

Mitigating the Challenges of Online Learning and Conduct of Examinations - From Faculty Perspective to Student Satisfaction

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Abstract— This paper aims to explore the effects of imposition of online classes, teaching practices and conduct of examinations on students and faculty alike. The methodologies presented here are the actual practices followed by the faculties while delivering online classes, remote content preparation and distribution, exam guidelines and its implementation during the exams. This paper also explores the exam experience and overall satisfaction from student perspective. Survey was conducted among students in an anonymous way without collecting their identity to gauge their opinion on the way the online classes and exams were conducted. The sample of the study consisted of nearly 142 undergraduate students studying across three engineering colleges. This study finds interesting and mixed conclusions from students. We discuss in brief the challenges faced and how it was overcome by the faculty members and students alike, especially while conducting online examination. Some suggestions have also been made to improve upon not only the online teaching learning processes but also when the pandemic situation normalizes and physical classes would again become the norm.

Keywords— Online classes; online teaching; active learning; COVID-19; student survey; student perception.

JEET Category—Research.

I. INTRODUCTION

THERE was a time when online teaching and learning were seen as a futuristic concept and practiced more as a technological demonstration to fulfill certain institutional obligations. The common areas where it was being widely used were limited to content delivery for faculty development programs and for self-learning in a specialized domain. Barring Coursera and edX platforms, the scale of online teaching was minuscule. But with unprecedented pandemic induced lockdown, things got drastically changed and have led to the practical implementation of online teaching methods at an extraordinary large scale (Naylor & Nyanjom, 2020;

Babinčáková & Bernard, 2020; Pratama & Surahman, 2020; Kavitha & Anitha, 2021). In this context there is a need to understand how teachers and students are responding to the unique transformation at their respective levels.

The strategy for a successful online class lies more in the method of delivery rather than the content itself (Palloff & Pratt, 2013). Active-cooperative learning techniques like flipped classroom and think-pair-share have been discussed in (Jha, 2020) where the importance of a trained faculty has been emphasized. Critical elements like proper course design, activities involving students and the necessary support elements related to online teaching and learning processes have been discussed in (Oliver, 1999). A survey was conducted among teachers in (Saripudin et al., 2020) wherein the familiarities of online teaching tools were examined. In that study, while majority of them agreed that the tools were easy to operate; authors concluded that sufficient preparations by the teachers for conducting online classes were much needed. In literature, various methodologies have been suggested related to active learning techniques in online classes. Learning coefficient has been used to measure the effectiveness of interactive sessions in (Kolhekar et al., 2021). Ultimately, it is the students for whom all these teaching strategies are devised and implemented. So it becomes very indispensable to get the feedback from students. Satisfaction levels of students regarding online classes were found to be moderate in (Simsek et al., 2021). Students' mental health, emotional behavior and previous learning experiences in offline classes greatly influenced the opinion towards online classes (Baltà-Salvador et al., 2021; Platt et al., 2014). Challenges faced by students while preparing and appearing for exams have been discussed in (Simsek et al., 2021; Baltà-Salvador et al., 2021). The psychological aspects of online learning have been discussed in (Gaikwad & Kulkarni, 2021).