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Table of Contents

[1. Introduction: 4](#_Toc378935575)

[1.1. Varied Experience for Active Learning 4](#_Toc378935576)

[1.2. Peer teaching for Active Learning 5](#_Toc378935577)

[1.3. Peer Assessment for Active Learning 5](#_Toc378935578)

[1.4. Peer to course assessment 6](#_Toc378935579)

[1.5. Our Methodology: 6](#_Toc378935580)

[1.5.1. The ALIVE process 7](#_Toc378935581)

[2. Literature Review 8](#_Toc378935582)

[2.1. A Comprehensive Framework with Design Principles for Supporting Interaction in Fully Online Courses (Dip Nandi) 8](#_Toc378935583)

[2.2. Factors affecting faculty use of learning technologies: implications for models of technology adoptions 9](#_Toc378935584)

[2.3. Factors influencing student acceptance and use of academic portals 11](#_Toc378935585)

[2.4. Use of Online Portal for Advanced Learning (OPAL) to enhance Medical Education 12](#_Toc378935586)

[2.5. Interaction in distance education and online learning: using evidence and theory to improve practice 14](#_Toc378935587)

[2.6. Student Satisfaction in web-enhanced Learning Environments 16](#_Toc378935588)

[3. References: 17](#_Toc378935589)

# Introduction:

Active involvement of students in teaching learning process has always been a challenge for educationists. A university is an institution of higher learning and research. The performance of a university is closely associated with the satisfaction level of students. Usually quality of learning in the universities determines the developmental stage of a nation. Learning depends upon quality of instruction. Active learning techniques are easier to apply and take less class time. Any teaching method that gets students actively involved is called Active Learning. Active learning includes activities in which students are engaged (Wolfe, 2006)[4]. The Lecture-based instruction in universities is often unsuccessful for many reasons, including questionable attention of students, and too much material presented in a limited time.Some possible reasons may include lack of concentration, inactive behavior, talking with each other, or use of mobile phones in class. And some of the students take class just for fun and enjoyments.

Teacher used to assess the students by question paper and oral. These are traditional methods and no longer can be used. These methods do not provide better results for student’s evaluation. And it cause biasing. That’s why, we should move on technology for better assessment of peers.

## Varied Experience for Active Learning

Old Chinese proverb, “I hear and I forget; I see and I remember; I do and I understand” still seems correct. This proverb indicates the importance of varied experience in learning. Active learning incorporates these principles of the saying and the research reported by Stice (1987)verified that learners remember 10% of what they read, 26% of what they hear, 50% of what they see and hear, and 90% of what they say as they do something [4]. According to Dip Nandi research the Investigation of student activity and achievement author uses two phases. In Phase 1, he measure how active students are in online discussion forums and the correlation between this activity and the overall marks obtained in the subject. In Phase 2, he analyzes the effect of changes made to course management as a result of Phase 1. After this author analyze the data. It shows how many students are posting and assessing the forum during his session.[1] The population was selected students at a single Midwest university and their use of the university’s intranet portal site. Almost 5,900 participants were enrolled over an invitation email sent out to all full and part time undergraduate and graduate students at the university. The survey was making active for a period of 2 weeks. 792 responses were gathered for a 13.4% response rate. Of these, 83 were found to be unusable (almost exclusively because of unanswered queries), resulting in a 12% usable response rate. The online survey was designed to gather the participant’s attitudes and behaviors towards using the portals ( Adrien Presley, Theresa Presley Published online: 1 August 2009).

## Peer teaching for Active Learning

The interaction between peers and teacher is very important for the active learning. If the interaction between peers and teacher is low then the quality of the education is not high. Then the overall result of the institution is not good. (Dip Nandi) analyzes the survey data according to the quality and productive discussion between the students and instructor. The survey respondents highly value this quality of asking questions and indicate that it is not only beneficial for the students who ask the questions but also for everyone else. And any student can answer the question. By answering the students there are many new ideas created in the other students mind. Monitoring of the instructor is very important in the forum and discussion is always based on the topic.[1] According to Maitles & McAlpine (2012) active learning is enhanced by the contribution of peers.[4] They are interested and motivated to help their peers, and their participation extends the concept of active learning beyond the classroom.In Distance Education environments, student-instructor interaction may be synchronous such as through the telephone, videoconferencing and chats, Asynchronous, as in discussion boards or e-mail messaging.[3] Active participation of students in discussions about objectives, contents and teaching and assessment engages them actively in learning (Murray & Brightman, 1996)[4]. The students remain no longer the recipients of the results of teachers’ decisions. They feel empowered, active and responsible for their own learning.

## Peer Assessment for Active Learning

Assessment is defined by Sadler (2005) as an activity that engages both students and teachers in judgments about the quality of student achievement or performance, and inferences about the learning that has taken place [4]. Assessment helps students to direct their activities to what is needed for learning and helps them carry out learning tasks that are educationally engaging. Schwartz and Webb (2002) described assessment as “the set of routine tasks that students undertake to receive feedback on their learning” [4].Dip Nandi analyzes the survey data according to the quality and productive discussion between the students and instructor. The survey respondents highly value this quality of asking questions and indicate that it is not only beneficial for the students who ask the questions but also for everyone else. And any student can answer the question. By answering the student there are many new ideas created in the other students mind. Monitoring of the instructor is very important in the forum and discussion is always based on the topic.[1]Students to student’s interaction refer to interaction among individual students or among students working in small groups (Moore 1989)[3]. In future generations of Distance Education, including two ways of discussion, one is video and audio-conferencing and other is Web-based courses. Student–student interaction could be synchronous, as in videoconferencing and chatting. Several studies found positive effects of peer learning on the development of the skills of critical thinking, communication, and cooperation (Fallows & Chandramohan, 2001;McDowell, 1995; Topping, 1998;Williams, 1992)[4]. Davis, Kumtepe & Aydeniz (2007) say that peer assessment allows students to participate in the process of assessment and to challenge the teacher’s assessment about their classmates [4]. Moreover, peer assessment allows a collaborative process of mutual understanding about the progress that students make. Students develop more complex relationships with their fellow classmates and teachers by providing concrete pieces of work for them to discuss, as well as opportunities for formal and informal conversations about their products (Bruffee, 1999)[4].

## Peer to course assessment

The course is very important part in the active learning. Because if the course is difficult and not well arranged. Then it is most difficult to understand for all students. According to Dip Nandi the course content should manage sequentially rather than the all content delivered in the first week. Here is the main focus is to manage the course in the proper format, so that the every student can easily access the whole data. The role of instructor is more important because if the instructor answer the question then discussion is stop otherwise the discussion may be long [1]. There are many students that not participate throughout the semester in the forums; as a result the grade of these students is not high. One of the focuses of this research is on the participation, quality of interaction of the students and instructors in the discussion forum. There are two types of information is very important for every student who involve in the online learning. First is how to solve the assignment and second is regarding the submission of assignment. Writer should provide the separate tutorial for the proper information of how to use the website [1]. The group should be small and consist of students of same geographical location. . Ballantyne, Hughes, and Mylonas (2002) noted that students commonly report that assessing their own work or that of their peers helps them in learning. Furthermore, in self and peer assessment the responsibility is on students taking responsibility for monitoring and making judgements about aspects of their own or peer’s learning[4]. Students can also develop lifelong evaluation skills both about their own work and thinking, as well as that of others, while taking their first steps towards independent and independent learning by developing learning strategies based on their evaluations. The researcher being a teacher at university observed that the students do not take interest in the presentations of their fellow students. During presentations they tend to be busy in preparing their own presentations, do some other works, talk to each other, or play on mobile phone in the class. The students often talk about Teachers’ bias in their private discussions. The study was an effort to engage students of higher education through assessment and reduce teachers’ bias through peer-assessment.

## Our Methodology:

We use ALIVE process to achieve our goals. Active Learning through Interactive Varied Experience (ALIVE) is response to the challenge of creating inactive behaviour of students in the class.

### The ALIVE process

The researcher himself was the course leader. The implementation was divided into the following steps.

1. We introduced outline and deliberated major prospects in detail of the entire course in first six weeks. The brief explanation of the course is often very effective. McIntyre, Pedder, & Rudduck (2005) explores in their study that teachers’ explanations were important, but were best when they were concise.
2. The course outline was divided into the approximately equal independent parts in all the twenty two students. Hence, each part was assigned to a student as a project. This was done to give autonomy to the students. Students wanted greater independence and autonomy in their classroom learning than they were often accustomed to (McIntyre, Pedder, & Rudduck, 2005).
3. The students were asked to prepare the project and get it checked by at least two peers and finally get it approved by the course teacher.
4. After getting approval by the course teacher the students shared the write up with their peers through interactive method. According to Smyth, (2009) reception theory focuses on the scope for ‘negotiation’ and ‘opposition’ on the part of the reader/audience. This means that a lecture – is not simply passively accepted by the audience, but that the viewer interprets the meanings of the text through a dialogue with his or her own cultural background and life experiences. A copy of the project was also sent to the course leader. The executive summary of the project was shared in soft as well as hard with peers and course leader. The peers were understood to be active rather than passive, to be engaged in a process of making, rather than simply absorbing meanings in a dynamic dialogue with one another and presenter, and shaping interpretation.
5. The process of presentation was discussed with the students in detail.
6. The students presented their projects to their peers in the presence of course teacher.
7. During presentation the presenter and the peers were aware that the peers will assess the quality of presentation and help rendered to clear the concepts to the peers. During presentation, small paper slips were distributed among student’s peers and were asked to rate the quality of presentation on a scale with scores from 0 to 10.
8. The students prepared portfolios of the course by compiling the write ups provided by all the students and their own.
9. After all presentations were over and portfolios were complete. The course teacher held meeting with all students one by one in his office and assessed their portfolios.
10. The purpose of conducting meeting with individual students was to give them opportunity to compare the projects, presentations and learning support provided by their peers and assess them.
11. In the same meeting the course teacher briefed the student about the peer evaluation rubric and process of peer evaluation.
12. The students had a look on the project of the assesse and keeping in mind his/ her presentation and help in clearing the concepts, rated each student on a scale 0-10. The student also rated him/herself against the same scale. The assessors were also briefed anonymity of their assessment and were assured that their assessment will not be shared with any person in individual capacity. Only cumulative score will be used for assessment purposes.
13. The purpose of conducting peer evaluation in teacher’s office was twofold. First, to provide secure place for peer evaluation and reduce peer pressure on assessment.
14. The peer assessments were fed in the computer in the form of a matrix. This gave a glance about outliers in the assessments and probable positive or negative bias for any individual student.
15. The self-assessment was also conducted.
16. Focus Group Discussion schedule (FGD) was developed keeping in view all aspects of the ALIVE, and 4 FGDs (six participants per FGD) were conducted (approximate time for one FGD was 60 minutes). All qualitative data collected through FGD was presented in a separate section. In the end all the participants were asked to write their feelings about ALIVE.

# Literature Review

There are number of Researcher who has proposed researches about student evaluation using applications and blogs with different approaches. Some of these were reviewed.

## A Comprehensive Framework with Design Principles for Supporting Interaction in Fully Online Courses (Dip Nandi)

Online learning facilitates the student to control of their own study according to their time. Online interactive activities can assist learners to share and gain knowledge from each other. Online participation can measured the interaction between peers and instructors. Connected learning is increasing through all over the world. In the online classroom, knowledge is primarily generated through the relationships and interactions among learners and instructors. To increase the interaction between the learners and instructors Dip Nandiuses the online forums. There are much type of online forums and free applications like Skype in which you can chat and audio, video calls. A web-based learning present a more customized format in which instructor must meet with each student. The drawback of online learning is the lack of face-to-face interaction between peer to peer and peer to instructor.

Writer measure the student-student interaction and student-instructor interaction by analyzing the online chat forum. There are different type of sources like interview, observations and case studies for the qualitative analysis. Time is an important factor in Dip Nandi research. Author collects different data at the different places at the same time.

For Investigation of student activity and achievement author uses two phases. In Phase 1, he measure how active students are in online discussion forums and the correlation between this activity and the overall marks obtained in the subject. In Phase 2, he analyzes the effect of changes made to course management as a result of Phase 1. After this author analyze the data. It shows how many students are posting and assessing the forum during his session.

He should manage the content sequentially rather than the all content delivered in the first week. The role of instructor is more important because if the instructor answer the question then discussion is stop otherwise the discussion may be long. There are many students that not participate throughout the semester in the forums; as a result the grade of these students is not high. One of the focuses of this research is on the participation, quality of interaction of the students and instructors in the discussion forum. By analyzing the survey responses, several themes are uncovered which can act as a basis for designing quality online participation and several important features which affect the quality of participation.

This research has shown that, rather than designing a fully student-centered or instructor-centered discussion, a combination of both the approaches can be advantageous. This requires both the students and instructors to take responsibility to construct and share knowledge and ideas.

Now he analyzes the survey data according to the quality and productive discussion between the students and instructor. The survey respondents highly value this quality of asking questions and indicate that it is not only beneficial for the students who ask the questions but also for everyone else. And any student can answer the question. By answering the student there are many new ideas created in the other students mind. Monitoring of the instructor is very important in the forum and discussion is always based on the topic.

The last stage of this research is based on the student content interaction. Main focus in last part is to organize the structure in a proper and managed format, so that every student can easily access the whole data. There are two types of information is very important for every student who involve in the online learning. First is how to solve the assignment and second is regarding the submission of assignment. Writer should provide the separate tutorial for the proper information of how to use the website. The group should be small and consist of students of same geographical location.

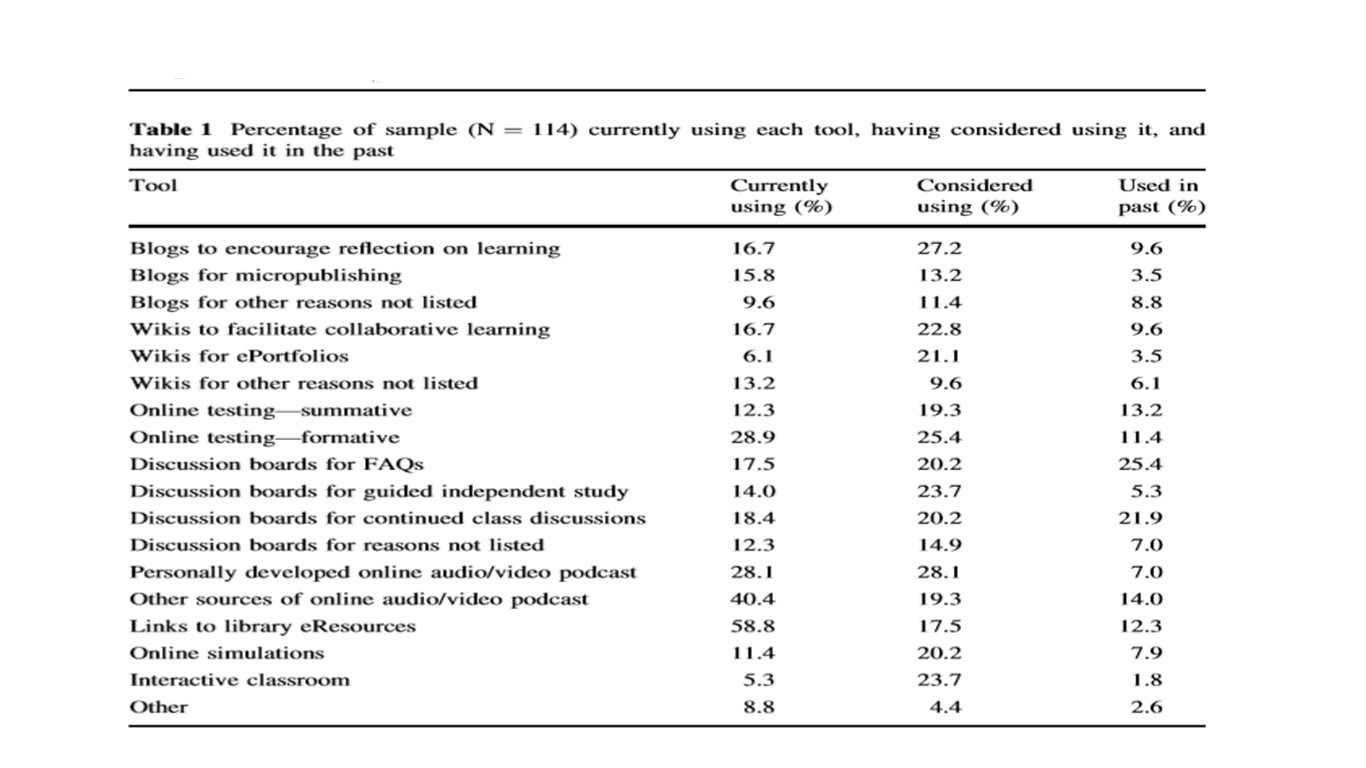
## Factors affecting faculty use of learning technologies: implications for models of technology adoptions

Technology plays important role in education. Involvement of technology improves the standard of education. Before adaptation of any technology, various factors should be focused for its effective use. To study these factors a survey was conducted by UK University. The purpose of this online survey was to sort out the difficulties in adaptation of technology by the higher teaching staff of any institute.114 participants were finally selected for this survey. Survey information was sent to the emails of the participants along with the survey assessment link. This link was to be followed to start the survey. All the data was collected in data list. Duplication of data submitted was checked and ensured that there is no case for duplicate submission. After applying different types of analysis, results were gathered. In this survey various online tasks were assigned such as online discussion and troubleshoot problems to determine the ability of a participant to solve these problems. Purpose of this activity was to measure the internet self-efficacy of participant in using or adopting an online technology for educational purposes. All the data was then analyzed using Eastin and LaRose’s Internet self-efficacy scale to calculate self-efficacy for the participants. General idea about self-efficacy was made by analyzing the participant’s weekly use of internet for their real time problems.

In the next part of the survey current use of technology by the participants were focused. Number of tools and technologies being used in their institutes were listed down with the help of senior technologist of that institute. Participants were also consulted if they have used any of tools for research and learning purpose to add it in tool and technology list. Participants were analyzed if they have used any of technology in past, present or considered to use it in future or none. A complete summary was created down for the responses shown by the participants against each technology. In the next part of survey possible barrier in implementing technologies in their learning was focused with a list of 15 different items. Participants were to give their response with an option of strongly agree to strongly disagree 5 scale. This part of survey was to be done on the basis of participants past experience and their use of tool in learning purposes. The purpose was to perceive the possible barriers such as “advance technology is not so useful to my teaching subjects”. These facts were generated on the basis of previously perceived facts or barriers as discussed in (Lean et al. 2006). These facts were giving the idea of participants experience and response about use of technology for better learning. Image of one of data collected and analyzed is pasted below. In the overall survey the participant were analyzed with a barrier and corresponding components used in the internet technology. Varimax rotation and other analysis techniques were used to select the component.

Component one was generated for the results for negative perceived usefulness. Component two was structural constraints that are present in adopting of technology in that institute.

All the data was subjected to IBM SPSS Statistics Version 19 for analysis. After statistical analysis a group of 15 possible barriers to technology adaptation were focused as rated by the participants. Scores were generated against each component. Simultaneous test results were also generated for self-efficacy and identified barriers in technology standard multiple linear regression. Results indicate that maximum number of tools used by any individual participant was 2 and minimum was 0. Maximum11 tools were used by the participants. Moreover it was concluded that Internet self-efficacy was directly associated with the use of technology by teaching staff. From the response of individual participant it was suggested that participants with high self-efficacy were more comfortable in learning technologies than others with low self-efficacy. This result also extended the previous work of (e.g., Hsu and Chiu 2004) which states that intention of use and actual use of any online technology is associated with internet self-efficacy. These findings also further support the work of (Ajjan and Hartshorne 2008) that states that self-efficacy is associated with the actual use of technologies. Moreover it was assumed that the past knowledge of any participant in internet tool helps a lot in using or implementing a tool in learning purposes.

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## Factors influencing student acceptance and use of academic portals

By Adrien Presley, Theresa Presley Published online: 1 August 2009

Institutions of higher education have increasing turned to web portals as a way to attach with students. These portals are designed to provide students a central point of access to info and services. These portals give all type of information regarding class schedule, registration, advising etc. Similar to enterprise portals, most portals in higher education are made on intranets. They usually restrict access to the institution’s students, faculty, employees and other stakeholders, although some may offer limited access to the overall public.

There are many models in the literature that can explain the factors affecting in acceptance of information system in organizations. The model used in this research is one based on an adjusted Technology Acceptance Model (TAM) (Davis et al. 1989). TAM is a model based on social psychology theory and was developed specially for modeling user acceptance of information systems. The TAM specifies two beliefs, perceived usefulness (PU) and perceived ease of use (EOU). Perceived usefulness is defined as the degree to which a person believes that using a specific system would increase his or her job performance. Perceived ease of use is defined as the degree to which a person trust on that using a particular system would be free from effort. Both ease of use and usefulness estimate attitude (ATT), the user’s evaluation of the desirability of using the system. Attitude along with perceived usefulness influences specific user’s behavioral intention (INT) to use the system. Finally, the intention is an analyst of actual system usage (USE). Adams et al. (1992) found that the reliability and validity of the measures of perceived usefulness and perceived ease of use were high.

Compatibility is a factor that is seen in several models for explanation system usage. Chen et al. (2002) observed consumer behavior in the virtual store context using an extended TAM model and found that compatibility expressively impacted attitude. They also found that compatibility was linked to perceived usefulness. Dishaw and Strong (1999) combined the TAM with the task-technology-fit, and reported that their model explained more variance than the TAM alone. Enjoyment (referred as Playfulness) is a concept often used in usage intention research. As described by Davis et al. (1992), enjoyment is the use of a system reflecting personal enjoyment for its own sake. The enjoyment that a user learns while using an intranet portal site positively influences the user’s attitude (ATT) toward using the site. In the course of this research, they attempt to identify factors which influence the adoption and use of one intranet portal by one specific group of users—students.

The target population was selected students at a single Midwest university and their use of the university’s intranet portal site. Almost 5,900 participants were enrolled over an invitation email sent out to all full and part time undergraduate and graduate students at the university. The survey was making active for a period of 2 weeks. 792 responses were gathered for a 13.4% response rate. Of these, 83 were found to be unusable (almost exclusively because of unanswered queries), resulting in a 12% usable response rate. The online survey was designed to gather the participant’s attitudes and behaviors towards using the portals.

In conclusion, this research results indicate that there is support for using an extended TAM model in explaining intranet usage within the context of a higher education setting. All hypotheses related to the original TAM model constructs were supported. With regard to hypotheses addressing the additional compatibility and enjoyment constructs. This research shows that ease of use and enjoyment are the similar. When examining the basic TAM, both ease of use and usefulness had significant impacts on attitude. (Klopping and McKinney2004; Mathieson 1991; Teo et al. 1999) found that usefulness had a stronger effect than ease of use.

This research has implications for both researchers and practitioners. For practitioners it provides some visions into how they could better develop portals. Enjoyment, eases of use, and perceived usefulness all impact attitude toward and usage of the site. Universities should evaluate ways to improve perceptions of their sites on these dimensions. Universities should also calculate functionality and information available on the site. Assessment of ease of use issues, including how well users are able to navigate the site, find information, and conduct necessary tasks, should be made. Enjoyment, ease of use, and usefulness are all factors which require attention. if the frequency and width of system usage by students was to increase.

There were some boundaries to the study. First, the study was conducted at a single university and looked at implementation of a single portal system. Second, the reporting of actual use was self-reported. Klopping and McKinney (2004) reported that self-reporting of procedure can be problematic.

## Use of Online Portal for Advanced Learning (OPAL) to enhance Medical Education

Web based Curriculum Management Systems (CMS) are extensively used to deliver and facilitate medical education in Universities. CMS can enhance the learning activities across an institution. It simplifies and automates administrative and supervisory tasks. It also serves a useful function for institutional accreditation. Despite these benefits only 14% of medical schools in North America use medical education CMS‘s as their primary curriculum management system. According to the schools surveyed two of the reasons were found for this problem – integration and customization. Schools want to be able to integrate both the workflow and curriculum reporting along with quality management systems into their own used technologies and systems. When they want to improve their processes, they need customizable features to support the new processes. Neither of these capabilities exists in current CMS offerings, which has led most schools to look for solutions elsewhere. As a CMS collects a wealth of information for demonstrating compliance with different accreditation standards. But the only way to get this information is to have custom reporting system, helping with identification on opportunities for improvement in education.

Visualizing these problems a methodology was taken at University of Manitoba. This methodology aim was to focus on Management systems already being used. In this research, online curriculum applications were studied to gather information about student assessment by faculty. A prototype was developed to know about the positive and negative aspects of the online application. These results suggested that student studies are affected a lot by using these types of online applications

Keeping in view the problems previously faced, Online Portal for Advanced Learning (OPAL) was launched. Basically OPAL is an educational application presented in a user friendly interface. Application was developed in an iterative phases. Feedbacks and information were gathered in most interactive way. OPAL offered functionalities about Individualized Calendars, Curriculum Explorer, Learning Materials, Reporting and Analytics, and Clinical Evaluations and Logbooks. In all the functionalities user friendly interface was designed for students to search or browse the curriculum and allowing them to review what‘s been taught and where.

Moreover it also provided an easy access to their knowledge base and unique reporting and analytics modules. These modules provide the most advanced, integrated, and flexible access to their school‘s data. Integration problem was reduced by allowing exams and quizzes to be associated with individuals.

To make OPAL more interactive it was provided with different view to shows a brows able hierarchy. In this view medical subjects with heading descriptors and number of sessions covering each topic were shown.

OPAL‘s unique Reporting and Analytics modules can create the needed report and allowed educators to customize their own custom reports. OPAL provides the information about complete student performance to see if they are meeting clinical requirements, or to see if their performances vary by site. OPAL‘s reporting module collects information from school performance, clinical evaluations and logbooks, even from student’s usage of the system. This information provides provide an integrated view of your curriculum, your students, and your school.

Different reports were created and trends of missing materials were followed. Results were analyzed to study and check the impact on education Weekly analysis was taken account to check the status of OPAL’s effect. On weekly basis Instructors were communicated to upload educational material on time. For clinical encounters, trends of missing clinical encounters for last 4 periods were collected and studied. Potentials gaps and overlaps were found out for accreditation purposes. According to these reports Missing resources percentage at start was 45%.after one year it reduced to just 7 % and that of missing clinical encounters were 4.5 % for first period of time, it reduced to 0.7% at the 4th period of time. So OPAL was very successful in bringing optimistic impact on the education moreover students’ remarks about opal were extremely good and 80% of students agreed that OPAL will be helpful in their education.

Results from OPAL concluded that web based CMS is quite helpful in the educational activities as it broaden the capacity for tracking and reporting of teaching & learning across an institution. Studies also revealed that CMS can serve to be an important function as these are equipped with business intelligence tools for analyzing data. The intelligence reports generated through different CMS can improve standard of education and are supposed to be highly helpful while preparing for medical school accreditation visits.­­­­­­­­­­­­­­

## Interaction in distance education and online learning: using evidence and theory to improve practice

(Philip C. Abrami • Robert M. Bernard •Eva M. Bures• Eugene Borokhovski • Rana M. Tamim)

There are three types of interaction that is very important for the online learning. One is the interaction between students. Second is the interaction between students and peers. The third one is between student and the course contents. In this paper they explore these findings further. Discuss methodological issues in research and suggest how these results may improve. They highlight several evidence-based approaches that may be useful in the next generation of distance and online learning. These include principles and the theories of self-regulation and multimedia learning, research-based motivational principles and collaborative learning principles.

Distance and online learning provide exciting opportunities for the reach of education and reducing its cost. It is also important to us, because of increasing the quality of teaching and learning. This paper has two level of interest. One is the level of research, where we will argue that distance education (DE) and online learning (OL) has changed past simple comparisons with classroom instruction. The other is at the level of design, where we will suggest how theory and new forms of evidence may improve instructional training.

An examination of the quantitative research literature of DE and OL tells an extremely large amount of comparisons with classroom instruction (CI).Bernard et al. (2004a) found that 232 such studies were conducted between 1985 and 2003. Several others have been done since 2003. Why is this form of primary study so popular? The answer is simple, because it is easy to conduct. Many universities and colleges have normally run parallel forms of courses, one as a straight classroom-based section and the other as a DE section. There is wide inconsistency among studies, from those strongly preferring DE to those choosing CI, thus bringing into question the definite interpretation of distance education and classroom instruction.

Advances in the technology have increased the power, flexibility and ease of learning online and at a distance. Bernard et al. (2009) examined this literature from the viewpoint of interaction treatments (i.e., conditions of media and/or increase student–student, student-instructor and student-content interaction).Bernard et al. ( 2009) used Moore’s ( 1989) tripartite conception of interaction in DE and Anderson’s ( 2003) more recent expansion on the conditions that encourage student–student, student-instructor, and student-content interaction to examine both the magnitude and the strength of interaction treatments.

Students to student’s interaction refer to interaction among individual students or among students working in small groups (Moore 1989). In future generations of DE, including two ways of discussion, one is video and audio-conferencing and other is Web-based courses. Student– student interaction could be synchronous, as in videoconferencing and chatting. Asynchronous; when discussion on boards ore-mail messaging. Student- instructor interaction focuses on discussion between students and the instructor. In DE environments, student-instructor interaction may be synchronous such as through the telephone, videoconferencing and chats, Asynchronous, as in discussion boards or e-mail messaging. Student- content interaction refers to students interacting with the subject matter under study to construct meaning, relate it to personal knowledge, and apply it to problem solving.

Both student– student and student-content interaction was significantly higher than student-instructor interaction. Therefore, we believe that what we identified in Bernard et al. (2009) is the effect of the first generation of interactive distance education, where online learning instructional design and technology treatments allowed some degree of interaction to happen. One way to advance this new, more interactive distance education possible because of web feature enhanced. To use the new tools and customized the DE with new technology and add more feature in them. Beldarrain( 2006) notes that although emerging technologies offer a vast range of opportunities for promoting collaboration in learning environments. Distance education programs around the globe face challenges that may limit or prevent implementation of these technologies.

There are several evidence-based approaches useful in the next generation of IDE2. These include application of: (1) theories of self-regulation, (2) multimedia learning principles, (3) motivational design principles and (4) collaborative and cooperative learning principles. One important understanding of purposeful interaction in IDE2 means learners will be self-regulated. They will set clear goals and develop plans for achieving those goals, monitor their activity and reflect on their activities using both self and peer or teacher feedback (Zimmerman 2000).According to Mayer (2001, 2008), the central challenge of instructional design for multimedia learning is to encourage learners to engage in appropriate cognitive processing during learning. And not overloading the processing capacity of the verbal or visual channel. Afar self-regulation, motivational principles in general are also important in IDE2 to insure the active and directed engagement of learners. When student-to-student interaction becomes truly collaborative and learners work together to help each other learn. Then the benefits of interactivity may be largest.

## Student Satisfaction in web-enhanced Learning Environments

(Charles M. Hermans, Missouri State University,Diana L. Haytko, Florida Gulf Coast University,Beth Mott-Stenerson,University of Southern Indiana)

Student satisfaction is very important in every education system. This is more significant in the on-line learning. Student must be satisfied with three things. First is the satisfaction with the instructor and 2nd is to perceive ease of use of course technology and the 3rdone is the satisfaction with the course.

The delivery median between a student and the course is technology. And the ease of use of delivery median would enhance the satisfaction with the median and on-line course. Technology is accepted if it is very easy for use of everyone. If technology is ease of use than the satisfaction of class is high. The flexibility of the course is that it is independent to both time and place. There is much independence in online course because any student can access at everywhere. If technology is flexible then it is accepted in more sufficient way. This flexibility may invite a more capable type of student or a non-traditional student.

In web enhanced courses, students have more responsibilities than the traditional system. For example, students may be required to download course materials, access Internet links, participate in on-line discussions, or meet deadlines that don’t coincide with class lectures. Thus, self-regulated learning is necessary for the web-enhanced environment to be successful. Students must become active rather than passive learners. Self-motivation requires students to commit to the technology and to the course. Satisfaction of school is positively related to the satisfaction of the class; if class is satisfy than the school is automatically satisfied.

There is no distinction between two parameters like GPA and the expected grade of student. GPA is positively related to the satisfaction of the class. Student may have unrealistic expectations, and if there satisfaction is no fulfill than students fall in dissatisfaction. Student satisfaction in the online course is less because of the distance of the mode.

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