Under Graduate University Students Best E-learning Practices

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ABSTRACT
The current study intended to explore the best e-learning practices to increase used by undergraduate students at university level. The study also aims to investigate the most e-learning strategies used by undergraduate students. The influence of independent variables such as demographic variables (age & gender) on the learners, use of e-learning strategies were also investigated. Data was collected by using survey method. Five hundred university students were taken as the sample of the study from different universities. Data was analyzed by using descriptive analysis and inferential statistics including t-test and one-way analysis of variance (ANOVA). Frequencies were used to examine the most used e-learning strategies.

Studies have documented student's perceptions of online learning. Most of the students showed positive perceptions regarding usefulness of various types of applications during e-learning environment. In online classes students are actively participate in the learning activity. Different applications are also used in online learning but most commonly used application is zoom, whatsapp, facebook, google classroom and recorded lectures were the preferred application by the undergraduate university students. The study also revealed the significant effect of age and gender on best e-learning practices used by the undergraduate university students.

Keywords: E-learning, Undergraduate students, Online applications

1 Introduction
E-Learning is a formalized learning process by using digital resources with connecting internet such as computer, laptops, mobiles and tablets. E-learning may be seen literally as education technology, which incorporates all learning scenarios including modern technology. (Looi, 2021). The use of E-Learning moves students towards self-directed learning, they have lot of opportunities to find out various resources as e-books, latest articles and other relevant material they needed (Harahap & Fitri, 2021).

The Online World and the website are now more widely available, which has greatly expanded the prospects for non-traditional education. The proliferation of technology has also made it feasible for professors to educate beyond the classroom context and has made it simple for students to obtain course content. E-learning can be made more open and comprehensive through five basic advances, for example, consider how understudies will explore through your web-based homeroom; give a video visit through your web-based study hall toward the beginning of the semester; guarantee all Word records, PowerPoint introductions, and PDF documents are available and accessible; add elective text to pictures and designs so they can be perused so anyone might hear when understudies utilize a screen peruser; and add subtitles and records to video illustrations (Wieland & Kollias, 2020).

In an innovative turn of events, e-learning is viewed as a teaching method instructional strategies, interaction, competence, and personality. It’s interesting to note that although some writers clearly describe e-learning, others infer the terms in their studies. In their interpretations, few writers convey opposing opinions of other writers (Pardamean & Suparyanto, 2014).

Online learners appear to have less ways to meet with the institution, student involvement in online learning is crucial. Therefore, it is important to develop a variety of online interaction options for students involvement,
according to Banna, Lin, Stewart, and Fialkowski (2015), the key to addressing the problems of learner separation, failure, persistence, and completion rates in digital training. Students can develop and articulate new ideas with the aid of online learning. They have the opportunity to expand their knowledge and abilities outside of the classroom. One of the main benefits of e-learning is that it aids in the development of advanced abilities in both students and teachers. E-learning raises the standard of education. The availability of a chat area where kids may express their opinions on the subjects being taught. Teachers that use e-learning have more flexibility since they may determine their own working hours (Ammar et al., 2020).

2 Objectives of the study
Following were the objectives of the research study,
To find out the students’ most common use of various types of online application during E-learning.
To explore the gender impact on the use of online technologies among undergraduate students.
To explore the age impact on the use of online technologies among undergraduate students.

3 Significance of the Study
E-learning is considered as an essential feature by teachers and students. Online education in international context is very important. Most of the course content in colleges and universities has now been covered through online classes in this case teacher need to use best strategies that improve students engagement during e-learning class. Secondly the study will help in showing the most effective strategies for e-learning by students of different subject that also help in student engagement.

4 Research Design
The design of the study was quantitative in nature. The survey procedure was used to gather relevant information.

Study Population
All the undergraduate students from the universities of District Lahore were the population of the current study.

Sample and sampling Technique
500 students were randomly selected as the sample of the current study, from 3 private and 3 public universities of the district Lahore.

Research Instrument
A Self-constructed survey questionnaire was used to collect the data (after ensuring the validity and reliability of the Tool).

Data Analysis
The data was analyzed by using descriptive and inferential statistics techniques.

Study Findings
In this section discuss about which application is most common in universities students. “The use of various online resources (M=5.41, SD=5.41) (e.g., polls, emoticons, e-books, google classroom, zoom, Facebook, WhatsApp and audio and video chat). Uses Classroom’s instructor given material (short videos, recorded lectures, notes and google classroom (M=5.42, SD=1.245). To see Short video on relevant topics is also common in students. Audio or video chat is common in students like zoom is most used application by students through this application students can talk a audio or video chat on specific topic. Uses E-Learning web app are also very common among students (M=5.34, SD=1.834).
Table 1: most used applications used by study participants

<table>
<thead>
<tr>
<th>Item no</th>
<th>Statements</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uses various online resources (e.g., polls, emoticons, e-books, google classroom, zoom, Facebook, WhatsApp and audio and video chat).</td>
<td>5.41</td>
<td>1.207</td>
</tr>
<tr>
<td>2</td>
<td>Uses Classroom’s instructor given material (short videos, recorded lectures, notes and google classroom).</td>
<td>5.42</td>
<td>1.245</td>
</tr>
<tr>
<td>3</td>
<td>Uses E-Learning web app</td>
<td>5.34</td>
<td>1.834</td>
</tr>
</tbody>
</table>

There is statistically difference found between on strategy use, $t (14.796) = -668$, $p = .000$ (two tailed). The result indicated the similar mean difference between male ($M=41.84$, $SD=.89$) and female ($M=47.39$, $SD=.34$).

Table 2. Means, Standard Deviations and $t$-Test for Overall on gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T</th>
<th>Sig</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>243</td>
<td>41.84</td>
<td>11.89</td>
<td></td>
<td></td>
<td>F&gt;M</td>
</tr>
<tr>
<td>Female</td>
<td>257</td>
<td>47.34</td>
<td>13.34</td>
<td>-5.005</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

*p <0.05

To find out influence of age on e-learning strategy use, a one-way analysis of variance (ANOVA) was applied. The findings of table.3 highlighted the statistically significant difference at the p<.05 , $f (6.026)$, $p= .003$.

Table 3. Means, Standard Deviations and $t$-Test for Overall on gender

<table>
<thead>
<tr>
<th>Students’ ANOVA Related to age</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of all statements</td>
<td>2</td>
<td>1,6177.232</td>
<td>808.616</td>
<td>6.026</td>
<td>.003</td>
</tr>
</tbody>
</table>

5 Discussion

Study participant showed positive perceptions regarding usefulness of use of various types of applications during e-learning environment. The study participants mostly preferred the use of various online resources polls, emoticons, e-books, google classroom, zoom, Facebook, WhatsApp and audio and video chat, teachers given material (short videos, recorded lectures, notes and google classroom). Short video on relevant topics is also common in students. Audio or video chat is common in students like zoom is most used application. The past study also strengthening the current study findings, online learners most used online application are Whatsapp, Jitsi Meet, Google Meet, Zoom Meetings, Google Classroom, and more (Haqien & Rahman, 2020). The study also revealed that most genders male and females have significant impact of e-learning on their education. Online application is common in students of both genders to actively participate in self-directed learning in other research every zoom multimedia app should have challenges that are the primary determinants, including such pupils having trouble connecting to a network connection, a growing loss of online capacity, and etc (Zhang et al., 2022). The study also revealed that students from all ages are using online applications and have significant impact on e-learning applications. E-learning tools are influencing learning ways in the digital era, and reassessing learners’ mindsets can help improve student learning outcomes.

6 Recommendations

The study recommended that more research should be conducted to investigate the effectiveness, efficacy, and improvement of online teaching and learning. At present time, however, there is a great gap and perhaps future research should be focused more on in-depth analysis of online instruction practices, step-by-step implementation,
and the most effective practices for online course design and instruction. This research has reviewed aspects of how to teach effectively and successfully in an online learning environment.

References


