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EXPLORING STUDENTS ONLINE LEARNING: A STUDY OF ZOOM APPLICATION

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ABSTRACT

Video communication is very important during online classes, Pakistan, an under advance technological country faces problems launching online classes. Universities feel confident to start online classes after getting permission from Higher Education Commission to use Zoom video Conferencing Application for the classes.
The study investigates students learning during online classes using Zoom Application. A Structured electronic questionnaire was distributed among the students of three Pakistani universities to understand the student's personal experience regarding Zoom Application usage during online classes.
The Study results shows that Zoom Video Conferencing Application was remained the best for the online classes. Students were satisfied about the overall class management and General interface of the Zoom application and appreciated screen sharing, lecture recording features of the application.

INTRODUCTION

The Covid-19, a global epidemic dramatically transformed the teaching environment completely. Numerous courses that have typically been taught face to face have now had to be cross-engineered in a digital world without enough input from instructors as there is no doubt that the provision of students learning is something that can never be stopped. Higher education, in particular, will reinforce in our young people is the duty to play their crucial role in getting Pakistan out of such a difficult situation. However, the interests of pupils have not been fully resolved while announcing the online classes by the government. Higher Education Commission established procedures promoting educational institutions to migrate towards online education while taking into consideration their corresponding capability and the skilled manpower. The six requirements for the rollout of online courses by any university were: the availability of the Learning Management System (LMS), trained online learning professors, the availability of online teaching material, the availability of web-based course content, the technology-readiness platform by which courses can be organized and, last but not least, the willingness of students in learning. In Pakistan, as a developing country, options such as setting up a single online teaching network for universities, negotiating taleem packages, creating

lectures in blending modes, and setting up student facilitation committees were discussed to address the technological issues in far-flung areas of the country.

Since there is still a bright lining in the sky, in these difficult times it is high time to see the possibilities. Any of the guidelines include the implementation of a consistent and systematic e-learning strategy with the consensus of all parties together for a paradigm change from conventional teaching to inclusive efficient and egalitarian e-learning. To promote online learning, it is important to include accessible digital infrastructure, including laptops, high-speed internet services, and online teaching platforms to faculty and students in any way universities.

Any video teleconferencing apps, such as Skype, Google Classroom, or Zoom, tended to be the most apparent way of offering a virtual face-to-face experience. However, in the rush to get classes online, there has been inadequate preparation for this move, especially concerning protection. Zoom has arisen as a video conferencing preferred method, but not strictly based on any realistic factors. Professors who have not trained online before may have difficulties using the video tool for some reasons, such as computer inconsistency, sluggish bandwidth in Pakistan, and general inexperience with the digital context. Students will also have access to poor (or no) internet, as well as many technical problems such as video latency, crashing, or latency.

Besides, Zoom has suffered from a variety of security problems, including Zoom bombing, privacy concerns, and a lack of data protection. Problems about the rapid emergence of a face-to-face online classroom need to be addressed, especially those concerning Zoom as a digital learning tool.

Zoom was not initially developed as an academic classroom tool, but many configurations and operational software are more targeted to corporate users than to educators or learners. This would not usually mean that Zoom cannot be used effectively in educational settings, clearly that hosts need to introduce themselves with the app and be mindful of the different configurations, especially in the free version, which does not contain any of the more effective regulatory features. This can create a fairly learning curve for participants who are not especially technologically savvy.

The free account offers hosts a small selection of options, including the power to organize events. Sessions are oriented towards online interactive activities in which members exchange knowledge of different forms. A-Zoom session enables the host to mute attendees, but all participants should be granted the option to unmute their voice, but this would not be ideal in a learning environment. Attendees in sessions will even post footage even without the host's permission. As of March 26, 2020, the free edition of the Zoom conferences will switch immediately to the "One Host" screen sharing, which is the easiest way to prevent interruption. Online edition sessions are open to up to 100 members.

Throughout-meeting interaction is accessible at free sessions such as "discussion experiences" and "non-verbal suggestions" which are identical to emojis. Restricted captions and videos are also included in the free edition.

Before beginning a conference, hosts can review the Security settings (bottom of the Zoom Conference screen) to ensure that they have chosen the actions of the attendees that they choose to allow; otherwise, participants were able to share their screens and unmute their microphones at will. Share Screen settings can also be tested and set to "Host-Only" in general.

Zoom further provides conferences that differ from sessions in that webinars are structured for the session in effects of the teacher rather than teamwork. Conferences are important to be a more convenient solution for teachers since they allow the presenter much more control over the behavior of the child. Webinars, though, are only possible with a paying option.

The study was conducted to explore that Zoom Application usage and importance in the students learning during online classes. This study also aims to identify the issues and challenges faced by students while online classes. This study helps the educational institutions in addressing the identified issues through recommended strategies so that wasting of resources, time, and skills could be prevented and facilitating students during online education.

LITERATURE REVIEW

Surry et al. (2005) indicated that incorporation of incorporation of educational innovation in learning may face various obstacles, such as the architecture of technology, students' competence, technical quality, and instructors' motivation. No matter how powerful the invention is, without proper application, it serves a little function. Much higher education establishments have struggled because of inadequate policies, increased demand for innovation, and opposition to reform, competitiveness, and weak quality of programs (Elloumi, 2004; Saadé, 2003)

For developing countries, such as Pakistan, which have limited funds and technological skills compared to other countries, these concerns are becoming more evident. The awareness provided by learning in teaching, of course, is much more amusing (Garrison & Anderson, 2003). Therefore, rising academies across the realm are expected to keep e-learning. Analysis has shown the advantages of asynchronous video in promoting input from staff and colleagues (Borup, West, Thomas, & Graham, 2014). Either of us used a hybrid of Camtasia and EdConnect to offer screencasting input on student initiatives, and another had students give peer commentary on students' learning units using screencasts.

They noticed that the treasurer was particularly beneficial when giving input on multimedia initiatives (e.g., internet sites), where it is difficult to provide information even without footage created in screencasts.

Hattie (2009) concluded that "responses was one of the most important success factors" (p. 173). There will also be an important influence on students with comprehensive reviews

(Lowenthal & Dunlap, 2018). Although text feedback has benefits, asynchronous video can provide clear guidance to teachers while also helping to build feelings of public participation (Borup et al., 2014). In this way, teachers can give significant input while still physically expressing their valuable support.

METHOD OF THE STUDY

To investigate the students learning in the context of Zoom Application as video classroom structured questionnaire using Likert Scale. The questionnaire was developed focusing on students learning and interface using Zoom Application. At end of the questionnaire, an open-ended query to list any other related e-learning concerns was also raised. To prevent misunderstanding and a distinct understanding of effects, derogatory comments on the method were enacted in SPSS. Bachelors, postgraduate and doctoral students from Gift University, NCBAE Bahawalpur, and SZABIST University Islamabad were the population sample for the study. The majority of evening students are working people with a good awareness of organizations and their philosophy of learning. Out of 200 questionnaires, 150 questionnaires were received to the students.

RESULTS AND ANALYSIS

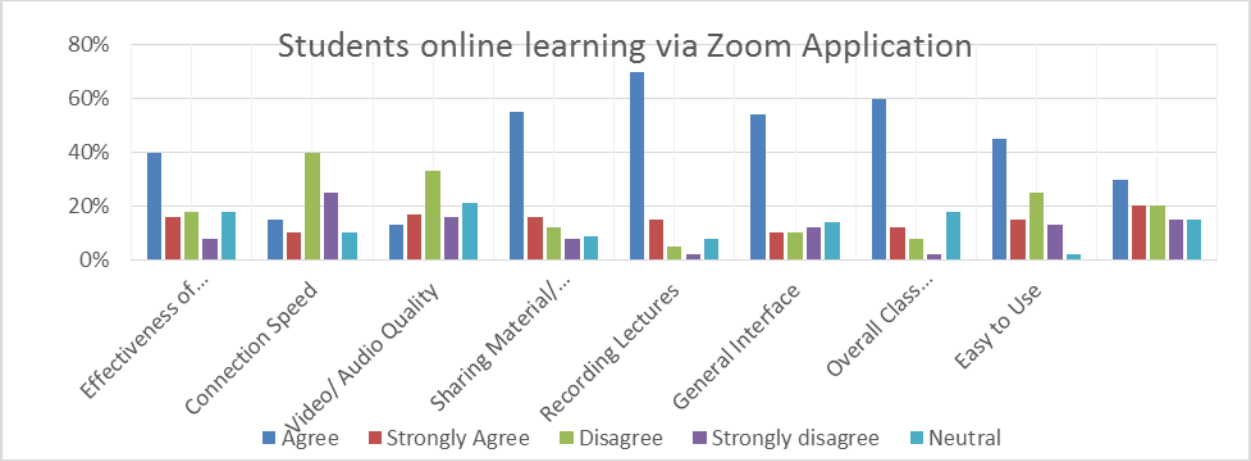
The results collected through questionnaire are presented in following Table- 1 and Figure- A which shows that most of the students are agree and satisfied with Zoom Application for video session or learning during online classes. According to results 40% students agree with the effectiveness of Zoom Application during online classes which means that learning positively affected while using zoom application students however, 18% students disagree with effectiveness of Zoom Application. 40% of the students are facing difficulties with the connection speed which shows that most prominent problem with Zoom Application is connection speed.

The results showed that overall class management, general interface and Lecture recording features of the Zoom Application for online classes are most satisfactory for the students, as 70% of the students are agree with effectiveness of the lecture recording, 54% are agree with general interface of the zoom application while 60% are agree with overall class management of the zoom application for online classes in context of students learning. The results also showed that teacher students interaction feature of the zoom application are positively effective for the students learning as 30% of the students are agree with the question while 45% of the students are agree with feature easy to use of the zoom application which means that students could learn easily while using zoom for the online classes.

Table – 1 Students online learning via Zoom Application

S. No	Variable	Agree	Strongly Agree	Disagree	Strongly disagree	Neutral
1	Effectiveness of Zoom in online class	40%	16%	18%	8%	18%
2	Connection Speed	15%	10%	40%	25%	10%
3	Video/ Audio Quality	13%	17%	33%	16%	21%
4	Sharing Material/ Screen	55%	16%	12%	8%	9%
5	Recording Lectures	70%	15%	5%	2%	8%
6	General Interface	54%	10%	10%	12%	14%
7	Overall Class Management via Zoom	60%	12%	8%	2%	18%
8	Easy to Use	45%	15%	25%	13%	2%
9	Teacher-Student Intraction	30%	20%	20%	15%	15%

Figure-A



ANALYSIS AND DISCUSSION

A significant benefit of this Zoom technology is that it enables shared opportunities to learn by empowering multiple students to access a single study at the same time as either the close supervision of participants, each with the way to maintain the display and scrolling through objects. Responsible for overseeing participants or controlling screen access by host computers acts as an essential security mechanism. When answering questions about audio or text chat style, each participant can also annotate or refer to results.

Although primarily related to the 2020 Covid-19 pandemic where social distancing is key, there are many other opportunities to the capability to examine cases directly. Considerable time reduction can be accomplished by digital studied-out rather than on-site travel, especially at universities with so many academic goals or remote far-flung fields. Using versatility across multiple networks, including smartphones, facilitates easy adaptability in the presence of secure Internet. A significant benefit can consist of on-call students requesting assistance from co-residents, assistants, or staff who do not have direct remote access. Getting someone participant, also a supervisor, who sees a challenging study as a part of self-assurance for a trainee, even with remote imaging equipment, is not a burdensome task.

There are several pitfalls as useful as video-conferencing may be. When new technology is adopted, there will be a learning curve to familiarize the customer with the app, which may lead to delays in its adoption in the standard process. Such technological constraints, including poor Internet access that leads to missed links, slow live video, or camera malfunctions, which can also cause a video meeting. During online classes, Zoom is not as common as PowerPoint presentations during face-to-face or on-campus classes, so when they launch, most participants are still not comfortable with this application. The individual has little problem beginning the test, but then they have had trouble locating certain functionality after the lesson has begun. Zoom also has voice messaging, view sharing, and text chat functionality, much like Skype. The observation reveals that Zoom is known to be more effective in the teaching-learning process, also with almost equal characteristics. The matter of disconnecting from Skype never exists in Zoom. Furthermore, in web video distribution, the audio in the Zoom application was received plainly by all the members.

Waiting rooms that are not visible on Skype are provided by Zoom. This function encourages the teacher to break the pupils into many smaller groups. In teaching speech and presenting skills, this feature is useful. The teacher may visit each class to review how the participant's presentation and discussion are going. The client will eventually be taken back to the "key room" after the time has been allocated until the session is completed. Co-annotating and remote control are other functions that are often considered useful. By using the remote control feature, the teacher will allow participants control to the mouse.

This is useful because participants have been offered a transition to current operational steps so that they can, for example, use mouse access to select the correct answer. The co-annotate role offers access to the arrow, line, ink, etc. for each participant to use. For participants, this element, particularly the arrow, is helpful when the educator asks them to point out examples of particular vocabulary or map locations. There is also a downside to the Zoom method based on the evaluation. Compared to Skype, Zoom's design is considered a little complex, because certain features are difficult to locate.

A disadvantage of the future simulated layout is that it is possible to access only a single computer screen per user at a given moment when many students currently use three to four

displays at once to view the requisite images and videos. The host or attendant must attempt to hold the matching photos and sequence on the sharing window.

In contrast, if the host could share a test monitor's frame, the displays of the attendees cannot be of equivalent size, causing the discomfort of seeing smaller images or needing to rotate across the full-width video photo. Digital read-outs may also be slower than a typical in-person read-out when adding these variables, and video conferencing was only used selectively.

A significant drawback that should still be known as a security violation. There have been several recorded cases of unwanted visitors attending social conferences where the linkage is created and shared over the Internet, which may result in a violation of confidential health information. The proactive introduction of a "waiting room" to track users and the security of passwords will preserve privacy and help deter vital security breaches.

Zoom Video Correspondence has attracted scrutiny for its weak security requirements, considering the speed at which Zoom video-conferencing functionality has been implemented. E.g., there have been recent reports that data analysis capabilities within the Zoom app have allowed users to covertly access LinkedIn data from another user. While Zoom's protection has been advertised as "end-to-end encrypted," this is only true when Zoom web-based applications are used by participants. When users use a computer that is not connected via Zoom's network protocols, such as a cellular phone, to enter, encryption cannot be implemented directly.

Finally, it would never be as successful as an in-person partnership, regardless of how powerful the new technology is. The lack of possible visual cues offered by the nonverbal communication of other people will lead to a loss of interest and may dehumanize the interaction between trainee students supervising students. Interacting with others using a video screen can also be more difficult, leading to diminished attention and susceptibility to external disturbances. Besides, repetitious talks may arise from a slight time delay between answers that frequently arises during video calls.

CONCLUSION

Although the use of online video calling has been quickly adopted in the sense of the COVID-19 epidemic, its persistent use in training development has substantial reach. Work schedule planned read-out lessons that could be viewed by students in remote areas or on another network can enhance schooling. A portion of the studying-out zoom software encourages anyone who has been subjected to a certain issue and promotes the teachers to join, creating a more unified interface that could be desired when receiving the call or replacing learning activities.

Especially in the current COVID-19 epidemic, the learning of our students remains an ongoing responsibility. Typically, the application of accessible technology will allow teachers to be

optimally trained, not just in times of difficulty, but also in the prospect of a shift to regular activities.

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