



ACCOUNT LOG IN: SIFTING THE ONLINE MODULAR INSTRUCTIONS OF THE LEARNING ENVIRONMENT NETWORK SYSTEM (LENS)

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ABSTRACT:

The Net Age, a young generation shaped by current information and communication technology, is keen to keep up with the fast-changing technological environment. Education must change its teaching and learning methods to keep up with the social world. This study's goal was to assess GEC 109 students' perceptions of the Learning Environment Network System's online modular education. This study used a descriptive-quantitative research design. The students in the course were asked to complete an online survey about their experiences with the Learning Environment Network System's online modular instruction. A clear demographic profile of the participants and their experiences on online modular education of the Learning Environment Network System was provided by this study's data. The results of this study demonstrated that students liked the idea of learning through online activities, but that their participation in class activities was limited due to inadequate internet access. Since many higher education institutions will be offering online courses, it is important to monitor student engagement and devise ways for effective and interactive student engagement. Internet connectivity should be improved to allow for full interactive and efficient class engagement while developing successful and dynamic teaching.

Keywords: *perceptual experience, online modular instructions, learning environment network system, technology, online courses, virtual connectivity, interactive learning, course collaboration*

INTRODUCTION

Online courses and degree program offerings are advancing to develop in the modern age. Various professors are deeply emerged in the development and transforming of conventional courses into an online format. The kind of class as well as the teacher can also affect a students' online involvement, and instructor



training for online courses is vital. When organizing online courses, student input involving experience and expectations is of great significance. Forecasting models of online student effort, performance and success have been important areas of study. Implementing new online strategies then assessing and evaluating course offerings needs to be on-going. Devising and enhancing online course approach techniques will persist to be a focus of administrators and instructors. Online programs offer possibilities for students all over the world. Learners in online classes can work together with others from different areas to share diverse thoughts and collaborate in resolving problems. Much with a variety of advantages, online educators and administrators have numerous concerns to conquer. Although many students have described positive experiences with online courses, negative experiences have also been expressed.

The generation of youth (Net Generation) which is growing up with modern information and communication technologies strongly shaping their mental models, is interested in keeping up with the rapidly changing technological world. Education must adapt its teaching and learning approaches to be consistent with the ever-changing social world. Educational institutions must make use of the new systems available to promote greater interaction and collaborative learning. The Internet is not just a form of entertainment. It is also a valuable teaching tool. One of the major problems confronting online education is the difficulty involved in stimulating student participation in the course. Online social networks could be used to increase interest and interaction in online courses. The great advantage of these various online social networks is that they encourage students to take charge of their own learning process. They are no longer passive learners. They become active learners. They are directed to solve problems through a self-regulated process

Numerous technological resources and opportunities have offered innovative relieves, applications, methodologies, and schemes in instruction. The triumph of any scheme in employing technology in an educational system varies on the supports and attitudes of the engaged users. Upturn in education is essential and the innovation of technology which presently demonstrates a considerable contribution to all facets of life has demonstrated to influence the shift on how education perceived, employed, gauged, and proposed (Isman & Dabaj, 2004). It is essential that the utilization of technologies should be implemented in education. Furthermore, the significance of the utilization of technology in the training of teaching for students and teachers has also been significantly conducted and published in the past few years (Shirvani, 2014). Several of the utilized technologies employed in education is Social Networking Services (SNS). The institution and well-popularity of social applications in the last decades have inspired some lecturers or educators or teachers to employ these technologies for educational methods at the university level. Moreover, SNS in educational pursuits is characterized as the utilization of applicable technologies to accelerate a range of teaching and learning endeavors in collaborative situations.

In recent learning research, it has been discovered that technology may play an important part in transforming classroom environments and redesigning schools in order to promote more involved and influential learning. Unquestionably, some data suggests that technology may even help to accelerate the reorganization process, particularly if it focuses on utilizing learning resources outside of the classroom (Pisapla, Schlessinger, & Parks, 1993; Jones, Valdez, Nowakowski, & Rasmussen, 1994). As a result, the Internet has emerged as a critical tool for both school restructuring and engaging learning initiatives in general. The Internet gives educators with access to a wealth of information that are not available in their



physical classrooms, as well as chances to incorporate technology into their lesson plans and curriculum. With the help of the Internet, teachers can motivate pupils to learn while also preparing them for work outside of the classroom. Education has much less to do with information gathering than it does with improving an individual's ability to think and reason so that he or she can evaluate that information and distinguish between what is appropriate and what is inappropriate, as well as between what is important and what is trivial. This needs the development of helpful models for absorbing or rejecting this deluge of information while also critically evaluating the veracity of the material. Students will be bombarded with an overwhelming amount of information in the future, and educators will be needed more than ever before to assist them in accomplishing this goal.

Since the introduction of the Internet in the early 1990s, a plethora of new tools and technologies have been developed to help people take full use of its benefits. Because of this, Virtual Learning Environments (VLEs) have been developed since the mid-1990s with the goal of developing learning and teaching activities through the Internet. The Internet is a massive resource, which is made even more massive by its current state of incoherence; yet, it provides a plethora of meaningful learning possibilities that are provided in a physical manner that is enticing and stimulating to the vast majority of students. Teachers who have put off their training in this area are now finding that their students have outpaced them in terms of proficiency and attitude toward the Internet from a very young age, and they are finding it difficult to fit in their own training and learning into an already hectic time schedule. One of the most significant contributions made by the Internet to instructors is the ability for global cooperation as well as international teaching and learning opportunities. Students from all over the world are learning together via the use of online resources, reading one other's ideas and points of view, discussing common concerns, and recognizing the contrasts in their viewpoints. For students and teachers, the Internet offers advantages such as flexible access, new modes of communication, and new methods of assessment. Time is required to develop Internet resources that are encouraging, visually appealing, effective, user-friendly, and educationally sound. A new paradigm of education has been formed, one that involves the use of computers and the Internet in the classroom as part of the learning process. Together with the establishment of websites such as YouTube and Facebook, we now have a plethora of technological instruments at our disposal. Using computers and the Internet opens up a whole new world of possibilities for people.

With students becoming more accountable for their own learning, the Internet plays a vital part in education reform that is centered on genuine responsibilities and emphasizes authentic obligations. Teachers must change with the times in order to teach students to be effective citizens in a changing technology society. Conventional techniques to teaching will no longer be effective in the twenty-first century. New times necessitate new approaches to learning (Jones, Valdez, 1995) As stated by Steve Floyd (1991), author of the IBM Multimedia Handbook, students can get the finest learning through a variety of methods such as reading, picturing the subject, hearing it or being enthusiastically engaged in a multimedia environment. Engaged learners take ownership of their learning and feel motivated about it. Responding teachers felt that there is a solid consensus that integrating technology into the curriculum can encourage students to be actively involved in their learning. It is becoming increasingly apparent that teachers and students can utilize technology to enhance their teaching and learning experiences in a variety of ways. Even though the World Wide Web represents the most recent advancement in communication technology, and in some ways, the printing press's beginnings, it can be intimidating to both students and teachers due to the way it places



new demands on them and changes their expectations in relation to traditional models. Students had previously been unable to use the Internet because of its lack of proximity and global consciousness. As a result, kids can gain a better understanding of other people's lives and the issues that affect them. Several teachers can have access to relevant dialogues that are being broadcast on the Internet. Educators can use these talks and the chance to share experiences with other educators to further their professional growth and to combat the feeling of professional isolation that many educators face.

Students in a case study conducted by Jason (2001) to assess the usage of virtual classrooms in 2001 viewed the use of virtual classrooms as being convenient because of the ease with which they could access information. It is significantly easier to find information on the Internet because it is available 24 hours a day, seven days a week. Students can have access to this information without needing to speak with their instructor. When it comes to the educational benefits of the virtual classroom, the notion of distance acting as a genuine help to teaching and learning is critical, if not downright amazing. Instead of operating purely as a barrier, the device appeared to simultaneously force the users to be more cautious in their movements and to alter their behavior as a result. Teachers and students who had previously struggled to maintain control over their teaching and studying acts gradually discovered that the new learning environment forced them to develop creative approaches to teaching and learning that were previously unimaginable. They realized that they needed to be more patient in waiting for their turn, speak more clearly, manage their accents, and arrange their presentations more properly before they could begin. Educators and students needed to become used to the mediated interactions that required everyone to deliver their thoughts quickly and clearly in order to benefit everyone rather than just the students in their immediate vicinity (Husu, 2000).

The intellectual and social relationship that is fostered by technology in the virtual classroom is one of the many advantages that should be mentioned. Students that used the equipment developed their social skills even further when they spontaneously assumed leadership roles in relation to their peers (Husu, 2000). The technology used improved group cohesion and mutual support, which was especially important in a distance classroom setting. Its suitability for small-group work, as well as its participatory method, both contributed to the development of skills in the use of information and communication technology. The virtual classroom also helped students develop a variety of communication and social skills, which enabled them to overcome their relative isolation by engaging with kids from similar backgrounds. The fact that it is less expensive is also considered a plus. Students save money by not having to drive to and from class, which saves them time, petrol, childcare, and other travel expenses, among other things. The virtual classroom has the additional benefit of saving time. Students that are motivated and/or rapid learners may be given the opportunity to go ahead more quickly than they would in a traditional classroom setting. Communication is considered a positive because the majority of interaction with instructors will be done by email, and messages can be delivered at any time of day or night, according to the opinion of participants. While all work is given by e-mail, the instructions are written in a way that allows them to deal with students' work in a straightforward manner. The survey also indicated that one advantage for teachers is the capacity to reuse materials. Instructors can repurpose their own materials or simply obtain more materials from others..

Because of the rapid growth of technology, educators are being pushed to devise techniques to encourage students to participate in a variety of learning activities. The importance of engaging students in the learning process cannot be overstated, and the problem of finding appropriate and consistent approaches of



engagement for online education has risen to the top of the priority list for the academic community. Because of this, online modular training should include a variety of interactive tactics that are fundamentally different. In today's educational atmosphere, the assurance that laptops have been set up to take the second string to make accessible space for smart phones, tablets, and other mobile devices is essential. Fortunately, mobile gadgets make it simple to access the majority of new applications' "apps," which are specifically created for mobile devices, social media, or web 2.0 tools. It is for these reasons that the fundamental purpose of the study was to sift the modular approaches used in teaching.

STATEMENT OF THE PROBLEM

Developing proficient with the techniques to educate students through online modular courses is crucial for any educational institution while maintaining up to date with the demand of time. Exploring to address competence and the expectations of prospective online learners and to employ strategies to best meet the demands of the online learner has been the motivation of this undertaking. The purpose of this study, therefore, was to determine the perceptual experiences of GEC 109 class on online modular instruction of the Learning Environment Network System. Specifically, the study sought to answer the following questions:

1. What is the profile of the student-respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Course
 - 1.4 mode of internet access
 - 1.5 time spent in accessing the module
 - 1.6 Gadget used during the online class
2. What were the perceptual experiences of the student-respondents on online modular instruction of the Learning Environment Network System?
3. What glitches have the student-respondents face on online modular instruction of the Learning Environment Network System?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The descriptive-quantitative method of research was used in this study. A descriptive quantitative research involves in the identification of the characteristics of an observed phenomenon.

PARTICIPANTS OF THE STUDY

The participants for this study consisted of students enrolled in GEC 109-Understanding the Self. When interpreting the results of the findings of this study it should be noted that only students enrolled in the course have participated. The student-participants who were enrolled in the course were asked to complete an online survey regarding their experiences of online modular instruction of the Learning Environment Network System.



DATA GATHERING TOOL

A modified survey instrument was developed by the researcher that was patterned from the survey instrument used by the University in the beginning of the pandemic.

STATISTICAL TOOLS

The data gathered in this study were presented, interpreted, and analyzed using the frequencies and percentages to provide a clear demographic profile of the participant-respondents and their experiences on online modular instruction of the Learning Environment Network System.

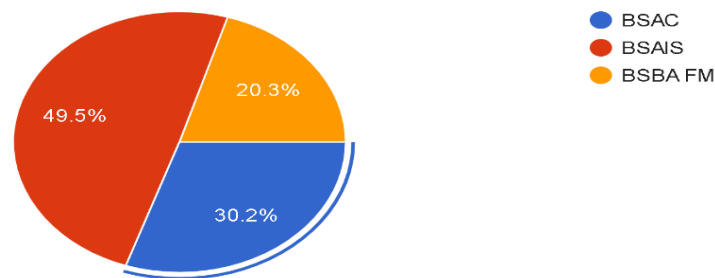
The formula for computing percentage is given below:

$$\text{Percentage} = \frac{\text{Responses}}{\text{No. of Responses}} \times 100$$

RESULTS AND DISCUSSIONS

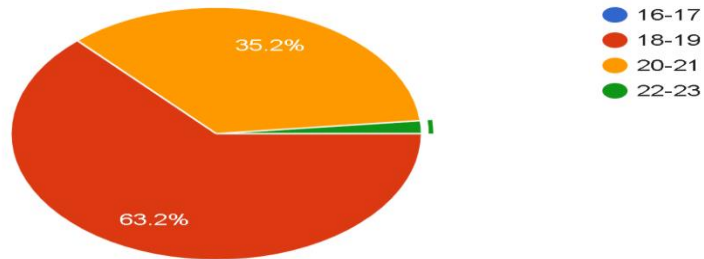
RESPONDENTS' PROFILE

Course
182 responses



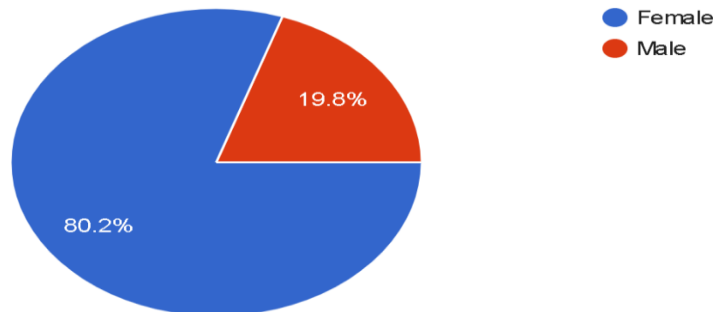
The chart reveals the distribution of student-respondents in terms of course enrolled. As revealed from the data, the highest frequency belongs to the respondents from the Bachelor of Science in Accounting Information System with a frequency of 90 or 49.5% followed by the respondents from the Bachelor of Science in Accountancy with a frequency of 55 or 30.20% and with the least frequency of 37 or 20.30% from the Bachelor of Science in Business Administration.

AGE 182 responses



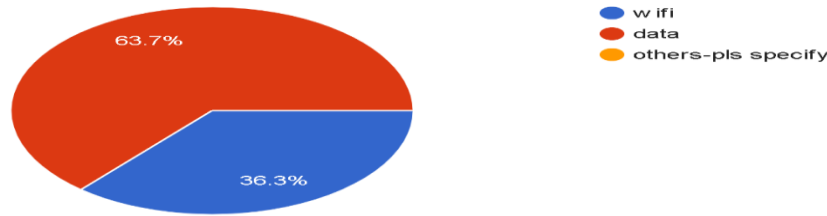
The chart shows the distribution of the student respondents as to age. As revealed from the data, the highest frequency belongs to the age bracket 18-19 years old with a frequency of 115 or 63.20% while the lowest frequency belonged to the age bracket 22-23 years old with a frequency of 3 or 1.60%. This result implies that the respondents are still in their early middle adulthood stage, a period characterized by Brainkart.Com as a stage of adjustment to new patterns of life and new expectations.

SEX 182 responses



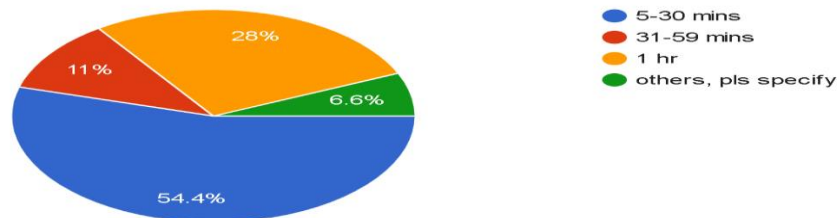
The data reveals that majority of the student-respondents are female with a frequency of 146 or 80.20% which implies that the programs offered by the College are female dominated. This is related to the study conducted by the Philippine Statistics Authority on “Education Equality in the Philippines by Patricia Anne R. San Buenaventura where it revealed that female enrollees in HEI’s in AY 2017-2018 reached 2.99 million where 55.6% were females and only 44.4% were males.

What mode of internet access do you have?
182 responses



The successful accessibility to an internet connection is required for the proper implementation of the online modular instruction. A solid internet connection is required for the completion of any lesson that is provided through the internet. As a result, the figure depicts the respondents' preferred method of internet access. Sixty-one percent of those who answered the survey's questions used a prepaid data connection, with Wi-Fi or post-paid connections accounting for 36.30 percent of those who did not. According to the data, the vast majority of respondents have limited access to internet connectivity, making the course module inaccessible to them. This is especially true considering that the data they used was either pre-paid or purchased from a store. This finding is similar to the finding of the study conducted by Af'idatul Husniyah titled "Blended Learning in EFL Classrooms with slow Internet" where it revealed limited internet access had affected the completion of class activity of the students. In a similar survey conducted by the Department of Education, 6.9 million parents and guardians have shared that unstable mobile or internet connection was the most challenging problem that may affect their child's learning process.

How much time have you utilized in accessing the sent module?
182 responses

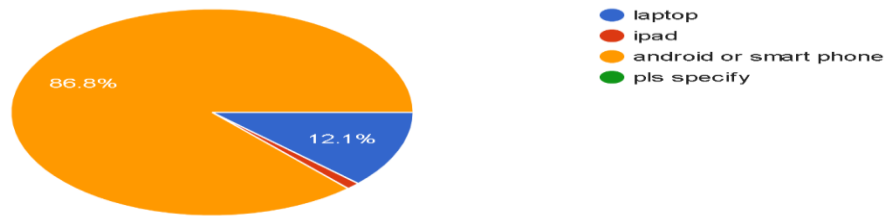


The Learning Environment Network System as the platform utilized by the institution is the e-learning portal based on MOODLE technology that serves as a place for faculty and students to conduct teaching-learning encounters using digital media and resources. Retrieving the different class modules on the LENS as uploaded by the teachers on their respective courses mandates every student to access as a material for the class interaction. This condition requires the students to log in to their respective accounts to access on the course module thus majority of the respondents consumed 5-30 minutes or 54.40% before they can access on their module while more than one hour or 6.60% are able to access on the module. The time spent by the respondents in accessing the course modules devoured the connectivity capability of the pre-paid load purchased by the students from the stores or sources, thus hampers the respondents in the successful

access to their course modules. This finding of the present study on the importance of time allotted to class activity is supported by Lapitan, Lorico DS Jr et al. where it asserted that slow or unstable internet connections would result in students being frequently disconnected during synchronous lecture discussions. These students may have difficulty joining the session rooms again and add stress to students.

What specific gadget/technology do you utilized in accessing the modules/activity?

182 responses

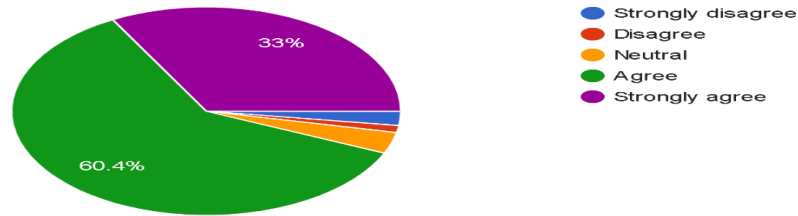


Mobile learning which is used as a support for learning processes among contemporary methods especially on online modular instruction, an electronic gadget like mobile phones, iPad and laptop are among the needed tools to this setting. Android or smart phones are the main gadgets employed by the 86.80% of the respondents in accessing their course modules. Aside from the fact that mobile phones can be utilized as a means to communicate, the consideration of the price made it accessible for the students to own as a tool in online modular classes. iPad and laptops are also among the gadgets utilized by the other respondents in accessing to their course modules. According to the findings of Dayagbil et al, majority of the students used mobile phones for online learning which is not capable of addressing online tasks and submission of requirements. In a similar study of Shy (2010) says that no one can deny the fact that gadgets have not only simplified the lives of people but also made them more comfortable and luxurious. Indeed, these gadgets really made a huge impact in people's lives and became part of it. This finding is supported by Clegg and Bailey (2008) who asserted that with the utilization of mobile devices such as laptops and tablet computers, the learning process for the students become more fun and conducive due to the user-interactivity and appealing visuals present in these learning tools. To further explain the significance of the smartphones and android phones, Fawareh and Jusoh (2017) postulated that having a smartphone is like having a tiny computer in a pocket. It is blatant that, the potency of smartphone is not only meant for placing of calls and receiving of calls. Usually, there are amazing features such as for browsing, checking health status, sending and receiving emails, watching videos, listening to music, chatting, sharing photos, videos and other documents, to mention but a few. No wonder there is an exponential use of social media as a result of the emergence of the smartphone.

Meanwhile, according to Backer (2010: 21) he revealed that smartphone is a phone that brings leading capabilities; as a form of the capacity of the Wireless Mobile Device (WMD) that can function as a computer by offering features such as personal digital assistants (PDAs), internet access, email, and Global Positioning System (GPS), so it makes the users easier to find the data or needs. More sophisticated mobile phones, also known as smartphones, can be used to assist students in accessing information from the web, transforming it, transferring it, collaborating with students and also creating a more media-rich approach to instruction (Ferry, 2009).

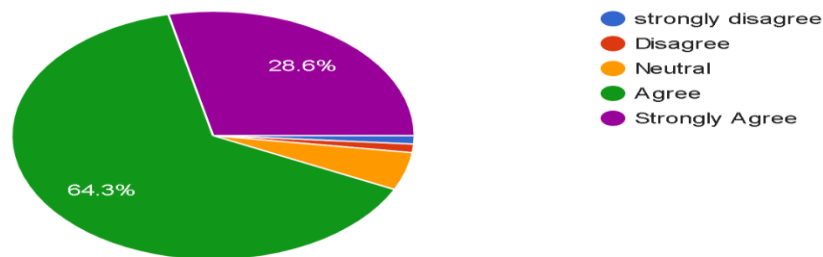
PERCEPTIONS OF GEC 109 CLASS ON THE ONLINE MODULAR INSTRUCTION

The module provides clear information about the purpose, content and scope of the topic.
182 responses



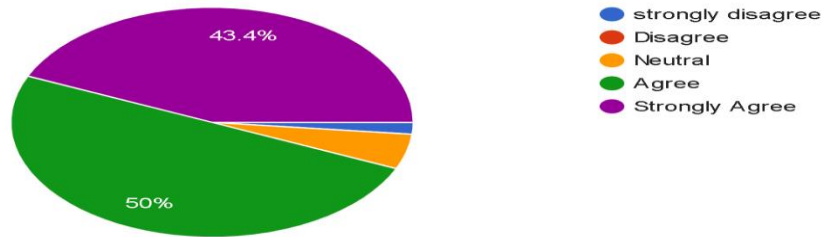
The provision of a clear information or details on the objective, content, and extent of the lesson creates a clearer grasp of the students on the topic which enhances the students' engagement on the class activity. As shown in the chart, the respondents **agree** with a frequency of 110 or 60.4% while other respondents **strongly agree** with a frequency of 60 or 33.00% that the module provided to them contains a clear information about the purpose, content, and scope of the topic which implies that the course module was a product of a careful, sound, and well-designed learning endeavor of the teacher. This finding is supported by Tseng, Su, Hwang, Hwang, Tsai, & Tsai, (2008) in which modular courses tend to use learning objects that are more closely related to a holistic approach to information, often including a problem oriented approach.

It gives a clear account of the scope of the topic as indicated in the module.
182 responses



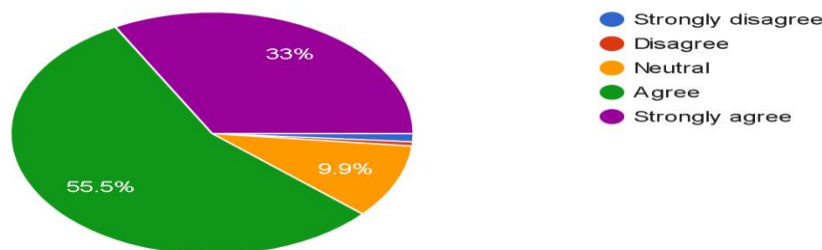
A well-designed teaching module containing a clear presentation of the extent of the subject matter has always been the principal responsibility of a teacher which anticipates of providing a clear perspective and appreciation of the students on the topic confronting them. Thus, the chart showed 117 or 64.3% of the respondents **agree** that the course module provides a clear presentation of the scope of the topic. This data implies that the principal intention of the module to establish a clear presentation of the scope of the topic has been achieved. In the work of Dochy (1989), it was explained that modular learning's most important consideration is the student. The author explained that learners want a more individualized approach to the course content so that his/her prior knowledge and personal characteristics are taken into account. Further, modularization will generally allow a student to learn at his or her own pace.

The module has unit and topic objectives.
182 responses



The contents of the course module must be apportioned into different components to deliver a simpler list of the topics thereby providing a more specific and clearer objective for each lesson. The respondents perceived based on the data shown, 91 or 50% agree that every unit and topic in the course module provides a clear objective thereby bringing an easier understanding of the lesson for the objectives serves as a guide for the students to accomplish the class activities. This is supported by the work of Jamil (2000 A D) where it is emphasized that mostly used nowadays are small teaching unit adopting the principle of self- education strategy and individualization of education, the unit includes specific objectives and learning experiences and activates which is done in logical sequence and complementary to help the learner to achieve the goals and develop the proficiency according the levels which is set previously according to the speed of the self –learner. "Rashed 1408 Hijri, pp 146-159".

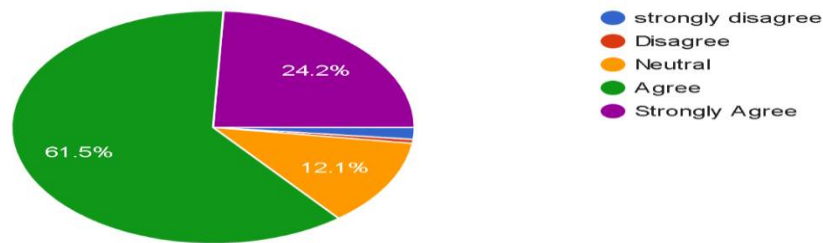
The objectives are clear and attainable.
182 responses



Designing specific objectives for any subject matter must be based on the established and acceptable principles of **SMART (Specific, measurable, attainable, realistic, time-framed)** approach of topic preparation. Result of this item showed 101 or 55.5% **agree** that the course module provides clear and attainable objectives which implies that the course content and its corresponding activities can easily be accomplished for there are clear and adaptable objectives. Most online course quality rubrics highlight the importance of clearly stated and well-aligned learning objectives, a close relationship between course objectives and assessments, and specific and transparent grading criteria. For example, the Institute for Higher Education Quality (2000) specifies that students should be provided with supplemental course information outlining course objectives, concepts, and ideas. Quality Matters (Quality Matters Program, 2014) also includes a long list of specific standards in this area that states that learning objectives should be measurable, clearly communicated, and consistent across learning modules; that assessments should be

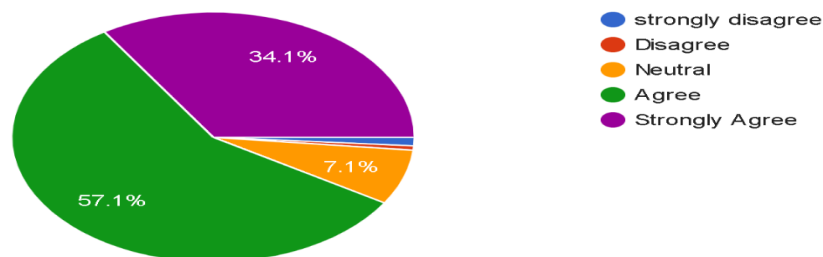
in line with the stated learning objectives and the level of the course; and that students should have clear instructions in terms of how they are to be evaluated.

Intended learning outcomes are observable and measurable
182 responses



Establishing the learning outcomes and qualifiers are indispensable components of designing the course content. Qualifiers which are put in place to ensure the progress of the students in the performance of any class activity. It is therefore necessary that the course learning outcomes established for any topic or class activity be observable and measurable. Thus, 112 or 61.5% of the respondents **agree** that the intended learning outcomes are observable and measurable that can be manifested in the results of their performances in the different class activities. This supports the findings in the study undertaken by Ayadat and Chowdhury (2020) in a case study on “Measurable performance indicators of student learning outcomes”. It explains that learning outcomes can be fully correlated to the learning outcomes (competency) of the university level. The quantitative assessment of students’ rating are attributes that would enhance a student ability to work at a professional level. For this the students’ attributes can be directly extracted from the key courses that focus mostly on the development of student interpersonal skills.

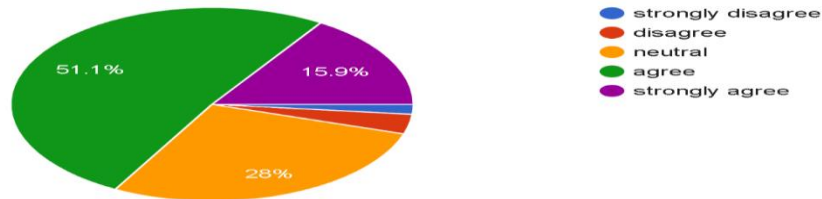
The contents are arranged in a logical learning sequence
182 responses



A chronological organization of the themes offered to the students makes it easier for them to retain the information presented in the lesson. In the creation of the course subjects, the teacher should take this method into consideration. It is an appropriate strategy. Following their comments, 104 people (57.1 percent) agreed that the course subjects were given in an orderly learning sequence. This indicates that the lessons were created in a very meticulous manner, taking into consideration the right arrangement and

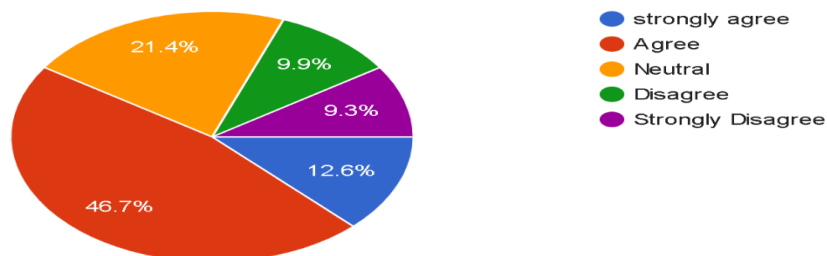
sequencing of the themes in each lesson. This finding is supported by the study of Shechter (2016) on “Blended learning course format on Moodle: A model for beginner level foreign language courses in higher education”. It is stressed that chronological units with thematic ones facilitate teaching and learning. It is further discussed that an orderly and balanced arrangement of the course content displayed in graphic format is an excellent anchor for teacher and student alike. Thus, it is clear that a pedagogically sound and user-friendly course layout is a prerequisite for effective language teacher and learning on a digital platform. Accordingly, foreign language teachers in higher education are encouraged to develop their own custom-made course site that are tailored to meet the specific needs to their students.

All instructions are clear and easy to follow
182 responses



The supply of instructions that are clear and basic, easy to understand, and straight-forward so that they may be easily comprehended by the students is essential to the achievement of the objectives of each topic in the course module. As a result, this is an extremely important concern that the teacher should take into consideration when preparing the course module. The module, according to the respondents, offers instructions that are straightforward and simple to follow, according to 93 (51.1 percent) of those who responded. This information indicates that the teacher considered the provision of a clear and simple guide for the students as a top priority while putting together the module's content. In the presentation of Dayagbil et al, the additional action points would refer to the creation of materials that would meet the needs of the students in the different scenarios and the provision of access to all resources that aid learning.

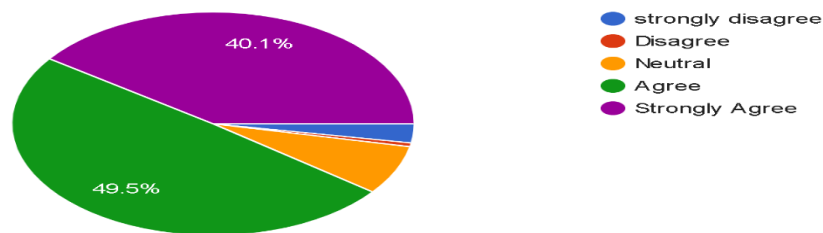
Activities are self-directed, practical, and authentic
182 responses



The reliability and accuracy of the activities that are being offered in the class is an indication of the teacher's imagination and inventiveness. During times of epidemic, educational development has centered on assisting students in transitioning from teacher-directed activities to student-directed projects. According

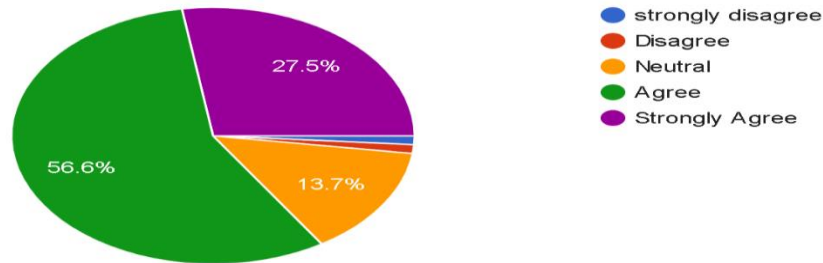
to the comments of the student-respondents, the learning engagement undertaken in the class is self-directed, practical, and authentic in nature, as indicated by the chart. According to the study's findings, 85 percent of students (or 46.70 percent) agree that the activities being administered in the class are self-directed, practical, and authentic, followed by 21.40 percent who feel neutral and 17 percent who strongly disagree, with the least amount of students responding strongly disagree. In addition, this data suggests that the respondents believe the activities presented in the class are aimed toward self-management, are beneficial, and are generally honest in their perception. A similar result of the present study was done by Thomas Howard Morris (February, 2020) which he revealed that creative learning outcomes are potentially supported through self-directed learning with the teacher who can provide support to learners. Similarly, according to Koert, (2000), students also learn more quickly, demonstrate greater retention, and are better motivated to learn when they work with computers

New and innovative interactive activities are utilized
182 responses



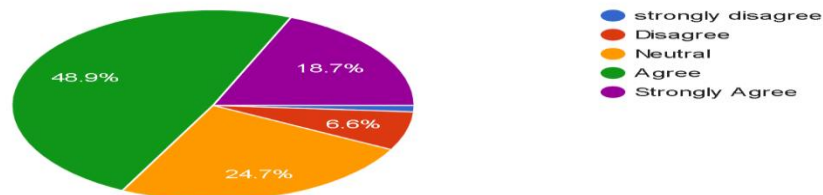
Innovative ideas and strategies are used in modern educational settings by instructors in the conduct of various activities in the classroom, which distinguishes them from previous educational settings. As of right now, this is the prevalent trend in educational environments. The incorporation of new and modern technology into the presentation of classroom activities has risen to the top of the priority list for educational institutions in the modern era. When looking at the data presented in the graph, it is easy to see how many interactive activities were used in the class that were distinctive and original. It is clear from the results that the vast majority of respondents (90 percent or 49.50 percent) believe that the activities conducted in class are original and distinctive interactive initiatives, with only one percent (or.5 percent) stating that they do not agree with this. Students' attention must be engaged in order for them to participate actively in class activities, so incorporating new and interesting interactive activities into the classroom environment is vital for engaging students' attention and motivating them to participate actively in class activities. It also ensures that it is useful as a motivating element for student participation in class. Further, the Philippines' Commission on Higher Education (CHED), advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery in lieu of on-campus learning" ([Commission on Higher Education, 2020](#)). In a similar note, Aragon and Johnson (2008) suggested the use of innovative methods to encourage student retention in online courses. Giving hands-on activities and having students to reflect on their work will improve the social connection of students with the online classroom. Online subgroup discussions are encouraged, as they allow for greater feedback from the students (Qiu & McDougall, 2013). Scagnoli, et al. (2017) also suggested a balance between VL and other activities in an online environment as it increases student satisfaction in learning. Moreover, Wang & Woo (2007) proposed that longer timeframes should be dedicated to asynchronous online classes.

All appropriate visual are included to aid in the understanding of concepts
182 responses



Using proper visual aids in the classroom has been shown to have a considerable impact on the students' understanding of the concepts covered in the session, according to research. The majority of respondents (103 or 56.60 percent) believe that the learning engagement activities in the class were introduced with the necessary visual assistance for a better understanding of the distinct concepts, whereas only two respondents (1.1 percent) strongly disagree with this engagement. In addition, the data demonstrates that the effective use of an appropriate visual aid in delivering the lesson continues to play an important part in the simple absorption of the learning concepts, making it easier for the students to comprehend the various concepts being taught. In the study of Scagnoli, et al. (2017), they reported that students have some sense of belonging and motivation when they see their instructors giving video lectures. In the feedback, the students reported in their essays that they want their instructors to have a video recording of their lectures and have it uploaded to LMS. Students mentioned in their essays that they best understand and learn the topics if there is a teacher present. Video lectures (VL) allow students to learn and interact at their own pace using the course materials. (Dale & Pymm, 2009; Ramlogan et al., 2013; Scagnoli et al., 2017).

The time allotted for the conduct of the activity is sufficient
182 responses

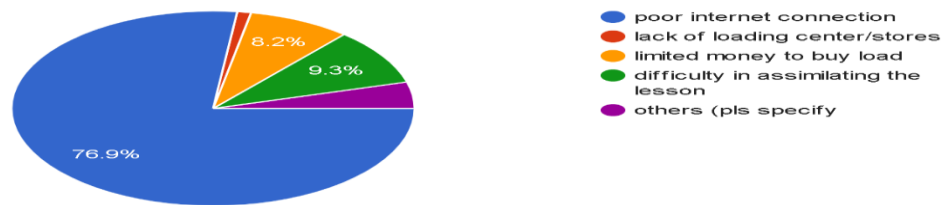


A suitable amount of time is required to complete any activity in class, and such an element in the learning engagement activity is required for the successful completion of any given task. 89 percent or 48.90 percent of those who responded agreed on the importance of adequate time allotted in the conduct of any class activity. This indicates that the teacher considered the importance of adequate time allotted in the conduct of any class activity and that sufficient time was provided to ensure that the activity was completed satisfactorily. This further demonstrates that respondents recognize that the time allotted to them was sufficient for the completion of the activity that was expected of them. This finding of the present study on the importance of time allotted to class activity is supported by Lapitan, Lorico DS Jr et al. where it asserted that slow or unstable internet connections would result in students being frequently disconnected during synchronous lecture discussions. These students may have difficulty joining the session rooms again and add stress to students. Furthermore, students find online classes effective as it gives them more time and

options to learn a topic, lesson or subject. Online classes allow students to reflect and work more with their submissions due to long duration of deadlines. El-Mansour and Mupinga (2007) told that online classes allow students to reflect on their lessons. Armstrong (2011) reported that based on student's perception, learning independence is one of the positive attributes of online learning compared to traditional classroom set-up.

What glitches have you encountered in this activity/task? (please check from the items provided)

182 responses



The elimination of glitches or problems in any undertaking or activity has always been the desire of a well-prepared activity; nonetheless, inevitable events may arise along the road that prevent the accomplishment of such goals and obstruct the seamless completion of the activity's objectives. In accordance with this predicament, 140 students (or 76.9 percent) reported that the malfunction of bad internet access was the most frequently encountered problem they encountered while completing their class task. The data reveals that, despite the students' commitment to class participation, their inadequate internet connections prevent them from fully participating in the activities of the class. This finding has also been presented in the study conducted by Lapitan, Lorico DS Jr et al. which revealed that students have technical and personal constraints that may prevent them from online learning during the lockdown, such as lack of computers/laptops or other gadgets, lack of stable internet access, power interruptions, lack of quiet and isolated room to study, slow and old computers, non-academic responsibilities within the family, and some students may need necessary medical appointments.

Consistent with other studies (e.g. see Bao, 2020; Henaku, 2020; Entsie, 2020; Wisconsin, 2020; and Baticulon et al., 2020), the participants of this research similarly voiced out unstable internet connectivity as one of the main difficulties they encounter in the practice of remote learning. The poor network is commonly a major problem for developing countries with telecommunication systems and ICT, not being properly developed (Aboagye et al., 2020). Although there are many existing internet bundles in the country, they are "fluctuating" and are not created equally in terms of speed and stability (Amadora, 2020).

CONCLUSION

When it comes to teaching and learning activities in the classroom, the Internet is a highly distinct and influential tool that has a significant impact on all of the activities that take place. However, it is not only empowering international teaching and learning, but it also provides teaching and learning with a new breadth, particularly in the new normal, by increasing opportunities to communicate with partners involved in the teaching and learning processes through a variety of different modes of communication. In this study,



the students expressed support for the use of online activities to deliver modular instruction for the course, though their ability to participate in various class activities was hampered by their limited internet access, which hindered their ability to fully engage with the course's objectives.

RECOMMENDATIONS

Based on the findings from this study, the following recommendations for additional research are offered.

- Since online courses will be part of many higher educations' offerings, it is important to monitor students' engagements and devise ways for an effective and interactive students' engagement.
- Internet connectivity should be improved to allow the students to a full interactive and efficient class engagement.
- To develop a successful and dynamic teaching methods, technological inadequacies of students and teachers should be addressed.
- The institution as the primary source of the program system should design a strategy to better provide an uninterrupted service especially during class sessions and examinations.
- Similar undertaking should be done to include other variables especially on the effect of poor connectivity on the academic performance of the students.

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