



**STUDENT PERSPECTIVE OF CLASSROOM AND VIRTUAL LEARNING DURING
COVID-19 PANDEMIC IN THE UNDERGRADUATE STUDY PROGRAM IN ANDHRA
PRADESH DENTAL COLLEGES**

Sai Kumar CD^{*1}, Rao BL², Satyanarayana TSV³, Padmini D.⁴, Sathvika A.⁵ and Harika A.⁶

^{1,4,5,6}Postgraduate Student, Department of Prosthodontics, Lenora Institute of Dental Sciences, NTR University, Andhra Pradesh.

²Professor and Head, Department of Prosthodontics, Lenora Institute of Dental Sciences, NTR University, Andhra Pradesh.

³Professor, Department of Prosthodontics, Lenora Institute of Dental Sciences, NTR University, Andhra Pradesh.

***Corresponding Author: Sai Kumar CD**

Postgraduate Student, Department of Prosthodontics, Lenora Institute of Dental Sciences, NTR University, Andhra Pradesh.

Article Received on 30/03/2023

Article Revised on 20/04/2023

Article Accepted on 10/05/2023

ABSTRACT

Due to corona virus outbreak, classes switched from classroom-based learning to virtual learning to retain access to students for learning. But online courses require several considerations and have several pros and cons and there is variation in the student's capability of understanding and interaction with the staff changes due to this changing scenario. This article describes the student perspective of classroom and virtual learning during covid-19 pandemic in the undergraduate study program.

KEYWORDS: Virtual Learning, Interaction, Understanding.

INTRODUCTION

Education is "a fundamental human right" of every individual. In higher education sector universities have been forced to close the doors in response to the growing corona virus outbreak and where IT infrastructure allowed, switch classes to online learning to keep students retention and maintain access to learning.^[1]

Moreover, designing online courses requires several considerations. For example, the quality of the learning environment, the use of using learning platform, the learning outcomes to be achieved, instructor support to assist and motivate students to engage with the course material, peer interaction, class participation, type of assessments, not to mention training of the instructor in adopting and introducing new teaching methods online. In online learning instructors are more facilitators of learning. On the other hand, traditional face to face classes is structured in such a way that the instructor delivers knowledge, is better able to gauge understanding and interest of students can engage in class activities and can provide immediate feedback on clarifying questions during the class. Additionally, the designing of traditional face to face courses can be less time consuming for instructors compared to online courses.^[2]

Online learning is also particularly suited for non-traditional students who require flexibility due to work or family commitments that are not usually associated with

the undergraduate student population. Initially the non-traditional student belonged to the older adult age group, but with blended learning become becoming more commonplace in high schools, colleges and universities, online learning has begun to transverse a wide range of age groups. However, a traditional face to face classes is still more beneficial for learners the top not so self-sufficient and lack discipline in working through the class material in the required time frame.^[2]

NEED FOR THE STUDY

The COVID-19 pandemic has been a wakeup call to many countries to switch the classes to online. But this translation may be easy for some students and difficult for some students. The perception of the students is different. So, this survey is conducted to know the perception of the students.

AIM OF THE STUDY

To assess the student perspective of classroom and virtual learning during COVID-19 pandemic in the undergraduate study program in Andhra Pradesh dental colleges.

OBJECTIVES OF THE STUDY

1. To assess the student perspective of classroom learning during COVID-19 pandemic in the undergraduate study program in Andhra Pradesh dental colleges.

2. To assess the student perspective of virtual learning during COVID-19 pandemic in the undergraduate study program in Andhra Pradesh dental colleges.

MATERIALS AND METHODS

After literature search, a questionnaire (Annexure I) was made and uploaded in Google Sheets. The email IDs of the students were obtained from the IDA state branch, District IDA branches as well as different social media through WhatsApp groups and the questionnaire was sent to various email Id's. This study was performed among the undergraduate students by conducting an online survey in the google sheet. A total of 17 questions were made regarding the student perspective of classroom and virtual learning during COVID-19 pandemic. The survey was conducted for two months of duration from 24th September 2021 to 24th November 2021. The Google Sheets were sent to various email Id's. This sheet was sent to about 320 email IDs and waited for two months for the responses. At the end of two months about 70% of people responded unfortunately a 30% of the people did not respond. Finally, the results were obtained in the form of pie charts and were represented systematically by using Docs Editors software in Google forms.

RESULTS

The results were obtained in the form of quantitative data, which was represented in the form of pie charts for each and every question determining the frequency of answers according to the percentage obtained.

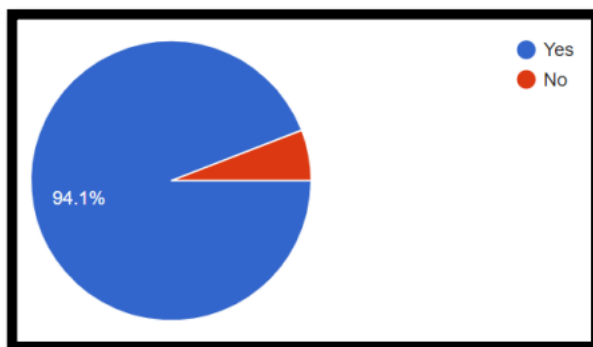


Figure III: depicts the virtual learning facility by the college during pandemic. About 91.9% of students have the virtual learning facility by the college during the pandemic.

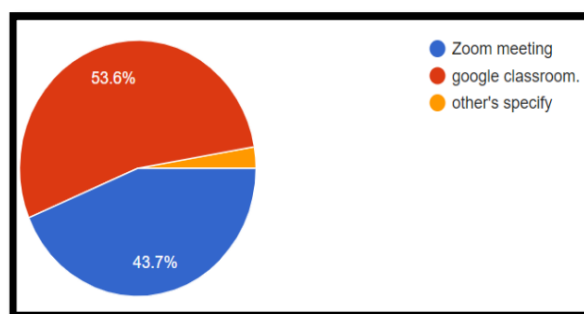


Figure IV: designates the platform used for virtual learning by the college. Majority of the colleges are using Google Classroom nearly 53.6%, 43.7% is using Zoom, 2.7% is using any other platform.

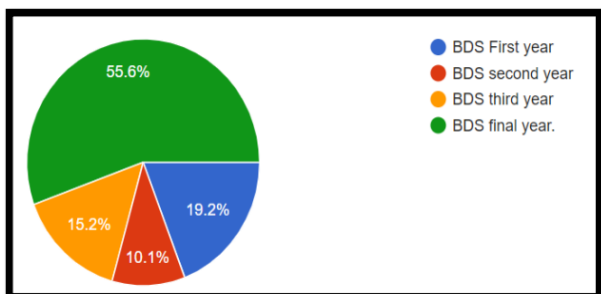


Figure I: Among the four years of undergraduate students the highest response is given by the final years and the least by the second years.

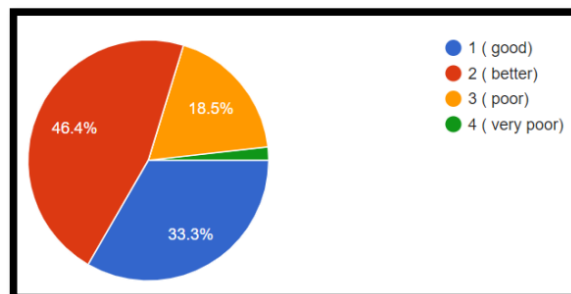


Figure V: illustrates about the comfort of students. 46.4% of individuals felt better comfort on the other hand 33.3% felt good and 18.5% as poor, 1.8% as very poor.

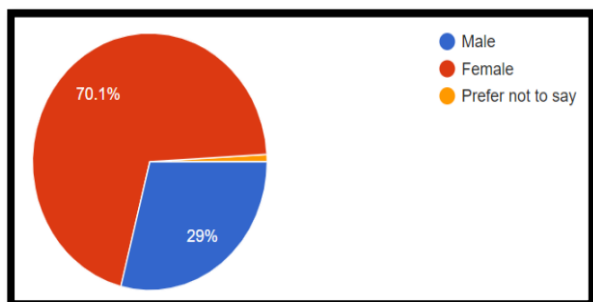


Figure II: Females are involved more than that of males.

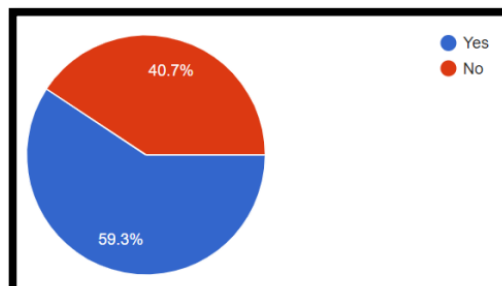


Figure VI: implies for increase in ability by virtual learning. 59.3% felt increase in learning by virtual platform.

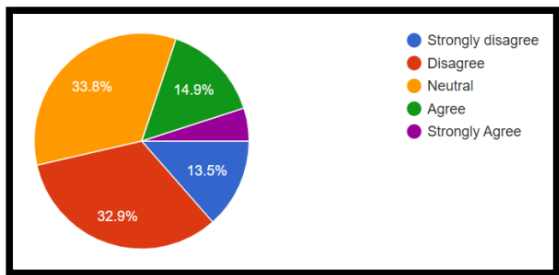


Figure VII: defines about interaction difference between the virtual learning and the classroom learning. Nearly 33.8% are neutral, 32.9% felt that the virtual learning is less interactive, 14.9% agree that virtual learning is more interactive and 13.5% strongly disagree and 5% strongly agree as more interactive.

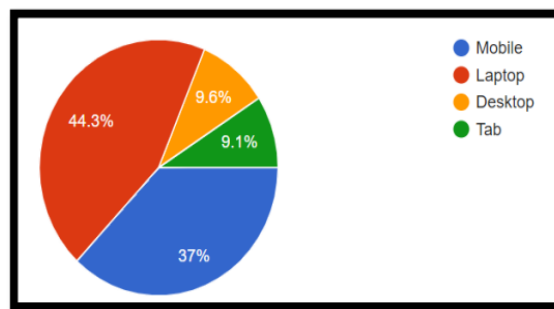


Figure XI: illustrates about the gadget preference for virtual learning nearly 44.3% using laptop, 37% using mobile, 9.6% using desktop and 9% using tab.

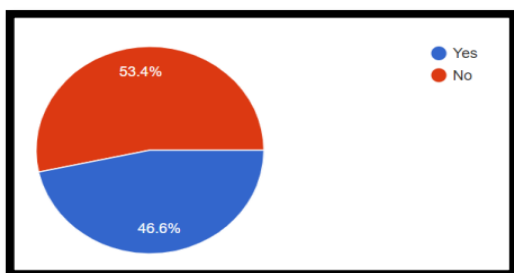


Figure VIII: shows about satisfaction of virtual learning. 53.4% has poor satisfaction whereas remaining has satisfaction with virtual learning.

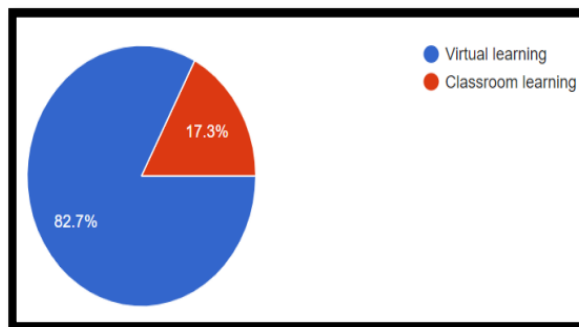


Figure XII: reveals about preference of learning during COVID-19 pandemic. Almost more than 4/5th of students prefers virtual learning.

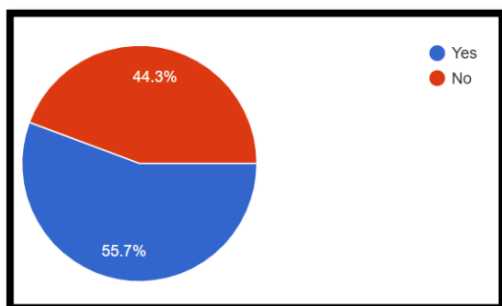


Figure IX: depicts ability to understand the concept behind the topic dealt during virtual classes. 55.7% has the ability to understand at the same time 44.3% felt difficulty in understanding.

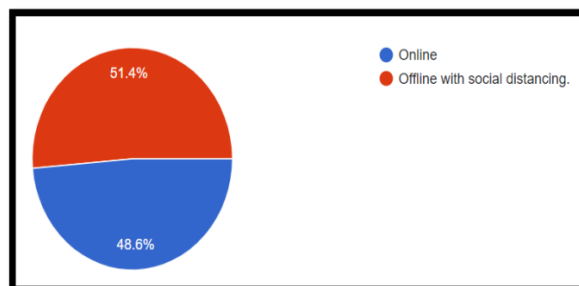


Figure XIII: depicts about preference of conduction of theory exams during pandemic. 48.6% of students gave response as offline with social distancing and 51.4% as virtual.

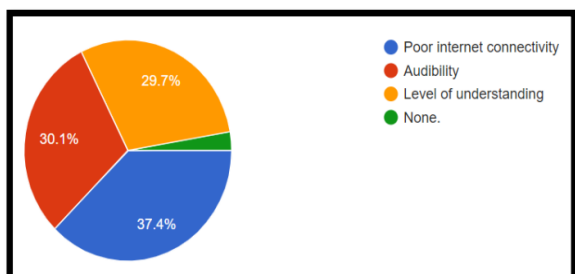


Figure X: mentioned about the kind of difficulties experiencing during online presentation. Almost 37.4% felt difficulty in Internet connectivity oppositely, 30.1% felt difficulty in audibility, 29.3% in level of understanding and 2.7% has no difficulties at all.

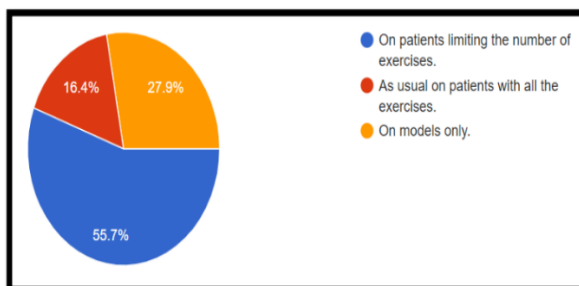


Figure XIV: illustrates about preference of conduction of practical exams during pandemic. Nearly 55.7% of responses are given as on patients with limiting the exercises, 27.9% give responses as model and 16.4% wants routine exams.

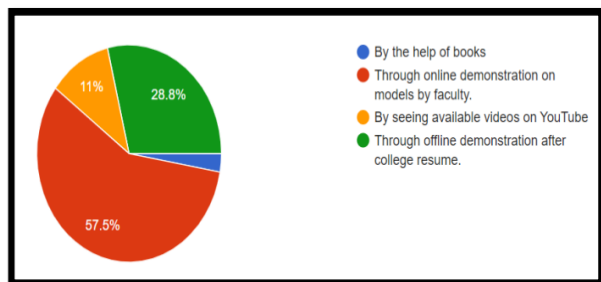


Figure XV: mentioned about number preference of doing preclinical work during pandemic. 57.5% through online demonstration on models by faculty, 28.8% through offline demonstration after college resume, 11% by seeing available videos on YouTube and 2.7% as by the help of books.

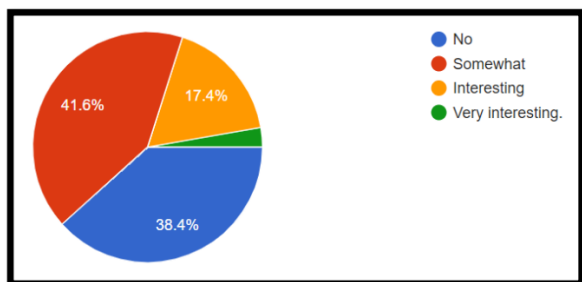


Figure XVI: reveals about interest between the virtual learning and traditional learning. 41.6% felt somewhat interesting, 38.4% has no interest, 17.4% felt interesting, 2.7% felt very interesting.

DISCUSSION

The flipped classroom offers many advantages, but several challenges can be expected by both students and instructors. One of the main challenges is the heavy reliance on student self-motivation and self-discipline to prepare before each face-to-face session. A Strategy to minimize this limitation is incorporating a low stakes quiz prior to the class to guarantee students compliance.³ Van Lancker W, Parolin Z⁴ commented that traditional brick and mortar schools are forced to transform into full time virtual schools to provide students quit ongoing education. Barbour MK⁵ states that sudden transition is problematic as they often lack prior online learning experience.

CONCLUSION

The COVID-19 pandemic left many education institutions with no option but to transition from traditional to online learning. Ability of students understanding in virtual learning is dependent on various factors. Some students prefer virtual learning while the others felt it difficult. Lack of face-to-face interaction in virtual learning is the prime disadvantage in virtual learning.

REFERENCES

1. Rado MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. the Impact of the COVID-19 pandemic on the Quality of Educational Process:

A Student Survey. *Int J Environ Res Public Health*, 2020; 17(21): 7770-7776.

2. Chisadza C, Clance M, Mthembu T, Nicholls N, Yitbarek E. Online and face to face learning: Evidence from students' performance during COVID-19 pandemic. *Afr Dev Rev.*, 2021; 33: 114-125.
3. Kellesarian. Flipping the Dental Anatomy Classroom. *Dentistry journal*, 2018; 3: 23-9.
4. Van Lancker W, Parolin Z. COVID-19, school closures and child poverty: A social crisis in making. *The Lancet Public Health*, 2020; 5(5): 243-44.
5. Barbour K. The landscape of K-12 online learning: Examining what is known. *Handbook of Distance Education*, 2013; 3: 574-93.