

International Journal of Advance Research in Computer Science and Management Studies

Research Article / Survey Paper / Case Study

Available online at: www.ijarcsms.com

Analysis of Experience of Student's in E-Learning

Dr. Vivek Chaplot

HOD, Computer Science Dept,
BNPG, College,
Udaipur, Rajasthan – India

Abstract: E-learning is the integration of ICT resources & Internet in the Education. E- learning provides alternative approach to curriculum implementation .The use of tabs, laptops, emails, SMS, virtual classrooms, social media, Web 2.0 applications and virtual games, etc have continued to grow rapidly in Indian sub continent. From observation, use of these ICT tools has changed learning patterns and learner has very high impact on its learning .The review of literature shows that e-learning support a different ways of delivery of information, sharing of resources, problem-based and inquiry-based learning. Students gain skills of team working, communication and managing their identities in digital manner. Important research questions can be what type of e-learning resources are the students making use of? What are the patterns of use? What can affect student's motivation? This study investigated (student's acceptance and understanding of E-learning and how these can affect motivation by collecting data based on very wide range of learners' experience.

A quantitative method base d on survey technique was adopted to carry out the study at an institution (Bhupal Nobles' College Udaipur). Questionnaire was used for data collection. The findings from the study have forced to rethink traditional roles and responsibilities of faculty and students. Students were motivated by e-learning. In addition, the study showed that students' technical skills and E-learning tools they were using were not adequate to meet e-learning to 100%. Students should be given training to use e-learning resources to complement traditional teaching techniques. The study recommends application of the E –learning tools to motivate students in their learning.

Keywords: E - Learning, Online Learning, Motivation, Students Bhupal Nobels College.

I. INTRODUCTION

Now day's use of ICT has increased very much for teaching. Communication technology cannot give guarantee of a successful learning experience. It depends on how we use technology, the timing of interactions and an optimal mixture of online tools & manual teaching that makes an impact on student performance. Some research findings showed that some teachers were confident in using a wide range of ICT resources while others were not confident. Some teachers shown fear of using ICT, and thus are not very much interested to use them in their teaching. We have to find whether students and learners have fear using ICT or not.

Some research shows that regular use of ICT can increases motivation, if used regularly in most of the subject areas for students. In this college (Bhupal Nobles' College Udaipur) all undergraduate students have to write tests and examinations that are computer based.

II. PROBLEM STATEMENT

Different researchers from different parts of the world have explored the attitudes toward e- learning. In researching this field, I found that there was little empirical research in the context of under graduate students. This can be related to the syllabus contents of under graduate studies. By studying the experiences of students towards e-learning in a under graduate studies, this

study wants to fill this research gap. Significant researches have been conducted on e-learning but most of the research on E-learning has focused on teachers rather than on students & learners objectives.

III. OBJECTIVES

The study was to explore how E-learning can motivate students, attitude of students toward E-Learning in Bhupal Nobles' College Udaipur. Benefits & Usage of e-learning and m-learning tools were also considered. Barriers to use of e-learning tools were identified.

IV. RESEARCH QUESTIONS

What are the experiences, attitudes and expectations of students toward e-learning in under graduate students of Bhupal Nobles' College Udaipur.

1. What are the experiences and expectations of students toward e-learning?
2. What is the effect of students' use of e-learning tools on motivation?
3. What e-learning tools do students use?
4. What are the barriers to use of e-learning?

V. LITERATURE REVIEWS AND STUDIES

Majority of colleges offers E-learning courses at the level of basic academic training and supplementary training. In the majority of subject areas, E-Learning is not considered as preferred mode of delivery in either academic training or supplementary education. The literature study indicates that a large increase in the number of courses offered in e-learning format has increased tremendously & it will be the priority of most of educational institutions in coming years. The study also indicated that in the educational institutions view e-learning is most suitable for graduate and post-graduate students and needs to be carefully implemented.

VI. METHODOLOGY

A quantitative method based on survey approach was adopted for the study. This approach was chosen to allow the researcher draw on large sample which is representative of the total population. Survey approach was selected because it is the most prominent approach used in previous related studies A questionnaire was used to receive responses from participants and for scoring motivation and how e-learning influenced the degree of motivation students had towards their learning. All data were stored in a soft database and processed using the Statistical Package for the Social Sciences (SPSS). Data were arranged as format of questionnaire. The statistical calculations included frequency counts, percentages and mean.

VII. POPULATION AND SAMPLE

A census of students was taken to include total number of students of three departments of Bhupal Nobles' College, Udaipur, Dept. Of Computer Studies, Dept. of Management, Dept. of Botany These departments were using E-learning tools as part of curriculum. I have considered 152 boys & 117 girls students (Total 269 Students) in analyzing the effect of E-Learning .All the students actively participated.

VIII. FINDING AND DISCUSSION

The majority of respondents in this study, 95.3% have access to a personal laptop at college and among them 84.3% have access to the Internet their mobile phones or Wi-Fi devices. Daily use of E-learning tools was found to be as follows: 61.4% uses a laptop for less than two hrs, 22.5% uses a laptop for between 2 and 4 hrs, 5.7% uses a computer for between 4-56 hrs and 3.46% uses a laptop for more than six hrs a day. Over sixty one percent of the participants rated their skills as average or high and 39% of respondents were beginner users of e-learning resources.

Research Question 1: What are the experiences and expectations of students toward e-learning?

Students believe that use of E-learning will bring to them advantages. The results show that 47% of the respondents were motivated to work on their own by use of e-learning tools such as wikis and online communities. 68 % of respondents were is motivated to think on the courses with use of e-learning resources. Time consumption as the results shows that 69% spends very large study time using the resources. 99 girl's students and 112 boys agreed that online forum were a good way to learn in their courses. 18 girl's students and 40 boys disagreed that E-learning made them independent in their studies.

Research Question 2: What is the effect of students' use of E-learning tools on motivation?

89% of the students show their interest in use of e-learning because its motivational and usefulness in learning. 38% of respondents only participated due to compulsory online participation in some of the courses so as to get good grades. The mean motivation score was 6.3 (ranked between scale of 0 and 10) with positive experiences of use of e-learning. Most of respondents with negative experiences did not use the option of e-learning based courses due to poor access to E-learning tools. Five students indicated that despite the fact that E-learning motivated their study they failed in those particular courses.

Research Question 3: What e-learning tools do students use?

The most commonly used tools are: Tabs (68%), Laptops (90%), (82%), Cell phones (75%) E-library & web 2.0 tools (58%). Most of the respondents preferred lap tops for E-learning. 13 girl students and 17 boys said that screen size matters in improving E- Learning.

Research Question 4: What barriers do students face during E -learning usage?

55% of the respondents said that lack of motivation and training in use of E-learning for students by the institution. All the courses do not award grades for their use of E-learning tools in the college only few courses awarded grades for their e-learning efforts .Lack of adequate access to e-learning tools for most of their courses such as virtual learning environments the institution.

IX. IMPLICATION

Students considered e-learning resources' usage helpful in improving their academic work and have the potential to bring improvements to their institution. Most of the students want that E-learning resources to be applied to teaching of all under Graduate courses offered in the College. But the goal of the incorporation of E-learning resources into students' learning is far away.

X. CONCLUSION

There are certain limitations like students' poor e-learning usage skills and lack of infrastructure supporting E-learning This study found that students wants both E-learning resources & traditional learning methods for their study because both have their advantages & disadvantages but E-learning approach is more preferred. Periodic feedbacks should be taken on usage of E-learning resources from students.

XI. RECOMMENDATION

The study recommends the following:

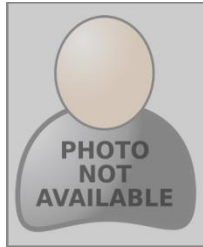
1. An E –Learning Environment should be created in the institutions.
2. Students should be given training to use E-learning resources.
3. Workshops & Seminars should be conducted periodically for creating interest & for imparting latest knowledge about E-learning resource & for sharing of experiences and expertise.

4. Establishment of an E-learning support centre to assist students.

References

1. Pandey, K.P., E-Learning: Concept, Potential and Future; Indian Journal of Teacher Education, Anweshika, Vol.5, No.1, June 2008
2. Kumar, R., ICT and Teacher Education; Edujour, Vol.1, No.1, pp 54-58, sep 2012
3. Organization for Economic Co-operation and Development. Education today: The OECD Perspective. OECD, 2009. Wenglinsky, Harold.
4. The Relationship between Educational Technology and Student Achievement in Mathematics.
5. ETS Policy Information.
6. Bourner, T. & Flowers, S. (1997).
7. Teaching and learning methods in higher education: A glimpse of the future. Reflections on Higher Education, 9, 77-102.
8. Singh, G. & Priola, V. (2001). Long distance learning and social networks: An investigation into the social learning environment on online students. Proceedings of the Sixth Annual ELSIN Conference. 158-164.

AUTHOR(S) PROFILE



Dr. Vivek Chaplot, received the P. H. D. degree in Information Technology and MCA degree. Has been working with BNPG College since 15 years.