

Web based Learning Trends in Post Graduate Students

Aprajita Singh

Assistant Professor

Thakur Institute of Management Studies,
Career Development and Research (TIMSCDR)

Priyanka S. Gawade

Research Scholar, MCA

Thakur Institute of Management Studies,
Career Development and Research (TIMSCDR)

ABSTRACT

Web-based learning tools are playing an important role in teaching, especially as their capability to interact on demand are a good means of encouraging and engaging students. Web-based learning tools provide composite environment of various technologies that support different types of educators' and learners' requirements. This paper reports the results from a survey conducted regarding the awareness about the web tools and usage of web based tools for studying among the MCA students. We discuss about the usage of internet and web tools for the study purpose, various online courses available on internet and use of web based technology in their academic courses and use of technology by their instructor or lecturer to facilitate or support their academic success.

General Terms

Web based learning, students, computer science education.

Keywords

Web-based learning, internet, students, usage, online.

1. INTRODUCTION

Web-based learning tools provide unified environments of various technologies to support different educators' and learners' needs via the Internet. The aim of these tools is to enhance face-to-face instruction and to deliver distance-learning courses. Each of these tools offers related components, such as course note posting, assignment submissions, quizzes, online videos, reading contents and communication features.

As the use of Web-based tools increases in the educational and training domains, many people have recognized the importance of evaluating its effects on student conclusion such as learning, performance, and satisfaction. Often, these results are compared to those of traditional classroom instruction in order to determine which method is "better." However, major change in technology and presentation rather than instructional content can obscure the true relationship between Web-based tools and these outcomes.

The primary motivation for developing web based tools is to make it easier for instructors and students to help and facilitate the academic studies. However, the simplicity of use for novice users has significant drawbacks. For example, these tools force instructors and course administrators to use predetermined navigation models and course formats. These constraints may have a negative impact on the flexibility and usability for administrators, teachers and students.

Many educational institutions are seeking to take advantage of the benefits offered by distributed learning, such as increased accessibility and enhancement in learning. Learning advantages have consistently been found whenever well-designed instruction is delivered through a web technologies. MODERN web-based technologies [2]–[3] can function as a bridge between difficult educational programs on one side and

students who need considerable motivation on the other. These technologies are welcome additions both to the classic educational process and for autonomous asynchronous study. They can incorporate dynamic displays, interactivity, online calculations, audio, and video. All these attributes can have a stimulating effect on students [3], [4]. At the same time, thoughtfully prepared content can represent a stepping-stone.[1]

Web-based learning tools, also referred to as learning objects in the literature, are defined in this study as "interactive web-based tools that support learning by enhancing, amplifying, and guiding the cognitive processes of learners" [5]. Web based learning tools offer two noteworthy features that can reduce the impact of potential obstacles teachers face when using technology. First, typical Web based learning tools are designed to focus on specific concepts, making them easy to learn, easy to use, and more attractive to busy educators who have little time to learn more complex, advanced software packages[6]. Ease of use also makes Web based learning tools more palatable to teachers who are apprehensive about using technology [7].

Second, a wide range of Web based learning tools exist including drill-and-practice assessment tools [8], video case studies or supports [9], general web-based multimedia resources [9], and self contained interactive tools in a specific content area [10]. It is speculated that the broad selection of readily accessible Web based learning tools will make it easier for teachers to integrate Web based learning tools into a classroom environment.

In summary, obstruction to using technology reported by teachers such as time, limited skill, fear of technology, and limited access to technology are incompletely addressed by easy-to-use Web based learning tools that are readily accessible in a wide variety of pedagogical formats.

2. RESEARCH STUDY

The research study includes an online survey carried among MCA students. Around ten questions on similar line were asked to both types of participants. Respondents were from I, II and III year of TIMSCDR. Online survey was conducted so that respondents can give their view with ease and in leisure time, which is very important for the study to be authentic.

2.1 Objectives

The primary research has been taken up with the following objectives:

- To identify the usage of Internet among the MCA students.

2.2 Methodology

Data has been collected from the MCA students. Structured questionnaire was sent across to different academicians. They

were asked various questions which were to be answered on a multiple choice bases. A total of 108 questionnaires were collected and analyzed.

2.3 Analysis and Discussion

The students use various methods for their learning which include online videos, reading web contents, discussion forums, eBooks etc.

Survey questions put to students are discussed below. The results are put in a graphical and pie chart representation where ever necessary.

Question 1: Mention MCA Year?

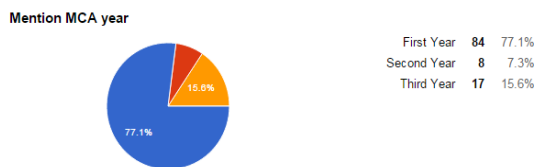


Fig 1: Break up of respondents

Question 2: Gender?

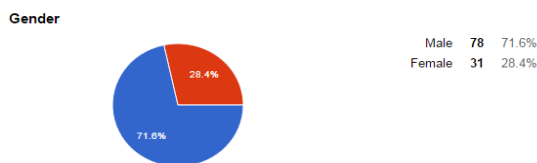


Fig 2: Break up of gender of the respondents

Question 3: How often do you use internet for study purpose?

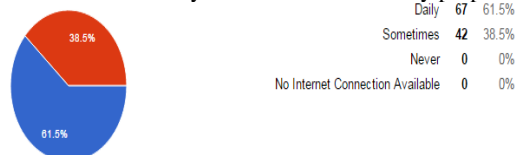


Fig 3: Respondents using internet for study purpose

62 percentages of respondents uses Internet for study purpose on daily bases whereas 39 percentage of respondents uses Internet sometimes for study purpose. And there are zero percent of respondent who never use internet or who has no internet connection available .

Question 4 : Have you taken any courses offered online?



Fig 4: respondents taking up courses online

According to the survey conducted 37% percentage of Respondent have taken online courses and 64% percentage of respondent have not taken any online courses offered.

Question 5: Are you aware of following online courses?

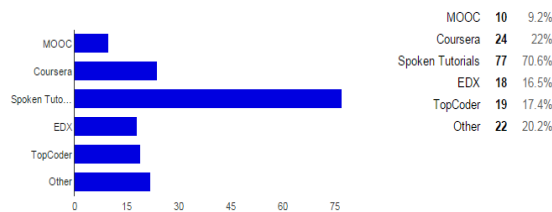


Fig 5: Awareness of online courses among respondents

When the respondent were asked about the awareness about various online courses 71% of respondent are aware of Spoken Tutorials online course , 22% respondent are aware of Coursera , 18% are aware of TopCoder ,17% are aware of EDX whereas 10% are aware of MOOC.

Question 6 : How important is Internet in your studies?

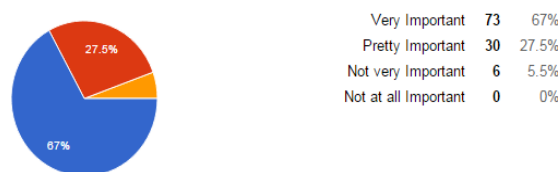


Fig 6: Importance of internet for studying

Seventy-three percent of respondent think that Internet is important for their studies. This question aims at finding out how important do students think the use of internet is for their studies and then only they will try to explore various methods to learn it better.

Question 7: How do you use Internet for your learning?

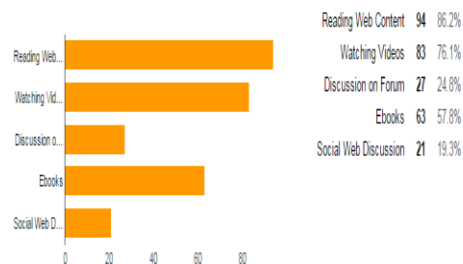


Fig 7: Use of internet for learning

Most of the students use Internet for reading web contents but 77% of students use Internet for watching videos 58% of students use Internet for EBooks, 25% of students use Internet for discussion on forum whereas 21% of students use Internet for Social Web Discussion.

Question 8 : Are web based learning programs able to replace lectures ?



Fig 8: web based programs and lectures

When the students were asked whether web based learning problems are able to replace traditional lectures, 60 percent student responded "No" whereas 44 percent student responded "Yes".

Question 9: In the past, to what extend have you used e-books or e-textbooks for your academic course?

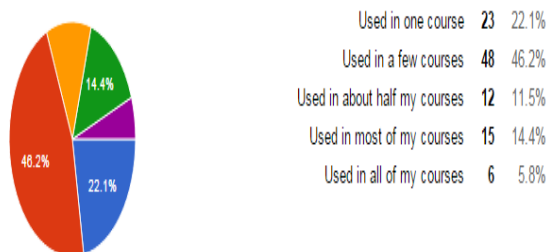


Fig 9: use of e content for academics

The student responded that 47% used e-books and e-textbooks in few of their course for their academics whereas 23% used in one course.

Question 10 : What online resource do you go to first to learn about a new topic ?

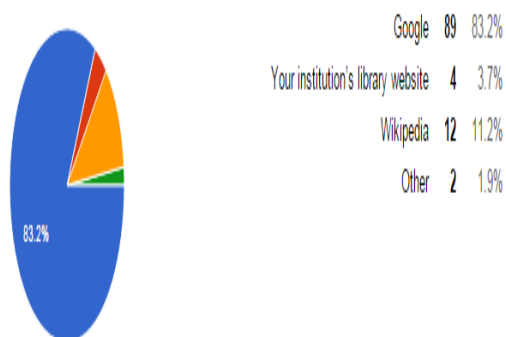


Fig 10: order of usage of online recourses

Eighty-three percent student voted Google as their first online resource for learning new topics whereas 12% student voted Wikipedia as their online resource.

Question 11 : Tell one thing that your instructor can do with technology to better facilitate or support your academic success ?

Get an video of the topic which can give flow of the topic Like cheery on the cake
instructor can show videos related to subject so that we can understand subject more clearly. it will us to know that subject better.
website in 3d mode
Allow course recording (via sound recorders, tablets, etc) for later review.
They can always try to conduct some important lectures over hangout or on youtube.
To focus more on practical little bit in theory.
Live Examples and technical Knowledge is more enough than a PPT presentation

Fig 11: extra comments on how instructor can do with technology to better facilitate or support academic success by respondents.

This question was asked to the students to give their views regarding how their instructor can use technology to better facilitate or support their academic success.

3. CONCLUSION

Web based learning offers tremendous opportunities for learning and access to a vast amount of knowledge and information. Online learning has advantages, but web based learning tools should not always be viewed as the method of choice because barriers (such as inadequate equipment) can easily lessen from student learning.

Students study is mostly exam oriented thus they do not explore other ways and means to understand the concepts. Student study from book or notes for theory exam they do not refer or prefer to go to the web for help in case of theory exam The study indicates that though they use internet as a source to study on daily basis but web based learning tools are not able to replace lectures.

Students think that study from books notes or online videos help them understand the concepts well. Students also happen to learn from lab session and the kind of lab exercises given to them they think helped them write better code.

Results show that students do not explore to learn more from the web as they are exam oriented thus they prefer to study from notes to prepare for exams. Online videos are preferred by student's then online text content. They listen to videos to comprehend concepts than read content online.

4. ACKNOWLEDGEMENT

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