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CS Seminar 2

Assignment # 1

**Virtual Classroom**

**Literature Review**

**ABSTRACT:**

The focus of much e‐learning activity is upon the development of courses and their resources. Successful e‐learning takes place within a complex system involving the student experience of learning, teachers’ strategies, teachers’ planning and thinking, and the teaching/learning context. Staff development for e‐learning focuses around the level of technological delivery strategies when other issues such as the teachers’ conception of learning has a major influence on the planning of courses, development of teaching strategies and what students learn. This article proposes a more comprehensive framework for the design, development and implementation of e‐learning systems in higher education

**STUDENT AND TEACHERS:**

As a student of online sessions, we face a lot of issues regarding connectivity and entertaining our respective queries. Once online session is over or we missed it, there is no way that we can properly discuss the topic or participate in class activity. If we have to, we need another online session which is again coming with same issues mentioned above. The motivation is to eliminate the dependency of live online sessions for organized communication. Students cannot query the teacher about the particular problem in the lecture after the end of the live session. They have to use social platforms (like WhatsApp groups) to ask the question where they cannot create a topic of their problem and cannot have their proper discussion regarding the topic. Also, they cannot follow the topic in hierarchical manner where the problem is decomposed into small solutions. The drawback of the online class is that students cannot participate in class activity they have missed or which they want to practice after the end of the session.

During online classes, the period of lockdown, DHA Suffa University first used BigBlueButton service and zoom for online lectures. In the next semester they bought G-suit account for better learning and lecture delivering experience. The main purpose of providing G-suit accounts to students and teachers was to save data from any disaster and provide learning material at ease. But everything was still as same as it was before G-suit. The teaching and learning method were still same because it was never been the problem for students and teachers to find recorded lectures and learning resources at ease. The problem was the lack of communication between teacher and students which could only be reduced by interactive sessions, in class activities and healthy discussions. These mentioned issues were not resolved by the newly introduced channel (G-suit) for students who were relying on recorded lectures or somehow want to go through class activity and discussions again and want to ask something.

**CONCLUSION**

Instructors need to understand their student motivations

when teaching online classes. However, it can be difficult

to assess student motivations for online learning due to the

lack of personal contact between the students and instructor.

One way to avoid this is to have the students complete

an online assessment form on motivation. From the information

obtained, a teacher can identify a number of strategies

to engage the students and keep them motivated.

Most importantly, it should be noted that more technology

does not necessarily lead to better learning outcomes.

Instructors who taught the participants of the study

should be interviewed to get feedback in order to evaluate

e-learning from a teacher’s perspective. The interview

questions should focus on evaluating e-learning and the

implications for enhancing the quality of learning and

teaching through e-learning.

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