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# CONTENT TRANSACTION CHALLENGES DURING ON-LINE CLASSES

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***Abstract***

*In the globe, COVID-19 has disrupted most industries. In most nations, education is the only sector that has fully migrated to the internet environment. During the pandemic, online learning was the greatest option for continued education, particularly in higher institutions. It is common to adopt a one-size-fits-all strategy when changing modes. To put it another way, internal information is transformed into something that can be delivered to an outside audience. There is a preliminary online research of 542 pupils at a Bhopal school that examines difficulties and issues they may have in adjusting to the new "norm". The majority of pupils are not ready for online courses due to a lack of Internet connection.*

***Keywords:*** *COVID-19 Pandemic, EFL learners, learning challenges, Online learning, Content*



## INTRODUCTION

A student who is enrolled in online education uses the internet to access their home computer. Students who want to continue working full-time have increasingly turned to online graduations and courses over the last decade, as well as those who wish to complete their degrees. Digital technology is used to provide certain degree and course programs online via the host institution's online learning site. Online education is known by many names and takes various forms. It is a digitally assisted learning method that depends on the Internet to connect with instructors and students, as well as carry out instructional tasks."

Academia is faced with the problem of obtaining and using IT skills for teaching with the introduction of electronic learning technologies. Certain experts believe that the internet is an ideal instrument for learning since it provides flexibility and efficiency to students while also providing infinite possibilities for innovative instruction.

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**LITERATURE REVIEW**

Marwa Mohamed Zalat, Mona Sami Hamed, Sarah AbdelhalimBolbol (2021) To explore variables that influence the acceptability and usage of e-learning as a teaching tool among medical staff members at Zagazig University, Egypt, data were gathered using an electronic questionnaire using a validated Technology Acceptance Model (TAM). The majority of staff employees (88 percent) felt that the college staff's experience is enhanced by their technical abilities. e-learning was considered to be helpful and easy to use by participants, and they accepted it. Insufficient/ unreliable internet connection (40 percent), inadequate computer labs (36 percent), a shortage of computers/laptops (32 percent), and technical difficulties were the biggest obstacles to e-learning (32 percent). The most significant factors influencing acceptability of e-learning include youth, teaching experience less than 10 years, and being a man.

Dhawan (2020) Many solutions to issues connected with online education are discussed in this article. Students may be able to ask questions and provide feedback by pre-recording video lessons or lectures, humanizing the learning process by making it more interesting, dynamic, and interactive, and creating forums for communication via social media and other digital platforms.

Leif et al. (2020) Consider how students will navigate your online classroom; (2) provide a video tour of your online classroom at the beginning of the semester; (3) ensure all Word documents, PowerPoint presentations, and PDF files are accessible and searchable; (4) add alternative text (alt text) to imags; and (5) add a description of the image to your online

classroom. The following ideas may not apply to Cambodian situations, but they are worth considering when relevant.

Anna Sun and Xiufang Chen (2016) We examined 47 papers and research articles published since 2008, using a qualitative content analysis method. Our primary emphasis was on how theories, practices and assessments relate to online learning environments. For individuals who are intending to create online courses, this article offers practical recommendations so they may make educated choices throughout the implementation phase. Because of this study's conclusions and research results, the authors concluded that successful online teaching depends on 1) well-designed course material; 2) motivated contact between the instructor/learner; 3) fast technological advancements. The aim is that this will lead to a continuing conversation about successful methods that may help institutions and faculty adapt to online instruction. If this research is successful, it may have a positive impact on improving higher education, student enrolment and retention.

J. R. Dodson (2014) Many schools still rely largely on paper and pencil assignments, despite the fact that the world is becoming more computerized. As more and more kids have access to computers at school and at home, educators have a tool at their disposal that may reduce the quantity of paper used in their classrooms and the amount of energy and resources schools use on a daily basis in their classroom. Students' performance will be compared to conventional paper-based assignments in this research. Why most instructors still assign paper homework may be explained by results demonstrating improved student performance when using paper homework. It may be justified to advocate for a greater emphasis on online learning if the usage of online homework improves or sustains student performance, on the other hand. Students' performance in class seems to be maintained, at the very least, based on the findings of this research, but a larger study sample may be needed to prove that.

**THE USE OF MOBILE DEVICES IN ONLINE EDUCATION**

In the past five years, the possession and usage of mobile devices has dramatically altered the technology landscape. As of February 2012, 46 percent of American adults had a smartphone. Online education benefits from this since most students feel comfortable using such gadgets. Research has shown that the usage of such gadgets may enhance online learning by enhancing communications. Learning may be made more flexible with the use of such devices, since they allow for access to information regardless of time or location. No computer access is a specific problem in remote locations

Learners must interact with one other, as well as with their instructors. As a result of the impersonal and remote nature of online learning, it may be detrimental to learning. Participant communication and engagement in an online course may be improved with the use of mobile devices. Diverse learning settings with enhanced discussion and communication have tremendous potential to overcome the transactional distance gap that is intrinsically a feature of distance learning, the authors conclude.

Due to their portability and ease of programming, these mobile devices enable both students and teachers to benefit from a personalized learning experience. As a result of his thorough study, Yousef (2007) was able to demonstrate the advantages of mobile devices for online learning. There are a number of specific advantages that online education may get from these technologies, according to him.

- Can be used for independent and collaborative learning experiences
- Helps leaners to overcome the digital divide
- Helps learners to be more focused for longer periods
- The provision of course content to off-campus students
- The provision of feedback to off-campus students
- The provision of student support services to off-campus students
- Student-to-student interactivity
- Student to tutor and institution interactivity

**CONTENT TRANSACTION CHALLENGES DURING ON-LINE CLASSES**

A well-planned sequence of activities for 'active engagement' should be included in the online class to provide learners with chances for interaction and experience learning. The following methods may be used to provide chances for learners to actively interact with material and their peers throughout the learning process. "Teaching with technology" is not a one-size-fits-all method, according to Orlando and Attard (2015). (p. 119). Technological integration thus adds to the methodology of teaching and the design of learning experiences.

Individual variations across and across cohorts may highlight the difficulties with a "one size fits all" approach in collaborative learning activities (group work). In the online context, where there may be less emphasis on delivery and more attention on the task/content, generalized pedagogical principles connected with collaborative learning activities are frequently used.

Externally enrolled students have more engagement and involvement options in the online learning environment because of the variety of synchronous and asynchronous

communication channels that are available. This is especially true for group work activities. Students engage with each other, with the teaching staff, and with the content/subject matter in a variety of ways. All students (internal and external) indicated in an anonymous online survey or a live class vote at the beginning of the semester that they preferred online delivery. It is important to note that the substance/subject matter of each unit did not change; rather, the accessibility of the information changed. From the start of the semester, all content for all weeks of each unit was accessible.

Instead of prioritizing engagement with material because they could do so "at any time," students may have given up on it because they could do so "at any moment" rather than in a progressive manner. Student desire to learn and develop practical skills persists despite the ever-changing tertiary education landscape in the online environment across different university contexts and disciplines. Students often feel that this area of their degree is underrepresented in terms of practical work experience opportunities. However, despite certain disciplines having better connections between unit content, assessment, and discipline-specific knowledge, students as a whole tend to view theory and practice as distinct rather than linked and integrated.

This increases student engagement by making the real-world connections and articulating how certain industry skills are developed via the activities more apparent to the students. A flexible learning environment fosters a feeling of community and fosters the development of connections.

They investigated student-student (SS), student-teacher (ST), and student-content interaction treatments (ITs) in their meta-analysis of the literature on distance education (SC). Group projects may be used to encourage student-to-student engagement in distance education courses. In hybrid classes, when there are some face-to-face sessions, student-teacher interactions are simple. In completely online courses, however, they are a little more challenging. The student-teacher relationship may be maintained in a completely online course via email, phone calls, discussion boards and chat rooms as well as videoconferencing. Students may engage with content via reading online material, collecting information, or watching a video. Since all three kinds of interactions improve student learning and happiness, Bernard et al. (2009) argue that they are all essential and should be a component of completely online courses. Students' learning processes are dramatically altered when they go from a traditional classroom and face-to-face teacher training to a computer-based virtual classroom. Many students may not have access to the high bandwidth or robust internet

connection required for online courses, and as a result, they fall behind in their virtual studies. Due to the amount of time and effort required to complete online courses, time management is a major issue.

Garrison and his colleagues (2009) examined teaching presence components, such as instructional design, discourse facilitation, and direct instruction, and concluded that teaching presence is a major element in effective online education. On-line courses were designed with a particular emphasis on designing, organizing, digesting, engaging, and assessing them. This group's tasks include, but are not limited to, producing online presentations, lectures notes, audio/video mini-lectures, individual or group activity assignments with specified deadlines, and giving advice on how to utilize the technology on the course website, among other things Instructors engaged students in subject materials, reviewed and responded to students' postings, asked questions or made remarks about students' conversations, and interacted with specific students who needed additional instruction. For direct instruction, the instructor provided intellectual and scholarly leadership, which may include judging whether students understand certain content, providing additional resources and information about the course, providing timely feedback on students' discussions, and motivating them toward higher-order learning and knowledge, among other activities.

**Benefits of PDF tools in online education**

Assignments, reports, and projects may be presented and shared in a universal format using PDF conversion tools. This eliminates the requirement to install the native program that was used when the original documents were created.PDF converters may be used in six different ways by online learners and instructors:

**1. Create and Share Documents Without Losing the Original Formatting**

Probability is that if you have ever gotten a Microsoft Word document from someone else and opened it in MS Word on your own device, the document appeared a little cluttered. When opened in LibreOffice or OpenOffice Writer, it may appear messier. When documents in editable formats such as.doc,.xls, or.ppt are exchanged, the result is frequently this mess. Prior to attaching or sharing your papers online, convert them to PDF format.

**2. Make PDF Slideshows from PPT Slides**

In addition, students and instructors utilize PowerPoint presentations to deliver course content in a straightforward and attractive manner. Slideshows converted from PowerPoint to PDF may be viewed on many devices without the need to install PowerPoint on each one.

**3. Make PDF e-Text-Books**

As eBooks have become more popular, document sharing and education online have played a part in their growth. Create textbooks for your pupils and distribute them online with the help of a PDF converter.

**4. Convert Old PDF Presentations and Reversion them In PowerPoint**

Professional educators utilize numerous presentations and slideshows in their work, including PowerPoint presentations. Most instructors maintain an archive or electronic library of important learning resources built up over time, typically in PDF format, which is the ideal format for archiving purposes. Only minor updates or modifications make these goods usable for current courses and training sessions. Translation into editable PowerPoint files is much more efficient than retyping.

**5. Turn Archived Lessons into Editable .DOC and Update Them**

Like presentations, archived courses may be repurposed and reused. As a teacher, you may wish to review or revise any of your previous lesson plans, grade sheets, exercises, and quizzes.

**6. Edit Your Essays and Book Reports**

The non-editable PDF version of an essay or research paper you produced for your class was preserved to prevent others from changing the contents. Then you erased the editable MS Word version of the essay or research paper. No need to worry if you have done this - it happens to everyone! In some cases, we do not need to revise our work at all, but in many others, we must. For multi-page essays and book reports, the only method to modify them is by utilizing an editable PDF conversion tool to turn the PDF into its original editable format.

## MATERIALS AND METHODS

During the months of March and April of 2021, a school in Bhopal conducted an online survey. The poll is being undertaken to see if students are prepared to learn online during the epidemic. It also aims to find out whether the students have access to IT equipment that allows them to participate in online learning, and to find out what additional difficulties they may encounter.

## RESULTS

The demographic characteristics of the survey participants are shown in Table 1. Five hundred and forty-two students, or 28.1% of the entire student body at the Faculty of Business and Management, participated in the online poll.

| Gender | Frequency | % |
|---|---|---|
| Female | 395 | 72.9 |

| | | |
|---|---|---|
| Male | 147 | 27.1 |
| Total | 542 | 100 |

The study found that out of the total participants, 395 (72.9 percent) were female, while 147 (27.1 percent) were male.

As seen in Table 2, students are ready to engage in online learning. Participants (93.9%) said they were not ready for online learning, as can be seen in the graph. Meanwhile, just 6.1 percent of respondents said they disagreed with the statement. Table 3 outlines some of the possible causes of the high level of unreadiness.

**Table 2. Student's Readiness Towards Online Learning**

| **Gender** | **Frequency** | **%** |
|---|---|---|
| Are you ready for online learning? | Wi-Fi | |
| Yes | 33 | 6.1 |
| No | 509 | 93.9 |

On the survey, participants were asked to list any difficulties they may encounter when learning online, and the results are shown in Table 3. According to the majority of participants (79%), they may have internet difficulties, including slow internet speeds or no Wi-Fi connection at all. In addition to this, 8.9% of the participants stated that they would encounter technical difficulties due to a lack of IT equipment, namely a laptop or computer. 14.4% of interviewees said they did not have enough reading resources. However, more significantly, 8.1 percent of participants expressed concern with regard to the online method's efficacy. Online learning was also hindered by family difficulties, a lack of IT skills, health challenges, and a non-conducive learning environment, as reported by other participants.

**Table3.Challengesof content transaction in Online Classes**

| **Challenges** | **NoofStudents** | **%** |
|---|---|---|
| Internetproblems<br>• LowInternetSpeed<br>• NoWi-Ficonnection | 430 | 79.3 |
| Technicalproblems<br>• Nolaptoporcomputer | 48 | 8.9 |
| Learningreferences/materials | 78 | 14.4 |
| WorriesonOnlineLearning | 35 | 8.1 |
| Miscellaneousproblems<br>• LackofITskill<br>• Familyproblem<br>• Healthissues<br>• Non-conduciveenvironment | 38 | 8.8 |

Only a handful of these variables have been identified as being more persistent and being addressed more often than the rest. The following tables include extracts of the participants' responses, together with supporting notes, to help highlight the difficulties they identified.

**CONCLUSION**

As a result of the literature evaluation, it was determined that there was a research gap in understanding academics' perspectives. It has been determined that there are numerous areas of concern in this viewpoint, which is categorized as problems confronting higher education institutions. Learner style and cultural difficulties, pedagogical online learning, technological problems and time management issues are the five main categories. CoVID-19 met EFL learners who faced a variety of difficulties and issues. Pandemic e-learning was the panacea. But it has a detrimental impact on their performance and their learning outcomes. Learners had difficulty using the Blackboard platform, according to the study's findings. Due to the inherent openness of this medium, the difficulties of providing excellent online learning will be overcome sooner rather than later.

The usage of films in the classroom may be a great tool for engaging students and enhancing learning. The main purpose of online tutorials is to assist or enhance comprehension of course material. Our instructors utilize tutorials in four fundamental ways: course welcome video, mini-lectures, brief solutions of problems, and "how-to" films, to name only four. Online learning is highly reliant on internet connection, which makes it a very difficult endeavor to do.

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