

Reviews on Online Learning on Communication Between Instructors and Students During COVID-19

S Suvitha¹, M Suriyavani², B Sushmitha³, G Suvathini⁴, J Sweetha⁵

How to cite this article:

S. Suvitha, M. Suriyavani, et. al./Reviews on Online Learning on Communication Between Instructors and Students During Covid-19/Indian J Surg Nurs. 2022;11(2):55–59.

Author Affiliation: ¹Assistant Professor, ^{2,3,4,5}B.Sc. Nursing Final Year Student, College of Nursing, Mother Theresa Post Graduate and Research Institute of Health Sciences, Puducherry 605006, India.

Corresponding Author: S. Suvitha, Assistant Professor, College of Nursing, Mother Theresa Post Graduate and Research Institute of Health Sciences, Puducherry 605006, India.

E-mail: suvithasundar@gmail.com

Received on: 24.01.2022

Accepted on: 24.02.2022

Abstract

The aim of this review was to report on the effect of online learning on communication between the instructors and students during COVID-19 pandemic. This is significant because online learning is extremely new to most students and educators as well especially during this period of lockdown. Numerous academic institutions that were prior hesitant to change their conventional academic approach had no choice except for to move completely to web based teaching and learning. The article includes the analysis of various reviews commenting on the effect of online learning on communication. The advancement of good communication skills is a significant part of the instructors capacity to succeed. Effective communication assumes a vital part in successful teaching, since the effective communication affects online educator's productivity and instructor-student efficiency. Most researchers characterize online learning as getting learning experiences through the use of web technology. Online learning appeals to more number of students since it offers adaptability in cooperation, simple access and accommodation. Anyway for most studies, students recognized issues related to the interpersonal aspects of online interaction. Overall, a large portion of the students actually favor classroom classes over internet based classes. Although many literatures suggest that it is significant for online educators to engage with students by using web innovations for communication in the teaching learning process.

Keywords: Online learning; Communication; Students; Instructors.

Introduction

The Covid pandemic has made huge changes in the educating learning measure, especially in the enlightening establishments like schools and universities. It has affected the communication among teachers and students. Because of the pandemic, universities were constrained to finishing their activity with students just on the web. In such way, various organizations took measures to make an effort not to spread the

disease and to ensure the congruity of the guidance cycle, and universities generally speaking accepted web learning.¹

Communication is the main piece of life as each human movement depends on it. It is an interaction, that comprises of communicating a message from the sender to the beneficiary, and it is a critical segment of the scholastic climate. Interaction, particularly in the schooling area should be concentrated as interaction among educators and students can further develop the

learning experience and to make a positive setup. Effective interaction is the way to trade thoughts, considerations, information and data so as to satisfy the reason or goal in the most ideal manner.²

Online courses are habitually scrutinized for the inability of online educators to accomplish sufficient degrees of intelligence. Although much exploration has been devoted to the social roles of students and educators just as the production of virtual networks, there has been little work that explicitly looks at the job of student teacher communication as an indicator of fulfillment and accomplishment.³

There is a developing assortment of examination to help the possibility that educators who are best at working with communication in online classes are the individuals who are versatile, versatile, and proactive. The job of the educator is to ceaselessly work with, cultivate, and support quality interaction and cooperation. Educators perceive that perplexing abilities, for example, basic reasoning and critical thinking should be grown so students can work viably in the public eye, yet, are as yet not planning proper intelligent learning exercises that would empower students to adequately take part in request based learning on the web.⁴

A few arguments are related with e-learning. Availability, reasonableness, adaptability, learning teaching method, deep rooted learning, and strategy are a portion of the arguments identified with online instructional method. It is said that internet based method of learning is effectively open and can even reach to rural and far off regions. It is viewed as a generally less expensive method of schooling as far as the lower cost of transportation, convenience, and the general expense of institution based learning. Adaptability is one more fascinating part of internet learning; a student can plan their time for completion of courses accessible on the web. This kind of learning climate can expand the learning capability of the students. They can learn whenever and wherever, in this way growing new abilities in the process prompting long lasting learning.

There are many innovations accessible for online education yet now and then they make a ton of challenges. These challenges and issues related with current innovation range from downloading blunders, issues with establishment, login issues, issues with sound and video, etc. Some of the time student views internet educating to be exhausting and not engaging. Internet learning has such a great deal time and adaptability that students never figure out how to do it. Individual consideration is

additionally an immense issue confronting internet learning. Students need two way cooperation which now and then gets hard to carry out. At times, online substance is all hypothetical and doesn't allow students to rehearse and adapt successfully. The challenge to instructive organizations isn't just discovering new innovation and utilizing it but also additionally reconsidering its education, in this way helping students and scholastic staff who are looking for direction for digital education.⁵

There are numerous literatures focusing on the importance of the course structure and instructive arrangement, yet very little commenting on the importance of communication among instructors and students in online courses.

Review of literature

Alawamleh, et al (2020) conducted a study on the effect of online learning on communication between instructors and students during covid-19 pandemic. This is a quantitative research study which was conducted through semi-structured online survey using random sampling technique. The sample size was 133 students from American university of Madaba. The result revealed that the vast majority agree with the question of the study. Students still prefer classroom classes (78.1%) over online classes (21.8%) due to many problems such as lack of motivation, understanding of the material, decrease in communication level between the student and instructor.⁶

Cladiucoman, et al (2020) conducted a study on online teaching and learning in higher education during the coronavirus pandemic. A method of online survey based on a semi structured questionnaire was used among 762 students from the two largest Romanian universities. The result of the research revealed that the education of online learning diminishes in value while disadvantage is more prominent. The findings shows that processing information is more difficult in the E-learning system (60.5%). The study concludes that there is lack of interaction or poor communication with the teacher. Technical issues are still the issue most difficult to solve.⁷

ErmanYukselturk, et al (2007) conducted study on "Predictors for student success in an online course" in combinations of both qualitative and quantitative methods for 80 volunteers students who attended the online computer programming course at Middle East Technical University in Ankara, Turkey. The quantitative part was based on correlational research design and qualitative research was based on descriptive. Demographic survey, Learning

style inventory, Motivational strategies for learning questionnaire with semi structured interview are the instruments used to collect quantitative data. From this, the demographic information of students and instructors showed that these general personal characteristics did not significantly affect students success in online courses. According to regression analysis self regulation related to success was the only variable accounted for 16.4% of the variance in student programming success ($p=0$). The result of the study revealed that successful students generally used self-regulated learning strategies in an online course. The study concluded that exploring the characteristics of online students that contribute the success.⁸

Jensen Moore (2014) conducted a study on the “effects of online interaction and instructor presence on student’s satisfaction and success with online undergraduate public relations courses”. A method of quantitative approach for 403 students from online undergraduate PR courses conducted by a large Mid-Atlantic University from summer 2009, which was used in the study was a secondary data analysis. The result of the study revealed that there is significant difference in number of comments ($p<0.001$) in 2009 than in 2010, so student-student interaction and self-discipline are the strongest predictors of success and satisfaction with online courses. The study concluded that instructor-student interaction, student-student presence has its effect on student success and satisfaction in online courses.⁹

John A Huss, et al (2015) conducted a study on “A case study on online instructors and their quest for greater interactivity in their courses: overcoming the distance in distance education.” A qualitative method of semi structured interview for 7 online instructors, three from a college of Education within a metropolitan Midwestern University in the United States and four from an academic college of Education in Israel. The study concluded that the idea increased social interaction allows students to develop a stronger sense of learning, community and social interaction is necessary for cognitive development.¹⁰

Julie A. Gray and Melanie Diloreto (2016) conducted a study on “The effects of student engagement, student satisfaction and perceived learning in online learning environments” based on a cross sectional design with 567 students from all graduate students. The study was done in southeast University of the United State. The researcher used a cross sectional design using survey methodology. The result of the study revealed that

course structure, learner interaction and instructor presence would all have a statistically significant impact on both perceived student learning and satisfaction. Student engagement did partially mediate the effect of instructor presence and student satisfaction indicated by $\Delta \beta = .34$ while remaining significant at the .05 level.¹¹

Kesavan Elumalai, et al (2020) conducted a cross sectional study on factors affecting the quality of E-learning during the covid 19 pandemic from the prospective of higher education students. It is a cross sectional study of the students of higher education institutions in India and Kingdom of Saudi Arabia with a self administered questionnaire. The sample size was 784. The findings revealed that the technical support has a positive relationship with the quality of E-learning ($\beta=0.126$, $p<0.05$), also there is a positive relationship between a set of variables and the quality of E-learning in higher education and there is a significant difference in the student perception between genders, level of course, the quality of E-learning during covid 19 pandemic.¹²

Mannaz Moellam (2015) conducted a study on impact of synchronous and asynchronous communication tools on learner in collaborative online learning. This study was conducted in North Carolina Wilmington. The method used by descriptive study and the sample size among 14 students in spring 2011 and 13 students in spring 2012. The findings revealed that combination of three methods appeared to provide the highest level of social presence followed by the cognitive and emotional support and moderate the relationship of computer mediated communication. In this study 85% of students agree with higher satisfaction level of synchronous method only.¹³

Michael Baczek, et al (2021) conducted a survey study on “Student’s perception of online learning during the covid 19 pandemic” with a descriptive method among 804 polish medical students. This research conducted in a many countries including Poland. The result of the study revealed that E-mail learning is a valuable method of teaching medical students and is highly accepted. The study concluded that E-learning is a powerful tool for teaching medical students. In this study 73% of students responded to the e-learning is enjoyable.¹⁴

Norila Abdul Majid, et al (2010) conducted a study on “communication skills and work motivation amongst expert teachers”. A qualitative method of interview, teaching observation and document analysis was conducted on five teachers on five different schools from the list of names of

excellent teachers that has been recognized by the ministry of education of Malaysia. The result of the study reveals that communication skills and work motivation that is closely related to dependent on each other. The study concluded that the importance of communication and motivation to raise the teacher's culture.¹⁵

Rebecca A Croxton (2014) conducted a study on the role of interactivity in student satisfaction and persistence in online learning. The empirical literature was reviewed through the lens of Bandura's social cognitive theory, Anderson's interaction equivalence theorem and Tinto's Social integration theory. The findings that revealed interactivity is an important component of satisfaction and persistence for online learners and those preferences for types of online interactivity vary according to type of learner. Student instructor interaction was also noted to be a primary variable in online student satisfaction and persistence.¹⁶

Selma Vondarwell, (2003) conducted a case study on an examination of asynchronous communication experience and perspective of students in an online course. The study was conducted among 22 preservice teachers and students from Midwestern university and the method used by a qualitative case study approach forms methodological framework of this study. Finally, the study concluded with a comprehensive understanding of computer-mediated communication and student preference and experience can contribute to a knowledge based effective learning and implementation of successful learning.¹⁷

Shu-Hui-hsiehchang (2006) was conducted a study on an assessment of the effectiveness of interaction in distance education based on student satisfaction with learner centered paradigm. To explore these relationships, the researcher developed student perceived interaction survey (SPIS) to assess the nature of course related interaction. Volunteer sample of 949 students enrolled in computer science at Lowo state university was used. A survey research design was used in this study. The result of the study suggested that student-instructor, student-student, student-content interactions along with gender and student perception were predictor's course satisfaction. The research concluded that the result of the research can help educators create a distance education environment that encourages students to enjoy what they are learning and perform well. In this study 97% of participants satisfied with the course content.¹⁸

Zaeema Asrar, et al (2018) conducted a case study

on the impact of communication between teachers and students. Communication is the motivation tool for students to accomplish their studies. This research was done in northern border university, Saudi Arabia. The random sampling method was used to collect the data from the departments. The result shows a positive relationship between them. It is very difficult to create a positive relationship between teacher and students when they get to a certain stage. If the students and teachers both have good communication skills and understand the significance of the impact of the communication, establishing a relationship among them will be much easier. In this study 57% of students with mean agree that the teachers non-verbal communication is most important and play a crucial role in the performance of students study.¹⁹

Conclusion

There has been much research and discussion conducted on these opinions, which revealed that most of the students still prefer classroom classes over online classes due to many difficulties. However, most of reviews suggest various possibilities which might help improve the online interaction between the instructors and students. The literature is clear that it is important for online instructors to engage with students in the teaching-learning process by carefully utilizing online technologies for interaction. Self regulated learning strategies, improved communication skills and work motivation also plays an important role in instructor and student efficiency during online learning.

References

1. Sobaih AEE, Hasanein AM, Abu Elnasr AE. Responses to covid-19 in higher education: social media usage for sustaining formal academic communication in developing countries. *Sustainability*. 2020 Aug 12;12(16):6520.
2. Emanuela Maria AVRAM. The Importance Of Online Communication In Higher Education. *Network Intelligence Studies*, Romanian Foundation for Business Intelligence, Editorial Department. 2015 Jun;3(5):15-21.
3. O'Leary PF, Quinlan TJ. Learner-instructor telephone interaction: effects on satisfaction and achievement of online students. *American Journal of Distance Education*. 2007 Sep 13;21(3):133-43.
4. Huss JA, Sela O, Eastep S. A case study of online instructors and their quest for greater interactivity in their courses: overcoming the distance in distance

- education. Australian Journal of Teacher Education. 2015 Jan 1;40(40).
5. Dhawan S. Online learning: a panacea in the time of covid-19 crisis. Journal of Educational Technology Systems. 2020 Sep;49(1):5-22.
6. Alawamleh M, Al-Twait LM, Al-Saht GR. The effect of online learning on communication between instructors and students during Covid-19 pandemic. Asian Education and Development Studies. 2020 Aug 24;ahead-of-print.
7. Coman C, Tiru LG, Mesesan-Schmitz L, Stanciu C, Bularca MC. Online teaching and learning in higher education during the coronavirus pandemic: students' perspective. Sustainability. 2020 Dec 11;12(24):10367.
8. Yukselturk E, Bulut S. Predictors for student success in an online course. Educational Technology and Society. 2007;10(2):71-83.
9. Moore J. Effects of online interaction and instructor presence on students' satisfaction and success with online undergraduate public relations courses. Journalism & Mass Communication Educator. 2014 Sep;69(3):271-88.
10. Huss JA, Sela O, Eastep S. A case study of online instructors and their quest for greater interactivity in their courses: overcoming the distance in distance education. Australian Journal of Teacher Education. 2015 Jan 1;40(40).
11. Gray JA, DiLoreto M. The effects of student engagement, student satisfaction, and perceived learning in online learning environments. International Journal of Educational Leadership Preparation. 2016 May;11(1):1.
12. Vadakalu Elumalai K, P Sankar J, R K, Ann John J, Menon N, Salem M Alqahtani M, et al. Factors affecting the quality of e-learning during the covid-19 pandemic from the perspective of higher education students. JITE:Research. 2020;19:731-53.
13. Moallem M. The impact of synchronous and asynchronous communication tools on learner self-regulation, social presence, immediacy, intimacy and satisfaction in collaborative online learning. The Online Journal of Distance Education and e-Learning. 2015;3(3):55-77.
14. Baczek M, Zaganczyk-Baczek M, Szpringer M, Jaroszynski A, Wozakowska-Kaplon B. Students' perception of online learning during the COVID-19 pandemic: A survey study of Polish medical students. Medicine. 2021 Feb 19;100(7):e24821.
15. Majid NA, Jelas ZM, Azman N, Rahman S. Communication skills and work motivation amongst expert teachers. Procedia - Social and Behavioral Sciences. 2010;7:565-7.
16. Croxton RA. The role of interactivity in student satisfaction and persistence in online learning. Journal of Online Learning and Teaching. 2014 Jun;10(2):314.
17. Vonderwell S. An examination of asynchronous communication experiences and perspectives of students in an online course: a case study. The Internet and Higher Education. 2003 Jan;6(1):77-90.
18. Chang S-HH. An assessment of the effectiveness of interaction in distance education based on student satisfaction with the learner-centered paradigm. Iowa State University, Digital Repository. 2006.
19. Asrar Z, Tariq N, Rashid H. The impact of communication between teachers and students: a case study of the faculty of management sciences, university of karachi, pakistan. ESJ. 2018 Jun 30;14(16):32.

