



# Student's Experience on 'OnLine Learning Method' During Pandemic - A Birds View

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**Abstract.** Covid 19 completely changed the teaching and learning methods in the field of education. Learners had to equip themselves with modern tools, as science would pave way for educative models, streamlined in the future. But the space and time to learn the new technology and the need for it had been a great struggle for the students. Students felt that group discussion, getting acquainted with one another, team spirit, coordination, awareness, and the role of sharing one's task were some of the limitations. They responded by stating that the beginning of the pandemic had made them feel that their education and life had come to a standstill. A survey was done on online learning with second-year science stream students. The study found that students in online learning mode were inclined more on purchasing a smartphone than to learn through an online class. They had distractions during online classes as house members treated their presence as something normal and their open display of affection, anger, and frustration disturbed the students. Taking notes as the sound was feeble and quick discussion were some of the difficulties faced by the learners. Electrical disruptions and slow Wi-Fi networks were the other major problems. The majority of the students felt that traditional teaching and learning with books are preferred to online learning. The thought of interaction and interest leads to constructiveness. The constructive technology in teaching and the misuse of technology should be curtailed. The teaching therefore should pay way by balancing technology and traditional learning to bring a productive outcome for the learners.

**Keywords:** pandemic · technology · visual representation · limitations · traditional teaching

## 1 Introduction

The spread of Covid 19 (coronavirus) brought the lifestyle of the people to a standstill. All the activities of the people came to a standstill. Everything underwent a drastic change. The field of education was hindered worldwide. Both the learners as well the tutors had to face a lot of challenges. Online learning became the need of the time [1]. Universal Learning became more prominent and online resources were used largely. Software applications such as Google Meet, Google Classroom, Cisco Webex, Microsoft Teams, and Zoom were used for classroom teaching. The assessment was done through Google classroom.

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Initial stages it was difficult for both students and teachers as they had to fully equip themselves with the online mode. They were monitoring the students during classes so that they don't get distracted. It was yet another tough task for the teachers. Trying innovative methods to seek the student's attention was a great challenge for the teachers. Low-income families were unable to purchase cell phones or laptops so attending the classes was not an easy task for them. Adding fuel to the fire pandemic had made things expensive. Salaried people found it difficult as they had to struggle a lot to balance their life [1]. Few internet providers tried to offer it at a very minimal rate, still for many of them buying a laptop or cell phone was not easy and so they couldn't attend online mode of classes.

### **1.1 The Significance and Objectives of the Study**

This study tries to find the mindset of the students who are the future asset of the country. A survey was conducted for the science stream students to get their feedback about their online learning mode, as they require a lot of experimental classes. The participants' view on the online mode of teaching and learning was analyzed. This tries to provide the student's involvement in learning through online mode. Tries to identify students' preferences of learning by online and offline modes. It also shows the need to enhance digital learning both by the government and the institution for the betterment of the students in our country.

This research tries to bring to the limelight the interest of the students in learning. It also tries to identify and realize students' preferences in learning by online or offline mode. This gives suggestions as to how students can benefit from both online and offline modes to cope with the new technological development.

This survey will provide data on a particular group of students in a specific stream. Their views will help others in mapping out the case for future studies. So, from a larger perspective, the sampling approach would reflect the needs of the entire population to adapt to the newer learning methods.

## **2 Literature Review**

Research conducted by Dhawan in 2020 on "Online Learning a Panacea in Times of Covid-19" states how online education is being forced to engage in the world, where others are all stuck with the offline system. He reported that Ed-tech start-ups are growing rapidly in delivering online learning and integrating multimedia [2].

Garrison in her report in 2016 says "For Online students, classroom experiences play a significant role in the development of peer relationships and a sense of community" [3]. In a 2016 report on online programs, Aleen and Seaman wrote, "When more than one-quarter of higher education students are taking a course online, distance education is mainstream" [4]. Berry's report in 2017 "Instructors can use pedagogical practices to help create learning communities [5].

Educational approaches that represent a shift in instructional strategy are often described as blended learning and virtual reality learning environments are often considered as educational environments for blended learning says Page T (2008) [6]. Kiviniemi,

M.T. in his Effects of a blended learning reports that students had given an overwhelming preference for the blended learning approach as opposed to a more traditional delivery method [7]. In addition, in order to achieve the effect of complementary advantages, online and offline teaching should be inter depended and the proportions should be appropriate and reasonable [8].

According to Rachmah (2020), more students favour offline than online instruction because students would better understand the materials being taught through offline teaching than online [9].

They felt more interest, due to better understanding, classroom interaction with the lecturer and student, and enjoy during the lesson. The student prefers to the offline learning than online learning.

### 3 Method

This study is based on primary data. II-year Graduate students of Plant Biology and Plant Biotechnology (PBPBT) participated in the study. In a class of 42 students, the survey was taken up by 35 students and their responses of them are discussed to understand the views of the students. The online questionnaire through Google form was sent to the students to get feedback on their preference for 'online' and 'offline' learning to format a better teaching method.

The outcomes of the online learning were the great concern for the universities as well as for the society because the future of the nation depended on the younger generation and their understanding. So bridging the gap between the teachers and the students was to some extent solved with the help of the online mode. During the pandemic mostly the research was on the facts affecting students on online learning methods. Though online learning technologies had made learning easy for the students, one of the major disadvantage was that some of them had become addicted to social media. The need of the time had made the nation use television broadcast and online podcast to promote education.

### 4 Analysis

A good number of the students were motivated to read online on those topics which they liked as the material was easily available. Certain group of participants felt that the need to buy advanced software to be in sync with the new learning concepts. It helped them during pandemic, and they had gained the knowledge of using online tools for their learning purpose. Education needs to mould a person, teach him what life is and helps to achieve one's ambition. So, the process of learning should be in a manner that caters to the need of the students. In today's world, one understands how digital learning the need of the hour is and how every one of us is connected to one another. The global based learning creates a new skill in teaching and learning process. The use of internet to teach and to learn is the new path to be followed by both teacher and students. Online courses are becoming an important component for enhancing the student's skills. It makes them to learn wherever they are. Students who participated in it somehow tried to overcome the

shortcomings as they had to compete with like-minded students to excel in academics. To some extent student's self-study skill had developed a lot.

Most learners were not interested in online learning due to limited interactions, unstable sound and poor visual quality due to Internet quality, and technological equipment which failed to meet the demand. Therefore, this study aimed to explore factors that affect students' outcomes during the online learning and offline learning.

The Pie Chart (Fig. 1) briefly explain the student's response on reading the text in online mode. Majority of the students felt the need of a physical book which they can feel, hold in any direction and enjoy reading while online reading was very difficult. Around 43% of the participants felt online reading difficult, while 40% felt it moderate and only 17% said it was easy. The other drawback is reading for a long time creates a lot of strain in their eyes.

Problems faced by the students on online mode like current failure, battery to be charged and internet connectivity was discussed. Around 35 participants participated in which 80% of the students said they faced a lot of problem, while 17% gave the response as neutral and 3% had responded no problem at all. The bar chart (Fig. 2) clearly gives the responses of the participants.

The survey gives the preference of Offline teaching which is far more useful than online teaching is represented in Figure:5. Around 52% of them wanted offline teaching, as they felt they can have more interactions among themselves, and healthy competitive spirit will also exist. Knowledge gained was on all aspects tougher, but they did get an opportunity to do their practical's by trial-and-error method if only offline learning

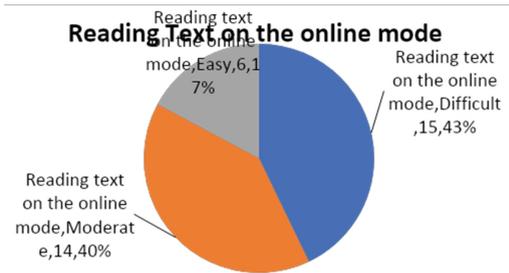


Fig. 1. Reading Text on the Online Mode

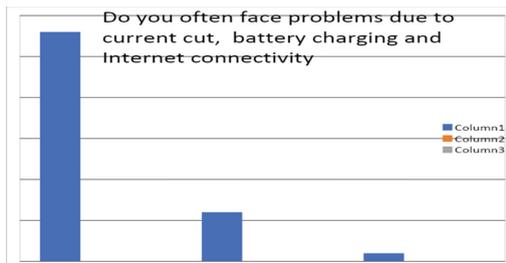


Fig. 2. Problems faced during online classes

existed. While during online mode the tendency of the students was to complete it fast and keep them free.

### 5 Result and Suggestions

The above Figs. 1 and 2 shows the survey sent to the students. It contained 10 questions like need of Smartphone, reading text by online, distractions during online classes, practical knowledge gained, internet connectivity and so on. The survey was taken by students, mostly first-generation learners. Maximum flexibility was given during the pandemic. It gave them an encouragement to study in their leisure time. Some of them felt that they had a lot of time for themselves as it saved the travelling time for them. They also felt that visual representation in its colourful form gave them a clear picturisation which was easy to remember and recollect.

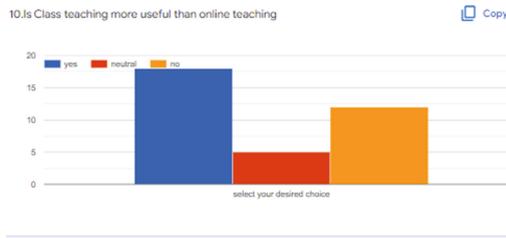
In an online learning mode student felt, the details discussed was to the topic and it was easy for them to record it. Some felt that the joy of learning was lacking and the need to overcome the pandemic motivated some to research on those topics. When lack of interest to prepare on their own existed, the performance of the students was below average. Participant’s response states that distraction at home was more, than in a classroom. They also felt the interaction among the peers was less and that connectivity problem very often existed which at times made it difficult for them to follow during the online classes.

Students’ interest in learning is very different in this technological world. They prefer to visit libraries and direct interaction is much sought by them all. Participants survey on the tests and assignments taken on online mode states that around 9% found it difficult, 65% found it moderate and 26% found it easy. It is evident that they are willing to take up the assessment online as it will help them in their competitive examinations. It is presented in Fig. 3.

So, the data proves that the participants were willing to take up the online tests. At times a vast number of students stay away from class giving various reasons. Based on the results despite the rising popularity of online classes most of the students prefer classroom learning is represented through bar diagram (Fig. 4). Advance learning and research techniques are more helpful in online learning. At the same time soft skills and practical classes need offline learning that is the traditional learning. It is evident that both for soft skills and laboratory learning maximum respondents are towards offline mode. So, one can conclude that offline modes are very necessary for the learning process and online mode cannot fully shape a person’s personality in the process of learning.



Fig. 3. Participants interest to take Online Tests.



**Fig. 4.** Response for Classroom teaching and Online teaching

Around 52% prefer offline mode of learning and teaching, 15% remain neutral and 34% prefer online mode. So the survey proves that the majority of the participants prefer offline teaching and learning which will make them to face reality in an easier and smoother way. Realistic knowledge gives new perception and better representation.

## 6 Conclusion

This study will help the policy makers to organise, design and conduct online and offline courses that will benefit the students. To make the online sessions interesting and beneficial, the universities and colleges should hold training sessions for the students to equip them and encourage them to participate in the online classes and in the self-study. Though this study accomplished its goal it has certain limitations. As this study was conducted in a limited scale, the result is limited. Primarily the result shows how students taking up online needs offline classes. It does not assess factors outside the system that is regarding student support, communicative learning, and university's incentive policy. These limitations can be taken up for the future research.

The study will help the educators, lecturers, and students understand the importance of factors during the online and offline learning process, thereby forming policies that focus on organizing, designing, and conducting online courses in particular and the importance of offline classes as mandatory for a better understanding of the subject. First, for students' online learning to be successful, the university must hold training sessions to improve students' initiative, encourage students to actively interact with lecturers and classmates, and improve students' self-study ability. Besides, through training sessions, Universities need to help students realize the usefulness of online learning. Although this study accomplished its original goal, it does have some limitations. To begin with, because the new study was conducted on a small scale, it may be limited. Second, the study focuses primarily on factors related to the online learning system, and students need for offline classes also. It does not assess factors outside the system, such as the University's incentive policy, communication quality, student support, and family circumstances. These are the limitations that should be addressed in future research.

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