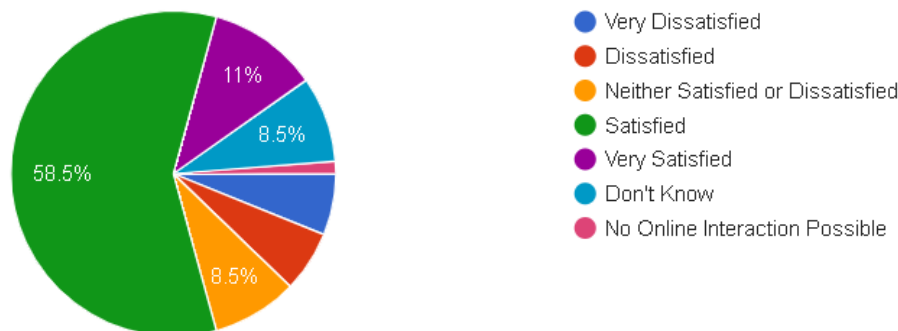


Figure 5

How satisfied or dissatisfied were you with content of the materials used during the online lessons?

82 responses

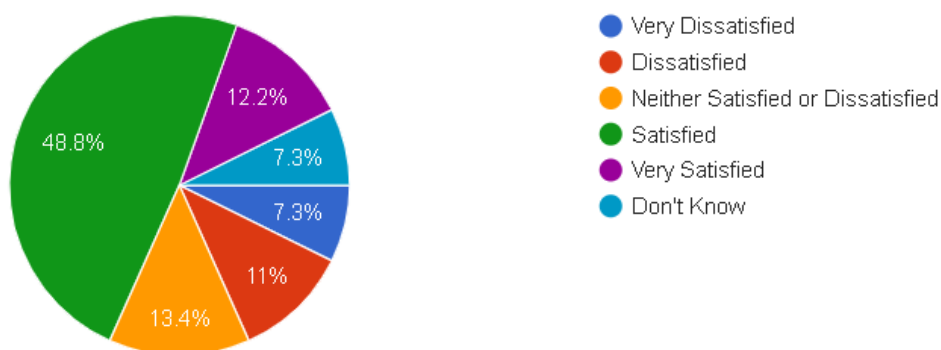


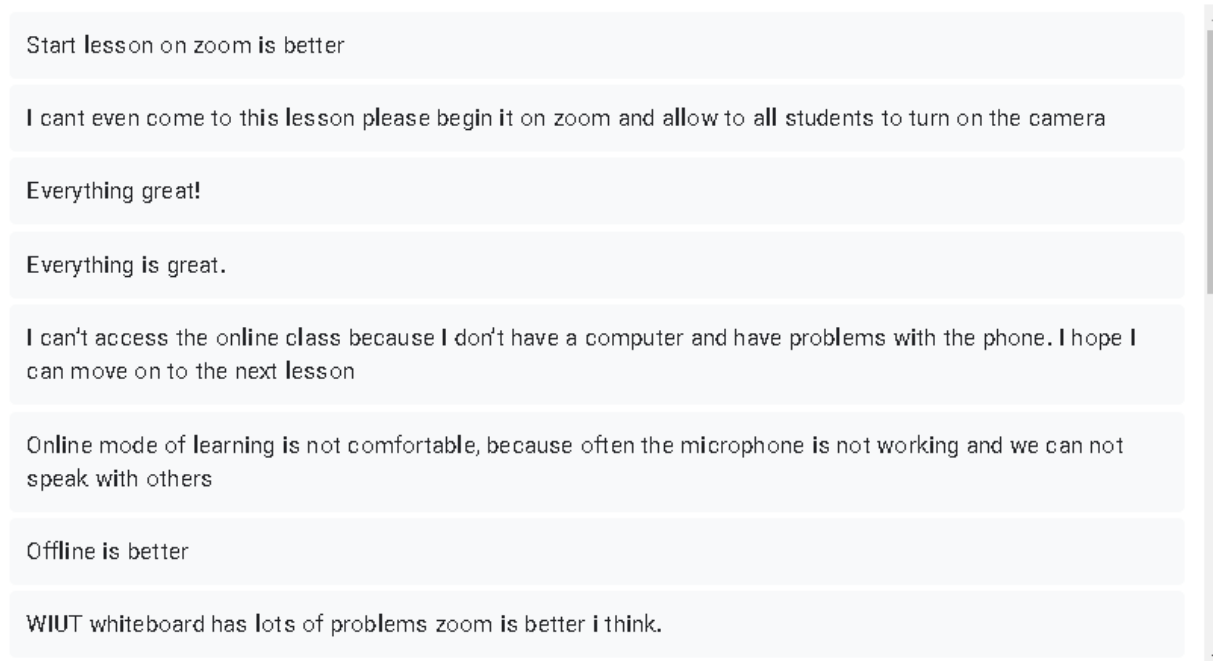
Figure 6

The above charts (figure 5 and 6) vividly demonstrate that the general satisfaction with the quality of teaching and designed materials used during online classes.

In the questionnaire students mostly expressed their concern regarding the technical issues they had while accessing and studying online.

Add any comment related to your experience in online mode of learning, if any.

19 responses



Start lesson on zoom is better

I cant even come to this lesson please begin it on zoom and allow to all students to turn on the camera

Everything great!

Everything is great.

I can't access the online class because I don't have a computer and have problems with the phone. I hope I can move on to the next lesson

Online mode of learning is not comfortable, because often the microphone is not working and we can not speak with others

Offline is better

WIUT whiteboard has lots of problems zoom is better i think.

In the questionnaire students mostly expressed their concern regarding the technical issues they had while accessing and studying online.

Conclusion

The information acquired by the devices utilized in this investigation may be used to infer a number of key conclusions. It is proposed that future research assess the following findings as a validation of the primary problems in online teaching and learning utilizing the platforms, as well as the different instructors' experiences that should be taken into consideration in future research. Following up on the results of the interviews, it can be claimed that: 100% of the instructors feel that online learning will never be able to completely replace traditional learning and that in person teaching has a greater impact on student outcomes than online teaching. According to the results of the research, using a diversity of techniques and technologies boosts the efficacy of online teaching since learners are better prepared and get knowledge more rapidly when using a variety of ways and technologies.

Recommendations

It was recommended that CPFS management take into consideration arranging to offer instructors with technical resources related to the local platform in light of the results of the study. Motivation of teachers and pupils is tightly related; as a consequence, both groups must work very hard to cooperate if they are to be successful. A notable feature was that instructors participated in and responded to the instrument in the most open and honest manner possible. Results that were trustworthy and useful were made possible thanks to the use of the devices.

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