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AN OVERVIEW ON ONLINE CLASSROOM

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ABSTRACT

Online classes are online settings wherein students and teachers may interact as if they were in real-life classes. It aims to improve the teaching and learning quality and efficiency. Online classes, on the other hand, are a relatively new phenomenon at Saudi universities. The study investigates how students perceive online courses as an alternative to the traditional classrooms. The acceptance and use of technology model is used to explain why pupils accept or reject online courses as a replacement for traditional schools. The survey has been sent out electronically to all female students at the College of Education, and there were 289 answers. Descriptive statistical analysis, correlation analysis, and linear regression were used to analyze the data. The results revealed that perceived utility is a significant factor that influences students' views about virtual classrooms, especially of those who plan to utilize them in the future

KEYWORDS: *Acceptance Model, Students. Virtual classrooms, Technology*

1. INTRODUCTION

Many areas of life, such as business, online purchasing, and others, have benefitted significantly since the Internet's origins in the early 1990s. Education, as according Posey, Burgess, Evans, and Jones, is one of the areas that has benefitted most from this technological evolution. By establishing a set of digital education platforms and digital classrooms, technological advances have altered the educational environment today. Virtual classrooms are among the technological advances that has aided in the growth of learning and teaching in such a manner that learning may take place any time and in any location. Virtual classrooms are becoming more popular and are being used more often in educational settings. They achieve the very same learning process as traditional face-to-face classes, but the teaching and learning techniques are different. Students are given fascinating new aspects in virtual classrooms[1].Online courses, for example, allow students and teachers to communicate online, either via audio, visual, or textual means, as opposed to traditional settings, which need head contact to acquire knowledge. Students may improve their efficiency and abilities in a virtual classroom setting. Students get knowledge not just from instructors, but also from fellow students and experts. This invention also aids instructors in creating a fully immersive teaching environment and improving the quality of their teaching. They like the learning experience, interact with one other via webcam, are emotionally invested in the course, and cooperate in lunchrooms. Virtual classrooms in education, especially the higher education, appear to represent the directions for future education. As a result, our current study focuses on the students' perceptions of online schools as an alternative to traditional classrooms. The study uses the Technology Acceptance.as the conceptual model to explain students' admissibility of virtual classrooms as a replacement for traditional classrooms in fulfilling the education process's goals. It also looks at how new technology may influence pupils' behavior, intentions, and attitudes toward school[2].

1.1. Theoretical support for Virtual Classroom:

Constructivist theory that states how knowledge is formed via an individual's interactions with their environment. Individuals, in those other words, build their own expertise by actually engaging in learning by doing and sharing ideas with peers. The learner use perceptual information to create meaning from the particular task during this process. This concept emphasizes traversing physical space, literacy ability, field trips, research projects, seminars, and speeches as ways to interact with the world. Co - operative learning concepts were highly valued by cognitivism. It says that when a group of students come together to fix a problem and are given enough information and cognitive tools to help them, they will jointly construct meaning via their interactions with each other and the tools. In the social learning theory, on the other hand, Bandura. Argued that learning is a cognitive process that occurs in a social environment. This context may be observed by mimicking behaviors in the individual's surrounding surroundings. Bandura's social theory tenets are as follows[3].

1.2. Aim and Objectives of the Study:

The main goal of this article is to identify the effects of virtual classroom on students' academic performance who have engaged in or are currently participating in the online educational program. This study aimed to. Assess the positive effects of online schools on the learning of Nigerian federal and state unitstudents. Determine the bad impacts of virtual classrooms on the education of Nigerian federal and state university students. Determine the extent to which Students at federal and state universities are ready to engage in online schools.dentify the areas that need improvement for online classroom teaching as viewed by Nigerian federal and state college students.

1.3. Social Interaction:

Moore demonstrated one of the most important aspects of teaching and learning is contact. When it comes to head learning or even virtual education, the most important factor is contact. Eventually, social interaction must be used in education in order to improve student learning by growing student knowledge. As according to, the understanding of the relationship between social presence and the social learning requires social contact. Classrooms are lively places when human contact becomes a part of the student motivation. Moreover, social learning contact, which is critical for successful learning, promotes and supports productive and meaningful learning. Moreover, social interaction increases learning engagement that has been shown to have a positive impact on learning[4].

This study's survey comprised of 3 instruments, each one with twenty-five items and three components. The scale was modified included the measurements. Spears, Pacino, and Submitter states Actual or perceived created the Social Present Scale, the Person Scale, and the Students Actual Or perceived. The overall survey's reliability. Wasfor online learning and.977 for face-to-face teaching. Spears created the Social Present Scale, which was used in virtual and face-to-face courses to assess presence online, social engagement, cooperative learning, and satisfaction. Pili created the Social Interactions Scale to evaluate performance inside an online class in related to student interaction and a feeling of participation in the course. The students Places Value, created by Spears and Grey and DiLoreto.was designed to measure student engagement, satisfaction, and perceived education in online learning environments, and is similar to the Social Presence Scale. In terms of those scales, our study only used and modified the scales and items that really are appropriate.

The SPSS program has been used to assess the original study validity and reliability. All variables or objects are believed to be linked. Meanwhile, it was earlier said that the participants' surveys were adopted and changed, as well as being transcribed into Indonesian. One expert was engaged

in revising or rewording every statement in order to translate the survey from English to Indonesian. The Pearson's product moment correlation coefficient can be used to characterize the construct validity and reliabilities of the Social Presence Rating, Social Interaction Scale, and Students Actual or perceived in both online and face-to-face learning. The comparison of mean and standard deviation can also be seen in table 4, and finally, this same examination of online courses and face-to-face learning perception between many different levels of the students is also examined using the Enova, in order to portray the various perceptions of online courses and face-to-face learning among various levels of the students[5].

1.4. Advanced features for going beyond the traditional classroom:

The recording feature may be utilized for retroactive tasks since all virtual classroom meetings can be recorded and viewed many times. The easiest way to take use of the recording function and force students to review a session is to link assignments to a prior one. Assignments such as "In the 25th minute of a session, a student asked about. After hearing the discussion, can you give some additional options?" require students to examine the taped session, which is a beneficial teaching approach. Breakout rooms are a great way to keep students engaged. This feature can be used in a number of ways, and when done properly, it can significantly improve educational experience. While teamwork in traditional classrooms has always been constrained by physical constraints, it is simple to do in online schools. During a virtual classroom session, the ideal practice is to involve learners in breakout rooms frequently and have them report directly to the central room on their discussions. Although anonymously polling technology may exist in a traditional classroom, it needs hardware that is not widely accessible, but it is accessible in all virtual classroom environments. Use of anonymous polling engages students while also providing real-time input to the lecturer. The best practice is to have one or two study questions every 10 minutes. While the usual pupil response to questions "is everything clear so far?" is a resounding "yes," a few review questions may indicate the need to repeat a part of the session or begin a debate. In a typical classroom, one student would usually respond properly to such questions while the others silently agree, causing the lecturer the believe everything was comprehended.

1.5. RL in the Classroom:

The importance of context in students' SRL is explicitly addressed in all three of these conceptual approaches. For instance, the social cognitive approach in SRL believes that environmental factors affect students' personal and behavioral traits inside a bidirectional way. Students' SRL grows and adapts in a circular pattern as a consequence of their interaction with environment. Instructors may building a strong in the students by asking them inquiries such, "Did you achieve all the learning task's goals?" and "What methods are effective for this particular learning task?" The teacher's prompting may encourage students to participate in foresight by enabling them to "set the stage" for the next learning task. Teachers also should concentrate according to their own self-regulated learning skills, according to research, because this enables them to much more thoroughly reflect according to their own teaching practices, which may lead to improved student achievement. Others here have suggested that owing to constantly shifting curricular modifications, which need creativity and adaptation, teachers must be self-regulated students themselves. Teachers who practice ego are better equipped to meet these demands because they are able to manage a variety of professional obligations, think critically, and adjust. In addition, a growing body of research has shown a link between teachers' personal values and their teaching pedagogy. Instructors who are unable to ego their own learning or who do not believe pupils can participate in SRL are much less likely to promote the growth of these skills of teachers[6].

1.6. Overview of SRL Theories:

It is necessary to first understand how people may ego their learning in order to explore how teachers can best support their students' SRL. There are four common beliefs about how students

can self-regulate their learning, regardless of the fact that the field of SRL has led to the creation of distinct theoretical methods that focus on a range of dimensions. To begin, it really is assumed that students can monitor and control their thinking, behavior, and desire, activities that are influenced by several of variables including such individual variations and development limitations. A second possibility is that students are actively create their unique, idiosyncratic goals and meaning based on their prior information and the learning context. As a result, students participate in a productive learning experience. Not surprisingly, all student behavior is believed to just be goal-directed, and that the path of self includes changing behavior to achieve goals.

Finally, the relationship between a learner learning, environmental variables, or individual characteristics is believed to be mediated through ego behavior. Winne and colleagues. Try a different view, informed by Information Processing Theory. SRL is divided into four phases. Task understanding, goal-setting and planning how and where to attain the goal. Executing methods, and.ability to think adjusting to studying. The student builds a perception of the job in the first phase utilizing data from the learning environment as well as previous experience and knowledge. Inside the second phase, the student creates objectives and plans, which is followed by the selection and use of tactics and/or strategies in the third stage. Monitoring actions and making cognitive assessments regarding gaps between goals. And existing domain knowledge are part of phase four. Due to a feedback mechanism, this model implies that Sum is recursive, with disparities discovered by project monitoring prompting ego students to adjust their plans and/or tactics[7].

1.7. Integrating Technology in Classrooms:

Computer technology has become common in the school, assisting instructors in raising and replacing obsolete pedagogical techniques, as well as allowing teachers to plan curriculum ahead of time in terms of innovation. Despite limited quantity and use of particular technology in education, and despite the fact that some technology was not built with educational objectives in mind, many instructors find methods to integrate technology into classrooms. Ina research conducted by Zimlich.six students of the University of Alabama's post grad certification program were observed in the workplace to see how successful their lesson plans were while utilizing technology. The quality of the teacher's particular use of tech, rather than the amount of technology in education, was determined to be the determining factor in whether or not the technology deployment was a success. This characteristic allows instructors to stick out in the eyes of pupils[8].

1.8. Motivating Students with Technology:

Toe, Su Luan, and Sing.examined the future purpose of pre-service teachers to utilize technology in a collaboration between several universities. The Acceptance and Use of technology was used to verify questions from prior relevant studies for the survey. There were differences in perceptions of humankind's usefulness, ease of use, and computing attitudes between Singapore and Malaysian instructors. Regardless of their stated beliefs, there were no differences in behavioral intentions toward technology acceptance. Teachers will be able whether mobile phones might help kids understand in a research by Thomas, Benson, and Bolton. More over half of the polled. Believe that mobile phones may help students are becoming more engaged and motivated in modern environment. The notion of cell phones will disturb the educational environment was previously a barrier to overcome when it came to allowing cell phones in the classroom. Even students in the Berry and Blasted lands study said they notice increasingly frequent pauses in the class, even if it's nonverbal communication. Nevertheless, according to a survey conducted by Thomas, Benson, and Bolton. Percent of teachers believe that availability and cost, rather than disturbance, are the barriers to cell phone usage in the classroom. It's also worth noting that. Of teachers still think that classroom disruption is a major barrier to allowing mobile phones during

class[9].

2. DISCUSSION

An online class is created that occurs via the internet. They're typically run via a learning system, which allows students to view their course curriculum and student achievement, as well as interact with their classmates and instructor. A good online course will keep you interested and push you. It motivates pupils to engage, inspires individuals to contribute, and tickles their curiosity. It takes advantage of students' passion for learning and encourages students to improve their skills, talents, and knowledge. An effective online course is one that is well-designed. Kaptur Virtual Class is a specialized learning space that may be used alone or in combination with any LMS. Engage you students with active learning tools and trying to cut video conferencing that needs no download or setup. A: Online learning can be just as excellent as or even better than studying in a traditional classroom. Students who received online learning performed better than those who got face-to-face teaching, according to research, but it must be handled right. Massive Online Open Classes, or MOOCs, are online courses that anybody may enroll in and participate in. Different kinds of courses offered from. Providers. Courses offered via Coursera and eddy are examples of MOOCs[10].

3. CONCLUSION

This study suggests that the usage of online schools hasn't yet achieved its full potential, and there are features that could be used to help virtual classrooms go beyond emulating traditional classes. Based on the author's expertise, the paper provides examples on best practices for using such advanced features. It also includes practices for improving learning that are based just on common features of online schools, which are mostly used to simulate instruction in traditional classrooms. Virtual classes are still used by most professors today to mimic the practice of teaching in a head classroom. This really is common whenever technology is introduced into a long-standing practice. Professors may be ready to use the best practices provided in this article to help them go beyond traditional classroom limitations and fully use the full range of modern online educational capabilities

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